



York University Senate

Notice of Meeting

Thursday, 27 March 2025, 3:00pm– 5:00pm

Via videoconference

AGENDA

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- 1. Chair’s Remarks (L. Sergio)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
 - a. Communication Academic Colleagues to Council of Ontario Universities.....1
- 4. President’s Items (R. Lenton)
 - a. Mid-term report to the Auditor General of Ontario
 - b. SMA-4
 - c. Update on searches in progress

10min

20min

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 - a. Closure of York-Fleming Dual Credential Program (undergraduate) in Sustainable Environmental Management, Faculty of Environmental and Urban Change (Appendix A, P. 27)
 - b. Addition of Collaborative Graduate Interdisciplinary Specialization in Vision Research, Department of Psychology, Faculty of Health (Appendix B, P. 30)
 - c. Addition of new Global Mental Health Stream, Specialized Honours BA and BSc degree programs in Global Health, School of Global Health, Faculty of Health (Appendix C, P. 46)
 - d. Addition of new Nursing Leadership and Care of the Older Adult stream, Honours BScN degree program, School of Nursing, Faculty of Health (Appendix D, pg 55)
 - e. Establishment of Disciplinary Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health, School of Kinesiology and Health Science, Faculty of Health (Appendix E, P. 66)
 - f. Establishment of Bachelor of Engineering in Mechatronics degree program, Lassonde School of Engineering (Appendix F, P. 82)

25min

- 7. Academic Policy, Planning and Research (M. Herbert)..... 164
 - a. Revisions to Senate Policy on Responsible Conduct of Research (for approval) (Appendix A, P. 169)
 - b. Policy Framework for Assessing Program Sustainability (for endorsement) (Appendix B, P. 177)

45min

8. Other business

Consent Agenda

- 9. Minor revisions to the Policy on the Conduct of Examinations (Appendix G, pg 148)
- 10. Updates to the graduate academic calendar on acceptable formats of thesis and dissertations for graduate programs in Chemistry, and Physics & Astronomy degree programs, Faculty of Science (Appendix H, pg. 160)
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Information Item

- 12. Senators on the Board of Governors: 25 February 2025 Meeting of the Board (R. Green, M. Giudice)183

C. Underhill
Interim University Secretary

Academic Colleagues

February 11-12, 2025

Meeting Notes

Evening meeting, Tuesday, February 11, 6:00 to 8:30 pm

Land Acknowledgement

The Land Acknowledgment was provided by Michele McIntosh, Trent.

Discussion on the Graduate Education Landscape and Innovations

Guests

Suzanne Curtin, Vice-Provost & Dean Graduate Studies and Postdoctoral Affairs, Brock; Chair, Ontario Council on Graduate Studies (OCGS)

Ben Bradshaw, Associate Professor and Assistant Vice-President (Graduate Studies), Guelph; OCGS member

Speaking to a slide presentation, Professors Suzanne Curtin and Ben Bradshaw shared some of the exciting initiatives happening within graduate studies in Ontario, along with some of the collective challenges. Key points raised during the presentation and discussion were as follows:

- the development of [Principles of Graduate Student Supervision](#) by OCGS, with accompanying resources to support the Principles and preliminary discussions about professional development opportunities for supervisors underway
- the expansion of graduate degree pathways, including the recent creation of micro-credentials and stackable micro-programs, as well as ongoing efforts to enable credit transfer between universities for micro-programs and explore direct-entry PhD programs from undergraduate programs with off-ramps into Master's level degrees
- work to streamline the Ontario Visiting Graduate Students Plan, which allows graduate students from one university to take courses at another at no additional cost to the student, with a no institutional fee pilot project in progress for the 2024-25 academic year
- the recent expansion of applied Master's programs proposed by colleges
- challenges associated with funding and recruitment, the cap on international graduate students, and artificial intelligence
- potential areas of collective advocacy, such as the international student cap and enhancing support for the Ontario Graduate Scholarship
- the [LEAD: Lifelong Education and Development](#) online course developed by Academic Colleagues Kim Hellemans, Carleton, and Alison Flynn, Ottawa, along with a team of faculty and students, aimed at empowering learners with essential skills and knowledge for personal and professional success

Colleagues meeting, Wednesday, February 12, 9:00 am to 12:00 noon

Information Sharing

Colleagues shared updates on topics and issues that were front-of-mind at their respective institutions, including the development of new academic and strategic plans; continuing fiscal pressures due to budgetary constraints; changes in senior administrative positions; and ongoing and upcoming collective bargaining.

COU Update

COU President Steve Orsini delivered an update on the provincial attestation letter (PAL) allocation process for international students, the creation of two new [Working Groups with the Ontario Centre for Innovation](#) on Life Sciences and Critical Minerals and Battery Technology, and activities underway in preparation to escalate advocacy with the government following the provincial election. During the writ period, COU is not commenting on party platforms or engaging in advocacy.

Committee Updates

The Academic Colleague members of the Government and Community Relations Committee (GCRC) of the COU Board of Directors, Kim Hellemans, Carleton, and Jenn McArthur, TMU, reported on the Committee meeting of January 30, 2025. Key items discussed during the GCRC meeting included:

- the strategic areas COU is focused on, including coalition-building with business and industry, advocacy efforts to highlight the contributions universities can make in the event of an economic downturn, and election planning and post-election advocacy
- an update on the activities of the Government Relations Officers (GRO) group
- an overview of Ontario Colleges delivered by Interim Colleges Ontario President Maureen Adamson

Topics for future meetings

The following topics were suggested for future Academic Colleagues meetings:

- Revisiting the Scarborough Charter
- Impact of US government policies on DEI initiatives in government and academia
- Collaboration across units within universities
- Academic freedom
- Future of work and skills development
- Ethics and integrity in academia
- Barbara Fallon, Associate Vice-President, Research (Toronto) on an Impact Report
- Quality assurance processes
- Climate change/sustainability
- Accommodations with the Ontario Human Rights Commission
- Collegial governance

Land acknowledgement at future meetings

- April meeting – Fazle Baki, Windsor
- May meeting – Jenn McArthur, TMU

Upcoming meetings

- Academic Colleagues: Tuesday, April 15, 6:00 to 8:30 pm, and Wednesday, April 16, 9:00 am to 12:00 noon (hybrid)
- COU Members: Thursday, April 17, 2025, 12:30 to 2:30 pm (virtual)



Ontario's Graduate Education Landscape: Innovations and Challenges

Panel Discussion

Academic Colleagues Meeting

Feb 11, 2025



The Panel

- Suzanne Curtin, PhD,
Vice-Provost and Dean,
Faculty of Graduate
Studies, Brock
University
 - Chair OCGS
- Ben Bradshaw, PhD,
Assistant Vice-President
(Graduate Studies),
University of Guelph
 - Member OCGS



Outline of Session

- The OCGS
- Recent Innovations and Advocacy
- Current Challenges



The Ontario Council on Graduate Studies

Istvan Imre	Associate Vice-President Academic and Academic Dean	<u>Algoma University</u>
Suzanne Curtin	Vice-Provost and Dean, Faculty of Graduate Studies & Postdoctoral Affairs	<u>Brock University</u>
Daniel Siddiqi	Vice-Provost, Graduate Studies	<u>Carleton University</u>
Ben Bradshaw	Assistant Vice-President, Graduate Studies	<u>University of Guelph</u>
Douglas Ivison	Acting Dean, Faculty of Graduate Studies	<u>Lakehead University</u>
Alain Simard	Dean of Graduate Studies and International	<u>Laurentian University</u>
Steve Hranilovic	Vice-Provost and Dean, Graduate Studies	<u>McMaster University</u>
Barbi Law	Vice-President, Research, Innovation, & Graduate Studies	<u>Nipissing University</u>
Ashok Mathur	Vice-President Research and Dean of Graduate Studies	<u>OCAD University</u>
Joe Stokes	Dean of Graduate Studies (interim)	<u>Ontario Tech University</u>
André Beauchemin	Vice-Provost, Graduate and Postdoctoral Studies	<u>University of Ottawa</u>



The Ontario Council on Graduate Studies

Fahim Quadir	Vice-Provost and Dean, School of Graduate Studies	Queen's University
Joshua Barker	Dean, School of Graduate Studies and Vice-Provost, Graduate Research	University of Toronto
Carl Kumaradas	Vice-Provost and Dean of Graduate and Postdoctoral Studies	Toronto Metropolitan University
Craig Brunetti	Dean, Graduate Studies	Trent University
Justin Wan	Interim Co-Associate Vice-President and Dean	University of Waterloo
Clarence Woudsma	Interim Co-Associate Vice-President and Dean	University of Waterloo
Kamran Siddiqui	Vice-Provost, Graduate and Postdoctoral Studies	Western University
Brent Wolfe	Associate Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies	Wilfrid Laurier University
Patti Weir	Dean, Faculty of Graduate Studies	University of Windsor
Alice MacLachlan	Vice-Provost and Dean, Faculty of Graduate Studies	York University



Recent Innovations and Advocacy

- Promoting excellence in graduate student advising
 - Ontario Principles of Graduate Supervision
- Degree pathways
 - Graduate-level microcredentials
- OVGS
- Applied Master Degrees at Colleges
 - 6 applications reviewed and letters sent



Current Challenges

- Funding and Recruitment
 - University Budgets
 - Graduate student funding
- International Student Cap
 - PALS for graduate students
- Artificial Intelligence



Thank you

Questions?



ONTARIO
COUNCIL ON
GRADUATE
STUDIES
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Executive Committee – Report to Senate

At its meeting of 27 March 2025

FOR INFORMATION

a. Reviewing Annual Senate and Committee Surveys

Among Executives priorities for 2024-2025 is a review of the annual Senate and Senate committee survey questionnaires. The surveys in use were developed several years ago and are due for a refresh to ensure they support the purpose of the feedback exercise.

Executive commenced with the review at its meeting this month with a discussion of the goals of the survey. Views were exchanged on the design and content of the questionnaires from a perspective of supporting the objectives of the survey. The work will continue at its next meeting.

b. Review of Faculty Council Rules and Procedures

The Executive Committee approved, with recommended minor edits, changes to the Faculty Council Rules and Procedures of the Faculty of Health. The revisions to the Rules introduce much fuller information on the terms of reference, membership and protocols of its standing committees of Council to provide clarity and enhance governance processes.

c. Communications Received by Executive Committee

Circulated to the Committee were recent communications addressed to the Chair of Senate pertaining to the administrative decisions on the temporary suspension of admissions to programs. A copy of those communications are attached as an appendix to this report for Senators' information.

Lauren Sergio, *Chair*

Patricia Burke-Wood, *Vice-Chair*

Environmental & Urban Change Faculty Council (special) 23025-02-28 passed.**Motion:**

EUC Council unequivocally condemns the decision of the York University senior administration to suspend admissions to 19 undergraduate programs and one graduate program announced between 21-24 February 2025, in addition to any other announcements that may occur in the coming weeks without due process. Announcing most of these just after 5:00 p.m. the Friday before the long weekend/Reading Week and without notice to Chairs and Program Directors, the administration has demonstrated it is prepared to flout the basic norms of collegial governance, and of Senate authority over academic programs. The York senior administration has refused to disclose the amount spent on legal fees, international versus domestic recruitment, and the putative cost savings associated with such closures. The selection for closure of programs in Humanities undermines the role of the university in public life. Notably, this action also flies in the face of the administration's purported commitment to DEDI given that Indigenous Studies, Gender and Women's Studies, Sexuality Studies, and Jewish Studies are, in addition to numerous other area, language, and religious studies programs, among the programs to which enrolments will be suspended.

The announcements directly contravene what faculty members have been told in various fora, including the current Faculties of the Future process, that restructuring would be led by programs and units and not imposed upon them. Further, the announcements proceeded without consideration of the "mission critical" nature of the programs under proposed suspension and, especially, without consultation with the programs involved, which clearly contravenes both the spirit and the letter of the memorandum sent by Interim Provost & Vice-President Academic David Peters to Deans on 2 December 2024.

Rationale for package (submitted by members of Faculty Council)

This memorandum clearly states:

Exceptions to the suspension of admissions may be made where a program is relatively new and is not yet at steady state, or where it is determined to be mission critical.

and

Given recruitment and conversion efforts for Fall 2025 are well underway, we encourage you to meet with programs at the earliest opportunity if you have not already done so.

In the case of the current proposed program suspensions, it is clear that meetings did not occur with the programs involved; by all accounts, these suspensions were not even discussed at, for example, the LA&PS Faculty Council that occurred directly before the announcement. At no point were Chairs and Program Directors consulted about the "mission critical" qualities of their programs so they could speak to the importance of an exception to the crude application of the number 50 as the sole arbiter of the program's life or death, and at no point were Chairs and Program Directors consulted about recruitment efforts for the 2025-26 cycle. In fact, without Chair and Program Director knowledge or consent, potential

students in the affected programs have *already* been advised to choose other majors, which is clearly an unprecedented abuse of administrative procedure to make choices about the validity and viability of programs that are properly matters of collegial, Senate discussion.

The announcements have happened despite a number of poor financial choices and decisions already made by York University's administration that have negatively affected York's staff and student recruitment, as well as the university's reputation. These include 47% pay rises for upper-administrators, while staff and faculty salaries have risen less than 3%; multi-million dollar capital investments (such as borrowing millions to build the Markham campus), which as Ontario's Auditor General has pointed out, have been made without credible business cases or risk analyses; and deciding to go ahead with the creation of a new medical school, for which funding is not assured.

York University senior management and Board of Governors, the latter stacked with mostly industry representatives rather than a diversity of York community members, have created a poisonous and divisive atmosphere for students, staff and faculty through a series of recent actions: threatening to lockout staff, graduate student/contract faculty, and full-time faculty unions during contract negotiations, rather than negotiating collegially and in good faith; cutting programs (e.g. at Glendon and Engineering) without following established collegial processes; and firing seven faculty members (SRCs), while also enticing staff retirements without replacing key staff required for student services and program administration; and implementing accounting-oriented program cuts without regard to the integrity of programs offering crucial electives to students across the university.

The latest suspension of undergraduate program admissions is thus a deepening of the harm already done to the university and its reputation.

REC/CERREC statement calling for rescinding York University's recent suspension of program enrolments

The YUFA Race Equity Caucus (REC) and Glendon's Caucus d'équité raciale (CERREC) join the many other voices at York University and beyond [1] to condemn in the strongest terms the recent suspensions of admissions across 20 departments and programs across the university.

This latest administrative measure was taken with no prior consultation with the programs and departments: a textbook case of a top-down, unilateral, undemocratic measure imposed on faculty and students within these programs. How contradictory, to say the least, from an administration that strives to promote "a healthy, inclusive and supportive environment that fosters well-being among members of the York community" [2].

This latest restructuring measure has been accompanied with one rationale: to "give faculty time to review and enhance these programs so that they can be offered sustainably" [3]. To fully appreciate the unethical, misleading and offensive nature of this rationale, it should be highlighted that several of these programs had just been through drastic restructuring measures, being downgraded from "departments" to "programs", and that they have lost, in the process, valuable administrative resources. This is notably the case for all the programs whose admissions have been suspended at Glendon. Two of these, the Global History and Justice (formerly History) and the Spanish and Latin American Cultures and Societies programs (formerly Hispanic Studies), had further undertaken the labour-intensive work of substantially changing their program requirements and making their names more "marketable". Neither were professors in these programs provided with teaching releases to implement this time-consuming work required of them. They were not even given a year to gauge the effects of their labour on enrolment before being asked once again to take the time to "review and enhance these programs". In fact, enrolment was suspended for a second time in the Spanish and Latin American Cultures and Societies program. "Enrolment suspensions" are a way for the York University administration to circumvent collegial governance procedures which require thorough consultation in order to "close" any department or program. Let us be clear, "enrolment suspensions" are a death knell for programs and departments.

The detrimental consequences of the neoliberalization of York University are numerous and enduring for *all* workers and students, and surrounding communities. It creates a profound and widespread sense of distrust towards an administration that is increasingly acting as an autonomous entity whose opaque decision-making processes

have been guided by management consultancy firms like NOUS, to which it has paid millions of dollars. The result is careless detachment from faculty, staff, students, and the York community. The question of suspending enrolments is not solely a financial matter. It is fundamentally academic. The university has a duty to offer programs that can generate equity-centred teaching and research.

As we condemn the suspensions of enrolments across all the programs, we also want to bring attention to the fact that this process has uniquely devastating consequences for Indigenous, Black and other racialized groups in the university, and for the pursuit of racial justice in our work and studyplace. As is always the case, neoliberal politics reinforce racial injustices. Despite York University's commitment to "decolonization, equity, diversity, and inclusion", this measure suspends enrolment in programs – in Glendon college, Sociology, Global History and Justice, English, Spanish and Latin American Cultures and Societies, and on Keele campus, German Studies, Italian Studies, Portuguese and Luso-Brazilian Studies, Spanish Studies, Gender and Women's Studies, Sexuality Studies, Classics, Classical Studies, East Asian Studies, Hellenic Studies, Indigenous Studies, Jewish Studies, Religious Studies, Environmental Biology, Biomedical Physics, and Masters in Leadership and Community Engagement – many of which have strived to foreground subaltern knowledges. These programs have decentered Eurocentric epistemologies and ensured that their students engage with critical approaches, rooted in the Black Radical Tradition, decolonial and anti-racist feminist perspectives, all perspectives whose value cannot be emphasized enough in this particular political context. For instance, the History & Social Justice and Gender and Sexuality Studies programs at Glendon are the only programs offering courses in African Studies (courses taught in French and English such as: "The Black Experience in Africa", "Politiques féministes africaines", "Colonialism, Gender and Societies in Black Africa"). The suspension of enrolments in these programs disproportionately affects Black, Indigenous, and racialized faculty – of which many are pre-tenure and were promised opportunities to revive and transform the university's anti-oppression curricula – along with the students impacted by the suspensions. This action is nothing more than a covert attempt to undermine efforts towards decolonization, indigenization, diversity, equity, and inclusion.

The university's so-called commitments to Decolonization, Equity, Diversity, and Inclusion (DEDI) lead us to believe that anti-racist/ anti-colonial work is supported by the York University administration. While the administration prides itself on York University being recognized for advancing the work of DEDI through national and international awards, [4] how does the administration reconcile this with suspending enrolment in equity-promoting programs? Further, let us remember that over the past 500 days, the university has surveilled the teaching about Palestine and suppressed the mobilization

in support of Palestine and Palestinians [5]. In effect, the real work of decolonization and anti-racism is being surveilled, silenced, and now “suspended”.

In the face of rising hate and violence against marginalized communities, York University must prioritize decolonization, indigenization, inclusion, equity, and diversity. Investing in programs that foster understanding and provide safe spaces to combat discrimination, racism, homophobia, transphobia, Islamophobia, anti-Palestinian racism, and anti-Semitism is essential. Rather than scaling back, the university should strengthen its support for these programs to address and challenge these harmful societal trends. Now, more than ever, in an age of increased authoritarianism, fascism and political polarization, York University should renew its commitment to higher education. Reversing its decision to suspend these programs is one step it can take to do so.

To share your concerns on the impact of these enrolment suspensions and show your support, please contact York’s senior leadership team:

President Rhonda Lenton, president@yorku.ca
Provost David Peters, provost@yorku.ca
LAPS Dean JJ McMurtry, deanlaps@yorku.ca
Principal Marco Fiola (Glendon) principal@glendon.yorku.ca
Senior Policy Advisor Lisa Phillipps, lphilipps@osgoode.yorku.ca
Vice-President Equity, People & Culture Laina Y. Bay-Cheng vpepc@yorku.ca

Please consider including a CC to the York University Faculty Association yufa@yorku.ca as YUFA seeks to restore enrolments in impacted programs.

Race Equity Caucus (REC) and Glendon’s Caucus d’equite raciale (CERREC)
York University

March 3, 2025

Links:

[1]<https://www.tfanet.ca/tfa-condemns-program-suspensions-at-york-university/>

[2]<https://www.yorku.ca/well-being/about/>

[3]<https://www.cbc.ca/news/canada/toronto/york-university-temporarily-suspending-admissions-18-programs-1.7462610>

[4]<https://www.yorku.ca/yfile/2025/02/26/york-u-named-among-canadas-best-diversity-employers-for-second-year/>

[5]https://figshare.com/articles/dataset/b_Surveilled_Silenced_b_b_A_Report_on_Palestine_Solidarity_at_York_University_b_b_/27080728?file=49503810

Statement from the YUFA Indigenous Caucus, Equity Subcommittee
February 25, 2025

The YUFA Indigenous Caucus stands in firm opposition to the suspension of first year admissions to 20 academic programs at York University. This statement is the result of several emergency meetings we were obligated to hold to protect our community from the University's actions and is based on our collective knowledge.

York University is Failing to Uphold its Obligations to Indigenous People

This decision to suspend programs represents a direct affront to the commitments outlined in York's [Decolonizing, Equity, Diversity, and Inclusion \(DEDI\) Strategy 2023-2028](#) and the Indigenous Framework Six-Year Review (2024). The structured elimination of these programs undermines the University's stated priorities of reconciliation, decolonization, and the inclusion of Indigenous and equity-deserving perspectives within the academy.

York's [Indigenous Framework Principle Four](#) mandates the expansion of Indigenous programming and curricular offerings, yet these suspensions have the opposite effect—reducing access to courses that explore Indigenous life, cultures, and knowledge systems. Additionally, Principle Eight calls for the university to ensure that the perceptions and experiences of Indigenous community members are reflected in university life. By diminishing Indigenous-focused academic spaces, York is failing to uphold its obligations to Indigenous students, faculty, and staff.

Furthermore, the decision to suspend programs contradicts York's DEDI Strategy, which asserts the need for representation and success among underrepresented communities. As faculty members committed to Indigenous scholarship and decolonial approaches, we recognize that these suspensions will disproportionately impact Indigenous students and faculty, and communities, reducing opportunities for meaningful engagement with Indigenous epistemologies.

York University was founded on the principles of social justice, equity, diversity, and inclusion. But its values and ethics of social justice are being undermined by a "cookie-cutter" revamping of the institution, led by NOUS consulting—the same group responsible for dismantling Laurentian University. Without proper consultation with the Indigenous community on campus, the Faculties of the Future redesign is stripping York of its identity as a welcoming and inclusive institution.

Lack of Consultation and Institutional Contradictions

The suspension of [Indigenous Studies](#), [Gender, Sexuality, and Women's Studies](#), and several Humanities programs was announced without meaningful consultation with affected faculty, students, and staff. This decision undermines York's stated commitments to Indigenization, equity, and decolonization, revealing a pattern of colonial administrative decision-making.

Indigenous faculty at this institution have disproportionately higher workloads. We've raised concerns around the recruitment and retention of Indigenous faculty to the administration, and

we've advocated for true decolonization and Indigenization of our education system. Yet our concerns remain unheard. Many Indigenous faculty members feel that they are constantly forced to justify their existence within the university while simultaneously contributing millions in research funding and fostering deep, reciprocal relationships with Indigenous communities.

Additionally, the elimination of the Indigenous recruitment officer position and the lack of institutional support for Indigenous students signal a systemic erosion of Indigenous presence at York. While other faculties have successfully defended their programs, York administration has failed to advocate for the sustainability of Indigenous education.

Finally, we want to highlight that many of us choose to teach, research, and work at York because of its reputation for social justice, diversity, and a community inclusive to our Indigenous knowledges and languages. We truly love teaching because Indigenous ways of knowing and being are central to building a sustainable, equitable, and hopeful future. Our students have a passion for social justice, innovation, and learning that inspire us. Indigenous community exists here, and we want to protect what we've proudly built together. York cannot sustainably "Right the Future" without Indigenous educators and researchers. We are indeed "mission critical".

We call upon York University to immediately reverse these suspensions and engage in meaningful, respectful, transparent consultation with the Indigenous community, including the Indigenous Studies, Indigenous Council and the YUFA Indigenous Caucus, to ensure that academic decisions are collegial and align with York's commitment to decolonization and reconciliation.

To share your concerns on the impact of this program suspension and show your support, please contact York's senior leadership team who are responsible for imposing this suspension:

President Rhonda Lenton, president@yorku.ca

Provost David Peters, provost@yorku.ca

Dean JJ McMurtry, deanlaps@yorku.ca

Consultant Lisa Phillipps, lphillipps@osgoode.yorku.ca

Please consider including a CC to the York University Faculty Association yufa@yorku.ca as YUFA seeks to restore these suspended academic programs.

York University
Toronto, ON

LA&PS English Department Statement

The Department of English unanimously condemns the university administration's recent top-down program suspensions without collegial consultation. Along with many of our colleagues, students, peers, and friends among the York community, we are dismayed by the unilateral decision to immediately freeze admissions to twenty degree-granting programs, including Indigenous Studies, the School of Gender, Sexuality, and Women's Studies, and a wide range of programs across the humanities.

The administration has offered assurances that these "suspensions of admissions" are temporary, but, as English faculty, we are acutely aware of the effects that such language and announcements can have as well as the rhetoric at work. The strategic deployment of corporate euphemisms such as "restructuring" reflects a logistically opaque approach that forgoes the expected protocols of collegial governance. Senate's recent intervention to hold in abeyance the University's sudden and sweeping measures speaks to the urgency of the situation we face, and the betrayal felt by the majority of us who teach and learn at York.

As faculty in English and Creative Writing, we feel strongly that our students' educations would be incomplete without the specialized courses and expertise offered by the programs in Indigenous Studies and the School of Gender, Sexuality, and Women's Studies. Our course material is inherently connected to these programs, which offer invaluable contexts, theories, and frameworks for the study of literature. The study of language is also inherent to our coursework, which includes global and transnational literatures. Being able to read in languages other than English is essential to many of our students' and faculty's research, and many of us depend on the availability of the language courses in German Studies, Italian Studies, Portuguese and Luso-Brazilian Studies, and Spanish Studies. Creative Writing students, especially, often seek consultation from faculty outside our department on translation, theoretical concerns, and sensitivity readers for potentially fraught or difficult material.

York's departments and programs are interconnected, and the effects of these suspensions to admissions will reverberate across the university. Our students are diverse in all the ways York claims to support. With these suspensions, the university betrays its own DEDI principles, which remain crucial to our students' diverse needs. By depriving students of the robust supports and resources of these suspended programs, the university cannot claim to prioritize the quality of our students' educations. We urge the university to take these contexts into account and to recognize that Majors are an inaccurate measurement of any program's worth.

The rationale for these suspensions has been cast in financial terms. However, the financial difficulties have arisen, as the Ontario Auditor General's report on York University attests, due in large part to the undertaking of major capital projects without due consideration for the impact on the university's academic mission, the potential viability of these capital projects, and the university's ability to repay loans. It is a grave disservice to our community to exploit the consequences of ill-advised administrative decisions to undercut the academic strengths and mission of the university. The Department of English urges York's upper administration to reinstate admissions to these programs. The integrity of our university demands it.

Academic Standards, Curriculum and Pedagogy

Report to Senate

At its meeting of 27 March 2025

For Action

- a. **Closure of the York-Fleming Dual Credential Program (undergraduate) in Sustainable Environmental Management, housed in the Faculty of Environmental and Urban Change.**

ASCP recommends:

That Senate approve the closure of the York-Fleming Dual Credential Program in Sustainable Environmental Management/Ecosystem Management, housed in the Faculty of Environmental and Urban Change (EUC), effective F2025.

Rationale

The full proposal is available at Appendix A.

The York-Fleming Dual Credential Program was established in the Fall 2023 and offered students the opportunity to complete both an Honours BES degree in Sustainable Environmental Management at York and an Advanced Diploma in Ecosystem Management at Fleming College. The program had zero enrolment in the 2023 and 2024 academic years. Fleming College closed the Advanced Diploma program in 2024 and informed EUC accordingly.

The closure of the Fleming Diploma component of the dual credential program has no impact on course offerings or faculty resources in EUC. The closure also has no impact on current students as the dual program has zero enrolment.

EUC continues to offer the Honours Bachelor's degree program in Sustainable Environmental Management (SEM), which includes courses on ecosystem management.

Approvals: EUC Faculty Council 13 February 2025; ASCP 26 February 2025.

- b. **Addition of the Collaborative Graduate Interdisciplinary Specialization in Vision Research, housed in the Department of Psychology, Faculty of Health.**

ASCP recommends:

That Senate approve the new Collaborative Graduate Interdisciplinary Specialization in Vision Research, housed in the Department of Psychology, Faculty of Health, effective F2025.

ASCP – Report to Senate

Rationale

The full proposal is available at Appendix B.

This proposal is for a new collaborative Graduate Specialization in Vision Research. The specialization will draw from multiple graduate programs to offer Masters and Doctoral students the opportunity to specialize and earn credentials in vision research, a cross-disciplinary area of excellence at York as exemplified in the Centre for Vision Research (CVR).

The graduate specialization in vision research will be offered by members of the CVR, a leading world-class research centre involving faculty members from multiple graduate programs at York University. The specialization will prepare students from multiple disciplines for interdisciplinary and translational research in human, animal, or computer vision. Students will learn the computational and biological basis of seeing and how it helps to act successfully in the world. Students will learn from vision researchers using a broad range of experimental and theoretical approaches which will prepare them for careers in academic, industrial, or public sector settings in vision research and related fields. They will also be introduced to translational approaches to moving vision research results from the lab to application in the clinic, community, or industry.

The groundwork for this specialization is already well-established by CVR infrastructure and programming. Vision research at York is highly interdisciplinary involving many graduate programs (Psychology, Kinesiology, Electrical Engineering and Computer Science, Digital Media, Philosophy, Physics, Biology, and Neuroscience), multiple Faculties and researchers at all 3 campuses. Combined with the participation of numerous community partners these activities epitomize the University Academic Plan (UAP) priority of “Working in Partnership” with ourselves and our community and “Global Engagement” with global industry and academia. Vision science is a key driver of the UAP priority of Knowledge for the Future.

York University graduates in vision research have been very successful in obtaining excellent positions in academia, industry, government and non-profit organizations. The program will provide additional institutionally-recognized credentials that will help graduates better market their skills and training to potential employers.

Alignment with the anchor Faculty of Health is evidenced by involvement of sixteen core CVR members from the Department of Psychology and School of Kinesiology and Health Science.

There are no changes to programming as this is a new specialization for multiple programs. Also, there are no changes to learning outcomes; admissions requirements; assessment of degree requirements; and modes of delivery for the various graduate programs.

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Additional administrative resources for the course will be provided by the CVR coordinator as will administrative and travel support for seminar speakers. Significant additional financial resources are not expected for the vision thesis requirement as all envisioned graduate programs have thesis requirements and existing resources and CVR members on the committee will certify the suitability of the thesis.

Five Faculties and various graduate programs were consulted for advice on the initiative's interdisciplinary programming.

Approvals: Health Faculty Council 10 January 2024; ASCP 19 March 2025.

- c. **Addition of the new Global Mental Health Stream to the Specialized Honours BA and BSc degree programs in Global Health, housed in the School of Global Health, Faculty of Health.**

ASCP recommends:

That Senate approve the new stream in Global Mental Health for the Specialized Honours BA and BSc degree programs in Global Health, School of Global Health, Faculty of Health, effective F2025.

Rationale

The full proposal is available at Appendix C.

Mental health conditions contribute significantly to the global disease burden yet remain under-addressed in health systems around the world. Population approaches to mental health is an area of growing importance, with leading institutions worldwide making strategic investments.

A Global Mental Health (GMH) stream can emphasize health equity and the decolonization of mental health research and practice in the pursuit of the Sustainable Development Goals. GMH utilizes unique tools to explore how cultural, societal, and individual factors influence the interaction between mental health with other fields like climate change, migration, and digital health.

Interactions with students at various levels (e.g. Global Health Student Association (GHSA, in classes) show that the students have positive interest in GMH and would like to see this stream up and running. Some have asked for the GMH courses to be core for students in the Global Health Program. These sentiments point to the potential sustained uptake of the GMH stream.

Students who take courses in this stream will be well-equipped for roles in international health organizations, NGOs, or research institutions focusing on mental health. This is supported by the extremely positive findings from the labor market

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review by the Office of Institutional Planning and Analysis, that confirm the market viability of the GMH stream. The stream concept is popular within the Global Health program; close to a third of students sign-up for streams.

In keeping with the Faculty of Health 2024-2028 strategic plan, this proposed stream contributes directly to two of the five strategic directions: advancement of social justice (advocacy for equity in mental health services) and creating opportunities for student engagement (facilitating discussions and interactions with indigenous scholars on ‘indigenous ways of knowing and doing in health and healing education, health, and practice). The stream structure focuses on York’s 2020-2025 UAP priority of ‘21st Century Learning’ through creative, flexible pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, specific disciplinary knowledge, critical thinking and research in course activities and outcomes under the stream.

The School has hired a full-time faculty member with specific expertise in global mental health to lead the global mental health stream. Aside from this, faculty members from other streams (e.g. health promotion and disease prevention) will be able to teach in the GMH stream.

Approvals: Health Faculty Council 5 March 2025; ASCP 19 March 2025.

d. Addition of the new Nursing Leadership and Care of the Older Adult stream to the Honours BScN degree program, housed in the School of Nursing, Faculty of Health.

ASCP recommends:

That Senate approve the new stream in Nursing Leadership and Care of the Older Adult for the Honours BScN degree program (direct entry; 2nd entry; and Post-RN Internationally Educated Nurses entry), School of Nursing, Faculty of Health, effective F2025.

Rationale

The full proposal is available at appendix D.

Currently the undergraduate BScN programs in the School of Nursing have two existing stream options – The Acute and Critical Care Adult Stream and the Nursing Practice in Mental Health, Illness and Addictions Care. The School is now proposing to add the “Nursing Leadership and Care of the Older Adult”- Stream Option. There are several major influences that are driving the proposed addition to the 4-year Direct Entry, 2nd Entry and Post RN Internatioally Educated Nurses (IEN) BScN undergraduate programs at the School of Nursing (SON); they include the need to:

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- provide students the opportunity and curricular structure to branch to an area of practice that is of interest to them and that can facilitate their transition to employment, and that aligns with the University definition of an ‘undergraduate stream’;
- attract applicants to the BScN programs in a competitive market;
- reflect stakeholders’ feedback and community needs for professional currency and relevancy of the undergraduate programs, and growing areas of practice agency need – leadership and care of an older demographic; and
- there is significant support for an undergraduate streams option from major clinical partner agencies.

The care of older adults and long-term care (LTC) have been clearly identified by the Ontario provincial government in recent initiatives as priorities of health in the province, as a consequence of the pandemic, and in response to other challenges that have been highlighted over the last few years.

The proposal aligns with UAP: Working in Partnership and Knowledge for the Future - the addition of this this stream aligns with the community partner input, the need in Ontario for more graduates interested in working in leadership nursing position with the geriatric population and the continued agency support to place our students in appropriate and relevant clinical placements that School of Nursing has been advised will be provided by the health care agencies which we currently have affiliation agreements, and those we are negotiating with to get new affiliation agreements.

Students and community partners (including Baycrest Health Sciences, Mackenzie Health, Centre for Addiction and Mental Health, etc.) were consulted and all indicated support for the proposed stream. The Dean of Health also indicated support for the proposed stream.

Approvals: Health Faculty Council 5 March 2025; ASCP 19 March 2025.

- e. **Establishment of the Disciplinary Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health, housed in the School of Kinesiology and Health Science, Faculty of Health.**

ASCP recommends:

That Senate approve the Disciplinary Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health, School of Kinesiology and Health Science, Faculty of Health, effective F2025.

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Rationale

The full proposal is available at Appendix E.

The Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health is a Disciplinary Certificate designed for students who have an interest in studying in courses with a major focus on the intersections of sport, physical activity, health, and social justice for positive community engagement and impact. Through these courses, students will learn about the importance of Kinesiology, physical activity, sport, and other forms of physical culture in building and supporting the physical, mental, emotional, and social health and well-being of individuals, groups, communities, and the planet. This certificate will indicate students' advanced theoretical and substantive understandings of the sociocultural and policy study of sport and physical activity, as well as heightened experience with, and capacity for, community-based learning and engagement.

The proposed certificate employs recognizable language in the broader disciplinary areas of the socio-cultural study of sport and physical activity and physical cultural studies. Several institutions across Canada have research centres focused on comparable themes such as U of T's Centre for Sport Policy Studies, UBC's Centre for Sport and Sustainability, Brock's Centre for Sport Capacity, or Western's Sport and Social Impact Research Group.

The School anticipates that graduates with the Certificate will be well-positioned for a wide variety of post-undergraduate and career options. The Certificate will make candidates more attractive for professional (e.g., Medicine, Law) and graduate schools as more and more of these programs require applicants to demonstrate awareness of the overlapping barriers of discriminatory beliefs, attitudes, structures, and systems that create and sustain social and health inequity for individuals and communities locally to globally.

With regards to the Faculty's strategic plan, this certificate is in line with three of its key strategic directions: 1) Advancing Social Justice; 2) Creating Opportunity for Student Engagement and Impact; and 3) Partnering for Positive Change. Moreover, and in line with the UAP, the certificate reflects a commitment to critical inquiry and the pursuit of knowledge-for-change. The UAP emphasizes the role of York as an "agent of positive change for our students, for higher education, for society at large, and for the planet." The proposed certificate thus strengthens York's positioning as an 'agent of change' by centering and allowing students to learn from, and be inspired by, the work of individuals, communities, and organizations promoting sport, physical activity, and health, through a social justice and DEDI lens.

The proposed certificate is innovative in its focus on positive community engagement and social justice through sport, physical activity, and health. No other undergraduate certificate offered at York focuses on the sociocultural study of sport or on positive

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social change through sport, physical activity, and health. A landscape assessment prepared by the Office for Institutional Planning and Analytics (OIPA) identified an anticipated 4% job growth in such fields as health and social policy development and program administration as per Canadian jobs data on the Lightcast (formerly Burning Glass) platform. This includes an increase in community development and community engagement career opportunities with such organizations as MLSE Launchpad, Canadian Tire's Jumpstart Foundation, Right to Play, as well as various municipalities including Toronto, Mississauga, Markham, and Vaughan.

Initial intake of 25 with steady-state enrolment of 40, with an anticipated implementation date of September 2025. The courses listed in Section 4.3 of the proposal are taught chiefly by full-time Kinesiology and Health Science faculty members. All courses have been developed in such a manner that they can be taught by different instructors where/when required.

Approvals: Faculty of Health Council 5 March 2025; ASCP 19 March 2025; APPRC 20 March 2025.

f. Establishment of the Bachelor of Engineering in Mechatronics degree program, housed in the Lassonde School of Engineering.

ASCP recommends:

That Senate approve the establishment of the Bachelor of Engineering in Mechatronics degree program, Lassonde School of Engineering, effective F2025.

Rationale

The full proposal is available at Appendix F.

Mechatronics, or Mechatronics Engineering more formally, is an interdisciplinary branch of engineering that integrates aspects of mechanical engineering, electrical and computer engineering, and software engineering. Existing at the intersection of these disciplines, Mechatronics is the design of computer-controlled electromechanical systems. This includes the design and development of devices from robots to airplanes and from devices that support the internet of things to the design of amusement park rides. As such Mechatronics combines advances in materials, circuits and algorithms to design and build the machines that are critical to society now and which will continue to address societal concerns into the future. Lassonde currently offers a Certificate program in Mechatronics.

At York University the Mechatronics program leverages existing expertise in Mechanical Engineering (MECH), Computer Science and Computer Engineering, Software Engineering and Electrical Engineering (EECS), and Space Science and

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Engineering (ESSE). The Mechatronics Program at the Lassonde is designed to be a four-year program that exceeds the accreditation requirements of the CEAB (Canadian Engineering Accreditation Board) and is intended to become *the* flagship engineering program at Lassonde. Pending Senate approval of the Mechatronics Program, the available/held course code 'TRON' will be used for the program.

The accredited B.Eng Mechatronics program at Lassonde will:

- Develop and encourage leadership in its graduates by including required leadership/teamwork components in each year of the program.
- Develop and encourage professionalism in its graduates through required work experience positions within the program.
- Develop and encourage interactions within year cohorts and between year cohorts to enhance Lassonde-centric relationships throughout the alumnae pool.

The Mechatronics program leverages substantive institutional investment in engineering. Faculty associated with this program are internationally recognized in terms of their expertise in mechatronics, hold leadership positions in Canadian and international organizations associated with mechatronics, and have developed solid links with Canadian and international companies that develop mechatronics products and services. The program also leverages the existing co-op infrastructure within the Lassonde Student Welcome and Support Centre to provide mandatory work experience terms within the degree requirement.

As engineering systems become increasingly complex and intertwined, and as society and the economy become increasingly oriented towards technology, employers are increasingly interested in graduates that can offer expertise in more than a single discipline. Mechatronics is an increasingly popular program for prospective students as it most closely aligns with their preconceived notions of engineering before entering a degree program, that of conceptualizing and executing a solution to an engineering or societal problem from start to finish, without regard for traditional domain boundaries.

A study conducted by OIPA in March 2024 indicates a sharp increase in Mechatronics-related job listings (Canada and the United States) over the last five years, with listings showing Mechatronics month-over-month growth to be higher than all engineering job postings. When asked, 68% of students responded that they were either interested or very interested in having a Mechatronics component added into the engineering program.

Mechatronics Engineering fits within the 2020-2025 University Academic Plan (UAP) which in part, identifies that the university is increasingly recognized for its excellence in engineering. Mechatronics fits with in the identified creative strength of “Exploring

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and interrogating the frontiers of science and technology”. The alignment of the planned Mechatronics program is reflected in the 2023-2028 Strategic Research Plan (SRP) which identifies the expansion of emerging technologies including AI and robotics as ‘compelling opportunities for the strategic development of research’.

Anticipated class size and annual student intake, along with Mechatronics-specific faculty hires are detailed under resources, questions 25 and 26 of the proposal. Also, letters of support from the Provost, LSE Dean, and others are attached at the end of the proposal document (appendix F).

Approvals: LSE Faculty Council 7 March 2025; ASCP 19 March 2025; APPRC 20 March 2025.

Consent Agenda

g. Minor revisions to the Policy on the Conduct of Examinations.

ASCP recommends:

That Senate approve the revised Policy on the Conduct of Examinations, effective 1 September 2025.

Background and Rationale

The revised policy, along with a side-by-side copy showing revisions, are available at Appendix G.

In June 2024, the Vice-Provost Academic reported to ASCP that over 10,000 York students did not have official York photo identification cards and that the lack of such identification cards contributed to an increase in the reported attempted use of fraudulent identification, including driver’s licenses, to sit examinations. ASCP in turn, reported this information to Senate at its June 2024 meeting. At the time, ASCP also reported to Senate that York was (and still is) an outlier in permitting students to write examinations without verification of institutional identification. As such, ASCP communicated that it would undertake review of the Senate Policy on the Conduct of Examinations and would bring forward any proposed revisions for Senate approval.

Revisions to the Policy are shown/highlighted in the side-by-side copy appended. The substantive changes to the Policy, summarized below, were made primarily to address the concerns reported to Senate in June 2024.

- **Current:** Section 2.9 (Admission to Examinations) of the current policy states “A valid York University photo identification or other acceptable form of photo identification approved by the chief invigilator shall be required for admission of a student”.

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Proposed: Section 4.4 (Student Admission and Conduct in Examinations) state “*Students must present a valid York University official photo identification card (YU-card) to verify personal identity, and to sign the attendance roster for the examination*” (signing of the attendance roster is under 2.8 of the current policy).

- **Definitions** of “Cheating” and “Misrepresentation of Personal Identity”, aligning with the definitions in the Academic Conduct Policy, have been added (current policy does not include definitions).
 - **New Policy Template** used for organization and presentation of the policy, for publication.
- h. **Science: updates to the graduate academic calendar on acceptable formats of thesis and dissertations for graduate programs in Chemistry, and Physics & Astronomy degree programs.**

ASCP recommends:

That Senate approve the updates to the graduate calendar on acceptable formats for thesis and dissertations for the MSc and PhD Chemistry degree programs housed in the department of Chemistry, and for the MSc and PhD in Physics & Astronomy degree programs housed in the department of Physics & Astronomy, effective F2025.

Rationale

The full proposal is available at Appendix H.

In accordance with directives from the Faculty of Graduate Studies, graduate programs have been tasked with incorporating guidelines concerning acceptable formats for thesis or dissertations into their degree requirements within the graduate academic calendar. The proposed modification(s) offer clarification regarding the acceptable formats for thesis and dissertations and will not impact the Program Learning Outcomes.

The York University Quality Assurance Procedure indicates that addition or deletion of an allowable dissertation/thesis format is a major modification, which typically requires Senate approval.

Approval: Science Faculty Council 11 February 2025; ASCP 26 February 2025.

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For Information

i. Minor Modifications

Arts, Media, Performance and Design (AMPD)

- Changes to degree requirements and updates to the academic calendar for the Specialised Honours BFA in Creative Technologies degree program, Markham Campus, effective 1 July 2025 (ASCP 5 March).

Education

- Updates to the undergraduate calendar copy for the Concurrent BEd, Intermediate/Senior, French option (Glendon), Faculty of Education, effective Summer 2025 (ASCP 26 February).
- Updates to the Faculty Rules (effective Fall 2025), including grading schemes conversions to the 4pt scale on implementation of the new grading schemes policy (ASCP 5 March).

EUC

- Changes to degree requirements for the MA and MSc Geography degree programs, and for the PhD Geography/science degree program, effective F2025 (ASCP 19 March).

FGS

- Updates to the Faculty Regulations related to Academic Honesty to align with the Academic Conduct Policy, effective 1 April 2025 (ASCP 5 March 2025).
- Updates to Faculty Regulations on thesis and dissertation – Conflict of Interest (external examiner), effective 1 April 2025 (ASCP 19 March).
- Updates to Faculty Regulations on thesis and dissertation proposals (milestones), effective 1 April 2025 (ASCP 19 March).

Health

- Changes to the admission requirements for the Honours BA and Honours BSc degree programs in Global Health, School of Global Health, Faculty of Health, effective F2026 (ASCP 26 February).
- Change to degree requirement for the Specialized Honours and Honours Minor Bachelor of Health Studies degree program in Health Policy, Management & Digital Health, School of Health Management and Policy, Faculty of Health, effective F2025 (ASCP 26 February).
- Change to degree requirements for the Systems Neuroscience stream and the Molecular & Cellular Neuroscience stream, Specialized Honours BSc degree

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program in Neuroscience, Faculty of Health, effective F2025 (ASCP 26 February).

The Faculty of Science indicated concurrence with the changes to degree requirements for the Systems Neuroscience and the Molecular & Cellular Neuroscience Streams as indicated in the Faculty of Health proposal (ASCP 19 March).

- Addition of time limit for completion of the Honours BScN degree program in Nursing, School of Nursing, Faculty of Health, effective F2025 (ASCP 26 February).
- Addition of a standalone optional work-integrated learning element to the following degree programs in the Schools of - Global Health; Health Policy and Management; Kinesiology and Health Science; and the Department of Psychology: Bachelor of Arts, Bachelor of Health Studies, and all degree options for the Bachelor of Science, effective F2025 (ASCP 19 March).
- Changes to the degree requirements; stream requirements; and stream name from *Global Health Policy, Management, and Systems* to *Global Health Law, Policy, and Governance*, for the BA and BSc Specialized Honours degree program in Global Health, School of Global Health, effective F2025 (ASCP 19 March).
- Changes to the degree requirements for the BA and BSc degree programs in Kinesiology and Health Science, and Movement and Health were approved at the December 2024 Senate with effective date of Fall 2025. The Faculty has advised ASCP that one of the courses (KINE 1001. 30) will not be offered until F2026.

Liberal Arts & Professional Studies (LA&PS)

- Addition of an elective course to the program course list for the BA degree program in Business and Economics, Department of Economics, LA&PS, effective F2025 (ASCP 26 February).
- Changes to the list of elective courses for the BA degree program in Financial and Business Economics, Department of Economics, LA&PS, effective F2025 (ASCP 26 February).
- Changes to degree requirements for all options of the BA degree program in East Asian Studies, Department of Humanities, LA&PS, effective F2025 (ASCP 26 February).
- Changes to the Certificate program in French Language Proficiency – Intermediate, Department of French Studies, LA&PS, effective F2025 (ASCP 26 February)

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- Change the title of the Certificate program from Certificate in French Language Proficiency-Intermediate to Certificate in French Language Proficiency – Independent User (CEFR: B2 level). CEFR refers to the Common European Framework of Reference for languages.
- Changes to the Certificate program requirements
- Calendar copy updates to comprehensive examinations, thesis and dissertation formats, for the MA and PhD programs in Social Anthropology, Department of Anthropology, LA&PS, effective F2025 (ASCP 26 February).
- Calendar copy updates to the BA (Honours and 90-credit) degree program in Sport Management, Department of Human Resource Management, LA&PS, effective F2025 (ASCP 26 February).
- Addition of two new courses to the Environment Stream and calendar updates to the course list for the BA in Business and Society degree program, Department of Social Science, effective F2025 (ASCP 5 March).

The Faculty of Environmental and Urban Change indicated concurrence with the changes to the Environment Stream for the BA in Business and Society (ASCP 19 March).

- Changes to the calendar copy course list for the BA in Work and Labour Studies degree program, Department of Social Science, effective F2025 (ASCP 5 March).
- Changes to the program requirements for the Certificate in Financial Planning, School of Administrative Studies, effective F2025 (ASCP 19 March).
- Addition of an optional core course for the BCom Specialized Honours Finance degree program and the Certificate in Investment Management, School of Administrative Studies, effective F2025 (ASCP 19 March).
- Addition of optional core courses for the BA Criminology degree program, Department of Social Science, effective F2025 (ASCP 19 March).
- Calendar copy course list update for the BA Honours Minor Chinese degree program, Department of Languages, Literatures and Linguistics, effective F2025 (ASCP 19 March).
- Calendar copy course list update for all BA degree options in Gender & Women's Studies, School of Gender, Sexuality & Women's Studies, effective F2025 (ASCP 19 March).
- Changes to degree requirements and updates to the calendar copy course list for all BA degree options in Sexuality Studies, School of Gender, Sexuality & Women's Studies, effective F2025 (ASCP 19 March).

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- Changes to degree requirements for the PhD Philosophy degree program, effective F2025 (ASCP 19 March).

Science

- Change to degree requirements for the Honours and Specialized Honours BA Actuarial Science degree program, Department of Mathematics and Statistics, effective F2025 (ASCP 5 March).
- Changes to degree requirements for the BA and BSc options, Applied Mathematics degree program, Department of Mathematics and Statistics, effective F2025 (ASCP 5 March).
- Changes to degree requirements and calendar updates for the Honours BA in Mathematics for Education degree Program, Department of Mathematics and Statistics, effective F2025 (ASCP 5 March).
- Changes to degree requirements and calendar updates for the BA and BSc options, Statistics degree program, Department of Mathematics and Statistics, effective F2025 (ASCP 5 March).
- Changes to the degree requirements for the BA and BSc options, Mathematics degree program, Department of Mathematics and Statistics, effective F2025 (ASCP 5 March).
- Changes to degree requirements for the BSc and iBSc Honours options Biology degree programs, Department of Biology, effective F2025 (ASCP 5 March).
- Changes to degree requirements for: the Honours BSc and iBSc degree programs (all options) in Biology; BSc degree program in Environmental Biology; and the BSc degree program in Environmental Science, Department of Biology, effective F2025 (ASCP 5 March).

The Faculty of Environmental and Urban Change indicated concurrence with the changes to the BSc degree program in Environmental Science (ASCP 19 March).

- Changes to degree requirements for the Honours BSc and Honours BA degree programs in Data Science, effective F2025 (ASCP 19 March).
- Changes to the degree requirements for all options of the Honours BA and BSc Math for Education degree program, effective F2025 (ASCP 19 March).

Joshua Thienpont
Chair

ASCP Appendix A

Approved FC 2025-02-13

York University

Closure of an Undergraduate or Graduate Program

TEMPLATE

Submission Date: 26 February 2025

Faculty: Environmental and Urban Change

Department: Faculty of Environmental and Urban Change:

Program: York-Fleming Dual Credential Program in Sustainable Environmental Management
BES Honours (York)/Advanced Diploma in Ecosystem Management (Fleming College)

Location: York

Intended Closure Date: Fall 2025

Program Information

1. Name and Type of Program - York-Fleming Dual Credential Program in Sustainable Environmental Management
2. Home Academic Unit: Environmental and Urban Change
3. Year Program Established: September 2023. The program was originally established and approved by Senate in March 1999 with an implementation date of September 1, 2020. Since then, there were a few modifications that were approved at Senate with September 2023 being the last approved modifications.

Enrolment Data

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

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Given that the program was established in 2023, data for the past two academic years is provided.

Academic Year	Enrolment Numbers*
2024	0
2023	0

Reasons and Impact

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

The reason for the closure of the program is that effective Fall 2024, Fleming’s Advanced Diploma in Ecosystem Management was suspended. EUC does not see any indication that Fleming will restore the program.

6. Comment on the alignment between the closure and Faculty and/or University academic plans.¹

Given that Fleming College is no longer running the Advanced Diploma program in Ecosystem Management that forms part of the Dual program with York, EUC must close the dual credential program with Fleming. Students who are interested in ecosystem management can take courses from EUC’s Sustainable Environmental Management (SEM) to obtain Bachelor of Environmental Studies (BES). The EUC SEM program is aligned with the educational sustainability goals of the University Academic Plan.

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

No.

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

For the dual program, no new courses were created.

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

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

No students were enrolled in the dual credential program.

- 10.** What is the impact on faculty members affiliated with the program?

No impact since the SEM program is still being offered.

- 11.** What are the general implications for the diversity and availability of academic programming?

The SEM program is interdisciplinary, and it considers different perspectives and various ways in which environmental issues could be understood, addressed, and tackled in practice. The closure of the dual credential program will have no impact on the diversity of EUC's current programming.

Major Modifications Proposal

Faculty: Health (anchor but also Lassonde, Science, LAPS, AMPD)

Department: Graduate Program in Psychology (lead)

Graduate Programs in Biology, Electrical Engineering and Computer Science,
Digital Media, Kinesiology, Philosophy, Physics and Astronomy

Centre for Vision Research

Program: Collaborative Graduate Specialization in Vision Research

Degree Designation: Collaborative Graduate Specialization

Type of Modification: New interdisciplinary specialization

Location: Keele

Effective Date: Fall 2025

Overview

1. Provide a brief summary of the proposed changes to the program.

This proposal is for a new collaborative Graduate Specialization in Vision Research. The specialization will draw from multiple graduate programs to offer Masters and Doctoral students the opportunity to specialize and earn credentials in vision research, a cross-disciplinary area of excellence at York as exemplified in the Centre for Vision Research (CVR).

The graduate specialization in vision research will be offered by members of the CVR, a leading world-class research centre involving faculty members from multiple graduate programs at York University. The specialization will prepare students from multiple disciplines for interdisciplinary and translational research in human, animal, or computer vision. Students will learn the computational and biological basis of seeing and how it helps to act successfully in the world. Students will learn from vision researchers using a broad range of experimental and theoretical approaches which will prepare them for careers in academic, industrial, or public sector settings in vision research and related fields. They will also be introduced to translational approaches to moving vision research results from the lab to application in the clinic, community, or industry. These skills will

be developed and evaluated through experiential education, coursework and a thesis in the area of vision research.

In addition to the requirements of their home graduate program, students seeking the Collaborative Graduate Specialization in Vision Research must successfully complete the following requirements:

1. GS/VIS 6001 0.0 Seminar in Vision Research
2. A research thesis or dissertation in vision research (broadly defined including visual neuroscience, visual psychophysics, visually-guided motor action, visualization, visual cognition, computer vision, image processing, visual human factors, and clinical vision science).
3. Experiential Breadth Requirement: Students must demonstrate engagement in academic and scholarly activities in vision research at York. Given the broad interdisciplinary background of our students this requirement will be met by at least one major activity such as a leadership role at the CVR summer school, presentation at the CVR conference, industry practicum or internship, or project in another vision-related laboratory.

2. Provide the rationale for the proposed changes.

Vision research is a broad interdisciplinary field that relies on techniques from physics to philosophy, from genetics to artificial intelligence. Vision research at York is internationally recognized as world-class and has a particular focus on systems aspects. Students study the fundamental nature of visual problems, investigate the computational and physiological means that allow machines and animals to see the world, and apply this knowledge to diverse applications. There is currently no formal program that introduces students to the field and mentors rely on ad-hoc and individual approaches. The proposed program will allow for a more systematic and principled approach to the training of vision researchers at York.

Vision and visual media are key components of many aspects of life. Graduates will contribute to art and entertainment, health care, robotics and automation, transportation, data science, and numerous other fields. Visual impairments and disorders can have a wide range of human health impacts. Clinical applications of our basic vision research address the impact of diseases and disorders affecting vision and visual cognition as well as technological adaptations to visual impairments. The CFREF funded Vision Sciences to Applications program (VISTA) has involved dozens of external industry, non-profit, government and other partners and this network will be leveraged to help further determine and document the external and labour market need for the program. Also MITACS internships and other industry interactions have led to valued

learning experiences for CVR trainees and demonstrated the capacity and interest of industry in our students.

Graduates of York in vision research have been very successful in obtaining excellent positions in academia, industry, government and non-profit organizations. The program will provide additional institutionally-recognized credentials that will help graduates better market their skills and training to potential employers.

The program is beneficial for the vision research community at York as it provides an externally visible and marketable program that will aid in student recruitment. It further highlights and emphasizes the inter-disciplinary strength of York in this and other areas. The program will further increase the visibility of vision research at York extending these interdisciplinary aspects by drawing interest from other academic groups/people at York not currently aligned with CVR.

The collaborative specialization is the most appropriate format for this credential, as it respects, and does not detract from, the robust requirements of the associated degree programs. In addition, it also supports those students who also choose to pursue a concurrent graduate diploma. The specialization enables this flexibility by providing a very concentrated path of study that will serve students well post-graduation given the various credential options available to them. This well-defined and externally visible credential can also benefit recruitment to both the specialization area and the associated graduate programs.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.¹

The groundwork for this specialization is already well-established by CVR infrastructure and programming. Vision research at York is highly interdisciplinary involving many graduate programs (Psychology, Kinesiology, Electrical Engineering and Computer Science, Digital Media, Philosophy, Physics, Biology, and Neuroscience), multiple Faculties and researchers at all 3 campuses. Combined with the participation of numerous community partners these activities epitomize the UAP priority of Working in Partnership with ourselves and our community and Global Engagement with global industry and academia. Vision science is a key driver of the UAP priority of Knowledge for the Future and, in particular, the SRP goals in Health, Digital Cultures and Artificial Intelligence. The SRP also highlights York's Vision Research as a prime example throughout the document particularly in support of Comprehensive Research Excellence with International Reach, Building Healthy Lives and Exploring and Interrogating the Frontiers of Science and Technology. There are no similar programs at York or at other

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

Ontario Institutions. Several medical schools have ophthalmology programs with Vision Science components (for example at the University of Toronto) but these tend to be clinically oriented and focused on eye health. The University of Waterloo School of Optometry has a Vision Science program, but it is focused on physiological optics and the eye and not the systems vision science that York is known for. Other institutions have research groups or individuals working in the field but do not have a graduate program.

Alignment with the anchor Faculty of Health is evidenced by involvement of sixteen core CVR members from the Department of Psychology and School of Kinesiology and Health Science. There is also a long tradition of fundamental and applied research in the vision sciences in these departments. CVR formed the core of York's successful CFREF program Vision: Science to Applications (CFREF, 2016) and was one of the core ORUs underlying the transformative Connected Minds (CFREF 2023) program. Vision science is at the intersection of several areas of Faculty and institutional research excellence identified in the SRP supports York's vision to "better understand the human condition and the world around us", support "building healthy lives and communities". The CVR is aligned with other Institutional research initiatives such as the Centre for Integrated and Applied Neuroscience (CIAN) Organized Research Unit and ongoing Neuroscience extension project in which the Faculty of Health is involved.

4. Provide a detailed outline of the changes to the program. Include 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.

There are no changes to programming as this is a new specialization for multiple programs. Requirements for the specialization include a thesis or dissertation in the area of vision research, completion of VIS 6001, and an experiential breadth requirement.

Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.² Identify and map how these Learning Outcomes meet Ontario's [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

There are no changes to learning outcomes of the various graduate programs. Specific learning outcomes for the Collaborative Specialization include that students should be able to:

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

- LO-A) Synthesize links across disciplines to understand current theoretical and experimental approaches to problems in vision research from multiple perspectives. [GDLE Depth and breadth of knowledge, Research and scholarship, and Awareness of limits of knowledge]
- LO-B) Conduct vision research using appropriate methodologies to address transdisciplinary problems [GDLE Research and scholarship, Level of application of knowledge]
- LO-C) Communicate findings, theory and analysis effectively in a multidisciplinary context [GDLE Research and scholarship, Professional capacity / autonomy, Level of communication skills]

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

- LO-A) The broad range of experimental, theoretical, computational, and applied techniques students will be exposed to in the *Seminar in Vision Research* will build knowledge of the foundational concepts of vision research. The course will encourage focusing on intersections and extensions of these ideas across the seminars to build a richer and more nuanced view of the key ideas in vision research. These skills will be applied to a particular interdisciplinary vision problem in the literature review and discussion of their work in the *Thesis/Dissertation in Vision Research* which will demonstrate they can place their work in the broader context.
- LO-B) The ability to conduct vision research at a graduate level will be supported by the *Experiential Breadth Requirement* that provides opportunity for in-depth experience with one or more aspects of research culture and will be demonstrated in the *Thesis/Dissertation in Vision Research*.
- LO-C) Communication in a multidisciplinary context will be supported by the networking and presentation aspects of the *Seminar in Vision Research* and demonstrated by the student's *Thesis/Dissertation in Vision Research*. In most cases, the *Experiential Breadth Requirement* will also provide opportunity for improving and demonstrating communication skills.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

The course director of the *Seminar in Vision Research* will ensure that students have demonstrated adequate grasp of multiple aspects of vision research and their intersection through their presentations and class discussions (LO-A). They will also ensure students have had opportunity for interacting with speakers and for leading

discussions (LO-C). Adequate achievement of these objectives will be required to pass the course. Please see the associated course proposal for more details.

The specialization faculty advisor will certify (on a standard form to be developed) that the thesis or dissertation meets the topic requirements for the specialization (LO-B) and that it considers inter- and trans-disciplinary aspects of vision research as appropriate in the literature review, analysis and discussion of the research (LO-A and LO-C).

The specialization coordinator will ensure that the chosen activity for the *Experiential Breadth Requirement* provides adequate opportunity to gain experience with one or more aspects of vision research (LO-B) and that there is opportunity to develop communication skills (LO-C). This requirement will be assessed based on a brief proposal form for the *Experiential Breadth Requirement* submitted by the student and approved by the coordinator. We expect that the VIS 6001 course director will also undertake the role of specialization coordinator at least in the initial years of the specialization.

Activities that are eligible for the Experiential Breadth Requirement are deliberately broadly defined to allow for those that best support personal and professional growth of the student. Our students come from a broad range of disciplinary backgrounds, programs and program requirements, career goals, and prior experiences. They seek a wide variety of valuable experiential activities including industry internships, academic exchanges, teaching opportunities, public outreach, and other activities. Satisfactory completion of this requirement will be confirmed by the specialization coordinator as described above. While many avenues exist to meet the requirement all eligible activities must (1) relate to one or more aspects of vision research, (2) demonstrate practical application of methods, applications, research leadership, research dissemination, etc. beside those studied for the thesis or dissertation, and (3) appropriately communicate or document these experiences through reports, presentations, or other means. To ensure transparency and fairness, the activity will be preapproved based on the proposal form and considered successful if the proposed activities are completed.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Not applicable, no change to admissions requirements in home programs. Admission/enrollment in the specialization will be accomplished via a form to indicate intent to proceed in the specialization.

Teaching and Learning

- 9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.**

No changes to modes of delivery of the various graduate programs.

The modes of delivery for the specialization includes seminars, experiential education, research practice and thesis research. These align directly with the learning outcomes of the specialization as indicated in section 6.

- 10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.**

No changes to assessment of the degree requirements of the various home graduate programs.

Assessment of the dissertation/thesis will follow FGS/program norms with the exception of an additional determination of whether the research and its presentation meet the requirements of being in vision research (broadly defined). Assessment of the seminar course will be pass/fail and is more fully described in the course proposal.

Resources

- 11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

A key requirement is the seminar course that will be foundational to the specialization and does not form part of the course offerings of any of the partner programs. Students will also be required to undertake a research thesis or dissertation in vision research (broadly defined).

The seminar course (GS/VIS 6001, see separate course proposal) is built around and leverages the highly-successful and long-standing CVR research seminar series. The world-class lectures and speakers in this seminar form a core resource for students in the specialization to engage deeply with state-of-the-art cross-disciplinary vision research. To augment the lectures themselves we will have associated components

coordinated and evaluated by faculty course instructors from one of the associated Faculties. Support for teaching the seminar course on load is required from the lead Faculty and ideally in cooperation with participating Faculties so that we could rotate the teaching responsibility and help foster a broad interdisciplinary approach. Given the diversity of the graduate program and degree requirements in the programs being targeted we have proposed the course as non-credit but mandatory program requirement. This would prevent complications with assessing degree requirements in programs that require completion of a set number of credits and ensure that the course remains additional to degree requirements as required for a specialization. Successful completion will be based on a series of assessments and the course would still require teaching and evaluation resources. Given the nature of the course a pass/fail evaluation is most appropriate. A team-taught or co-taught model with pro-rated teaching credit, of 0.5 (e.g. equivalent to a 3-cr course) is adequate (and reasonable based on the number of class meetings and discussions with the Faculty of Health) with the resource splitting accommodated administratively via ARMS. Teaching and evaluation resources will be allocated to coordinating the scheduling of students, assessment of preparation activities, participation in seminar discussion when not lead and assessment of the project/presentation. Please see the associated course proposal for more details.

Additional administrative resources for the course will be provided by the CVR coordinator as will administrative and travel support for seminar speakers. Currently the weekly seminar series is subsidized by the VISTA program and we anticipate that many of these resources will continue to be available under the recently awarded Connected Minds program. Regardless we expect a minimum of 6 invited speakers per semester (every two weeks) throughout the academic year. Some modest support of student involvement in the seminars associated with the course may be necessary.

We do not expect that the vision thesis requirement and other requirements will entail significant additional financial resources as all envisioned graduate programs have thesis requirements and existing resources and CVR members on the committee will certify the suitability of the thesis. We will invest administrative resources to promote cross-disciplinary supervisory committees for students in the program and to evaluate the *Experiential Breadth Requirement*. This coordination and other program administration would fall under the role of the Specialization Coordinator to simplify teaching and administrative credit for the program. The Specialization Coordinator will be listed at a Category 10 appointment according to Appendix P of the YUFA collective agreement.

Governance: The Faculty of Health is the anchor Faculty for the CVR as an inter-Faculty institutional ORU and is appropriate for hosting the graduate specialization. The graduate program in Psychology will serve as administrative home responsible for submitting this proposal and subsequent changes through the approval process and subsequent quality assurance processes. Psychology has experience with offering interdisciplinary program such as the Graduate diploma in Quantitative methods and will

coordinate with other graduate programs for any subordinated by the sequent modifications. Administration and operation of the program will be coordinated by the CVR steering committee (or a subcommittee thereof) which will include the specialization coordinator. This body has members from multiple disciplines and is highly aware of vision research activities at York. As such it has the expertise to guide the program, manage operational issues, monitor quality and propose improvements and changes to the program through the host graduate program in Psychology.

Program Capacity: We anticipate that a significant fraction of graduate students supervised by CVR faculty members (currently all members have FGS supervisory privileges in one or more graduate programs) will be interested in the specialization. The capacity of the program is potentially limited by supervisory capacity and VIS6001 enrolment. All students will have already been admitted to a graduate program so the Specialization will have minimal impact on supervisory capacity. VIS6001C has limits in terms of room capacity and course instructor workload. We have estimated based on an expectation of roughly 15 students per year which can be accommodated in the current seminar structure and with the requested resources. Larger demand could be accommodated in a larger room and with increased instructor resources.

Consultation

12. Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

At the NOI stage we spoke about this initiative with 5 Faculties (Science, Health, Lassonde, AMPD, and LAPS) and the various graduate programs associated with the CVR (Psychology, Kinesiology, Physics, EECS, Biology, Digital Media, Neuroscience, Philosophy) and with the ITEC and Science Technology Studies graduate program for advice on interdisciplinary programming. We have compared and benchmarked against similar (either in topic or structure) programs at York including the Health Psychology Graduate Diploma, the undergraduate certificate in Aging, and the Graduate Gender, Feminist and Women's Studies Program. We consulted with CVR and VISTA project members including CVR adjuncts at other institutions. We consulted with leaders of related NSERC CREATE programs that have been hosted at York (Hugh Wilson, Doug Crawford, Denise Henriques and James Elder) on academic priorities and with the Vice Provost of Markham Campus.

More detailed feedback was sought from these groups based on drafts of this proposal and are included in the appendix.

Externally we have consulted with Waterloo Vision Science as the most relevant similar program. As there are no Collaborative Graduate Specializations yet at York we have looked at similar programs at Guelph and Toronto and consulted with the director of the Collaboration Specialization in Robotics at University of Toronto which has a similar structure and crosses two of our disciplines (Engineering and Computer Science).

The collaborative specialization is designed to be integrated with thesis or dissertation based graduate degrees in the:

- Graduate Program in Psychology (MA, PhD)
- Graduate Program in Biology (MSc, PhD)
- Graduate Program in Digital Media (PhD)
- Graduate Program in Electrical Engineering and Computer Science (MAsc, MSc, PhD)
- Graduate Program in Kinesiology & Health Science (MA, MSc, PhD)
- Graduate Program in Philosophy (MA (thesis), PhD)
- Graduate Program in Physics and Astronomy (MA (thesis), PhD)

The graduate specialization is flexible and for interested students could be combined with other thesis/dissertation based degree programs. We are open to discussing this unique transdisciplinary specialization with other interested programs.

13. Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

We have discussed the proposal at two CVR AGM meetings as well as in the VISTA leadership committee and the CVR steering committee specifically seeking input of student reps on the committee during the development of the proposal. A draft of this proposal was circulated to the CVR student community for comment and suggestions.

There are no students currently in the program as it does not yet exist. Current students could enrol when the specialization becomes available if they have at least a year remaining in their program to complete the *Seminar in Vision Research* and are working on a thesis/dissertation in vision research under a CVR member.

