



# York University Senate Notice of Meeting

Thursday, 16 February 2023, 3:00– 5:00pm

Via in-person and videoconference

Dr Robert Everett Senate Chamber, N940 Ross Building

## AGENDA

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- 1. Chair’s Remarks (P. Puri)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
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- 4. President’s Items (R. Lenton)
  - a. Updates on key initiatives:
    - i. FW’23 ‘101’ applications
    - ii. Congress 2023
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  - a. Change to name of and degree requirements for the MA and PhD programs in Theatre and Performance Studies, AMPD (For approval; Appendix A, P. 21)
  - b. Change to the name of and degree requirements for the BA and iBA degree programs and options in Hispanic Studies, Glendon (For approval; Appendix B, P. 45)
  - c. Change to degree and admission requirements for the Master of Marketing program, Schulich School of Business (For approval; Appendix C, P. 94)
- 8. Appeals (S. Fitzpatrick)
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15min

20min

10min

10min

15min

10min

# York University Senate

10min

9. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (M. Moir) ..... 130
  - a. Report of the Sub-Committee on Quality Assurance (Appendix A)
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## Consent Agenda

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13. Change to the Delivery Mode of the Certificate in Spanish-English Translation, Glendon (P.17)
14. Changes to degree requirements for the BA and BSc degree programs in Kinesiology and Health Science, Faculty of Health (P. 17)

*P. Robichaud, Secretary*

## **Academic Colleagues Notes of the Meetings of: December 13 and 14, 2022**

### **Evening meeting, Tuesday, December 13, 2022, 6:00 – 8:30 pm**

**A conversation with Dr. Kim Clark, Professor, Department of Anthropology, and Assistant Dean (Equity, Diversity, Inclusion & Decolonization), Faculty of Social Science, Western University**

**Topic: How disabled university students' insights can help us advance student success in general**

Dr. Clark shared the preliminary findings of her research project on exploring disabled students' access experiences at Western University. The primary goals of the project were to learn about some students' experiences and understand everyday practices and decisions that can impact accessibility, with the data points comprising a survey and interviews with students. Drawing on the voices of students who participated in the survey and/or interviews, Dr. Clark provided several simple ways to enhance access, many of which serve to benefit all students, including flexible deadlines and the provision of information in multiple formats and slides in advance of class to facilitate note-taking. Dr. Clark's presentation slides are included as **Attachment 1** for Colleagues' reference.

A key theme that emerged in the discussion was the importance of engagement from senior leadership in advancing accessibility at an institutional level, through the provision of resources and support for faculty members. Dr. Clark highlighted that, in tandem with efforts to encourage the development of institution-wide supports, there are many small changes faculty members can make that both improve accessibility and reduce workload, such as a late days bank for assignment due dates.

Colleagues also discussed the potentially conflicting relationship between offering assessments in different modes or formats and supporting students' achievement of learning outcomes, the different types of accommodations that graduate students may need, and policies regarding doctors' notes for missed assignments, mid-terms or exams at different universities.

COU Chief of Staff Dominika Flood suggested that the [accessiblecampus.ca](https://accessiblecampus.ca) website, developed by COU several years ago, may be a helpful resource to Colleagues.

### **Colleagues meeting, Wednesday, December 14, 2022, 9:00 am – 12:00 pm**

#### **Information sharing**

During the information sharing portion of the meeting, Colleagues discussed issues that were front-of-mind at their respective institutions, including budgetary challenges, ongoing activities to promote the success of students, an increased focus on mental health for all university stakeholders, and the Auditor General's recent reports on Laurentian University and the financial management of Ontario universities.

## **COU Update**

The Colleagues received an update on COU activities from COU President and CEO Steve Orsini.

Steve began his remarks by acknowledging COU's 60<sup>th</sup> anniversary and the successful celebration event that had been held the week before where Ontario's Lieutenant Governor and Minister of Colleges and Universities gave remarks in recognition of the milestone.

Steve shared several observations and comments on two Auditor General reports on the Special Audit of Laurentian University and the Value-for-Money Audit of four Ontario universities, chief among them:

- The Value-for-Money Audit report noted that the domestic tuition freeze and relatively low per-student funding have necessitated the increased dependence on international student revenue, that the operating funding level of Ontario universities is the lowest per student in Canada, and the Ministry of Colleges and Universities lacks a strategy or long-term vision for the sector.
- The report also recommended that the Ministry establish a formal process that fully utilizes its new financial-health indicators to monitor the financial condition and risk level of universities each year. The recommended approach is consistent with and was influenced by COU's [Financial Health and Transparency Framework Plan](#) released last fall.
- COU has significant concerns regarding the Laurentian Report's sector-wide recommendation that the government seek legislative authority to impose financial limits on institutions and appoint a supervisor that could usurp institutional governance should financial challenges emerge. These changes, if implemented, would critically undermine institutional autonomy.
- Prior to the release of the final Laurentian and Value-for-Money reports, COU had launched its Financial Transparency and Accountability Framework to demonstrate universities' continued commitment to open data, strong fiscal management and leading practices in university governance

Themes that surfaced in the Q&A included the role Colleagues can play in reinforcing COU's advocacy efforts, the positive impact of universities on society, the critical importance of advocating for an increase in teacher education spaces, and the development of preparatory courses for first year students to support them for success in university.

## **Discussion of Future Topics**

Building on the conversation at the evening and morning meetings, Colleagues identified a number of future discussion topics, as follows:

- current student preparation for university, including ways to help support students in gaining the expected knowledge, skills and competencies for university studies, and the impact of the shortage of teachers on student preparation
- continuing to explore the theme of supporting student success

- internationalization and the creation of supports and opportunities for international students as well as universities' perceived overreliance on international students as a revenue strategy
- a vision for education in Canada
- supporting mental health for university stakeholders

It was suggested that the Colleagues' discussions be informed by data and ongoing policy activities going forward, with information and resources to be sought from the Ontario Council of Academic Vice-Presidents.

### **Committee Reports**

Budget and Audit Committee – Speaking to a written report on the Budget and Audit Committee meeting of November 10, 2022, Jingyu Li reported that the Committee had approved the audited statements for COU and unaudited financial statements for OUAC. An updated version of the report is provided as **Attachment 2**.

Committee on Relationships with Other Postsecondary Institutions – A written report had been circulated by the Colleague members on the Committee, Karleen Pendleton Jimenez and Alyson King, in advance of the meeting and is transmitted as **Attachment 3**.

Quality Council – As the two Colleagues on the Quality Council Board are no longer Academic Colleagues and Quality Council representatives were not available to join the meeting, no verbal report was provided. A written update from the Quality Council is included as **Attachment 4**.

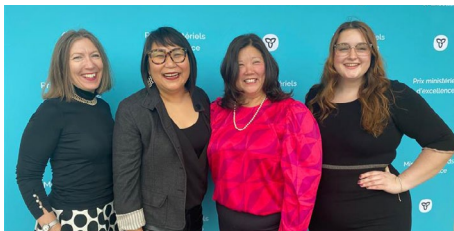
**Note:** *Referenced attachments have not been copied for Senate; they are available from the Secretariat upon request.*

# PRESIDENT'S KUDOS REPORT

FEBRUARY 2023



Header photo: Michael Goldman



The [kindergarten to industry \(k2i\) academy](#) at the Lassonde School of Engineering has been recognized for inspiring underrepresented youth in STEM through numerous initiatives since 2020. On behalf of Lassonde, Lisa Cole, director of programming, k2i academy, received a Minister's Award of Excellence in the category of Equality of Opportunity. The Minister of Colleges and Universities' Awards of Excellence celebrate the work of faculty, staff and graduate students who have demonstrated outstanding leadership, innovation and vision on campus, in the community and beyond. The Equality of Opportunity category acknowledges faculty and staff who have excelled at creating opportunities in post-secondary education for marginalized and underrepresented groups. The k2i team includes Lisa Cole, Michelle Tsui-Woods and Vanessa Ironside.



YSpace startup company, [MinuteSkill](#), is attracting media attention as it prepares to launch its latest product, Cliq, later this month. MinuteSkill is a social learning app founded in 2021 that allows businesses or individuals to post short educational videos on everything from growth strategies and marketing tips to strategies for identifying the best business model. Their new product, Cliq, is a video tool that uses AI to automatically repurpose long-form content into shorter, shareable video clips, as well as social media posts, blogs and newsletters. Cliq will be rolled out in late February 2023.



## APPOINTMENT



[Christine Brooks-Cappadocia](#) has been appointed interim assistant vice-president, continuing studies, effective February 1, until the completion of the search for the next AVP has concluded. Christine previously served as the executive director, programs & partnerships, the director of professional education and director of marketing & enrolment management in the School of Continuing Studies.



A new bursary award for York University's Markham Campus students will honour the contributions and legacy of Professor [Alice Pitt](#) who currently serves as senior advisor, Markham Academic Strategic Planning. Pitt has been a faculty member at York since 1995, serving the University in leadership roles such as vice-provost academic (2012-20), Faculty of Education dean (2008-12), and Faculty of Education associate dean (2002-07). The \$25,000 donation from Pitt will create an endowed bursary to benefit continuing undergraduate students entering their final year in a Markham Campus program and experiencing financial hardship. Each year, one recipient will receive approximately \$1,000 from the Alice Pitt Bursary. The award will be available through Student Financial Services once the campus opens in Spring 2024.

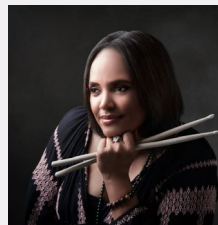
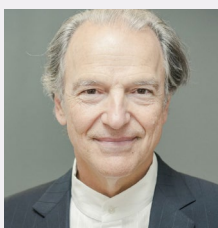
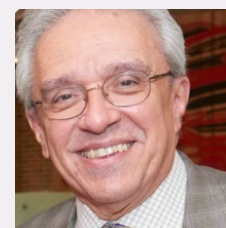


Photo: Michael Goldman

Following her Grammy Award win for "Best Instrumental Jazz Album", acclaimed music composer, producer and educator [Terri Lyne Carrington](#) headed to York University as this year's Oscar Peterson Artist-in-Residence at the School of the Arts, Media, Performance & Design (AMPD). As part of her residency, she will offer masterclasses, public performances and workshops geared at mentoring students who will be the future of jazz. Carrington is now a four-time Grammy award winner and was the first woman to win a Grammy for Best Jazz Instrumental Album, which she won for the second time on February 5th. As an acclaimed musician, she has a track record for being a dedicated educator and an advocate for racial and gender justice. Carrington was last at York in June 2022, when she received an honorary doctorate during AMPD's convocation.



Schulich School of Business Professor [Moshe A. Milevsky](#) was appointed Vice-Chair of the Investor Advisory Panel of the newly formed Self-Regulation Organization of Canada (SRO) this month. The SRO oversees investment dealers, mutual fund dealers and trading activity on Canada's debt and equity marketplaces with the aim of protecting investors, providing efficient and consistent regulation, and building trust in financial regulation and the people managing their investments.



Four individuals affiliated with York University have been appointed to the [Order of Canada](#): Justice Harry LaForme (LLD [Hons.] '08, LLB' 77), philanthropist Pierre Lassonde (LLD [Hons.] '14), Holocaust educator and filmmaker Eli Rubenstein (BA '84) and environmentalist John Robert Lounds (MES '81). The individuals from the York University community are among 99 new appointments to the Order of Canada. Since its creation in 1967, the Order of Canada has honoured more than 7,600 people whose service has shaped society, whose innovations have ignited imaginations, and whose compassion has united Canadian communities.



Assistant Professor [Duygu Biricik Gulseren](#)'s Fall 2022 Occupational Health & Safety (HRM 3400) class created The OHS Project, which comprises case studies, news and academic articles, and podcast episodes, as a part of a semester-long experiential education effort dedicated to advancing workplace safety. The newly launched project aims to become an informational touchstone not just for future occupational health and safety students at York's School of Human Resources Management, but for OHS researchers and educators around the world as well.



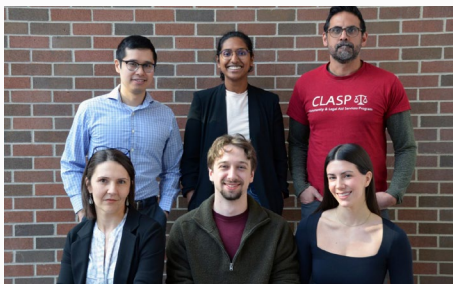


York University's Faculty of Science recognized the academic, teaching and research excellence of students, faculty and staff during its annual [Honours & Awards Ceremony](#) held on January 30th. The awardees were:

- Professor Stephen Watson, chair of the Department of Mathematics & Statistics, Dean's Special Recognition Award
- Hugo Chen, director of International Collaborations & Partnerships, Dean's Special Recognition Award
- Professor Christopher Jang, Department of Biology, Excellence in Teaching Award in the Junior Tenure Stream Faculty category
- Professor Alireza Rafiee, Division of Natural Sciences, Excellence in Teaching Award in the Contract Faculty category
- Farwa Sajadi, graduate student, Richard Jarrell Excellence in Teaching at the Graduate Level Award
- Evangelia Tzamali, graduate student, Richard Jarrell Excellence in Teaching at the Graduate Level Award
- Professor Jude Kong, Department of Mathematics & Statistics, Excellence in Research Award in the Early Career Researcher category
- Professor Neal Madras, Department of Mathematics & Statistics, Excellence in Graduate Mentorship Award



The Hill Times' list of Top 100 Best Books for 2022 included Geography Professor [Patricia Wood](#)'s book *Unstable Properties: Aboriginal Title and the Claim of British Columbia*, co-authored with York Geography PhD alumnus David Rossiter. The book investigates Aboriginal claims to Crown land and reframes the issue as a history of Crown attempts to solidify claims to Indigenous territory. The book puts critical human geography at the service of the goal of educating Canadians about the history of settler colonialism by demonstrating that understanding different conceptualizations of land and territorialization is a key element of meaningful reconciliation.



A legal team from Osgoode Hall Law School's [Community & Legal Aid Services Program](#) (CLASP) is working to obtain Canadian citizenship for a Somali man, Abdirahaman Warssama, who was incarcerated in a maximum-security prison for more than five and a half years without charge under Canada's controversial immigration detention system. By helping Warssama obtain citizenship, CLASP is hoping to help alleviate some of the suffering he endured at the hands of Canadian immigration authorities. CLASP is one of 17 clinical programs available to Osgoode students and exemplifies the law school's leadership in experiential legal education in Canada. CLASP handles cases in the areas of immigration, criminal and administrative law, including refugee claims and PR applications, immigration detention hearings, summary conviction criminal charges, record suspensions, human rights cases and tenants' rights disputes.





Recognized for his exceptional contributions to pediatric health care, York postdoctoral Fellow [De-Lawrence Lamptey](#) has been named Holland Bloorview Kids Rehabilitation Hospital's inaugural EMBARK scientist. The first program of its kind in Canada, EMBARK (Empowering Black Academics, Researchers and Knowledge creators) fills an important gap in amplifying diverse Black voices in disability research. Launched in partnership with the Black Research Network, an institutional strategic initiative at the University of Toronto, the EMBARK program addresses barriers that researchers from Black communities face in order to set them up for successful academic careers. Lamptey was selected from a competitive pool of qualified applicants from across Toronto and surrounding areas. The important work that he will perform at the hospital will support children and youth with medical complexity, illness and injury.



Professor [Carys Craig](#) of York University's Osgoode Hall Law School will lead IP Osgoode as of January 2023 after being appointed director of the independent program that explores legal governance issues at the intersection of intellectual property (IP) and technology. As a faculty member at Osgoode since 2002, and a founding member of IP Osgoode, Craig brings to the role a wealth of experience and enthusiasm for teaching, researching, mentoring and mobilizing knowledge in the field of intellectual property law and technology.



[Joy Kirchner](#), dean of York University libraries, will be retiring following an administrative leave. Kirchner joined York University as Dean in 2015 and was renewed for a second term in 2020. She has been a tireless advocate for York University Libraries throughout her time at the University, committed to aligning the Library's expertise and services with the teaching, learning and research needs of students, faculty and researchers, especially throughout the Covid-19 pandemic and campus closures. She will remain in her role until June 30, 2023, and a search for her successor has commenced.



Two students, [Avril Vernetta](#) and [Geneviève François-Kermode](#), are recipients of the Gertrude Mianda Prize for Excellence in Essay Writing, awarded to undergraduate or graduate students at York's Glendon Campus whose essay is judged by the Glendon Race Equity Caucus to be of excellent quality. Vernetta is a Sanctuary Scholar who is currently completing a BA in cognitive neuropsychology at Glendon Campus, as well as a BEd at the Keele Campus. Her essay "Migrants at the margin: On Sanctuary Students, Sanctuary Cities and Accessible pathways to Citizenship" examines how historically racist immigration policy in Canada has operated in ways that systematically and pervasively deny access to racialized migrants. François-Kermode is a fourth-year undergraduate student in the Gender and Women's Studies program, as well as the Humanities in the Power, Diaspora and Race stream. Her essay was written for the course Race, Gender, Transitional Justice and the Politics of Memory, and focuses on the ways in which personal positionality, history and memory intersect.



[Jacob Beck](#), associate professor and York Research Chair in Philosophy, won a US\$60,000 fellowship from the National Endowment for the Humanities (NEH) in recognition of the novel research carried out in his project "Minds without Language," which closely examines the process of human thought. As stated in its press release on Jan. 10, the NEH launched the \$28.1 million fund, aiding more than 200 humanities scholars across the globe, in order to support "humanities research at college campuses, conservation research, innovative digital resources, and infrastructure projects at cultural institutions." The fellowship will provide him with time to research and write a book about pre-linguistic forms of perception and thought. He is one of two researchers at Canadian institutions, and among only four researchers based outside of the U.S., to have received NEH funding.



*Black Ice* (2022) by director Herbert Davis

Oscar-nominated director Herbert Davis and film producer and York alum [Vinay Virmani](#) (BA 2008), attended a special screening and Q-and-A for the critically acclaimed *Black Ice* at York's Tribute Communities Recital Hall on February, 13. Debuting at the Toronto International Film Festival (TIFF) in 2022, *Black Ice* captured the attention of critics and casual moviegoers alike, earning Davis the TIFF People's Choice Award in the documentary category that year. The film explores the sordid history of discrimination against Black hockey players in leagues across North America.



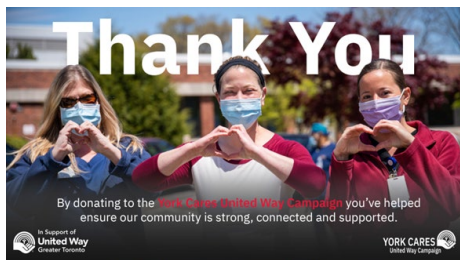
An award that celebrates individuals committed to improving diversity and representation in Canada's commercial real estate industry has been awarded to [Silas Jjuuko](#), a master's student at York University's Schulich School of Business. The Gary Whitelaw Strength in Diversity Award was established by BentallGreenOak (BGO) in June 2021, and honours Gary Whitelaw's tireless efforts and commitment to creating opportunities for underrepresented communities and aims to create pathways for Black, Indigenous and female students in the commercial real estate industry. As a recipient of this award, Jjuuko will receive \$25,000 to support his scholarly activities and research as a student enrolled in Schulich's Master of Real Estate and Infrastructure program.



Andrew Dawson, an associate professor in the Department of Sociology at the Glendon Campus of York University, and Isabel Krakoff, PhD candidate in the Department of Sociology, were announced as the winners of the inaugural [Alexis de Tocqueville Award](#) for the best conference paper on democracy and public opinion, an award given by the World Association for Public Opinion Research. The paper "Political Trust and Democracy: The Critical Citizens Thesis Re-Examined" empirically assesses competing perspectives on the relationship between democracy and political trust.



For the first time, York was listed on [ShanghaiRanking's Academic Ranking of World Universities](#) in the field of telecommunications engineering (top 10 in Canada and 101-150 globally) in the 2022 rankings. The University scored particularly well in measures of research influence and international collaboration. This accomplishment was driven by the work undertaken by researchers at the Lassonde School of Engineering in areas of machine learning and artificial intelligence, molecular communication and multi-band wireless networks. The dedication and innovation of many Lassonde researchers contributed to this telecommunications ranking, including Associate Professor Ping Wang, Associate Professor Andrew Eckford, and Assistant Professor Hina Tabassum.



Each year, the York University community engages in the [York Cares United Way Campaign](#) to raise funds to help vulnerable members of the community facing crisis, in support of social services and organizations in Peel, Toronto and York Region. The 2022 campaign, which ran from Nov. 1 to Dec. 9, succeeded in raising \$132,305. The 2022 York Cares United Way Campaign Committee, Division of Advancement's Barbara Antenos and Nadia Dar engaged many volunteers across the University and were assisted by the following staff: Susana Gajic-Brueya, Louise Spencer, Karen Furlong, Tien Do-Ky, Ashley Goodfellow Craig, Vanessa Thompson, Mario So Gao, James Hsieh, Kaizad Kabraji, Mohini Jaggan, Marion Frankian, Isabelle Montagnier, Johanne Roberge, Vina Sandher, Lyna Truong, Scott Labron, Amal Awini, Gillian Cameron, and 50 executive assistants across the University who engaged their teams.

## Executive Committee – Report to Senate

At its meeting of 16 February 2023

### FOR INFORMATION

#### **a. Senate Membership: Allocation of Faculty and Student Seats**

The Executive Committee is continuing to discuss the membership of Senate to determine the allocation of seats on Senate effective 1 July 2023. A notice of motion to Senate on the membership recommendation is planned for the March meeting, with approval sought at the April meeting.

#### **b. Approval of Members of Senate Committees Nominated by Student Senators**

The Executive Committee has approved the individual listed below as nominated by student Senators to serve on a Senate committee for the 2022-2023 governance year.

#### **Tenure and Promotions**

Mohamed Elghobashy, undergraduate, Faculty of Health, Kinesiology & Health Science, 4<sup>th</sup> year.

#### **c. Review of Faculty Council Rules and Procedures**

The Executive Committee approved changes to the rules and procedures for the *Faculty of Environmental and Urban Change* Faculty Council which will see the composition of its *Undergraduate Pedagogy, Academic Standards, and Awards Committee* reduced in size for improved functionality.

#### **d. Change to June 2023 date of Senate Meeting**

The Rules of Senate establish that the meetings of Senate be held on the fourth Thursday of the month (Section 3.1). The Rules also allow for Senate Executive to set an alternate meeting time and day (Section 3.5). On the recommendation of the Chair of the Senate Sub-committee on Honorary Degrees and Ceremonials, Executive has approved a change to the date for the June meeting of Senate this year, from Thursday 22 June to Thursday 29 June to avoid a conflict with a convocation ceremony on the afternoon of 22 June. Executive anticipates that the June meeting will be held virtually to accommodate the later than planned meeting.

Going forward, the Sub-committee on Honorary Degrees and Ceremonials will endeavour to avoid future conflicts between convocation ceremonies and Senate meetings in its confirmation of the convocation dates.

*Poonam Puri, Chair*

*Lauren Sergio, Vice-Chair*

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 16 February 2023

### FOR INFORMATION

#### a. University Sustainability Framework

A new Sustainability Framework for the University is being developed. The inclusion in the UAP 2020-2025 of the call to action on the UN SDGs signalled the University's commitment to contribute to the advancement of the sustainable development goals. Building on the work accomplished under the first Sustainability Strategy and the President's Sustainability Council between 2017-22, a coordinated, supported, and resourced pan-university approach will be brought to sustainability through the new Framework. Through the President, further information will be provided to the community about the the new Framework and the consultations that will be undertaken leading to its preparation.

President Lenton discussed with APPRC the vision for the new Framework and members provided reflections and input on the preliminary plans. Key points the Committee emphasized for consideration included:

- having the strategy achieve a balance between establishing leadership to advance the sustainability goals and capacity for open, candid discussions in the community
- the need for enhanced communications about the many and substantive achievements of faculty, administration and students to advance sustainability at the University
- the importance of defining concrete accomplishments to be achieved through the Sustainability Framework, setting timelines for each, and establishing metrics by which to assess and report on progress towards the accomplishments
- defining the collegial governance processes through which the selection of community members will be made to serve on the various working groups and committees imagined within the Framework

The Committee looks forward to learning of progress on and continued input into the development of the new Framework.

#### b. Strategic Repositioning of Glendon

The Provost is keeping APPRC abreast of progress on the strategic review of Glendon's academic offerings and administrative structure. As a next step and to help address earlier challenges to understanding the status and sequencing of the various stages of the comprehensive review, process information and planned timelines for the harmonized degree structure and curriculum review exercises have been shared with the Glendon

# Academic Policy, Planning and Research Committee Report to Senate

community to enhance clarity and communications on the initiative. Having the revised programming ready for implementation for the FW 2024-2025 academic year is the goal, and the timelines reflect the governance paths to approval of the curriculum revisions.

Detailed information about the initiative is available to members of the York community on the [Mapping the Future of Glendon College](#) website. APPRC will continue to engage in discussions about this important initiative and report to Senate.

## **c. Establishment of a Named Professorship**

The Provost advised APPRC of the establishment of the *Mackenzie-Papineau Memorial Professorship in Modern Spanish History* to be based in the Department of History, Faculty of Liberal Arts & Professional Studies. An endowed gift from the Mackenzie-Papineau Memorial Fund supports the creation of this new Professorship. The holder – to be a junior scholar – will engage in innovative research and teaching in the history of modern Spain and will ensure annual activity in teaching and/or public engagement on the Spanish Civil War. This position is consistent with the Department of History’s thematic priority of Warfare and Conflict Resolution, including public history and social movements. It is also consistent with several of the key priorities central to the University Academic Plan 2020-2025.

## **d. Strategic Research Plan 2023-2028 and Research Initiatives**

Work is continuing on the development of the *2023-2028 Strategic Research Plan* (SRP). The broad community consultation exercise and suggestions from APPRC have informed the identification of the key research themes and focused areas of opportunities that will ground the Plan. APPRC anticipates reviewing a draft SRP next month and bringing forward to Senate a final version for approval in the Spring.

Vice-President Asif also discussed initiatives being taken to advance inclusive research. Recent investments in support of building Indigenous research excellence were highlighted. In addition to the establishment of the new [Senate Policy on Indigenous Research Involving Human Participants](#) and the Indigenous Research Ethics Board (approved by Senate last month), the ORU *Centre for Indigenous Knowledges and Lanugages* launched in 2021, the Indigenous Research Seed Grants program, the new position of Indigenous Research Officer, and complementary hiring plans and retention support for Indigenous faculty members collectively contribute to the principle in the [Indigenous Framework for York University: a Guide to Action](#) to “Facilitate research that is relevant to Indigenous life, and respects Indigenous approaches to knowledge and learning.”

Further actions being taken to advance research excellence across the University will be included in the Vice-President’s annual report on research, planned for the March meeting of Senate.



# Academic Policy, Planning and Research Committee Report to Senate

## **e. APPRC-ASCP Task Force on the Future of Pedagogy**

As a remainder to Senate, APPRC and ASCP are establishing a joint Task Force on the Future of Pedagogy. Information on the mandate, deliverables and composition is set out the [Task Force webpage](#).

A call for *Expressions of Interest* to serve on the task force was issued in early February, with submissions requested by Friday, 17 February 2023. Interested members of the community are asked to complete this [form](#).

## **f. Academic Planning Forum**

Senate was advised last month that the APPRC annual planning forum is being held this year on Thursday, 2 March 2023. The focus will be York's emergence as a multi-campus University and harnessing the opportunities to advance research, teaching and learning goals. The program and structure of the academic planning session is being finalized and will be communicated imminently. The Committee hopes to see a robust turn out of the community.

Michael Moir  
Chair of APPRC



## Report to Senate

Meeting of 16 February 2023

### For Action

#### Major Modifications

##### a. Change to name and degree requirements for the MA and PhD programs in Theatre and Performance Studies, AMPD

ASCP recommends:

that Senate approve the change in name for the Theatre and Performance Studies MA and PhD programs, from Theatre and Performance Studies, to Theatre, Dance and Performance Studies, and the change in related degree requirements, effective FW2023-2024.

#### Rationale

The full proposal and supporting documentation are included as Appendix A. The proposal is to modify the MA and PhD in Theatre and Performance Studies (T&PS) in the following ways:

- to change the degree names to incorporate Dance studies;
- to integrate the MA Dance and PhD Dance Studies programs and other Dance studies content into the existing T&PS courses;
- to modify curriculum requirements (methods requirement, placement, etc.) and exam process for T&PS for the purpose of integrating shared learning outcomes with dance studies; and
- to modify existing courses, as necessary, to ensure that they meet the criteria of the core curriculum for the newly joined Theatre, Dance, and Performance Studies.

The change incorporates the MA Dance and PhD Dance Studies programs, and it does not affect the MFA programs in Theatre or Dance, which are studio-based.

Faculty in the MA and PhD Dance Studies programs, who can supervise MAs and PhDs, are all cross appointed to T&PS have been active in teaching, supervision, and program committees in T&PS. The MA and PhD Dance Studies and the T&PS graduate programs have significant overlap. T&PS already offers as part of their core curriculum various dance studies courses.

## **ASCP – Report to Senate**

The newly conjoined Theatre, Dance, and Performance Studies program will retain its focus on the intersection of performance and cultural politics, with specializations that strongly align with the UAP. The merged program addresses the SMA by building on the strong reputation of York as a place of training for dance studies in Canada (i.e., maintaining specialization) while also supporting resource efficiencies as current the MA Dance, PhD Dance Studies and Theatre & Performance Studies programs are small and operating with two GPDs and two GPAs, while the students in the programs very often take the same courses and work with the same faculty supervisors and committee members.

Due to the similarities of the existing programs, there are minimal changes to the Theatre & Performance Studies program requirements. As reflected in the side-by-side comparison of program requirements, in which changes are highlighted, the primary change is the inclusion of Dance and Dance Studies in the name of the program, and the descriptions of the requirements. Otherwise, the only change that has been proposed is the inclusion of additional research topics in the language of the field placement and comprehensive exam lists.

The proposal was informed by consultations with graduate students in the programs, program directors, and faculty members. National and international scans of similar programs also informed the proposal. Details are included in the proposal at Appendix A.

At a subsequent meeting of ASCP and Senate, recommendations will come forward for closure of the graduate program in Dance Studies.

**Approvals:** AMPD Faculty Council 11 May 2022 • ASCP 11 January 2023

### **b. Change to Name of and degree requirements for the BA and iBA degree programs and options in Hispanic Studies, Glendon.**

ASCP recommends:

that Senate approve the change in name for the Hispanic Studies program, from Hispanic Studies to Spanish and Latin American Cultures and Societies, and the change in related degree requirements, effective FW2023-2024.

### **Rationale**

The full proposal and supporting documentation are available at Appendix B. The proposal is the outcome of decisions made by Glendon's Executive Committee to streamline the program, renovate its offerings, facilitate enrollment and completion, and offer increased options to students. Program enrollment has been low for the past few years, attributed to low visibility in program branding and recruitment and program name, which does not resonate with students. Revamping the program, creating new courses, and changing its name, requirements, and curricular options, will make it more

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attractive, innovative, and relevant, so that it will reflect current reality and speak more clearly and eloquently to potential students. The name change was suggested by curriculum reviewers and is also being proposed as part of a need identified to label the program more clearly with respect to its content and emphasis, bring it in line with analogous programs throughout North America, and with a view to help program recruitment and make the program more clearly recognizable for today's potential applicants. The program changes will bring the program in line with the current structure of other Humanities-focused BA programs at York University.

The overall curricular and course redesign of the program is informed by both the Faculty and University plans. Program changes are related to creating a teaching and learning environment that is experiential, collaborative, project and community based, globally and locally engaged, technologically relevant, focused on increased access and inclusion, and that engages with students and with society from a perspective of living well together in the 21st century.

Students who were admitted under Hispanic Studies will continue to be Hispanic Studies.

**Approvals:** GL Faculty Council 16 December 2022 • ASCP 25 January 2023

### c. Changes to the Master of Marketing, Schulich School of Business (SSB)

ASCP recommends:

that Senate approve the following major and minor program changes for the Master of Marketing (MMKG) Program, housed in the Schulich School of Business, effective Summer 2024.

- Change in admission criteria to note that one or more years of post-degree work experience is strongly recommended for those without a business degree (undergraduate or higher)
- Change in first term of the program from fall to summer term
- Reduction in total program credit hour requirement from 42 to 36

#### **Rationale**

The full proposal and supporting documentation are available at Appendix C. In its first three years of operation, the MMKG program has found that students with the combination of no work experience and a non-business degree often struggle to succeed in the program. The proposed change would signal to potential applicants the need for relate work experience and/or prior business studies are critical for student success.

A one-year graduate program (May – April) better aligns with student career recruitment cycle.

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Competitive research review observed that there are eight North American business schools, all US based, with industry-focused on-year masters in marketing programs. Schulich is the only industry-focused masters of marketing program in Canada. The average course credit hour for competitor schools is 32.6.

The program changes are intended to renew the Master of Marketing (MMKG) curriculum after its first three years of operations to (a) ensure the program’s continued relevance and competitiveness for 21st century skills and (b) to keep the program inclusive, accessible, and appealing to prospective students. These goals directly align with the York University Academic Plan, 2020-25. The consultation process included over 25 meetings and over 60 hours of research and planning conducted by the MMKG program team. Consulted parties believe that the proposed program changes will improve performance against learning outcomes, improve the quality and diversity of the admitted class of students, improve student satisfaction, improve student preparation and performance in the job market, and help defend the program against possible future competitive entry by other Ontario universities

**Approvals:** SSB Faculty Council 9 December 2022 • ASCP 1 February 2023

### **Consent Agenda**

#### **Certificate and Degree Closures and Changes in Degree Requirements**

##### **d. Closure of Certificate in Cultural and Artistic Practices (CAP), Environmental & Urban Change (EUC)**

ASCP recommends:

that Senate approve the closure of the Certificate in Cultural and Artistic Practices, housed in EUC.

#### **Rationale**

The number of graduates in the CAP certificate has declined. EUC launched a major and minor in Environmental Arts and Justice (EAJ), anticipated to replace interest in the CAP certificate. The courses that were core to the CAP certificate have been incorporated into the EAJ major.

**Approvals:** EUC Faculty Council 15 December 2022 • ASCP 25 January 2023

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### **e. Change to the Delivery Mode of the Certificate in Spanish-English Translation, Glendon**

ASCP recommends:

that Senate approve the change in delivery mode for the Certificate in Spanish-English Translation, housed in Glendon, effective FW2023-2024.