Appendix A: Proposed Program Requirements and Graduate Calendar Copy

Offered in conjunction with the Centre for Vision Research, the Collaborative Graduate Specialization in Vision Research prepares students from multiple graduate programs (Biology, Electrical Engineering and Computer Science, Digital Media, Kinesiology, Philosophy, Physics and Astronomy, and Psychology) for interdisciplinary and translational research in human, animal, or computer vision. Students will learn the computational and biological basis of seeing and how it helps to act successfully in the world. Students will learn from vision researchers using a broad range of experimental and theoretical approaches which will prepare them for careers in academic, industrial, or public sector settings in vision research and related fields. They will also be introduced to translational approaches to moving vision research results from the lab to application in the clinic, community, or industry.

Admission Requirements

Students pursuing thesis and dissertation based graduate degrees in the Graduate Programs in Biology, Electrical Engineering and Computer Science, Digital Media, Interdisciplinary Studies, Kinesiology, Philosophy, Physics and Astronomy, and Psychology may apply for the Collaborative Graduate Specialization in Vision Research. Students must undertake thesis research supervised by a member of the Centre for Vision Research (CVR). With permission of the *specialization coordinator*, students under the supervision of another member of the graduate faculty may enroll in the specialization if a member of the CVR serves on their supervisory committee. In either case the CVR member (referred to as the *specialization faculty advisor*) must confirm that the thesis topic meets the requirements of the specialization (see program requirements).

Collaborative Specialization Requirements

In addition to the requirements of their home graduate program, students seeking the Collaborative Graduate Specialization in Vision Research must successfully complete the following requirements:

1. GS/VIS 6001 0.0 Seminar in Vision Research
2. A research thesis or dissertation in vision research (broadly defined including visual neuroscience, visual psychophysics, visually-guided motor action, visualization, visual cognition, computer vision, image processing, visual human factors, and clinical vision science).
3. Experiential Breadth Requirement: Students must demonstrate engagement in academic and scholarly activities in vision research at York. Given the broad interdisciplinary background of our students this requirement will be met by at least one major activity such as a leadership role at the CVR summer school, industry practicum or internship, or project in another vision-related laboratory.

Appendix B: Curriculum Map

As a Collaborative Specialization the GDLE and program learning outcomes are met by the requirements of the home program and supplemented and extended by the specialization as below.

	Graduate Degree Level Expectations					
	1. Depth and breadth of knowledge	2. Research and scholarship	3. Level of application of knowledge	4. Professional capacity / autonomy	5. Level of communication skills	6. Awareness of limits of knowledge
LO-A	Thesis in Vision Research	Thesis in Vision Research				Thesis in Vision Research
LO-A	Seminar in Vision Research	Seminar in Vision Research				
LO-B		Thesis in Vision Research	Thesis in Vision Research			
LO-B		Experiential Breadth Requirement	Experiential Breadth Requirement			
LO-C		Thesis in Vision Research			Thesis in Vision Research	
LO-C		Seminar in Vision Research		Seminar in Vision Research	Seminar in Vision Research	
LO-C				Experiential Breadth Requirement	Experiential Breadth Requirement	

Appendix C: Administrative and Teaching Roles

This appendix defines and clarifies the relations among the teaching and administrative roles outlined in the above document. The specialization is offered by the Graduate Program in Psychology and ultimately all these roles are under the direction of the Graduate Program Director in Psychology.

The *Centre for Vision Research* offers and supports the specialization administratively. The program will be administered by the CVR steering committee or a subcommittee thereof.

The *Specialization Coordinator* is a faculty member tasked with coordinating the various activities of the graduate specialization, promoting the specialization, promoting cross-disciplinary supervisory committees, and advising students. They will sit on the CVR subcommittee overseeing the administration and operation of the program. They also ensure that students in the specialization meet the requirements of the Experience Breadth Requirement. We expect that the VIS/PSYC 6001 course director will also undertake the role of specialization coordinator as part of their duties, at least in the initial years of the specialization.

The *Specialization Faculty Advisor* is a CVR member responsible for ensuring that the thesis or dissertation topic meets the requirements of the specialization (see Program Requirements and Section 7). Typically, the specialization faculty advisor will be the student's graduate supervisor and a member of the CVR; however, another member of the CVR on the supervisory committee can serve in this role.

The *VIS/PSYC 6001 Course Director* will be responsible for the course direction, delivery, assessment and coordination of this cornerstone course of the specialization.

Appendix D: Experiential Breadth Requirement

The goal of the Experiential Breadth Requirement (EBR) is to provide students with opportunities to engage with the broader vision research community at York and beyond. As outlined in the main proposal, this requirement serves to meet Learning Objective-B by providing an opportunity for in-depth experience with one or more aspects of research culture. Research culture is interpreted broadly to mean the technological, theoretical, methodological and human aspects and activities that support development and conduct of research, research dissemination, networking, and knowledge mobilization to the academic and broader communities. Activities that are eligible for the EBR are deliberately broadly defined to allow for those that best support personal and professional growth of the student and are normally identified by the students with support from faculty. Many of these would be considered as Community-based Research (CBR), Community Service Learning (CSL), Program-based Placements (PBP) or Internships according to York's [Common Language for Experiential Education](#) in the graduate education context.

Students will normally meet the minimum expectations for the EBR by:

1. Participating in one or more aspects of applied vision research
2. Demonstrating practical application of methods, applications, research leadership, research dissemination, research networking, etc., beyond those required for the thesis or dissertation
3. Communicating or documenting these experiences through reports, presentations, or other approved means
4. Actively engaging in the equivalent of at least *1 week of sustained full-time work (i.e., 37.5 hours)* which can be distributed over a longer time period.

Examples of eligible activities

The following are examples of activities [along with the relevant experiential education category] that would normally exceed the minimum expectations if undertaken in a vision research context. These could be completed as part of the degree requirements (for example, the internship in EECS) as long as they also satisfy the above requirements.

- An industry internship (typically paid, possibly required by the graduate program) lasting 3 months in a company specializing or applying vision science concepts [*Internship*]
- A one-month lab exchange involving practical research work in a vision laboratory at York or elsewhere in Canada or abroad (not in the supervisor's lab) [*PDP*]
- A one-month clinical placement (not in the supervisor's lab) [*PDP*]
- Completion of a doctoral breadth requirement with a project in vision research, for example completing a vision science experiment for the *Academic Breadth Comprehensive (ABC)* paper in Psychology [*CBR/CSL/PDP*]

- Leading the organization of a workshop for dissemination of research findings, public outreach or professional development [CBR/CSL]
- Active participation as a member of a conference program or organizing committee [CBR/CSL]
- Participating in a week-long summer school or skills development workshop (beyond program course requirements) [CBR/CSL]

Other activities may be combined or aggregated to meet the EBR criterion. Depending on the duration and intensity of the engagement, these could meet the requirement (on their own or in combination):

- Offering research tours and laboratory demos [CBR]
- Academic peer review of grants and research papers [CSL]
- Hosting and planning the visit of an external speaker to York University [CSL]
- Organizing a research visit to an external academic, industry or community partner [CBR/CSL]
- Participating as student representative on scholarship ranking, steering, facilities, or hiring committees related to vision research [CSL]
- Offering outreach activities to undergraduate, high school or elementary students, to specific community groups, or to the general public related to vision research [CSL]
- Actively participating in CVR reading groups [CBR]

To ensure transparency and fairness to students, the EBR activity will be pre-approved by the Specialization Coordinator, based on the minimum expectations, using a proposal form. An individual(s) in a position to confirm the student's performance and successful completion will be also identified on this form (e.g. an internship supervisor).

Assessment

Successful completion of the EBR by the student will be documented by the student on a standard form (to be developed) and confirmed by the Specialization Coordinator. The activity will be considered successfully completed if the student's overall performance is consistent with professional standards for the activity and meets the minimum engagement requirements (i.e., at least 37.5 hours). The Specialization Coordinator will also seek confirmation of completion from the identified individual and ensure the communications requirement was met before final approval.

In many cases the communication requirement (Learning Objective-C) will be satisfied as a natural product of the activity in the format of a paper, report, presentation or other artifact. In cases where there is no such documentation, the student will be required to write a short (maximum 1500 word) structured reflection critically examining what aspect(s) of vision research culture was involved and how the experience contributed to their professional and academic growth.

Appendix E: Consultation and Support Letters (on file/available on request)

Consultations and comments sought:

1. Graduate Program in Biology (included)
2. Graduate Program in Electrical Engineering & Computer Science (included)
3. Graduate Program in Digital Media (comments on NOI, update was requested)
4. Graduate Program in Kinesiology & Health Science (included)
5. Graduate Program in Philosophy (included)
6. Graduate Program in Physics and Astronomy (included)
7. Neuroscience Graduate Diploma (included)
8. Graduate Program in Science & Technology Studies (included)
9. Graduate Program in Information Systems & Technology (included)
10. Graduate Program in Interdisciplinary Studies (promised)
11. Collaboration Specialization in Robotics at University of Toronto (promised)
12. Vision Science Graduate Program at the University of Waterloo (included)

We also consulted and incorporated feedback from:

13. Associate Deans Research
14. CVR Faculty members
15. Current CVR trainees
16. FGS program development staff

Major Modifications Proposal

Faculty: Faculty of Health

Department: School of Global Health

Program: Global Health

Degree Designation: BA and BSc Global Health (Specialized Honours)

Type of Modification: Addition of a stream

(Examples include deletion of or change to a field; changes to program requirements/content that affects the learning outcomes.)

Location (current campus and, if applicable, proposed): Keele campus

Effective Date: Fall 2025

Approval Date at Faculty Council: March 5, 2025

1. Overview

- 1.1** Provide a brief summary of the proposed changes to the program.
The addition of one (1) undergraduate stream – ‘Global Mental Health Stream’, as options/specializations for the 4-Year BA and BSc Specialized Honors Global Health degree program. The stream will offer 15 credits, available for students after second year, and cover the following Global Mental Health courses: Global Mental Health Theory and Practice (HH/GH 3500); Promoting Global Mental Health (HH/GH 4700). In addition to these stream-specific courses, students will choose from a list of relevant courses from Global Health and the Department of Psychology. The courses that are proposed for the stream option are required courses *outside the core*, and so meet the definition of an undergraduate stream at York University¹

¹ York University Academic Nomenclature: <https://secretariat.info.yorku.ca/files/Academic-Nomenclature.2018-Final.pdf>

1.2 Provide the rationale for the proposed changes.

Mental health conditions contribute significantly to the global disease burden yet remain under-addressed in health systems around the world. Population approaches to mental health is an area of growing importance, with leading institutions worldwide making strategic investments. A Global Mental Health (GMH) stream can emphasize health equity and the decolonization of mental health research and practice in the pursuit of the SDGs. GMH utilizes unique tools to explore how cultural, societal, and individual factors influence the interaction between mental health with other fields like climate change, migration, and digital health. Interactions with students at various levels (e.g. Global Health Student Association (GHSA, in classes) show that the students have positive interest in GMH and will like to see this stream up and running. Some have asked for the GMH courses to be core for students in the Global Health Program. These sentiments point to the potential sustained uptake of the GMH stream. Students who take courses in this stream will be well-equipped for roles in international health organizations, NGOs, or research institutions focusing on mental health. This is supported by the extremely positive findings from the labor market review by OIPA, that confirm the market viability of the GMH stream. The stream concept is popular within the Global Health program; close to a third of students sign-up for streams.

There is reasonable potential for expanding the GMH stream. For instance, specialized honours students can immediately enrich their knowledge by taking additional courses offered by the Department of Psychology.

1.3 Comment on the alignment of the program changes with Faculty and/or University academic plans.²

In keeping with the FoH's Health 2024-2028 strategic plan, this stream contributes directly to 2 of the 5 strategic directions: advancement of social justice (advocacy for equity in mental health services) and creating opportunities for student engagement (facilitating discussions and interactions with indigenous scholars on 'indigenous ways of knowing and doing in health and healing education, health, and practice). The stream structure focuses on York's 2020-2025 UAP priority of '21st Century Learning' through creative, flexible pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, specific disciplinary knowledge, critical thinking and research in course activities and outcomes under the stream.

² This can include the [2020-2025 University Academic Plan](#), the [2023-2028 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and other Faculty plans and frameworks.

- 1.4** Provide a detailed outline of the changes to the program.
Also include an [appendix](#) of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

The discipline of Global Mental Health (GMH), established in 2010, has significantly advanced the argument that mental health is a public good deserving of substantial investment. Despite this progress, contemporary health challenges—driven by ongoing epidemiological transitions and climate-related hazards—have created critical tipping points that emphasize the need for renewed, serious dialogue about the central role of mental health in sustainable human development. Increasingly, mental health conditions contribute significantly to the global disease burden yet remain under-addressed in health systems around the world. This calls for a rethinking and sober reflection on current approaches. It provokes the question ‘what will it take to improve mental health and achieve equitable access to quality mental health support and care?’ Put differently, either as individuals or as a collective, the world needs clarity on how to promote global mental health.

GMH utilizes unique tools to explore how cultural, societal, and individual factors influence the interaction between mental health with other fields like climate change, migration, and digital health. Population approaches to mental health is an area of growing importance, with leading institutions worldwide making strategic investments. A GMH stream can emphasize health equity and the decolonization of mental health research and practice in the pursuit of global development initiatives such as the Sustainable Development Goals.

As described in the calendar copy shown in [Appendix 1](#), the proposed GMH stream requires 15 credits, is open to students after second year, and will allow specialized honours students to immediately take additional courses from the Department of Psychology, to deepen their knowledge and understanding in the relationship between global mental health and each of these fields.

- 1.5** Describe how students currently enrolled in the program will be accommodated.

The Global Mental Health stream is expected to commence in Fall 2025 with the first cohort.

This will be communicated to students via a mass email, social media channels, and through the School of Global Health website. Students are welcome to switch streams if they so choose however stream electives taken for other streams that are not listed as elective for Global Mental Health, will not be accepted as substitute stream electives.

2. Learning Outcomes and Program Requirements

- 2.1** List the current and/or updated Program Learning Outcomes for the proposed modified program.³

Program Learning Outcomes (PLOs) for Global Health (BA/BSc):

- 1. Utilize the requisite interdisciplinary approaches, theoretical lenses, and critical thinking skills to understand global health issues and actions necessary to improve health and equity globally.**
- 2. Apply the appropriate qualitative, quantitative, and normative research methodologies in the definition and assessment of the health status of populations, determinants of health and illness, and factors contributing to health promotion, disease prevention, and health equity at the individual, community, and population level.**
- 3. Exemplify the virtues of being an agent of change through envisioning opportunities for reform and being an advocate for promoting global health and equity, especially for disadvantaged or marginalized populations.**
- 4. Articulate the benefits of a transdisciplinary approach to global health as a discipline and area of practice, and the manner in which knowledge, understanding, and skills from the humanities, social sciences, and the sciences can be applied to promote global health and equity.**
- 5. Analyze the impact of public and private institutions, legal and financial systems, political processes, and social movements that comprise the multi-level, multi-sectorial nature of global health governance as they impact on health and equity.**
- 6. Recognize the importance of and engage in problem-solving real-world issues collaboratively to promote health and equity at the local and global level, and the various mechanisms within global health governance that facilitate cooperative action for promoting health and equity.**
- 7. Critically analyze the impacts of colonization, racism, misogyny, globalization, and neo-liberalism on the structure, function, and activities of global health policy, practice, and research, and the importance of respecting the insights and autonomy of diverse voices in the global health context.**

Additional learning outcomes for GMH Stream (extended GH PLOs):

- 8. Critically assess the evolution of global mental health by applying interdisciplinary approaches to address mental health systems, policies, and access barriers globally. (Aligned with PLOs 2 and 6)**
- 9. Incorporate contemporary determinants of mental health (climate change, pandemics, digital technology, loneliness), when collaboratively problem-solving**

³ Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that reflect the program and demonstrate how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

real-world issues that promote mental health and equity at the local and global level. (Aligned with PLOs 2, 3 and 6)

10. Demonstrate personal resilience for promoting mental health and fostering mental well-being, including stress management and coping skills at the individual level. (Aligned with PLOs 2 and 6)

11. Design culturally responsive interventions and advocacy strategies to promote mental health equity and address global challenges through collaboration and systems thinking. (Aligned with PLOs 2, 4, 5)

2.2 If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's [Degree Level Expectations](#).

A suggested template for mapping can be found as an attached [appendix](#).

Please see Appendix 3. The GMH streams' three outcome statements have been mapped to the broader Undergraduate Degree Level Expectations (UDLEs) for Ontario honours degrees. It can be noted that the depth and breadth of knowledge necessary to meet undergraduate degree level expectations and programming are apparent in the proposed stream.

2.3 If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.

A suggested template for curriculum mapping can be found as an attached [appendix](#).

Please see appendix 4 for confirmation of how extended GH program outcomes are aligned with the specific stream courses included in this major modification. The stream-specific courses and additional relevant/appropriate courses are included and do not reduce students' ability to achieve program outcomes of their main program of study.

2.4 If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The Global Mental Health stream is designed to help achieve 5 out of the 7 PLOs for the GH program as shown in section 2.1 (PLO 2, 3, 4, 5 and 6). The stream will not alter the GH program learning outcomes for those students who participate in the stream, but may strengthen the achievement of outcomes as they relate to the associated area of GMH. To illustrate, students in this stream will apply critical lenses/thinking in unpacking various interdisciplinary approaches to address mental health systems, policies, and access barriers globally, drawing on quantitative and qualitative approaches. Students will also be equipped with competencies in how to engage in collaborative problem-solving of real-world issues that promote mental health and equity at the local and global level. These competencies are essential for students to develop virtues of being agents of

change through envisioning opportunities for reform and being an advocate for promoting global mental health and equity, especially for disadvantaged or marginalized populations. Further, the stream seeks to provide students with practical ways of fostering resilience and mental wellbeing and approaching global mental health from a salutogenic perspective. This will entail building skills in identifying and synthesizing the best available evidence for mental health promotion across different cultures.

- 2.5** If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

The assessment of teaching and learning within all GH programs will remain the same. Multiple approaches will be used including: Short online courses & 1-page reflection papers (classroom/community focused EE), community-focused experiential learning, oral presentations, online quizzes.

- 2.6** If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Not applicable

3. Teaching and Learning

- 3.1** If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives⁴ and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

Not applicable; the modes of delivery for courses in the Global Mental Health stream will be the same as those in other streams in the School, and as in the main Global Health program.

⁴ See Quality Council's [definition of "objectives"](#) on their website.

- 3.2** If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

Not applicable

4. Resources

- 4.1** Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. 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 School has hired a full-time faculty member with specific expertise in global mental health to lead the global mental health stream. Aside from this, faculty members from other streams (e.g. health promotion and disease prevention) will be able to teach in the GMH stream. As the stream requires a minimum of 15 credits, the plan is to meet this target by creating opportunities for students to take other global health appropriate courses from other departments. To this end, in addition to the core stream courses (GH 3500 and GH 4700) we anticipate that our students will only need 9 credits from outside the School. Through the consultation process for the GMH stream, we have the support of Department of Psychology to commit to 5-10 protected seats from a list of relevant/appropriate courses jointly identified. This notwithstanding, we recognize with the addition of a new stream, resources may be required for advising and tracking stream completion. Given the number of students that currently are enrolled in other streams (Global e-Health = 12; Global Health and Disease Promotion = 58; Global Health Policy = 21), there is opportunity for students who may select policy or disease-focused streams to consider global mental health, thus guaranteeing a good recruitment/retention of students. The addition of this stream provides a suite of stream options for the school of GH to consider a rotation of offerings in the future, depending on available resources. This provides more flexibility for managing resources in the unit.

5. Consultation

- 5.1** Summarize consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support as [appendices](#).

Please refer to Appendix 5. Extensive consultations have taken place at multiple levels:

1. **Discussions have been held with Psychology Department to garner support for students in Global Health to have access to relevant courses outside the School, to make up their course credit requirements. The outcome has been extremely encouraging and we have the written support for the creation of this stream and the courses offered.**
2. **Teaching commons was consulted and has communicated support for the GMH stream.**
3. **Library services was consulted and has communicated support for the courses and preparedness to meet bibliographic requests for the stream courses.**

- 5.2** Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

A cross-section of students from Global Health Student Association (GHSA) provided valuable feedback on the introduction of a Global Mental Health (GMH) stream. Most responses have been positive, showing strong support for its development. However, some students expressed the need for clarity regarding the potential overlap with the Global Health Promotion and Disease Prevention (HPDP) stream. This feedback has been crucial in refining the learning outcomes for the GMH stream, ensuring we minimize any redundancies.

Clarifying perception of overlap between streams:

Health promotion is a core component of Global Mental Health (GMH) research and practice. The GMH stream aims to integrate this relationship by emphasizing health promotion theory and its practical application to mental health on a global scale. This focus is essential given the unique social determinants of mental health and the stream's emphasis on developing competencies in problem-solving and advocacy for equitable mental health services.

Additionally, students in the GMH stream will have opportunities to learn specific strategies to enhance their own mental well-being, a focus distinct from that of the Global Health Promotion and Disease Prevention stream. The two streams are, therefore, complementary, offering a broader range of in-house global health courses and reducing the need to rely on offerings from other departments. Table in appendix 2 clarifies the unique differences based on the stream learning outcomes.

- 5.3** Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the [Office of Institutional Planning and Analysis](#) (OIPA), [Office of the Vice Provost Teaching and Learning](#), industry groups, accrediting bodies, etc.). Include

as [appendices](#) statements/letters of support from the relevant units/groups confirming consultation and support.

OIPA was consulted and the data confirms the market viability of the GMH stream. This data suggests that across Canada and United States of America 'Population Health and Mental Health are both projected as skills growing in demand. All related skills such as behavioral health, public health, social work, quality improvement and care coordination are also growing skills'. 'The number of publications has increased exponentially since 2013, particularly after COVID pointing to increasing attention to this area'.

Major Modifications Proposal

Faculty: Faculty of Health

Department: School of Nursing

Program: 4 Year Direct Entry BScN; 2nd Entry BScN; Post-RN Internationally Educated Nurses BScN

Degree Designation: Honours BScN degree

Type of Modification: Addition of a Stream Option – completion of this stream option will show up on the official transcript- **Nursing Leadership and Care of the Older Adult - Stream Option**

Location Keele campus

Effective Date: September 2025

Approval Date at Faculty Council: March 5, 2025

1. Overview

1.1 Provide a brief summary of the proposed changes to the program.

Currently the undergraduate BScN programs in the School of Nursing have 2 existing stream options – The Acute and Critical Care Adult Stream and the Nursing Practice in Mental Health, Illness and Addictions Care. We are now proposing to add the “Nursing Leadership and Care of the Older Adult”- Stream Option

1.2 Provide the rationale for the proposed changes.

There are several major influences that are driving the proposed additions to the revised 4-year Direct Entry, 2nd Entry and Post RN Internatioally Educated Nurses (IEN) BScN undergraduate programs at the School of Nursing (SON). These changes will apply to the newly revised programs. These internal and external influences are needs to:

- **provide students the opportunity and curricular structure to branch to an area of practice that is of interest to them and that can facilitate their transition to employment, and that aligns with the University definition of an ‘undergraduate stream’;**

- attract applicants to the BScN programs in a competitive market; and
- reflect stakeholders’ feedback and community needs for professional currency and relevancy of the undergraduate programs, and growing areas of practice agency need – leadership and care of an older demographic.

These rationale for the undergraduate programs’ changes will be expanded on in the following sections.

The important changes to the curriculum that were proposed in February 2021 and approved by Senate in May 2021 form a foundation for the addition of an undergraduate streams option. The 4-year Direct Entry and the 2nd Entry BScN programs have already included the following revised structures in the required undergraduate courses: two (2) nursing elective courses; a capstone course; and a final integrated practicum course. These components constitute a total of 18 credits. These particular courses facilitate the next step in building stronger, more attractive program offerings.

In addition to rationale that outlines the increased appeal of the proposed modifications for applicants to the BScN undergraduate programs at York, there is significant support for an undergraduate streams option from major clinical partner agencies.

The care of older adults and long-term care (LTC) have been clearly identified by the Ontario provincial government in recent initiatives¹ as priorities of health in the province, as a consequence of the pandemic, and in response to other challenges that have been highlighted over the last few years. This prioritization would mean an increase in the average amount of direct hands-on care provided by registered nurses and other health care workers in LTC settings, provide support for new nursing graduates, and “scale up traditional education and training streams to create new labour supply in partnership with educational institutions” (p. 6). Therefore, in addition to the areas of interest identified by both students and SON faculty, LTC would be a prudent and sustainable addition when building undergraduate streams.

1.3 Comment on the alignment of the program changes with Faculty and/or University academic plans.²

The addition of this this stream aligns with the community partner input, the need in Ontario for more graduates interested in working in leadership nursing position with

¹ Ontario Government. (2020). *A better place to live, a better place to work: Ontario’s long-term staffing plan (2021-2025)*. <https://files.ontario.ca/mltc-ontario-long-term-care-staffing-plan-2021-2025-en-2020-12-17.pdf>

² This can include the [2020-2025 University Academic Plan](#), the [2023-2028 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and other Faculty plans and frameworks.

the geriatric population and the continued agency support to place our students in appropriate and relevant clinical placements that School of Nursing has been advised will be provided by the health care agencies which we currently have affiliation agreements and those we are negotiating with to get new affiliation agreements.

- 1.4** Provide a detailed outline of the changes to the program.
Also include an appendix of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

1.5 Describe how students currently enrolled in the program will be accommodated.

Students interested in the taking the Nursing Leadership and Care of the Older Adult - Stream Option will express interest in Term #2 for those students who are enrolled in the 2nd Entry BScN program and those students enrolled in the 4-Year Direct Entry BScN program will express interest in the 4th Term of their undergraduate program. Students who meet the stream's admission requirements of a B+ overall GPA and no failed courses or practicums will be added to this stream option in the following term (i.e., the 4th Term of the 2nd Entry BScN program and the 6th Term of the 4-Year Direct Entry BScN program).

This stream option is also available to those students in the Post-RN IEN BScN program. For those students, expression of interest is needed in Term # 2 – with the stream option going into effect in the 3rd Term of the program. For this program option, students will be made aware of, advised, and must approve of an additional term to be added to their study plan to facilitate the requirements of this stream option. Students also need to be aware that there will be additional fees with extending the program by one term which they need to be approve to prior to entering the stream option. Students in this program will start the Stream option in the 4th term of their new study plan consisting of 6 terms.

The stream option is not available to those students in the Collaborative BScN program as this program is being phased out by 2027 and we will not have any students eligible to take the stream option in the Fall 2025 term.

The existing stream options and now this new proposed stream option in the undergraduate BScN programs (except the Post RN BScN IEN program) can be accommodated in the existing study plan and do not add any academic burden or changes to the other programs. Students in the IEN program will receive special advising and a revised study plan, should they choos this stream option.

However, if the stream option being offered does not enrol sufficient numbers of students into the specific electives that are required by the stream, then that particular stream may need to be deferred or not offered for that academic year. Students will be advised in advance. This information will be made available through townhalls and via other written material and email messages that will be circulated. Students will then be given the opportunity to take another elective and not enrol into the stream option without jeopardizing any part of their study plan.

2. Learning Outcomes and Program Requirements

2.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.³

There are no revisions proposed to the overall Program Learning Outcomes with this Stream Option added to our undergraduate BScN programs.

2.2 If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's [Degree Level Expectations](#).
A suggested template for mapping can be found as an attached [appendix](#).

n/a

2.3 If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.
A suggested template for curriculum mapping can be found as an attached [appendix](#).

n/a

2.4 If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

End-Program Outcomes Graduates of a York University BScN program will:	Leadership and Care of Older Adults NURS 4378 3.00 NURS 4379 3.00
1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	(NURS 4378) Outline how professional nursing standards and legislation informs care planning for older adults living in the community.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	(NURS 4378) Apply intra- and inter- disciplinary concepts and theories that contribute to enhancing the quality of life and well-being of older adults living in the community (NURS 4379) Explore the key factors affecting transitions of care for older adults across acute, community, and long-term care settings.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	(NURS 4379) Synthesize the nurse leader's role in developing plans of care that address the holistic needs of older adults, including physical, psychological, and social well-being.
4. Communicate and relate effectively with the client* and healthcare	(NURS 4378) Evaluate the collaborative care required to support the client living in the community

³ Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that reflect the program and demonstrate how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

End-Program Outcomes Graduates of a York University BScN program will:	Leadership and Care of Older Adults NURS 4378 3.00 NURS 4379 3.00
teams, using varied strategies to promote safe, compassionate, relational care.	
5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	(NURS 4379) Identify effective communication strategies for collaboration with inter- and intra- professional teams to ensure continuity of care.
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	(NURS 4378) Critically examine the nurse's leadership role in addressing factors that impact the well-being and quality of life of the older adult living in the community.
7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	(NURS 4378) Examine the health care system impacts on care of the older adult living in the community.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	(NURS 4379) Analyze evidence-informed practices to manage common conditions and experiences of older adults during care transitions
9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	(NURS 4379) Explore the key factors affecting transitions of care for older adults across acute, community, and long-term care settings.

*Clients are defined as individuals, families, communities and populations ** The leveled goals serve to guide the course development; the end-program goal must be achieved by all undergraduate program graduates.

2.5 If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

PLO will continue to be assessed in the program in the same ways; no changes.

2.6 If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

There are no changes to the admission requirements

3. Teaching and Learning

- 3.1** If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives⁴ and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

- 3.2** If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

The assessment of teaching and learning within all three programs will remain the same. These will continue to align with the BScN program outcomes, which are essentially unchanged, as described. Nursing programs require not only assessment of content knowledge but of practicum knowledge and professional behaviour. Therefore, assessment in the classroom and online, and through observation in the laboratory (as applies) and in practicum environments will continue.

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

4. Resources

- 4.1** Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. 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.

⁴ See Quality Council's [definition of "objectives"](#) on their website.

No additional new resources are required for this BScN Stream Option – The York University Library has provided support for the 2 specific courses attached to this Stream Option- Please see attached Appendix A and Appendix B

5. Consultation

- 5.1** Summarize consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support as [appendices](#).
- 5.2** Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

The SON’s current policy and approach for providing students with an option to experience a final integrated practicum placement in focused nursing practice areas (such as critical care, emergency, etc.) is not fully marketed as a unique program feature; indeed, many baccalaureate nursing programs across Ontario and Canada offer similar placement types towards the end of their programs. In preparation for the revision of its undergraduate programs, consultants for the SON conducted an environmental scan of Ontario schools of nursing which showed that few BScN programs offer a formal curricular structure, such as an undergraduate stream, that is recognized by the program and the university as meeting learning outcomes specific to these areas. A proposed undergraduate stream option would be documented on the participating students’ transcripts as having successfully completed focused nursing requirements. Created in partnership and consultation with clinical agencies, this proposal for streams would be a unique and attractive offering for students who seek to begin a nursing career after graduating from an Ontario university and would be competitive with college institutions with stand-alone baccalaureate programs.

Surveys were sent out to students enrolled in the last two terms of their programs. Most respondents indicated an interest in the availability of an undergraduate streams option. During the recent needs assessment surveys, focus groups were also conducted for undergraduate students on their receptivity to streams; although numbers in the focus groups were small, the results indicated that there was support for the introduction of undergraduate streams, and that this would be attractive to potential students. It was also indicated that the ‘option’ was important; focus group participants stated that some students may not select this activity for a variety of reasons (prefer a broader course and/or final clinical experience, or unable or unwilling to identify a particular area of interest midway through the program).

Areas of student interest were confirmed across the assessment process: emergency, pediatric, adult critical/intensive, medical-surgical, mental health, perioperative and community health care were most strongly preferred. These areas of nursing practice and opportunities to care for clients with related health needs would be attractive to potential applicants looking for a BScN program.

- 5.3** Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the [Office of Institutional Planning and Analysis](#) (OIPA), [Office of the Vice Provost Teaching and Learning](#), industry groups, accrediting bodies, etc.). Include as [appendices](#) statements/letters of support from the relevant units/groups confirming consultation and support.

The care of older adults and long-term care (LTC) have been clearly identified by the Ontario provincial government in recent initiatives as priorities of health in the province, as a consequence of the pandemic, and in response to other challenges that have been highlighted over the last few years. This prioritization would mean an increase in the average amount of direct hands-on care provided by registered nurses and other health care workers in LTC settings, provide support for new nursing graduates, and “scale up traditional education and training streams to create new labour supply in partnership with educational institutions”. Therefore, in addition to the areas of interest identified by both students and SON faculty, LTC would be a prudent and sustainable addition when building undergraduate streams.

In March 2023, as part of the staffing plan, the government announced an investment of up to \$1.25 billion in 2023–24 to help hire and retain nurses, PSWs, and AHPs in Ontario long-term care homes and increase direct care time and the achievement of the system-level average targets for 2021–22 of three hours by RNs, RPNs and PSWs, and 33 minutes by AHPs. This investment built off the \$270 million investment made in 2021–22 and the \$673 million investment in 2022–23. An investment of \$1.82 billion has been committed for staffing increases in 2024–25. These historic investments fund several ongoing programs. Through these various programs the Ontario government is helping to train, educate, hire, retain, and support thousands of healthcare workers in the long-term care sector.

Conversations with the SON’s existing clinical partners (including the *Baycrest Health Sciences, Mackenzie Health, Centre for Addiction and Mental Health, etc.*) have reinforced the direction that the SON is taking with this proposal for undergraduate streams. As healthcare employers in the Greater Toronto Area (GTA), these partners have recommended that nursing education emphasize depth of learning in areas of high need and where there are gaps in nursing staffing. Concentrated learning and an opportunity to become more deeply embedded in nursing practice in these areas would further help students as they adapt to chaos

and complexity, work as a team, collaborate with interprofessional groups, take a lead, and acquire other knowledge and attributes needed as they enter the healthcare workforce. These concepts, and opportunities to apply them, as well as critical thinking and advanced clinical skills, have been considered with this BScN Stream Option.

Ontario Government. (2025). Published plans and annual reports 2023-2024: Ministry of Long-Term Care <https://www.ontario.ca/page/published-plans-and-annual-reports-2023-2024-ministry-long-term-care>

On December 12, 2024, the Dean of the Faculty of Health provided the School of Nursing approval of the BScN Stream Option titled Leadership and Care of the Older Adult – please see attached appendix C

On February 10, 2025, the School of Nursing has received approval for the new Stream from the Vice-Provost Academic, titled Leadership and Care of the Older Adult-please see attached appendix D

March 4th, 2025

Re: New Stream – *Leadership and Care of the Older Adult*

HEALTH

Dean's Office

4th Floor HNES
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
healthdn@yorku.ca
yorku.ca

Dear Colleagues,

I am pleased to support the proposal for the stream in ***Leadership and Care of the Older Adult*** as an addition to the current BScN program's suite of specialty-focused options. A specific focus on Ontario's aging population, with registered nurses as leaders, is essential to maintaining safe, dignified and competent care delivery. There is a shortage of nurses in this sector, and so such a stream, coupled with a leadership perspective, may attract students to this area and highlight the value of their contributions particularly to the lives of vulnerable older adults. This initiative may also be attractive to students interested in honing leadership skills that are not only needed in a long-term care setting but that are transferrable to other healthcare environments.

This proposed initiative aligns with the School of Nursing's mission and approach to undergraduate teaching and promotes an innovative stream offering. Such an expanded opportunity also reflects the university's [academic plan](#) for advancing working in partnership and 21st century learning, and the Faculty of Health's strategic directives for [student engagement](#) and [partnering for positive change](#). A full selection of stream offerings is a program feature that can be marketed during recruitment and conversion events.

It is understood that the proposal aligns with the BScN program outcomes and its current resources. Mechanisms are already in place for supporting students in the other two undergraduate streams, so this proposed new stream could be implemented seamlessly.