#### **Rationale**

The Certificate in Spanish-English Translation has been in existence at Glendon College since 1998. Through the years, a few courses have been delivered remotely. This proposal allows all the mandatory Certificate courses to be offered online, with a combination of synchronous and asynchronous. Online delivery will allow for any student who is not able to be in residence in Toronto or who, for some other reason, cannot attend the Certificate courses offered on campus, to be able to complete the program online. Although the mandatory courses will be changed to online delivery, a portion of the credits toward the program may be completed in any delivery format.

**Approvals:** Glendon Faculty Council 16 December 2022. ASCP 1 February 2023.

### **f. Kinesiology and Health Science, BA and BSc - change in practicum requirements, Health.**

ASCP recommends,

that Senate approve a change to the practicum requirements for the BA and BSc in Kinesiology and Health Science, housed in the Faculty of Health, from not-for-credit to for-credit (6.0 credits total), effective FW2023-2024.

#### **Rationale**

The current practicum program (PKIN) is rooted in the School's long history with beginnings as a Physical Education program, with most students historically preparing for a career as a Physical Education teacher. Thus, the PKINs were designed to ensure that graduates were equipped with the knowledge on how to teach the activities in their career. The School has drastically expanded and changed its focus over time, as such the needs/desires of our current student population is not adequately reflected by the PKIN program. Furthermore, many of our current PKIN courses are evaluated based upon skill acquisition, rather than the achieving of School defined Program Learning outcomes.

**Approval:** Faculty of Health Faculty Council 11 January 2023. ASCP 25 January 2023.

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## For Information

### g. Minor Modifications

The following items were approved by ASCP, 25 January 2023, effective FW2023-2024 unless otherwise noted.

#### *Glendon*

- Minor changes to requirements for Drama and creative Arts major (16 December 2022 Faculty Council).

#### *Faculty of Health*

All changes approved 11 January 2023, Health Faculty Council

- Changes to PhD comprehensive exam components for Critical Disability Studies
- Changes to admission requirements for MScN and MScN-PCNP
- Clarification to the PhD in Health comprehensive examination requirements
- Change in admission requirements for BA Global Health
- Addition of the same optional courses to all Specialized Honours majors and streams, Global Health - Specialized Honours, BA and BSc
- Addition of core course and clarification of minor program requirements -Global Health minor option
- Change to Specialized Honours Health Policy, Management and Digital Health degree requirements, Bachelor of Health Studies
- Changes to certificate requirements - Certificate in Digital Health (formerly Health Informatics).

#### *Faculty of Environmental and Urban Change*

All changes approved 15 December 2022, EUC Faculty Council

- Non major changes to the core optional courses – Sustainable Environmental Management major
- Non major changes to core optional courses, removed expired course – Global Geography major
- Non major changes to optional courses in major; addition of core course – Cities, Regions, Planning major

#### *Osgoode Professional Development*

- Approval of course rubric for Labour and Employment Law (LEL)



## ASCP – Report to Senate

### *Schulich School of Business*

- Minor changes to Organizational Studies required course, and to program requirements (SSB Faculty Council 9 December 2022)

### *Liberal Arts & Professional Studies*

- Minor changes to course requirements in English and Professional Writing (LA&PS Faculty Council 12 January 2023)
- Minor changes to courses in Professional Writing (LA&PS Faculty Council 12 January 2023)
- Minor changes to core courses in Interdisciplinary Social Science (LA&PS Faculty Council 12 January 2023)
- Minor changes in list of core courses in Indigenous Studies (LA&PS Faculty Council 10 November 2022)
- Minor Modification to comprehensive exams in Graduate Diploma in Sociology (LA&PS Faculty Council, 10 November 2022)

### *Glendon*

- Change in delivery mode to Certificate in Spanish-English Translation (16 December 2022 Faculty Council)

## **h. Communication on Artificial Intelligence (AI) and Academic Conduct**

Senators will recall that at the January 2023 Senate meeting, Senator Moir stated the University's position on emergent AI applications in relation to academic conduct and informed members that the University would release a statement on the topic, via ASCP. The statement is attached at Appendix D.

The statement was prepared by the Academic Integrity Officer in the Vice-Provost Academic office, with input from Associate Dean Academic, Osgoode, and Associate Dean T&L, LA&PS. ASCP approved the statement which incorporates input from ASCP members.

The statement is not a policy document. It draws on the [Senate Policy on Academic Honesty](#) to clarify the policy when it comes to students' use of artificial intelligence (AI) tools. It provides guidelines to Associate Deans who are involved in the academic honesty process at York, and to instructors on communicating expectations to students so they can avoid engaging in a breach of academic honesty. AI technology is developing and evolving and as such, further updates will be made to the York community as needed.

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The statement has been shared with Deans, Associate Deans, Faculty Council Chairs, York University Graduate Students Association, and the York Federation of Students. The Division of Students will work with the Academic Integrity Officer to prepare a related statement for posting on the Vice Provost Student website.

Martin Bunch  
Chair, ASCP

## Major Modifications to Existing Programs Proposal

### Major Modifications Proposal

1. Faculty: School of the Arts, Media, Performance and Design
  2. Department: Theatre & Performance
  3. Program: *MA and PhD Theatre and Performance Studies*
  4. Degree Designation: MA in Theatre and Performance Studies, PhD in Theatre and Performance Studies. *We have included both programs in the same document for ease and comprehension and as advised after our Notice of Intent documents were submitted.*
  5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.) Major modification of existing graduate program to include Dance studies (title change to “Theatre, Dance, and Performance Studies”). This involves substantive changes to learning outcomes and changes to courses offered.
  6. Location: (current campus and, if applicable, proposed): Keele Campus
  7. Effective Date: July 2023
- 

8. Provide a general description of the proposed changes to the program.

We are proposing to modify the MA and PhD in Theatre and Performance Studies in the following ways: 1) to change the degree names to incorporate Dance studies; 2) to integrate the MA Dance and PhD Dance Studies programs and other Dance studies content into the existing T&PS courses; 3) to modify curriculum requirements (methods requirement, placement, etc.) and exam process for Theatre and Performance Studies for the purpose of integrating shared learning outcomes with dance studies; and 4) to modify existing courses, as necessary, to ensure that they meet the criteria of the core curriculum for the newly joined Theatre, Dance, and Performance Studies. This change incorporates the MA Dance and PhD Dance Studies programs, studies programs, and it does *not* affect the MFA programs in Theatre or Dance, which are studio-based programs.

9. Provide the rationale for the proposed changes.

There are a few reasons for the proposed changes: 1) The number of full-time faculty in the MA Dance and PhD Dance Studies programs that can supervise MAs and PhDs has greatly reduced in the past ten years with retirements that were not replaced; 2) Of

the remaining faculty in the MA Dance and PhD Dance Studies programs (after retirements in coming year or two) who can supervise MAs and PhDs, all are cross-appointed to Theatre & Performance Studies graduate degrees and have supervised, served on committees and taught courses taken by said students; 3) The the MA Dance, PhD Dance Studies and the Theatre & Performance Studies graduate programs have already overlapped greatly. Theatre & Performance Studies already offers as part of their core curriculum various dance studies courses; 4) The theoretical and methodological overlap of dance, theatre and performance is enough that strong synergies of expertise will be improved through sharing resources, ideas and interdisciplinary understandings of these fields of study; and 5) Integrating the two fields of study will greatly enhance the experience of students from sorting their supervisory committee to competency in engaging with overlapping fields of study.

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

The newly conjoined Theatre, Dance, and Performance Studies program will retain its focus on the intersection of performance and cultural politics, with specializations that strongly align with the UAP. Studying performances across a broad range of cultural contexts--in theatres, galleries, rituals, digital and popular media, the streets, the political arena, mass spectacles, interpersonal interactions, etc.--helps to capture performance's potential to frame critically nuanced responses to public events, and thus to model politically and ethically engaged forms of public life. The flexible approach to performance, accompanying a wide range of interdisciplinary perspectives, serves as an excellent example of the UAP's prioritization of '21st century learning' and 'knowledge for the future.' The program's focus on experiential learning -- via the MA Dance and PhD Dance Studies programs' historical strengths in this area and Theatre & Performance Studies' professional placement requirement -- aligns strongly with the UAP and addresses the SMA's focus on developing solid employment skills. The program is particularly in alignment with the UAP in focusing on ways in which performance engages diverse communities and knowledges, and "advances global engagement" through coursework on intercultural and transnational perspectives. The merged program addresses the SMA by building on the strong reputation of York as a place of training for dance studies in Canada (i.e. maintaining specialization) while also supporting resource efficiencies as current the MA Dance, PhD Dance Studies and Theatre & Performance Studies programs are small and operating with two GPDs and two GPAs, while the students in the programs very often take the same courses and work with the same faculty supervisors and committee members. As well, as the two programs have developed connections over time, the course requirements are quite similar. Finally, having one program will address high supervision rates that affect time to completion in the current programs, which ultimately impacts the faculty's ability to take in strong new students and the current students' prospects of employment following graduation.

11. If applicable, 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 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).

The Theatre & Performance Studies MA and PhD programs and Dance MA and Dance Studies PhD Programs have been sharing resources, space, and courses for a number of years. This change is a reconfiguration of existing resources, recognizing the existing alignment between programs. The Department of Theatre currently provides space, when necessary, to support courses in the graduate program in Theatre & Performance Studies, and this often extends to the MA Dance and PhD Dance Studies program students taking its classes; the same is true when T&PS students take the MA Dance and PhD Dance Studies programs courses, providing cooperative support of respective learning objectives. A combined program, and the efficiencies of combined administration, will further benefit students in successfully meeting the objectives in the combined graduate program.

Due to the similarities of the existing programs, there are minimal changes to the Theatre & Performance Studies program requirements. As reflected in the side-by-side comparison of program requirements, in which changes are highlighted, the primary change is the inclusion of Dance and Dance Studies in the name of the program, and the descriptions of the requirements. Otherwise the only change that has been proposed is the inclusion of additional research topics in the language of the field placement and comprehensive exam lists.

With guidance from the provost's office, the programs have worked together to develop shared learning objectives listed in appendix A to reflect current best practices regarding Program Learning Objectives as a means to provide an update to Degree Level Expectations, last revised in the previous Cyclical Program Review in 2015, preceding the current use of PLOs.

12. 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.

We have consulted with FGS-appointed members and students in the MA & PhD programs in Dance and Theatre and Performance Studies, faculty and students in the Departments of Dance and Theatre more broadly, and Faculty Council in the School of Arts, Media, Performance, and Design. We have also conducted an environmental scan of national and international programs in Theatre, Dance, and Performance Studies. Further, we have done an assessment of connections between current curriculum in the the MA Dance, PhD Dance Studies and Theatre & Performance Studies programs as well as student dissertation projects and requirements.

This is a statement from current Graduate Program Director, Ian Garrett, in support of

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the major modification proposal:

“The program in Theatre & Performance Studies supports modification of the program to be integrated with Dance Studies to become the program in Theatre, Dance, and Performance Studies. In the program's recent history the MA Dance and PhD Dance Studies program courses have been important offerings for Theatre and Performance Studies students, and the MA Dance and PhD Dance Studies program faculty have made significant contributions to the supervision of Theatre and Performance Studies students. The differentiation between these fields is becoming less and less explicit, and both will benefit from a shared structure and complement to continue to attract and support high quality applicants, where both programs often find themselves in competition with the other.”

The following is a statement of support from Erika Batdorf:

“As the current Graduate Program Director for the MFA in Performance Creation in the Theatre Department, I strongly support this proposal. Consolidating these programs will make better use of the current faculty and resources and will provide a richer interdisciplinary community of graduate students. As mentioned in the proposal, cross listed courses and supervision has existed for some time and in many ways, this is formalizing what has already been in development. This will increase the diversity of both programs, while allowing easier interdisciplinary research within both areas.”

As well as a statement of support from outgoing Graduate Program Director in Dance (MA/MFA/PhD), Mary Fogarty:

“The majority of our remaining Department of Dance faculty –after a series of retirements that has cut said faculty in half – who are appointed to the Faculty of Graduate Studies are cross-appointed to the Theatre & Performance Department. This proposal allows us to consolidate our resources and offer students supported and sustainable graduate degrees.”

13. If applicable, describe changes to any admission requirements and on the appropriateness of the revised requirements for the achievement of the program learning outcomes. Theatre & Performance Studies has always accepted applications from students with degrees in Dance and we have modified this to be explicit on the calendar copy attached. See attached for the revised requirements of the program learning outcomes in attached document, Appendix A, which further demonstrate the already existing and enhanced synergies between the two programs.
14. 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.

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The Theatre, Dance, & Performance Studies PhD program involves a reconfiguration of existing resources, recognizing the existing alignment between Theatre & Performance Studies and the MA Dance and PhD Dance Studies graduate. In particular, the program would operate under one Graduate Program Director and one Graduate Program Assistant, and have one yearly budget. The Department of Theatre currently provides space, when necessary, to support courses in the graduate program in Theatre & Performance Studies, and this often extends to the MA Dance and PhD Dance Studies program students taking its classes; the same is true when T&PS students take the MA Dance and PhD Dance Studies program courses. In the proposed model, this space sharing would continue and benefit students in the merged graduate program.

15. When applicable, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes.

N/A

16. 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. N/A

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

Students currently enrolled in the MA Dance and PhD Dance Studies programs in the Dance Department will continue to work towards their degrees in Dance studies. Their ongoing progress will be supported by a designated GPA, as well as GPD (to be determined). They will be invited to colloquium and events hosted by the Theatre & Performance Studies program. Any students on leave who have not finished all of their dance studies course requirements for their degrees will be able to petition to have courses in the new program work towards their original degree requirements.

18. Provide the following appendices:

A) Program Learning Outcomes: *See Appendix A*

B) 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. *See Supplementary Document*

Program Requirements  
Theatre, **Dance** & Performance Studies

ORIGINAL TEXT	REVISED TEXT
<p>The Graduate Program in Theatre &amp; Performance Studies offers two degrees, an MA and PhD, both of which emphasize our collective interest in theatre, performance, and cultural politics.</p> <p>The areas of program specialization, which structure the program’s curriculum and degree requirements, reflect this focus. They include:</p> <ul style="list-style-type: none"> <li>● Canadian theatre and cultural politics;</li> <li>● postcolonialism and globalization;</li> <li>● cultural policy and theatrical economies;</li> <li>● gender and sexuality;</li> <li>● embodiment and cultural memory;</li> <li>● environment and cultural geography;</li> <li>● critical pedagogy and community engagement; and,</li> <li>● intermediality and technology.</li> </ul>	<p>The Graduate Program in Theatre, <b>Dance</b> &amp; Performance Studies offers two degrees, an MA and PhD, both of which emphasize our collective interest in theatre, performance, and cultural politics.</p> <p>The areas of program specialization, which structure the program’s curriculum and degree requirements, reflect this focus. They include:</p> <ul style="list-style-type: none"> <li>● Canadian theatre, <b>dance</b> and cultural politics;</li> <li>● postcolonialism and globalization;</li> <li>● cultural policy and theatrical economies;</li> <li>● gender and sexuality;</li> <li>● embodiment and cultural memory;</li> <li>● environment and cultural geography;</li> <li>● <b>performance and popular culture;</b></li> <li>● critical pedagogy and community engagement; and,</li> <li>● intermediality and technology.</li> </ul>
<p><b><u>MASTER OF ARTS PROGRAM</u></b> <b>ADMISSION REQUIREMENTS</b></p> <p>An honours degree or its equivalent in Theatre (BA or BFA), English or Humanities, with a minimum B+ average is required.</p>	<p><b><u>MASTER OF ARTS PROGRAM</u></b> <b>ADMISSION REQUIREMENTS</b></p> <p>An honours degree or its equivalent in Theatre (BA or BFA), <b>Dance (BA or BFA)</b>, English or Humanities, with a minimum B+ average is required. This is 7.0 and above on a 9.0 grading scale and 3.30 and above on a 4.0 grading scale.</p>
<p><b>Degree Requirements</b></p> <p>Normally completed in three terms, the Master of Arts in Theatre &amp; Performance Studies can be completed by coursework, by major research paper, or by thesis, as follows.</p>	<p><b>Degree Requirements</b></p> <p>Normally completed in three terms, the Master of Arts in Theatre, <b>Dance</b> &amp; Performance Studies can be completed by coursework, by major research paper, or by thesis, as follows.</p>
<p><b>MA Degree by Coursework</b> Courses</p> <p>Students must successfully complete <b>24 credits</b> in coursework, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least three credits from a list of possible options provided by the program (these change each year)</li> <li>● a minimum of two courses (six credits), one of which must be a Canadian course with</li> </ul>	<p><b>MA Degree by Coursework</b> Courses</p> <p>Students must successfully complete <b>24 credits</b> in coursework, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least three credits from a list of possible options provided by the program (these change each year)</li> <li>● a minimum of two courses (six credits), one of which must be a Canadian course with</li> </ul>

<p>“theatre” in its title and the other of which must be a Theatre &amp; Performance Studies course that aligns with program’s fields.</p> <ul style="list-style-type: none"><li>● 15 credits chosen from graduate-level Theatre &amp; Performance Studies courses or approved graduate-level cognate courses.</li></ul>	<p>“theatre”, “performance”, and/or "dance" in its title and the other of which must be a Theatre, <b>Dance</b> &amp; Performance Studies course that aligns with the program's fields.</p> <ul style="list-style-type: none"><li>● 15 credits chosen from graduate-level Theatre, <b>Dance</b> &amp; Performance Studies courses or approved graduate-level cognate courses.</li></ul>
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<p><b>Colloquium</b>  Students are required to attend a bi-weekly non-credit colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student’s research work is shared. Students are evaluated on a pass/fail basis.</p>	<p><b>Colloquium</b>  Students are required to attend a bi-weekly non-credit colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student’s research work is shared. Students are evaluated on a pass/fail basis.</p>
<p><b>Professional Placement</b>  Students are required to set up a working professional placement of at least 75 hours as part of <b>Theatre &amp; Performance Studies</b></p> <p><b>5051 3.0.</b> This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program’s fields of specialization and/or the student’s research areas (<i>e.g.</i>, production dramaturgy, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student, who first presents a written outline of the placement proposal to the Graduate Program Director for approval. After approval is obtained the student should contact the institution to set up their schedule. The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a <b>three credit</b> placement is 75- 90 hours and there is normally no remuneration involved.</p>	<p><b>Professional Placement</b>  Students are required to set up a working professional placement of at least 75 hours as part of <b>Theatre, Dance &amp; Performance Studies</b></p> <p><b>5051 3.0.</b> This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program’s fields of specialization and/or the student’s research areas (<i>e.g.</i>, production dramaturgy, <b>choreography</b>, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student, who first presents a written outline of the placement proposal to the Graduate Program Director for approval. After approval is obtained the student should contact the institution to set up their schedule. The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a <b>three credit</b> placement is 75- 90 hours and there is normally no remuneration involved.</p>

<p><b><u>MA Degree by Major Research Paper</u></b> Courses Students must successfully complete <b>18 credits</b> in coursework, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least <b>three credits</b> from a list of possible options provided by the program (these change each year);</li> <li>● a minimum of <b>two courses (six credits)</b>, one of which must be a Canadian course with “theatre” in its title and the other of which must be a Theatre &amp; Performance Studies course that aligns with program’s fields; and,</li> <li>● <b>nine credits</b> chosen from graduate-level Theatre &amp; Performance Studies courses or approved graduate-level cognate courses.</li> </ul>	<p><b><u>MA Degree by Major Research Paper</u></b> Courses Students must successfully complete <b>18 credits</b> in coursework, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least <b>three credits</b> from a list of possible options provided by the program (these change each year);</li> <li>● a minimum of <b>two courses (six credits)</b>, one of which must be a Canadian course with “theatre”, <b>“performance”</b> and/or <b>"dance"</b> in its title and the other of which must be a Theatre, <b>Dance</b> &amp; Performance Studies course that aligns with program’s fields; and,</li> <li>● <b>nine credits</b> chosen from graduate-level Theatre, <b>Dance</b> &amp; Performance Studies courses or approved graduate-level cognate courses.</li> </ul>
<p><b>Colloquium</b> Students are required to attend a bi-weekly non-credit colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student’s research work is shared. Students are evaluated on a pass/fail basis.</p>	<p><b>Colloquium</b> Students are required to attend a bi-weekly non-credit colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student’s research work is shared. Students are evaluated on a pass/fail basis.</p>

**Professional Placement**

Students are required to set up a working professional placement of at least 75 hours as part of **Theatre & Performance Studies**

**5051 3.0.** This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program’s fields of specialization and/or the student’s research areas (e.g., production dramaturgy, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student, who first presents a written outline of the placement proposal to the Graduate Program Director for approval.

After approval is obtained the student should contact the institution to set up their schedule. The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a **three credit** placement is 75-90 hours and there is normally no remuneration involved.

**a) Major Research Paper**

Students must undertake research under the direction of a Theatre & Performance Studies graduate program faculty member (normally in place by the end of the first term of study) on an approved topic and write a major research paper of approximately 40-50 pages. The paper is graded on a pass/fail basis by the faculty member directing the research and by a second reader.

**Professional Placement**

Students are required to set up a working professional placement of at least 75 hours as part of **Theatre, Dance & Performance Studies**

**5051 3.0.** This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program’s fields of specialization and/or the student’s research areas (e.g., production dramaturgy, **choreography**, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student, who first presents a written outline of the placement proposal to the Graduate Program Director for approval.

After approval is obtained the student should contact the institution to set up their schedule. The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a **three credit** placement is 75-90 hours and there is normally no remuneration involved.

**a) Major Research Paper**

Students must undertake research under the direction of a Theatre, **Dance** & Performance Studies graduate program faculty member (normally in place by the end of the first term of study) on an approved topic and write a major research paper of approximately 40-50 pages. The paper is graded on a pass/fail basis by the faculty member directing the research and by a second reader.

<p><b>b) Research-Creation Major Research Paper</b>  Students must undertake research under the direction of a Theatre &amp; Performance Studies graduate program faculty member (normally in place by the end of the first term of study) on an approved topic. This research will culminate in a research-creation work in which a key component is the creation of a critically-informed performance work. This work could include: a public or recorded performance (theatre, performance art, installation, <i>etc.</i>); the development of a significant piece of performance-based writing, design, or composition; a public or recorded demonstration of a performance-based method.</p>	<p><b>b) Research-Creation Major Research Paper</b>  Students must undertake research under the direction of a Theatre, <b>Dance</b> &amp; Performance Studies graduate program faculty member (normally in place by the end of the first term of study) on an approved topic. This research will culminate in a research-creation work in which a key component is the creation of a critically-informed performance work. This work could include: a public or recorded performance (theatre, performance art, installation, <i>etc.</i>); the development of a significant piece of performance-based writing, design, or composition; a public or recorded demonstration of a performance-based method.</p>
<p>a) A research-creation major research paper must include: a significant performance work, plus a 25-page paper that explores the clearly defined set of critical, conceptual, and/or theoretical concerns that are at the centre of the research-creation project. The paper and research-creation project are graded on a pass/fail basis by the faculty member directing the research and by a second reader.</p>	<p>a) A research-creation major research paper must include: a significant performance work, plus a 25-page paper that explores the clearly defined set of critical, conceptual, and/or theoretical concerns that are at the centre of the research-creation project. The paper and research-creation project are graded on a pass/fail basis by the faculty member directing the research and by a second reader.</p>



<p><b><u>MA Degree by Thesis</u></b></p> <p><b>Courses</b> Students must successfully complete <b>12 credits</b> in coursework, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least <b>three credits</b> from a list of possible options provided by the program (these change each year)</li> <li>● a minimum of <b>two courses (six credits)</b>, one of which must be a Canadian course with “theatre” in its title and the other of which must be a Theatre &amp; Performance Studies course that aligns with program’s fields.</li> <li>● <b>three credits</b> chosen from graduate-level Theatre &amp; Performance Studies courses or approved graduate-level cognate courses.</li> </ul>	<p><b><u>MA Degree by Thesis</u></b></p> <p><b>Courses</b> Students must successfully complete <b>12 credits</b> in coursework, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least <b>three credits</b> from a list of possible options provided by the program (these change each year)</li> <li>● a minimum of <b>two courses (six credits)</b>, one of which must be a Canadian course with “theatre” in its title and the other of which must be a Theatre &amp; Performance Studies course that aligns with program’s fields.</li> <li>● <b>three credits</b> chosen from graduate-level Theatre &amp; Performance Studies courses or approved graduate-level cognate courses.</li> </ul>
<p><b>Colloquium</b> Students are required to attend a bi-weekly non-credit colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student’s research work is shared. Students are evaluated on a pass/fail basis.</p>	<p><b>Colloquium</b> Students are required to attend a bi-weekly non-credit colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student’s research work is shared. Students are evaluated on a pass/fail basis.</p>

<p><b>Professional Placement</b>  Students are required to set up a working professional placement of at least 75 hours as part of <b>Theatre &amp; Performance Studies 5051 3.0</b>. This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program’s fields of specialization and/or the student’s research areas (e.g., production dramaturgy, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student, who first presents a written outline of the placement proposal to the Graduate Program Director for approval.</p> <p>After approval is obtained the student should contact the institution to set up their schedule. The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a <b>three credit</b> placement is 75- 90 hours and there is normally no remuneration involved.</p>	<p><b>Professional Placement</b>  Students are required to set up a working professional placement of at least 75 hours as part of <b>Theatre, Dance &amp; Performance Studies 5051 3.0</b>. This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program’s fields of specialization and/or the student’s research areas (e.g., production dramaturgy, <b>choreography</b>, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student, who first presents a written outline of the placement proposal to the Graduate Program Director for approval.</p> <p>After approval is obtained the student should contact the institution to set up their schedule. The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a <b>three credit</b> placement is 75- 90 hours and there is normally no remuneration involved.</p>
<p><b>Thesis and Oral Examination</b>  Students must undertake research under the direction of a Theatre &amp; Performance Studies faculty member (normally in place by the end of the first term of study) and supervisory committee (normally in place no later than the second term of study) on an approved topic and write a thesis of approximately 100 pages. The thesis must embody the results of original research must be successfully defended at an oral examination.</p>	<p><b>Thesis and Oral Examination</b>  Students must undertake research under the direction of a Theatre &amp; Performance Studies faculty member (normally in place by the end of the first term of study) and supervisory committee (normally in place no later than the second term of study) on an approved topic and write a thesis of approximately 100 pages. The thesis must embody the results of original research must be successfully defended at an oral examination.</p>
<p><b>Program Entry</b>  The MA program can be completed on a full-time basis. Entry is fall term.</p>	<p><b>Program Entry</b>  The MA program can be completed on a full-time basis. Entry is <b>is in the</b> fall term.</p>
<p><b>Program Length</b>  The expected degree completion time for full-time master’s students is 3 terms; part-time students are expected to complete</p>	<p><b>Program Length</b>  The expected degree completion time for full-time master’s students is 3 terms; part-time students are expected to complete</p>

<p>within 6 terms. For those students who complete degree requirements earlier than 3 terms, they must register and pay fees for a minimum of the equivalent of 3 terms of full-time study. All requirements for a master's degree must be fulfilled within 12 terms (4 years) of registration as a full-time or part-time master's student in accordance with Faculty of Graduate Studies' registration policies.</p>	<p>within 6 terms. For those students who complete degree requirements earlier than 3 terms, they must register and pay fees for a minimum of the equivalent of 3 terms of full-time study. All requirements for a master's degree must be fulfilled within 12 terms (4 years) of registration as a full-time or part-time master's student in accordance with Faculty of Graduate Studies' registration policies.</p>
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<p><b><u>DOCTOR OF PHILOSOPHY PROGRAM</u></b></p> <p><b>ADMISSION REQUIREMENTS</b> Candidates for the PhD must have an MA in a Humanities- or Social Sciences-related subject and a B+ average or higher.</p>	<p><b><u>DOCTOR OF PHILOSOPHY PROGRAM</u></b></p> <p><b>ADMISSION REQUIREMENTS</b> Candidates for the PhD must have an MA in a Humanities- or Social Sciences-related subject and a B+ average or higher. This is 7.0 and above on a 9.0 grading scale and 3.30 and above on a 4.0 grading scale.</p>
<p><b>DEGREE REQUIREMENTS</b> Normally completed in a maximum of five years, the PhD in Theatre &amp; Performance Studies requires completion of the following:</p> <p><b>Courses</b> Students must successfully complete <b>18 credits</b> in coursework, normally within the first two years (six terms) of study, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least <b>three credits</b> from a list of possible options provided by the program (these change each year);</li> <li>● a minimum of <b>two courses (six credits)</b>, one of which must be a Canadian course with “theatre” in its title and the other of which must be a Theatre &amp; Performance Studies course that aligns with program’s fields; and,</li> <li>● remaining coursework chosen from graduate-level Theatre &amp; Performance Studies courses or approved graduate-level cognate</li> </ul>	<p><b>DEGREE REQUIREMENTS</b> Normally completed in a maximum of five years, the PhD in Theatre, <b>Dance</b> &amp; Performance Studies requires completion of the following:</p> <p><b>Courses</b> Students must successfully complete <b>18 credits</b> in coursework, normally within the first two years (six terms) of study, as follows:</p> <ul style="list-style-type: none"> <li>● a research methodology course of at least <b>three credits</b> from a list of possible options provided by the program (these change each year);</li> <li>● a minimum of <b>two courses (six credits)</b>, one of which must be a Canadian course with “theatre”, <b>“performance”</b> and/or <b>“dance”</b> in its title and the other of which must be a Theatre, <b>Dance</b> &amp; Performance Studies course that aligns with program’s fields; and,</li> <li>● remaining coursework chosen from graduate-level Theatre, <b>Dance</b> &amp;</li> </ul>

courses.	Performance Studies courses or approved graduate-level cognate courses.
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**Colloquium**

Students are required to attend a bi-weekly **non-credit** colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student's research work is shared. Students are evaluated on a pass/fail basis.

**Colloquium**

Students are required to attend a bi-weekly **non-credit** colloquium during the first two terms of study. At the colloquium, research approaches are discussed, guest speakers from across the program and the university are brought in, and in-process presentations of each graduate student's research work is shared. Students are evaluated on a pass/fail basis.

### Professional Placement

PhD students entering the program who have not had extensive professional work in theatre and/or a related area may be required to set up a working professional placement of at least 75 hours as part of **Theatre & Performance Studies 5051 3.0** (students are evaluated on a case-by-case basis upon entering the program). This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program's fields of specialization and/or the student's research areas (*e.g.*, production dramaturgy, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student who first presents a written outline of the placement proposal to the Graduate Program Director for approval. After approval is obtained the student should contact the institution to set up their schedule.

The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a **three credit** placement is 75-90 hours and there is normally no remuneration involved.

### Professional Placement

PhD students entering the program who have not had extensive professional work in theatre and/or a related area may be required to set up a working professional placement of at least 75 hours as part of **Theatre, Dance & Performance Studies 5051 3.0** (students are evaluated on a case-by-case basis upon entering the program). This course is designed to give graduate students applied, professionally-oriented work experience in a field related to one of the program's fields of specialization and/or the student's research areas (*e.g.*, production dramaturgy, **choreography**, assistant directing, education and outreach, publicity and marketing, producing). The assignment is supervised by a member of the graduate theatre studies faculty (often the Graduate Program Director) in association with an on-site supervisor/mentor. The arrangement for a placement is normally initiated by the student who first presents a written outline of the placement proposal to the Graduate Program Director for approval. After approval is obtained the student should contact the institution to set up their schedule.

The exact nature of the assignment is worked out and agreed upon by the team of student, faculty advisor and on-site supervisor. The course grade (pass/fail) is determined by the faculty supervisor in consultation with the on-site supervisor. The average number of working hours for a **three credit** placement is 75-90 hours and there is normally no remuneration involved.

### Theatre & Performance Studies Comprehensive Examination (Written and Oral)

Taken in the Summer term of the second year of graduate study, this examination is intended to ensure students' familiarity with and ability to identify core ideas in the texts and identify key debates in the fields of theatre and performance studies. It also aims to test knowledge of a student's chosen research and teaching areas to verify sufficient grounding in scholarship relevant to a student's area of research, particularly the dissertation topic.

The examination consists of three sections, each based on a list of thirty texts for a total of ninety. List One, the "Theatre & Performance Studies Field List," is a set list of texts (dramatic and performance theory; theatre and performance history and historiography, dramatic literature, performance texts, *etc.*) designed to assess the candidate's overall command of several key theories, controversies, and debates in the field with the goal of equipping students to teach in theatre and performance programs. The second list, the "Dissertation Research Area – General List," reflects the broader area in theatre and performance studies in which the dissertation is situated (*e.g.*, Canadian theatre, performance theory, actor training methods, performance art, postcolonial theatre, physical and devised theatre). Each text speaks to the relationship between the student's specialized interest and the broad field of theatre and performance studies. The student chooses the 30 texts on this list in consultation with the comprehensive examination committee. The final list, the "Dissertation Research area – Specific List," is specifically related to the dissertation and may be outside of theatre and performance studies (*e.g.*, site-specific performance, feminist and queer theory, cultural geography, arts and cultural policy, autobiographical theory). The texts on this list directly inform the dissertation. The list of materials is chosen by students in consultation with the supervisory committee and submitted to the Graduate Program Director for approval.

The comprehensive examination is comprised of a

### Theatre, Dance & Performance Studies Comprehensive Examination (Written and Oral)

Taken in the 6th term (Summer term of the second year) of graduate study, this examination is intended to ensure students' familiarity with and ability to identify core ideas in the texts and identify key debates in the fields of theatre, dance and performance studies. It also aims to test knowledge of a student's chosen research and teaching areas to verify sufficient grounding in scholarship relevant to a student's area of research, particularly the dissertation topic.

The examination consists of three sections, each based on a list of thirty texts for a total of ninety. List One, the "Theatre, Dance & Performance Studies Field List," is a set list of texts (dramatic and performance theory; theatre, dance and performance history and historiography, dramatic literature, performance texts, *etc.*) designed to assess the candidate's overall command of several key theories, controversies, and debates in the field with the goal of equipping students to teach in theatre and performance programs. The second list, the "Dissertation Research Area – General List," reflects the broader area in theatre, dance and performance studies in which the dissertation is situated (*e.g.*, Canadian theatre, performance theory, actor training methods, somatics, performance art, critical dance studies and pedagogy, postcolonial theatre, physical and devised theatre). Each text speaks to the relationship between the student's specialized interest and the broad field of theatre and performance studies. The student chooses the 30 texts on this list in consultation with the comprehensive examination committee. The final list, the "Dissertation Research area – Specific List," is specifically related to the dissertation and may be outside of theatre, dance and performance studies (*e.g.*, site-specific performance, feminist and queer theory, critical race theory, cultural geography, arts and cultural policy, autobiographical theory, popular culture studies). The texts on this list directly inform the dissertation. The list of materials is chosen by students in consultation with the supervisory committee and submitted to the Graduate



take-home examination, normally taken during the summer term of the second year of doctoral study. Students have two weeks to write three 12-15 page responses to three essay questions. Questions are developed with input from students, who propose three possible questions for each list, for a total of nine questions. The questions are a starting point for the examination committee, who revise and adapt them in consultation with students. At the time of the examination the committee chooses one question per list for the examination; students learn which questions have been chosen at the start of the examination.