The FoH and the School of Nursing will work together on this exciting new curricular initiative.

Sincerely,



Chris Ardern, PhD
Interim Dean, Faculty of Health



York University

Undergraduate Certificate Proposal:

CERTIFICATE IN SOCIAL JUSTICE AND COMMUNITY ENGAGEMENT: SPORT,
PHYSICAL ACTIVITY & HEALTH

Faculty: Health

Department: School of Kinesiology and Health Science

Degree Designation: Disciplinary Certificate

Program: Kinesiology and Health Science

Location: Keele Campus

Intended Start Date: September 2025

1. Introduction

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

The Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health is a Disciplinary Certificate designed for students who have an interest in studying in courses with a major focus on the intersections of sport, physical activity, health, and social justice for positive community engagement and impact. Through these courses, students will learn about the importance of Kinesiology, physical activity, sport, and other forms of physical culture in building and supporting the physical, mental, emotional, and social health and well-being of individuals, groups, communities, and the planet. This certificate will indicate students' advanced theoretical and substantive understandings of the sociocultural and policy study of sport and physical activity, as well as heightened experience with, and capacity for, community-based learning and engagement. This certificate will be administratively housed within the School of Kinesiology of Health Science (KHS).

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

Kinesiology is defined as the multi-disciplinary study of human movement, and traditionally encompasses a range of fields across the natural to social sciences; in short, it is the study of human movement from 'cell to society.' Within KHS, there is a dedicated Socio-Cultural and

Policy Studies in Sport and Physical Activity (SCPS) stream committed to learning, teaching, and research that advances equitable physical culture and health in an unequal world with communities allied in social struggle. As a collective, our work aims to critique systems of oppression, promote collaboration, foster community, and achieve accessibility, transparency, and social justice. The courses associated with the proposed certificate all attend to and work towards social justice through course content directly, through innovative community-service learning or similar experiential opportunities, through knowledge mobilization, translation and transfer projects with community groups, and/or through research-based learning and projects. The proposed Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health aligns directly with the foci of the SCPS' stream in KHS.

The proposed certificate employs recognizable language in the broader disciplinary areas of the socio-cultural study of sport and physical activity and physical cultural studies. Several institutions across Canada have research centres focused on comparable themes such as U of T's *Centre for Sport Policy Studies*, UBC's *Centre for Sport and Sustainability*, Brock's *Centre for Sport Capacity*, or Western's *Sport and Social Impact Research Group*. From our scan of the sector, there are only two comparable offerings from competitors: 1) "Certificate in Social and Environmental Justice" (Faculty of Kinesiology and Physical Education, University of Toronto); and 2) "Minor in Studies of Social Issues in Sport, Physical Activity, and Leisure" (School of Human Kinetics, University of Ottawa).

1.3 Indicate the intended start date for the certificate.

September 2025

2. General Objectives of the Undergraduate Certificate

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

The general objectives of the undergraduate certificate are:

1. To provide students a suite of Kinesiology course-based opportunities to advance equitable physical activity and health via social citizenship, social entrepreneurship, community building and engagement, and social justice.
2. To provide students course-based opportunities in Kinesiology to develop and apply practical skills essential for engagement with diverse communities and organizations to promote equitable physical activity and health. These skills include, but are not limited to, unconscious bias training, cultural safety, written and oral communication skills and knowledge translation skills.
3. To provide future public- or private-sector employers, professional programs and graduate schools with a clear demonstration of the advanced knowledge and skills in promoting equitable physical activity and health possessed by Kinesiology students graduating with this proposed certificate.

The Kinesiology courses encapsulated within the proposed certificate offer a range of opportunities for students to build, apply, and synthesize knowledge on positive community engagement and social justice through sport, physical activity, and health. Furthermore, each course within the proposed certificate affords students' experiential learning opportunities with

students routinely being challenged to address ‘wicked problems’ faced by real community partners. Given the foci of the certificate, students will be exposed to and able to build such competencies as: curiosity; creativity; innovation; social, cultural and ethical awareness; interdisciplinary thinking; community engagement; the ability to collaborate and integrate systems and people; and the capacity to develop, implement and evaluate policies, practices, programs, and opportunities that advance accessibility, equity, inclusivity, truth and reconciliation in and with a variety of community partners.

We anticipate that graduates with the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health Certificate will be well-positioned for a wide variety of post-undergraduate and career options. The Certificate will make candidates more attractive for professional (e.g., Medicine, Law) and graduate schools as more and more of these programs require applicants to demonstrate awareness of the overlapping barriers of discriminatory beliefs, attitudes, structures, and systems that create and sustain social and health inequity for individuals and communities locally to globally. The Certificate will also make candidates more attractive for future employers as graduates will be able to apply their skills in the private or public sectors in such ways as: research, data and policy analysis, development of policy briefs, program evaluation, grant writing, knowledge translation, communications, and outreach.

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

The general objectives of the proposed certificate align with the principles and priorities outlined in the Undergraduate Academic Plan (UAP, 2020-2025), and the Faculty of Health’s new strategic plan (2024-2028). With regards to the Faculty’s strategic plan, this certificate is in line with three of its key strategic directions: 1) Advancing Social Justice; 2) Creating Opportunity for Student Engagement and Impact; and 3) Partnering for Positive Change. Moreover, and in line with the UAP, the certificate reflects a commitment to critical inquiry and the pursuit of knowledge-for-change. The courses identified for the certificate equip students with skills to critically evaluate research, policy and practice, with a specific focus on understanding the place of sport, physical activity, and physical culture in addressing pressing social justice issues.

Second, the UAP recognizes the transformative power of research, scholarship, education, and critical dialogue to create a more just world. Through completing the proposed certificate, students will engage with tools to actively transform knowledge into action, bridging the gap between academic learning and practical application.

Third, the UAP emphasizes the role of York as an “agent of positive change for our students, for higher education, for society at large, and for the planet.” The proposed certificate thus strengthens York’s positioning as an ‘agent of change’ by centering and allowing students to learn from, and be inspired by, the work of individuals, communities, and organizations promoting sport, physical activity, and health, through a social justice and DEDI lens. In doing so, active citizenship and community engagement are modeled for students.

Fourth, the UAP underscores York’s commitment to building a more just and sustainable future. The proposed certificate actively contributes to this commitment by bringing into conversation, courses related to sport, physical culture, health, global development, and Indigenous health,

critiques of capitalism, and data justice. Consequently, students who complete the proposed certificate will be able to identify and address existing inequities, enhance community well-being, and promote evidence-based policies and programs that align with the United Nations' Sustainable Development Goals.

3. Need and Demand

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

The proposed certificate is innovative in its focus on positive community engagement and social justice through sport, physical activity, and health. No other undergraduate certificate offered at York focuses on the sociocultural study of sport or on positive social change through sport, physical activity, and health. The Department of Anthropology (LAPS) offers a Certificate in Advocacy & Public Engagement. Like the proposed certificate, this program emphasizes student activism, critical perspectives on public issues, and identifying ways to promote social change through advocacy, ethnographic fieldwork to investigate issues, and critical interventions. However, the Certificate in Advocacy & Public Engagement does not offer any courses focused on sport, health, physical culture or activity, and it is grounded in anthropology as opposed to the sociology or cultural studies of sport, physical activity, policy studies, and health.

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

This proposed certificate attends to known social needs in Canada. It is well established that there are systemic and structural barriers to good health for all Canadians, particularly those from underrepresented, under-served, and marginalized groups, such that the [Public Health Agency of Canada](#) identifies social justice as a core value in public health: "Important values in public health include a commitment to equity, social justice and sustainable development, recognition of the importance of the health of the community as well as the individual, and respect for diversity, self-determination, empowerment and community participation" (2008, p. 7). There has also been long held belief among advocates that access to and participation in equitable and inclusive sport and physical activity contributes to healthier communities. In turn, there has been growing attention to the ways in which sport and physical activity are tools that can help to advance positive change in communities, locally and globally, for an equitable and just world. In fact, the belief that sport can be "[leveraged]...for the physical, mental, emotional and social health of everyone in Canada" fundamentally underpins the latest iteration of the Canadian Sport Policy 2023-2033 (as cited in the [What We Heard Report](#), 2022, p. 5). This proposed certificate threads through these known social needs in its focus on advancing positive change and social justice through sport and physical activity to improve the health and well-being of communities.

The demand for a Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health is underscored by various factors including the increasing prioritization of decolonization, equity, diversity, and inclusion (DEDI) principles/initiatives and social justice among Canadian students in their academic and career pursuits. Organizations such as the Canadian Council for International Cooperation (CCIC) and the Canadian Association of Social Workers (CASW) recognize the value of individuals with a strong foundation in social justice principles and the communication, facilitation, and knowledge translation skills required to meaningfully engage with communities. Such skills are recognized as essential for navigating today's current employment landscape in Canada's Skills for Success [Framework](#) as well as in such documents as the 2022 Diversity Institute's Labour Market Insights [report](#).

Within the Faculty of Health, data collected through surveys during its recent strategic planning process also highlighted both increasing sensitivity to social justice among students as well as heightened demand for more community-integrated and community-service experiential learning. Students spoke of their desire for more chances to engage with community partners to such an extent that the Faculty set as one of its strategic directions, to: "Increase students' connection to local and international community through research, experiential community-based projects, and work-integrated learning." A landscape assessment prepared by the Office for Institutional Planning and Analytics (OIPA) identified an anticipated 4% job growth in such fields as health and social policy development and program administration as per Canadian jobs data on the Lightcast (formerly Burning Glass) platform. This includes an increase in community development and community engagement career opportunities with such organizations as MLSE Launchpad, Canadian Tire's Jumpstart Foundation, Right to Play, as well as various municipalities including Toronto, Mississauga, Markham, and Vaughan.

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

Initial intake of 25 with steady-state enrolment of 40, with an anticipated implementation date of September 2025.

4. Curriculum, Structure and Learning Outcomes

- 4.1** Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure support achievement of the learning outcomes. Append a curriculum map.

The program learning outcomes for the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health are:

1. Understand key concepts related to social justice, including but not limited to decolonization, equity, diversity, inclusion, power and privilege, power dynamics, oppression, systemic and structural forms of discrimination, social citizenship, and social entrepreneurship.
2. Describe opportunities for and barriers to equitable, accessible, and inclusive sport, physical activity, and/or health and their implications for advancing social justice and

community engagement, particularly for those from underrepresented, under-served, and marginalized communities.

3. Develop knowledge of the principles for ethical community engagement, including consideration of the ethical implications of their actions, engaging in self-reflection, and continuously learning and adapting their approach based on feedback and experiences.
4. Apply theoretical and practical knowledges of social justice and community engagement to co-create, analyze, recommend and/or evaluate strategies that attend to complex social problems through equitable, accessible, and inclusive sport, physical activity, and health practices and opportunities.
5. Collaborate meaningfully with diverse peers and community partners in an ethical, culturally sensitive, and professional manner, recognizing the impact of intersectionality on experiences of oppression, and adapting communication and engagement strategies accordingly.
6. Communicate knowledges in relevant and meaningful ways (e.g., written, oral, audio/visual, or creative formats) for diverse audiences.

General Requirements for the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health are:

1. Students enrolled in the KHS Honours Kinesiology BA or BSc program;
2. Completion of the core socio-cultural KHS courses: KINE 1001 3.0 (Sociocultural Foundations in Kinesiology: Tools of Inquiry) and KINE 2001 3.0 (Sociocultural Insights and Applications in Kinesiology);
3. Completion of KINE 4880 3.00: Knowledge-to-Action Capstone: Community, Physical Culture, and Health;
4. Completion of an additional 15 credits from the following list of KHS electives, with a minimum 6.0 credits at 4000-level:
 - KINE 2040 3.0: Communities in Motion: Exploring the Behavioural and Sociocultural Study of Sport and Physical Activity
 - KINE 3360 3.0: Gender and Sexuality in Sport and Health
 - KINE 3430 3.0: Histories of Sport, Physical Activity and Health in Canada
 - KINE 3485 3.0: Social and Structural Determinants of Physical Culture and Health
 - KINE 3445 3.0: Sport, "Race" and Popular Culture in Canada
 - KINE 3490 3.0: Sport Policy and Politics
 - KINE 3595 3.0: Ethics and Relations of Power in Kinesiology and Health
 - KINE 4310 3.0: International Development and Sport
 - KINE 4315 3.0: Indigenous Health and Physical Cultural Practice
 - KINE 4480 3.0: Critical Policy Studies of Sport, Physical Activity and Health
 - KINE 4635 3.0: Immigration and Culture
 - KINE 4645 3.0: Active Living and Ageing
 - KINE 4636 3.0: Crises of Capitalism

NOTE: Students do not have to apply for this certificate but must request the certificate with the Registrar's Office. The Registrar's Office will confirm eligibility for the certificate upon graduation.

Please see Appendix for the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health curriculum map.

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

Students will be assessed through successful completion of online modules such as SPARK and the Tri-council Policy Statement (TCPS) Ethics modules, quizzes, tests, exams, written assignments, and oral presentations whether in-person or virtually (e.g., through digital storytelling). The certificate learning outcomes strongly focus on the translation of knowledge to practice, effective communication, and collaboration with others, which will be largely assessed through group-based projects.

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

All courses in support of this proposed certificate are offered through the KHS in the Faculty of Health. All courses in support of this proposed certificate are offered every year.

Course Number and Title	Credit Value	New/Existing Course (f of offering)	Short Description
<i>Required Courses</i>			
KINE 1001 Sociocultural Foundations in Kinesiology: Tools of Inquiry	3.0	Existing	Critically explores the foundations and assumptions of Kinesiology from a socio-cultural perspective. This begins with an understanding that no human being lives outside of society, and that we are social bodies. An individual’s social body is categorized and trained into socially approved roles and practices that are informed by cultural, political, and historical conditions. In this course, we investigate how the social body has shaped and is shaped by Kinesiology as an area of study and practice. Students are introduced to analytical tools of inquiry and learning skills.
KINE 2001	3.0	Existing	Critically explores Kinesiology as a field of study, and the study of physical culture and health by building on concepts and skills introduced in KINE1001. We identify the complex ways in which unequal power relations manifest through

Sociocultural Insights and Applications in Kinesiology			our perceived gender, appearance, age, sexual orientation, race, ethnicity, ability, class, caste, and so on. We explore how we can resist, make change, and work towards a more just world.
KINE 4880 Knowledge-to-Action Capstone: Community, Physical Culture, and Health	3.0	Existing	Provides knowledge-to-action skills and opportunities to tackle real-world challenges, address community needs, and have social impact(s). Examines undergraduate education through a social justice lens by centering principles of decolonization, equity, diversity, and inclusion and their implications for sport, physical activity, physical culture(s), and health (broadly defined). Explores how social inequities impact research, programs, and policies. Provides the tenets and tools of ethical, equitable and relational knowledge co-creation, trans-fer/exchange, and representation. Explores knowledge mobilization and translation efforts in health, sport, physical activity, and physical cultural practice(s). Identifies ways to mobilize knowledge that work towards social justice by taking seriously the principles of decolonization, equity, diversity, and inclusion.
<i>Elective Courses (Students must complete an additional 2.5 FCE from the following options)</i>			
KINE 2040 Communities in Motion: Exploring the Behavioural and Sociocultural Study of Sport and Physical Activity	3.0	Existing	Introduces students to the behavioural and sociocultural study of sport and physical activity with emphasis on exploring sport and physical activity, including barriers and catalysts, in relation to communities and community building. In addition, this course introduces students to the research processes that underpin the behavioural and socio-cultural study of sport and physical activity - from the starting point of cultivating curiosity, to conceptualizing a research question and project, to the communicating findings with and to others.
KINE 3360 Gender and Sexuality in Sport and Health	3.0	Existing	Introduces students to the social production of gender (including femininity and masculinity) and sexuality and how it impacts the worlds of sport and health. The course introduces students to feminist and queer theory approaches within the discipline.
KINE 3430 Histories of Sport, Physical Activity and Health in Canada	3.0	Existing	This course examines diverse histories of sport, physical activity and health in Canada and the ways in which people have fashioned sport, physical activity and health within economic, social, and political struggles and changes. The course focuses on the historical and social

			construction of identity(ies) and community(ies) and the roles play by sport, physical activity, and health in the inclusion and/or marginalization of individuals and groups.
KINE 3485 Social and Structural Determinants of Physical Culture and Health	3.0	Existing	Examines the historical, political, economic, and social factors and mechanisms, including governance systems, programs and policies, that shape physical culture and health, experiences, opportunities, barriers, and outcomes for individuals and communities.
KINE 3445 Sport, "Race" and Popular Culture in Canada	3.0	Existing	The course gives students a historical and contemporary understanding of 'race' and racism in Canadian popular culture as it pertains to the world of sport.
KINE 3490 Sport Policy and Politics	3.0	Existing	Discussions about power, politics and ethics as they relate to current sport policy issues are explored. Policy development and policy analysis skills are learned and applied to issues in relation to sport in a number of sectors (e.g., public, the third sector, commercial, etc.).
KINE 3595 Ethics and Relations of Power in Kinesiology and Health	3.0	Existing	Provides grounding in ethical theories and approaches in relation to Kinesiology and health. Cultivates the development of an ethical self and critical thinking about the ethical use of power for social justice and equity in our communities. Case studies will serve as basis for students to develop tools to reflect and respond to ethical dilemmas in fields related to the human body, movement, and health.
KINE 4310 Sport, Global Development & Transformative Justice	3.0	Existing	Critically examine the intersections of sport and international development. Sport has increasingly been utilized to "develop" marginalized groups in the "Global North" and "Global South." This involves tapping into what sport can do "intentionally" to address priorities including community building, health promotion, youth engagement, economic revitalization, settlement, citizen participation and conflict resolution.
KINE 4315 Indigenous Health and Physical Cultural Practice	3.0	Existing	Explore and critically analyze current literature and practice pertaining to health, sport, physical activity, and physical cultural practices among diverse Indigenous Peoples and Nations. The course focuses on Indigenous Peoples, Nations, and communities in Canada and the relationships with global communities more broadly. The course critically examines

			colonialism, (de)colonization, self-determination and intersections of land, language, 'race'/ethnicity, sex/gender, ability, and social class as it relates to health, wellbeing, physical activity, and physical cultural practice.
KINE 4480 Critical Policy Studies of Sport, Physical Activity and Health	3.0	Existing	This course explores the practical and pragmatic aspects of critical policy approaches that focus on theories and methodologies associated with policy development, evaluation, analysis, and implementation in the pursuit of equitable, inclusive, and socially just sport, physical activity, physical culture and health.
KINE 4635 Immigration and Culture	3.0	Existing	Examines the history of immigration in Canada, how immigration and diversity have been 'managed,' and the subsequent impact on sport, physical activity, and health promotion experiences and programming. Applies key aspects of immigration management paradigms, ranging from assimilation to multiculturalism; and analyzes how these different approaches to immigration shape health and physical activity experiences.
KINE 4636 Crises of Capitalism	3.0	Existing	Examines crises inherent to, and resultant from, capitalism and their various manifestations in contemporary society as related to health—most immediately, the course engages university- and community-based researchers interrogating (i) the financialization of housing, (ii) climate collapse, (iii) opioid epidemics, and (iv) pandemics to understand health consequences of crises and community-driven responses and calls for action.
KINE 4645 Active Living and Aging	3.0	Existing	Assist students in developing critical insights into the concepts, practices, and promotion strategies of 'active living' and 'active aging,' as well as into the role that 'activity' can have in the optimization of health and wellness in later life among older people. Students will be introduced to, and will think critically about, a broad range of topics, theories, and research studies related to active living and aging. Emphasis is also placed on identifying active living and aging opportunities and exploring the environments in which activity is (or is not) integrated into daily life.

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

Existing modes of delivery will be maintained for the courses identified in the list above. All the courses listed above are delivered in-person, except for KINE 4495 which is a blended course. In-person mode of delivery is appropriate and effective in supporting the certificate learning outcomes, especially understanding key concepts related to social justice (LO #1); barriers and opportunities for equitable, accessible, and inclusive sport, physical activity, and health (LO #2); and principles for ethical community engagement (LO #3). In-person modes of delivery also foster communication, collaboration, and cooperation among students, and provides ample opportunity for feedback from the instructor (LO #5). This in turn helps to foster a sense of community within the classroom.

Various forms of experiential education are offered in the courses listed. Experiential learning is also a critical aspect of this certificate, especially engaging with communities, dialoguing with community partners, reflecting, and evaluating policies and programs being implemented in communities. Such experiences provide opportunities to self-reflect (LO #3), apply theoretical knowledge of social justice and community engagement (LO #4), to collaborate effectively (LO #5) and communicate in different forms to diverse academic and non-academic audiences (LO #6).

5. Admission Requirements

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

The proposed certificate is open to the following applicants:

1. Current York students in the Kinesiology & Health Science degree program (BA or BSc).
2. Completion of KINE 1001 and KINE 2001 (or equivalent, as approved by CD)

This admission requirement aligns with the certificate learning outcomes, as the certificate requires a good foundation in sociocultural studies in Kinesiology, and in turn meets the prerequisites requirements of all the electives courses required to complete the certificate.

6. Resources

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

The courses listed in Section 4.3 are taught chiefly by full-time KHS faculty members. Occasionally, senior doctoral students (where/when tickets are available), postdoctoral fellows/visitors, or Unit 2 faculty members teach elective offerings to accommodate a leave (e.g., parental, sabbatical). Moreover, as the expertise of the faculty members outlined below demonstrates, all courses have been developed in such a manner that they can be taught by different instructors where/when required. This supports the KHS' ability to offer the courses consistently over the course of students' undergraduate studies. KINE 1001 and KINE 2001 are required courses for KHS students, whether in the BA or BSc programs, and are offered every year and taught only by full-time KHS faculty members.

In the table below, the courses identified for each faculty member reflect courses they can teach or have already taught at the undergraduate level.

Faculty	Expertise	Courses
Ashley Day	Policy studies; Indigenous worldviews of health and well-being; decolonizing physical education policy and curricula	<p>KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry</p> <p>KINE 2001: Sociocultural Insights and Applications in Kinesiology</p> <p>KINE 3430: Histories of Sport, Physical Activity and Health in Canada</p> <p>KINE 3485: Social and Structural Determinants of Physical Culture and Health</p> <p>KINE 3490: Sport Policy and Politics</p> <p>KINE 4315: Indigenous Health and Physical Cultural Practice</p> <p>KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health</p> <p>KINE 4880: Knowledge-to-Action Capstone</p>
Amanda De Lisio	Sociology of sport; physical culture, policy and sustainable development; sport, health, and urban development in mega-event host cities, women (cis and trans*) in popular economies in the Global South	<p>KINE 3360: Gender and Sexuality in Sport and Health</p> <p>KINE 3620: Sociology of Sport</p> <p>KINE 4636: Crises of Capitalism</p> <p>KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health</p>

		KINE 4880: Knowledge-to-Action Capstone
Tammy George (CLA)	Sociology of sport; critical military studies; militarization and sport; racial violence and mental health; Canadian nationalism and national subjectivities; institutional change	KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry KINE 2001: Sociocultural Insights and Applications in Kinesiology KINE 3360: Gender and Sexuality in Sport and Health KINE 3485: Social and Structural Determinants of Physical Culture and Health KINE 3445: Sport, "Race" and Popular Culture in Canada KINE 4880: Knowledge-to-Action Capstone
Lyndsay Hayhurst	Sociology of sport; sport for development and peace (SDP); gender-based violence and sexual and reproductive health in/through SDP; digital participatory action research; trauma-and violence-informed approaches to SDP; cultural studies of girlhood; postcolonial feminist theory; global governance, international relations and corporate social responsibility; SDP in Indigenous communities; and the gender, sport and environment nexus	KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry KINE 2001: Sociocultural Insights and Applications in Kinesiology KINE 3360: Gender and Sexuality in Sport and Health KINE 3490: Sport Policy and Politics KINE 4310: Sport, Global Development & Transformative Justice KINE 4315: Indigenous Health and Physical Cultural Practice KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health KINE 4880: Knowledge-to-Action Capstone
Yuka Nakamura	Sociology of sport; sport and social inequity; race, gender and class and sport and physical activity; multiculturalism and social inclusion; citizenship; community building	KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry KINE 2001: Sociocultural Insights and Applications in Kinesiology

		<p>KINE 3445: Sport, "Race" and Popular Culture in Canada</p> <p>KINE 3595: Ethics and Relations of Power in Kinesiology and Health</p> <p>KINE 3620: Sociology of Sport</p> <p>KINE 4635: Immigration and Culture</p> <p>KINE 4880: Knowledge-to-Action Capstone</p>
Parissa Safai	Sociology of sport; risk, health and healthcare in sport; social determinants of athletes' health; sport and social inequality	<p>KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry</p> <p>KINE 2001: Sociocultural Insights and Applications in Kinesiology</p> <p>KINE 2040: Communities in Motion</p> <p>KINE 3360: Gender and Sexuality in Sport and Health</p> <p>KINE 3430: Histories of Sport, Physical Activity and Health in Canada</p> <p>KINE 3485: Social and Structural Determinants of Physical Culture and Health</p> <p>KINE 3490: Sport Policy and Politics</p> <p>KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health</p> <p>KINE 4495: Sports, Medicine, and Risk</p> <p>KINE 4880: Knowledge-to-Action Capstone</p>
Sachil Singh	Medical sociology; critical race studies; algorithmic inequality; socio-cultural history, identity politics, racial discrimination, and surveillance	<p>KINE 3445: Sport, "Race" and Popular Culture in Canada</p> <p>KINE 4635: Immigration and Culture</p>

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

Dr. Safai and Dr. Hayhurst have equipment available for students to engage in digital and visual participatory research creation activities

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

Existing classroom space is appropriate and adequate. No new or additional office or teaching space—above and beyond what is already used within the courses listed in 4.3—required.

Support Statements - library and departmental support statements on file

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

March 4th, 2025

Re: Certificate in Social Justice and Community Engagement

HEALTH

Dean's Office

4th Floor HNES
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
healthdn@yorku.ca
yorku.ca

Dear Colleagues,

I am pleased to support the proposal for a Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health, housed in the School of Kinesiology and Health Science in the Faculty of Health. The proposal suggests that it is a one-of-a-kind certificate and a clear fit with the Faculty's mission and values, which may therefore also enhance recruitment outcomes. Indeed, social justice is a strongly supported core belief of our faculty, students, and staff, and this proposal is wholly aligned with the strategic directions of the Faculty of Health. It is fitting that this proposed new certificate uniquely aligns with this value *and* promotes its application in physical activity for health. Its inclusive vision will assist students to prioritize decolonization, equity, diversity, and inclusion (DEDI) principles in health and health-related settings.

It is anticipated that this certificate will not change the Program Learning Outcomes but will enhance aspects of learning for those Kinesiology and Health Science students who choose to participate. It is also understood that the School will take on the administrative resourcing needed for such a certificate, and that there is adequate space for delivery and faculty member support for its development, such as a new course.

The potential for increasing experiential education (EE) and opportunities for students in Kinesiology and Health Science is clear, through community-based projects, and work-integrated learning. Faculty of Health looks forward to working with the School of Kinesiology and Health Science to support this exciting initiative.

Sincerely,



Chris Arden, PhD
Interim Dean, Faculty of Health



York University

New Program Proposal for the Bachelor of Engineering in Mechatronics

Faculty: Lassonde School of Engineering

Department: N/A

This proposal was developed by the Ad Hoc Mechatronics Committee, whose members include

- Michael Jenkin, Professor, Department of Electrical Engineering & Computer Science
- George Zhu, Professor, Department of Mechanical Engineering
- Jinjun Shan, Professor, Department of Earth & Space Science & Engineering
- Meiyang Qin, Assistant Professor, Department of Electrical Engineering & Computer Science
- Regina Lee, Professor, Department of Earth & Space Science & Engineering
- Michael Twohey, Director, Professional Education & Advanced Learning
- Marina Freire-Gormaly, Assistant Professor, Department of Mechanical Engineering
- Michael Bazzocchi, Professor, Department of Earth & Space Science & Engineering
- Parag Jain, Manager, Quality Assurance & Accreditation
- Ryan Orszulik, Assistant Professor, Department of Earth & Space Science & Engineering
- Paminderjit Sunner, Manager, Special Initiatives
- Salvatore Paneduro, Director of Educational Innovation
- Richard Hornsey, Former Associate Dean, Academic & Students
- Suprakash Datta, Associate Dean, Academic & Students

Degree Designation: Bachelor of Engineering (BEng)

Program: Mechatronics (TRON)

Location: Keele Campus and Markham Campus (1st Year Engineering for now)

Intended Start Date: September 2025

Faculty Council Approval: 7 March 2025

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Program Overview

1. Provide a brief description of the proposed program.

Mechatronics, or Mechatronics Engineering more formally, is an interdisciplinary branch of engineering that integrates aspects of mechanical engineering, electrical and computer engineering, and software engineering. Existing at the intersection of these disciplines, Mechatronics is the design of computer-controlled electromechanical systems. This includes the design and development of devices from robots to airplanes and from devices that support the internet of things to the design of amusement park rides. As such Mechatronics combines advances in materials, circuits and algorithms to design and build the machines that are critical to society now and which will continue to address societal concerns into the future. At York University the Mechatronics program leverages existing expertise in Mechanical Engineering (MECH), Computer Science and Computer Engineering, Software Engineering and Electrical Engineering (EECS), and Space Science and Engineering (ESSE). The Mechatronics Program (TRON: this code is available and marked for the program use pending Senate approval of the program) at the Lassonde School of Engineering is designed to be a four-year program that exceeds the accreditation requirements of the CEAB (Canadian Engineering Accreditation Board) and is intended to become *the* flagship engineering program at Lassonde. Beyond providing a CEAB accredited academic degree program in Mechatronics, the Mechatronics program at Lassonde will:

- Develop and encourage leadership in its graduates by including required leadership/teamwork components in each year of the program.
- Develop and encourage professionalism in its graduates through required work experience positions within the program.
- Develop and encourage interactions within year cohorts and between year cohorts to enhance Lassonde-centric relationships throughout the alumnae pool.

A degree program in Mechatronics has long been of interest to Lassonde and was identified early on as a direction of interest. In 2012, an initial proposal for a B.A.Sc degree in Mechatronics Engineering was developed by Profs. Michael Jenkin and Hugh Chesser. Since then, an undergraduate certificate in Mechatronics has been developed and is now being offered. The development of an accredited B.Eng. in Mechatronics is a timely and long-planned expansion of engineering programs at York.

The Mechatronics program described here leverages substantive institutional investment in engineering. It builds upon faculty expertise in mechatronics, control, robotics, sensor technology, mechanical engineering, space engineering, electrical and computer engineering, and mechatronics system design and deployment. Faculty associated with this program are internationally recognized in terms of their expertise in mechatronics, hold leadership positions in Canadian and international organizations associated with mechatronics, and have developed solid links with Canadian and international companies that develop mechatronics products and services. Faculty associated with the Mechatronics program have designed and

developed commercial robotic systems, have deployed systems, sensors and algorithms on both manned- and unmanned-space missions, have substantive experience in training students at both the undergraduate and graduate levels, have substantive experience in academic and non-academic leadership and project management, and have active research programs that result in publications in high-quality venues and in Canadian and international patents. This expertise provides the critical personnel to design and mount Mechatronics at York University.

Beyond leveraging institutional investment in personnel, the TRON program leverages institutional investment in the design of existing undergraduate engineering programs at York University. The TRON program utilizes the integrated ‘common’ core that is shared by the existing engineering programs, and utilizes existing courses in Math, Science and the various programs in Lassonde. Courses developed specifically for Mechatronics concentrate on experiential delivery. The program also leverages the existing co-op infrastructure within the Lassonde Student Welcome and Support Centre to provide mandatory work experience terms within the degree requirement. “Work experience” is the term CEWIL (Co-operative Education and Work-Integrated Learning) Canada uses to describe the Work-integrated Learning (WIL) model in which students participate in two or more work terms in an academic program.

Experiential courses within the TRON program focus on a spiral curriculum model in which concepts are presented repeatedly, but in deepening levels of complexity and in different applications. Within these courses, applications, and the design work associated with them, will be chosen to emphasize diversity and tasks associated with applications from a range of different cultural and socio-economic domains. Such projects provide a unique opportunity to expose students to problems/applications drawn from these environments and to help TRON students to understand at a fundamental level how unconscious bias can impact design and system development. The Mechatronics program will work to enhance experiential education, diversity, teamwork, leadership and professionalism in this new Engineering program at York, with the goal of using experiences here to inform existing and future programs at Lassonde and elsewhere.

2. Provide evidence as to why the program is needed. For example, provide evidence related to societal, and/or labor market need(s).

Mechatronics Engineering transcends the traditional barriers that can exist between Mechanical, Electrical, Controls, Software and Computer Engineering and is viewed as a modern engineering discipline. As engineering systems become increasingly complex and intertwined, and as society and the economy become increasingly oriented towards technology, employers are increasingly interested in graduates that can offer expertise in more than a single discipline. Mechatronics is an increasingly popular program for prospective students as it most closely aligns with their preconceived notions of engineering before entering a degree program, that of conceptualizing and executing a solution to an engineering or societal problem from start to finish, without regard for traditional domain boundaries.

Lassonde has worked with the Office of Institutional Planning and Analysis (OIPA) on the labour market and student demand analysis for a Mechatronics Engineering program. Labour market information was summarized through two sources: Ontario's Labour Market Job Profile tool and the Canadian Occupational Projection System (COPS) summary tool. A study conducted by OIPA in March 2024 indicates a sharp increase in Mechatronics-related job listings (Canada and the United States) over the last five years, with listings showing Mechatronics month-over-month growth to be higher than *all* engineering job postings. The same report estimated that the demand for Mechatronics Engineering is expected to grow by 34.5% from 2016 to 2033. Using "Mechatronics" as a keyword search, OIPA found that in Canada between 2012 and 2024, a full 30% of Mechatronics job postings were in the automobile manufacturing sector. In U.S. postings for the same period, demand for Mechatronics skills topped the list at 29%, followed by Mechanical Engineering (25%), Automation (25%), Electrical Engineering (24%) and Robotics (19%).

There exists no program offered at York University like the one proposed here. There exist several Mechatronics programs or certificates offered at other universities in Ontario. These include:

- Bachelor of Engineering & Society in Mechatronics Engineering and Society, McMaster
- Bachelor of Engineering in Mechatronics Engineering, McMaster
- Bachelor of Applied Science in Electrical or Computer Engineering with Robotics & Mechatronics Minor, University of Toronto
- Bachelor of Engineering & Management in Mechatronics Engineering and Management Ontario Tech
- Bachelor of Engineering in Mechatronics Engineering, Ontario Tech
- Bachelor of Applied Science in Mechatronics and Robotics Engineering, Queen's University
- Bachelor of Engineering in Mechatronics Engineering, Lakehead University
- Bachelor of Applied Science in Mechatronics Engineering, , Waterloo

Given student and industrial/commercial interest in Mechatronics, it is likely that this list will continue to grow. The number of programs that have been introduced over the past five years, and the continued introduction of new programs across Ontario speak to the demand for such programs. The program at York is designed to meet this demand while at the same time providing unique desirable characteristics that will make the program at York highly competitive in this space. These characteristics include required Work Integrated Learning component to maximize student employability upon graduation, required leadership and teamwork component to maximize student integration within the workplace culture, and a program that is designed to be completed within four years.