Upon successful completion of the written examination, the student is asked to meet for an oral examination approximately one week after the results have been transmitted. The committee meets with the student for approximately 90 minutes, during which students is expected to answer follow-up questions arising from the written examination as well as other questions the committee deems appropriate.

Program Director for approval.

The comprehensive examination is comprised of a take-home examination, normally taken during the summer term of the second year of doctoral study. Students have two weeks to write three 12-15 page responses to three essay questions. Questions are developed with input from students, who propose three possible questions for each list, for a total of nine questions. The questions are a starting point for the examination committee, who revise and adapt them in consultation with students. At the time of the examination the committee chooses one question per list for the examination; students learn which questions have been chosen at the start of the examination.

Upon successful completion of the written examination, the student is asked to meet for an oral examination approximately one week after the results have been transmitted. The committee meets with the student for approximately 90 minutes, during which students **are** expected to answer follow-up questions arising from the written examination as well as other questions the committee deems appropriate.

<p><b>Dissertation Proposal</b> No more than three months after the successful completion of the comprehensive examination, students are required to submit a dissertation proposal, following the program’s dissertation proposal guidelines to the Faculty of Graduate Studies. Proposal guidelines are outlined in detail on the program website and in the program handbook. The dissertation proposal is developed in under the direction of the supervisor and supervisory committee. In order to ensure timely submission of the proposal, students should plan to submit a draft to their supervisor and supervisory committee no later than six weeks after the comprehensive examination.</p>	<p><b>Dissertation Proposal</b> No more than three months after the successful completion of the comprehensive examination, students are required to submit a dissertation proposal, following the program’s dissertation proposal guidelines to the Faculty of Graduate Studies. Proposal guidelines are outlined in detail on the program website and in the program handbook. The dissertation proposal is developed <del>in</del> under the direction of the supervisor and supervisory committee. In order to ensure timely submission of the proposal, students should plan to submit a draft to their supervisor and supervisory committee no later than six weeks after the comprehensive examination.</p>
<p><b>Dissertation and Oral Examination</b> The dissertation must embody the results of original research with significant value for the study of theatre and performance and must be successfully defended at an oral examination, normally by the end of year 5 (term 15).</p>	<p><b>Dissertation and Oral Examination</b> The dissertation must embody the results of original research with significant value for the study of theatre and performance and must be successfully defended at an oral examination, normally by the end of year 5 (term 15).</p>
<p><b>Language Requirement</b> If the dissertation topic requires work in another language as deemed by the supervisory and supervisory committee, students must demonstrate reading proficiency in that language by the end of year three (term 9).</p>	<p><b>Language Requirement</b> If the dissertation topic requires work in another language as deemed by the supervisory and supervisory committee, students must demonstrate reading proficiency in that language by the end of year three (term 9).</p>
<p><b>Program Entry</b> The PhD program can be completed on a full-time basis. Entry is fall term.</p>	<p><b>Program Entry</b> The PhD program can be completed on a full-time basis. Entry is fall term.</p>
<p><b>Program Length</b> The PhD in Theatre &amp; Performance Studies is normally completed in a maximum of five years. Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies’ registration policies.</p>	<p><b>Program Length</b> The PhD in Theatre, <b>Dance</b> &amp; Performance Studies is normally completed in a maximum of 15 terms (5 years). Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies’ registration policies.</p>

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## Appendix A

### **A) Program Learning Outcomes - MA**

By the end of their program, graduates of the Theatre, Dance, and Performance Studies MA program will have:

- Through coursework and research within the program, demonstrated a broad and critical understanding of theatre, dance, and performance studies scholarship and praxis, and engaged with several of the program's approved areas of specialization:

- Canadian theatre, dance and cultural politics;
- postcolonialism and globalization;
- cultural policy and theatrical economies;
- gender and sexuality;
- embodiment and cultural memory;
- environment and cultural geography;
- performance and popular culture;
- critical pedagogy and community engagement; and,
- intermediality and technology

-Engaged in practice-informed research within the program that demonstrates an understanding of the ways that theatre, dance, and performance engage with cultural forms and politics. This includes, but is not limited to:

- Articulating the ways theatre, dance, and performance intervene in social issues
- Analyzing the important role that theatre, dance, and performance play in popular culture
- Utilizing critical pedagogy and ethnography to critique structures of power and oppression
- Tracing cultural and political histories of dance, theatre, and performance forms
- Exploring how performance can build community and respond to community needs

-Explored and articulated ways dance studies, theatre studies, and performance studies intersect around key objects and methods of study, as well as how particular entry points (for example, 'text,' 'embodiment,' or 'movement') also generate different kinds of meaning and analysis through coursework and research within the program.

-Developed an awareness of emerging platforms for performance (digital, transmedia, virtual, etc.), performance in spaces of everyday life, and intercultural and global performance forms through coursework and research within the program.

-Developed a stronger understanding of an area of professional practice related to theatre, dance, and performance through either an experiential community placement or a professionalization colloquium through coursework and research within the program.

### **B) Program Learning Outcomes - PhD**

By the end of their program, graduates of the Theatre, Dance, and Performance Studies PhD program will have:

- Through dissertation and significant contributions to scholarship in the field, demonstrated a broad and critical understanding of theatre, dance, and performance studies scholarship and praxis, and engaged with several of the program's approved areas of specialization:

- Canadian theatre, dance and cultural politics;
- postcolonialism and globalization;
- cultural policy and theatrical economies;
- gender and sexuality;
- embodiment and cultural memory;
- environment and cultural geography;
- performance and popular culture;
- critical pedagogy and community engagement; and,
- intermediality and technology

-Engaged in practice-informed research, culminating in the success defence doctoral dissertation, that demonstrates an understanding of the ways that theatre, dance, and performance engage with cultural forms and politics. This includes, but is not limited to:

- Articulating the ways theatre, dance, and performance intervene in social issues
- Analyzing the important role that theatre, dance, and performance play in popular culture
- Utilizing critical pedagogy and ethnography to critique structures of power and oppression
- Tracing cultural and political histories of dance, theatre, and performance forms
- Exploring how performance can build community and respond to community needs

-Explored and articulated ways dance studies, theatre studies, and performance studies intersect around key objects and methods of study, as well as how particular entry points (for example, 'text,' 'embodiment,' or 'movement') also generate different kinds of meaning and analysis through dissertation and significant contributions to scholarship in the field.

-Developed an awareness of emerging platforms for performance (digital, transmedia, virtual, etc.), performance in spaces of everyday life, and intercultural and global performance forms as reflected by a dissertation and significant contributions to scholarship in the field.

-Developed a stronger understanding of an area of professional practice related to theatre, dance, and performance through either an experiential community placement or a professionalization colloquium which informs a dissertation and significant contributions to scholarship in the field.

## Major Modifications Proposal

1. **Faculty:** Glendon
  2. **Department:** Hispanic Studies
  3. **Program:** Hispanic Studies
  4. **Degree Designation:** BA, Honours BA, iBA, Double Major, Minor
    - Specialized Honours BA/iBA
    - Honours BA/iBA
    - Honours Double Major BA/iBA
    - Honours Major/Minor BA/iBA
    - Honours Minor BA
    - Bachelor of Arts
  5. **Type of Modification:**
    - a) Change of name of program from “Hispanic Studies” to “Spanish and Latin American Cultures and Societies”
    - b) Changes to programs requirements
  6. **Location:** Glendon campus
  7. **Effective Date:** Fall 2023
- 
8. **General description of the proposed changes to the program.**

We are proposing:

- a) To change the name of our major and minor programs from “Hispanic Studies” to “Spanish and Latin American Cultures and Societies”.
- b) To change program requirements as follows:
  - Reducing of number of required credits throughout the programs.
    - from 60 to 54 credits for the Specialized Honours BA and iBA
    - from 48 to 42 credits for the Honours BA and iBA
  - Substituting existing mandatory 'core courses' by two required 3-credit courses: SP 2001 (3.0) Spanish III, and SP 2002 (3.0) Spanish IV (intermediate level) for all programs (*these are two new courses, the current requirement would be SP 2000 (6.0) - Intermediate Spanish / Espagnol intermédiaire, the approval of the new courses is currently underway*).



- Simplifying programs requirements to allow greater flexibility to students. This will include identifying all other requirements in terms of number of credits at a specific level (rather than linked to specific courses).

## **9. Rationale for the proposed changes.**

Like Glendon, the Department of Hispanic Studies is undergoing a process of change and renewal. Over the past years, we have developed an interest in the new geographies and ecologies of the Spanish language and in the cultural production, literatures, and cultures of the 21<sup>st</sup> century, especially those linked to factors and historical forces such as: increased cultural exchanges, mobility and migration of peoples; the emergence of and focus on alternative subjectivities and sexual identities; a shift from grand overarching narratives of nation and the subject towards local and individual narratives; personalization and portability of digital culture, and other contemporary concerns in the humanities. Relatedly, we have been moving from a traditional philological focus, normative approaches to language, and emphasis on literary canons, toward a situated and experiential study of language, literature, art, and culture, as ways to interact with various forms of knowledge, communities, and relationships. Fields of study as, and approaches from, comparative literature, translation studies, narrative research, intercultural communication, language for specific purposes, plurilingualism, digital literacy, ecocriticism, posthumanism, and current trends in the humanities are among the areas now incorporated into our curriculum. We have also turned to performative practices, creative processes, and community narratives, and our courses now emphasize placement- project- and experience-based pedagogies.

In recent years, these types of developments in our Department have materialized in the form of:

- Three community-based courses: Two now existing courses on narrative research (GL/SP 4701 Hispanic Community Narratives in the GTA: A Life Narrative Project, integrated with the MA program in Translation, and GL/SP 4706 Narratives in Costa Rica: Individuals Communities and their Voices, developed in collaboration with the “Las Nubes” Program at York’s Eco-Campus
- One experience-based course on Teaching Spanish as a Second Language (GL/SP 3660) in which students alternate classes with conducting language workshops (informed by three AIF grants category 2); and one new capstone course titled Community practicum/Research project.
- Two additional courses with a field trip component: GL/SP 3100 Advanced Spanish Summer Abroad (designed to consolidate language competencies through in-class sessions and volunteering opportunities, in partnership with the international campus of Mexico’s in Taxco, Mexico, and GL/SP 4706 Hispanic Geopoetics, a literary studies course with a field trip component.

We have also integrated innovative teaching in the form of a modular introductory course at the 1000 level, SP1605, co-taught by all full-time faculty and offered to

students across the University. In addition, we have expanded to incorporate online, on-site, blended, and hyflex-delivered courses.

These and other changes are linked to changes in our department's faculty composition in the last three years. Two long-time faculty members have recently retired (one in 2021 and the other in 2022), and two colleagues formerly in other units have joined the Department. The resulting shifts in interests and areas of expertise is starting to be reflected in the vision, configuration, and curriculum of our programs. The four full-time faculty members (professorial stream) currently housed in the Department, all of whom are active in research, teaching, and service, are fully engaged in the programs' revisioning and committed to shaping its future.

The proposal herewith is the outcome of decisions made by our Executive Committee to streamline the program, renovate its offerings, facilitate enrollment and completion, and offer increased options to students. A recent challenge for us has been enrollment and admissions; we have had low numbers for a few years. One of the causes is the low visibility of our program in the context of Glendon, its branding and its recruitment. Another one has to do with the name of our program, which appears not to resonate sufficiently with students, nor to reflect accurately the changes that have taken place within our department in terms of curriculum, thematic emphases, and pedagogical approach. We are revamping our program, creating new courses, and changing its name, requirements, and curricular options, to make it more attractive, innovative, and relevant, so that it will reflect our current reality and speak more clearly and eloquently to potential students.

### **Changes proposed in this Major Modification Proposal**

- Changing our name: from "Hispanic Studies" to "Spanish and Latin American Cultures and Societies".

***Rationale:*** We have considered the name change for a number of years, to better reflect the content and emphasis of our courses and because we think the proposed name will be clearer and more recognizable for potential students. The name change was also recommended by the CPR reviewers.

- Reducing the number of credits: from 48 to 42 for the BA Honours, and from 60 to 54 for the Specialized Honours.

***Rationale:*** This change is the result of the analysis of ways to streamline the program and make it more attractive and flexible for students. It will also bring it in line with the current structure of other Humanities-focused BA programs at York University. We confirm that the academic integrity of the program will be maintained, and the learning objectives can be met with the proposed number of credits.

- Reducing the number of credits of mandatory ("core") courses to 6, in the form of two "required" courses, SP 2001 (3.0) Spanish III, and SP 2002 (3.0) Spanish IV, (intermediate level) and reducing the number of pre-requisites for upper-level

courses (i.e., only Spanish III 3.0 and Spanish IV 3.0 for most 3000- and 4000-level courses).

*Rationale:* We aim to provide students more flexibility for scheduling and time to completion, and also give them options upon entering the program so their study path is in accordance with their background, interests, and academic level (including their level of Spanish-language proficiency). This will allow us to guide students through thematic axes to be developed in the coming years. We believe this will also increase opportunities for collaboration with other units. *Note: The pre-requisites change was submitted to and approved by Curriculum Committee (last academic year), the proposal hereby is for the reduction of mandatory requirements.*

In addition to the abovementioned changes, our holistic approach to renovate our offerings includes:

- Proposing a new Certificate program in Community-engaged Latin American Studies (*Not submitted*). This will allow us to articulate our hemispheric and regional focus and the strong experiential component of our program.
- Clearly articulating three new axes of focus (tentatively) as follows: 1) Cultures, communities, and the environment; 2) Narratives of justice, inclusion, and access; 3) Global and intercultural engagement.
- Changing most remaining 6 credit courses so most courses are 3 credits (to increase pedagogical, thematic, and scheduling options).
- Updating and simplifying pre-requisites (in accordance with curricular changes).
- Increasing flexibility and accessibility through modes and languages of delivery.
- Streamlining the path to completion in our programs, major, minor, certificates, and articulating the integration and complementarity among them.
- Revising courses to remove some, change names, and create new courses to reflect current faculty complement and contemporary interests and themes.
- Adding thematic focus within existing courses (sustainability, global citizenship).
- Continuing to build with programs and units with which we have existing and ongoing collaborations (e.g., York's "Las Nubes" program).
- Seeking new, additional intra and inter-institutional collaborations.
- Granting visibility to and capitalizing on our active international engagement (our program already has collaborations with UNAM Taxco (México), Universidad del Magdalena (Colombia), Universidad de Sevilla (Spain), University of Philippines, Diliman Campus (Philippines), University of Panama (Panama), Federal University of Pernambuco at Recife (Brazil)).
- Creating and integrating mode of delivery options throughout our programs.
- Identifying strategies to make it easier for students to access the options our department offers and complete their program of choice, either by itself or in combination with others in the form of a double major.

Our approach to proposing and implementing these changes is and will continue to be concerted. Every item has been considered alongside the others for it to be well integrated and reflect adequately our overall program redesign. Our forthcoming course

reformulation will emphasize interdisciplinarity and relevance in contemporary society. We aim to make the transformation of our programs systematic, meaningful, and long-lasting. We trust it will make our academic and experiential offerings ever more attractive to today's students, confirm our department's role in the context of Glendon's academic offerings and of the College's community involvement, and contribute to Glendon's renewed vision.

A note on process: This proposal has been in the works for a couple of years now. An earlier version of the change in program requirements was submitted to the Office of the Vice-Provost and approved in 2019. Since the Department was going through a Cyclical Program Review, we considered important to wait and get the CPR reviewers' feedback before finalizing the major modification proposal, so we could incorporate it in our submission. The modified structure was submitted in the self-study report; the reviewers commented on it in their report, which we received in July 2022.

The name change was suggested by the reviewers and is also being proposed as part of a need we have identified to label our program more clearly with respect to its content and emphasis, bring it in line with analogous programs throughout North America, and with a view to help program recruitment and make the program more clearly recognizable for today's potential applicants. We updated the proposal and resubmitted the NOI to the Office of the Vice-Provost in September 2022, and obtained approval in October 2022 (*NoI and letter of approval enclosed*).

We are undertaking this modification process considering also Glendon-wide proposals recently approved or now going through collegial discussions. These college-wide proposals include: the recently approved Glendon BA, the Glendon Common Core, and the Bilingualism Architecture proposal. We are thus engaged in a revisioning to incorporate these various elements and processes of college-wide academic changes. We aim to complete this process in a timely way, so the changes can be implemented as soon as possible; they are in line with Glendon's revamped recruitment strategies, its increasing internationalization, and its repositioning and new vision.

## **10. Alignment between program changes and Faculty and/or University academic plans.**

The overall curricular and course redesign of our programs is informed by both the Faculty and University plans. Recent changes were informed by the past York U academic plan, specifically with respect to working toward creating innovative, quality programs for academic excellence, incorporating or furthering internationalization, advancing exploration, innovation and achievement in scholarship, research and related creative activities, enhancing quality in teaching and student learning, fostering a student-centred approach, and enhancing community engagement. With respect to the 2020-2025 York U academic plan, we are seeking to emphasize and sharpen a progressive vision focusing on diversity and inclusivity, social justice and equity, and sustainability. We are approaching this goal by reflecting on our overall curriculum and incorporating these principles throughout, from the themes and contents to the ways in which we reach out to students and their communities and the ways we deliver our

programs. One specific way in which our curriculum is aligning with the plan is the development of thematic axes through our courses that relate to the Sustainable Development Goals, central to the 2020-2025 UAP. We are also identifying links between frameworks that have been recently institutionalized at York, namely the Indigenous framework and the action plan on Black inclusion, to align our curriculum with their proposals and vision. Once our new program name and requirements are in place, we will create courses that align our curriculum with these directions. With respect to Glendon's academic plan, we are particularly aligned with a reflexive, self-aware process to build toward one of the three key pillars, which is the "liberal arts redefined for the 21<sup>st</sup> century". Our changes reflect our engaging with contemporary scholarship and reflections about the study of languages and humanities in the 21<sup>st</sup> century and for the world; these involve questioning the traditional assumptions about culture and its study, which is a line of enquiry that has informed our programs' current vision. Our programs are also central to the vision of Glendon's "Bilingualism and beyond" and to the "student-centered campus and community." We align strongly with the plan's definition of our Glendon community:

As a collegium of scholars working together to prepare a diverse student population for life and work in the 21<sup>st</sup> century, we aim to cultivate in our students a sense of curiosity, inquiry, empathy, the ability to work together and solve problems, and the skills, appetites, and habits of mind for lifelong learning - including the abilities to read and think critically, to write and speak convincingly, to work towards and serve ideals and values that make for a just and sustainable world, and to bring social and ethical reasoning into every aspect of our increasingly connected, digital lives (Glendon academic plan 2020-2025, p.3)

Our overall approach to our current program changes has to do with creating a teaching and learning environment that is experiential, collaborative, project- and community based, globally and locally engaged, technologically up-to-date, focused on increased access and inclusion, and that engages with students and with society from a perspective of living well together in the 21<sup>st</sup> century.

#### **11. Outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes.**

During our latest CPR --completed in 2022--we revised our learning outcomes. Our current LOs are in line with the proposed curricular structure and reflect our current curricular goals and objectives. Yearly course offerings and academic advising are planned and implemented in a balanced fashion so students can achieve all learning outcomes. The forms of assessment reflect and relate to them as well. We are not revising LOs nor forms of assessment within this proposal.

**12. Consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs (provide individual statements).**

This proposal has been discussed within the Department and approved unanimously (*letter enclosed*). The Nol was endorsed by Glendon's Principal and the Vice-Provost Academic (*letters enclosed*). It was submitted to and supported by Glendon's School of Translation (*letter enclosed*), Linguistics and Language Studies (*letter enclosed*), History (*letter enclosed*), Drama and Creative Arts (*letter enclosed*), and Keele's Department of Languages, Literatures, and Linguistics (*letter enclosed*). The entire proposal document was shared with Glendon's Associate Principal Academics and Glendon's Principal (*letter enclosed*). The library has recently offered statements of support, including one for this submission (*enclosed*). Advice with respect to student accommodations was provided by Academic Services (*e-mail enclosed*).

**13. Changes to any admission requirements and appropriateness of the revised requirements to achieve the program learning outcomes.**

Admission requirements as such will not change. What is proposed in this submission are changes to *program requirements*.

**14. Resource implications and how they are being addressed (e.g., through a reallocation of existing resources).**

Other than the resources course directors need to be able to teach online courses, no other resources are needed for the proposed change. York University Libraries has stated that it is well placed and equipped to support our program (*YUL statement enclosed*).

**15. When applicable, comment on the appropriateness of the revised mode(s) of delivery to achieve the program learning outcomes.**

This proposal does not involve changes in mode of delivery. Our program incorporates a variety of forms of mode of delivery, with most of the sections of the major courses being in person with some online sections to increase accessibility.

**16. 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.**

During the CPR process we revised our learning outcomes, did the mapping with courses, and established the appropriate assessment strategies for each. We are not revising forms of assessment within this proposal.

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

This accommodation is not determined by the Department but is done according to the options available to students at Glendon and York University. The process will be done in accordance with Glendon rules and regulations. As per Academic Services guidance (*upon consultation, e-mail enclosed*) students will be accommodated as follows:

- For program requirements: Current students will continue to follow the academic calendar for their respective year of entry. If any courses are no longer offered, Academic Services will work with the department to offer substitutions to the student.
- For name change: Students who were admitted under Hispanic Studies will continue to be Hispanic Studies.

18. Provide the following appendices:

### **A) Appendix A. Program Learning Outcomes**

1. Communicate effectively, clearly and cohesively in Spanish in most social, academic and professional contexts and formats (i.e., research papers, informal dialogues, creative writing, emails, reports, etc.).
2. Link and apply their knowledge about the Spanish language and Spanish and Latin American culture to advanced, specialized skills and fields of practice, such as Spanish for specific purposes--e.g., business--and translation.
3. Compose creative artifacts in Spanish (textual, visual, multimedia, performing) to explore complex issues of their world, including identity, nationalism, environment, gender, race, colonialism, etc., through, or in reference to, Spanish language, culture and art.
4. Apply their knowledge of the Spanish language and of Spanish and Latin American cultural productions, traditions, and contemporary practices, to enhance self-understanding and develop a sense of openness, ethics, and social responsibility.
5. Conduct basic types of research pertaining to language, literature, art and cultural analysis, including bibliographic, archival and ethnographic; evaluate and contrast sources; recognize academic standards for research dissemination.
6. Explain the formal and historical importance of foundational and contemporary works of literature and art from Spain and Latin America.
7. Apply analytical, interpretive, comparative, and critical methodologies and theories, including critical theory, translation studies, feminism, post/de-colonialism, ecocriticism, etc., to major literary, artistic and cultural works from Spain and Latin America.
8. Evaluate the contribution of Spanish and Latin American cultural productions to, and their interactions with, world literature, art, cinema and popular culture.
9. Describe the history and evolution of the Spanish language.
10. Apply basic methods of linguistic analysis to the Spanish language, as well as for teaching Spanish as a second language.
11. Assess the cultural and social importance of the Spanish language and of Spanish and Latin American communities, past and present, local and global; understand their diversity and importance and relate them to local and global cultural flows and to cultural heterogeneity at large.



## Learning Outcomes Map

Learning outcome	Courses
<p>1. Communicate effectively, clearly, and cohesively in Spanish in most social, academic, and professional contexts and formats (i.e., research papers, informal dialogues, creative writing, emails, reports, etc.).</p>	<p>GL/SP 1001 3.00 (SP) Spanish I (beginner)            GL/SP 1002 3.00 (SP) Spanish II (beginner)            GL/SP 2001 3.00 (SP) Spanish III (intermediate)            GL/SP 2002 3.00 (SP) Spanish IV (intermediate)            GL/SP 2050 3.00 (SP) Spanish Conversation            GL/SP 3001 3.00 (SP) Spanish V (advanced)            GL/SP 3002 3.00 (SP) Spanish VI (advanced)            GL/SP 3100 6.00 (SP) Advanced Spanish – Summer abroad            GL/SP 3201 3.00 (SP) Spanish for Business I            GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form            GL/SP 3414 3.00 (SP) Music and Popular Culture in Latin America and the Caribbean            GL/SP 3545 3.00 (SP) Introduction to Spanish/English Translation            GL/SP 3550 3.00 (SP) Comparative Stylistics for Spanish-English Translation            GL/SP 3560 3.00 (SP) Creative Writing in Spanish            GL/SP 3711 3.00 (SP) Film in Latin America and Spain            GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America            GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies            GL/SP 4201 3.00 (SP) Spanish for Business II            GL/SP 4415 3.00 (SP) Migrations, borders and diasporas in Latin America and the Caribbean            GL/SP 4703 3.00 (SP) Topics in Latin American / Spanish Culture and Society            GL/SP 4711 3.00 (SP) Narrating Environmental (In)Justice in Spain &amp; Latin America            GL/SP 4712 3.00 (SP) Narratives of Sex and Gender in Spain &amp; Latin America            GL/SP 4713 3.00 (SP) Portraying (Dis)Ability in Spain &amp; Latin America            GL/SP 4714 3.00 (SP) Resistance and/as Art in Spain &amp; Latin America            GL/SP/TRAN 4910 3.00 (SP) Methodology of Spanish-English / English-Spanish Translation I: Advanced Practice, Technologies and Project Management            GL/SP/TRAN 4915 3.00 (SP) Advanced Literary and Cultural Translation            GL/SP/TRAN 4920 3.00 (SP) Methodology of Spanish-English / English-Spanish Translation II: Revision and Project Management</p>
<p>2. Link and apply their knowledge about the Spanish language and Spanish and Latin American culture to advanced, specialized skills and fields of practice, such as Spanish</p>	<p>GL/SP 3201 3.00 (SP) Spanish for Business I            GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form            GL/SP 3545 3.00 (SP) An Introduction to Spanish/English Translation: Practice and Analysis</p>

<p>for specific purposes--e.g., business--and translation.</p>	<p>GL/SP 3550 3.00 (SP) Comparative Stylistics for Spanish-English/English-Spanish Translation  GL/SP 3560 3.00 (SP) Creative Writing in Spanish  GL/SP 3711 3.00 (SP) Film in Latin America and Spain  GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America  GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies  GL/SP 4201 3.00 (SP) Spanish for Business II  GL/SP 4750 3.00 (SP) Community Practicum/Research Project  GL/SP/TRAN 4910 3.00 (SP) Methodology of Spanish-English / English-Spanish Translation I: Advanced Practice, Technologies and Project Management  GL/SP/TRAN 4915 3.00 (SP) Advanced Literary and Cultural Translation  GL/SP/TRAN 4920 3.00 (SP) Methodology of Spanish-English / English-Spanish Translation II: Revision and Project Management</p>
<p>3. Compose creative artifacts in Spanish (textual, visual, multimedia, performing) to explore complex issues of their world, including identity, nationalism, environment, gender, race, colonialism, etc., through, or in reference to, Spanish language, culture and art.</p>	<p>GL/SP 3001 3.00 (SP) Spanish V (advanced)  GL/SP 3002 3.00 (SP) Spanish VI (advanced)  GL/SP 3100 6.00 (SP) Advanced Spanish – Summer abroad  GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form  GL/SP 3414 3.00 (SP) Music and Popular Culture in Latin America and the Caribbean  GL/SP 3560 3.00 (SP) Creative Writing in Spanish  GL/SP 3711 3.00 (SP) Film in Latin America and Spain  GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America  GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies  GL/SP 4415 3.00 (SP) Migrations, borders and diasporas in Latin America and the Caribbean  GL/SP 4608 3.00 (SP) Narratives in Costa Rica. Individuals, Communities, and their Voices  GL/SP 4701 3.00 (SP) Hispanic Community Narratives in the GTA.  GL/SP 4703 3.00 (SP) Topics in Latin American / Spanish Culture and Society  GL/SP 4706 6.00 (SP) Hispanic Geopoetics: A Field trip to Geography, Identity, Literature and Arts.  GL/SP 4711 3.00 (SP) Narrating Environmental (In)Justice in Spain &amp; Latin America  GL/SP 4712 3.00 (SP) Narratives of Sex and Gender in Spain &amp; Latin America  GL/SP 4713 3.00 (SP) Portraying (Dis)Ability in Spain &amp; Latin America  GL/SP 4714 3.00 (SP) Resistance and/as Art in Spain &amp; Latin America  GL/SP 4750 3.00 (SP) Community Practicum/Research Project  GL/SP/TRAN 4915 3.00 (SP) Advanced Literary and Cultural Translation</p>

<p>4. Apply their knowledge of the Spanish language and of Spanish and Latin American cultural productions, traditions, and contemporary practices, to enhance self-understanding and develop a sense of openness, ethics, and social responsibility.</p>	<p>GL/SP 2050 3.00 (SP) Spanish Conversation  GL/SP 3001 3.00 (SP) Spanish V (advanced)  GL/SP 3002 3.00 (SP) Spanish VI (advanced)  GL/SP 3100 6.00 (SP) Advanced Spanish – Summer abroad  GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form  GL/SP 3414 3.00 (SP) Music and Popular Culture in Latin America and the Caribbean  GL/SP 3560 3.00 (SP) Creative Writing in Spanish  GL/SP 3660 3.00 (SP) Teaching Spanish as a Foreign Language  GL/SP 3711 3.00 (SP) Film in Latin America and Spain  GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America  GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies  GL/SP 4415 3.00 (SP) Migrations, borders and diasporas in Latin America and the Caribbean  GL/SP 4470 3.00 (SP) Latin American Literature of the XXI Century  GL/SP 4608 3.00 (SP) Narratives in Costa Rica. Individuals, Communities, and their Voices  GL/SP 4701 3.00 (SP) Hispanic Community Narratives in the GTA.  GL/SP 4703 3.00 (SP) Topics in Latin American / Spanish Culture and Society  GL/SP 4706 6.00 (SP) Hispanic Geopoetics: A Field trip to Geography, Identity, Literature and Arts.  GL/SP 4711 3.00 (SP) Narrating Environmental (In)Justice in Spain &amp; Latin America  GL/SP 4712 3.00 (SP) Narratives of Sex and Gender in Spain &amp; Latin America  GL/SP 4713 3.00 (SP) Portraying (Dis)Ability in Spain &amp; Latin America  GL/SP 4714 3.00 (SP) Resistance and/as Art in Spain &amp; Latin America  GL/SP 4750 3.00 (SP) Community Practicum/Research Project  GL/SP/TRAN 4915 3.00 (SP) Advanced Literary and Cultural Translation</p>
<p>5. Conduct basic types of research pertaining to language, literature, art and cultural analysis, including bibliographic, archival and ethnographic; evaluate and contrast sources; recognize academic standards for research dissemination.</p>	<p>GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form  GL/SP 3414 3.00 (SP) Music and Popular Culture in Latin America and the Caribbean  GL/SP 3600 3.00 (SP) Spanish Linguistics  GL/SP 3711 3.00 (SP) Film in Latin America and Spain  GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America  GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies  GL/SP 3925 3.00 (SP) Theories of Literature  GL/SP 4415 3.00 (SP) Migrations, borders and diasporas in Latin America and the Caribbean  GL/SP 4460 3.00 (SP) Latin American Women Writers of the XX Century</p>

	<p>GL/SP 4600 3.00 (SP) History of the Spanish Language  GL/SP 4601 3.00 (SP) History of the Spanish Language in America  GL/SP 4602 3.00 (SP) Contemporary Spanish in Latin America  GL/SP 4608 3.00 (SP) Narratives in Costa Rica. Individuals, Communities, and their Voices  GL/SP 4694 3.00 (SP) Spanish as a Global Language  GL/SP 4700 3.00 (SP) The Poetics and Politics of Hispanic Literature and Film  GL/SP 4701 3.00 (SP) Hispanic Community Narratives in the GTA.  GL/SP 4702 3.00 (SP) Childhood in Latin American / Spanish Literature  GL/SP 4703 3.00 (SP) Topics in Latin American / Spanish Culture and Society  GL/SP 4704 3.00 (SP) Contemporary Latin American / Spanish Graphic Novel  GL/SP 4706 6.00 (SP) Hispanic Geopoetics: A Field trip to Geography, Identity, Literature and Arts.  GL/SP 4711 3.00 (SP) Narrating Environmental (In)Justice in Spain &amp; Latin America  GL/SP 4712 3.00 (SP) Narratives of Sex and Gender in Spain &amp; Latin America  GL/SP 4713 3.00 (SP) Portraying (Dis)Ability in Spain &amp; Latin America  GL/SP 4714 3.00 (SP) Resistance and/as Art in Spain &amp; Latin America  GL/SP 4750 3.00 (SP) Community Practicum/Research Project</p>
<p>6. Explain the formal and historical importance of foundational and contemporary works of literature and art from Spain and Latin America.</p>	<p>GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form  GL/SP 3414 3.00 (SP) Music and Popular Culture in Latin America and the Caribbean  GL/SP 3711 3.00 (SP) Film in Latin America and Spain  GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America  GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies  GL/SP 4608 3.00 (SP) Narratives in Costa Rica. Individuals, Communities, and their Voices  GL/SP 4700 3.00 (SP) The Poetics and Politics of Hispanic Literature and Film  GL/SP 4702 3.00 (SP) Childhood in Latin American / Spanish Literature  GL/SP 4703 3.00 (SP) Topics in Latin American / Spanish Culture and Society  GL/SP 4704 3.00 (SP) Contemporary Latin American / Spanish Graphic Novel  GL/SP 4706 6.00 (SP) Hispanic Geopoetics: A Field trip to Geography, Identity, Literature and Arts.  GL/SP 4712 3.00 (SP) Narratives of Sex and Gender in Spain &amp; Latin America  GL/SP 4714 3.00 (SP) Resistance and/as Art in Spain &amp; Latin America</p>