3. Provide evidence that there is, or will be, significant student demand for the program.

Lassonde has worked with the Office of Institutional Planning and Analysis (OIPA) on the labour market and student demand analysis for Mechatronics. The OIPA analysis shows that

Mechatronics Engineering is increasingly popular among students, and employers seem to have started to recognize the degree more. This also aligns with demands for robotics/automation roles. (Report made by OIPA in March 2024, available in Appendix S.)

It is worth mentioning that in March 2020, a survey was conducted with current Space Engineering undergraduate students at York University, with questions focusing specifically on Mechatronics programs/certificates/options. When asked, 68% of students responded that they were either interested or very interested in having a Mechatronics component added into the program while 26% of students were unsure as to whether this would be of interest to them and would require additional information. Respondents outlined their reasons for interest as being due to the transferrable skills of Mechatronics (37%) followed by being more employable (29%).

The reputation of York University, its geographic location and established research programs related to Mechatronics Engineering will help to attract students who are currently attracted to Mechatronics program in other universities. Lassonde's successful history in establishing Civil and Mechanical Engineering programs is a testament to this. Moreover, York is strategically situated at the core of Ontario's automotive, aerospace, and various manufacturing sectors, which are key areas for the creation of Mechatronics jobs. This promising job outlook is likely to draw a greater number of students to York.

4. Where appropriate, include additional elements relevant to the consultation, development, rationale, and/or implementation of the proposed program. For example, consideration of equity, diversity, and inclusion; special missions and mandates; student populations that are being encouraged by governments, institutions; and other elements of note.

The Mechatronics Program Committee has engaged in substantive outreach during the development of this proposal. Among others, this includes consultations with

- All departments within the Lassonde School of Engineering (ESSE, MECH, CIVIL, EECS).
- Cognate departments within York outside of Lassonde that are critical to the operations of the planned program (Math, Chemistry, Physics)
- k2i (kindergarten to industry) academy at Lassonde connects directly to school boards and their classrooms, offering innovative work-integrated learning programs, and partnering with community organizations to provide unique, hands-on STEM learning opportunities.
- Lassonde Education Innovation Studio
- Lassonde Co-op Office
- University Library
- Student leadership within the Lassonde School of Engineering
- Lassonde Dean's Office

This consultation process continues even while the proposal is making its way through the university approval process. This document reflects results of consultation to date, and it is anticipated that further refinement will continue as consultation continues.

This ongoing consultation process has resulted in a range of refinements to the proposed program. As much of the TRON program leverages existing courses in other programs, consultation has resulted in planned changes in course names and pre-requisites (EECS, ESSE), introduction of new courses (MECH, ESSE), and planned assistance in the development of TRON courses (EECS). Consultations with the Lassonde Student Welcome and Support Centre, Co-op Unit, and Dean's Office has resulted in refinements to the planned WIL component of the TRON program to enable it to operate seamlessly alongside Lassonde's existing co-op program and to enable the co-op program to exist as an elective for TRON students. Interaction with student organizations has suggested that the leadership/teamwork component be extended to other programs within Lassonde. This is an aspect that has been proposed to the other programs in Lassonde. The consultation has also highlighted the potential of developing concentrations within the TRON program as student demand warrants.

Objectives of the Program (QAF 2.1.2.1)

5. Describe the program's objectives (see [definition and guidance from Quality Council](#)).

Graduates of the program will be well prepared in the fundamental engineering concepts of Mechatronics and will be positioned to be successful in industrial and government positions in applied sciences and engineering and to be successful graduate students. These objectives will be achieved through a rigorous engineering education (including but not limited to the areas of mathematics, basic sciences, engineering sciences, and engineering design), by acquisition of problem-solving skills, laboratory experience, work-based positions to provide experience in real-world employment/volunteer experiences, and effective communication and teamwork skills. Graduates will understand the limitations of knowledge in the field of Mechatronics engineering as well as their technical and ethical responsibilities to society, in general.

6. Describe the degree nomenclature given the program's objectives.

The proposed program is an Honours Degree in Mechatronics with the designation BEng. The degree nomenclature is consistent with existing programs at York University in the Lassonde School of Engineering, and with degree nomenclature used elsewhere in Canada and internationally. The program will use the four-letter rubric TRON¹ to identify the program and new courses associated with the program.

¹ Although not yet approved by Senate, but this tentative rubric will be used throughout this submission.

7. Describe the consistency of the program with the institution’s mission and academic plans.²

Mechatronics Engineering fits within the 2020-2025 University Academic Plan (UAP) which in part, identifies that the university is increasingly recognized for its excellence in engineering. Mechatronics fits with in the identified creative strength of “Exploring and interrogating the frontiers of science and technology”. Building on excellence in a range of engineering programs in Lassonde, the planned Mechatronics program helps to address the integration of artificial intelligence into society and digital challenges identified in the plan. Furthermore, specific application areas of mechatronics (e.g., medical robotics and devices) also helps in addressing the challenge of healthy individuals and healthy communities and global health. This integrates well with the planned medical school recently approved for York University.

The alignment of the planned Mechatronics program is reflected in the 2023-2028 Strategic Research Plan (SRP) which identifies the expansion of emerging technologies including AI and robotics as ‘compelling opportunities for the strategic development of research’.

The Lassonde Strategic Academic Plan 2021-2026 identifies in part the importance of the Markham Centre Campus and the potential for employer collaborative partnerships. Although the Mechatronics program will be deployed at Keele, the integrated first year engineering core will be offered at Markham, and Mechatronics will take advantage of this planned offering.

The requirement of mandatory work experiences within the Mechatronics Engineering program will help to build and nurture bridges between employers and the Mechatronics program, and through this, linkage between employers and other programs at Lassonde.

As the TRON program grows it is anticipated the additional resources will have to be deployed to meet the demand. This requirement will require targeted staffing at the faculty, TA, and support levels. Portions of this resource requirement are already built into the proposal in terms of courses associated with the WIL component that prepare students for, and manage students during, their placements.

The TRON program is designed to meet the needs of all academically qualified students. We will work to ensure that all students are fully supported in meeting the leadership/teamwork component and WIL components of the program. The WIL component leverages existing infrastructure within the Co-op/Internship team at Lassonde, a team that is committed to supporting the employment needs of all students, including students with disabilities.

WIL is well supported across the School with new roles in this area emerging as we continue to expand the types of WIL activities Lassonde delivers. Faculty training and engagement continues to be an area that is being developed alongside the staffing roles that manage and

² This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

coordinate learning activities between employers and academics with our Skills Development Coordinators. We already have an established Co-op Office and will expand the staffing resources to support and facilitate employer relationships. York currently has strong supports in place for students with accessibility needs, which this program would utilize. It is not expected that additional supports specifically for accessibility will be anticipated here.

Program Requirements (QAF 2.1.2.2) and Learning Outcomes.

8. Identify the program requirements.

In Canada, professional engineers must be licensed by the appropriate provincial licensing body (in Ontario the Professional Engineers of Ontario). Licensing requires engineers to meet several criteria, one of which can be met by graduating from a nationally accredited engineering program. The Canadian Engineering Accreditation Board (CEAB) provides such accreditation, and in essence the need to meet this accreditation dictates the design of engineering programs in Canada. The CEAB has established stringent criteria for accredited engineering programs, including minimum hours of instruction in the categories of mathematics, natural science, engineering science, engineering design, and complementary studies; and a requirement that licensed professional engineers (e.g., individuals holding a P.Eng. or Limited License) teach a minimum number of hours of instruction in engineering science and engineering design. The Mechatronics program is designed to exceed the minimum requirements of CEAB accreditation.

The School of Engineering at York University currently offers seven accredited engineering programs: Space Engineering, Geomatics Engineering, Computer Engineering, Mechanical Engineering, Civil Engineering, Electrical Engineering and Software Engineering; of these, Electrical, Computer and Software Engineering are housed in the Department of Electrical Engineering and Computer Science. All existing programs in the school share a ‘mostly’ common core, which is a common (though not universal) practice among Canadian engineering faculties. This integrated model is maintained in the Mechatronics Engineering curriculum, as it provides a suitable basis for upper year courses and provides flexibility for students who need not commit to a particular engineering degree program at admission time.

The Engineering profession is regulated by independently governed provincial licensing bodies established through each province’s Engineering/Geoscience Act. These requirements are described in detail in the document *CEAB Accreditation Criteria and Procedures*, last revised by Engineers Canada in 2023. A brief overview of these requirements is given below:

1. The development and the control of the program must be under a person licensed to practice engineering in Canada.

2. There must be a minimum of 1850 academic units (AUs) in the program of which at least 600 AUs must be taught by instructors recognized by the CEAB as being eligible to teach Engineering Science and Engineering Design within an accredited program. One hour of lecture (corresponding to 50 minutes of classroom activity) is taken as 1 AU. One hour of laboratory or scheduled tutorial is equivalent to 0.5 AU. Equivalent AUs for lectures or labs that are of longer duration can be estimated proportionally.
3. Curriculum components that constitute the minimum 1850 AUs must be as follows:
 - Mathematics: Minimum 195 AUs
 - Natural Sciences: Minimum of 195 AUs
 - Mathematics and Natural Sciences Combined: Minimum 420 AUs
 - Engineering Science: Minimum 225 AUs
 - Engineering Design: Minimum 225 AUs
 - Engineering Science and Engineering Design combined: Minimum 900 AUs
 - Complementary Studies: Minimum 225 AUs
 - Laboratory experience and safety procedures instructions
4. The program must culminate in a significant design experience.
5. The program must ensure that a set of 12 program outcomes (graduate attributes) are met. These are:
 - 3.1.1 A knowledge base for engineering
 - 3.1.2 Problem analysis
 - 3.1.3 Investigation
 - 3.1.4 Design
 - 3.1.5 Use of engineering tools
 - 3.1.6 Individual and team work
 - 3.1.7 Communication
 - 3.1.8 Professionalism
 - 3.1.9 Impact of engineering on society
 - 3.1.10 Ethics and Equity
 - 3.1.11 Economics and project management
 - 3.1.12 Life-long learning
- 4 The program must also have a system in place to continuously evaluate and improve the program.

Note that the CEAB routinely reviews and refines its requirements, and each accredited program must follow such revisions should it wish to retain accreditation.

9. Identify the Program Learning Outcomes.³

Linkages to the corresponding CEAB graduate attributes are provided for each Program Learning Outcome.

- **PLO 1** - Demonstrate knowledge of mathematics, probability and statistics, basic sciences, and engineering sciences necessary for the analysis and design of complex devices or systems in Mechatronics Engineering (CEAB Graduate Attribute: 3.1.1 - Knowledge Base for Engineering).
- **PLO 2** - Formulate and solve Mechatronics Engineering problems (CEAB Graduate Attribute: 3.1.2 - Problem Analysis).
- **PLO 3** - Conduct investigations and experiments, including data analysis and interpretation, in Mechatronics Engineering (CEAB Graduate Attribute: 3.1.3 - Investigation).
- **PLO 4** - Design systems or processes in Mechatronics Engineering that meet desired specifications (CEAB Graduate Attribute: 3.1.4 - Design).
- **PLO 5** - Use modern engineering tools necessary for Mechatronics Engineering practice (CEAB Graduate Attribute: 3.1.5 - Use of Engineering Tools).
- **PLO 6** - Function effectively in multidisciplinary teams (CEAB Graduate Attribute: 3.1.6 - Individual and Teamwork).
- **PLO 7** - Communicate effectively in written reports and oral presentations (CEAB Graduate Attribute: 3.1.7 - Communication Skills).
- **PLO 8** - Demonstrate professionalism, including ethical behavior and equity (CEAB Graduate Attribute: 3.1.8 - Professionalism).
- **PLO 9** - Understand the impact of engineering solutions in a global and societal context (CEAB Graduate Attribute: 3.1.9 - Impact of Engineering on Society and Environment).
- **PLO 10** - Understand and apply principles of sustainable development (CEAB Graduate Attribute: 3.1.10 - Ethics and Equity).
- **PLO 11** - Incorporate economics and business practices, including project, risk, and change management, into engineering practice (CEAB Graduate Attribute: 3.1.11 - Economics and Project Management).
- **PLO 12** - Engage in life-long learning and understand the limits of formal training (CEAB Graduate Attribute: 3.1.12 - Life-long Learning).

10. Describe and/or map how your Program Learning Outcomes map onto Ontario's [Degree Level Expectations](#).

The Mechatronics Engineering program has been designed to ensure that graduates meet the comprehensive set of competencies outlined in Ontario's Degree Level Expectations (UDLEs),

³ Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

as shown in Appendix B. Below is a detailed mapping of our Program Learning Outcomes (PLOs) to these expectations:

1. **PLO 1** - Demonstrate knowledge of mathematics, probability and statistics, basic sciences, and engineering sciences necessary for the analysis and design of complex devices or systems in Mechatronics Engineering.
 - a. **UDLEs:** Depth and Breadth of Knowledge, Knowledge of Methodologies
 - b. **Description:** This PLO ensures that students acquire a solid foundation in essential scientific and engineering principles. It aligns with the UDLEs by providing students with the depth and breadth of knowledge required to understand and apply complex concepts in Mechatronics Engineering.

2. **PLO 2** - Formulate and solve Mechatronics Engineering problems.
 - a. **UDLEs:** Application of Knowledge
 - b. **Description:** This PLO focuses on developing students' ability to apply their knowledge to identify, formulate, and solve engineering problems. It directly maps to the UDLEs by emphasizing the practical application of theoretical knowledge.

3. **PLO 3** - Conduct investigations and experiments, including data analysis and interpretation, in Mechatronics Engineering.
 - a. **UDLEs:** Application of Knowledge, Experiential Learning
 - b. **Description:** This PLO ensures that students are proficient in conducting experiments and analyzing data, which is crucial for engineering practice. It supports the UDLEs by promoting hands-on learning and the application of knowledge in real-world scenarios.

4. **PLO 4** - Design systems or processes in Mechatronics Engineering that meet desired specifications.
 - a. **UDLEs:** Application of Knowledge
 - b. **Description:** This PLO emphasizes the ability to design engineering solutions that meet specific requirements. It aligns with the UDLEs by fostering creativity and innovation in the application of engineering principles.

5. **PLO 5** - Use modern engineering tools necessary for Mechatronics Engineering practice.
 - a. **UDLEs:** Knowledge of Methodologies, Application of Knowledge
 - b. **Description:** This PLO ensures that students are adept at using contemporary engineering tools and technologies. It maps to the UDLEs by integrating modern methodologies and practical skills into the curriculum.

6. **PLO 6** - Function effectively in multidisciplinary teams.
 - a. **UDLEs:** Communication Skills, Autonomy and Professional Capacity

- b. **Description:** This PLO highlights the importance of teamwork and collaboration in engineering practice. It aligns with the UDLEs by developing students' ability to work effectively with others and exercise personal responsibility.
- 7. **PLO 7** - Communicate effectively in written reports and oral presentations.
 - a. **UDLEs:** Communication Skills
 - b. **Description:** This PLO focuses on enhancing students' communication skills, both written and oral. It directly supports the UDLEs by ensuring that graduates can convey complex technical information clearly and effectively.
- 8. **PLO 8** - Demonstrate professionalism, including ethical behavior and equity.
 - a. **UDLEs:** Autonomy and Professional Capacity
 - b. **Description:** This PLO ensures that students understand and adhere to professional and ethical standards. It aligns with the UDLEs by fostering a sense of responsibility and ethical conduct in professional settings.
- 9. **PLO 9** - Understand the impact of engineering solutions in a global and societal context.
 - a. **UDLEs:** Diversity
 - b. **Description:** This PLO emphasizes the broader implications of engineering work, including its impact on society and the environment. It supports the UDLEs by promoting awareness of contemporary issues and the global context of engineering practice.
- 10. **PLO 10** - Understand and apply principles of sustainable development.
 - a. **UDLEs:** Diversity
 - b. **Description:** This PLO focuses on sustainability and the long-term impact of engineering solutions. It aligns with the UDLEs by integrating principles of sustainable development into the engineering curriculum.
- 11. **PLO 11** - Incorporate economics and business practices, including project, risk, and change management, into engineering practice.
 - a. **UDLEs:** Experiential Learning
 - b. **Description:** This PLO ensures that students are knowledgeable about the economic and business aspects of engineering projects. It maps to the UDLEs by incorporating practical business skills and project management into the learning experience.
- 12. **PLO 12** - Engage in life-long learning and understand the limits of formal training.
 - a. **UDLEs:** Awareness of Limits of Knowledge, Autonomy and Professional Capacity
 - b. **Description:** This PLO emphasizes the importance of continuous learning and self-improvement. It aligns with the UDLEs by encouraging students to recognize the limits of their knowledge and the need for ongoing professional development.

The Mechatronics Engineering program's PLOs are carefully designed to ensure that graduates meet Ontario's Degree Level Expectations. By mapping each PLO to the relevant UDLEs, we ensure that our students are well-prepared for professional practice, further study, and active participation in their communities. This comprehensive approach guarantees that our graduates possess the necessary knowledge, skills, and attitudes to succeed in the dynamic field of Mechatronics Engineering.

11. Describe how the program's structure and requirements meet the program objectives and Program Learning Outcomes.⁴ Provide a curriculum map as an appendix.

Program Objective: The Mechatronics Engineering program is meticulously designed to achieve its objectives of providing a nationally competitive, accredited honours program that exceeds CEAB accreditation requirements. The program's structure and requirements are aligned with the Program Learning Outcomes (PLOs) to ensure that graduates are well-prepared for professional practice and leadership in the field, as shown in the Curriculum Map provided in Appendix B.

Below is a detailed description of how the program meets its objectives and PLOs:

Program Structure

1. Core Curriculum

- o **Objective Alignment:** The core curriculum provides a strong foundation in mathematics, basic sciences, and engineering principles, ensuring that students acquire the depth and breadth of knowledge necessary for Mechatronics Engineering.
- o **PLO Alignment:** Core courses are designed to meet PLO 1 (Depth and Breadth of Knowledge) and PLO 2 (Formulate and Solve Problems), ensuring that students develop a solid knowledge base and problem-solving skills.

2. Specialized Courses

- o **Objective Alignment:** Specialized courses in Mechatronics (TRON courses) Engineering cover advanced topics and emerging technologies, preparing students for the diverse applications and industries where Mechatronics engineers are employed.
- o **PLO Alignment:** These courses address PLO 3 (Conduct Investigations), PLO 4 (Design Systems), and PLO 5 (Use Modern Tools), equipping students with the skills to conduct research, design innovative solutions, and utilize modern engineering tools.

⁴ The proposal should make a clear distinction between Degree Level Expectations, program objectives, and Program Learning Outcomes (See Quality Council's website for [definition and guidance](#) in differentiating these program elements).

3. Experiential Learning

- **Objective Alignment:** The program emphasizes experiential learning through labs, projects, workplace learning component in the program, providing hands-on experience and real-world problem-solving opportunities.
- **PLO Alignment:** Experiential learning components support PLO 3 (Conduct Investigations), PLO 11 (Incorporate Economics and Business Practices), and PLO 12 (Engage in Life-long Learning), ensuring that students gain practical experience and understand the business and economic aspects of engineering.

4. Capstone Projects

- **Objective Alignment:** Capstone projects are designed to address real-world problems and represent the range of technologies and applications in Mechatronics Engineering, fostering teamwork, leadership, and professionalism.
- **PLO Alignment:** Capstone projects align with PLO 4 (Design Systems), PLO 6 (Function in Teams), and PLO 8 (Demonstrate Professionalism), providing students with opportunities to apply their knowledge in collaborative settings and develop leadership skills.

5. Teamwork and Leadership Development

- **Objective Alignment:** The program includes courses and activities that emphasize teamwork and leadership, preparing students to work effectively in multidisciplinary teams and take on leadership roles.
- **PLO Alignment:** These elements support PLO 6 (Function in Teams) and PLO 8 (Demonstrate Professionalism), ensuring that students develop the interpersonal and leadership skills necessary for professional success.

6. Communication Skills

- **Objective Alignment:** The program incorporates training in communication skills, both written and oral, to ensure that graduates can effectively convey technical information.
- **PLO Alignment:** Communication-focused courses and activities align with PLO 7 (Communicate Effectively), preparing students to present their work clearly and persuasively.

7. Ethics and Professionalism

- **Objective Alignment:** Courses on ethics and professionalism ensure that students understand their ethical responsibilities and the importance of equity in engineering practice.

Program Objectives and Program Learning Outcomes are met through the structure of the degree program attached in Appendix B. As a curriculum document, it highlights the technical material being presented and how the degree program is structured. The program is structured

to exceed the requirements for Mechatronics Engineering as defined by the CEAB, and to leverage existing investment in engineering by York University. Beyond this, the TRON program highlights experiential learning, provides enhanced opportunities for leadership and teamwork, and aims to generate highly desirable graduates to support Ontario's industries. These points are detailed below:

The Mechatronics program is intended to be experiential. This goal is met through the sequence of LE/TRON1000 3.0 through LE/TRON3000 3.0 and LE/ENG4000 6.0. This sequence provides students in the Mechatronics program the opportunity to design and develop mechatronics solutions to societal problems starting on day one of their program all the way through their final course in the program. The LE/TRON1000-3000 courses are perhaps unique in the university in that students in upper year courses participate in the design process in lower-level courses. That is, a student in LE/TRON2000 will spend part of their course attending design and development meetings with students from LE/TRON1000 (and similarly for students in LE/TRON3000 for students in LE/TRON2000). The goal here being twofold: (i) this provides a natural opportunity for teams to obtain advice and leadership from colleagues who have recently addressed similar problems at the same level as the problems being addressed in the course. This structure also provides a natural leadership role for more senior students. See details of the specification for the LE/TRON 1000-3000 courses for details of this process. (ii) Existing engineering programs suffer from stratification in which students in one year cohort are rarely introduced to students in other years. The process described here will seek to address this, with the goal of developing life-long relationships that will be of enormous benefit when students are seeking employment and professional development after graduation.

To ensure that the LE/TRON1000-3000 course sequence provides a nuanced set of technical material as well as a design experience, the course sequence will have a committee (composed of members from MECH, EECS, and ESSE) that will develop the detailed structure of LE/TRON1000-3000, review performance annually and work to ensure that the course provides a technical background related to the programs that underlie Mechatronics Engineering. Of particular interest is ensuring that topics including mechanical vibration (normally covered in MECH 4502 for Mechanical Engineering students), the mechanics of materials (normally covered in MECH 2301 for Mechanical Engineering students), electrical circuits (normally covered in advanced electrical engineering courses for Electrical Engineering students), and electrical circuits and devices (normally covered in EECS 2210 for Electrical Engineering students) will be introduced and covered in detail in these experiential courses. As the TRON program is rolled out it is recognized that some of the pre-requisite structure associated with existing Lassonde courses will have to have their pre-requisite structure adjusted to meet the curricular structure of the TRON program. ESSE, MECH and EECS have expressed a willingness to meet this requirement.

The Mechatronics program is intended to provide enhanced opportunities for leadership and teamwork. The LE/TRON1000-3000 courses seek to provide these opportunities within the

classroom. Beyond this, students are required to engage in external teamwork/leadership opportunities outside of the classroom. Students will be able to meet this requirement in a number of ways – some within the university, others outside of it. But to take within the university pathway as an example, students who participate in team sports, or in a team-based PKIN course (Practicum Course in Kinesiology) in a team sport, would have been deemed to have met this requirement for a given year. Nor are sports the only possible mechanism to meet this requirement. Students who volunteer with some organization, or who sing in a choir or perform a music instrument within a band or orchestra, etc., would also be deemed to have met this requirement. TRON will reach out to other internal and external agencies to ensure that appropriate leadership and teamwork opportunities exist for all students within the program. Of particular interest here is to ensure that the students with accessibility needs will be accommodated to ensure successful completion of teamwork/leadership component. The overarching goal here is to ensure that graduates of the mechatronics program have experienced teamwork and possibly leadership, in a range of situations. Further details of this leadership core are provided in Appendix A to this document.

Engineering programs are intended to generate employable individuals who will be able to work in engineering. Professionalism is a key requirement for success in engineering. Although it is possible to teach professionalism in the classroom, the process of applying for, and securing a work experience position provides real world training in this process. In Canada, the CEWIL provides a formal structure for various types of work-integrated learning, of which Co-op is perhaps the best known. The CEWIL Co-op option is not possible within a program that can be completed in four years. The Work Integrated Learning (WIL) “Work Experience” placement is defined by CEWIL as the inclusion of “one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student’s field of study and/or career goals”. The Mechatronics program utilizes this model with two required terms and with the description of “Work Experience”. Note that the degree requirement of two work experience terms is a minimum requirement, and that a student who completes the Lassonde co-op program would be deemed to have completed the work experience requirement of the mechatronics program.

The Mechatronics program leverages the existing Student Welcome and Support Centre infrastructure at Lassonde to provide a common set of administrative structures and preparatory/reporting mechanisms for the work experience positions. Mechatronics makes workplace experiences a *requirement* of all students in the program. This raises the issue of what about students who are unsuccessful at obtaining the required two work experience positions. Two terms of work experience positions are mandatory in the program, and thus such students would not have met *all* the program requirements and be unable to graduate with a Mechatronics degree. The program will work diligently to minimize the number of students who might encounter this problem, but exit strategies exist for such students. Critically, as the Mechatronics Engineering program builds upon the common integrated core of the existing programs at Lassonde, such students can easily transfer to other engineering programs at Lassonde (e.g., Computer, Electrical or Mechanical Engineering). In addition, we

extend slightly the definition of a ‘valid work experience position’ – note that parts of this are already in place in practice in York’s co-op – so that positions in research labs at York or elsewhere, or volunteer positions with charities and other positions may be used to meet the program’s work experience requirement.

In the event a student’s overall GPA is below progression or graduation requirements we envisage an approach consistent with other engineering programs at Lassonde School of Engineering and will provide students with support to find a path to transfer and graduate from the BSc General Science program.

12. Describe how your program reflects the current state of the discipline or area of study.

At York, Mechatronics Engineering leverages considerable research expertise in Artificial Intelligence, Robotics, Control, Space Engineering, Computer Engineering, Software Engineering, Electrical Engineering and Mechanical Engineering. As such the program reflects recent advances in these areas and in their intersection. Furthermore, the program leverages considerable industrial linkages between these researchers and national and international companies with commercial interests in this area, ensuring that the curriculum and the mechanisms of material delivery reflect current industrial interests.

13. Does your program involve any significant innovative or creative approaches to content and/or delivery, especially relative to other such programs in Ontario or Canada? If so, what are they?

- Mandatory workplace experience requirement. All students in the program are required to participate in this program. This requires a minimum of two 4-month long workplace placements separated by at least one term of academic instruction. Students in the Mechatronics Engineering program will normally take these placements between second and third year and between third and fourth year of the program. Workplace experiences prior to entry into the program will not be counted towards this requirement.
- Mandatory leadership/teamwork component to enhance graduates’ ability to work as part of a team and to have experience with leadership within a team structure. Each year, students will be required to participate in mandatory leadership/teamwork opportunities.
- Motivated by a similar structure in the Mechanical Engineering at Lassonde, an integrated year-over-year experiential course in Mechatronics with linkages to applications of societal importance is core to the program.
- Continuous review and renewal of all courses in the program to ensure that the material being presented reflects the dynamic nature of the subject material, is meeting its

planned intent within the program, and is meeting students' and graduates' expectations.

14. Describe how the proposed mode(s) of delivery facilitate students' successful completion of the Program Learning Outcomes.

A range of pedagogical tools will be employed by instructors to foster the culture of independent and life-long learning in students, and to develop leadership and teamwork structure within the Mechatronics student cohort. Examples include:

- A combination of in-class and on-line lectures along with instructor-guided problem-solving (tutorial) sessions involving group work and hands-on laboratory and computer modelling sessions
- Flipped classrooms, wherein students engage in self-directed learning of course materials outside of regular in-class contact hours blended with instructor-guided in-class discussions, design studios, problem-solving sessions, hands-on laboratory sessions and computer modelling activities.
- Students in upper-year courses will be provided ample opportunities for experiential learning via work experience placement, fieldwork and hands-on practicum sessions. This mode of delivery is planned throughout the program and begins in LE/TRON 1000. Upper year courses including LE/TRON 2000, LE/TRON 3000, and LE/ENG 4000 Capstone Design Project where the students will learn to apply the knowledge, skills and tools that they have acquired through other courses build on this model.
- LE/TRON 1000 through LE/TRON 3000 utilize multi-year exploratory teams to develop relationships across cohort years and to engage in team-based approaches to solving mechatronics problems. Beyond providing more senior students to develop leadership skills in small teams, this interaction will also help the formation of cross-year student relationships. Relationships that are critical in student's careers in industry, academic or public service.

Assessment of Teaching and Learning (QAF 2.1.2.4)

15. Describe the methods for assessing student achievement of the Program Learning Outcomes and Degree Level Expectations and the appropriateness of these methods.⁵

Each course in the program has a defined assessment process which is documented in Quali (the university's curriculum management system). The development of individual course assessments passes through the normal university review and approval process. Acting in a

⁵ Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled in the program, as well as post graduation metrics for alumni. Please see guide on [Assessment of Teaching and Learning](#) from Quality Council on how to satisfy these criteria.

pro-active manner, each course in the Mechatronics program will be reviewed on a regular five-year cycle to ensure that evolution in course delivery is properly captured within Quali and that a formal review and revision occurs on a regular basis. That the information in Quali accurately reflects course delivery is critical to ensure that program evaluations are based on the actual material being taught, its mechanisms of delivery and assessment. This process will be operationalized in various ways:

Ensuring ongoing course review and improvement. Each TRON course, and with the cooperation of the host unit of other home course units, all courses supporting the TRON program will have an automatic termination date within Quali, five years after it was last formally reviewed and updated. This will require courses to be formally reviewed through the normal program/Lassonde/university approval process on a regular basis. This will be supported by an annual program retreat to review the entire TRON program offerings to identify student and course performance. Each year of the program will be assigned a team to review the offerings at that level for the year, to match actual course delivery and its documentation in Quali, that student evaluations were appropriate for the course delivery, and that students were properly prepared for the course as delivered. As part of the CEAB accreditation process, each offering of each course retains anonymized versions of student performance on assessment at different levels of performance. This information will be reviewed within the formal annual review process. Beyond assisting in ensuring that courses are performing their required role within the mechatronics program, this will aid in preparation for, and in advance of, CEAB accreditation visits to match student performance against assessments.

Ongoing student evaluation of courses will be used to assist in this review. It will also be used to identify assessment mechanisms that are identified as being appropriate/inappropriate by students and this will be used to inform how courses are, or are not, conducting assessments that are well received by students. Program-wide information will be used to identify best-practices (as identified by the students) and to flag assessment mechanisms throughout the program that could be improved or adopted by other courses. Critical in this is ensuring that course evaluations have a sufficiently high return rate to provide an accurate reflection of course content and delivery structure.

Experiential courses (e.g., LE/TRON1000-3000 and LE/ENG4000) will utilize public evaluation processes as part of their assessment structure. This will provide broader assessments of such projects and provide a mechanism to highlight exceptionally performing students in these courses.

Leadership/teamwork and work experience terms review. Each leadership/teamwork and work experience term placement will be formally approved by mechatronics program management. At the annual retreat details of the process over the last year will be reviewed and best practices/issues identified. One critical aspect of this will be the updating of lists of recognized leadership/teamwork placements and work experience placement locations to (i) simplify the review of proposals for placements and (ii) to provide lists of suggested placements to students.

16. Describe the program’s plans to monitor and assess the overall quality of the program.

The delivery of a high-quality program that meets the needs of its students and society more generally, is a key aspect of the contract between a publicly funded university and society. This contract is formalized somewhat for engineering programs in Canada through the formal review accreditation process mandated by the CEAB. Maintaining accreditation by the CEAB requires that the entire program undergoes cyclic review on a cycle that is no longer than six years in duration. It is *critical* that the program receive a positive decision on accreditation each time it comes up for review by the CEAB. Accreditation failure of any CEAB-accredited program would have significant negative impact on the ability of the program to attract students and faculty and is indication of significant failure of the program and the institution.

As is the case for many other programs in Lassonde, Mechatronics will establish an advisory board (the Mechatronics Advisory Board – MAB) drawn from mechatronics industry experts in industry, academics from universities outside of York, and government agencies (e.g. CSA and DND). A standing committee size of approximately 12 individuals is envisioned, with members being asked to serve for two years with the opportunity to extend their appointment by mutual agreement with the Mechatronics Executive Committee. Members of the MAB are expected to assist in the annual review of the Mechatronics program, to provide a yearly presentation to mechatronics students about their mechatronics experiences in their professional career, and when available to participate in the final presentation demonstrations/evaluations associated with TRON 1000, 2000, 3000 and ENG 4000 courses. It is also anticipated that these individuals will be of considerable help in terms of developing linkages for workplace placements for mechatronics students and Lassonde Co-Op students generally.

Lassonde has established a set of ongoing criteria that review programs and the courses that make up engineering programs. As Mechatronics Engineering relies on courses across Lassonde, the Mechatronics program will institute stringent administrative processes to ensure that the courses on which it relies are up to date and properly documented for this ongoing accreditation process. Lassonde, and York itself, has developed processes to enable student input into ongoing course performance, to assist in this ongoing program and course review and renewal. The mechatronics program will work to enhance the efficacy of existing structures as they apply to the mechatronics program. As described elsewhere in this document, these include

- Ongoing review of the program itself at a yearly retreat.
- Ongoing review of the program with the advisory board. Members of the advisory board will also be invited to the annual retreat.
- Ongoing review of each year of the program at this retreat.
- Ongoing review of each TRON course in the program at this retreat including student satisfaction, student evaluation, and instructor concerns with the course.

- Ongoing review of the leadership/teamwork and work experience placements. This includes reviews of placement hosts' satisfaction/concerns.
- Exit interviews with graduates and program leavers to identify best practices/concerns with the program.
- Ongoing contact with alumnae to identify students' observations with respect to their experiences and preparation for placement.

17. Describe the program's plans to monitor and assess whether the program is achieving in practice its proposed objectives.

Student class evaluations: Class evaluations will be performed for each class in person, ensuring that students have the maximum opportunity to participate in this process and to capture student concerns at the earliest possible moment. Recognizing the need for high participation rates in these evaluations, competitive mechanisms (e.g., symbolic rewards such as free coffee/tea, etc.) will be used to encourage high student participation in the class evaluation process.

Systematic renewal of courses: TRON courses will be formally reviewed on a five-year cycle. Mechatronics will encourage other units to follow a similar process. This process will also ensure that assigned workload in the course properly reflects that contact hours and effort students are required to put into the course. Of particular interest is ensuring that the LE/TRON 1000-3000 sequence provides an effective experiential spiral curricular structure, that the projects undertaken by students reflect the cognate units that support TRON, and that the technical background in control, software, mechanical vibration, mechanics of materials and electronics covers the essential background students require in these areas.

Systematic review of work experience placements: Each work experience placement in Lassonde has an associated report. These reports will be used to review and fine-tune work experience placements as necessary. Work experience placement is mandatory in the Mechatronics Engineering program and as such it is critical to ensure that the process instills in the students on placements professionalism and other soft skills.

Interviews with work experience placement hosts. Post work experience, placements will be used to identify strengths and weaknesses of individual work experience students, but also to highlight potential strengths and weaknesses in the program and choice of placements.

Review of leadership/teamwork opportunities. Each leadership/teamwork placement will be reviewed upon completion to (i) ensure that students have obtained the desired benefit from the experience and (ii) to identify exemplary/below standard placements to review/refine the process of approving placements.