	GL/SP 4750 3.00 (SP) Community Practicum/Research Project
7. Apply analytical, interpretive and critical methodologies and theories, including critical theory, translation studies, feminism, post/de-colonialism, ecocriticism, etc., to major literary, artistic and cultural works from Spain and Latin America.	GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form GL/SP 3414 3.00 (SP) Music and Popular Culture in Latin America and the Caribbean GL/SP 3545 3.00 (SP) An Introduction to Spanish/English Translation: Practice and Analysis GL/SP 3550 3.00 (SP) Comparative Stylistics for Spanish-English/English-Spanish Translation GL/SP 3711 3.00 (SP) Film in Latin America and Spain GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies GL/SP 3925 3.00 (SP) Theories of Literature GL/SP 4415 3.00 (SP) Migrations, borders and diasporas in Latin America and the Caribbean GL/SP 4470 3.00 (SP) Latin American Literature of the XXI Century GL/SP 4608 3.00 (SP) Narratives in Costa Rica. Individuals, Communities, and their Voices GL/SP 4701 3.00 (SP) Hispanic Community Narratives in the GTA. GL/SP 4702 3.00 (SP) Childhood in Latin American / Spanish Literature GL/SP 4706 6.00 (SP) Hispanic Geopoetics: A Field trip to Geography, Identity, Literature and Arts. GL/SP 4711 3.00 (SP) Narrating Environmental (In)Justice in Spain & Latin America GL/SP 4712 3.00 (SP) Narratives of Sex and Gender in Spain & Latin America GL/SP 4713 3.00 (SP) Portraying (Dis)Ability in Spain & Latin America GL/SP 4714 3.00 (SP) Resistance and/as Art in Spain & Latin America GL/SP/TRAN 4910 3.00 (SP) Methodology of Spanish-English / English-Spanish Translation I: Advanced Practice, Technologies and Project Management GL/SP/TRAN 4915 3.00 (SP) Advanced Literary and Cultural Translation GL/SP/TRAN 4920 3.00 (SP) Methodology of Spanish-English / English-Spanish Translation II: Revision and Project Management
8. Evaluate the contribution of Spanish and Latin American cultural productions to, and their interactions with, world literature, art, cinema and popular culture.	GL/SP 3410 3.00 (SP) Narratives and Fictions of Latin America: The Written Form GL/SP 3414 3.00 (SP) Music and Popular Culture in Latin America and the Caribbean GL/SP 3711 3.00 (SP) Film in Latin America and Spain GL/SP 3712 3.00 (SP) Art, Gender, and Performance in Spain and Latin America GL/SP 3713 3.00 (SP) Digital cultures in Spanish and Latin American Societies GL/SP 4415 3.00 (SP) Migrations, borders and diasporas in Latin America and the Caribbean

	<p>GL/SP 4608 3.00 (SP) Narratives in Costa Rica. Individuals, Communities, and their Voices</p> <p>GL/SP 4701 3.00 (SP) Hispanic Community Narratives in the GTA.</p> <p>GL/SP 4702 3.00 (SP) Childhood in Latin American / Spanish Literature</p> <p>GL/SP 4706 6.00 (SP) Hispanic Geopoetics: A Field trip to Geography, Identity, Literature and Arts.</p> <p>GL/SP 4711 3.00 (SP) Narrating Environmental (In)Justice in Spain &amp; Latin America</p> <p>GL/SP 4712 3.00 (SP) Narratives of Sex and Gender in Spain &amp; Latin America</p> <p>GL/SP 4713 3.00 (SP) Portraying (Dis)Ability in Spain &amp; Latin America</p> <p>GL/SP 4714 3.00 (SP) Resistance and/as Art in Spain &amp; Latin America</p> <p>GL/SP 4750 3.00 (SP) Community Practicum/Research Project</p> <p>GL/SP/TRAN 4915 3.00 (SP) Advanced Literary and Cultural Translation</p>
9. Describe the history and evolution of the Spanish language.	<p>GL/SP 3600 3.00 (SP) Spanish Linguistics</p> <p>GL/SP 3603 3.00 (SP) Contrasting Spanish with English</p> <p>GL/SP 3604 3.00 (SP) Contrasting Spanish with French</p> <p>GL/SP 4600 3.00 (SP) History of the Spanish Language</p> <p>GL/SP 4601 3.00 (SP) History of the Spanish Language in America</p> <p>GL/SP 4602 3.00 (SP) Contemporary Spanish In Latin America</p> <p>GL/SP 4694 3.00 (SP) Spanish as a Global Language</p>
10. Apply basic methods of linguistic analysis to the Spanish language, as well as for teaching Spanish as a second language.	<p>GL/SP 3545 3.00 (SP) Introduction to Spanish/English Translation</p> <p>GL/SP 3550 3.00 (SP) Comparative Stylistics for Spanish-English Translation</p> <p>GL/SP 3600 3.00 (SP) Spanish Linguistics</p> <p>GL/SP 3603 3.00 (SP) Contrasting Spanish with English</p> <p>GL/SP 3604 3.00 (SP) Contrasting Spanish with French</p> <p>GL/SP 3660 Teaching Spanish as a Second Language</p> <p>GL/SP 4600 3.00 (SP) History of the Spanish Language</p> <p>GL/SP 4601 3.00 (SP) History of the Spanish Language in America</p> <p>GL/SP 4602 3.00 (SP) Contemporary Spanish in Latin America</p> <p>GL/SP 4694 3.00 (SP) Spanish as a Global Language</p>
11. Assess the cultural and social importance of the Spanish language and of Spanish and Latin American communities, past and present, local and global; understand their diversity and importance and relate them to local and global cultural flows and to cultural heterogeneity at large.	All courses in our curriculum.

## Learning outcomes - Assessment

Outcome	Evidence of student achievement (direct and indirect measures). Students show evidence of achievement through:	Rationale
1. Communicate effectively, clearly, and cohesively in Spanish in most social, academic and professional contexts and formats (i.e., research papers, informal dialogues, creative writing, emails, reports, etc.).	Language quizzes, compositions, essays, oral presentations, debates, creative writing, story telling, digital story telling, translations, podcasts and blog posts, mini-dramas, teaching practices, community involvement, interviews, ethnographic fieldwork.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
2. Link and apply their knowledge about the Spanish language and Spanish and Latin American culture to advanced, specialized skills and fields of practice, such as Spanish for specific purposes--e.g., business--and translation.	Basic translation assignments, advanced translation projects, documentation, and terminology projects, specialized writing assignments, project management assignments, exams, weekly forum discussions, response papers, presentations, group projects.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
3. Compose creative artifacts in Spanish (textual, visual, multimedia, performing) to explore complex issues of their world, including identity, nationalism, environment, gender, race, colonialism, etc., through, or in reference to, Spanish language, culture and art.	Essays, weekly forum discussions, creative writing (fiction and non-fiction), performances, infographics, photo essays, story telling, digital storytelling, podcasting, blog posting, translating.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
4. Apply their knowledge of the Spanish language and of Spanish and Latin American cultural productions, traditions, and contemporary practices, to	Essays, weekly forum discussions, creative writing, creative artifacts, blog posts, podcasts, presentations.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and

enhance self-understanding and develop a sense of openness, ethics, and social responsibility.		chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
5. Conduct basic types of research pertaining to language, literature, art and cultural analysis, including bibliographic, archival and ethnographic; evaluate and contrast sources; recognize academic standards for research dissemination.	Essays, annotated bibliographies, ethnographic narrative field-work (life story interview, collaborative autobiography, oral history), academic format exercises (MLA, Chicago, etc.), in-class presentations.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
6. Explain the formal and historical importance of foundational and contemporary works of literature and art from Spain and Latin America.	Presentations, response papers, essays, oral participations, quizzes, close reading, in-class short analysis.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
7. Apply analytical, interpretive and critical methodologies and theories, including critical theory, translation studies, feminism, post/de-colonialism, ecocriticism, etc., to major literary, artistic and cultural works from Spain and Latin America.	Essays, weekly forum discussions, response papers, commented bibliographies, presentations, debates, podcasting, blog posting.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
8. Evaluate the contribution of Spanish and Latin American cultural productions to, and their interactions with, world	Essays, weekly forum discussions, response papers, commented bibliographies, presentations,	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to



literature, art, cinema and popular culture.	debates, podcasting and blog posting.	the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
9. Describe the history and evolution of the Spanish language.	Quizzes, response papers, essays, presentations.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
10. Apply basic methods of linguistic analysis to the Spanish language, as well as for teaching Spanish as a second language.	Exercises, quizzes, teaching internships.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.
11. Assess the cultural and social importance of the Spanish language and of Spanish and Latin American communities, past and present, local and global; understand their diversity and importance and relate them to local and global cultural flows and to cultural heterogeneity at large.	Essays, response papers, creative writing (fiction and non-fiction), weekly forum discussions, performances, infographics, photo essays, story telling, digital storytelling, podcasting, blog posting, translating.	These are standard ways of measuring achievement of learning outcomes in our discipline. They are tailored to the course objectives and chosen and adapted for each one of the course modules. All our courses include a variety of measuring methods and instruments (at least five) throughout, so the student can always be aware of their progress and have different ways to prove it.

**12. Appendix B. Side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

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[CURRENT]	[CHANGE TO]
<p><b>Program-Specific Degree Requirements</b></p> <p><del>Core Courses</del></p> <p><del>GL/SP 2000 6.00</del>  <del>GL/SP 2100 6.00</del>  <del>GL/SP 3000 6.00</del>  <del>GL/SP 3300 6.00</del>  <del>GL/SP 3400 6.00</del></p> <p><b>Specialized Honours BA:</b> 120 Credits</p> <p><b>Major credits:</b> students must complete at least 60 credits in Hispanic studies, including:</p> <ul style="list-style-type: none"> <li><del>• 30 credits of core courses as listed above;</del></li> <li><del>• six credits in Spanish linguistics chosen from the following:</del> <ul style="list-style-type: none"> <li><del>○ GL/SP 3600 6.00 (cross-listed to: GL/LIN 3600 6.00);</del></li> <li><del>○ GL/SP 3617 3.00 (cross-listed to: GL/LIN 3617 3.00);</del></li> <li><del>○ GL/SP 4600 3.00 (cross-listed to: GL/LIN 4600 3.00);</del></li> <li><del>○ GL/SP 4601 3.00 (cross-listed to: GL/LIN 4601 3.00);</del></li> </ul> </li> <li><del>• 24 credits at the 3000 or 4000 level with at least 15 credits at the 4000 level.</del></li> </ul> <p><b>Note:</b> the following courses cannot be counted towards major credit:</p> <ul style="list-style-type: none"> <li><del>• GL/SP 1000 6.00</del></li> <li>• GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);</li> <li>• GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);</li> <li>• GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);</li> <li>• GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00);</li> <li>• GL/SP 4201 3.00.</li> </ul> <p><b>General education requirement*:</b> every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p>	<p><b>Program-Specific Degree Requirements</b></p> <p><b>Specialized Honours BA:</b> 120 Credits</p> <p><b>Major credits:</b> students must complete at least <b>54</b> GL/SP credits, including:</p> <ul style="list-style-type: none"> <li>• <u>GL/SP 2001 3.00</u></li> <li>• <u>GL/SP 2002 3.00</u></li> <li>• <u>12 Major credits at the 4000 level</u></li> <li>• <u>30 additional Major credits at the 3000 or 4000 level</u></li> <li>• <u>6 additional Major credits at any level</u></li> </ul> <p><b>Note:</b> the following courses cannot be counted towards major credit:</p> <ul style="list-style-type: none"> <li>• <u>GL/SP 1001 (Spanish I)</u></li> <li>• <u>GL/SP 1002 (Spanish II)</u></li> <li>• GL/SP 4201 3.00;</li> <li>• GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);</li> <li>• GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);</li> <li>• GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);</li> <li>• GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00).</li> </ul> <p><b>General education requirement*:</b> every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p><b>Bilingual requirement*:</b> all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p>

<p><b>Bilingual requirement*:</b> all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p> <ul style="list-style-type: none"> <li>• courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;</li> <li>• courses in any discipline which are designated as satisfying the bilingual requirement.</li> </ul> <p><b>Flexible language requirement*:</b> all students admitted in the Glendon BA with flexible language option must satisfy the following language requirement:</p> <ul style="list-style-type: none"> <li>• Students must successfully complete six credits in their L2 (French or English) at the level of placement at Glendon.</li> </ul> <p><b>Upper-level credits*:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p><b>Credits outside the major*:</b> at least 18 credits.</p> <p><b>Residency requirement:</b> a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><b>*Note:</b> please refer to the <i>Regulations for the Bachelor of Arts Degree</i> within the <i>Faculty-Wide Degree Requirements</i> section of the Undergraduate Calendar for detailed requirement information.</p>	<ul style="list-style-type: none"> <li>• courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;</li> <li>• courses in any discipline which are designated as satisfying the bilingual requirement.</li> </ul> <p><b>Flexible language requirement*:</b> all students admitted in the Glendon BA with flexible language option must satisfy the following language requirement:</p> <ul style="list-style-type: none"> <li>• Students must successfully complete six credits in their L2 (French or English) at the level of placement at Glendon.</li> </ul> <p><b>Upper-level credits*:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p><b>Credits outside the major*:</b> at least 18 credits.</p> <p><b>Residency requirement:</b> a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><b>*Note:</b> please refer to the <i>Regulations for the Bachelor of Arts Degree</i> within the <i>Faculty-Wide Degree Requirements</i> section of the Undergraduate Calendar for detailed requirement information.</p>
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**Specialized Honours iBA: 120 Credits**

**Major credits:** students must complete at least 60 credits in Hispanic studies, including:

- ~~30 credits of core courses as listed above;~~
- ~~six credits in Spanish linguistics chosen from the following:~~
  - ~~GL/SP 3600 6.00 (cross-listed to: GL/LIN 3600 6.00);~~
  - ~~GL/SP 3617 3.00 (cross-listed to: GL/LIN 3617 3.00);~~
  - ~~GL/SP 4600 3.00 (cross-listed to: GL/LIN 4600 3.00);~~
  - ~~GL/SP 4601 3.00 (cross-listed to: GL/LIN 4601 3.00);~~
- ~~24 credits at the 3000 or 4000 level with at least 15 credits at the 4000 level.~~

Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.

**Note:** the following courses cannot be counted towards major credit:

- ~~GL/SP 1000 6.00~~
- GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);
- GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);
- GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);
- GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00);
- GL/SP 4201 3.00.

**General education requirement\*:** every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual/trilingual requirement\*:** for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;

**Specialized Honours iBA: 120 Credits**

**Major credits:** students must complete at least 54 credits in Hispanic studies, including:

- GL/SP 2001 3.00
- GL/SP 2002 3.00
- 12 Major credits at the 4000 level
- 30 additional Major credits at the 3000 or 4000 level
- 6 additional Major credits at any level

Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.

**Note:** the following courses cannot be counted towards major credit:

- GL/SP 1001 (Spanish I);
- GL/SP 1002 (Spanish II);
- GL/SP 4201 3.00;
- GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);
- GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);
- GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);
- GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00).

**General education requirement\*:** every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual/trilingual requirement\*:** for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: ~~GL/SP 3000-6.00~~) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

**Internationally-oriented course requirement\*:** at least 12 credits of internationally-oriented courses .

**Exchange requirement\*:** at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year exchange, or 18 credits for a full-year exchange.

**Upper-level credits\*:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

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

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

**\*Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

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**Upper-level credits\*:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

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

**\*Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

<p><b>Honours BA: 120 Credits</b></p> <p><b>Major credits:</b> students must complete at least 48 credits in Hispanic studies, including:</p> <ul style="list-style-type: none"> <li>• <del>30 credits of core courses as listed above;</del></li> <li>• <del>18 credits at the 3000 or 4000 level with at least 12 credits at the 4000 level.</del></li> </ul> <p><b>Note:</b> the following courses cannot be counted towards major credit:</p> <ul style="list-style-type: none"> <li>• <del>GL/SP 1000 6.00</del></li> <li>• GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);</li> <li>• GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);</li> <li>• GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);</li> <li>• GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00);</li> <li>• GL/SP 4201 3.00.</li> </ul> <p><b>General education requirement*:</b> every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p><b>Bilingual requirement*:</b> all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p> <ul style="list-style-type: none"> <li>• courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;</li> <li>• courses in any discipline which are designated as satisfying the bilingual requirement.</li> </ul> <p><b>Flexible language requirement*:</b> all students admitted in the Glendon BA with flexible language option must satisfy the following language requirement:</p> <ul style="list-style-type: none"> <li>• Students must successfully complete six credits in their L2 (French or English) at the level of placement at Glendon.</li> </ul>	<p><b>Honours BA: 120 Credits</b></p> <p><b>Major credits:</b> students must complete at least 42 GL/SP credits, including:</p> <ul style="list-style-type: none"> <li>• <u>GL/SP 2001 3.00</u></li> <li>• <u>GL/SP 2002 3.00</u></li> <li>• <u>12 Major credits at the 4000 level</u></li> <li>• <u>18 additional Major credits at the 3000 or 4000 level</u></li> <li>• <u>6 additional Major credits at any level</u></li> </ul> <p><b>Note:</b> the following courses cannot be counted towards major credit:</p> <ul style="list-style-type: none"> <li>• <u>GL/SP 1001 (Spanish I);</u></li> <li>• <u>GL/SP 1002 (Spanish II);</u></li> <li>• GL/SP 4201 3.00;</li> <li>• GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);</li> <li>• GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);</li> <li>• GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);</li> <li>• GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00).</li> </ul> <p><b>General education requirement*:</b> every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p><b>Bilingual requirement*:</b> all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p> <ul style="list-style-type: none"> <li>• courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;</li> <li>• courses in any discipline which are designated as satisfying the bilingual requirement.</li> </ul> <p><b>Flexible language requirement*:</b> all students admitted in the Glendon BA with flexible language option must satisfy the following language requirement:</p> <ul style="list-style-type: none"> <li>• Students must successfully complete six credits in their L2 (French or English) at the level of placement at Glendon.</li> </ul>
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<p><b>Upper-level credits*:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p><b>Credits outside the major*:</b> at least 18 credits.</p> <p><b>Residency requirement:</b> a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><b>*Note:</b> please refer to the <i>Regulations for the Bachelor of Arts Degree</i> within the <i>Faculty-Wide Degree Requirements</i> section of the Undergraduate Calendar for detailed requirement information.</p> <p><b>Honours iBA:</b> 120 Credits</p> <p><b>Major credits:</b> students must complete at least 48 credits in Hispanic studies, including:</p> <ul style="list-style-type: none"> <li>• <del>30 credits of core courses as listed above;</del></li> <li>• <del>18 credits at the 3000 or 4000 level with at least 12 credits at the 4000 level.</del></li> </ul> <p>Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.</p> <p><b>Note:</b> the following courses cannot be counted towards major credit:</p> <ul style="list-style-type: none"> <li>• <del>GL/SP 1000 6.00</del></li> <li>• GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);</li> <li>• GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);</li> <li>• GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);</li> </ul>	<ul style="list-style-type: none"> <li>• Students must successfully complete six credits in their L2 (French or English) at the level of placement at Glendon.</li> </ul> <p><b>Upper-level credits*:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p><b>Credits outside the major*:</b> at least 18 credits.</p> <p><b>Residency requirement:</b> a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><b>*Note:</b> please refer to the <i>Regulations for the Bachelor of Arts Degree</i> within the <i>Faculty-Wide Degree Requirements</i> section of the Undergraduate Calendar for detailed requirement information.</p> <p><b>Honours iBA:</b> 120 Credits</p> <p><b>Major credits:</b> students must complete at least 42 GL/SP credits, including:</p> <ul style="list-style-type: none"> <li>• <u>GL/SP 2001 3.00</u></li> <li>• <u>GL/SP 2002 3.00</u></li> <li>• <u>12 Major credits at the 4000 level</u></li> <li>• <u>18 additional Major credits at the 3000 or 4000 level</u></li> <li>• <u>6 additional Major credits at any level</u></li> </ul> <p>Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.</p> <p><b>Note:</b> the following courses cannot be counted towards major credit:</p> <ul style="list-style-type: none"> <li>• <u>GL/SP 1001 (Spanish I);</u></li> <li>• <u>GL/SP 1002 (Spanish II);</u></li> <li>• GL/SP 4201 3.00;</li> <li>• GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);</li> <li>• GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);</li> </ul>
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- GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00);
- GL/SP 4201 3.00.

**General education requirement\*:** every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual/trilingual requirement\*:** for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

**Internationally-oriented course requirement\*:** at least 12 credits of internationally-oriented courses .

**Exchange requirement\*:** at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year exchange, or 18 credits for a full-year exchange.

**Upper-level credits\*:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

- GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);
- GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00).

**General education requirement\*:** every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual/trilingual requirement\*:** for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 GL/SP credits in Hispanic studies, or six advanced-level GL/SP credits or 18 credits in a modern language (including an advanced-level course) at York University.

**Internationally-oriented course requirement\*:** at least 12 credits of internationally-oriented courses .

**Exchange requirement\*:** at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year exchange, or 18 credits for a full-year exchange.

**Upper-level credits\*:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

**Residency requirement:** a minimum of 30 credits at York and at least half (50 per cent) of the course

<p><b>Residency requirement:</b> a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><b>*Note:</b> please refer to the <i>Regulations for the Bachelor of Arts Degree</i> within the <i>Faculty-Wide Degree Requirements</i> section of the Undergraduate Calendar for detailed requirement information.</p>	<p>credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><b>*Note:</b> please refer to the <i>Regulations for the Bachelor of Arts Degree</i> within the <i>Faculty-Wide Degree Requirements</i> section of the Undergraduate Calendar for detailed requirement information.</p>
<p><b>Honours Double Major BA</b></p> <p>The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.</p>	<p><b>Honours Double Major BA</b></p> <p>The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.</p>
<p><b>Honours Double Major iBA</b></p> <p>The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.</p>	<p><b>Honours Double Major iBA</b></p> <p>The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.</p>
<p><b>Honours Major/Minor BA</b></p> <p>The Honours BA program described above may be pursued jointly with any Honours Minor program offered at Glendon. The Honours BA program may instead be pursued jointly with an Honours Minor program offered at the School of the Arts, Performance, Media and Design (AMPD) or the Faculty of Environmental and Urban Change (EUC), except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.</p>	<p><b>Honours Major/Minor BA</b></p> <p>The Honours BA program described above may be pursued jointly with any Honours Minor program offered at Glendon. The Honours BA program may instead be pursued jointly with an Honours Minor program offered at the School of the Arts, Performance, Media and Design (AMPD) or the Faculty of Environmental and Urban Change (EUC), except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.</p>

### Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor program offered at Glendon. The Honours iBA program may instead be pursued jointly with an Honours Minor program offered at the School of the Arts, Performance, Media and Design (AMPD) or the Faculty of Environmental and Urban Change (EUC), except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

### Honours Minor BA

The Honours Minor must be pursued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon. For further details on requirements, see the listings for specific Honours BA and iBA programs.

**Minor credits:** Students must complete at least the 30 credits of core courses in Hispanic studies as listed above.

### Bachelor of Arts: 90 Credits

**Major credits:** students must complete 36 credits in Hispanic studies, including:

- ~~30 credits of core courses;~~
- ~~six credits at the 4000 level (with the exception of GL/SP 4910 3.00).~~

Note: the following courses cannot be counted towards major credit:

- ~~GL/SP 1000 6.00~~
- GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);
- GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);

### Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor program offered at Glendon. The Honours iBA program may instead be pursued jointly with an Honours Minor program offered at the School of the Arts, Performance, Media and Design (AMPD) or the Faculty of Environmental and Urban Change (EUC), except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

### Honours Minor BA

The Honours Minor must be pursued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon. For further details on requirements, see the listings for specific Honours BA and iBA programs.

**Minor credits:** Students must complete at least 30 credits of GL/SP courses, including:

- GL/SP 2001 3.00
- GL/SP 2002 3.00
- 6 Major credits at the 4000 level
- 12 additional Major credits at the 3000 or 4000 level
- 6 additional Major credits at any level

### Bachelor of Arts: 90 Credits

**Major credits:** students must complete at least 36 credits in Hispanic studies, including:

- GL/SP 2001 3.00
- GL/SP 2002 3.00
- 12 Major credits at the 3000 or 4000 level
- 18 additional Major credits at any level

Note: the following courses cannot be counted towards major credit:

- GL/SP 1001 (Spanish I);
- GL/SP 1002 (Spanish II);
- GL/SP 4201 3.00;
- GL/SP 4910 3.00 (cross-listed to: GL/TRAN 4910 3.00);

- GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);
- GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00);
- GL/SP 4201 3.00.

**General education requirement\*:** every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual requirement\*:** all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

**Flexible language requirement\*:** all students admitted in the Glendon BA with flexible language option must satisfy the following language requirement:

- Students must successfully complete six credits in their L2 (French or English) at the level of placement at Glendon.

**Upper-level credits\*:** at least 18 credits at the 3000 or 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

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

**Graduation requirement:** students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements

- GL/SP 4915 3.00 (cross-listed to: GL/TRAN 4915 3.00);
- GL/SP 4920 3.00 (cross-listed to: GL/TRAN 4920 3.00);
- GL/SP 4925 3.00 (cross-listed to: GL/TRAN 4925 3.00).

**General education requirement\*:** every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual requirement\*:** all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

**Flexible language requirement\*:** all students admitted in the Glendon BA with flexible language option must satisfy the following language requirement:

- Students must successfully complete six credits in their L2 (French or English) at the level of placement at Glendon.

**Upper-level credits\*:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

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

**Graduation requirement:** students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program

with a cumulative grade point average of at least 4.00 (C).

**\*Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

requirements with a cumulative grade point average of at least 4.00 (C).

**\*Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

**Course Substitutes:**

Subject to course exclusions, program requirements/restrictions and residency requirements, the following courses are acceptable substitutes for the purpose of meeting the Spanish and Latin American Cultures and Societies program requirements. All other course substitutes must be approved by the department chair.

PROGRAM COURSE	COURSE SUBSTITUTES
GL/SP 2001 3.00 and GL/SP 2002 3.00	GL/SP 2000 6.00 AP/SP 2000 6.00

**York University**  
**Notice of Intention to Develop a Curriculum Proposal**

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**Faculty Name: Glendon**

**Department Name: Hispanic Studies**

**Program Name (include location): Hispanic Studies**

**Degree Designation: BA, Honours BA, iBA, Double Major, Minor**

- Specialized Honours BA/iBA
- Honours BA/iBA
- Honours Double Major BA/iBA
- Honours Major/Minor BA/iBA
- Honours Minor BA
- Bachelor of Arts

**Proposal type.**

- a) Change of name of program from “Hispanic Studies” to “Spanish and Latin American Cultures & Societies”
- b) Changes to programs’ requirements

**Intended start date.** Fall 2023

**Short description of the proposed change.**

We are proposing:

- a) To change the name of our major and minor programs from “Hispanic Studies” to “Spanish and Latin American Cultures & Societies”.
- b) To change of program requirements as follows:
  - Reducing number of required credits throughout the programs.
  - Substituting existing mandatory 'core courses' with one required course, namely SP 2000 - [Intermediate Spanish / Espagnol intermédiaire](#) for all programs.
  - Identifying all other requirements in terms of number of credits at a specific level (rather than linked to specific courses).



**Describe plans to determine and evidence that there is/will be significant student demand for the program.**

Like Glendon, the Department of Hispanic Studies is undergoing a process of change and renovation. Over the past years, we have been moving from a traditional philological focus, normative approaches to language, and emphasis on literary canons, toward a situated and experiential study of language, literature, art, and culture, as ways to interact with knowledges and establish relationships and transcultural competencies. We have developed an interest in the interplay between narratives and societal and historical factors, in the new geographies and ecologies of the Spanish language, and in the literatures and cultures of the 21<sup>st</sup> century. Our programs have been shifting toward this new vision and we are putting forth structural and curricular changes to renovate them throughout.

Our proposed changes are also linked to changes in our Department's faculty composition. Two long-time faculty have recently retired (one in 2021 and the other in 2022), and two colleagues formerly in other units have joined the Department. The resulting shifts in interests and areas of expertise is starting to be reflected in the program vision, configuration, and curriculum. The four full-time faculty members currently housed in the Department, all of whom are active in research, teaching, and service, are fully engaged in the programs' revisioning and in shaping its future. The proposed changes respond to contemporary trends in our fields and to the interests expressed by students and faculty. Among other shifts, in the last few years our pedagogical scope has begun to incorporate diverse performative practices, creative processes, and community narratives, and our courses have turned toward placement-, project-, and experience-based pedagogies (both in Toronto and the GTA and abroad).

Our programs have always had demand. However, applications have decreased in the last few years. In fact, our major recent challenge has been enrollment and admissions. One of the causes is the low visibility of our program in the context of Glendon, its branding and recruitment. Another one has to do with the name of our programs, which is not entirely intelligible for today's students and may not resonate sufficiently with them, nor does it reflect accurately the changes that have taken place within our Department in terms of curriculum, thematic emphases, and pedagogical approach.

We are in the process of revamping our programs to make them more attractive, innovative, and relevant, so that they will speak more eloquently to potential students. The proposal herewith is the outcome of decisions made by our Executive Committee to streamline the programs, renovate our offerings, facilitate enrollment and completion, and offer clear options to students. It is aimed at making the programs more flexible for students in terms of scheduling and requirements—currently the programs' structure is somewhat rigid. Increased flexibility will also make it easier for students to complete our programs combined with other majors—e.g., as a double major. As regards the change of name, we believe it will be more intelligible and resonate more clearly with today's potential students. These changes are being put forth alongside with other measures now in place and in the works, which involve a curricular renovation—in the form of new courses, thematic areas, and strategies for recruitment tailored for our programs, including via social media.





# York University

## Notice of Intention to Develop a Curriculum Proposal

### Rationale of each of the proposed changes

- Changing our name: from “Hispanic Studies” to “Spanish and Latin American Cultures & Societies”. We have considered the name change for a number of years, to better reflect the content and emphasis of our courses and because we think the proposed name will be clearer and more intelligible for potential students. The name change was also recommended by the CPR reviewers.
- Reducing the number of credits: from 48 to 42 for the BA Honors, and from 60 to 54 for the Specialized Honors. This change is the result of the analysis of ways to streamline the program and make it more attractive and flexible for students. It will also bring it in line with the current structure of other Humanities-focused BA programs at York University. We confirm that the academic integrity of the program of study will be maintained, and the learning objectives can be met with the proposed number of credits.
- Reducing the number of credits of mandatory (“core”) courses to 6, in the form of a “required” course, SP 2000 - [Intermediate Spanish / Espagnol intermédiaire](#) and reducing the number of pre-requisites for upper-level courses (i.e., only GL/SP 2000 for most 3XXX and 4XXX level courses). We aim to provide students more flexibility for scheduling and time to completion, and also give them options upon entering the program so their study path is in accordance with their background, interests, and academic level (including their level of Spanish-language proficiency). This will allow us to guide students through specific thematic axes to be developed in the coming years. We believe this will also increase opportunities for collaboration with other units. *Note: The pre-requisites change was submitted to and approved by Curriculum Committee (last academic year), the proposal hereby is for the reduction of mandatory requirements.*

In addition to the abovementioned changes, our holistic approach to renovate our offerings includes other recent and forthcoming changes. Upon approval of the change of name and program structure, we will be in a better position to integrate the thematic axes and course-content changes we are aiming to propose. In addition to the ongoing and upcoming changes, we will continue to strengthen our experiential component. In particular, we are in the process of seeking new, additional intra- and inter-institutional collaborations, granting visibility to and capitalizing on our active international engagement (with institutions in Mexico, Colombia, Brazil, Spain, and Philippines), creating and integrating options for mode of delivery throughout our program, and identifying strategies to make it easier for students to access the options our department offers and complete their program of choice, either by itself or in combination with others in the form of a double major, within the time they have originally planned for their undergraduate studies.

A note on process: An earlier version of these changes (namely the change in program’s requirements) was submitted to the Office of the Vice-Provost and approved in 2019. Since the Department was going through a Cyclical Program Review period, we waited to complete the approval cycle as we considered important to submit the





proposal to the CPR reviewers, get their feedback, and incorporate their suggestions. The earlier proposal was submitted to the reviewers as an appendix in the self-study report. The reviewers made some suggestions about the curriculum in their report, which we received in July 2022. This updated Nol and the forthcoming major modification are based on that earlier proposal and incorporate the updates and adjustments resulting from the CPR and our collegial discussions. One of the additions is the new name. This change was suggested by the reviewers and is a result of our own analysis, as we seek to label our program more clearly with respect to its content and emphasis, bring it in line with analogous programs throughout North America, and update it with a view to help program recruitment and make the program more intelligible for today's potential applicants.

Our approach to proposing and implementing these changes is and will continue to be concerted. Every item has been considered alongside the others for it to be well integrated and reflect adequately our overall program redesign. Moreover, we are undertaking this modification process considering Glendon-wide proposals recently approved or now going through collegial discussions, e.g., the recently approved Glendon BA and the Glendon Common Core. We are thus engaged in a revisioning to incorporate these various elements of college-wide academic processes. We aim to complete this process in a timely way, so the changes can be implemented as soon as possible; they are in line with Glendon's revamped recruitment strategies, its increasing internationalization, and its repositioning and new vision.

**Alignment with the UAP, SMA, and other university plans, including justification of duplication of existing programs at York and in Ontario.**

The overall curricular and course redesign of our programs is informed by both the Faculty and University plans. Recent changes were informed by the past York U academic plan, specifically with respect with working toward creating innovative, quality programs for academic excellence, incorporating or furthering internationalization, advancing exploration, innovation and achievement in scholarship, research and related creative activities, enhancing quality in teaching and student learning, fostering a student-centred approach, and enhancing community engagement. With respect to the 2020-2025 York U academic plan, we are seeking to emphasize and sharpen a progressive vision focusing on diversity and inclusivity, social justice and equity, and sustainability. We are approaching this goal by reflecting on our overall curriculum and incorporating these principles throughout, from the themes and contents to the ways in which we reach out to students and their communities and the ways we deliver our programs. One specific way in which our curriculum is aligning with the plan is the development of thematic axes through our courses that relate to the Sustainable Development Goals, central to the 2020-2025 UAP. We are also identifying links between frameworks that have been recently institutionalized at York, namely the Indigenous framework and the action plan on Black inclusion, to align our curriculum with their proposals and vision. Once our new program name and requirements are in place, we will create courses that align our curriculum with these directions. With respect to Glendon's academic plan, we are particularly aligned with a reflexive, self-aware process to build toward one of the three key pillars, which is the "liberal arts



## York University

### Notice of Intention to Develop a Curriculum Proposal

redefined for the 21<sup>st</sup> century”. Our changes reflect our engaging with contemporary scholarship and reflections about the study of languages and humanities in the 21<sup>st</sup> century and for the world; these involve questioning the traditional assumptions about culture and its study, which is a line of enquiry that has informed our program’s current vision. Our programs are also central to the vision of Glendon’s “Bilingualism and beyond” and to the “student-centered campus and community.” We align strongly with the plan’s definition of our Glendon community:

As a collegium of scholars working together to prepare a diverse student population for life and work in the 21st century, we aim to cultivate in our students a sense of curiosity, inquiry, empathy, the ability to work together and solve problems, and the skills, appetites, and habits of mind for lifelong learning - including the abilities to read and think critically, to write and speak convincingly, to work towards and serve ideals and values that make for a just and sustainable world, and to bring social and ethical reasoning into every aspect of our increasingly connected, digital lives (Glendon AP 2020-2025, p.3)

Our overall approach to our current program changes has to do with creating a teaching and learning environment that is experiential, collaborative, project- and community based, globally and locally engaged, technologically up-to-date, focused on increased access and inclusion, and that engages with students and with society from a perspective of living well together in the 21<sup>st</sup> century.