Exit interviews with graduates and program leavers. These interviews will be used to capture student experiences within the program and to identify high and low points in the student

experience. Courses/processes identified in these interviews will be highlighted for review, either to identify best-practices and to identify potential areas for improvement.

Ongoing relationship with alumnae. Mechatronics will maintain an ongoing relationship with its alumnae to provide longer-term input into program delivery, best/worst experiences while in the program and to support a relationship between the program and future potential work experience placement hosts.

Ongoing relationship with the advisory board. Mechatronics will meet with the advisory board to review program operation and development. Members of the advisory board will be invited to present annually to the students about their experiences in industry and their company's involvement in mechatronics projects in Canada and internationally.

Annual program reviews will be held to integrate the information obtained through these reviews to highlight successes and concerns in the program, to identify best practices and to identify potential areas of concern in the program. This review process will also highlight the set of courses that are up for their ongoing review and to identify potential structural concerns in the overall program. This review process will also involve information obtained from program graduates, as described under point 18 below.

18. Describe the program's plans to monitor and assess whether its students are achieving the Program Learning Outcomes.

The ongoing CEAB accreditation process provides a formal structure within which to provide 'at graduation' assessment of the Program Learning Outcomes. This will be augmented through a post-graduation tracking of graduates through an alumnae outreach process. Within their last year of the TRON program, potential graduates will be surveyed and asked to volunteer a non-York associated email and physical/electronic contacts for future correspondence. Social media groups (e.g., on LinkedIn) will be leveraged to maintain linkages with TRON graduates. Graduates will be contacted electronically on an ongoing basis (e.g., one year post graduation, two years post-graduation, five years post-graduation, and every five years thereafter) to track student progress and to identify program aspects (courses, WIL, Leadership/teamwork efforts, experiential aspects of the program, etc.) to identify strengths and weaknesses in the program. This information will be used to review current program structure and individual courses. These outreach efforts will also be used in a synergistic manner to identify potential work experience placement locations and potential speakers for in-program presentations related to industry trends and potential employers.

19. Describe the program's plans for how the resulting information will be documented and subsequently used to inform continuous program improvement.

Individual courses are documented in two places. (i) Quali will be used to provide an up-to-date detailed description of the courses that make up the program and the evolution of the individual courses. (See details above re: processes being put in place to ensure that Quali

remains up to date.) The university's official course delivery structure (currently eClass) will be used to maintain offering-by-offering snapshots of individual courses. Although instructors are not required to use eClass for course delivery, its use will be encouraged. For courses not taught using eClass, the detailed structure of the course offering will be maintained in eClass post-offering. This documentation will include (a) details of student performance on each course assessment, (b) details of each course assessment, (c) copies of student performance on each course assessment with samples from each of exceptional, expected, and performing below expected level, (d) final course performance for each student and aggregate information related to the class, (e) all material distributed by the instructor to the students, and as appropriate (f) lecture slides and other in-class presentation materials. Recognizing that much of this material is confidential or copyright, this information will only be used in the ongoing assessment of the individual courses, through the annual program review and for the CEAB accreditation process.

During the annual program retreat each TRON-related course will be reviewed along three axes. (i) student impression of the course as identified in course evaluations and administrative issues identified by the TRON UPD (Undergraduate Program Director). (ii) the structure of the course as identified by current and recent instructors. (iii) feedback from members of the advisory board about the nature of individual courses. And (iv) by the impression of instructors of follow-on courses as to the abilities of graduates of a given course to have mastered the background material presented by the course. As well, the program will be reviewed (contributing to the CPI process) and data collected for CEAB accreditation will be reviewed. The goal of this annual retreat is to identify problems in current program offerings and to identify highlights that might be adopted by other courses to enhance the program overall.

Program Requirements for Graduate Programs Only (QAF 2.1.2.3)

20. Provide a clear rationale for program length that ensures that students can complete the Program Learning Outcomes and requirements within the proposed time period.

N/A

21. Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

N/A

22. For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

N/A

Admission Requirements (QAF 2.1.2.5)

23. Describe the program’s admission requirements and their appropriateness, given the program objectives and Program Learning Outcomes.

Engineering at Lassonde has a common entry application process in which students are admitted into engineering and then are assigned to the various engineering degree programs at the end of first year. Engineering at York has an ‘almost common’ first year, with only one three credit course that is ‘mechatronics only’. Students choose which one of these program-specific three credit courses to take in first year based on their pre-admission preferences. The Mechatronics program permits any one of these ‘three credit engineering options’ in first year to be used as part of their degree requirements and to meet the prerequisite structure for second year. It is hoped that other engineering programs will follow a similar strategy.

Here are the detailed admission requirements applicable to Lassonde Engineering programs, which will apply to Mechatronics as well.

Ontario Applicants: As an Ontario high school student, your average will be calculated using six grade 12 U/M courses, including the program-specific prerequisites listed below.

For all Engineering programs (including IDS Dual Degree)

- English
- Advanced Functions
- Calculus & Vectors
- Physics
- Chemistry

*With no prerequisite grade below 70%
Recommended average: Mid 80s*

International Curricula – AP; CAPE; Chinese; GCE; IB; Indian; US; WAEC

Proof of English language proficiency (for non-native English speakers, i.e. IELTS, TOEFL) plus the program-specific requirements (at the Grade 12/Senior level) below.

For all Engineering programs (including IDS Dual Degree)

- Math
- Physics
- Chemistry

24. Describe any applicable alternative admission requirements (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.)

Lassonde has introduced several such processes (e.g., optional student statements, etc.) that will also be used by the Mechatronics Engineering program.

After a student completes their 1st year in the common engineering program, they will declare their engineering major. Students need to be academically eligible to continue in engineering to enter a specific engineering discipline. If demand is greater than capacity, then a combination of OCGPA and grades in specific core engineering courses will be used to determine entrance eligibility by the program.

Resources (QAF 2.1.2.6)

25. Describe the planned/anticipated class sizes.

We anticipate a steady state of annual intake of 120 students into the program, but this would be a ramp up over 3-4 years, starting with 25 students from the existing 1st year of common engineering cohort (started in Fall 2024) to choose Mechatronics starting in 2nd year in Fall 2025. In addition, a net new 25 engineering admits are planned with an intention to pursue Mechatronics starting in Fall 2025, increasing to 50 net new in Fall 2026 and reaching 75 net new in Fall 2027 reaching a steady state of 120 in 2028 onwards. Below table summarizes the enrollment projections.

	2025-26	2026-27	2027-2028	Long term steady state
Net new students with intention to pursue Mechatronics (year 2)	25	50	75	120

Mechatronics leverages existing courses within Lassonde and elsewhere and will use the class sizes currently specified there. Typical engineering courses at the 2xxx level have between 80 – 150 students. Courses at the 3xxx & 4xxx level have between 25 – 80. New Mechatronics courses fit into two categories, the LE/TRON1000-3000 and advanced topics courses LE/TRON4xxx some of which are defined in the program proposal and others will be established as Mechatronics-specific hiring takes place and as faculty members introduce such courses. These new courses will be integrated into the fourth year set of available electives. At inception, only a small number of such courses are proposed but additional courses are anticipated prior to the first cohort year reaching fourth year.

LE/TRON1000-3000 will have a class size based on the current cohort size (that is, 25 in first year growing to 120 eventually). Growth beyond this cohort size will require consideration of additional resources both within the Mechatronics program as well as the integrated engineering core upon which the program relies.

Advanced courses (TRON4xxx) will normally have class sizes in the 25-40 range.

Existing courses will use the class sizes as defined by those courses. It is recognized that growth in engineering generally may require some courses in Lassonde to offer additional sections and/or change the current maximum class size. Some of the resources associated with Mechatronics will be dedicated to this. It is anticipated, for example, that Mechatronics hiring will be made into one or more of the existing departments in Lassonde, thus providing additional teaching resources for these courses.

Funds will be required both in terms of personnel as well as developing interactive experiential teaching laboratories specifically targeted at Mechatronics Engineering. Although specific space requirements are not identified here, it is critical to observe that new hires will themselves require additional research and office space. At the administrative level, resources will also be required for the Mechatronics Program Director position, as well as administrative support for the program itself.

Mechatronics-specific hiring is planned for the 2025-26 hiring cycle with a cluster hire planned in the first two years of three faculty members each year. While we may need a more senior hire later, as a potential future program director/leader, the initial hires can be junior faculty members. Ideally these hires will form the TRON-specific core of the program and will define the unique flavour of the TRON program moving forward. Additional hires are planned and will become part of the Lassonde hiring plan assuming that the program meets the targets described here. To ensure a controlled growth of the programs, student enrollment growth beyond the initial projection size will not take place without the written agreement from the department chairs of the cognate units and the TRON UPD. Such agreement will not be provided unless appropriate resources are in place to meet any additional planned growth.

26. Given the program's planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment. Note that it may be helpful to create a table or map detailing faculty teaching assignments.

There are approximately 23 full time faculty on staff in Lassonde who could contribute to the Mechatronics program as listed in Appendix L. It is expected that ~15 will be contributing to the program in a given year. Therefore, the initial request for new faculty complement is estimated to be a modest 6 new positions with 3 in 2026-27 and 3 in 2027-28. Should the commensurate growth to 120 students in second year be realized additional faculty hires are

anticipated. It is expected that these appointments will predominantly be junior faculty, given the number of senior colleagues we have on staff to support the program. The areas will be determined based on programmatic needs, along with the successful recruitment in the defined areas going into and coming out of each recruitment cycle.

The intent is to hire such individuals by the Mechatronics program directly, and with the approval and collaboration of cognate departments to have successful hires placed in the appropriate cognate department. It is worth noting that a faculty member already hired for the Mechatronics Certificate will also be able to support this program.

Plan for Mechatronics Courses and Program Development in upcoming years

Plan to assign three faculty members to develop and team-teach TRON 1000 and TRON 2000. Each faculty member will receive 0.33 FCE teaching credit. If this approach proves successful, it will be extended to TRON 3000 in 2026-27.

Four senior engineering students will be hired to build a prototype for the experiential components of TRON 1000 and TRON 2000, under the supervision of the assigned faculty members. If successful, this approach will be applied to TRON 3000 in Summer 2026.

27. As applicable, and given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments⁶ used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience.

The CEAB requires that courses with substantive Engineering Science or Engineering Design components be taught by professional engineers. This requirement limits considerably the availability of adjunct/part-time faculty appointments. For existing courses, the Mechatronics program relies on the current policies governed by collective agreements: YUFA and CUPE hiring processes for appointments. (Limitations will exist should CUPE-Exempt appointments be necessary to find specific expertise not found in other hiring pools.)

⁶ For programs in which sessional/adjunct faculty have a large role, provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the Program Learning Outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.

- 28. If applicable, given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, describe the program’s experiential learning components (this includes classroom-based activities, community-based learning, and internships and placements) as well as the provision of supervision of these components.**

As described earlier, the Mechatronics program has a significant experiential component including LE/TRON1000, LE/TRON2000, LE/TRON3000, LE/ENG 4000. It also includes two mandatory work experience terms and a mandatory teamwork/leadership component. Supervision in TRON courses is provided through the course instructor. The course instructor will be supplemented by faculty supervisors for each student team, and for LE/TRON1000-2000 augmented by senior students from the program who will receive course credit for this role.

Students on work experience placements are supervised by their host and the mechanisms in place at the location. Students will have contact with the TRON program while on these placements. Placement completion reports will be used to highlight success and potential issues in individual placements.

Students in the teamwork/leadership placement are supervised by the mechanism in place at that placement. Students will have contact with the TRON program while on these placements. Placement completion reports will be used to highlight success and potential issues with individual placements.

- 29. Describe the administrative unit’s planned use of existing human, physical, and financial resources, including implications for other existing programs at the university as well as any additional institutional resource commitments to support the program in step with its ongoing implementation.**

Mechatronics leverages existing resources for most of its courses. Additional lab space is required to support the experiential component of the program (TRON1000-3000). This space does not need to be permanent, but rather locker space will be required for the teams and a common shared facility required for in-class and outside-class work. Staff support is required for these courses. As the program grows to its intake of 120 students, a full-time laboratory technician is required. As program size grows this will introduce space requirements that limit growth.

The Mechatronics program is an interdisciplinary program and as befits such a program will not be associated with a specific department within Lassonde. The program draws on a set of faculty members interested in being associated with it, an executive committee structured to represent the interdisciplinary nature of the program, and a program director. Members of the Mechatronics program will have their own home department which will be responsible for the normal processes associated with departments, including tenure and promotion, teaching assignment, etc. The proposed administrative structure of the program will be reviewed

annually, and it is intended that the position of program director cycle through the contributing departments so that the program reflects the highly interdisciplinary nature of the subject.

Members of the program. Members must be considered by the CEAB competent to teach Engineering Science and Engineering Design courses within a CEAB accredited program. Normally, this will require members to hold their PEng/Limited License or be making good progress on obtaining the same (see CEAB requirements for full details). Any York faculty member meeting this requirement may apply to the program executive for membership. Membership is for five years and can be continued after review. Normally, only members of the Mechatronics program will teach TRON courses.

Mechatronics executive committee. The committee is drawn from the members of the program. The executive committee consists of the program director, one member whose home unit is EECS, one from ESSE and one from MECH. One or more members will be appointed to act as primary Graduate Attribute Lead(s), and there will be one student member drawn from students enrolled in the Mechatronics program. The executive committee will be nominated by the program director and approved at the annual retreat. Executive committee members will serve a one-year term, with the option to renew.

Mechatronics program director. Collegially short-listed by the TRON steering committee and selected by the Dean from the shortlist, this individual will be (in essence) the UPD of the mechatronics program. A normal term will be three years with the opportunity, upon agreement of the TRON faculty, the TRON executive committee including student representatives, and the dean, for a two-year renewal. It is expected that normally the UPD position will rotate through the cognate departments.

Mechatronics program assistant. A program assistant, initially part-time but becoming full time prior to the program meeting a student cohort size of 75, will assist in program operation. This person's office will be situated in the dean's office suite and will be the first point of contact for students in the program.

Members of the Mechatronics Program will have a home department within Lassonde which will be responsible for the normal administrative duties of a home department including Tenure & Promotion, etc. Searches in support of Mechatronics will be run collaboratively by Mechatronics and the appropriate host department(s) within Lassonde.

In addition to leveraging the existing resources at Lassonde and York University, many of the value-added components in the TRON program will require an investment in administrative and service roles to support the program. This includes normal academic aspects (e.g., Program Support Assistant, additional teaching lab technicians, support for the work placement infrastructure, and support for leadership and teamwork components of the program). For example, in terms of the leadership and teamwork component - one planned endeavor is to develop within Lassonde a softball league that will help to provide team and leadership/management opportunities for students on campus, costs here will include seed

funding for equipment and uniforms, and access to existing baseball diamond space on campus.

Expected additional resource complement can be summarized below. These would be the net new requirements at steady-state. The school may be able to postpone some of the hires for 1-3 years until the steady-state cohort size is reached.

Role	No. of positions	
Program Support Assistant	1	
Lab Technician	1	
Work Placement Coordinator	0.5	
Leadership and Teamwork Component Coordinator	0.5	As these would be new roles, program would prefer to hire a single person to support both activities, for better student experience and engagement.

30. Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

A statement from the university librarian is attached detailing the adequacy of library support.

ESSE, EECS, and MECH have confirmed the ability of their programs to cover the additional student demand from their existing courses given appropriate TA and instructor aids from Lassonde.

See statement from the dean’s office confirming faculty hiring support, administrative support, experiential laboratory support, and dedicated technician support.

31. Indicate whether the new program is intended to be funded or full cost-recovery.

The program is intended to be funded.

Resources for Graduate Programs Only (QAF 2.1.2.7)

32. Given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

N/A

- 33.** Where appropriate to the program and given the program’s planned/anticipated class sizes and cohorts, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

N/A

- 34.** Where appropriate to the program and given the program’s planned/anticipated class sizes and cohorts, provide evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty who will provide instruction and supervision.

N/A

Quality and Other Indicators ([QAF 2.1.2.8](#))

- 35.** Provide evidence of quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)⁷ and staff to achieve the goals of the program.

The CVs of the individual faculty members who support this program attest to the quality and qualifications of the faculty. These CVs can be found in a separate package submitted with this proposal and speak to the ongoing commitment and contribution to research in Mechatronics engineering, and their stature in the research community. Specific examples include:

Jenkin holds multiple patents in display technology, robot technology and technology related to network optimization. He has over 200 academic publications, and h-index of 43 and over 10,000 citations according to Google Scholar. He has served on the program committee on many national and international conferences and has been the senior program chair/program chair on both national and international conferences.

Prior to joining academia, *Chesser* worked in the space engineering industry in Canada for almost 20 years. He held positions of increasing responsibility on both commercial space projects (Intelsat, Telesat Anik) as well as government projects (Radarsat-1, CPA, MOPITT, Scisat-1, MOST, Argus). Project teams for MOST and Argus received Alouette Awards from CASI. He continues to consult in the industry for external companies.

⁷ This section is distinguished from the section on [Resources](#) (questions 26-31) ([QAF 2.1.2.6 a](#)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas questions 26-31 ([QAF 2.1.2.6 a](#)) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.

Czekanski – University Professor and the past NSERC Chair in Design Engineering in the Department of Mechanical Engineering at Lassonde School of Engineering, York University. Previously, Czekanski held the role of Global Engineering Manager for Advanced Engineering Analyses and Materials at Magna Mechatronics, a prominent global supplier of automotive mechatronics systems. His research primarily focuses on pioneering advanced manufacturing processes and materials, simulating additive manufacturing (AM) processes, exploring functionally graded materials, and investigating soft materials. This research encompasses activities such as designing AM-produced parts, conducting finite element modeling of components, and material characterization. His expertise also in intelligent robotic in-situ bio-printing hardware and software.

Bazzocchi has experience in the areas of space and terrestrial robotics and has held both academic and industry positions in mechatronics, robotics, and engineering design. He has over 35 academic publications, has served in various related international roles, such as chair or guest editor, for sessions and special issues of journals in the area of robotics and mechatronics. He was recruited specifically to support the development of the Mechatronics Certificate program at York University and to conduct research and teach courses related to space mechatronics.

Jian is recognized as an emerging research leader in materials science, specializing in the sustainable fabrication of structural and functional materials for mechanical, electronic, and environmental applications. She has authored 32 publications in esteemed journals, including Carbon, Matter, Ultrasonics Sonochemistry, Nature Communications, Journal of Molecular Liquids, and Science Advances. These publications have accumulated over 1,000 citations, according to Google Scholar. Jian is also the recipient of the 2024 Petro-Canada Emerging Innovator Award. In addition, she holds two editorial roles and has served on the program committees of multiple engineering organizations and conferences. She chairs the EDI Committee of the Canadian Society for Mechanical Engineering. At York, Jian currently serves as the Graduate Attribute Lead in the Department of Mechanical Engineering and leads a project focusing on integrating EDI components into the MECH curriculum, supported by Lassonde's EDI Seed Funding.

Tabatabaei has a track record of commercializing optical and photothermal sensing and imaging innovations for biomedical application such as 1 spin-off company, 3 licensed technologies, 7 granted patents, 2 patent applications under review. He has over 77 academic publications receiving over 1200 citations. He currently serves in the international steering and advisory board of international conferences on photoacoustic and photothermal phenomena.

Farag is York's leading publisher on research related to United Nation's Sustainable Development Goal (SDG#7), Affordable and Clean energy with over 125 peer-reviewed published papers in top journal percentiles such as Nature Communications and prestigious conference proceedings, two books, one book chapter, one filed patent, and several well-

received technical reports and guides prepared for industry. He is sitting on several editorial boards, e.g., IEEE Systems, Canadian Journal of ECE, Modern Power and Clean Energy, and Frontiers in Communications and Networks. He has served on the technical committee on several national and international conferences and has been the technical co-chair on both national and international conferences.

Smith has published several manuscripts related to mechatronics and developed a number of unique robotic devices, including galloping robots and human birth simulators. He has won multiple IEEE awards and been the recipient of national and international grants.

Leung's research focuses on design and fabrication of smart and multifunctional materials. He has continuously partnered with the industry in developing materials with tunable functions including energy harvesting, sensing, actuating, as well as light weight materials with superior mechanical properties. He has over 100 academic publications. He has served on the program committee as well as several international conferences and journals in composite materials. His experience as the UPD in Mechanical Engineering and leading two CEAB accreditation cycles would contribute significantly to the development of the new program.

Armenakis works in the areas of photogrammetric engineering and remote sensing mapping and focussing on intelligent mobile systems for automated and autonomous sensing and mapping applications. He has over 140 scientific publications including book chapters. He serves on the editorial boards of several journals, and he is the co-editor of several journal special issues. He has served on scientific program committees for national and international conferences, and he was the chair of 2015 UAV-g international conference. He is a Fellow of the International Society for Photogrammetry and Remote Sensing (ISPRS) and the recipient of several awards including the Geomatica Award from the Canadian Institute of Geomatics (CIG).

Boakye-Yiadom, a tenured Associate Professor at York University, holds a PhD in Materials Science and Engineering and specializes in additive manufacturing, machine learning, and impact mechanics. He has secured over \$3.5M in competitive research funding from NSERC, CSA, and others. His research on next-gen materials, including biofidelic models and aerospace applications, aligns with robotics and mechatronics. Dr. Boakye-Yiadom has mentored over 15 graduate students and received multiple awards, including the Umoja Robotics Mentorship Award

Maxwell, with a background in electrical and mechanical engineering and technology entrepreneurship, has won multiple awards for both his research and teaching. He has deep expertise in the commercialization of technologies, catalyzing the creation of nearly 80 technology ventures. He is the PI on the current Ontario Research Fund “Enhancing the development and commercialization of a micro-mobility electric vehicle” in partnership with SARIT which is now in production. This has enabled him to transform the student research experience through the development of York’s Living Lab which led to his receipt of the Minister of Colleges and Universities Innovation and Entrepreneurship Award in 2024.

Allison is Professor of Electrical Engineering and Computer Science at York University and the director of the Centre for Vision Research. His research enables effective technology for advanced virtual reality and augmented reality and for the design of stereoscopic displays. Allison is an expert on 3D display systems and has consulted for international corporations including Qualcomm, IMAX, Christie, MDA, and CAE. He is recipient of the Premier's Research Excellence Award and a York Research Chair in recognition of this work.

Daly has well over 100 journal publications and is the recipient of many honours. These include holding the York Research Chair in planetary science, multiple awards from NASA and the Canadian Aeronautics McCurdy Award. Daly is often called upon to lend his expertise on the science and engineering of robotic explorers to the space agency and to industrial entities.

Elder's research is focused on understanding how perception supports useful decisions and actions in humans and robots. He has trained more than 145 graduate and undergraduate research students and postdoctoral fellows, and with them and other colleagues has published more than 100 papers in high-impact international journals, conferences and books, generating more than 9,500 citations. Eleven of his former trainees are now in faculty positions in Canada, the US, Australia, France and China. Most of the others are now in leadership positions in the technology industries. His research involves close collaboration with Canadian companies and has seen application in helicopter navigation, traffic analytics, sports videography and airport mobility systems. His lab's public datasets have become standard global benchmarks for vision tasks (www.elderlab.yorku.ca/resources). He has been awarded three patents and has three additional patent applications on attentive sensing and robot systems.

36. Provide evidence of additional elements of the program and faculty that will ensure the intellectual quality of the student experience.

Many of the faculty members involved in this program have considerable experience in team-based research and educational efforts. Examples include:

Jenkin was a PI on the BISE and VECTION projects which were deployed on the International Space Station for over a decade. He has held multiple NSERC Strategic and NSERC Strategic Network Grants that have trained over a hundred graduate students. He has been UPD (Computer Science), GPD (Computer Science), Departmental Chair (Computer Science), Chair of FGS Council and Vice Chair of Lassonde Faculty Council. He is a past chair of the Canadian Computer Science Accreditation Council and has served on a number of accreditation site visit teams for both Computer Science and Engineering.

Chesser has been a teaching stream faculty member for 18 years, teaching a wide variety of subjects in the areas of systems engineering, mechanical and thermal analysis and design, materials for space applications, computer architecture, embedded systems, control systems, software design, and rf communications. He has developed and/or designed several hands-on

experiments in the space engineering curriculum and been faculty advisor for a student satellite design team.

Czekanski is the recipient of many honours and awards, including the prestigious NSERC Gold Medal Doctoral Award, the Faculty Educator of the Year Award, the President's University-Wide Teaching and Research Awards and the Robert W. Angus Medal and CSME, CEEA, EIC Fellows. The outcomes of his research have far-reaching applications, driving innovation in bioengineering, automotive, and aerospace sectors. In 2020, he was awarded the NSERC CREATE initiative “Additive Manufacturing: Engineering Design and Global Entrepreneurship.”

Bazzocchi is the Deputy Instrument Scientist for the OLA scanning lidar (CSA contribution) on the NASA OSIRIS-APEX mission to asteroid Apophis. He has trained over 40 students in the areas of space and robotics. He has been the PI on multiple grants from government agencies, industry, and foundations on topics related to the program, including: intelligent and autonomous space robotics, assistive and intelligent devices, personal robotics for homecare, assistive exoskeletons, robotic swarms, object detection and reconstruction, robotic manipulation, and manufacturing robotics. He has served on various academic curriculum committees, including for curriculum design or redesign.

Jian has held multiple NSERC and provincial grants, which have supported the training of 26 HQPs. At Lassonde, she has served on the Mechanical Curriculum Committee and has been the Graduate Attribute Lead for accreditation purposes since 2020. Jian played a vital role in the previous CEAB accreditation cycle and is currently leading preparations for the 2024 focused visit. In her role as Graduate Attribute Lead, she has promoted the consolidation of Graduate Attribute Indicators and the development of the indicator review process within Lassonde. She has also made major contributions to Graduate Attribute data analysis and interpretation within Lassonde’s continuous program improvement framework. Jian is a licensed engineer in Ontario.

Tabatabaei is current graduate program director of department of Mechanical Engineering. He was a PI on several Industrial, Provincial, and Federal competitive grants leading to development of novel thermo-photonic technologies for early detection of diseases, pioneering of new sensing and imaging paradigms of thermal-wave radar, thermal coherence tomography, matched-filter thermography, spectrally encoded capsule endomicroscopy, photo-thermal optical coherence tomography, and highly sensitive thermo-photonic sensors for rapid tests. These contributions have influenced the direction of thought and activity in the field, highlighted in professional and news outlets (e.g., CBC interviews; see CCV) and gained the sizable financial support of the institution and government (~\$3M as PI and co-PI).

Farag was the PI of over 25 R&D projects funded NSERC, Mitacs, LDC Tomorrow Fund, IESO Innovation Fund, and Hydrogen Innovation Fund. He has established a strong network and fostered collaborations with over 15 industry partners to develop innovative solutions that are

needed to tackle real-world problems in energy transformation including local power utilities, power system operators, energy regulators, municipalities, transit bus operators, Cannabis growers, OEMs, and not-for-profit organizations. He has supervised and co-supervised over 30 graduate students and postdoctoral fellows. He is a Registered Professional Engineer in Ontario, a senior member in IEEE, a York Research Chair in Integrated and Smart Energy Systems, and a recipient of the Early Researcher Award (ERA) from the government of Ontario.

Smith has received a variety of teaching awards and has led multiple engineering programs, including Biomedical Engineering and Electrical Engineering, to successful accreditations both at York University and Toronto Metropolitan University.

Leung has participated and held some important grants including CFI and NSERC Alliance for Critical Minerals. He has trained over a 80 HQPs. He has been UPD (Mechanical Engineering) and Interim GPD (Mechanical Engineering), He has led Mechanical Engineering in two CEAB site visit and is currently leading the upcoming special.

Armenakis has served as President of the ISPRS Technical Commission IV on Digital Mapping and GeoDatabases (2000-2004), and as Co-Chair of the ISPRS ICWG I/VB Unmanned Vehicles Systems (UVS): Sensors and Applications (2012-2016) and of the ISPRS ICWG I/Vb Unmanned Vehicle Systems: Sensors and Applications (2016-2022). He has been UPD of Geomatics Engineering program. He has been PI, Co-PI, Applicant in research grants funded by NSERC (DG, RTI, CREATE, GEOIDE), Canadian Space Agency, Ministry of Transportation Ontario, Mitacs, Natural Resources Canada, Transportation Safety Board of Canada, Ontario Ministry of Citizen and Immigration, and York University.

Boakye-Yiadom has played an integral role in enhancing the intellectual quality of student experiences through his involvement in innovative projects and collaborations. He has led several interdisciplinary initiatives, including a project funded by the Canadian Space Agency to advance rocket science for women and Black students in the Greater Toronto Area using additive manufacturing technologies. This initiative exemplifies his commitment to providing students with experiential learning opportunities that transcend traditional academic boundaries. Dr. Boakye-Yiadom's leadership in research has included co-investigator roles on several projects aimed at developing cutting-edge technologies such as contactless braking systems for aerospace applications and high-value gas turbine blades using laser directed energy deposition. These projects not only contribute to scientific advancement but also provide students with direct exposure to real-world challenges in robotics, mechatronics, and advanced manufacturing. As an educator, Dr. Boakye-Yiadom has consistently promoted an interactive and inclusive learning environment. His leadership in organizing workshops, such as the "International Workshop on Materials Under Extreme Loading and Harsh Environments," offers students opportunities to engage with global experts in material science and engineering. His commitment to diversity and inclusion in STEM ensures that students from various backgrounds are supported in achieving academic and professional success.

Maxwell pioneers new entrepreneurial curricular and cocurricular experiences for undergraduate and graduate engineering students, as well as for industry professionals. He is involved in enhancing students experiential learning through his membership of York's Strategic Entrepreneurship Council, and York's Sustainability working group. He is also Chair of the Connected Minds Innovation and Commercialization Committee and transforming the nature of industry research partnerships through his role as Co-Director of York's recently established Manufacturing, Technology and Entrepreneurship Research Unit. He is Director of Bergeron Entrepreneurs in Science and Technology (BEST) lab that supports student and faculty led technology ventures, and the founder of the multi-disciplinary BEST Certificate that encourages Lassonde students to take courses at Osgoode Hall Law School and Schulich School of Business. His graduate course in Technology Commercialization is offered to graduate science and engineering students at Lassonde, and collaboratively in engineering graduate programs across Canada.

Allison has extensive undergraduate program development and management experience including playing leading roles in the establishment and CEAB accreditation of York's first engineering programs, its first graduate program in engineering and multiple administrative roles including Vice Chair and Vice Dean.

Daly was the Chief Engineer on Canada's first instruments to land on Mars aboard the NASA Phoenix Mission in 2007-2008. He was the PI for Canada's instrument on the OSIRIS-REx mission to asteroid Bennu that recently returned a sample to Earth from that Asteroid. That success has birthed a new mission to Asteroid Apophis where he continues that leadership role. Daly also led the engineering of multiple camera systems aboard the ISS including those in the end-effectors of the DEXTRE robot. In these roles he has led large teams of people to achieve world-class results. He has been a key member of many training initiatives including three NSERC CREATE grants. Daly has also been the UPD of Space Engineering.

Elder has been awarded (as Principal Investigator) more than \$14M in direct external research funding to support this research program. He is also a founding Co-Director of the York University Centre for AI & Society (CAIS). The impact of his research has been recognized by a Premier's Research Excellence Award, a Lassonde Innovation Award, appointments to editorial boards for four international journals, and recent keynote talks at conferences and workshops in the US, China, the UK and Canada. Since 2018 he has held the York Research Chair in Human and Computer Vision.

Memorandum

To: Joshua Thienpont, Chair, ASCP
Monique Herbert, Chair, APPRC

From: David Peters, Interim Provost & Vice-President Academic

Date: March 20, 2025

Subject: Response to external review of BEng Mechatronics Program Proposal,
Lassonde School of Engineering

I have reviewed the BEng in Mechatronics proposal, the report of the external reviewers, and the response of the program proponents, and am happy to provide support for this proposal. It is a thoughtful proposal with a strong support from potential employers, educators and other reviewers, that features Work Integrated Learning in a coherent and flexible way. I am satisfied that Lassonde School of Engineering has addressed the comments of the reviewers. The positive assessment of the review panel is encouraging with respect to the preparedness of the School to deliver this program.

The clarifications offered by the Dean with respect to developing a niche for the program and developing robust industry engagement address the recommendations of the reviewers.

The OIPA analysis suggests that there is a strong and growing market for jobs in this space, and significant demand from students, as evidenced by the growth in enrolments, completions, and number of programs.


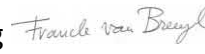
There is a substantial recruitment plan that has been enthusiastically taken up by the Dean and the program proponents, which will be needed for accreditation and to support the anticipated growth of the program. I support the Dean's hiring plan, which involves requesting three new faculty members for each the first two years of program operation, and with subsequent plans to expand up to three more faculty, depending on whether the enrolments grow as planned. TRON will make use of existing library, lab and IT resources, as well as drawing on a significant number of current faculty in Lassonde and in other units across the university. If student enrolment reaches projected targets, a mix of professorial and teaching stream faculty requests will be made to maintain student-faculty ratios in line with other programs in the School of Engineering.

These refinements to the program proposal are appropriate in scope and further demonstrate the Dean's commitment to the strength and viability of this new program area. I eagerly anticipate the first cohort of Lassonde Engineering students moving into studies in Mechatronics in September 2025.



MEMO

TO: Marcia Annisette, Vice-Provost Academic

FROM: Jane Goodyer, Dean, Lassonde School of Engineering 
Franck van Breugel, Vice Dean, Lassonde School of Engineering 

CC: Michael Jenkin, member of the Lassonde Mechatronics Working Group

SUBJECT: Statement of support for Bachelor of Engineering in Mechatronics

DATE: February 25, 2025

We are pleased to express our continued support for the new Bachelor of Engineering (BEng) in Mechatronics program that the Lassonde School of Engineering has planned to launch in the fall of 2025. The program will be jointly offered by the Departments of Earth and Space Science and Engineering, Electrical Engineering and Computer Science, and Mechanical Engineering.

The development of an undergraduate Mechatronics Engineering program was already identified as part of the second phase of Engineering programs at York University in 2012. A recent report by the Office of Institutional Planning and Analysis indicates Mechatronics Engineering as a promising area. There has been a significant increase in job listings aligned with Mechatronics Engineering. At the recent Ontario University Fair, we received a fair number of questions about Mechatronics from prospective students. Since Mechatronics Engineering integrates Computer, Electrical, Mechanical, Software, and Systems Engineering and the Lassonde School of Engineering already offers undergraduate programs in Computer, Electrical, Mechanical, and Software Engineering, a new undergraduate program in Mechatronics Engineering is a very good fit for Lassonde.

As mentioned in the proposal, 23 Lassonde faculty members have already been identified as potential contributors to the program in Mechatronics Engineering. In January 2024, Michael Bazzocchi joined Lassonde as an Assistant Professor in support of the Mechatronics certificate which launched in the fall of 2024. Although Lassonde has a sufficient number of faculty members that can contribute to Mechatronics Engineering to launch the program, if the program reaches the student numbers projected in the proposal, then additional faculty positions, a mix of professorial and teaching stream, seem warranted so that the student-faculty ratio is in line with the other Engineering programs of similar size in Lassonde. We have already planned for three hires in Mechatronics Engineering for 2026-27 and another three hires in Mechatronics Engineering in 2027-28.