#### **New or reallocation of resources (academic, financial, physical and/or administrative) required in implementing the proposal.**

These major modifications do not require additional or reallocation of current resources.

#### **Consultations with other programs and/or Faculties at York University or outside of York University.**

This proposal has been discussed within the Department and approved unanimously. It has been shared with Glendon’s APAR and Principal. In addition, we are submitting this Nol document to units with which we have a shared orientation and/or cross-listed courses, namely the School of Translation and the Department of Languages, Literatures and Linguistics at the Keele campus. The proposed changes have also been discussed with one internal and two external reviewers in our last CPR and are aligned with their recommendations.

**Name and title of proposal proponent: María Constanza Guzmán**

**Email: mguzman@glendon.yorku.ca**

**Signature:**



**Date: September, 2022**

**Statement of support from Dean(s)/Principal: (Glendon Principal’s letter enclosed)**





**GLENDON  
COLLEGE  
COLLÈGE  
UNIVERSITAIRE  
GLENDON**

**Office of the  
Principal**

**Bureau du  
Principal**

2275 BAYVIEW AVE.  
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CANADA M4N 3M6  
T/T 416 487 6727  
F/T 416 487 6786  
principal@glendon.yorku.ca  
www.glendon.yorku.ca

September 27, 2022

Re. NOI, Hispanic Studies

I am writing this letter to state my support for the notice of intent submitted by the program in Hispanic Studies at Glendon.

This redesign comes as a result of a CPR and the Principal's office encouragement to make the program available to a larger number of students by removing obstacles to enrollment in the degree and in courses. The name change will reflect the program's strengths and will allow a clear connection with other programs that have a focus on Latin America. Hispanic Studies is aligning with Glendon's academic plan and the future possible directions of our faculty.

No additional resources are required to implement the proposed changes.

Sincerely,

Marco Fiola  
Principal, Glendon





## Memo

**OFFICE OF THE  
VICE-PROVOST  
ACADEMIC**

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3

Tel: 416 736 5396  
Fax: 416 736 5876

vprovost@yorku.ca

To: María Constanza Guzmán, Professor and Chair, Department of Hispanic Studies, Glendon College

From: Alice Pitt, Acting Vice-Provost Academic

CC: Marco Fiola, Principal, Glendon College  
Audrey Pyee, Associate Principal Academic  
Emily Rush, Director, Academic Programs & Policy  
Kathryn White, Assistant Secretary of the University  
Frances Billingsley, Associate Registrar & Director, Student Records & Scheduling  
Nina Unantenne, York University Quality Assurance Procedures

Date: October 21, 2022

Subject: Major Modification to Glendon Hispanic Studies Programs

---

As prescribed by the York University Quality Assurance Procedures, I am writing to acknowledge your submission of an updated notice of intent for the major modification of the Hispanic Studies programs at Glendon, and to authorize the development of a proposal that will make its way through the collegial governance process.

The intent of the proposed changes is clear and compelling: to remove obstacles to enrolment and better reflect the department's evolving focus and strengths. The changes are also in alignment with the recommendations from the department's recent cyclical program review, as well as with Glendon's current revisioning activities and academic plan.

Resources needed to implement the proposed changes are described as minimal, and consultation is well underway within the department and the larger college, as well as with relevant units on the Keele campus, including the School of Translation and the Department of Languages, Literatures and Linguistics.

To prepare the proposal, please use the template for major modifications posted on the YUQAP website: <https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>

If you have questions about the process, please don't hesitate to contact us at [yuqap@yorku.ca](mailto:yuqap@yorku.ca).

## Memorandum



To: Professor María Constanza Guzmán, Chair, Department of Hispanic Studies

From: M. J. Dodman, Chair, Department of Languages, Literatures & Linguistics

Date: November 11, 2022

Subject: Notice of Intention to develop a curricular proposal

A handwritten signature in black ink, appearing to read "María Constanza Guzmán".

### FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES

#### Department of Languages, Literatures and Linguistics

Ross S580  
4700 Keele St.  
Toronto ON  
Canada M3J 1P3  
Tel 416 736-5016  
Fax 416 736-5483

---

The department of Languages, Literatures & Linguistics (DLLL) is pleased to participate in the consultation process conducted by the department of Hispanic Studies at Glendon college regarding a notice of intention to develop a curricular proposal.

The proposal from the department of Hispanic Studies consists of the following:

- Change of name of program from “Hispanic Studies” to “Spanish and Latin American Cultures & Societies”
- Changes to programs’ requirements

Upon reviewing the proposed changes, we are pleased to support this proposal based on the excellent rationale provided by our Glendon colleagues which also echo part of the innovative efforts in curricular renewal taking place across a variety of institutions and departments, including foreign language programs at DLLL. The proposed change in program title will not only best align with faculty members’ expertise, but also signals the larger breadth of the entire of the Spanish-speaking world. Additionally, from a recruitment perspective, the new title provides clarity that will certainly resonate with potential new students.

In terms of the reduction of number of core credits, we also support the rationale presented as it will offer more streamlined and intelligible paths for students with increased flexibility. We note and appreciate that these changes were also recommendations from the recent Undergraduate Program Review.

As we at DLLL continue to develop innovative curricular proposals, we look forward to building stronger ties between our Spanish program at Keele and Glendon in order to offer a wider curriculum for both Keele and Glendon students.





GLENDON  
COLLEGE

10 November 2022

COLLÈGE  
UNIVERSITAIRE  
GLENDON

To whom it may concern:

**School of Translation**  
York Hall, 241  
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TORONTO ON  
CANADA M4N 3M6  
T 416 123 4567  
EXT 12345  
F 416 123 4567  
translation@glendon.yorku.ca  
www.glendon.yorku.ca/translation

The School of Translation supports the proposed changes to the Honours BA, BA, iBA, double major and minor in Hispanic Studies.

The proposed new name (Spanish and Latin American Cultures & Societies) better reflects the curriculum and more closely aligns with competing programs at other Ontario universities, which often include “Latin American Studies” in the title. This should make the program more recognizable to potential students and therefore more easily marketable.

Reducing the number of credits for the major will also make it easier for students to combine their degree with certificates, such as the Certificate in English-Spanish/Spanish-English Translation, or with other BA programs.

Sincerely,

Julie McDonough Dolmaya  
Chair, School of Translation





GLENDON CAMPUS  
YORK UNIVERSITY

CAMPUS GLENDON  
UNIVERSITÉ YORK

History Department  
Département  
d'Histoire

2275 BAYVIEW AVE.  
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[history@glendon.yorku.ca](mailto:history@glendon.yorku.ca)  
[www.glendon.yorku.ca](http://www.glendon.yorku.ca)

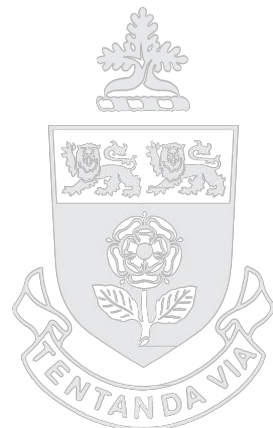
I write this letter on behalf of the Glendon History Department as a statement of support to the Hispanic Studies department's Major Modification Proposal to apply to their BA, Honours BA, iBA, Double Major, and Minor.

We fully support their proposal: to change the name of their major and minor programs from "Hispanic Studies" to "Spanish and Latin American Cultures & Societies"; to reduce the number of required credits; and to substitute existing mandatory core courses with 3.0 credits instead of 6.0, and to require a number of credits at a specific level rather than naming specific courses.

We are enthusiastic to collaborate with the Hispanic Studies department to identify courses that are presently crosslisted or that could be crosslisted with their department to serve the major and minor students in their newly designed "Spanish and Latin American Cultures & Societies" program.

Sincerely,

Dr. Gillian McGillivray  
Associate Professor and Chair,  
Department of History, Glendon College  
York University, Toronto, Ontario



## **NoI letter of support**

Bruce Connell <bconnell@yorku.ca>

Tue 11/8/2022 1:04 PM

To: Maria Constanza Guzman <mguzman@glendon.yorku.ca>

Dear Maria Constanza,

Thank you for the opportunity to read the Notice of Intent prepared for the coming modifications to the program in Hispanic Studies. I find merit in each of the proposed changes and support the overall direction proposed in the NoI.

1) The change of name, from "Hispanic Studies" to "Spanish and Latin American Cultures & Societies", is welcome. It is especially appropriate as it reflects the increased focus on courses related to matters of the Americas in recent years. It should help put the program in a new and more relevant and attractive light and thus increase its visibility.

2) The changes proposed that will affect program requirements are justified and appropriate in today's situation and in context of broader changes coming to Glendon. The focus appears to be on allowing greater flexibility to students, achieved, essentially, through three steps: reducing by six the number of credits required in each of your degree programs; reducing the number of mandatory or core course credits to six (SP 2000 Intermediate Spanish /Espagnol intermédiaire is the appropriate choice here); and having other credit requirements linked to study level rather than specific courses. Each is in keeping with current and coming requirements at Glendon and /or the university generally. Greater flexibility for students, and how their programs are designed at an individual or personal level, should be welcomed as this should make the program more attractive.

It is not required of the NoI that details of specific changes to be made e.g. regarding course offerings be included. As there are a number of courses currently offered in Hispanic Studies that are available as cross listed offerings in our program, I hope that any changes to this aspect of your programs will be discussed before final decisions on these are made.

Thank you again for the opportunity to read and comment on your NoI, and congratulations on what appears to be the dawning of a new day for Spanish and Latin American Cultures & Societies at Glendon.

Best wishes,

Bruce

Bruce Connell

International Francqui Professor

Professor /Professeur titulaire

Coordinator, Linguistics and Language Studies Programme,

Coordinateur, Programme de linguistique et sciences du langage

Coordinador, Programa de Lingüística y Ciencias de Lenguaje

Department of Multidisciplinary Studies /Département des Études Pluridisciplinaires

Collège universitaire Glendon College

York University Toronto, ON Canada



**Re: HS major modification - Nol and letter of support**

Gabriel Levine <glevine@glendon.yorku.ca>

Wed 11/9/2022 4:00 PM

To: Maria Constanza Guzman <mguzman@glendon.yorku.ca>

Dear Maria Constanza,

I am writing to express the Drama and Creative Arts program's strong support of the proposed major modification, including the change of the Department's name to Spanish and Latin American Cultures and Societies. We will continue to engage with the Department through cross-listed courses, including in Spanish and Latin American drama, and through collaboration in teaching and research. As described, the major modification increases the range of options for students, supports interdisciplinarity, and will attract admissions given sufficient institutional support.

We wish the Department all the best in pursuing this timely and well-articulated modification.

good wishes

Gabriel Levine

Gabriel Levine, PhD

Coordonnateur et professeur assistant adjoint/Coordinator and Sessional Assistant Professor

Programme de Théâtre et arts visuels/Drama and Creative Arts Program

Campus Glendon, Université York/Glendon Campus, York University

FROM: Governance (Glendon)  
TO: María Constanza Guzmán  
Cc: Yassin A Handouleh  
DATE: Tue 11/1/2022 9:24 AM  
Hi María Constanza,

Current students will continue to follow the academic calendar for their respective year of entry. If any courses are no longer offered, Academic Services will work with the department to offer substitutions to the student.

Thanks,  
Mina



# MEMORANDUM

## York University Libraries

**To:** Maria Constanza Guzman

**From:** Leigh Jackson, Content Development Librarian, Content Development and Analysis Department

**Date:** December 5<sup>th</sup>, 2022

**Subject:** Library Statement of Support – Hispanic Studies / Spanish and Latin American Cultures & Societies

### Overview

A core mission of York University Libraries is to support all academic programs offered by York University. The Libraries achieve this through responsive collections, tailored library instruction, diverse spaces, emerging technologies, timely research assistance and robust publishing support.

For these reasons, the Libraries are well positioned to meet the evolving research and learning needs of faculty and students in Hispanic Studies/ Spanish and Latin American Cultures.

This document highlights offerings of interest to the modified program. It reflects the proposal submitted to the Committee on Academic Standards Teaching and Learning (CASTL) in 2022. It also builds from recent statements of support produced by the Libraries (i.e., as part of the cyclical program review process and for new course proposal submissions).

### Collections

#### Responsive Multidisciplinary Collections

The Libraries' collections reflect the curricular and research priorities of students and faculty. Care is given to select materials that align with new courses taught at York University, as well as emerging research and publishing trends. Through tailored purchasing profiles, the Libraries develop rich print collections and expansive electronic offerings. The Content Development and Analysis department gratefully accepts suggestions for purchase. These are reviewed with attention to cost, availability, and relevance to collection development priorities.

Collaborative collection building is a growing trend in academic libraries, pooling resources for both sustainability and the greater good. York University Libraries belong to consortia such as the [Canadian Research Knowledge Network \(CRKN\)](#) and the [Ontario Council of University Libraries \(OCUL\)](#). Such partnerships enable the licensing of large-scale content acquisitions, resource discovery and preservation. OCUL's [Scholars Portal](#) hosts comprehensive collections of eBooks, online journals, statistical survey data and geospatial datasets.

Omni, the Libraries' catalogue, brings our collections together with those of sixteen partner Ontario university libraries. Omni gives access to a wide variety of resources through a single bilingual (French/English) interface, including books, eBooks and their chapters, articles, dissertations, streaming media and much more. Library users can also request expedited delivery of print materials from the partner libraries. Items not part of this shared network can be borrowed from libraries around the world.

## Highlights

- **Subject Databases:**
  - Hispanic American Periodicals Index (HAPI)
  - Prisma (Publicaciones y Revistas Sociales y Humanísticas)
  - Historical Abstracts
  - America: History & Life
  - MLA (Modern Languages Association) International Bibliography
  - Literature Online
  - Family and Society Studies Worldwide
  - Worldwide Political Science Abstracts
  - PAIS (Public Affairs Information Service) Index
  - Communication Source
  - LGBTQ+ Source
  - International Bibliography of Theatre & Dance
  - Green File
  - Music Index
  - Linguistics and Language Behavior Abstracts (LLBA)
  - Sociological Abstracts
  - Women's Studies International
  - JSTOR
  
- **eBook Platforms:**
  - De Gruyter eBooks
  - Elgar Online
  - Oxford Scholarship Online
  - Cambridge Core
  - Taylor & Francis eBooks
  - ProQuest eBook Central
  - Scholars Portal Books
  
- **Streaming Media:**
  - Naxos Music Library
  - Ethnographic Video Online
  - Film Platform
  - Kanopy
  - National Film Board
  - Curio.ca
  - Audio Ciné
  - Sage Research Methods
  
- **Newspaper/ Magazine Collections:**
  - Alternative Press Index
  - Press Reader
  - Factiva
  - Eureka.cc
  - Nexis Uni
  - Latin American Newspapers
  - National Geographic Magazine Archive

- **Reference Resources:**
  - Britannica Online
  - Oxford Bibliographies Online
  - Oxford Reference Online
  - Oxford Language Dictionaries Online
  - Very Short Introductions (Oxford University Press)

## Archives and Special Collections

The Clara Thomas Archives and Special Collections acquires manuscripts, rare books, and primary source materials. It also preserves records that document the history and evolution of York University. These unique collections are carefully curated to support the research and learning of faculty, students, and a community of international scholars – now and in the future. Archivists host hands-on workshops in the Archives reading room, teaching students how to handle and evaluate archival material.

## Highlights

- **Primary Source Collections:**
  - Art Stor
  - Confidential Print Latin America
  - Latin American Women Writers
  - Latino Literature: poetry, drama, and fiction
  - Caribbean Literature
  - Disability in the Modern World

## Library Instruction

### Information Literacy

Librarians and archivists apply professional guidelines when designing library instruction. The [Framework for Information Literacy for Higher Education](#), developed by the Association of College and Research Libraries (ACRL), outlines the central concepts and knowledge practices for information literacy.

The Libraries' approaches to teaching are tailored and learner centered. Students are gradually introduced to information literacy fundamentals over their studies. Librarians and archivists support students along their learning journeys, progressively moving them towards greater independence and understanding.

Library personnel work closely with instructors to customize offerings and meet learner needs. Seminars and workshops are aligned with course assignments and learning objectives. Ideally, to be most effective, information literacy approaches are woven into introductory or research methods courses. Instructors can [arrange a research skills class](#) by submitting a request online.

Librarians and archivists build [online research guides](#) to highlight recommended resources for programs or courses and to share research tips. The Student Learning and Academic Success department develops [online learning objects](#) such as instructional videos and interactive quizzes. These teaching resources are designed to be easily embedded into learning management systems. Topics covered range from source evaluation and the information creation lifecycle to search strategies and academic integrity.

## Highlights

- [Spanish and Latin American Studies Guide](#)
- [Social Sciences Guide](#)
- [Communications and Culture Guide](#)
- [Fine Arts Guides](#)

- [Latin American History Guide](#)
- [Critical Race Studies Guide](#)
- [Human Rights and Equity Studies Guide](#)
- [Glendon Bilingual French/ English Guides](#)

## Digital Fluency

The Libraries carry out co-curricular programming to introduce students and faculty to emerging digital tools and research methods. The [Digital Scholarship Centre](#) provides training for individuals and groups. Workshops address a range of digital skills, such as data scraping, analysis, cleaning, curation, and visualization. As well, the Centre connects with instructors to design seminars that expose students to trends in open publishing, media creation and digitization best practices. Faculty can [arrange a digital skills seminar](#) by submitting a request online.

As part of the Centre's [consultation services](#), library personnel supply recommendations for sustainable and open-source tools. For instance, librarians assist with locating and creating [Open Educational Resources \(OER\)](#) such as freely available textbooks with Creative Commons licenses. They also support students with research project design, notably for initiatives with a focus on the digital humanities. Furthermore, librarians and archivists consult on how to incorporate unique digital collections stewarded by the Libraries into assignments (e.g., [York University Digital Libraries](#)).

## Teaching Support Materials

- [Student Papers & Academic Research Kit \(SPARK\)](#)
- [Media Creation Lab teaching supports](#) (e.g., podcasting, digital storytelling, etc.)
- [On-demand tutorials](#) (e.g., Zotero, Scalar, digitization projects, etc.)

## Spaces and Technologies

### Amenities for Quiet Study, Collaboration and Creation

The Libraries host a variety of community spaces that inspire creativity, collaboration, and learning, with quiet study areas, group study rooms and public workstations. For students in online or hybrid courses there are reservable seats designated as “online class friendly,” where learners can use conferencing tools without interruptions or distractions.

The [Media Creation Lab](#) in the Scott Library is equipped with design tools for recording, editing, visualizations and augmented reality. Students and faculty can reserve workstations fitted with the latest software for media production and gaming. The planned makerspace at the Markham campus will also feature 3D printers, electronic textiles and sewing machines.

With equipment lending, the Libraries create more equitable access to novel technologies. Students and faculty can borrow devices such as tablets, laptops, virtual reality helmets, cameras, and programming kits.

### Highlights

- At the Leslie Frost Library, community members affiliated with the [Glendon Digital Media Lab](#) can borrow Arduinos, Raspberry Pis and video and audio equipment.

On the first floor of the Scott Library, [Library Accessibility Services](#) provides alternative content formats, adaptive technologies, and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

# Research Assistance

## Timely Help, Remote or In-Person

Our knowledgeable reference team assists faculty and students with navigating library spaces, services, and collections. Library personnel provide online research assistance in both English and French via chat, and email. [Research help services](#) are available seven days a week, with modified hours during the spring and summer.

Students and faculty have the option of in-person assistance or via chat, with no appointment necessary. In general, members of the Libraries' Curriculum and Course Support department help locate sources, recommend electronic resources, discuss search strategies, and demonstrate citation management tools. For more involved research queries, students and faculty can book one-hour online [research consultations](#) with a specialist librarian or archivist.

The [Learning Commons](#), in the Scott Library, brings together support services for student success. In collaboration with the Libraries, representatives from partner providers offer coaching to help students improve their communication and academic skills. This services hub features programming on writing skills, career planning, time management, study skills, citing and exam preparation.

## Data services

Library data services experts can help researchers locate numeric data or statistics. They also provide classroom instruction about data and statistics resources in general or in specific subject areas, as well as data literacy.

# Publishing Supports

## Research Visibility and Publishing Sustainability

The Open Scholarship department promotes research intensification within the university community and beyond. Department members work closely with faculty and students to advance open access publishing models and author rights. Advocating for a shift to new models of dissemination is a core mission of the Libraries. Sharing new knowledge openly benefits both creators and society: publications are easily discovered by anyone, while authors control how their work is shared and repurposed.

The Libraries supply supporting infrastructure to further sustainable publishing. The [York Space](#) institutional repository delivers open and permanent access to scholarship created by York researchers. Librarians assist graduate students and faculty with depositing their research. Library personnel also offer guidance on establishing or transferring scholar-led journals to open platforms.

## Research Data Management

Research data management (RDM) concerns the storage, access, and preservation of data throughout the entire research project life cycle. Support is available on all aspects of this process, from the data management plans necessary in grant applications to the publishing and preservation of research data.



**GLEDON COLLEGE**  
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principal@glendon.yorku.ca  
www.glendon.yorku.ca

November, 2022

To: CASTL

In my capacity as Chair of the Department of Hispanic Studies, I am writing to communicate the unanimous support of the faculty members of the department for the enclosed proposal.

We have been in the process of revamping and updating our programs for a few years. We have made several changes and put in place various initiatives, including experiential learning and study abroad. Along with the various initiatives, we have recognized the need to make curricular and structural changes, including the two included in the enclosed proposal, namely: a) Change of name of program from “Hispanic Studies” to “Spanish and Latin American Cultures & Societies”, and b) Changes to programs’ requirements.

The process leading to these changes has been underway since 2018. An earlier version of the changes we are making was submitted, in an NoI, to the Office of the Vice-Provost and approved in 2019. We then proceeded to a Cyclical Program Review. The reviewers also encouraged us to make the changes and made additional suggestions. Upon receiving the reviewers report (in summer 2022). We drafted an updated NoI reflecting the initial changes, the CPR process and our own analysis of the needs of the programs. We also prepared the major modification, which incorporated the earlier review exercises, our analysis, the new faculty composition, curricular updates, and Glendon and University-wide processes.

The current proposal will allow us to recruit for and deliver a program that communicates its goals more clearly, suits our programs content and emphasis, and is in line with analogous programs throughout North America. In addition to offering a stronger, renewed program, we also aim to improve program visibility and recruitment by making the program more recognizable for today’s potential applicants and offering an attractive path for their studies.

We are enthusiastic about this new direction for our programs and look forward to implementing these changes and building for the future.

Cordially,

María Constanza Guzmán

María Constanza Guzmán, PhD  
Professor  
Chair, Department of Hispanic Studies  
York University, Glendon Campus  
Toronto, Canada





**GLENDON  
COLLEGE  
COLLÈGE  
UNIVERSITAIRE  
GLENDON**

November 10, 2022

**Office of the  
Principal**

Object: Major modification to the program in Hispanic Studies

**Bureau du  
Principal**

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T/T 416 487 6727  
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I am writing this letter to state my support for the major modification of the program in Hispanic Studies proposed by the Department of Hispanic Studies at Glendon.

Over the years, this program has focused on developing courses abroad, experiential education opportunities, and on professionalising its curriculum with two certificates. The current modification builds on this previous work and increases the opportunity for students to finish their degree in four-years and to do a double-major or a major-minor, and it simplifies the degree requirements. The name change will reflect the program's strengths and will allow a clear connection with other programs which have a focus on Latin America. Hispanic Studies' proposal is aligning with Glendon's academic plan and the work to reposition our Faculty. No additional resources are required to implement the proposed changes.

Sincerely,

Marco Fiola  
Principal, Glendon College



**Schulich School of Business Memorandum**

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To: Faculty Council, Schulich School of Business  
From: Grant Packard, Associate Professor of Marketing, Master of Marketing Program Director  
Date: November 2, 2022  
Re: Major Program Change Proposal: Master of Marketing (MMKG) Program

---

**Motion:**

Approve series of major and minor program changes for the Master of Marketing Program.

1. Admission criteria to note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree.
2. The first term of the program to be changed from Fall to Summer term (beginning Summer 2024).
3. Total program credit hour requirement to be reduced from 42 to 36 credit hours
4. Program curriculum changes:
  - 4.1. MKTG 6100 Strategic Marketing Communications to be offered as a core course rather than an elective.
  - 4.2. MKTG 6140 Consumer Insights to be offered as an elective (as MKTG 6150 Consumer Behavior) rather than a core course.
  - 4.3. MKTG 6810 Creativity in Marketing to be offered as an elective rather than a core course.
  - 4.4. MSTM 5000 Business Communications & Team Dynamics core course to be replaced by MGMT 5190/5290 Professional Development Hives.
  - 4.5. MKTG 6560 Digital Marketing core course to move from the first to second term of the program.
  - 4.6. MKTG 6550 Brand Management core course moves from the third to second term of the program.
  - 4.7. MKTG 6001 Field Project 2 core course is replaced by new core course MKTG 6820 Marketing Dynamics (see 5.9)
  - 4.8. The name of core course MKTG 6000 Field Project 1 is changed to MKTG 6000 Field Project.
  - 4.9. New core course MKTG 6820 Marketing Dynamics is offered in the third (last) term of the program.

**Rationale:**

These program changes are intended to renew the Master of Marketing (MMKG) curriculum after its first three years of operations to (a) ensure the program's continued relevance and competitiveness for 21<sup>st</sup> century skills and (b) to keep the program inclusive, accessible, and appealing to prospective students. These goals directly align with the York University Academic Plan, 2020-25. Detailed rationale for each program change element summarized above is provided in the major program change proposal document attached.

## Major Modifications to Existing Programs Proposal Template

Major Modifications to Existing Programs fall under Section 5 of the York University Quality Assurance Procedures (YUQAP):

<https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>

The following changes are considered to be major modifications:

- a) Substantive changes to learning outcomes and/or approved requirements that comprise up to approximately one-third of the program serve as a guideline for inclusion under the major modification guideline.
- b) Major changes to courses comprising a significant proportion of the program and making an important contribution to meeting program learning outcomes (approximately one-third of courses).
- c) The addition of a new major (undergraduate) where a similar major exists.
- d) A new specialization at the graduate level.
- e) Addition or deletion of streams.
- f) The addition of a new option (e.g., location or part-time/full-time) within an existing program.
- g) Establishment of undergraduate certificates.
- h) The merger of two or more programs.
- i) Establishment of a minor program or option.
- j) The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa.
- k) At the master's level, the introduction or deletion of a major research paper or thesis, course-only, co-op placement, internship, or practicum option.
- l) The introduction or deletion of a field in a graduate program.
- m) The creation of a collaborative specialization at the graduate level.
- n) The creation of combined degrees (existing programs), either undergraduate, graduate, or undergraduate/graduate.
- o) Any change to the requirements for graduate program candidacy examinations or residence requirements

**Note:** *Separate templates exist for the remaining types of Major Modifications, specifically:*

New undergraduate certificates

Closure of undergraduate certificates (*see Program Closure template*)

## Major Modifications Proposal

1. Faculty: Schulich School of Business
  2. Department: Marketing Area
  3. Program: Master of Marketing Program
  4. Degree Designation: MMKG
  5. Type of Modification: Multiple. Change to admissions criteria, change of starting term, change of total credit hour requirement, changes of core courses, changes in core course timing across terms.
  6. Location: Keele Campus
  7. Effective Date: Summer 2024
- 

8. Provide a general description of the proposed changes to the program.

1. Admission criteria will now note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree.
2. The first term of the program is changed from Fall to Summer term (beginning Summer 2024).
3. Total program credit hour requirement is reduced from 42 to 36 credit hours.
4. Program curriculum changes:
  - 4.1. MKTG 6100 Strategic Marketing Communications is offered as a core course rather than an elective.
  - 4.2. MKTG 6140 Consumer Insights is offered as an elective (as MKTG 6150 Consumer Behavior) rather than a core course.
  - 4.3. MKTG 6810 Creativity in Marketing is offered as an elective rather than a core course.
  - 4.4. MSTM 5000 Business Communications & Team Dynamics core course will be replaced by MGMT 5190/5290 Professional Development Hives.
  - 4.5. MKTG 6560 Digital Marketing core course moves from the first to second term of the program.

- 4.6. MKTG 6550 Brand Management core course moves from the third to second term of the program.
- 4.7. Core course MKTG 6001 Field Project 2 is replaced by new core course MKTG 6820 Marketing Dynamics (see 5.9)
- 4.8. The name of course course MKTG 6000 Field Project 1 is changed to MKTG 6000 Field Project.
- 4.9. New core course MKTG 6820 Marketing Dynamics is offered in the third (last) term of the program.

*A visual summary of most of the curriculum changes described above can be found in section 11 of this document.*

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

1. Admission criteria will now note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree.

*Rationale: In its first three years of operation, the MMKG program has found that students with the specific combination of no work experience AND a non-business undergraduate degree often struggle to succeed in the classroom and program. This proposed change will signal to potential applicants that exposure to business or organizational fundamentals, through the classroom and/or work experience, is critical for student success.*

*Potential applicants with no work experience AND a non-business undergraduate degree will be encouraged to instead apply to the Schulich Master of Management program, which is designed for graduates from non-business undergraduate programs and students with little to no work experience. Potential applicants with this specific background who decide nonetheless to apply to the MMKG program will be processed by Recruiting & Admissions as non-standard applicants, de-prioritizing them relative to standard applicants that have one or more years post-degree work experience and/or an undergraduate or higher business degree.*

2. The first term of the program is changed from Fall to Summer term (beginning Summer 2024).

*Rationale: A one year graduate program that starts in May and ends in April of every year better synchronizes with the student career recruitment cycle. It also gives our students a first term (i.e. Summer) during which they can become familiar with their new career path and be career coached before the career recruitment cycle is at its height in the Fall term. In addition, this will make the synchronization of elective courses shared in common with the MBA program and other one year Masters programs easier to staff and coordinate. The Master of Management in Artificial Intelligence (MMAI) and*

*Master of Supply Chain Management (MSCM) programs currently start in the Summer term, and the Master of Business Analytics program has submitted a program change to start in the Summer term as of 2023. The Fall 2023 MMKG cohort will be the last cohort to start in the Fall term.*

3. Total program credit hour requirement is reduced from 42 to 36 credit hours

*Rationale: Our competitive research review observed eight (8) North American business schools with industry-focused one year masters programs in marketing. By industry-focused, we mean programs with the primary intention of helping students obtain and succeed in marketing management roles in the private sector. All eight competitor programs were located in the U.S. Schulich is currently the only industry-focused masters of marketing program in Canada. The average course credit hour requirement for the observed competitor (U.S.) one year programs is 32.6 (mode = 30, min = 30, max = 36).*

*Discussions with Schulich Associate Deans and Program Directors also revealed a shift in business school academic programs towards a streamlining of credit hour classroom time to prioritize essential theory and application concepts, while increasing available student time for the development of personal and career skills critical for success in the 21<sup>st</sup> century marketplace.*

*Focus group discussions with current students and program alumni corroborated this perspective. Rather than simply reducing the credit hours to the most common competitor course credit load (i.e. mode = 30 credit hours), we kept the goal of streamlining course credit hours in mind as we holistically developed the course-level curriculum changes described below through an iterative process in consultation with the internal and external stakeholders summarized in section 12 below.*

4. Program curriculum changes:

4.1. MKTG 6100 Strategic Marketing Communications will be offered as a core course rather than an elective.

*Rationale: Marketing communications is one of four fundamental organizational roles in the marketing function. In student and alumni focus groups, as well as in planning sessions with Schulich marketing faculty, it was agreed that offering MKTG 6100 as an elective rather than core course is problematic. This is particularly true given the majority of industry roles taken by program graduates include marketing communications responsibilities. It was also seen as problematic that the existing curriculum includes a core course focused on one particular dimension of marketing communications (MKTG 6560 Digital Marketing) yet does not teach the strategic fundamentals of communication or other dimensions (e.g. traditional media such as television, print, outdoor advertising, as well as public relations communications).*

- 4.2. MKTG 6140 Consumer Insights will be offered as an elective (as MKTG 6150 Consumer Behavior) rather than a core course.

*Rationale: MKTG 6140 Consumer Insights was initially envisioned as an "exclusive" added value core course for the Master of Marketing program, developed by Professor Russell Belk, a renowned qualitative research expert. It was designed to be a "close cousin" of MKTG 6150 Consumer Behavior, which is a masters level elective. The primary distinction between MKTG 6140 and 6150 was that the former skewed towards insights from qualitative research, while the latter covers both qualitative and quantitative research insights. Consumer Insights / Behavior is an elective course at all business schools in Canada, and the vast majority of business schools world-wide. This proposed change would effectively make Consumer Insights / Behavior an elective. This change helps prioritize essential core courses, while allowing students to use electives to design an overall curriculum portfolio that optimizes their interests and intended career path.*

- 4.3. MKTG 6810 Creativity in Marketing will be offered as an elective rather than a core course.

*Rationale: Given the reduced total credit hours of the program, this change helps prioritize essential core courses, while allowing students to use electives to design an overall curriculum portfolio that optimizes their interests and intended career path.*

- 4.4. MSTM 5000 Business Communications & Team Dynamics core course will be replaced by MGMT 5190/5290 Professional Development Hives.