When it comes to administrative staff (e.g. program administration and support of students' experiential learning and professional development) and laboratory technicians, the program deserves the equivalent support that is provided to the other Lassonde programs. Once the program reaches a steady state of 120 students entering second year, this support will amount to one program assistant, one lab technician, and a leadership and teamwork coordinator (part-time). The proposal also mentions a work placement coordinator (part-time). This coordination will be taken on by the co-op office. Furthermore, the program is expected to be supported by faculty members that take on the roles of Undergraduate Program Director and Graduate Attribute Lead (the latter plays a pivotal role for the accreditation exercise by the Canadian Engineering Accreditation Board).



Re: Endorsement for new BEng Mechatronics program, Lassonde School of Engineering, York University

To Whom It May Concern,

On behalf of Rockwell Automation, I am pleased to express our support for the proposed Bachelor of Engineering program in Mechatronics (TRON) at the Lassonde School of Engineering, York University. Rockwell is a global leader in industrial automation, with a revenue of employing approximately 27,000 people across 100 countries, with over 1,000 employed in Canada. In 2023, Rockwell acquired Waterloo-based Clearpath Robotics, a longtime partner and supplier of York University. I am personally very familiar with Prof. Jenkin and his colleagues' research in robotics, as well as the existing facilities and infrastructure at the Lassonde School.

Mechatronics demands both a solid theoretical foundation and practical experience. The proposed program's integration of work integrated learning, leadership, as well inter- and intra-cohort teamwork, will provide students with an invaluable starting point for their careers. Furthermore, the flexible co-op work terms of four, eight, 12, or 16 months will appeal to industry a great deal. By making WIL, co-op and general professional skills mandatory components of the Mechatronics curriculum, graduates will be equipped to enter the global market, make meaningful contributions from day one, and achieve long-term career success. This forward-thinking approach not only benefits students but also underscores York University's leadership in advancing WIL programs across Canada.

At Rockwell, we are constantly seeking innovative solutions to develop our talent pipelines. Programs which include WIL and employability skills are certainly of interest to us. I believe that this program will be well received by employers and could serve as an inspiration for other programs nationwide.

My team at Rockwell is excited to engage with academic programs that prepare graduates to be well rounded, academically accomplished, and industry ready. We strongly encourage academic institutions, industry partners, and policymakers to continue supporting and expanding innovative interdisciplinary engineering programs, ensuring the sustained growth and competitiveness of Canadian industry.

Thank you for considering this important initiative. Please feel free to contact me should you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan Gariepy', written over a light blue circular background.

Ryan Gariepy

CTO, OTTO Motors & Clearpath Robotics by Rockwell Automation

ryan.gariepy@rockwellautomation.com



Defence Research and
Development Canada

Recherche et développement
pour la défense Canada

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Re: Endorsement for new BEng Mechatronics program, Lassonde School of Engineering, York University

To Whom It May Concern,

On behalf of the Autonomous and Radiological Section at Defence Research and Development Canada, I am pleased to express our strong support for the proposed BEng (Bachelor of Engineering) program in Mechatronics (TRON) at the Lassonde School of Engineering, York University.

Mechatronics, an interdisciplinary field combining mechanical, electrical, computer science and space engineering, demands both a solid theoretical foundation and practical experience. The proposed program's integration of WIL (Work Integrated Learning) along with a required focus on leadership and teamwork, will provide students with invaluable practical experience in real-world environments. Furthermore, students will have access to a traditional co-op program, offering flexible work terms of four, eight, 12, or 16 months, which will further enhance their readiness to help address industry challenges. By making WIL, co-op and employability skills mandatory components of the Mechatronics curriculum, graduates will be equipped to excel in the global market, make meaningful contributions from day one, and achieve long-term career success. This forward-thinking approach not only benefits students but also underscores York University's leadership in advancing WIL programs across Canada.

At DRDC, we are constantly seeking innovative solutions to respond to talent shortages. WIL initiatives and the emphasis on employability skills have become central strategies in building a strong talent pipeline. We believe that the formal recognition and accreditation of this model will be well received by employers and could serve as a scalable framework for similar programs nationwide.

My team at DRDC is excited to support academic programs that prepare graduates who are both academically accomplished and industry ready. Robotics research is an interdisciplinary field that incorporates software, electrical, and mechanical engineering. As such, the skills learned through the proposed TRON program are well aligned with the skillset that we look for to recruit both students and permanent positions. Furthermore, our industrial partners would also be looking for a similar skillset. As someone who went through a mandatory co-op program myself as an engineering undergraduate, I fully support this aspect of the program as it helps match employers and employees and provide practice experience and guidance for an engineering student during their schooling. The spiral learning concept is one I fully endorse as I think it is conclusive to improved understanding of concepts.

Thank you for considering this important initiative. Please feel free to contact me should you require any additional information.

Sincerely,

Jack Collier

Senior Defence Scientist and Group Head – Autonomous Systems Operations Ground Group
Autonomous and Radiological Technologies Section

Defence Research and Development Canada – Suffield Research Centre

Jack.collier@drdc-rddc.gc.ca

403.544.4871

Canada

January 29, 2025

Re: Endorsement for new BEng Mechatronics program, Lassonde School of Engineering, York University

To Whom It May Concern,

I am pleased to express our strong support for the proposed BEng (Bachelor of Engineering) program in Mechatronics (TRON) at the Lassonde School of Engineering, York University.

By way of introduction, I am Distinguished James McGill Professor of Computer Science at McGill University. I was the Director of the McGill School of Computer Science for 8 years, and before that Director the McGill Research Center for Intelligent Machine (CIM). I also served as VP Research and lab head for the Samsung AI Center Montreal for Samsung for 5 years. I also serve as CTO for a SME in AI and robotics and am on the administrative committee of the IEEE Robotics and Automation Society.

Mechatronics is an interdisciplinary domain combining mechanical, electrical, and space engineering with computer science. It demands both a solid theoretical foundation and practical experience. The proposed program's integration of Work Integrated Learning (WIL), along with a required focus on leadership and teamwork, will provide students with valuable practical experience in practical industrially relevant environments. Furthermore, students will have access to a traditional co-op program, offering flexible work terms of four, eight, 12, or 16 months, which will further enhance their readiness to help address industry challenges. By making WIL, co-op and employability skills

mandatory components of the Mechatronics curriculum, graduates will be equipped to excel in the global market, make meaningful contributions from day one, and achieve long-term career success. This forward-thinking approach not only benefits students but also underscores York University's leadership in advancing WIL programs across Canada.

Leading robotics and AI companies are continuously exploring innovative ways to address talent shortages. Initiatives like WIL programs and a strong focus on employability skills have become key strategies in developing a robust talent pipeline. I believe that formally recognizing and accrediting this model will be well-received by employers and could serve as a scalable blueprint for similar initiatives nationwide.

I am enthusiastic about supporting academic programs that equip graduates with both strong academic foundations and industry-ready skills. We strongly encourage academic institutions, industry leaders, and policymakers to continue investing in and expanding interdisciplinary engineering programs to drive the industry's long-term growth and competitiveness.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gregory Dudek', with a long horizontal flourish extending to the right.

Gregory Dudek
Distinguished James McGill Professor
Associate member, Department of Electrical Engineering
Member, Centre for Intelligence Machines
McGill University

Appendix N



August 6, 2024

Dear LCS Committee:

I write in full support of the Mechatronics proposal that is currently under consideration.

In March 2024, I completed an environmental scan of 130 Mechatronics competitor undergraduate programs and college certificate offers in Canada and the United States. Here is an additional breakdown of that scan, the degrees, certificates, diplomas and associate degrees that I reviewed:

Scan

- 63 U.S. Mechanical/Mechatronics undergraduate degrees (mostly BSc's)
- 35 Canadian Mechanical/Mechatronics undergraduate degrees (BSc's and BEng's)
- 32 U.S./ Canadian Certificates, Diplomas, Associate Degrees, Electives

Degrees

- BSc or BEng, Mechatronics
- Mechatronics and Engineering Technology
- Mechatronics and Robotics
- Mechatronics/Technology Quality Systems
- Mechanical and Industrial Engineering (Mechatronics Minor)
- Mechanical and Aerospace Engineering (Minor in Mechatronics)
- BSc Multidisciplinary Engineering Technology (Mechatronics track)

Certificates/Diplomas

- Graduate diploma: Mechatronics/Robotics
- Advanced Diploma, Electromechanical Engineering Technology—Mechatronics (2 yrs)
- Electromechanical Engineering Technician
- Mechatronics/AI

Associate Degrees

- **Algonquin College,**
- BEng, Electro-Mechanical Engineering + BEng, Automation/Robotics/Mech Engineering + Advanced Diplomas, Mechanical Engineering Technology
- **Oregon State University**
- BEng, which includes a Mechatronics for Manufacturing Engineering Certificate

Based on this research and additional foresight analysis I completed (from 2023 to 2030), I concluded that the global Mechatronics course market will continue to rise at a considerable rate (**LinkedIn Report, late October 2023**).¹ The information from this internal review on the demand for Mechatronics undergraduate courses has been integrated

¹ "Mechatronics and Robotics Courses Market Analysis Report 2023-2031" (Report). *LinkedIn*, October 26, 2023. <https://www.linkedin.com/pulse/mechatronics-robotics-courses-market-analysis-9101c/>

into the Mechatronics undergraduate proposal submitted to the LCS Committee. Again, the proposal has my full support and belief that Mechatronics is a necessary and valuable addition to Lassonde and York University undergraduate program offers.

Sincerely,



Michael Twohey, PhD (he/him)
Director, Professional Development and Lifelong Learning
<https://lassonde.yorku.ca/lassondepd/>

Lassonde School of Engineering | YORK UNIVERSITY
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MEMORANDUM

York University Libraries

To: Paminderjit Sunner, Lassonde School of Engineering

From: John Dupuis, Scholarly Publishing Librarian, Open Scholarship Department

Date: August 27, 2024

Subject: Library Statement of Support – Bachelor of Engineering, Mechatronics

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 supports.

For these reasons, the Libraries are well positioned to meet the research and learning needs of faculty and students in Bachelor of Engineering, Mechatronics. This statement highlights offerings of particular interest to the program. It was prepared in accordance with the [Quality Assurance Framework](#) and conforms to guidelines developed by the Ontario Universities Council on Quality Assurance.

This program integrates aspects of electrical and computer engineering, computer science, and software engineering, so this statement will necessarily reflect that reality.

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

- A selection of relevant library resources for the B. Eng, Mechatronics program:
 - Subject Databases
 - INSPEC/Compendex on Engineering Village
 - IEEE Xplore
 - ACM Digital Library
 - Proquest Business
 - Scopus
 - eBook Collections
 - Morgan and Claypool Synthesis
 - Access Engineering
 - IEEE Xplore
 - Taylor & Francis eBooks
 - ProQuest eBook Central
 - Scholars Portal Books
 - Standards
 - Institute of Electrical and Electronics Engineers (IEEE)
 - American Society of Civil Engineers (ASCE)
 - Accuris Engineering Workbench (on demand access for Canadian Standards Association (CSA), American Society for Testing and Materials (ASTM), International Organization for Standardization (ISO) and other standards organizations)

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 the course of 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.

Highlights

- Examples of current IL sessions for various engineering programs that may be relevant. These kinds of sessions would fit into the Knowledge Methodologies and Application of Knowledge Learning Outcomes.
 - ENG 1101/1102: an introduction to library resources (currently done)
 - ENG/CIVL 4000: an advanced session to help students prepare for their capstone course
 - CIVL 2000: a design-oriented session customized the assigned projects
 - Special Research Guides can be created for individual courses to tie in with assignments. The guide for [CIVL 2000](#) is an example.

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.

Research Guides

- [Engineering](#)
- [Computer Science](#)
- [Mathematics](#)
- [Earth and Space Science](#)
- [Physics](#)
- [Business](#)
- [Data and Statistics](#)

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

- The Steacie Science and Engineering Library's [unusual reserves](#) includes various sensors such as weather and electricity meters and other scientific equipment.

On the first floor of the Scott Library, [Library Accessibility Services](#) provides alternative content formats, as well as 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. The Engineering Contact Librarian is the primary contact for undergraduate students with more advanced questions.

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 [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 supplies 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.

YORK UNIVERSITY QUALITY ASSURANCE PROCEDURES (YUQAP)

Responses to New Program External Review Report

Bachelor of Engineering in Mechatronics

Date: February 24, 2025

External Reviewers:

- Prof. Farid Golnaraghi, Professor, Mechanical and Mechatronics Engineering, University of Waterloo
- Prof. Hossein Rouhani, Professor, Mechanical Engineering, University of Alberta

Internal Reviewer:

- Prof. Matthew George, Associate Professor, Faculty of Science

The recommendations listed below have been made by the above reviewers as part of their review report. For each recommendation, the program and the Dean are asked to provide a response and actions, including specific timelines and the position(s) that will be responsible for follow-up. A rationale is required when a recommendation is not accepted.

The Dean's comments should address and/or affirm the responses made by the program, focusing primarily on whether there is support for the approaches indicated and confirming the availability of any resources needed.

See the template and instructions below.

Recommendations:

The Mechatronics program at York University is designed to be highly viable and competitive. It leverages existing expertise and resources within the Lassonde School of Engineering, integrating mechanical, electrical, computer, and software engineering disciplines. The program emphasizes experiential learning, leadership, and teamwork, preparing graduates for diverse applications and industries. With a structured growth plan, including new faculty hires and additional resources, the program aims to meet the increasing demand for Mechatronics engineers. The Curriculum is aligned with Canadian Engineering Accreditation Board (CEAB) requirements, ensuring high standards and continuous improvement. Overall, the program is well-positioned to attract and support students, contributing to Ontario's industries and addressing societal needs.

We were particularly impressed with Breaking Ground On Fully Work-Integrated Degree Programs: BAsC in Digital Technologies, which can be modified to provide an important niche for Mechatronics.

Recommendation 1:

Based on the interviews and document reviews, we are confident that York University is on the right track with creating the Mechatronics program. However, given the significant competition in the field, **we recommend establishing a unique niche for the program.** One approach is creating a clear pathway for industry collaboration, ensuring students gain practical experience and industry connections. Perhaps the Design and Implementation course series could play a role to better establish that link. Industry-sponsored hands-on courses may be a good PR. Additionally, defining the program's unique strengths will help applicants understand how York's Mechatronics program can lead to a solid job.

As technology evolves, educational institutions must update and modernize their programs. With the emergence of Industry 4.0 and the Internet of Things (IoT), there is a growing demand for more streamlined computer software and hardware content and better hands-on training experiences. **The program should provide better coverage of digital logic, embedded systems, programmable logic controllers, and data structures and algorithms. Optimizing the Curriculum to include more technical courses in the final year could further enhance the program.**

Reducing the complementary studies obligations, as some existing courses within the faculty are considered complementary studies at other universities like Waterloo, could be one way to achieve this. This approach will ensure the program remains relevant and competitive, providing students with the skills needed to thrive in the evolving technological landscape. Please see Recommendation 2 below.

Recommendation 2:

Below are our specific suggestions regarding the curriculum and course syllabi:

- i. **Appendix C should present the course schedules term-by-term rather than year-by-year to enable better assessment of the pre- and co-requisites.**
- ii. There is a lack of detail on Mechatronics System Design and Implementation courses. These courses have the potential to provide students with invaluable hands-on design experience and require more focused development. In Appendix B (iii), the course descriptions for TRON 1000 and TRON 2000 are almost identical, and the descriptions for TRON 3000 and 4000 are marked as “TBD.” Assessing how these courses will be designed and how their content will build upon each other is difficult. Based on the demonstrated expertise of the Mechatronics Program Development Committee, developing course syllabi for these courses is easily achievable. However, **filling in the “TBD” sections before submitting the proposal is important.**
- iii. Currently, TRON 4002 (Mechatronics and Robotics), TRON 4003 (Mechatronics Control), and TRON 400x (TBD) are proposed. Their content is not presented in Appendix B(iii). **We recommend detailed planning for these key courses to familiarize students with mechatronics systems in real-world applications.** Additionally, we recommend offering more technical courses in the final year, as outlined in item (vii) below (*also see recommendation above*).
- iv. **Streamline control and design systems offerings to provide room for other technical courses.** For example, MECH 3409 and 2302 can be combined by reducing particle dynamics and focusing on rigid bodies in 2302 while incorporating mechanism kinematics (see Hibbeler Chapter 16 Dynamics). Same can be said for the Control Systems offerings.
- v. **Machine Element Design (MECH 3409) and Feedback Control Systems (ENG4650) systems must be in the third year.** This is essential because students must complete MECH 3409 before the Engineering Project (ENG 4000) and ENG4650 before taking TRON courses (TRON 4001, 4002, 4003, 400x).
- vi. **Differential Equations (MATH 2271) and Dynamics (MECH 2302) should move to the second year.** This is essential for item (v) above.
- vii. Adjust General Education Requirements for the TRON Program: **It is recommended that the 12.0 credits of General Education (Gen Ed) studies requirement be reconsidered for the TRON program at York University.** These breadth requirements, which exceed the Canadian Engineering Accreditation Board (CEAB) standards, may negatively impact student success, leading to extra student credits and sub-optimal course sequencing. The TRON program already includes 9.0 credits of complementary ENG courses covering essential topics such as ethics, communication, management, economics, safety, writing, and presenting. Adjusting

the Gen Ed requirements will better align the program with CEAB standards and enhance the overall student experience and success in the TRON program, which would be the most effective way to address the items above.

Final Recommendation:

The Mechatronics Program Development Committee has demonstrated exceptional dedication and successfully developed both the program and the impressive proposal we reviewed. However, implementing Recommendations 1 and 2 and course development and delivery in the TRON field will require substantial additional effort. **The proposal outlines a plan to recruit nine new faculty members and those already listed. We believe this number is well-considered and emphasize the necessity of recruiting at least nine faculty members. Given the significant workload involved in program development during these initial years, we strongly encourage York University to develop a comprehensive recruitment plan and allocate a dedicated budget for this effort over the next three years.**

Responses to Recommendations

Instructions:

Program response: The program should complete columns 2, 3, and 5. To complete column 2, programs should select one option from the choices below and provide brief commentary in the 3rd column. Include a clearly articulated “Action” where applicable and note how the proposal template has been updated to reflect the action in column 5. See additional instructions in the table.

Agree: Used when the unit agrees to and is able to take action on the recommendation without further resources or consultation external to the program.

Agree if resources permit: used when the unit agrees with the recommendation; however, action can only be taken if additional resources are made available. The program must describe the resources needed to implement the recommendation. In these cases, discussions with the Deans will normally be required and therefore identified as an action item. The Dean’s response should indicate a commitment to provide any additional resources, as applicable.

Agree to in principle: used when the program agrees with the recommendation; however, action is dependent on something other than resources (e.g., pan-university strategy, centralized systems that are beyond a program’s control). Units must describe these dependencies and determine what actions, if any, will be taken.

Do not agree: used when the program does not agree with the recommendation. Where possible, programs are encouraged to explore and pursue alternate actions that address the issues that informed the recommendation. If no action is to be taken, a rationale must be provided.

Dean’s response: The Dean should complete column 4. The Dean’s and program’s responses should indicate an alignment on the action to be taken. The Dean should consult with the program prior to submitting this document to ensure alignment. The Dean’s comments should focus on whether there is support for the actions indicated and confirm the availability of any resources needed for the actions.

Date Completed and Returned to Vice-Provost Academic's Office: Feb. 26, 2025

Completed by: Prof. Michael Jenkin, Lead Proponent; Franck van Breugel, Vice-Dean & Jane Goodyer, Dean

Recommendation:	To be completed by program in consultation with Dean.	Program's Detailed Response	Dean's Response	Changes Made to Program Proposal Template (Indicate specific text edits/additions as well as page numbers. If no changes are required, indicate N/A.)
1a. Given the significant competition in the field, establish a unique niche for the program.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	<p>All academic programs must compete for students, faculty and recognition generally. This is even more true for applied degree programs such as engineering. The reviewers' recommendation is summarized as "One approach is creating a clear pathway for industry collaboration, ensuring students gain practical experience and industry connections. "The purpose of accredited engineering degrees is to produce graduates who contribute to society as engineers. Establishing and nurturing a strong relationship with the engineering industry is key to establishing and promoting mechatronics at York. This is a long-term process but must begin immediately and sustained over the long term. Being known as the mechatronics program that is connected and respected by local, national and international engineering employers is perhaps the most effective way of defining us relative to our competition.</p> <p>Action: This requires a sea change in terms of the way in which we nurture and promote the program relative to the existing efforts in other engineering programs at York. (i) we must</p>	<p>We support the proposed actions. For (a), see (3b). We anticipate that members of an industry advisory board can contribute towards (b). Many of our programs, not just TRON, will benefit from expanding current efforts related to (c).</p>	<p>Details about the advisory board and its interaction with the program can be found in the main proposal document under: Point 16, page 21</p> <p>Point 17, page 23</p> <p>Point 19, page 24</p>

		<p>interact in a serious manner with the mechatronics industry. This must be a multi-prong approach that engages with industry at several different levels, including (a) Having an effective and engaging Industry Advisory Committee that provides advice and input to program development that is acted upon. (b) Involving industry representatives in the program to assist in program promotion and the development of the relationship between the mechatronics industry and the program. This includes inviting industry to events (e.g., TRON project demonstrations, ENG4000 presentations), and establishing an ongoing set of presentations from industry about their specific domains and the program and its students. (c) Establishing and maintaining relationships with alumnae from the program to build on the relationship established while students were in the program to promote our program to the companies at which they work.</p>		
<p>1b. The program should provide better coverage of digital logic, embedded systems, programmable logic controllers, and data structures and algorithms.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>Mechatronics is a program that draws on electrical engineering, computational engineering, mechanical engineering and space engineering. Given the need at the onset to leverage existing courses to develop the program and other university-level constraints in terms of program design, the process of fitting the necessary material into a four-year degree program is challenging. A number of the recommendations in the reviewers' report suggest optimizing the manner of course delivery and reducing the level of complementary studies (GenEd) courses to provide a more streamlined program and at the same time enabling additional technical material to be included in the program. As the program is rolled out, it is anticipated that additional technical material in digital logic, PLCs and data structures/algorithms will be added to the technical core of the program.</p>	<p>We support the proposed action. The offering of 'mechatronics specific' courses will be resource neutral (see 2d) provided that there is sufficient enrolment for both types of course (that is, 'generic' and 'mechatronics specific'). We appreciate that the existing courses are retained as 'degree equivalent.'</p>	<p>None. However, see copy of memo to stakeholder that seek to start the process of providing space in the program to (i) reduce the total credits required and (ii) to streamline some of the courses leveraged from other engineering programs. (Appendix U). See also the finished versions for the initial offerings of TRON 1000 (Appendix E) and 2000 (Appendix F).</p>

		<p>Action: Part of these recommendations have already taken place, with embedded systems and digital logic being built into the more complete versions of TRON 1000 and TRON 2000 courses. As program enrolment grows (triggering at roughly 75 students in the program), program size will enable separate versions of courses that are initially shared with other engineering programs to be developed and mounted, with savings in terms of total credits that can be used to introduce courses (e.g., data structures and algorithms for mechatronics) into the curriculum. By retaining the existing courses as 'degree equivalent' it will be possible to continue to leverage the flexibility of existing offerings and to only offer 'mechatronics specific' courses if enrolments are above the trigger for mechatronics specific sections. First steps towards reducing the credits assigned to GenEd and optimizing some of the courses leveraged from other engineering programs are already in the early stages (and these steps are described elsewhere in this document).</p>		
<p>1c. Optimizing the curriculum to include more technical courses in the final year could further enhance the program.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>At present university degree regulations make it difficult to add more mandatory technical courses to the degree program while providing a program that can be completed in four years. Additional fourth year electives are being developed and will be in place before the initial cohorts arrive at their fourth year.</p> <p>AcW on there are 2 additional technical electives courses TRON4004 Mechatronics Control and TRON4005 Advanced Electronics for Mechatronic Applications are under development, and their initial draft course proposal has been added to the program proposal package. In addition, each of</p>	<p>We support the proposed action. We anticipate that it will not have significant resource implications.</p>	<p>Course proposals for additional technical electives TRON4004 and TRON4005 have been added to Appendix V of the proposal.</p>

		the supporting engineering departments are being encouraged to develop 1-2 fourth year technical electives (resulting in approximately eight fourth year electives). It is anticipated that additional electives will be available prior to the first 4 th year cohort (fall 2027). year cohort (fall 2027).		
2a. Appendix C (of the proposal) should present the course schedules term-by-term rather than year-by-year to enable better assessment of the pre- and co-requisites.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	Presently the proposal presents the courses in a year-by-year structure. The revised proposal presents the courses in a term-by-term factor as suggested. Action: This has been done. See Appendix C.	We confirm that the courses are now presented year-by-year.	The year-by-year course structure has been replaced by a term-by-term version. (Appendix C)
2b. Filling in the “TBD” sections in TRON 3000 and 4000 before submitting the proposal is important.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The proposal provided to the external reviewers included brief descriptions and learning outcomes of the TRON3000 and TRON4000 series courses. AcW ons noted in the response to observation 1c in this response report, the updated proposal package, also includes additional TRON4000 series of courses as technical electives . In addition, the existing course proposals originally included in the package have been expanded to include additional details to include course topics, subtopics, etc.	We confirm that additional details to the course proposals have been included. Regarding TRON 3000, it will be offered in 2026-27 at the earliest, leaving sufficient time to develop the details of the course and get it approved via various curriculum committees at Lassonde School of Engineering	The descriptions of TRON 3000, TRON3001, TRON4001, TRON4002, TRON4003(Appendix G, H, I,J, K) are expanded to include additional details and are now ready for submission to LCS (Learning, Curriculum & Students) Committee at Lassonde School of Engineering for implementation in the 2026-2027 academic year.
2c. We recommend detailed planning for key courses (TRON 4002, TRON 4003, and TRON	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/>	The proposal sent to the external reviewers had course descriptions for two fourth-year technical electives, while more electives were being developed.	We confirm that additional course proposals have been included.	The TRON400x courses in the proposal have been completed and are included in the proposal package: TRON 4002

400x) to familiarize students with mechatronics systems in real-world applications.	Do not agree <input type="checkbox"/>	Action: The reviewers were provided with substantially complete versions of two 4 th year electives. This was sufficient to fully mount the program. Since late Fall – when the proposal was submitted for external review – these two courses have been refined and additional 4 th year electives developed. These are now included in the proposal package as Appendix V.		(Appendix J), TRON 4003 (Appendix K), TRON 4004 & TRON 4005 (Appendix V).
2d. Streamline control and design systems offerings to provide room for other technical courses.	Agree <input type="checkbox"/> Agree if resources permit <input checked="" type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	As developed the TRON program leverages existing courses from cognate programs in engineering. Given resource constraints, this is an appropriate strategy. However, once TRON enrolments grow to a point (e.g., 75 student cohort) that additional sections of these courses must be mounted it becomes resource-neutral to mount new courses that meet this recommendation. Action: The Mechanical Engineering program has been contacted and asked if they would develop such a course, should resources permit. The earliest deployment would be during the 2026-2027 academic year. Note that should this take place, this would free up 3 credits in the program which will help address other recommendations (2e, 2f) and also enable additional technical material to be included at higher levels in the program.	We support the proposed action. This action is resource-neutral (see 1b).	N/A
2e. Machine Element Design (MECH 3409) and Feedback Control Systems (ENG4650) systems must be in the third year.	Agree <input type="checkbox"/> Agree if resources permit <input checked="" type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The logic here is that ideally these courses should be taken prior to students enrolling in the ENG4000 capstone course. While agreeing that more preparation is ideal prior to the year-long capstone course, given the current structure of ENG 4000 – it is offered as a full-year course – this would require MECH3409 and ENG4650 to be mounted in third year. This is difficult given the packed nature of the TRON program. The Mechatronics ad-	We support the proposed action. It has no resource implications.	The placement of a GenEd course in 3 rd year has been swapped with MECH 3409 in fourth year. See course structure in Appendix C.

		<p>hoc committee agrees that MECH3409 should be placed in 3rd year. However, ENG4650 is the second control course after ENG4550, which is in 3rd year and it will be sufficient for students to take ENG4000. Ideally it would also be possible to place ENG4650 in 3rd year but at present there is insufficient room to schedule it in that manner.</p> <p>Action: Until other optimizations are performed (see 2d) it will be impossible to move both courses into third year without substantive increased student load in third year. That being said, the program has re-structured the placement of GenEd courses in third year to move MECH 3409 into third year.</p>		
2f. Differential Equations (MATH 2271) and Dynamics (MECH 2302) should move to the second year.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/>	<p>Given that engineering at York utilizes a ‘mostly’ common first year model, second year is the first opportunity to introduce fundamental material from the cognate programs in the TRON program. Not all could fit in a normal student load in second year, so some had to move to third. Until numbers increase so that further optimizations can be made in terms of course content, this will not be possible to accomplish, and even when numbers warrant specialized versions of some of the second year courses.</p> <p>Action: No action has been taken at this time.</p>	We agree with taking no action at this time.	N/A
2g. It is recommended that the 12.0 credits of General Education (Gen Ed) studies requirement be reconsidered for the TRON program at York University.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	<p>Accredited engineering programs must include a minimum number of accreditation units (contact hours) in complementary studies (GenEd courses). In the common engineering core, Lassonde includes</p> <ul style="list-style-type: none"> • ENG 1101 4.0 Renaissance Engineer 1: Ethics, Communication and Problem Solving • ENG 2001 3.0 Engineering Projects: Management, Economics & Safety 	We support the proposed action. If successful, it will benefit all our engineering programs.	N/A

		<ul style="list-style-type: none"> • ENG 2003 3.0 Effective Engineering Communication <p>These courses meet the intent of GenEd courses but are not counted as such. Having the university recognize these courses as GenEd courses would free up 9 GenEd credits and reduce the pressure on the program in terms of total credits required and enabling additional technical material to be included in the degree.</p> <p>Action: Efforts are currently underway to seek a change in the GenEd structure to enable this.</p>		
<p>3a. The proposal outlines a plan to recruit nine new faculty members and those already listed. We believe this number is well-considered and emphasize the necessity of recruiting at least nine faculty members.</p>	<p>Agree <input type="checkbox"/></p> <p>Agree if resources permit <input type="checkbox"/></p> <p>Agree in principle <input checked="" type="checkbox"/></p> <p>Do not agree <input type="checkbox"/></p>	<p>Although we agree in principle of ensuring that we have sufficient faculty members to adequately support the program. We disagree with the necessity of recruiting at least nine faculty members at this stage. The initial plan includes six positions, with three additional hires contingent on enrollment growth post-2027/28. This approach ensures flexibility and aligns with our current program needs.</p> <p>AcW on the school's hiring plan will have hiring for 3 positions in this year's hiring cycle and another 3 in next year's hiring cycle to reach a total of 6 faculty members.</p>	<p>The School's hiring plan aligns with the proposal. Three positions to support the program are planned for the 2025-26 hiring cycle (these colleagues will start in 2026-27) and another three positions for the 2026-27 hiring cycle (these colleagues will start in 2027-28). The hiring plan beyond 2027-28 has not been developed, but additional positions for TRON will be made available provided that the program reaches its proposed steady state of 120 students in second year.</p>	<p>Edits to the section in main proposal have been made to clarify any confusion.</p> <p>point 26 on page 28</p>

<p>3b. Given the significant workload involved in program development during these initial years, we strongly encourage York University to develop a comprehensive recruitment plan and allocate a dedicated budget for this effort over the next three years.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>Agreed. In addition, resources must be allocated to develop and pre-test the experiential structures of TRON 1000/2000/3000 and to renew them on a regular basis.</p> <p>Action: Resources are requested from the Dean's office in terms of (i) enhanced teaching credit for TRON 1000/2000/3000 at least for their first offering, (ii) to pre-flight the labs for TRON 1000/2000/3000 for this summer and (iii) to kick-start the leadership/teamwork components of the TRON program, (iv) to kick-start and support the industrial advisory board for TRON, (v) to enhance student response rates for class evaluations</p>	<p>We support the proposed actions. (i) For 2025-26, for both TRON 1000 and TRON 2000, we will assign three faculty members to develop and team-teach the course. Each faculty member will receive 0.33 FCE teaching credit. If successful, we will follow this approach for TRON 3000 as well in 2026-27. (ii) For Summer 2025, four senior engineering students will be hired to build a prototype version of the experiential aspects of the TRON 1000 and TRON 2000 under the supervision of the faculty members mentioned in (i). If successful, we will follow this approach for TRON 3000 as well in Summer 2026. (iii) If the course proposal is approved in time, then the leadership/teamwork course can be mounted for Summer 2025. (iv) Each department in the School has an industry advisory board. These may initially provide guidance to the TRON program while an industry advisory board for TRON is constituted, which will take some time. (v) The School's Learning, Curriculum and Students committee has a working group that is currently addressing the question how to increase student response rates in course evaluations.</p>	<p>Details of proposed plan have been added to point 26 on page 28</p>
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Program's additional comments:

Efforts are underway to reduce the GenEd requirements at the Faculty level. Such efforts are currently being hampered by parallel efforts to re-imagine GenEd throughout the university. Although this broader change is a worthwhile initiative, for the Mechatronics program, and for engineering at York more generally, than as a temporary effort until more global changes are proposed and approved by the university, that the following takes place.

The courses

ENG 1101 4.0 Renaissance Engineer 1: Ethics, Communication and Problem Solving

ENG 2001 3.0 Engineering Projects: Management, Economics & Safety

ENG 2003 3.0 Effective Engineering Communication

should be added to the list of courses outside of the humanities that 'count' in the 9 GenEd credits that can be taken outside of the humanities or social sciences. (Note that administratively these courses will have to be marked with an '*' and the Restrictions & Notes section that follow this list in the university calendar will require a revision to explicitly include Lassonde courses marked with a '*' in the list of courses that count in terms of the General Education requirements.) Note that these courses meet the philosophical intent of General Education requirements, and that York University has already recognized that courses outside of Humanities and Social Studies can meet this requirement.

Although not directly related to the external review, it was suggested that the proposal solicit letters of support from local mechatronics industry. This has been done, and these support letters have been added to the proposal (Appendix W). Also, ranks of faculty members to be associated with Mechatronics program have been added in Appendix L.

Resources and funds are required to develop the experiential aspects of TRON 1000, 2000 and 3000. It is proposed that three faculty members be assigned to each course for the 2025-2026 academic year. Furthermore, senior engineering students be hired over the summer (perhaps through the LURA process) to actually build a prototype version of the experiential aspects of the TRON 1000, 2000 and perhaps 3000 courses.

Students entering into the second year of the TRON program in fall 2025 will not have completed the Leadership/Teamwork aspects of the program required by first year students. It is thus desirable to mount a version of this course in the summer and to allocate funds/resources to give at least some of these students the opportunity to complete this degree requirement before the fall. This will also provide an opportunity to 'soft launch' this aspect of the program.

Students entering into the second year of the TRON program in fall 2025 will be expected to participate in a WIL effort in the summer of 2026. This will require an extraordinary effort to get the program in place for its first year of operation.

The process of managing the TRON program needs to be accelerated so that the program is ready to function by May 2025. This requires identifying and recruiting the first Undergraduate Program Director (UPD) for mechatronics and an assistant to the program immediately.

Dean's additional comments:

For our existing hiring plan for TRON, see (3a).

For the development and delivery of TRON 1000 and TRON 2000, see (3b). If successful, the same approach will be applied to TRON 3000.

For the soft launch of the leadership/teamwork component, see (3b).

As mentioned in the proposal, TRON will leverage the School's Student Welcome and Support Centre infrastructure to provide a common set of administrative structures and preparatory/reporting mechanisms for the work experience positions.