*Rationale: MGMT 5190/5290 Professional Development Hives is a 3-credit hour course designed to help Schulich masters-level students acquire the skills and knowledge that will facilitate their professional development and increase their employability. Students (1) engage in self-assessment, (2) learn to promote themselves in an efficient manner, (3) design a customized internship/job search strategy and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion. As such, adding the course is consistent with York University's Strategic Mandate Agreement (SMA II, 2020-25).*

*This new core course will replace current core course MSTM 5000 Business Communications & Team Dynamics, which focuses on introducing students without exposure to business or organizational environments on how to communicate through written and oral presentations, and how to work with teams. The new admissions note that students are strongly recommended to have two or more years of post-degree if they do not have an undergraduate business degree will greatly reduce the need for this course, as a strong majority, if not all students will have exposure to business*

*communications and teamwork through their prior degree and/or work experience.*

- 4.5. MKTG 6560 Digital Marketing core course moves from the first to second term of the program.

*Rationale: This change ensures that the core course MKTG 6100 Strategic Marketing Communications, which provides strategic foundations across the integrated range of communications (e.g. TV, radio, print, outdoor, PR, digital, direct; see 5.1 above) is taken before students take this deep dive into aspects of digital marketing communications (social media, influencers, online advertising, email, etc).*

- 4.6. MKTG 6550 Brand Management core course moves from the third to second term of the program.

*Rationale: This change ensures a reduced course load in the third and final program term to support students' job search and participation in the Graduate Work Placement course, a part-time internship undertaken by roughly one-third of students. The change also ensures that students experience this course prior to the MMKG 6000 Field Project course in which they will be working with brand or product management professionals, and prior to the proposed MKTG 6820 Marketing Dynamics capstone course (see 5.7).*

- 4.7. MKTG 6001 Field Project 2 core course to be deleted/removed, replaced by new core course MKTG 6820 Marketing Dynamics (see 5.9)

*Rationale: The MKTG 6001 Field Project 2 course was an attempt to extend our traditional field project course (MKTG 6000 Field Project 1 in the MMKG program, and known as a "601" in the MBA program) to add a second term. The first term of MKTG 6000 Field Project 1 (and the 601 in the MBA program) involves an instructor-supervised strategic assessment of an organization's market situation, and the provision of strategic recommendations to that organization. The MKTG 6001 Field Project 2 course added an "implementation" phase in the subsequent term. Our learnings over the last three years have been that large, well-known organizations are unwilling to allow business schools to implement strategic recommendations due to the financial costs and brand image risk of implementing at scale for such organizations. As a result, our two-term Field Project sequence (6000 and 6001) has been limited to small businesses and start ups, who have proven more willing to support small scale implementations as long as they are relatively low cost (e.g., web site improvement, product sampling initiative, small budget Google Adwords campaign testing). However, these small businesses and start ups have been more volatile in their willingness and ability to support implementations with their time and/or money, leaving some student groups with little to no implementation opportunity. Students report both dissatisfaction*



*with the quality of the clients we attract to the course (i.e. small businesses and start-ups), and with the quality (and sometimes complete absence) of implementation opportunities. By eliminating MKTG 6001 Field Project 2 from the program, MKTG 6000 Field Project 1 can attract higher quality organizations and maintain student satisfaction while delivering hands-on experiential learning. We propose a new course that includes an experiential implementation component via case method and a dynamic marketing management simulation (see 5.9 below) to maintain and enhance experiential learning in the program.*

- 4.8. The name of core course MKTG 6000 Field Project 1 is changed to become MKTG 6000 Field Project.

*Rationale: With the elimination of MKTG 6001 Field Project 2, we no longer need the number "1" at the end of the course MKTG 6000 Field Project 1 title, which was used to designate the two course sequence.*

- 4.9. New core course MKTG 6820 Marketing Dynamics is offered in the third (last) term of the program.

*Rationale: The new MKTG 6820 Marketing Dynamics course gives the MMKG program a capstone experience that connects learnings from across the program to build new integrative knowledge and competencies. The course achieves this through a conceptual and applied focus on the managerial challenge of responding to constant, dynamic change in the marketing environment due to competitors, customers, suppliers, internal competencies, cultures, and governments. The course achieves this using the live case method, an intensive 8-week dynamic/custom marketing management simulation, and selected classic and contemporary managerial article readings that help bring market dynamics to life. Course evaluation components simulate real world managerial communications and marketing management performance incentives, with a final case-based exam.*

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

The program changes are intended to renew the Master of Marketing (MMKG) curriculum after its first three years of operations to (a) ensure the program's continued relevance and competitiveness for 21<sup>st</sup> century skills and (b) to keep the program inclusive, accessible, and appealing to prospective students. These goals directly align with the York University Academic Plan, 2020-25.

11. If applicable, 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 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).

The program changes do not change associated learning outcomes (table below). Also provided is a visual summary outline of the current overall curriculum (until 2023-2024) and the curriculum after program changes (beginning 2024-2025).

I = Introduced; R = Reinforced; A = Assessed Individually for Achievement

	TERM 1				TERM 2				TERM 3	
	MKTG 5200	MKTG 6050	MKTG 6100	MGMT 5190	MKTG 6370	MKTG 6550	MKTG 6560	MGMT 5290	MKTG 6000	MKTG 6820
<b>Goal 1: Core Business Knowledge &amp; Understanding</b>										
1.1 Define the main theories, concepts, and methods in the field of marketing.	A	R	R		R	R	R		R	R
<b>Goal 2: Critical Analysis &amp; Decision-Making</b>										
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.	I	A	R		A	R	R		R	R
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.	I	R	R		R	R	R		R	A
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	I	R	R		R	R	R		A	A
<b>Goal 3: Professional Communication</b>										
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.	R	R	R	I	R	R		I	A	R
3.2 Write a clear, effective and engaging business document appropriate for the target audience.	R	R	R	I	R	R	R	I	A	R
3.3 Apply appropriate strategies to work effectively in teams.	I	R	R	R				R	A	A
<b>Goal 4: Ethics &amp; Social Responsibility</b>										

4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.	I	R	R	R		A	R	R		R
--	---	---	---	---	--	---	---	---	--	---

**VISUAL SUMMARY: CURRENT CURRICULUM OUTLINE**

Fall Term	Winter Term	Summer Term
MSTM 5000 Bus Comms & Team Dynamics	MKTG 6000 Field Project 1: Strategy	MKTG 6001 Field Project 2: Implementation
ACTG 5200 Financial Decisions for Managers	MKTG 6370 Marketing Analytics	MKTG 6810 Creativity in Marketing
MKTG 5200 Marketing Management	MKTG 6140 Consumer Insights	MKTG 6550 Brand Management
MKTG 6050 Marketing Research	MKTG 6000 LEVEL ELECTIVE	MKTG 6000 LEVEL ELECTIVE
MKTG 6560 Digital Marketing	MKTG 6000 LEVEL ELECTIVE	

**VISUAL SUMMARY: CURRICULUM AFTER PROGRAM CHANGES**

Summer Term	Fall Term	Winter Term
MKTG 5200 Marketing Management	MKTG 6370 Marketing Analytics	MKTG 6000 Field Project
MKTG 6050 Marketing Research	MKTG 6550 Brand Management	MKTG 6820 Marketing Dynamics
MKTG 6100 Strategic Market Comms	MKTG 6560 Digital Marketing	MKTG 6000 LEVEL ELECTIVE
MKTG 6000 LEVEL ELECTIVE (ACTG 5200 for non BBA/Bcomm)	MKTG 6000 LEVEL ELECTIVE	
MGMT 5190: Prof. Dev. Hive 1	MGMT 5290: Prof. Dev. Hive 2	

- 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 consultation process included over 25 meetings and over 60 hours of research and planning conducted by the MMKG program team. Names and roles of those consulted appear below. Summary feedback from the parties consulted was undertaken over the course of September 2021 to July 2022, and after an iterative process of input and revision, was supportive. Consulted parties believe that the proposed program changes will improve performance against learning outcomes, improve the quality and diversity of the admitted class of students, improve student

satisfaction, improve student preparation and performance in the job market, and help defend the program against possible future competitive entry by other Ontario universities.

We expect the impact of the modifications on other programs/graduate diplomas is limited to the Schulich Master of Management (MMGT) program. As described in proposal element #2, we expect the new admissions language may slightly increase the number of applicants to the MMGT program.

Schulich consultations have included the individuals and roles listed below. The nine (9) **underlined and bolded** consultations were involved in the final round of consultations to affirm internal support for the final set of proposed program changes.

- Six MMKG student focus groups (4-6 students per group.)
- Two MMKG alumni focus groups (11 alumni)
- Steve Pulver, MMKG Core Instructor
- Martin Waxman, MMKG Core Instructor
- Nicole Mead, Associate Professor of Marketing
- Russell Belk, Professor of Marketing
- Peter Darke, Professor of Marketing
- Markus Giesler, Professor of Marketing
- Theo Noseworthy, Professor of Marketing, Associate Dean External
- Eileen Fischer, Professor of Marketing, Associate Dean Research
- Chris Carder, Executive Director, Innovation and Entrepreneurship
- Michael De Luca, Manager of Recruiting and Admissions (former)
- Susan Calahan, Assistant Director of Recruiting and Admissions
- Phanindra Deonandan, Associate Director, Centre for Career Design
- Aloma Gravel, Director of Schulich Alumni Relations
- Robert Hines, Director of Schulich Career Centre
- Marcia Annisette, Professor of Accounting, Associate Dean Academic (former)
- **Minerva Cernea, Associate Director, Head of Professional Development and Experiential Education**
- **Luba Pan, Director, Student and Enrolment Services**
- **Ashley Konson, Adjunct Professor of Marketing, MMKG Associate Program Director**
- **David Rice, Professor of Marketing, Former MMKG Program Director, Marketing Area Coordinator**
- **Alex Campbell, Associate Professor of Marketing, MBA Program Director**
- **Kiridaran Kanagaretnam, Professor of Accounting, Associate Dean Students**
- **Ashwin Joshi, Associate Professor of Marketing, Associate Dean Programs**
- **Kevin Tasa, Professor of Organizational Behavior, Associate Dean Academic**
- **Detlev Zwick, Dean**

13. If applicable, describe changes to any admission requirements and on the appropriateness of the revised requirements for the achievement of the program learning outcomes.

As previously described as program change item #1, admission criteria will now note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree. This revised recommendation will signal to applicants and our recruiting and admissions team that achieving program learning outcomes will be difficult for applicants who do not have exposure to business or organizational fundamentals through the classroom and/or work experience.

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

The program change is expected to result in reduced instructor costs. The program change entails a six credit hour reduction. Given current program scale of two sections of a maximum 55 students each, the program will see a total of 12 few credit hours of instructor teaching requirements per year. The program change will have one-time administrative resource costs of changing recruiting and admissions materials (e.g., website copy, handbook, viewbook).

A statement of support from Dean Detlev Zwick of the Schulich School of Business is attached.

15. When applicable, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes.

Not applicable

16. 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.

Not applicable

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

Students currently enrolled in the program will not be impacted by the program changes. The changes will be implemented for students starting in summer 2024 for the summer 2024 to winter 2025 academic year. Students who complete the program during the 2023-2024 year will also not be affected.

18. Provide the following appendices:

A) Program Learning Outcomes

<b>Goal 1: Core Business Knowledge &amp; Understanding</b>
1.1 Define the main theories, concepts, and methods in the field of marketing.
<b>Goal 2: Critical Analysis &amp; Decision-Making</b>
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.
<b>Goal 3: Professional Communication</b>
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.
3.2 Write a clear, effective and engaging business document appropriate for the target audience.
3.3 Apply appropriate strategies to work effectively in teams.
<b>Goal 4: Ethics &amp; Social Responsibility</b>
4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.

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

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to <b>indicated in Green Highlighted Font</b> )
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### MASTER OF MARKETING

The Graduate Program in Marketing is a professional master's degree program designed to prepare graduates for professional careers in marketing.

The 12-month, **42-credit** program will provide students with the critical analysis and decision-making skills required of marketers today. Students will learn state-of-the-art digital marketing and research tools and grow their literacy in analytics, social media, advertising and consumer behaviour. Graduates of the program will be qualified for meaningful positions in private, public, or non-profit organizations, and equipped with the skills to advance to leadership roles in the future.

The capstone of the program is a two-term integrative consulting project, designed to give students first-hand experience in developing and implementing marketing strategies for real-world organizations.

Admission to the Master of Marketing is open to recent graduates from non-business and business degree programs who did not pursue a Marketing specialization, and to business professionals who wish to add marketing to their skill set.

Please visit <http://schulich.yorku.ca> for more information.

### ADMISSION REQUIREMENTS

- ❖ Applicants should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience.
- ❖ Strong internships and prior work experience are recommended but not mandatory.
- ❖ Applicants are NOT required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE).

### MASTER OF MARKETING

The Graduate Program in Marketing is a professional master's degree program designed to prepare graduates for professional careers in marketing.

The 12-month, **36-credit** program will provide students with the critical analysis and decision-making skills required of marketers today. Students will learn state-of-the-art digital marketing and research tools and grow their literacy in analytics, social media, advertising and **brand management**. Graduates of the program will be qualified for meaningful positions in private, public, or non-profit organizations, and equipped with the skills to advance to leadership roles in the future.

The final term's capstone courses are a Field Project designed to give students first-hand experience in developing marketing strategies for real-world organizations, and a Marketing Dynamics course designed to apply prior coursework in light of constant and often fast-moving change in the marketplace using managerial articles, live case method, and a dynamic marketing management simulation.

Admission to the Master of Marketing is open to recent graduates from non-business and business degree programs who did not pursue a Marketing specialization, and to business professionals who wish to add marketing to their skill set.

Please visit <http://schulich.yorku.ca> for more information.

### ADMISSION REQUIREMENTS

- ❖ Applicants should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience.
- ❖ **A minimum one year of full-time work experience is strongly recommended for applicants who do not hold an undergraduate or masters level degree in business (e.g., BBA, BCommerce, MBA). For applicants who hold a degree in business, work experience is recommended but not required.**

- ❖ Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.
- ❖ Completion of the online application including submission of essays, an up-to-date résumé and two references.

### DEGREE REQUIREMENTS

Students must successfully complete **42 credits** of coursework comprised of: **36 credits** of core courses; and, **6 credits** of electives.

In addition to the curriculum requirements, the Graduate Program in Marketing is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics.

All other requirements are identical to those of Schulich's other master's programs

- ❖ Applicants are NOT required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE).
- ❖ Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.
- ❖ Completion of the online application including submission of essays, an up-to-date résumé and two references.

### DEGREE REQUIREMENTS

Students must successfully complete **36 credits** of coursework comprised of: **30 credits** of core courses; and **6 credits** of electives.

In addition to the curriculum requirements, the Graduate Program in Marketing is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics.

All other requirements are identical to those of Schulich's other master's programs



# Memorandum

**To:** Whom It May Concern  
**Cc:** Grant Packard, Associate Professor and Program Director, Master of Marketing  
**From:** Detlev Zwick, Dean, Schulich School of Business  
**Date:** November 17, 2022  
**Subject:** Support for the Major Modification Proposal for the Master of Marketing

---

I would like to enthusiastically express my full support for the major modification proposal to the Master of Marketing. The proposal details several important changes that will renew the curriculum to ensure the program's ongoing relevance and competitiveness as well as to keep the program accessible and appealing to prospective students. These intended changes include: adding a note to the admission criteria which will strongly recommend at least one year of post-degree work experience for applicants without an undergraduate degree in business; change to program start term from fall to summer; reduced total program credit requirements from 42 to 36; and, five course changes to core and elective courses.

The proposed changes are in response to a variety of feedback collected during the first two years of the program's operation, from 2019 to 2021. Since the program's inception, the program director has conducted student and alumni focus groups, as well as competitive program research and widespread consultations with student services administrators, other program directors, and the academic leadership of the School. No changes to the program learning outcomes are anticipated because the proposed program changes are designed to better align the curriculum to the existing learning outcomes which are still current given their recent implementation.

In terms of resource implications, the sought changes will result in reduced instructor costs based on the six credit reduction applied to two program sections per year. There will be minimal one-time costs associated with updating recruitment and admissions materials. Based on the resource implications as well as the research guiding the proposed changes, the major modification proposal aligns to the *York University Academic Plan, 2020-25*. By changing the credits to align more precisely to the program learning outcomes, the proposal will align to the UAP priorities to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking" and "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, marshal evidence, and communicate effectively across varied media.

In conclusion, I wish to express my full support for the major modification to the Master of Marketing and thank the program leaders for a well-conceptualized plan to continue innovating the Master of Marketing at the Schulich School of Business.

Grant Packard

Emailed support letter #5. Ashwin indicates support for both the new course proposal and the major program change.

-----  
Grant Packard  
Associate Professor, Marketing  
Director, Master of Marketing Program  
Schulich School of Business, York University  
e: gpackard@schulich.yorku.ca  
w: grantpackard.com

**From:** Ashwin W Joshi <ajoshi@schulich.yorku.ca>  
**Sent:** November 1, 2022 6:22 PM  
**To:** Grant Packard <gpackard@schulich.yorku.ca>  
**Subject:** RE: Your support for MMKG Program Change Proposal

Greetings Grant! Reply marked \*\* best, Ashwin

**From:** Grant Packard <gpackard@schulich.yorku.ca>  
**Sent:** Tuesday, November 1, 2022 10:53 AM  
**To:** Ashwin W Joshi <ajoshi@schulich.yorku.ca>  
**Subject:** Your support for MMKG Program Change Proposal

Hi Ashwin-

I hope you are doing well!

The program changes for the Master of Marketing (MMKG) we met to finalize a month or so ago have been in a holding pattern due to the unexpected need for a "Notice of Intent" proposal approval process with York U central.

That process is now near completion, so we can proceed to MPC Council review.

Attached is the program change proposal document, which has the changes that we discussed. I'd like to include you in my underlined list of people who saw and support the final proposed program changes as shown.

\*\* Sign me up. Am in 100% support of what is being proposed. Much needed and I hope will be emulated across programs.

**Can you take a peek at the attached in the next couple days, and reply with any feedback and/or an indication of support for the program change proposal?** It contains the same set of changes discussed with you in our final meetings.

\*\* No changes recommended. Crystal clear.

I've also attached a new course proposal and course outline that is one piece of the program change (MKTG 6820 Marketing Dynamics). I haven't received clarity from Kathryn Doyle yet on whether it will go through MPC at the same time, but it would **also be great if you could take a look at it and let me know of any feedback, and whether I can indicate your support for the course proposal as well.**

\*\* has my 100% support. Only feedback is the number of deliverables....workload for the faculty member and workload for the students. But you know the program and the course best. It works for you, it works for me.

I'm also happy to jump on the phone or Zoom to discuss any of this!

\*\* we're good to go with all of this (pending Kathryn's ok) to MPC. Thanks for doing this Grant. Best, Ashwin

Best,  
Grant

Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics  
Grant Packard  
Emailed support letter #7. Just the course proposal.

I have one more coming your way from Minerva Cernea this afternoon.

-----  
Grant Packard  
Associate Professor, Marketing  
Director, Master of Marketing Program  
Schulich School of Business, York University  
e: gpackard@schulich.yorku.ca  
w: grantpackard.com  
**From:** Theodore J. Noseworthy <tnoseworthy@schulich.yorku.ca>  
**Sent:** November 1, 2022 1:03 PM  
**To:** Grant Packard <gpackard@schulich.yorku.ca>  
**Subject:** Re: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

You have my support. Thanks for putting this together.

**Theodore J. Noseworthy**  
Associate Dean, External Relations  
Canada Research Chair, Entrepreneurial Innovation and the Public Good  
Professor of Marketing  
Schulich School of Business, York University

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**From:** Grant Packard <gpackard@schulich.yorku.ca>  
**Sent:** November 1, 2022 11:30 AM  
**To:** Theodore J. Noseworthy <tnoseworthy@schulich.yorku.ca>  
**Subject:** Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hey Theo-

I hope you're doing alright. I understand that you're in on Thursdays for your PhD class, but I haven't been able to make it in that day. I'm hoping to come in and try to grab a coffee with you just to say hello sometime soon (will email you to see if it can work).

As part of a larger set of program changes for the MMKG that have gained support from Dean Zwick, Giri, Kevin, Ashwin, Marcia, etc., there is a new course proposal.

Attached is the draft proposal for a new capstone course for MMKG students. The first time this course would occur is winter 2025 (quite a while away!). It replaces the MMKG-exclusive "MKTG 6001 Field Project 2: Implementation", which has not performed to expectation because we can't get anything but small businesses and start ups to agree to allow students to implement. And what's

more, these tiny businesses/start-ups often end up not allowing us to implement because they end up not having the budget, leaving student teams in the lurch. Adding an implementation term to the typical strategic planning field project (MKTG 6000 for MMKG students, or 601 for MBA students) was a neat idea, but we can't execute it.

All that said...

I've been asked to try to get support for this new course proposal quickly now (**by Nov 3**) even though it's not clear yet whether it needs to be reviewed in the MPC at the same time as the larger program change proposal. Kathryn Doyle is working on confirming that for me.

Regardless, attached is the new course proposal form and the draft course outline. **I would appreciate any feedback and your support if possible! My apologies in advance for the quick turnaround request.**

I also attach the larger MMKG program change document just in case you're curious.

I'm happy to jump on the phone/Zoom to discuss if easier!

YesNo

Grant Packard

Emailed support letter #3

-----  
Grant Packard  
Associate Professor, Marketing  
Director, Master of Marketing Program  
Schulich School of Business, York University  
e: gpackard@schulich.yorku.ca  
w: grantpackard.com

**From:** Luke Zhu <lukezhu@schulich.yorku.ca>

**Sent:** November 1, 2022 1:24 PM

**To:** Grant Packard <gpackard@schulich.yorku.ca>

**Subject:** Re: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Grant,

Thanks for the email! I just reviewed the attached course outline and proposal. This is a great course, and **I am happy to support it!**

**Best,  
Luke**

Luke Zhu, Ph.D.  
Associate Professor, Organization Studies  
Program Director, Master of Management  
Associate Editor, Group & Organization Management

Schulich School of Business  
York University  
Toronto, Canada

---

**From:** Grant Packard <gpacakard@schulich.yorku.ca>  
**Sent:** Tuesday, November 1, 2022, 12:08 p.m.  
**To:** Luke Zhu <lukezhu@schulich.yorku.ca>  
**Subject:** Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Luke-

I hope you're doing well.

As part of a larger set of program changes for the MMKG that have gained support from Dean Zwick, Giri, Kevin, Ashwin, Marcia, etc., I have a new course proposal for which I'd value your input and support.

It is for a Master of Marketing (MMKG) "capstone" course that is taught exclusively within the MMKG.

The first time this course would occur is winter 2025 (quite a while away!). It replaces the MMKG-exclusive "MKTG 6001 Field Project 2: Implementation", which has not performed to expectation because we can't get anything but small businesses and start ups to agree to allow Schulich students to implement. And what's more, these small businesses/start-ups often end up not allowing us to implement because they end up not having the budget, leaving some student teams in the lurch. Adding an implementation term to the typical strategic planning field project (MKTG 6000 for MMKG students, or 601 for MBA students) was a neat idea, but we haven't figured out how to execute it well.

So, I've tried to develop a course that more explicitly integrates MMKG program concepts into a quasi-experiential course that uses live case method and simulations.

All that said...

I've been asked to try to get support for this new course proposal very quickly now (**by Nov 3!**) even though it's not clear yet whether it needs to be reviewed in the MPC at the same time as the larger program change proposal. Kathryn Doyle is working on confirming that for me.

Regardless, attached is the new course proposal form and the draft course outline. **I would appreciate your support if possible! And of course, I welcome any feedback/input. My apologies in advance for the quick turnaround request.**

I also attach the larger MMKG program change document just in case you're curious. I recall when we passed in the hall that you might want to talk about my process in developing the changes. Happy to do so whenever convenient for you!

Grant Packard  
Emailed support letter #1.

---

Grant Packard  
Associate Professor, Marketing  
Director, Master of Marketing Program  
Schulich School of Business, York University  
e: gpackard@schulich.yorku.ca  
w: grantpackard.com  
**From:** Theodoros Peridis <tperidis@schulich.yorku.ca>  
**Sent:** November 1, 2022 12:36 PM  
**To:** Grant Packard <gpackard@schulich.yorku.ca>  
**Subject:** RE: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Grant

Great course and initiative. You have my support.

Best

Theo

**From:** Grant Packard <gpackard@schulich.yorku.ca>  
**Sent:** Tuesday, November 1, 2022 12:07 PM  
**To:** Theodoros Peridis <tperidis@schulich.yorku.ca>  
**Subject:** Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Theo-

I hope you're doing well.

As part of a larger set of program changes for the MMKG that have gained support from Dean Zwick, Giri, Kevin, Ashwin, Marcia, etc., I have a new course proposal for which I'd value your input and support.

It is for a Master of Marketing (MMKG) "capstone" course that is taught exclusively within the MMKG.

The first time this course would occur is winter 2025 (quite a while away!). It replaces the MMKG-exclusive "MKTG 6001 Field Project 2: Implementation", which has not performed to expectation because we can't get anything but small businesses and start ups to agree to allow Schulich students to implement. And what's more, these small businesses/start-ups often end up not allowing us to implement because they end up not having the budget, leaving some student teams in the lurch. Adding an implementation term to the typical strategic planning field project (MKTG 6000 for MMKG students, or 601 for MBA students) was a neat idea, but we haven't figured out how to execute it well.

So, I've tried to develop a course that more explicitly integrates MMKG program concepts into a quasi-experiential course that uses live case method and simulations.

All that said...

I've been asked to try to get support for this new course proposal very quickly now (**by Nov 3!**) even though it's not clear yet whether it needs to be reviewed in the MPC at the same time as the larger program change proposal. Kathryn Doyle is working on confirming that for me.

Regardless, attached is the new course proposal form and the draft course outline. **I would appreciate any feedback and your support if possible! My apologies in advance for the quick turnaround request.**

I also attach the larger MMKG program change document just in case you're curious.

I'm happy to jump on the phone/Zoom to discuss if easier!

Best,  
Grant





## Memo

**OFFICE OF THE  
VICE-PROVOST  
ACADEMIC**

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3

Tel: 416 736 5396  
Fax: 416 736 5876

vprovost@yorku.ca

**To:** Grant Packard, Associate Professor, Marketing and Program Director,  
Master of Marketing, Schulich School of Business

**From:** Alice Pitt, Acting Vice-Provost Academic

**CC:** Detlev Zwick, Dean, Schulich School of Business  
Kevin Tasa, Associate Dean Academic  
Ashwin Joshi, Associate Dean Programs  
Kathryn Doyle, Director, Academic Affairs  
Emily Rush, Director, Academic Programs & Policy  
Kathryn White, Assistant Secretary of the University  
Mark Conrad, Director, Institutional Enrolment and Resource Planning  
Frances Billingsley, Associate Registrar & Director, Student  
Records & Scheduling  
Wes Moir, Associate Director, Graduate Academic Affairs  
Nina Unantenne, York University Quality Assurance Procedures

**Date:** September 9, 2022

**Subject:** Major Modification of the Master of Marketing (MMKG) Program

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As prescribed by the York University Quality Assurance Procedures, I am writing to acknowledge your submission of a notice of intent (NOI) for a major modification of the Master of Marketing program. Your summary of the planned changes along with the rationale are clear and compelling, and I am happy to authorize the development of a full proposal.

Both the NOI and Dean's letter of support state that the changes have been proposed in response to significant consultation conducted with students, alumni, faculty, and staff. They also describe minimal resource implications for the changes, noting an expected reduction in instructor costs across two sections of the program each year.

To prepare the proposal, please use the template for major modifications posted on the YUQAP website: <https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>

If you have questions about the process, please don't hesitate to contact us at [yuqap@yorku.ca](mailto:yuqap@yorku.ca).

**Subject:** VPA Response RE: Notice of Intention (NOI) - Major Modification to Master of Marketing Program

**Date:** Friday, September 9, 2022 at 11:30:35 AM Eastern Daylight Saving Time

**From:** York University Quality Assurance Procedures

**To:** Grant Packard

**CC:** York University Quality Assurance Procedures, Emily Rush, Dean - Schulich School of Business, Kevin Tasa, Kathryn M. Doyle, Ashwin W Joshi, Kathryn White, Mark Conrad, Frankie Billingsley, Wesley Moir, Sandra Teti

**Attachments:** image001.png, NOI- VPA Response to MMKG Major Mod-Schulich-Sept9\_2022.pdf, image002.png

Good morning everyone,

Please find attached a response from Alice Pitt, Acting Vice Provost Academic to the NOI for a major modification of the Master of Marketing (MMKG) program at Schulich School of Business.

Let me know if you have any questions.

With best wishes,

Nina

**Nina Unantenne, BA (Hon), CHRP, CHRL**  
**She/Her**  
**Quality Assurance Coordinator**  
**Office of the Vice Provost Academic**

T 416-736-2100 ext 55498 | ALT 416-736-55498  
[ninau@yorku.ca](mailto:ninau@yorku.ca) | [yugap@yorku.ca](mailto:yugap@yorku.ca)

Office of the Vice Provost Academic | YORK UNIVERSITY  
932. Kaneff Tower  
4700 Keele Street Toronto ON, Canada M3J 1P3



**Ranked 33<sup>rd</sup> in the World in the**  
**Times Higher Education 2020 Impact Rankings**

*We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, 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:** Kathryn M. Doyle <doyleka@schulich.yorku.ca>

**Sent:** September 1, 2022 1:24 PM

**To:** Vice Provost Academic <vprovost@yorku.ca>

**Cc:** York University Quality Assurance Procedures <yuqap@yorku.ca>; Emily Rush <erush@yorku.ca>; Grant Packard <gpackard@schulich.yorku.ca>; Dean - Schulich School of Business <dean@schulich.yorku.ca>; Kevin Tasa <ktasa@schulich.yorku.ca>

**Subject:** Notice of Intention- Major Modification to Master of Marketing

Hi Alice, Emily, and Nina,

Please find attached a signed NOI and dean's statement for a major modification to the Master of Marketing.

Best,  
Kathryn

**Kathryn Doyle, PhD**  
**(she/her)**  
**Director, Academic Affairs**  
**Office of the Associate Dean, Academic**

T 416-275-1012

[doyleka@schulich.yorku.ca](mailto:doyleka@schulich.yorku.ca) | [schulich.yorku.ca](http://schulich.yorku.ca)

Schulich School of Business | YORK UNIVERSITY  
4700 Keele Street Toronto ON, Canada M3J 1P3



**Ranked 27<sup>th</sup> worldwide for building collaborative partnerships**  
**2021 Times Higher Education Impact Rankings**

*We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, 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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**York University Senate  
Academic Standards, Curriculum and Pedagogy Committee**

**Appendix D**

**Academic Integrity and Generative Artificial Intelligence Technology**

The purpose of this document is to communicate and clarify the policy guidelines regarding the use of AI technology for academic work. It is not a policy document. For more information about York’s expectations for academic honesty, please refer to York’s [Senate Policy on Academic Honesty](#).

New artificial intelligence (AI) tools are generating much discussion within higher education because of their high level of sophistication and human-like abilities to research, write, problem-solve, create art, produce videos, and even to evolve. There is concern that use of generative AI tools (such as ChatGPT, GPT-3, and DALL-E) will make it easier or more tempting for students to engage in academic misconduct and will jeopardize academic integrity efforts at the institution.

To promote clear and consistent practices, students across York are not authorized to use text-, image-, code-, or video-generating AI tools when completing their academic work unless explicitly permitted by a specific instructor in a particular course. Otherwise, using AI tools to aid in academic work (in whole or part) that is submitted for credit constitutes one or more breaches under York’s [Senate Policy on Academic Honesty](#) (“Senate Policy”).

Specifically, their use could be considered to be cheating, which is defined as “the attempt to gain an improper advantage in an academic evaluation” (Senate Policy, section 2.1.1). Associate Deans who are involved in enforcing Academic Honesty at York can consider how different types of unauthorized student use of AI technology are already captured in the non-exhaustive list of “cheating” examples currently offered in the *Senate Guidelines* under the [Senate Policy](#): for instance, “obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor” (Senate Policy, section 2.1.1).

Additionally, the unauthorized use of AI tools (such as image-generating AI, like DALL-E) could be considered to be plagiarism. Plagiarism occurs when another’s work is presented as one’s own without proper attribution, including “another’s artistic or technical work or creation” (Senate Policy, section 2.1.3).

Instructors are encouraged to discuss these AI tools with their students and to clarify what their expectations are for their use. If the use of such tools is to be authorized in

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**Academic Standards, Curriculum and Pedagogy Committee**

assessments, it is recommended that guidelines for their use be explicitly stated in written assignment instructions and reiterated in class. These guidelines should include a method for students to communicate that they have used an AI tool for their work, and to disclose how it was used.

York remains committed to providing academic integrity education and support to students and instructors. For students, this includes resources on the [Academic Integrity](#) student webpage, support through [York University Libraries](#), the [Writing Centre](#), the [Centre for Student Community & Leadership Development \(SCLD\)](#), and for graduate students, the [FGS Academic Honesty](#) student website. Supports for instructors include the [AI Technology and Academic Integrity](#) webpage, the [Academic Integrity](#) instructor webpage, [The Teaching Commons](#) and [Learning Technology Services](#).

As AI technology develops and new information emerges, there will be further updates to the York community. For questions, please contact the Academic Integrity Officer at [academicintegrity@yorku.ca](mailto:academicintegrity@yorku.ca).

# Senate Appeals Committee Report to Senate

At its meeting of February 16, 2023

## FOR INFORMATION

### 1. Annual Student Appeals Statistics, 2021-22

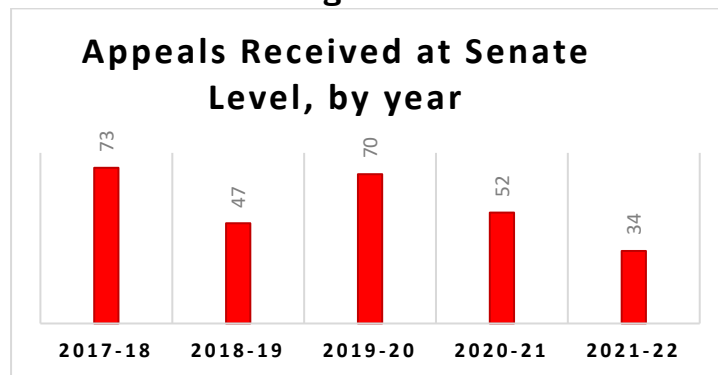
In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year and presents data on Senate and Faculty-level cases.

Between July 1, 2021 and June 30, 2022, SAC received 34 new files. Six (6) files were not completed by June 30; an additional 18 files initiated in 2020-21 were completed. Figure 1 presents the number of cases from the last five years. There were two requests for SAC to approve, on behalf Senate, the rescission of a degree as penalty for breach of academic honesty.

The total number of appeals declined from the previous year, likely due to the ongoing modifications to regulations that resulted from the declaration of a disruption due to the COVID-19 pandemic. The percentage of appeals granted was slightly lower than in previous years, which may be due to an increased number of cases for which there were clear grounds being resolved either at or before the petitions level due to these modifications.

Figures 1 and 2, below, and Tables 1-3 give the data for SAC appeals.

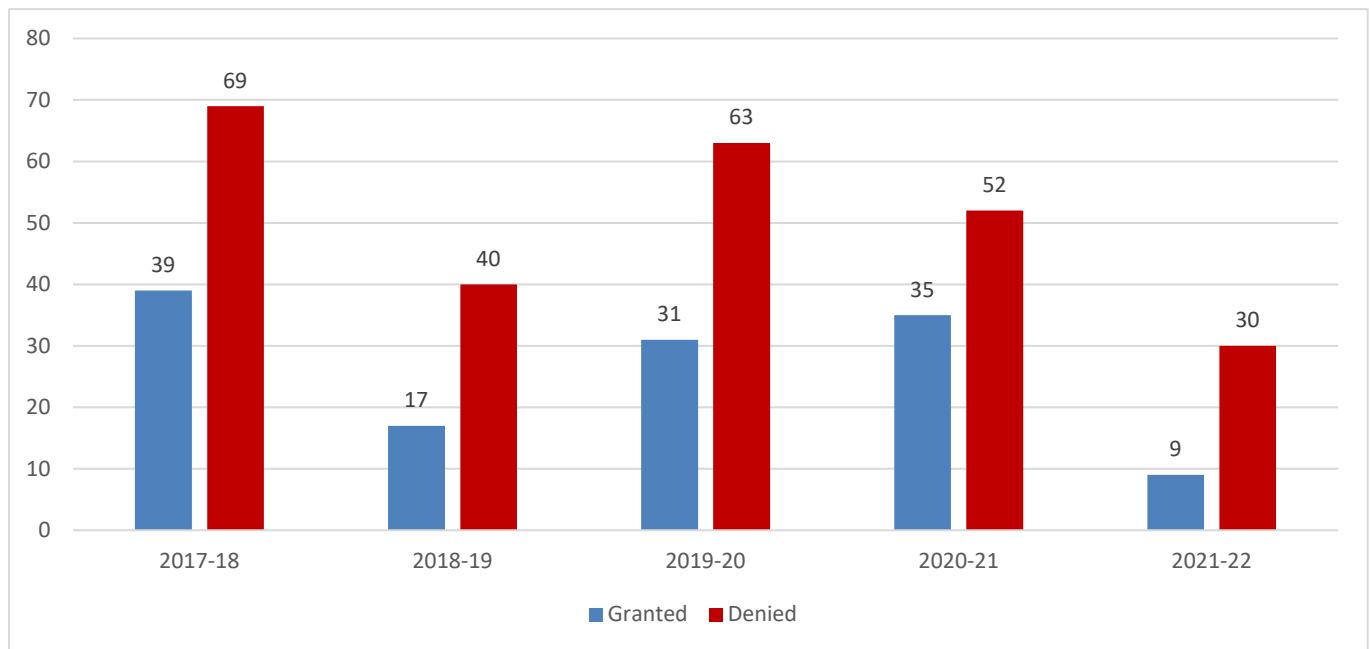
Figure 1



**Table 1  
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND  
DECISION**

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss
Dismissal without a hearing	9	46	2	22	10	41	11	36	5	20
Appeal hearings	27	9	13	9	20	7	22	4	4	6
Reconsideration	3	14	2	9	1	15	2	12	0	4
Total	39	69	17	40	31	63	35	52	9	30

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



**Table 2**

### SAC APPEALS BY TYPE, YEAR AND NUMBER<sup>1</sup>

Type of SAC Appeal	2017-18 84 Appeals	2018-19 46 Appeals	2019-20 70 Appeals	2020-21 52 Appeals	2021-22 34 Appeals
Course drop without receiving a grade	35	21	28	23	11
Reconsideration of SAC Decision	17	11	16	21	4
Deferment	6	4	3	1	0
Academic Honesty	16	8	10	11	11
Waiver of Required Withdrawal / Debarment	12	2	15	5	4
Grade Reappraisal	4	8	9	4	4
Late Enrolment	0	0	1	0	1
Other	2	0	0	5	1
Waiver of Degree/ Program requirement	6	2	4	3	0
<b>Total</b>	<b>98</b>	<b>54</b>	<b>86</b>	<b>73</b>	<b>36</b>

**Table 3  
SAC APPEALS BY FACULTY OF ORIGIN**

	2017-18	2018-19	2019-20	2020-21	2021-22
AMPD	1	1	0	0	0
Education	0	0	0	0	0
FEUC	0	0	0	0	0
Glendon	6	4	5	4	0
Graduate Studies	4	2	6	0	2
Health	28	8	13	15	7
Lassonde	2	6	7	3	5
LA&PS	19	12	15	13	4
Osgoode	2	4	9	5	4
Schulich	4	1	3	1	2
Science	18	8	12	11	10

<sup>1</sup> Totals exceed individual cases due to reconsiderations and/or multiple appeals within one case.



## **2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2021-22**

SAC is continuing its efforts to standardize reporting across the University. The data are for petitions initiated from July 1, 2021 to June 30, 2022. The data in Table 4 provide the big picture but are not entirely comparable across Faculties.

At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions which were appealed at the Faculty level is provided. The overall percentage of cases appealed is 2.54%, which is slightly lower than last year (3.7%). Over the past five years, the average has ranged between 2.54 and 5.7%.

The total number of petitions (5561) is comparable to the previous year (5671). Overall, most petitions continued to be granted, particularly in the smaller Faculties such as Education and Environmental and Urban Change that have few petitions overall.

Table 4

## FACULTY-LEVEL PETITIONS BY TYPE 2021-22

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Petition Type	Reason												
Course Add	Enrol In Course(s) After The Faculty Deadline		3	1	3	28	3	1	4		1	1	45
Course Drop	Drop Course(s) After Faculty Deadline	52	36	28	59	89	212	616	33		18	69	1212
	Granted W on transcript	1	20				251	22	10				304
Credit								196	2			2	200
Departmental/Program Waiver	Advanced Standing: Course Substitute					8		1					9
	Advanced Standing: Course Waiver			1		69							70
	Advanced Standing: Course Transfer												0
	Course Substitution for Major or Minor Req. (s)			2		1		219					222
	Other			2		4		2					8
	Waiver Of Degree Credit Exclusion Legislation		1	5									6
	Waiver with replacement			18		3					2		23
	Take courses out of sequence		18			1							19
	Promotion without satisfying year requirements - Schulich												0
	Reduced course load - Schulich												0
Exemptions	Degree Exemption(s)							1					1
Extension	Deferred Standing, extension of deferred standing	2	5	2	12		51	107	31		5	71	286
	Course extension					76							76
	Program extension					410							410
Grade Reappraisal	Grade Reappraisal			1		3			2	12	19	1	38
Leave	Leave of Absence		10			250					136		396
	LOA Medical/compassionate					178					34		212
	LOA No course available					162							162
	Maternity leave					157							157
	Strike-related - FGS												0
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP					1	6	2	6		28		43
Other	Other					25		1			51	20	97
Overload	Course Overload	6				1	50	81	20		2	54	214

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Readmission													0
Relief against failure	Osgoode only												0
Repeat	Repeat Failed Course		40				5	1					46
	Repeat Passed Course						10						10
Status	Change degree stream					17							17
	Change to full-time					26							26
	Change to part-time					86					2		88
	Reinstatement		6			285							291
	Withdrawal		8			14							22
	Study at a location other than York												0
Stop-out	Education only		14										14
Waiver	Graduate Without Min. Req'd G.P.A.		1				1						2
	Request For Waiver Of Req. Withdrawal*	20					52	1	23			14	110
	Request For Waiver Of Req. Debarment				2	15	15		10		115	1	158
	Upgrade G.P.A. In Attempt To Graduate						10	13	3			1	27
	Waiver Of Degree Credit Exclusion Legislation								10				10
	Waiver Of General Education Requirement	9		2		1	9		47			3	71
	Waiver Of Honours Standing Regulations	39	1	6			76	27	25				174
	Waiver Of In-Faculty Requirement	14		1		2	3		26			2	48
	Waiver Of Major Requirement(s)	30				15		1	44			4	94
	Waiver Of Upper Level Course Requirements					1	4					3	8
	Other	7		4	4	2	28			90			135
<b>Total</b>		<b>180</b>	<b>163</b>	<b>73</b>	<b>80</b>	<b>1930</b>	<b>786</b>	<b>1292</b>	<b>296</b>	<b>102</b>	<b>413</b>	<b>246</b>	<b>5561</b>
<b>Appeals</b>		0	0	6	9	5	57	29	2	NA	16	17	141
<b>Percentage of decisions appealed</b>		0.00%	0.00%	8.22%	11.25%	0.26%	7.25%	2.24%	0.68%	NA	3.87%	6.91%	2.54%

### 3. Annual Faculty-Level Academic Honesty Statistics, 2021-22

SAC includes in its annual report statistics on Faculty considerations of charges of breaches of academic honesty. For 2021-22, there were 1,659 cases of breaches of academic honesty, a decrease from 2,178 in 2020-21. See Table 5 for details.

As reported last year, the increase in cases in 2020-21 can likely be traced back to the COVID-19 pandemic, with many Faculties reporting a large increase in online cheating and group cases. The slight decrease in cases in 2021-22 may reflect the beginning of a return to the pre-pandemic numbers as students returned to in-person learning in the classroom.

**Table 5**  
**ACADEMIC HONESTY CASES BY FACULTY**  
**2017-18 TO 2021-22**

<b>Faculty</b>	<b>2017-18 N=610</b>	<b>2018-19 N=817</b>	<b>2019-20 N=978</b>	<b>2020-21 N=2,178</b>	<b>2021-22 N=1,659</b>
AMPD	9	24	40	25	29
Education	8	9	8	6	6
FEUC	8	8	17	10	6
Glendon	8	26	27	23	23
Graduate Studies	12	30	10	22	9
Health	23	49	78	248	139
Lassonde	36	209	239	406	489
LA&PS	257	357	390	620	529
Osgoode	5	3	11	10	3
Schulich	75	35	70	112	108
Science	169	67	88	696	318

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

### 4. Policies and Procedures

#### *Draft Academic Conduct Policy and Procedures*

Following efforts over the course of the 2019-2020, 2020-2021 and 2021-2022 academic years, including a University-wide consultation in Spring 2021, draft Academic Conduct Policy and Procedures have been developed to supersede the Senate Policy on Academic Honesty.

A facilitated discussion was set aside at the Senate meeting in October 2022 to gather views on the changes in the approach employed in the draft Policy and Procedures compared to that of the existing Policy, chief amongst them the removal of the requirement to hold an exploratory meeting for all investigations and the creation of specific procedures for cases of high volume academic misconduct.

The feedback received at Senate is being considered by ASCP, and it is expected that a revised draft Academic Conduct Policy and Procedures will be brought to Senate for approval in Spring 2022.

#### *Interim Extension of the Waiver of Required Attending Physician's Statements*

At its meeting of November 24, 2022, Senate approved the waiver of required Attending Physician Statements to support requests for deferred standing, petitions and appeals to 31 December 2023, with final report / recommendation on its status to Senate by November 2023.

## **5. Hail and Farewell**

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to the Senate Appeals Committee: Professors Nirupama Agrawal, Jen Gilbert, Paula Wilson, and Michael Zabrocki and students Dylan Gruspier and Ana Kraljević.

A warm welcome is extended to new members: Professors Ada Chan, Ruth Rodney, and Jessica Sutherland and students Yashna Manek and Shawn Yuan.

*Skye Fitzpatrick, Chair, 2022-23*

**Academic Policy, Planning and Research**  
**Academic Standards, Curriculum & Pedagogy**  
**Joint Report to Senate**

**At its meeting of 16 February 2023**



**FOR INFORMATION**

**a. Report of the Joint Sub-Committee on Quality Assurance**

Attached as Appendix A is a report from the Joint Sub-Committee on Quality Assurance which transmits Final Assessment Reports for completed Cyclical Program Reviews.

Martin Bunch, Chair, ASCP  
Michael Moir, Chair, APPRC



**Joint Sub-committee on Quality Assurance**  
**Report to the Full Committees**  
**Academic Policy, Planning and Research Committee**  
**Academic Standards, Curriculum and Pedagogy**

*The Sub-Committee met on 29 November 2022 and submits the following report to the full Committees.*

**1. Completed Cyclical Program Reviews (CPRs)**

At this meeting the Sub-Committee received documentation for the following CPRs:

- Translation Studies, Glendon (Graduate)
- Translation Studies, Glendon (Undergraduate)
- Linguistics, LAPS (undergraduate)
- Linguistics, Glendon (undergraduate)

The Sub-Committee determined it not necessary to invite members of the programs to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions at the meeting and are appended to this report.

As noted in its last report, the Sub-committee in October provided preliminary reflections and input on the Implementation Plan for the undergraduate and graduate programs in Translation Studies. The final Implementation Plans were reviewed at its meeting in November. While the Sub-committee saw room for more defined timelines for the recommendations, it understands that the recommendations for the programs – both undergraduate and graduate – are being taken up in alignment with Glendon’s revisioning exercise currently in progress; the timelines necessarily reflect the concurrent activities. The Sub-committee will bring to its review of the 18-month follow-up reports from the Translation Studies programs a focused eye on progress towards the actions articulated in the Implementation Plan.

**2. Rota of Cyclical Program Reviews: 2022-2023 Schedule**

The Sub-Committee received and reviewed the Cyclical Program Review Rota for 2022-2023 consisting of 16 core degree programs and their associated certificates and diplomas. In addition, due to pandemic-related delays, several reviews from previous years are still being brought to completion. To respond to the load of reviews forthcoming, the Sub-committee has already scheduled two meetings in January and early March and anticipates several additional meetings this academic year to deal with the pending reviews.

T. Peridis, Chair

**YORK UNIVERSITY**  
Final Assessment Report

**Translation Studies, Graduate (MA)**  
School of Translation, Glendon College

**Cyclical Program Review – 2012 to 2020**



This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

Translation Studies, MA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Georges Bastin, Full Professor, Department of Linguistics and Translation,  
University of Montreal

Dr. Marc Charron, Vice-Dean of Academic Programs at the Faculty of Arts, Associate  
Professor, Translation and Interpretation, University of Ottawa

Dr. Igor Djordjevic, Chair, Associate Professor, Department of English, Glendon College,  
York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: September 15, 2021

Date of the Site Visit: November 16, 2021

Review Report received: January 24, 2022

Program Response received: March, 2022

Dean's Response received: April, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,  
November 2022.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol,  
August 2020.

**SITE VISIT: November 16, 2021**

A site visit was organized around a set of interviews with multiple internal stakeholder groups that included:

- Lyndon Martin, Vice Provost Academic
- Thomas Loebel, Dean, Faculty of Graduate Studies
- Marco Fiola, Principal, Glendon College
- Colin Coates, Associate Principal, Research and Graduate Studies
- Audrey Pyee, Associate Principal, Academics, Glendon College
- Julie McDonough-Dolmaya, Chair of the School of Translation
- Lyse Hébert, former Chair of the School of Translation
- Aurelia Klimkiewicz, Graduate Program Director
- Full-time and part-time faculty
- Students
- Jacqueline Angoh and Véronique Lim, Administrative Assistants
- Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
- Leigh Jackson, Content Development Librarian

The site visit took place virtually due to the ongoing pandemic.

**OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024).

In order to align with the other programs in the School, the next Cyclical Program Review will begin in the Fall of 2026 with a site visit expected in the Fall of 2027 or Winter of 2028.

**PROGRAM DESCRIPTION AND STRENGTHS**

The MA program in Translation Studies was founded in 1991 within the School of Translation at Glendon College, which was created in 1984.

The MA is designed to assist professional translators to reflect on their practice and become familiar with the growing academic field of translation studies. Students bring their expertise to their research in the widest arrange of language combinations. Students who do not have an Honours BA in Translation complete a one-year qualifying program before being admitted to the two-year MA program.

The program offers three options for completion: four courses with thesis, six courses with a major research paper, and a course-only option which requires completion of eight courses.

The reviewers indicate in their report that the general objectives of the program are clear and that the learning outcomes and mode of delivery are appropriate. The Review Report included the following statement, "*The full-time faculty are clearly scholars in their respective field and experts in the courses they offer.*" Concerns were expressed about the heavy administrative load that most of them carry and the impact this has on their capacity to conduct their research as well as maintain their visibility on the Canadian and international scene. They indicate that the development of a doctoral program is not advised at this time.

The students that met with the reviewers indicated a desire for clarity about program options and their respective expectations, a desire for more practical courses and some concern about the limited access to French courses.

The reviewers suggest that "the existing MA should become a research-oriented program outright and be promoted/ marketed as such," and that the School offer "more seminars dealing with the plurilingual and multicultural nature of its student base."

In addition, the reviewers state, "The School should take much greater advantage, in our opinion, of the rich and unique multicultural and multilingual environment (the GTA) in which it has the chance to offer a graduate program."

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

The reviewers recommend that the program remain a research-oriented program with a limited number of optional practical and professional courses. The course-based and MRP options should be 12 months in duration, which could result in increased enrolment. It is not realistic at this time to envisage the creation of a doctoral program.

### **Program Response**

The MA program is research oriented. The removal of the applied field in 2019 allowed the program to clearly assert its research profile. Most of the graduate courses remain research oriented, with one or two optional practical courses offered per year. The latter are however grounded in research as they insist on the critical analysis and understanding of the translation process, including pre-translation, translation, and post-translation phases. The purpose of these courses is not to provide students with a professional training but to allow them to bridge theory and practice.

The program asserts that the three options to graduation—course-based, MRP and MA Thesis—cannot be reduced to 12 months without compromising the integrity of the program and the quality of the learning experience. Most students are mature students with work and family responsibilities and generally cannot take more than two courses per term and often require an extra term or two to graduate. Reducing the program length to 12 months might reduce the pool of applicants and would jeopardize student participation in activities which develop graduate attributes and skills.

The program intends to undertake the following:

- Reflect on the program’s identity/narrative, strengths, and branding to attract specific target candidates.
- Rename their practical courses to better reflect their content and objectives.

### **Principal’s Response**

There is no contradiction in making the program more appealing to students who seek a research-oriented program that would prepare them for doctoral studies and reducing the full-time program duration to 12 months which would cost half the tuition of a longer program. Those students who have family obligations could still take the program on a part-time basis and they would still graduate in a shorter amount of time.

It should be noted that graduate students who receive funding should not be working more than 10 hours/week, when the program is intended to be taken on a full-time basis.

As there is only one required course, there is no risk of compromising the integrity of the program by shortening it to 12 months, especially when several listed courses cannot be offered due to low enrolment. More choice on paper does not necessarily translate into more choice in practice. The thesis option may need to be re-considered or removed in favour of a shorter MRP option, where the latter is the rule and the former, the exception.

Given that admission criteria are a BA in translation or in a related discipline plus a qualifying program, there should be no need for practical translation courses in a research-oriented graduate program. Students who are interested in translation courses should have the opportunity to take those outside their graduate degree program.

With respect to the doctoral program, perhaps faculty members could explore the possibility of joining the MA/PhD program in Communication and Culture, or the PhD in Humanities as alternatives to creating their own.

### **Recommendation 2**

The Qualifying Program should be reviewed for relevance to the program. The program should consider requiring students to submit a statement of intent of research interests reflective of intercultural, professional, academic, and/or lived experience as part of the admission requirements.

### **Program Response**

There has been an ongoing discussion in the program on the admission requirements and on how much prior knowledge should be required from applicants without a degree in translation or related field considering that the program attracts a pool of candidates with diverse linguistic and cultural backgrounds as well as academic, professional and life experiences.

Three options might be considered:

- Change the admission process to include a statement of intent and relevant experience, as well as expectations
- Consider eliminating the Qualifying Program, in light of it being an obstacle for international students and the experience most candidates for the program have already acquired.
- Consider options for replacing the Qualifying Program.

The Program intends to undertake the following:

- Review the program's orientation and target population
- Consider the elimination of the QP
- Consider rethinking *Translation Studies*, the only mandatory course of the program, to help bridge the disciplinary divide between research and practice and foster the dialogue between students with different backgrounds and professional experiences.

### **Principal's Response**

The three options are not mutually exclusive. Options 1 and 2 could certainly be implemented together. Moving away from the Qualifying Program, which is only available in English/French and English/Spanish, would mean moving away from the equivalent of a BA in Translation as a theoretical threshold for admission. This would broaden the field of potential students but would necessarily entail a complete rethink of *Translation Studies* as a true interdisciplinary program, potentially to include other faculty members at Glendon who are not translation scholars but who have expertise in the field of interlinguistic and intercultural communication and relations.

### **Recommendation 3**

The reviewers suggest that the MA could focus more than it already does on the aspects of translation that deal specifically with the nature of intercultural

communication and must consider including more seminars dealing with the plurilingual and multicultural nature of its student base.

### **Program Response**

Both research-oriented and practical courses in the program are rooted in cultural and linguistic diversity. This reflects demographic changes occurring in the program as well as recent developments in translation studies. Given that most students in the program do not have French as a working language, but English and another language, all courses provide insight into inter- and cross-cultural issues and dynamics from the local and global perspectives.

Moreover, Francophone students are encouraged to submit their work in French. Also, some courses are being taught in both English and French, while those recently adapted from French to English provide an opportunity to reflect on the difficulty of translating concepts in Humanities. Students with Spanish, who often come with a BA in Spanish and/or Certificate in Spanish-English/English-Spanish Translation bring to the discussion translation issues from a hemispheric perspective.

In the multilingual and multicultural classrooms of the MA program in Translation studies, students engage in a wide variety of discussions, from the reception of translated literary texts, migration and intercultural encounters, ethical issues in translation during translation of medical documents or the context of war.

The program will consider how to implement the following:

- Highlight the multilingual profile of the program and its uniqueness in Canada as all other translation programs are English-French/French-English.
- Renew the program's website and promotional material to better reflect the ways French is incorporated. Francophones should be aware that although the language of instruction for nearly all courses is English, for many courses, they are able to read, write and communicate in French, including the writing and defending of their theses and MRPs in French.

### **Principal's Response**

The Principal agrees that it should be made clear to potential students that they can write their papers in English or in French.

The concept of a hemispheric focus is new and could be very attractive to students interested in translation from a continental perspective. It could bring into focus issues related to postcolonialism and decolonization, north-south relations, etc. It need not be exclusive of all other perspectives but could help define a unique position for the program.

With respect to intercultural communication being placed at the centre of the programming, there is a difference between what happens in the classroom due to diversity, and what is embedded into a curriculum in the form of learning outcomes that constitute the core of a course and program. The program should make it a more intentional focus via anticipated learning outcomes through clear learning objectives.

#### **Recommendation 4**

An incentive program must be considered for the full-time faculty, especially considering the research-oriented nature of the MA. Also, solutions should be explored to relieve full-time faculty of some of their administrative tasks.

*NOTE: Administrative appointments and compensation are governed by the collective agreement and therefore an incentive program cannot be considered.*

#### **Program Response**

The program notes that in addition to the heavy administrative load—UPD, GPD and Certificate Coordinator—the four full-time faculty in the School of Translation are also involved in co/supervising at the MA and PhD levels in the program and other departments and Faculties.

A significant amount of time is also dedicated to advising.

#### **Principal's Response**

Based on the statistics provided by the Program, the Principal does not feel that the supervisory loads are excessive.

The current collective agreement doesn't allow for administrative positions to be eliminated, and teaching releases and compensation scales are set in the agreement. Tenure-track positions are granted based on enrolment. At this point, enrolment in translation in general, but especially at the undergraduate level, does not warrant the hiring of additional faculty members. The Principal notes that given the status of the Glendon undergraduate degree in Translation as the only one offered in Ontario, the School may work with administration to seize this opportunity and recruit more students. Perhaps there is a way to share administrative duties with participating faculty members that are appointed outside of the unit, including those at the Keele campus. Glendon has over 20 undergraduate degrees, but only five graduate programs.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That consideration be given to making the full-time program 12 months in length	The program should reflect on its orientation and target population and consider the length of the full-time program.	Graduate Program Director; Chair of the School of Translation	Review to be undertaken in 2023.
2.	That consideration be given to eliminating the Qualifying Year.	The program should consider elimination of the Qualifying Year and as a result determine what additional admission information should be required.	Chair of the School; Coordinators, MA and BA; Associate Principal Research & Graduate Studies; Associate Principal Academic	Review to be undertaken in 2023.
3.	That the program focus more on the aspects of translation that deal with the nature of intercultural communication.	The program should consider formally integrating intercultural fluency into its learning outcomes and clarify for students the role of French within the program, based on current policies.	Graduate Program Director	Review to be undertaken in 2023, with resulting changes implemented for Fall 2024.
4.	That a review of administrative appointments be explored.	<i>Note: Administrative appointments and compensation are governed by the collective agreement and</i>	Chair, School of Translation, Associate Principal Research and Graduate Studies	Plan for collaboration to be created in Winter 2023.



		<p><i>therefore an incentive program cannot be considered.</i></p> <p>The program should explore collaboration with faculty teaching in the program from other units or Faculties to support administrative needs at the graduate level.</p>		
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**YORK UNIVERSITY**  
Final Assessment Report

**Translation BA, IBA**  
School of Translation, Glendon College

**Cyclical Program Review – 2012 to 2020**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

Translation, BA, IBA  
Certificate in Technical and Professional Communication

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Georges Bastin, Full Professor, Department of Linguistics and Translation,  
University of Montreal  
Dr. Marc Charron, Vice-Dean of Academic Programs at the Faculty of Arts, Associate  
Professor, Translation and Interpretation, University of Ottawa  
Dr. Igor Djordjevic, Chair, Associate Professor, Department of English, Glendon College,  
York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 16, 2020  
Self-study submitted to Vice-Provost Academic: September 15, 2021  
Date of the Site Visit: November 16, 2021  
Review Report received: January 24, 2022  
Program Response received: March, 2022  
Dean's Response received: April, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,  
November 2022.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol,  
August 2020.

## **SITE VISIT: November 16, 2021**

A site visit was organized around a set of interviews with multiple internal stakeholders that included:

- Lyndon Martin, Vice Provost Academic
- Thomas Loebel, Dean, Faculty of Graduate Studies
- Marco Fiola, Principal, Glendon College
- Colin Coates, Associate Principal, Research and Graduate Studies
- Audrey Pyee, Associate Principal, Academics, Glendon College
- Julie McDonough-Dolmaya, Chair of the School of Translation
- Lyse Hébert, former Chair of the School of Translation
- Full-time and part-time faculty
- Students
- Jacqueline Angoh and Véronique Lim, Administrative assistants
- Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
- Leigh Jackson, Content Development Librarian

The site visit took place virtually due to the ongoing pandemic.

### **OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024).

In order to align with other programs in the School, the next Cyclical Program Review for this program will begin in the Fall of 2026 with a site visit expected in the Fall of 2027 or Winter of 2028.

## **PROGRAM DESCRIPTION AND STRENGTHS**

The first translation program at York was established in 1979, and the School of Translation was established shortly thereafter, in 1984.

The School currently offers the following programs:

- Honours BA in Translation (Two streams: English to French and French to English)
- Accelerated Honours BA in Translation for holders of a previous degree (Two streams as above)

- Honours iBA in Translation (bilingual or trilingual)
- Certificate in Technical and Professional Communication (CTPC)
- Qualifying Program for admission to the MA in Translation Studies. Three language options are available: English-French; English-Spanish; English and a language other than French or Spanish.

The School also houses the undergraduate program in Communications, launched in 2017. This program has yet to undergo a CPR.

All of the undergraduate programs require the same core courses and are recognized by both the Québec and the Ontario accrediting bodies (the Ordre des traducteurs, terminologues et interprètes du Québec, and the Association of Translators and Interpreters of Ontario).

The School describes its programs in its self-study as “at once humanities-based and professionally oriented, leading to graduate studies in translation, as well as to employment in a variety of areas involving cross-linguistic and cross-cultural communication.”

The reviewers indicated in their report that the general objectives and the learning outcomes of the program are clear and appropriate. Regarding the mode of delivery, the reviewers suggest, “The modes of delivery are appropriate in that they achieve the desired program learning outcomes. Looking beyond the pandemic, in-person, online and hybrid courses should be delivered keeping in mind some of the positive features of teaching and learning of the past two years.”

The reviewers also indicated that further professionalization of the programs would be desirable, stating, “Closer links with the industry and the multicultural community of Toronto should be established so that all the programs can better benefit from the city’s demographic and multilingual unique richness.”

The review report comments on the challenges presented by the small number of full-time faculty in the program and the heavy administrative burden placed on these individuals. This also has an impact on the working language of the program which is primarily English. Some students expressed dissatisfaction with the lack of French courses. The reviewers state, “The faculty as a whole is certainly expert in the main areas of the School,” and recommend that full-time faculty should teach first-year courses.

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

Given the small number of professors making up the School’s full-time faculty, the reviewers recommend that their teaching activities not extend to the Certificate in Technical and Professional Communication. They also recommend that part-time

faculty not be asked to teach first-year courses, but rather teach transfer courses, both general and specialized. The School and the Administration should develop a faculty hiring plan given the several retirements that are expected soon.

### **Program Response**

Recommendation 1 touches upon three aspects of the program, namely the CTPC, the teaching of first year courses, and faculty complement. These will be addressed in order.

The Certificate in Technical and Professional Communication (CTPC) is an important complement to the BA degrees. In fact, some of the CTPC courses (e.g., TRAN 3310 and TRAN 4310) are also mandatory courses for the BA in Translation. During the 2022-23 academic year, the Translation Executive Committee will review the CTPC's course offerings and the program structure. Course directorships will continue to be assigned based on the skills and research interests of faculty members.

The reviewer report recommends that part-time faculty not be asked to teach first-year courses. The School of Translation feels strongly that first-year courses are best taught by those who have the most relevant skills and experience, regardless of whether they are part-time or full-time faculty members. The program assures that part-time faculty members can teach first-year courses while *also* teaching upper-year translation-related and specialized courses. These are not mutually exclusive activities.

The School has not been successful in having requests for additional faculty members approved in 2018 or 2021. The School's application for a conversion appointment in the Spring of 2022 was also not successful. The School's Executive Committee will be meeting during the 2022-23 academic year to discuss faculty complement requirements.

### **Principal's Response**

1. The Principal agrees that the teaching priority should remain on the BA in Translation. If one or more required courses happens to be cross-listed with the Certificate and be offered at the same time, then it only makes sense that they be offered simultaneously.
2. The Principal agrees that specialized courses may be better served with a part-time instructor, as long as those instructors maintain their currency.
3. There is clearly a need to plan for the faculty complement. The School's faculty members are responsible for four graduate and undergraduate programs, including the BA in Translation. Another related issue is that these multiple programs require academic coordination, as each position comes with a teaching release, which takes away from the delivery of the programs themselves. Given the small number of graduate students, the program could consider merging the coordination of its two graduate degrees as is the case

elsewhere at Glendon. However, this is only a partial solution to a much larger problem. The BA in Translation is the only one in Ontario at this point, and although it has the virtual monopoly on the Ontario market, enrolment is very low. The program needs to take a closer look at its admission requirements, its courses and its positioning with the industry, including the professional associations and the main employers of translators, in order to align this professional program with the needs of the sector. Glendon must work with industry partners to see how best to promote the profession and to recruit potential students.

## **Recommendation 2**

The Review Report details a number of suggestions for course changes to the curriculum. In addition, the reviewers encourage the School to look into extending the duration of internships, perhaps making them a full-term activity. In sum, the goal should be to reduce, wherever possible, the number of general-knowledge courses in order to focus instead on specialized courses in translation in which students can develop competencies highly sought by employers.

## **Program Response**

The program agrees that courses in translation technology, post-editing, project management and professional aspects of translation would be beneficial to the program and will, in the coming academic year, discuss how these and other courses could be developed and incorporated into the curriculum.

With regard to the English and French course offerings, the program will review the curriculum requirements and see whether they can be replaced by other courses. The core curriculum proposal for Glendon may impact how the program approaches changes to the Translation program and changes will be considered once the core curriculum proposal is finalized.

The two history courses are cross-listed with HUMA and count toward the general education requirements and have consistently high enrollment. However, Glendon is currently undertaking a review of its general education requirements, and should these requirements change these courses may not be continued.

## **Principal's Response**

The principal suggests that embedding the ability to use translation technology and to apply post-editing principles in existing upper-level courses may be more effective than restricting them to separate, isolated courses.

The program will need to avoid duplication if the learning outcomes are covered by other, core courses.

Given the limited teaching resources, the program should consider the value of the history courses to the Translation program, regardless of their popularity as General Education courses.

### **Recommendation 3**

The reviewers think that the creation of a non-for-profit translation agency at the School – though in itself a laudable idea – should not be pursued as a priority, in light of the administrative requirements for the School’s full-time faculty, already overburdened by such duties.

### **Program Response**

The Program agrees that there are not sufficient resources to support the creation of a non-profit translation agency at the School. The program will continue to explore experiential learning opportunities.

### **Principal’s Response**

The Principal agrees with this recommendation and the program’s response and looks forward to EE initiatives undertaken by the Program, with the support of the EE team at Glendon. The Program might want to consider availing its students of new mentorship opportunities offered through the Office of Advancement and Alumni Relations. Also, perhaps there could be closer ties between the Translation Unit at Glendon and the Translation Program.



## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	<b>Recommendation</b>	<b>Action</b>	<b>Responsible for Follow-up</b>	<b>Timeline</b>
1.	That the program review teaching assignments for full-time and part-time faculty and that a hiring plan for the faculty complement be prepared.	The program should carefully consider teaching assignments and continue to plan for faculty retirements. The program should consider ways to enhance enrolments in the program, such as by reviewing admission requirements and making courses more accessible to non-translation students, possibly enabling them to pursue a certificate in translation.	Chair of the School of Translation; Glendon Recruitment Team; Director, Continuing Education and Business Development	Review to be undertaken in 2023 and any relevant changes prepared for consideration in late 2023 or early 2024.
2.	That the program review the program requirements to focus on specialized skills that are highly desired by employers.	The program should review its requirements and courses, and consider them in the context of the Glendon College curriculum initiatives and core program learning outcomes.	Chair of the School; Associate Principal Academic	Review to be launched in Winter 2023.
3.	That the School not pursue the creation of a not-for-profit translation agency.	The program should continue to explore experiential education opportunities and make use of supports available at Glendon.	Chair of the School; Associate Principal Academics; Director of Continuing Education and Business Development	Discussions to begin in Winter 2023.

# **YORK UNIVERSITY**

Final Assessment Report

## **Linguistics, Undergraduate (BA)**

Department of Languages, Literature & Linguistics  
Faculty of Liberal Arts and Professional Studies

### **Cyclical Program Review – 2012 to 2020**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. John Alderete, Professor, Simon Fraser University, Linguistics/Cognitive Science

Dr. Jeff Good, Professor, University at Buffalo, Linguistics

Dr. Jacob Beck, Associate Professor, York University, Philosophy/Cognitive Science

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: June 25, 2021

Date of the Site Visit: October 13, 2021

Review Report received: December 6, 2021

Program Response received: February 17, 2022

Dean's Response received: March 31, 2022

Implementation Plan and FAR approved by Joint Sub-Committee on Quality Assurance, November 2022.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: October 13, 2021**

A virtual site visit for the undergraduate Linguistics program in the Faculty of Liberal Arts & Professional Studies (LA&PS) was held in conjunction with the visits for the Linguistics and Applied Linguistics graduate program in LA&PS and the Linguistics and Languages Studies program at Glendon. Meetings for the Linguistics program were held with the following individuals and groups:

- Vice-Provost Academic, Lyndon Martin
- Dean of Graduate Studies, Tom Loebel
- Dean of the Faculty of Liberal Arts and Professional Studies, JJ McMurtry
- Associate Deans Sean Kheraj and Anita Lam
- Chair of the Linguistics Department, Maria Joao Dodman
- Undergraduate Program Director, Chandan Narayan
- Librarian, Teaching and Learning Norda Bell, Associate Dean Research and Open Scholarship Jack Leong, and Director, Content Development and Analysis Department Patti Ryan
- Administrative Coordinator Josie Sansonetti
- Full-time faculty members
- Part-time Instructors
- Students

**OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024). The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The undergraduate Linguistics program, housed in the Department of Languages, Literatures and Linguistics (DLLL) in LA&PS, currently offers courses in linguistics leading to a BA, Honours BA, and Specialized Honours BA. The program aims to offer a solid foundation in core linguistics as well as exposure to more interdisciplinary areas, such as sociolinguistics and psycholinguistics. It aims to lay the foundation for graduate study in fields such as linguistics, speech-language pathology, audiology, translation studies and TESOL as well as offer a range of courses attractive to non-majors that instill a general awareness of language and linguistics. Finally, it aims to maintain an inclusive curriculum in which students of all backgrounds and physical abilities can freely participate and which actively develops an appreciation of the social and linguistic

experiences of diverse groups.

Linguistics courses also form an integral part of the Certificate in Teaching English to Speakers of Other Languages (TESOL), which allows students to gain professional training at the same time as they complete their degree programs.

As of September 2021, the Linguistics unit will also be adding a new program in Speech and Language Sciences to its offerings, which will lead to a Specialized Honours BA Degree.

The external reviewers commented that “The degree-granting programs offered in DLLL provide a solid core of linguistic science in addition to areas of specialization (e.g., sociolinguistics) and opportunities for advanced study and training (e.g., speech-language pathology). While this is perhaps self-evident to most linguists, linguistic investigation is a natural fit within a larger liberal arts education because inquiry-based learning, argumentation, and developing analytical skills are fundamental to what linguists do, as cogently explained in the self-study”.

The reviewers also noted that the methods and criteria for assessing student achievement are clearly defined, pointing out that the “program also has a range of developed assessment strategies involving creativity, novelty in linguistic investigations, and experiential project-based work that ensure deep and productive assessment of student achievement”.

The reviewers recommend further curricular development aimed at increasing program access and flexibility, and the recommendations and detailed comments in the review report give concrete suggestions for the program to consider. The reviewers noted, “Curricular development in courses related to language and technology seem particularly important to relevance, especially given the opportunities for employment and partnerships with technology companies in the burgeoning tech sector in Toronto.”

The reviewers also indicated that “faculty renewal is a major issue as many Faculty reach retirement age or take administrative positions that prevent them from teaching and advising students.”

The program’s culture and the intimacy that students share with program faculty also stood out to the reviewers. They noted that students have a variety of opportunities through inquiry-based learning to work closely with the faculty at all levels, and the results of the student survey show that the students see a clear connection between this coursework and student success. The high degree of satisfaction with the student experience was clear and the reviewers said the following about their in-person meeting with students: “We were quite impressed with how elegantly and emphatically students expressed this satisfaction. Whatever it is that program faculty are doing, they really deserve recognition for this success.”

## RECOMMENDATIONS AND RESPONSES

### Recommendation 1

Systematically review the current curriculum from a student-oriented perspective and consider how to facilitate greater program access, course flexibility, and timely progress through the major and minor programs.

### Program Response

The Linguistics section had a lengthy discussion around this recommendation. Members appreciate and share the reviewers' concern regarding entry into the program as restricted by the currently 6.0 credit, two-semester LING 1000 (*Introduction to Linguistics*) course. They unanimously agreed with the reviewers that the implementation of a 3.0 introduction to Linguistics course, offered three times a year, would make the program more accessible to students who are not coming to Linguistics in their first year, thereby allowing them to complete the major in a timely manner. Further, this would allow for more exposure to Linguistics across the year and potentially attract more majors into the program than the current full-year Intro model.

The section also discussed the down-stream impact of a 3.0 LING 1000 on second- and third-year courses, and in particular, the nature of course content if the tiering were reduced, as recommended by the reviewers. They are considering various options for how these second- and third-year courses can be organized in terms of content and delivery in order to complement the reduced LING 1000 while maintaining a high-level of subject-specific coverage. In general, the possible re-configuration of these subject-specific (second- and third-year) core courses requires more thought and careful planning, which will be considered after a successful restructuring of LING 1000.

### Dean's Response

The Office of the Dean of LA&PS supports the recommendation to revise LING 1000 from 6 credits to 3 credits (with accompanying relevant program changes). The reviewers have provided excellent insight on the benefits to this revision including improvements to student recruitment and degree progress. While offering a 3-credit version of LING 1000 in more terms would expand exposure to introductory linguistics and create more on-ramps to the program, the Dean's Office feels it would be best to begin by offering the course in two terms rather than three and then monitor the enrolments.

The Dean's Office also supports a review of the 2000- and 3000-level core courses for potential reconfiguration to improve access and degree progress. There is also the potential to create 2000-level electives to draw more students to the discipline.

## **Recommendation 2**

Systematically review the current curriculum to seek out opportunities to expand or adapt the curriculum to enhance experiential learning, e-learning opportunities, and to increase participation from a wider range of students than is served currently.

### **Program Response**

The Linguistics section agrees that current courses indeed offer a variety of opportunities for students to engage in the types of real-world activities that typify linguistic research and that the Linguistics program offers more experiential learning than may come across in the report. Examples include courses where students work with primary language data, identifying and analyzing language patterns in much the same way that language acquisition researchers would examine data. In the *Field Methods* course, students work one-on-one with consultants from generally minoritized or endangered language communities, documenting and analyzing various aspects of the language's linguistic structure. The course is devoted to replicating the kinds of experiences that linguists have when they go into the 'field'. Theoretically oriented courses also contain experiential learning components. For example, in *Research in Sociolinguistic Variation and Change*, students work closely with undergraduate linguistics students from Newcastle University (UK) in organizing, classifying, and analyzing sociolinguistic interview data. Finally, the new Specialized Honours program in Speech and Language Sciences necessarily builds in an experiential learning component in the required 4th year proseminar which will be taught by a practicing speech pathologist and where students will engage directly with case studies in child and adult language pathologies.

The section hopes to build upon and extend these many existing experiential learning opportunities in courses and envision future hiring, especially in the fields of computational linguistics/quantitative data analysis, as encompassing the experiential learning recommendation. With this in mind, the section agreed that it would be worthwhile to explore partnerships with local industries where the linguistic analysis and critical reasoning and logic skills of our students could be utilized.

### **Dean's Response**

The Office of the Dean of LA&PS appreciates the program's response and supports efforts to build upon existing strengths in experiential education in the Linguistics program. A review and mapping of EE components within the existing curriculum will help to identify opportunities for expansion, particularly in the area of work-integrated learning. There may be opportunities to pursue curricular innovations in work-placement courses or project-based learning with employer partners. There is also the opportunity for the further enhancement of EE in the existing field methods course (LING 4320).

### **Recommendation 3**

Systematically review the current curriculum and program structures with the aim of creating greater relevance of program learning outcomes for the jobs of the future. Create a development plan that (i) better communicates existing career development mechanisms and area strengths within the program, and (ii) engages with external academic units on potential directions for development.

### **Program Response**

There was agreement among Linguistics section members that the training in analytical methods students receive in the program provides them with highly transferable skills for jobs in a variety of fields. For example, the courses in Sociolinguistics and Field Methods give students research skills in collecting and analyzing real-world data, either compiled in large databases or through face-to-face interviews; the TESOL certificate, which many Linguistics students complete, and which has requisite Linguistics courses as part of its curriculum, has direct post-graduate career impact, allowing students to teach adult ESL courses; the new Speech and Language Sciences program (the only such program in Toronto) provides students with a direct path to careers as Communication Disorders Assistants as well as Speech and Language Pathology and Audiology (via graduate professional programs).

That said, in order to fully meet the recommendation of the reviewers, the program would require additional faculty who specialize in imparting more directly applicable skills for the “jobs of the future,” which in the reviewers’ report was most aligned with “courses related to language and technology”. The section envisions a faculty renewal plan will take this recommendation into consideration when assessing the needs and wants of the program. In the meantime, the section will explore new course development in subjects (such as research design and methodology, and statistics) that can be taught by current faculty which adds to the already transferable skills students acquire. A series of lectures/workshops for undergraduates showcases the types of careers linguistics students are best positioned for after graduation. Lastly, in future iterations of existing courses, there will be even clearer communication about the career-oriented skills students will be acquiring as part of the Linguistics curriculum.

### **Dean’s Response**

Highlighting and enhancing the career relevance of LA&PS programs is a high priority for the Faculty. The Dean’s Office supports the Linguistics programs in these efforts. Experiential Education staff in the Office of the Dean of LA&PS is available to work with members of the Linguistics program on ways to further build career skills development into the program and through co-curricular



activities. Integrating career-preparation skills into the program's hiring priorities is also a welcome idea that could help align hiring with this strategic priority.

#### **Recommendation 4**

Engage with key stakeholders (e.g., DLLL, Linguistics, Applied Linguistics) at both the graduate and undergraduate levels to develop a plan for renewal of faculty in the next seven years.

#### **Program Response**

The Linguistics section agrees to develop a faculty renewal plan for the next seven years. The plan will address the long-term needs of the undergraduate program as well as engage with the Languages and Linguistics Graduate Program Director to focus on the needs of graduate students. The immediate future of teaching at the undergraduate levels is in imminent crisis, however, given upcoming retirements and the departure of a few long-standing CUPE colleagues who have either retired or are no-longer teaching with us. The reviewers recognized that the program is poised for growth, not only in new areas, but in underlining core strengths of the program. The section hopes to design a renewal plan with an eye towards the goals of 1) reinforcing core strengths affected by upcoming retirements (Discourse Analysis, and Language and Gender); 2) expanding and bolstering the Speech and Language Sciences program, and 3) branching into new areas (like computational/quantitative approaches to language) that, at a minimum, allow the program to maintain current courses, and in the long term, introduce students to areas of linguistics which might afford them a diversity of opportunities after graduation. The section looks forward to working with the Dean's office in taking up the reviewers' recommendation for planning multiple hires that can satisfy the complex immediate needs and growth areas in the program.

#### **Dean's Response**

The Office of the Dean of LA&PS supports the Linguistics program's plans to develop a long-term faculty complement plan. All programs have already been invited to develop 3-year hiring plans and can consult with the Associate Dean, Faculty Affairs in preparing these plans. The Dean's Office also concurs that new faculty hires in Linguistics should have strengths in the strategic areas critical to both research and teaching in the program.

#### **Recommendation 5**

As a program, re-consider the fit of Linguistics within DLLL and revisit the question of Linguistics as an independent department. Linguistics is poised for growth in a variety of areas (speech science, language and technology, curriculum innovation), but its current place within LA&PS posits some significant constraints on this growth.

## **Program Response**

The Linguistics section enthusiastically welcomes this recommendation and unanimously agreed with the idea of moving forward towards departmentalization and welcomes the support of the Dean's Office in actualizing this next phase of Linguistics at York.

The linguistics section also sees departmentalization as the logical next step given the growth of the program, its sustained enrolments and majors, expansion into growth areas such as the new Specialized Honours Program in Speech and Language Science, and the potential for building upon existing strengths outside of the core areas of Linguistics, such as Sociolinguistics, Psycholinguistics, and Forensic Linguistics.

## **Dean's Response**

The Office of the Dean of LA&PS appreciates the feedback and recommendation from the external reviewers concerning the administrative organization of the Linguistics program. The Office concurs with the reviewers and supports the program in its ambition to establish a new academic unit for our undergraduate and graduate programs in linguistics.

As the program's response indicates, the creation of an academic unit for the Linguistics programs is a sensible outcome of the growth and steady enrolments in both the undergraduate and graduate programs in Linguistics. Establishing an academic unit may help to facilitate future growth of existing programs including the recently launched Speech and Language Sciences program. It may also result in improved administrative processes and efficiencies.

## **Recommendation 6**

Establish a joint committee of stakeholders representing the Linguistics programs at Keele and Glendon to: (i) better harmonize course offerings, scheduling, prerequisites, exclusions, and equivalencies across the two campuses, (ii) develop experiential learning opportunities that can support linguistics students on both campuses, and (iii) coordinate the strategic plans for the direction of each programs in each campus so that the distinctive strengths of each campus can complement those of the other, wherever possible without compromising each program's independence.

## **Program Response**

Section members agreed that it would be very useful for LA&PS students if more explicit information was available on the LA&PS website, in the supplemental calendar, and in advising sessions about the relationship between the LA&PS and Glendon programs and, more specifically, about how Glendon courses could

potentially fit into a degree in Linguistics in LA&PS. This will be added to the program website and incorporated into advising sessions. Section members also agreed that the Director of the Undergraduate Program in Linguistics (LA&PS) and the Coordinator of Linguistics and Language Studies (Glendon) should be in more frequent contact. LA&PS will connect with the Glendon Coordinator during course planning exercises in November (and later scheduling) to exchange course offerings for the following year.

### **Dean's Response**

The Office of the Dean of LA&PS concurs with the program's response and the reviewer recommendation for closer coordination between the undergraduate Linguistics programs in LA&PS and Glendon. Improved clarity through the program website, supplemental calendar, and advising sessions will help students better understand the connection between the two programs in the different Faculties. Collaboration in course planning and scheduling is also a welcomed idea.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the curriculum be systematically reviewed, including the option to create a one semester foundations course, and the examination of the tiering of upper- and lower-year courses.	The Linguistics program should proceed with curricular changes required to update LING1000 and related program requirements, including 2000- and 2000-level core courses.	UPD Linguistics; Associate Dean, Programs; Associate Director, LAPS Curriculum	Discussions on plans for curriculum changes to be completed by end of Winter 2023. Curricular work underway in Summer and Fall 2023 terms.
2.	That the curriculum be reviewed to seek out opportunities to expand, adapt and enhance experiential learning opportunities.	The program should review and map experiential education components and identify opportunities for expansion, particularly in the area of work-integrated learning (WIL).	UPD Linguistics; LAPS Associate Director, Experiential Education	Review and plan for expansion of EE opportunities to be completed by end of Summer 2023 term.
3.	That the curriculum and program structures be reviewed and a plan formulated to enhance relevance of program learning outcomes for jobs of the future.	The Linguistics UPD should collaborate with Experiential Education staff on the development of co-curricular activities and how best to leverage existing supports. In addition, the program should work with the Associate Dean, Faculty Affairs on a faculty renewal plan that supports the above	UPD Linguistics; Associate Dean, Programs; Associate Director, Experiential Education; Associate Dean, Faculty Affairs	Plan for co-curricular programming to be completed by end of Summer 2023 term.  Hiring priorities plan to be completed in consultation with the Associate Dean, Faculty Affairs by end of Fall 2023 term.

		and pedagogical expertise in WIL.		
4.	That a faculty renewal plan be developed for the next seven years, at both the undergraduate and graduate levels.	The Linguistics program should develop a longer-term faculty complement plan, in consultation with Associate Dean, Faculty Affairs. The plan should be focused on strategic areas critical to both research and teaching in the program.	UPD Linguistics; Associate Dean, Faculty Affairs	Hiring priorities plan to be completed in consultation with the Associate Dean, Faculty Affairs by end of Fall 2023 term.
5.	That the question of establishing a separate Linguistics department in LA&PS be considered.	Academic leaders in the Department of Languages, Literatures and Linguistics should meet with the Dean, Vice-Dean, and Associate Dean Faculty Affairs to consult on the process and develop an ad hoc committee to draft a work plan.	Chair of Department of Languages, Literatures, and Linguistics; UPD Linguistics; UPD DLLL; Dean; Vice Dean; Associate Dean, Faculty Affairs	Initial meetings with the Dean's Office and creation of ad hoc committee by end of Winter 2023. Work plan for creating the new academic unit to be drafted by end of Fall 2023.
6.	That coordination between the LA&PS and Glendon Linguistics programs be enhanced.	LA&PS Linguistics should proceed with updates to its website, supplemental calendar, and advising sections, ensuring explicit information about the relationship between LA&PS and Glendon programs is available to students.	UPD Linguistics LA&PS, Coordinator of Linguistics & Language Studies Glendon	Updates to the website and supplemental calendar to be drafted by end of Winter 2023.

**YORK UNIVERSITY**

Final Assessment Report

**Linguistics and Language Studies  
BA, iBA**

**Glendon College**

**Cyclical Program Review – 2013 to 2020**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA, iBA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. John Alderete, Professor, Simon Fraser University, Linguistics/Cognitive Science  
Dr. Jeff Good, Professor, University at Buffalo, Linguistics  
Dr. Jacob Beck, Associate Professor, York University, Philosophy/Cognitive Science

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 19, 2019  
Self-study submitted to Vice-Provost Academic: June 20, 2021  
Date of the Site Visit: October 12, 2021  
Review Report received: December 6, 2021  
Program Response received: February 25, 2022  
Principal's Response received: March 28, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, November 2022.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2013.

### **SITE VISIT: October 12, 2021**

A virtual site visit for the Linguistics and Languages Studies program at Glendon was conducted in conjunction with the site visits for the Linguistics undergraduate program and the Linguistics and Applied Linguistics graduate program in the Faculty of Liberal Arts & Professional Studies (LA&PS).

Meetings regarding the Glendon program were held with the following individuals and groups:

- Vice Provost Academic, Lyndon Martin
- Dean and Associate Vice-President Graduate Studies, Tom Loebel
- Glendon Principal, Marco Fiola
- Glendon Associate Principal Academic, Audrey Pyee
- Coordinator for Linguistics and Language Studies, Bruce Connell
- Administrative Coordinator Linguistics and Language Studies Lydia Dosu
- Full-time faculty members
- Part-time instructors
- York Librarian, Teaching and Learning, Norda Bell
- Associate Dean, Research and Open Scholarship Jack Leong
- Director, Content Development and Analysis Department, Patti Ryan
- Students

### **OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024). The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

### **PROGRAM DESCRIPTION AND STRENGTHS:**

The Linguistics and Language Studies Program at Glendon was created in 2003 as a joint program comprising courses from four departments: English, French Studies, Hispanic Studies, and Philosophy. In 2017, the majority of the linguistics courses in the English Department were transferred to the Linguistics program, allowing the program to have greater visibility in its own right.



The Linguistics program offers honours options in the BA and iBA, including a stream in Language Endangerment, Documentation and Revitalization and a 90-credit BA. Students are provided with fundamental training in linguistics as an academic discipline, and the program offers bilingual options (French-English or Spanish-English) as well as a trilingual option in the iBA.

The reviewers note that the program structure is somewhat unusual in comparison to other undergraduate linguistics programs in North America but makes sense given the nature of Glendon College. They also state, "The most notable area of innovation in the program involves the development of a stream in Language Endangerment, which, to the best of our knowledge, is unique at the undergraduate level in North America (and, perhaps, globally). Courses in Anishnaabemowin language and culture are also distinctive and significant in the context of broader efforts within the Canadian higher education system to support Canada's Indigenous languages."

Overall, the external reviewers were impressed with the Linguistics and Language Studies program and believe that it has significant potential to grow and to offer a curriculum that is distinctive and which can also prepare students for a variety of careers. The reviewers note that the recommendations below were made with this in mind.

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

Systematically review the current curriculum, as well as the presentation of the curriculum, from a student-centered perspective with a focus on how to facilitate entry into the major, provide greater clarity regarding how students should progress through the major, and clarify which requirements make the most sense for the current configuration of the program.

### **Program Response**

The program agrees that some simplification of the program is in order and has taken some steps in this direction over the past couple of years, though those that involve change in degree requirements have yet to be formally approved. A wider consideration of semester-length introductory courses at other universities will be undertaken and the possibility discussed at the Program's General Assembly at the end of the academic year.

The suggestion regarding the reduction of the number of categories (essentially putting all non-core courses as electives into one category) is feasible; however, there may be a cost in de-emphasizing focus on the Language Endangerment, Documentation and Revitalization, and the Romance Streams (see Recommendation 4).

During the meeting with the reviewers the question of prerequisites was raised, and although not directly stated, there seemed to be a sentiment that prerequisites should be reduced wherever possible. However, existing prerequisites (i.e., certain lower-level courses) are required in order to prepare students to take follow-on upper-level courses and are in place to facilitate student success.

The program agrees with the reviewers with regard to the desirability of greater cooperation between the Linguistics program offered in LA&PS and at Glendon. This is addressed in Recommendation 5.

### **Principal's Response**

These recommendation changes must be implemented in order to address the complicated structure of the program, organize courses more clearly, and remove certain courses that are no longer offered. In addition, some of the current categories include courses that do not meet the requirements of the said category. The focus of Glendon's linguistics program needs to be on what other programs at Glendon or in LA&PS *do not offer*. French Linguistics is an option within the French Studies degree program, so it need not be a concern of the Linguistics program. Linguistics courses taught *in Spanish* should serve the Hispanic Studies degree program but could be included in the Linguistics program as electives, just as the French linguistics courses and the few courses on Italian and Romanian linguistics are. The program cannot rely on these two languages to build a stream since there are not sufficient faculty resources to ensure its sustainability.

The plans for a romance stream do not seem to be based on any demand from students and multiplying options that are not achievable by a sizeable number of students does not lead to clarity nor to certainty when students make their course selections.

A reconfiguration of introductory courses, including splitting full-year courses into 3-credit term courses, could provide flexibility for students. Course planning should be undertaken in consultation with the LA&PS Linguistics program to eliminate unnecessary duplication.

### **Recommendation 2**

Systematically review the current curriculum to seek out opportunities to expand or enhance student training opportunities, including experiential opportunities and those in which Glendon is in a strong position to become a national leader, such as in the linguistic diversity of Canada. Course delivery methods should also be considered.

### **Program Response**

The program is examining ways to enhance student training opportunities, including summer abroad courses.

The program is in favour of developing a survey course on Canada's linguistic diversity and is pleased that the reviewers are supportive. The program would also consider additional courses in the evening as well as hybrid and online formats.

### **Principal's Response**

Experiential education should be accessible to all students and should be embedded in the program within existing core courses, including those that are the unique focus of the program (i.e., documentation and language revitalization). The program could also consider, in collaboration with LA&PS, which courses could take place in hybrid mode, thus benefitting students in both Faculties. Once the program has completed updates to the core program, a series of continuing education workshops, delivered in hybrid mode, could be considered, particularly those that could support the work of Indigenous communities across Canada in need of support to preserve and revitalize their ancestral languages.

### **Recommendation 3**

Work with departments whose faculty and courses play a central role in the maintenance of the Linguistics and Language Studies program to achieve greater predictability in linguistics course offerings and facilitate long-term planning.

### **Program Response**

The Linguistics and Language Studies program's course offerings (i.e., those sourced within the program) are offered with predictability. With one exception, all 1000- and 2000-level courses are offered annually, and mostly in the same time slot each year. Third- and fourth-year courses are offered on an alternate-year basis. Typically, information is not exchanged with other departments when scheduling cross-listed courses, as a department's own needs understandably take priority, and the logistics of coordinating scheduling across several departments or programs is daunting. Reserving some spots for Linguistics students in cross-listed courses would also improve course availability.

### **Principal's Response**

Scheduling courses in any program starts with focusing on the program's own needs. Coordinating course offerings with other units could make the difference between a course that is sufficiently enrolled to be offered and not. The Principal's Office can support discussions to ensure cross-listed required courses are available to students. The program could also consider blended or hybrid, or even online, courses, which could be open to both Glendon and LA&PS students.

#### **Recommendation 4**

Undertake a visioning exercise among the stakeholders of the Linguistics and Language Studies Program at Glendon to clarify its distinctive characteristics (e.g., its focus on Indigenous languages and language endangerment), both in comparison to the Linguistics program in LA&PS and more broadly in Canada. Develop a strategic plan to build on these characteristics as part of a strategy for increased excellence in research and training and for growth in enrollment, both in terms of majors and in specific courses.

#### **Program Response**

There is a clear focus on language endangerment in the form of the stream in Language Endangerment, Documentation and Revitalization and a stream in Romance Linguistics has been proposed. Both of these streams are not only unique in Canada, but also more broadly, at the undergraduate level. The program intends to clarify this distinctiveness through the proposed restructuring of the course categories (see recommendation 1), which would enhance their visibility and, hopefully, lead to growth in enrollment. Steps to increasing excellence in research and training requires augmenting the tenure-stream faculty complement with scholars in these areas.

#### **Principal's Response**

The reviewers' recommendation would fit perfectly well as a definition of what Glendon as a whole is in the middle of preparing: developing a strategic orientation for its offering that sets it apart from the programs offered in LA&PS and from competing post-secondary institutions. The reviewers note that Language Endangerment and Documentation stream could distinguish the program from other disciplinary offerings in other institutions, or even on the Keele campus. With a limited faculty complement, the unit is unable to offer more comprehensive programming than it currently does. Growth in faculty complement is conditional on growth in enrolment, and the unit needs to come up with a plan to set its program apart from others, first based on its abilities but also based on the needs and desires of potential students. The Office of the Principal can work with the unit to determine areas of possible growth.

#### **Recommendation 5**

The reviewers suggest establishing a joint committee of stakeholders representing the Linguistics programs at Glendon and Keele to (i) better harmonize course offerings, scheduling, prerequisites, exclusions, and equivalencies across the two campuses, (ii) develop complementary experiential learning opportunities that can support linguistics students on both campuses, and (iii) coordinate the strategic plans for the direction of the programs in both

campuses so that their distinctive strengths can complement each other, wherever possible without compromising each program's independence.

### **Program Response**

The program agrees with the reviewers on the desirability of greater cooperation with the Linguistics program in LA&PS, and that students in each program be aware of the additional courses available to them. During orientation each September, the program explicitly makes its incoming students aware of additional possibilities in linguistics in LA&PS, and students do often decide to take those courses. This sometimes includes TESL courses. The program supports discussions with the Linguistics programs in LA&PS as to how to improve coordination.

### **Principal's Response**

The Principal also welcomes efforts to better coordinate efforts with the linguistics program on the Keele campus through systematic consultation at planning time. The Principal also welcomes collaboration to enable Glendon students to access courses that will prepare them for an in-demand career in speech and language pathology. Efforts to develop joint experiential learning opportunities across the two campuses would also give students the opportunity to know more about their respective programs, increasing the potential for further collaboration.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the curriculum be revised from a student-centred perspective.	The program should undertake a review of the curriculum and plan changes to address the complicated structure of the program and create flexibility for students to complete requirements.	Linguistics Program Coordinator; Associate Principal, Academic	Review to take place in 2023, with relevant curriculum changes to be in place for Fall 2024.
2.	That the program be updated to enhance student training opportunities.	The program should continue to develop experiential education opportunities that are accessible to all students as part of the core and unique aspects of the program. The program should also consider which courses could be taught in hybrid mode, in collaboration with LA&PS, and whether continuing education workshops focussing on Glendon's unique strengths could be developed.	Linguistics Program Coordinator; Associate Principal Academic; Glendon Office of Experiential Education; Director, Continuing Education and Business Development	Development of EE opportunities and exploration of opportunities for hybrid-mode course delivery and continuing education workshops to take place in Winter and Fall 2023.
3.	That a systematic approach to cross-department collaboration between Glendon and LA&PS be developed.	The Principal's Office and impacted departments should work to ensure coordination of cross-listed courses.	Associate Principal, Academic; Linguistics Program Coordinator; Related Program Coordinators and Department Chairs	Plan for collaboration in place by March 2023.

4.	That the Linguistics program develop a strategic plan for growth and enhanced excellence in research and training.	That the program consider ways to clarify the distinctive stream in Language Endangerment, Documentation and Revitalization and other curricular enhancements.	Linguistics Program Coordinator; Associate Principal, Academic	Discussions to take place in Winter 2023 and ongoing.
5.	That program planning be harmonized between Glendon and LA&PS.	The program should continue discussions about how to coordinate course offerings and plans for program enhancements.	Linguistic Program Coordinator, Glendon; Linguistics UPD, LA&PS	Discussions to continue in Winter 2023 and ongoing.

## The Senate of York University – Minutes

**Meeting:** Thursday, 26 January 2023, 3:00 pm  
Via videoconference

P. Puri (Chair)	O. Eyawo	T. Loebel	A. Taves
L. Sergio (Vice-Chair)	M. Fiola	P. Lynch	S. Tchang
P. Robichaud (Secretary)	L. Gilbert	A. MacLennan	T. Theophanidis
O. Alexandrakis	M. Guidice	A. Macpherson	G. Turlakis
R. Allison	A. Glasbeek	J. Magee	P. Tsasis
A. Amirfazli	A. Goli	C. Mallette	R. Tsushima
A. Asif	J. Goodyer	C. McAulay	W. van Wijngaarden
G. Audette	C. Graham	A. McKenzie	E. van Rensburg
P. Aulakh	J. Grant	J.J. McMurtry	G. Vanstone
S. Bay Cheng	R. Green	B. Meisner	A. Viens
M. Biehl	D. Gruspier	C. Mihaly	R. Wang
G. Binsted	M. Guzman	M. Moir	R. Wang
M. Blanco	M. Hamadeh	K. Murray	S. Watson
M. Biehl	A. Hilliker	A. Norwood	N. Waweru
M. Budworth	W-M. Ho	R. Ophir	S. Yuan
M. Bunch	R. Hornsey	K. Ozowe	N. Zamisa
M. Buttigieg	B. Hu	D. Palermo	G. Zhu
D. Cabianca	M. Karakul	S. Paradis	D. Zwick
N. Cado	S. Karimi	D. Peters	
T. Choi	P. Kohler	L. Philipps	
E. Clements	J. Kirchner	P. Phillips	
J. Conder	T. Knight	C. Popovic	
M. Condon	C. Lamaison	A. Pyée	
S. Cote-Meek	G. Langlois	T. Remmel	
N. Couto	M-H Larochelle	N. Robinson	
M.J. Dodman	R. Lee	V. Saridakis	
M. Elghobashy	V. Lehan	C. Steele	
M. Ebrahimi	N. Lemish	A. M. Tarc	
J. Etcheverry	R. Lenton	K. Tasa	

### 1. Chair's Remarks

The Chair welcomed Senators to the meeting.

On behalf of Senate, the Chair welcomed the new Vice-Chair of Senate, Professor Lauren Sergio, and the new Dean of the Faculty of Health, Professor David Peters.

### 2. Business Arising from the Minutes

There was no business arising from the minutes of the meeting of 15 December 2022.



## The Senate of York University – Minutes

### 3. Inquiries and Communications

There were no inquiries or communications.

### 4. President's Items

President Lenton expressed condolences on the passing of Professor Carla Lipsig-Mumme of the Faculty of Liberal Arts & Professional Studies, noting her significant contributions to the University and as a scholar over many years.

Updates were provided on:

- strategic initiatives advancing UAP priorities, with emphasis on the importance of sustaining long-term academic plans while balancing short-term resource challenges, and
- notification from the Auditor General of Ontario that York is the next University in the province selected for a value for money audit, with the exercise commencing shortly and concluding this autumn.

The monthly “Kudos” report on the achievements of members of the York community was noted.

### Committee Reports

#### 5. Executive Committee

The Vice-Chair spoke to the Executive Committee's information items as follows:

- The continued review of Senate Membership for 2023-2025, including consideration of Markham Campus representation, and
- plans for the delivery of the 16 February 2023 meeting of Senate in hybrid mode.

#### 6. Academic Policy, Planning and Research Committee (APPRC)

##### *a. Policy on Indigenous Research Involving Human Participants*

It was moved, seconded and *carried* that **Senate approve the establishment of the Senate Policy on Indigenous Research Involving Human Participants, effective 1 July 2023.**

Senators commended the Policy as a step forward for reconciliation, important for the University and for Indigenous communities.

## The Senate of York University – Minutes

### *b. Research Data Management Strategy*

At the invitation of the Chair of APPRC, Senator Kirchner, Professor Kosavic, Associate Dean Digital Engagement and Strategy, and Professor Steeves, AVP Research, provided a brief presentation on the Research Data Management Strategy and the Chair facilitated discussion on the Strategy.

Senator Moir stated the University’s position on emergent Artificial Intelligence (AI) applications in relation to academic conduct and informed members that the University would soon release a statement on the topic through ASCP.

### **7. Academic Standards, Curriculum and Pedagogy Committee**

- a. Establishment of the Master of Business Administration in Technology Leadership degree type, Schulich School of Business.

It was moved, seconded, and *carried* that **Senate approve the establishment of a Master of Business Administration in Technology Leadership degree type, effective FW2023-2024.**

- b. Establishment of the Master of Business Administration in Technology Leadership degree program, Schulich School of Business.

It was moved, seconded, and *carried* that **Senate approve the establishment of a Master of Business Administration in Technology Leadership degree program, Schulich School of Business, effective FW 2023-2024.**

### **8. Other Business**

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

### **Consent Agenda Items**

### **9. Minutes of the Meeting of 15 December 2022**

The Minutes of the meeting of 15 December 2022 were *approved by consent*.

Poonam Puri, Chair \_\_\_\_\_

Pascal Robichaud, Secretary \_\_\_\_\_