A search for the first TRON Undergraduate Program Director is already underway.



University Policy and Procedure

Conduct of Examinations

Topic:	Examinations, Academic Conduct
Approval Authority:	Senate
Approval Date:	24 May 2007
Effective Date:	1 September 2025 (proposed)
Last Revised:	February 2025

1. Purpose

- 1.1 The Senate of York University affirms the University's commitment to maintain the highest standards of academic integrity in the examination process, in accordance with the standards and principles established in Senate Policies, including but not limited to the Academic Conduct Policy and the Policy on Academic Accommodation for Students with Disabilities.
- 1.2 This policy is designed to safeguard the academic integrity of examinations and shall inform guidelines and procedures used for the conduct of examinations.

2. Scope and Application

- 2.1. The Senate Policy for the Conduct of Examinations is applicable to all examinations scheduled in the official examination period and, to the extent possible, shall govern and inform the development of guidelines and procedures used for examinations and tests held outside the official examination period.
- 2.2. This Policy is to be read in conjunction with other University policies, procedures, regulations, and guidelines, including but not limited to the Senate Policy on Academic Conduct.

3. Definitions

- 3.1. **Cheating:** as defined in the Senate Academic Conduct Policy and Procedures is "the attempt to gain an improper advantage in an

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academic evaluation.”

- 3.2. **Misrepresentation of Personal Identity:** occurs when one individual impersonates another or has another person impersonate them to confer or gain an unauthorized academic advantage, whether in person, in writing, or electronically.

4. Policy

Exam Schedule

- 4.1. The Office of the University Registrar shall provide a schedule of examinations, assigning the date, time, and room(s) for examinations to be held in the official examination period.
- 4.2. The room(s) assigned for a final examination shall be of sufficient capacity to allow for appropriate seating and monitoring, of students sitting the examination, in order to discourage cheating.

Student Admission and Conduct in Examinations

- 4.3. The chief invigilator shall direct the admission, seating and identification of students and the signing of the attendance roster.
- 4.4. Students must present a valid York University official photo identification card (YU-card) to verify personal identity, and to sign the attendance roster for the examination.
- 4.5. During an examination, students shall be permitted to have access to only those materials or aids specifically approved for use in that examination sitting.
- 4.6. Students may not speak or communicate by any means, manner, or device on the subject of an examination with anyone other than an invigilator for the duration of the examination, including during any temporary disruption of the examination.
- 4.7. Students may leave an exam room only if granted permission to do so by an invigilator.

Invigilation of Examinations

- 4.8. All final examinations shall be conducted by a chief invigilator designated by the academic division, department, unit, or Faculty offering the examination.

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- 4.9. Whenever possible, more than one invigilator shall be present for an examination; when only one invigilator is present, it is recommended that arrangements be made for periodic checks on the exam room by an invigilation assistant.
- 4.10. The number of invigilators assigned for a final examination shall be determined by the academic unit offering the examination, in accordance with the recommended minimum of one (1) invigilator for every fifty (50) students.
- 4.11. The chief invigilator shall make any necessary announcements during or at the end of the examination and direct the distribution and collection of examination question sheets and answer booklets.
- 4.12. The chief invigilator shall announce any materials or aids that students are allowed to have on their desk or have access to during that examination sitting.
- 4.13. The chief invigilator shall determine and announce the official start and end time of an examination.
- 4.14. All invigilators shall exercise constant vigilance for and direct the handling of any instance of suspected cheating, which includes but is not limited to a student giving assistance to or receiving assistance from another student; use of an unauthorized material or device during an examination or during any temporary disruption of an examination.
- 4.15. When the chief invigilator announces the conclusion of the examination, students shall be instructed to stop writing and remain seated while examination booklets and other examination materials are collected. Once exam booklets have been collected, the chief invigilator will announce that students are to collect their belongings and leave the exam room.
- 4.16. Following the examination, the chief invigilator shall ensure that all used and unused exam booklets are accounted for, with all used exam booklets delivered to the designated markers or office and all unused exam booklets returned to the designated office.

Accommodations for Special Circumstances

- 4.17. Students with disabilities requiring accommodation or students

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- requiring accommodation for significant religious observances, shall be responsible for requesting the necessary accommodation in accordance with the recommended timelines in the relevant policies and procedures, in advance of the examination period.
- 4.18. Students granted accommodations will normally receive an official accommodation plan from the appropriate support office, which outlines the approved accommodations without disclosing personal health information. Students must present this plan to the relevant course instructors or examination administrators to facilitate the implementation of accommodations.
- 4.19. The chief invigilator shall oversee provision of any approved special accommodation for a student in the scheduled examination sitting in accordance with the relevant policies and procedures.

Emergency Interruptions of an Examination

- 4.20. The chief invigilator shall follow the instruction sheets provided by the Office of the University Registrar and/or Security Services regarding announcements to be made and procedures to be followed in an emergency.
- 4.21. The chief invigilator shall determine whether or not an examination is to be cancelled due to an emergency, and will work with the University's Security Services, and representatives from Office of the University Registrar to assure the safety of all concerned and the academic integrity of the examination.
- 4.22. Students shall follow the instructions provided by the chief invigilator and/or University officials, including those from Security Services and the Office of the University Registrar.

Instruction/Procedures for the Conduct of Examinations

- 4.23. Current information for the conduct of examinations can be found on the Office of the University Registrar webpages (see URL links provided at the end of this document).

5. Roles and Responsibilities

- 5.1 Pursuant to the guidelines provided under this policy, the Senate Committee on Academic Standards, Curriculum and Pedagogy, in collaboration with the Office of the University Registrar, shall develop and promulgate procedures establishing the role played by Faculties,

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invigilators and students for conduct of examinations held during the official examination period.

- 5.2 The Office of the University Registrar shall develop and implement guidelines and procedures for the preparation and administrative support of examinations held during the official examination period, and for the handling of emergency situations and other unforeseen events arising during an examination.
- 5.3 Academic units shall implement this policy, and the guidelines and procedures created hereunder.

6. Review

This policy shall be reviewed at least every five years.

Legislative history:	
Date of next review:	
Policies superseded by this policy:	
Related policies, procedures and guidelines:	<p>Academic Conduct</p> <p>Academic Accommodation for Students with Disabilities</p> <p>Academic Accommodation for Students Religious Observances</p> <p>Class Cancellation Policy</p> <p>Sessional Dates and Scheduling of Examinations</p> <p>URL for the Examination Instruction/Procedures: https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/curexam (PassportYork Access)</p> <p>URL for Alternate Examination Instruction/Procedures: http://www.yorku.ca/altexams/index.htm</p>

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Conduct of Examination Policy side-by-side

Existing Conduct of Examination Policy (Change From):	Proposed Conduct of Examination Policy (Change To):
<p>1. Senate Policy on the Conduct of Examinations</p> <p>1.1 The Senate of York University affirms the University’s commitment to maintain the highest standards of academic integrity in the examination process, in accordance with the standards and principles established in the Senate <u>Policy on Academic Honesty, the Senate Policy on Academic Accommodation for Students with Disabilities, the Senate Policy on Sessional Dates and the Scheduling of Examinations and York’s Mission Statement.</u></p> <p>1.2 The guidelines attached to this policy are designed to safeguard the academic integrity of examinations and shall inform the procedures used for the conduct of examinations.</p>	<p>1. Purpose</p> <p>1.1. The Senate of York University affirms the University’s commitment to maintain the highest standards of academic integrity in the examination process, in accordance with the standards and principles established in Senate <u>Policies, including but not limited to the Academic Conduct Policy and the Policy on Academic Accommodation for Students with Disabilities.</u></p> <p>1.2. This policy is designed to safeguard the academic integrity of examinations and shall inform <u>guidelines and procedures</u> used for the conduct of examinations.</p>
<p>1.3 The Senate Policy and Guidelines for the Conduct of Examinations is applicable to all examinations scheduled in the official examination period and, to the extent possible, shall govern and inform the development of procedures used for examinations and tests held outside the official examination period.</p>	<p>2. Scope and Application</p> <p>2.1. The Senate Policy for the Conduct of Examinations is applicable to all examinations scheduled in the official examination period and, to the extent possible, shall govern and inform the development of <u>guidelines and</u> procedures used for examinations and tests held outside the official examination period.</p> <p>2.2. <u>This Policy is to be read in conjunction with other University policies, procedures, regulations and guidelines,</u></p>

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Conduct of Examination Policy side-by-side

	<p>including but not limited to the Senate Policy on Academic Conduct.</p>
	<p>3. <u>Definitions</u></p> <p>3.1 Cheating: as defined in the Senate Academic Conduct Policy and Procedures is “the attempt to gain an improper advantage in an academic evaluation.”</p> <p>3.2 Misrepresentation of Personal Identity: occurs when one individual impersonates another or has another person impersonate them to confer or gain an unauthorized academic advantage, whether in person, in writing, or electronically.</p>
<p>Exam Schedule</p> <p>2.1 The Registrar’s Office shall provide a schedule of examinations, assigning the date, time and room(s) for examinations to be held in the official examination period.</p> <p>Examination Rooms</p> <p>2.2 The room(s) assigned for a final examination shall be of sufficient capacity to allow for appropriate seating and monitoring of students sitting the examination in order to discourage cheating.</p>	<p>4. <u>Policy</u></p> <p>Exam Schedule</p> <p>4.1. The Office of the University Registrar shall provide a schedule of examinations, assigning the date, time, and room(s) for examinations to be held in the official examination period.</p> <p>4.2. The room(s) assigned for a final examination shall be of sufficient capacity to allow for appropriate seating and monitoring, of students sitting the examination, in order to discourage cheating.</p>

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Conduct of Examination Policy side-by-side

<p>Admission to Examinations</p> <p>2.8 The chief invigilator shall direct the admission, seating and identification of students and the signing of the attendance roster.</p> <p>2.9 A valid York University photo identification card or other acceptable form of photo identification approved by the chief invigilator shall be required for admission of a student.</p> <p>Student Admission and Conduct in Examinations</p> <p>2.17 During an examination, students shall be permitted to have access to only those materials or aids specifically approved for use in that examination sitting.</p> <p>2.18 Students may not speak or communicate by any means, manner or device on the subject of an examination with anyone other than an invigilator for the duration of the examination, including during any temporary disruption of the examination.</p> <p>2.19 Students may leave an exam room only if granted permission to do so by an invigilator^[2].</p>	<p>Student Admission and Conduct in Examinations</p> <p>4.3. The chief invigilator shall direct the admission, seating and identification of students and the signing of the attendance roster.</p> <p>4.4. <u>Students must present</u> a valid York University <u>official</u> photo identification card (YU-card) to verify personal identity, and to <u>sign the attendance roster for the examination</u>.</p> <p>4.5. During an examination, students shall be permitted to have access to only those materials or aids specifically approved for use in that examination sitting.</p> <p>4.6. Students may not speak or communicate by any means, manner or device on the subject of an examination with anyone other than an invigilator for the duration of the examination, including during any temporary disruption of the examination.</p> <p>4.7. Students may leave an exam room only if granted permission to do so by an invigilator.</p>
<p>Invigilation of Examinations</p> <p>2.3 All final examinations shall be conducted by a chief invigilator designated by the academic division, department, unit or Faculty offering the examination.</p> <p>2.4 Whenever possible, more than one invigilator shall be present for a examination; <u>if this is not possible</u>, it is recommended that arrangements be made for periodic checks on the exam room by an invigilation assistant.</p>	<p>Invigilation of Examinations</p> <p>4.8. All final examinations shall be conducted by a chief invigilator designated by the academic division, department, unit or Faculty offering the examination.</p> <p>4.9. Whenever possible, more than one invigilator shall be present for an examination; <u>when only one invigilator is present</u>, it is recommended that arrangements be made for periodic checks on the exam room by an invigilation</p>

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Conduct of Examination Policy side-by-side

<p>2.5 The number of invigilators assigned for a final examination shall be determined by the academic unit offering the examination, in accordance with the recommended minimum of one (1) invigilator for each fifty (50) students.</p> <p>During Examinations</p> <p>2.10 The chief invigilator shall make any necessary announcements during or at the end of the examination and direct the distribution and collection of examination question sheets and answer booklets.</p> <p>2.11 The chief invigilator shall announce any materials or aids that students are allowed to have on their desk or have access to during that examination sitting.</p> <p>2.12 The official start and end time of examination shall be determined and announced by the chief invigilator.</p> <p>2.13 All invigilators shall exercise constant vigilance for and direct the handling of any instance of suspected cheating^[1], which includes a student giving or receiving assistance from another student, use of an unauthorized material or device during an examination or during any temporary disruption of an examination.</p> <p>2.14 When the chief invigilator announces the conclusion of the examination, students shall be instructed to stop writing and remain seated while examination booklets (and question papers in some cases) are collected. Once exam booklets have been collected, the chief invigilator will announce that students are to collect their belongings and leave the exam room.</p> <p>2.15 Following the examination, the chief</p>	<p>assistant.</p> <p>4.10. The number of invigilators assigned for a final examination shall be determined by the academic unit offering the examination, in accordance with the recommended minimum of one (1) invigilator for every fifty (50) students.</p> <p>4.11. The chief invigilator shall make any necessary announcements during or at the end of the examination and direct the distribution and collection of examination question sheets and answer booklets.</p> <p>4.12. The chief invigilator shall announce any materials or aids that students are allowed to have on their desk or have access to during that examination sitting.</p> <p>4.13. The chief invigilator shall determine and announce the official start and end time of an examination.</p> <p>4.14. All invigilators shall exercise constant vigilance for and direct the handling of any instance of suspected cheating, which includes but is not limited to a student giving assistance to or receiving assistance from another student, use of an unauthorized material or device during an examination or during any temporary disruption of an examination.</p> <p>4.15. When the chief invigilator announces the conclusion of the examination, students shall be instructed to stop writing and remain seated while examination booklets and other examination materials are collected. Once exam booklets have been collected, the chief invigilator will announce that students are to collect their belongings and leave the exam room.</p>
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Conduct of Examination Policy side-by-side

<p>invigilator shall ensure that all used and unused exam booklets are accounted for, with all used exam booklets delivered to the designated markers or office and all unused exam booklets returned to the designated office.</p>	<p>4.16. Following the examination, the chief invigilator shall ensure that all used and unused exam booklets are accounted for, with all used exam booklets delivered to the designated markers or office and all unused exam booklets returned to the designated office.</p>
<p>Accommodations for Special Circumstances</p> <p>2.6 Students with disabilities requiring accommodation or students requiring accommodation for significant religious observances shall be responsible for requesting the necessary accommodation in advance of the examination period and in accordance with the recommended timelines in the relevant policies and procedures.</p> <p>2.7 The chief invigilator shall oversee provision of any special accommodation in the scheduled examination sitting that has been approved for a student in accordance with the relevant policies and procedures.</p>	<p>Accommodations for Special Circumstances</p> <p>4.17. Students with disabilities requiring accommodation or students requiring accommodation for significant religious observances, shall be responsible for requesting the necessary accommodation in accordance with the recommended timelines in the relevant policies and procedures, in advance of the examination period.</p> <p>4.18. <u>Students granted accommodations will normally receive an official accommodation plan from the appropriate support office, which outlines the approved accommodations without disclosing personal health information. Students must present this plan to the relevant course instructors or examination administrators to facilitate the implementation of accommodations.</u></p> <p>4.19. The chief invigilator shall oversee provision of any <u>approved</u> special accommodation <u>for a student</u> in the scheduled examination sitting in accordance with the relevant policies and procedures.</p>
<p>Emergency Interruptions of an Examination</p> <p>2.20 The chief invigilator shall follow the instruction sheets provided by the <u>Registrar's Office</u> and/or Security Services regarding announcements to be made and procedures to be followed in an emergency.</p>	<p>Emergency Interruptions of an Examination</p> <p>4.20. The chief invigilator shall follow the instruction sheets provided by the <u>Office of the University Registrar</u> and/or Security Services regarding announcements to be made and</p>

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<p>2.21 The chief invigilator shall determine whether or not an examination is to be cancelled and will work with the University's security officers and/or Registrar's Office representatives to assure the safety of all concerned and the academic integrity of the examination.</p> <p>2.22 Students shall follow the instructions provided by the chief invigilator and/or Registrar's Office and Security Services.</p>	<p>procedures to be followed in an emergency.</p> <p>4.21. The chief invigilator shall determine whether or not an examination is to be cancelled due to an emergency, and will work with the University's Security Services, and representatives from Office of the University Registrar to assure the safety of all concerned and the academic integrity of the examination.</p> <p>4.22. Students shall follow the instructions provided by the chief invigilator and/or University Officials, including those from Security Services and the Office of the University Registrar.</p>
<p>Instruction/Procedures for the Conduct of Examinations</p> <p>Current information and procedures for the conduct of examinations can be found on the Registrar's Office webpages noted below:</p> <p>URL for the Examination Instruction/Procedures: https://w2prod.sis.yorku.ca/Apps/WebObjects/edm.woa/wa/curexam (PassportYork Access)</p> <p>URL for Alternate Examination Instruction/Procedures: http://www.yorku.ca/altexams/index.htm</p>	<p>Instruction/Procedures for the Conduct of Examinations</p> <p>4.23. Current information and procedures for the conduct of examinations can be found on the Office of the University Registrar webpages (see URL links provided at the end of this Policy)</p> <p>URLs have been moved to the bottom of the policy, under "related policies, procedures and guidelines". See clean copy of the policy.</p>
<p>1.4 Pursuant to the guidelines provided under this policy, the Senate Committee on Curriculum and Academic Standards, in collaboration with the Registrar's Office, shall develop and promulgate procedures establishing the role played by Faculties, invigilators and students for conduct of examinations held during the official examination period.</p>	<p><u>Roles and Responsibilities</u></p> <p>5.1 Pursuant to the guidelines provided under this policy, the Senate Committee on Academic Standards, Curriculum and Pedagogy, in collaboration with the Office of the University Registrar, shall develop and promulgate procedures establishing the role played by Faculties, invigilators and students for conduct of examinations</p>

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<p>1.5 The Registrar's Office shall develop and implement procedures for the preparation and administrative support of examinations held during the official examination period and for the handling of emergency situations and other unforeseen events arising during an examination.</p> <p>1.6 Academic units and the Registrar's Office shall implement this policy and the guidelines and procedures created hereunder.</p>	<p>held during the official examination period.</p> <p>5.2 The Office of the University Registrar shall develop and implement procedures for the preparation and administrative support of examinations held during the official examination period and for the handling of emergency situations and other unforeseen events arising during an examination.</p> <p>5.3 Academic units and the Office of the University Registrar shall implement this policy and the guidelines and procedures created hereunder.</p>
<p>N/A</p>	<p><u>Review</u></p> <p><u>This policy shall be reviewed at least every five years.</u></p>

Modification Proposal

Faculty: Faculty of Science

Department:

1. Department of Chemistry
2. Department of Physics & Astronomy

Program:

1. MSc and PhD in Chemistry
2. MSc and PhD in Physics & Astronomy

Degree Designation: See above.

Type of Modification: adding acceptable thesis/dissertation formats

Location (*current campus and, if applicable, proposed*): Keele Campus

Effective Date: 2025 - 26

Approval Date at Faculty Council: February 11, 2025

1. Describe the proposed modifications to the program.

In accordance with directives from the Faculty of Graduate Studies, graduate programs have been tasked with incorporating guidelines concerning acceptable formats for thesis or dissertations into their degree requirements within the graduate academic calendar.

2. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Please indicate deletions as strikethrough text and additions as underlined text in a contrasting colour.

See attached appendix.

- 3.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.¹

The proposed modification(s) clarifies the acceptable thesis/dissertation formats for all graduate programs in the Faculty of Science. Learning Outcomes are program-specific and are unchanged by the present proposal.

¹ Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that reflect the program and demonstrate how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

- 3.2** Provide a rationale for the proposed changes as articulated through the Program Learning Outcomes.

The proposed modification(s) offer clarification regarding the acceptable formats for thesis and dissertations.

- 3.3** How will the proposed modification support the achievement of Program Learning Outcomes?

The proposed modification will not impact the Program Learning Outcomes. The proposed modification(s) offer clarification regarding the acceptable formats for theses and dissertations.

- 4.** Describe how students currently enrolled in the program will be accommodated.

No adjustments will be necessary since there are no alterations that will impact the students. The proposed modification(s) offer clarification regarding the acceptable formats for theses and dissertations.

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

There are no resource implications.

- 6.** If relevant, 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.

N/A

- 7.** For optional work-integrated learning elements (e.g., an optional internship course), please describe the consultation to ensure these elements are in line with best practice for experiential education and York's established other practices in this area. The [Office of the Vice Provost, Teaching and Learning](#) can provide further guidance.

N/A

APPENDICES

Appendix: Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

APPENDIX to MINOR MODIFICATIONS TO EXISTING PROGRAMS DOCUMENT

- **Faculty of Science**
- **Acceptable thesis/dissertation formats.**

	Existing Graduate Program Information (Change From):	Proposed Graduate Program Information (Change To):
MSc in Physics	<p>MSc Degree by Thesis</p> <p>Thesis and Oral Examination</p> <p>Candidates must conduct research under the general direction of a supervisor and supervisory committee and describe it in an appropriate thesis. The research and thesis should demonstrate the candidate's research ability in the area of investigation, and should normally be of such a standard as to warrant publication in the scientific literature. After the formal submission of the thesis, an oral examination, centred on the thesis research, is held. Prior to the oral examination each candidate delivers a formal public lecture describing his/her research work.</p>	<p>MSc Degree by Thesis</p> <p>Thesis and Oral Examination</p> <p>Candidates must conduct research under the general direction of a supervisor and supervisory committee and describe it in an appropriate thesis. The research and thesis should demonstrate the candidate's research ability in the area of investigation, and should normally be of such a standard as to warrant publication in the scientific literature. Acceptable thesis formats in the graduate program are monograph or manuscript-based. After the formal submission of the thesis, an oral examination, centred on the thesis research, is held. Prior to the oral examination each candidate delivers a formal public lecture describing his/her research work.</p>
PhD in Physics	<p>Dissertation and Oral Examination</p> <p>Candidates must successfully complete a significant piece of research, under the general direction of a supervisor and a supervisory committee, and describe it in an appropriate dissertation. The research must be of such a standard that it would be acceptable for publication in the scientific literature. After the</p>	<p>Dissertation and Oral Examination</p> <p>Candidates must successfully complete a significant piece of research, under the general direction of a supervisor and a supervisory committee, and describe it in an appropriate dissertation. The research must be of such a standard that it would be acceptable for publication in the scientific literature.</p>

	<p>formal submission of the dissertation, an oral examination, centred on the dissertation-research is held. Prior to the oral examination each candidate delivers a formal public lecture on his/her research work.</p>	<p>Acceptable thesis formats in the graduate program are monograph or manuscript-based. After the formal submission of the dissertation, an oral examination, centred on the dissertation-research is held. Prior to the oral examination each candidate delivers a formal public lecture on his/her research work.</p>
MSc in Chemistry	<p>MSc Degree by Research Thesis</p> <p>Candidates must conduct a research study and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. After the formal submission of the thesis, an oral examination, normally centered on the thesis and matters related to it, is held.</p>	<p>MSc Degree by Research Thesis</p> <p>Candidates must conduct a research study and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. Acceptable thesis formats in the graduate program are monograph or manuscript-based. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held</p>
PhD in Chemistry	<p>Dissertation and Oral Examination</p> <p>Candidates must conduct a research study and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held.</p>	<p>Dissertation and Oral Examination</p> <p>Candidates must conduct a research study and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. Acceptable dissertation formats in the graduate program are monograph or manuscript-based. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held.</p>

Report to Senate

At its meeting of 27 February 2025

FOR ACTION

a. Amendments to the Senate Policy on Responsible Conduct of Research

APPRC recommends

that Senate approve amendments to the Senate Policy Responsible Conduct of Research, effective 1 July 2025, as set out in Appendix A.

Rationale (*Provided by the Office of Vice-President Research & Innovation*)

Appended to the policy as revised in Appendix A is a table setting out the specific revisions to the Senate legislation. The proposed revisions are intended to satisfy the requirements of the updated [Tri-Agency Framework: Responsible Conduct of Research \(2021\)](#). The 2021 Tri-Agency Framework: Responsible Conduct of Research was preceded by the previous [2016 Tri-Agency Framework for RCR](#) and the original framework in 2011.

The 2021 version of the Tri-Agency Framework incorporates revisions to reflect evolving responsibilities of researchers, institutions, and the Tri-Agencies as they relate to conduct of research. *"For researchers, this implies duties of honest and thoughtful inquiry, rigorous analysis, commitment to the dissemination of research results, and adherence to the use of professional standards (2021)."* For institutions and the Tri-Agencies, *"it calls for a commitment to foster and maintain an environment that supports and promotes the responsible conduct of research (2021)."*

The updated Senate Policy provides a more precise outline of the purpose, scope and application, non-compliance and roles and responsibilities regarding the responsible conduct of research and brings it into alignment with the current Tri-Agency Framework: Responsible Conduct of Research.

For this review exercise, an extensive examination of the University's practices, as well as the policies and practices of other universities has been undertaken, and the new policy better reflects updated practices with respect to responsible conduct of research. The revisions include a new responsibility related to oversight, training and fair conduct in research, as well as other changes intended to clarify and improve the Framework.

Noting the expanded responsibility of faculty members for appropriate supervision and training of graduate students in the conduct of research that the policy revisions introduce, APPRC confirmed that support for the implementation of the new requirement will be provided through orientation and education sessions delivered by the *Office of Research Ethics* to commence this summer and into the fall. Additionally, an interpretation document is being prepared as a guide for faculty as a supplementary form of support.

Academic Policy, Planning and Research Committee Report to Senate

FOR ENDORSEMENT

b. Policy Framework for Temporary Suspension of Admissions to Programs at York University

APPRC recommends

that Senate endorse the *President's Policy Framework for Temporary Suspension of Admissions to Programs at York University*, as set out in Appendix B.

Rationale

Preamble: On several occasions in the past APPRC has taken forward recommendations for Senate's endorsement on matters that fall outside of Senate's jurisdiction, but on which Senate's input from an academic policy and planning perspective is appropriate and contributes to an outcome that enjoys the confidence of the collegium. As communicated to Senators on 7 March 2025, the Provost and APPRC were taking up the call of the February 2025 Senate motion to review a draft framework for assessing program sustainability to bring to Senate for consideration and endorsement. To that end, APPRC is recommending that Senate endorse this presidential policy.

At its February meeting, Senate passed a motion that provided for a collegial governance process for APPRC and Senate to review and provide input on a framework for assessing the financial sustainability of programs that guides administration's decisions on temporary suspensions of program admissions. Coming out of constructive discussions over two meetings, APPRC is recommending that Senate endorse the *President's Policy framework for Temporary Suspension of Admissions to Programs at York University* presented by the Committee. Associated procedures to the policy are being developed. They will include process details to supplement the principles and values on the management of program sustainability articulated in the policy. Preparing procedures as the second step in the exercise to developing a framework for the assessment of program sustainability allows for drawing on the current admission suspensions experiences to constructively inform the operationalization of the new policy.

Revisions were made to the initial draft policy framework brought to APPRC as a result of its discussion with the Provost and President; input was also provided on content for the procedures. In sum, the following suggestions were made by the Committee to supplement the criteria for assessment of programs' financial sustainability and the processes that follow decisions of temporary suspension of program admissions:

- Incorporate and weigh student-centric views within the criteria.

Academic Policy, Planning and Research Committee Report to Senate

- Define financial sustainability: articulating the connection between financial and academic considerations that inform decisions on temporary admission suspensions.
- Include an early notice of intent stage by Deans / Principal that advises programs of a possible admission suspension decision based on status of the criteria; facilitates awareness and planning for the program
- Conduct an analysis of the anticipated impact, if any, a temporary suspension will have on the academic quality of the program, advancing UAP priorities, DEDI goals, and University reputation.
- Clarify how the financial impact of a program is measured; conduct an analysis of potential revenue losses alongside the forecast of costs saved from admit suspensions.
- Define clear terms on the length of admission suspensions; a two-year maximum is suggested, with the possibility to extend the suspension a maximum of two further years suggested; and confirmation of the status of the program's course offerings during the temporary suspension of new admits.
- Articulate options and state clear expectations for program changes that follow from a suspension decision (e.g., curricular consideration and renewal; cognate or related programs / units merging with confirmation that existing governance processes apply for any proposals).
- For programs with admissions suspended, build in a requirement for a statement of intention by the program within three-months of communicating its intended directions among possible options.
- State the defined period of time programs launching revised programming have to test results; a minimum of two years is suggested; articulate benchmarks by which changed programs' success will be assessed.

The policy framework presented to Senate reflects the incorporation of APPRC's advice within the articulated principles. The finer, more detailed suggestions are being taken into account in the development of the associated procedures. The Committee believes the additions it has recommended help create an inclusive set of considerations that fairly balance financial and academic planning factors to support strategic and transparent decision-making by Faculty leadership.

Separate from the specific focus on the details of the policy, the APPRC discussions surfaced an important observation pertaining to communications within and across Faculties. As Senators noted in the February deliberations on the motion, APPRC's discussions also pointed to varied experiences on the consultations conducted with units ahead of suspension decisions being taken. Without drawing conclusions on the consultations done and information shared with programs, a take-away that emerged from the APPRC meetings is the likelihood of different cultures and practices within units / Faculties across the University affecting the effectiveness of information sharing. Size of units would be a significant factor affecting communication efforts, perhaps resulting in a

Academic Policy, Planning and Research Committee

Report to Senate

siloes effect occurring. This observation is offered simply for colleagues to explore internally if receiving critical information on program sustainability issues was a challenge experienced.

FOR INFORMATION

c. Concurrence with Recommendation to Establish a Chair

The Committee concurred with the recommendation of the Provost to establish the *Jay Smith and Laura Rapp Chair in Innovation and Entrepreneurship* in the Schulich School of Business, to be funded by the Schulich Foundation for a period of five years.

Similar to other chairholders at Schulich and those in business schools around the globe, this clinical practice (non-endowed) position will be held by a prominent leader with expertise in building and leading innovative (startup) companies, teaching entrepreneurship, and mentoring student entrepreneurs. The Chair is also expected to lead Schulich's Office of Innovation and Entrepreneurship with the mandate to bridge the gap between academia, sector leaders and policymakers. In addition, the Chair will champion thought leadership and applied research in the areas of venture creation, venture capital, and leadership of new ventures.

This new Chair represents a significant opportunity to add a practice-oriented dimension to Schulich's Entrepreneurship area. It will be a key contributor to the BBA, MBA, professional Master and executive programs through the development of a new course, creation of experiential education opportunities, training and mentoring students in venture creation and supporting pan-university collaboration (e.g., YSpace) to elevate entrepreneurship across the institution.

In accordance with the joint Senate-Board *Policy on the Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships*, the Committee is required to inform Senate of its decision and to convey confirmation to the Academic Resources Committee of the Board of Governors, which is responsible for recommending the formal establishment of chairs to the Board.

d. Monitoring and Responding to Impact of US Policy on Canadian University Research and Researchers

Concern is growing in Canadian academe about the significant negative impact that US presidential decisions and directives are having on university funding from US funding agencies, cross-border academic collaborations and research travel. The Vice-President Research & Innovation advised APPRC that a brief precautionary communication has been sent to York faculty who have active US federal funding grants to prepare for potential funding interruptions, including the possibility of the funds being delayed or terminated.

Academic Policy, Planning and Research Committee Report to Senate

The Office of the VPRI is preparing a set of recommendations for York researchers to guide planning and decisions in the context of the US political decisions. Presently the circumstances are fluid and information continues to be gathered for accuracy in the advice to be shared with colleagues. The guide for York researchers expects to include advice pertaining to emerging issues with research funding from US agencies, increasing US research reporting requirements by Canadian universities / researchers, and research travel amid the stringent immigration enforcement measures being enforced by US border agents. APPRC recommended that information for graduate students and their supervisors be captured in the recommendations as well.

To help with the preparation of clear and informed advice to York's research community, the VPRI Office is working in collaboration with other universities in Ontario and with the *Ontario Council on University Research*. Vice-President Asif will be consulting APPRC on the development of the recommendations for its input.

Monique Herbert
Chair, APPRC



University Policy Responsible Conduct of Research

Topic:	Faculty, Staff, Students: Conduct and Responsibilities
Approval Authority:	Senate
Approval Date:	TBD
Effective Date:	TBD
Last Revised:	27 June 2013; Pending 2025

1. Preamble

- 1.1 York University is committed to providing an environment that supports and promotes the [Responsible Conduct of Research](#). The University affirms that all members have the obligation to maintain the highest standards of conduct in research.
- 1.2 To maximize the quality and benefits of research, a positive research environment which fosters researchers' abilities to act honestly, accountably, openly, and fairly in the search for, and dissemination of, knowledge is critically important. It is the responsibility of members of faculty and staff to follow standards of conduct in research and to encourage it in others, and of students to be mindful of and abide by such standards.
- 1.3 The University draws on Tri-Council policy and standards to establish standards for responsible conduct of research at York. These are embedded in policy, procedure, and promotion of education about, and awareness of the importance of, the Responsible Conduct of Research. The University incorporates RCR standards based on the regulations on responsible conduct in research established by national and international agencies, which include but are not limited to the [Tri-Agencies \(SSHRC, NSERC, CIHR\)](#) and the [Canadian Council on Animal Care](#), and the policies of Senate, and the University respects its obligations in respect of the collective agreements between the University and its employee groups.
- 1.4 Through this Policy, the University strives to promote the following objectives:
 - a. Ensure that information provided to funding agencies is accurate and reliable;

- b. Ensure that public funds secured for research are used responsibly and in accordance with funding agreements;
- c. Promote and protect the quality, accuracy and reliability of research;
- d. Promote integrity and fairness in the conduct of research and in the process for addressing allegations of policy breaches

2. Purpose

The purpose of this policy is to set forth the standards for responsible conduct of research and the procedures to assess allegations of a breach of those standards for all those involved in research conducted at York University. ¹Responsible Conduct of Research is the behavior expected of anyone who conducts or supports research activities throughout the life cycle of a research project (i.e., from the formulation of the research question, through the design, conduct, collection of data, and analysis of the research, to its reporting, publication and dissemination, as well as the management of research funds). It involves the awareness and application of established professional norms, as well as values and ethical principles that are essential in the performance of all activities related to research. These values include honesty, fairness, trust, accountability, and openness.

3. Scope and Application

- 3.1 This Policy applies to all persons involved in Research – faculty, staff or students under the auspices of York University.
- 3.2 In the event the implementation of this Policy conflicts with relevant provisions of applicable collective agreements, nothing in this policy and related procedures will limit or amend the provisions of any existing collective agreement at the university. If there is a conflict between this Policy or a collective agreement and the law, the law prevails. The Procedures in this Policy will not be used if an Allegation is being, or has been, addressed using another University procedure.
- 3.3 Students who have been alleged to have engaged in research misconduct solely in their capacity as students, and with respect only to work related to the completion of their degree requirements, shall be governed by the Senate [Academic Conduct Policy and Procedures](#).
- 3.4 In cases where there is an apparent conflict as to which policy and related procedures apply with respect to a *particular* student situation (i.e. the *Senate Policy on Responsible Conduct of Research* or the [Academic Conduct Policy and Procedures](#)), the Dean of the Faculty in which the student is registered shall determine which policy and related procedures to follow.

¹ This definition is based on text drawn from the following sources: *The Hong Kong Principles for assessing researchers: Fostering research integrity (2020)*, 6th World Conference on Research Integrity (June 2-5, 2019); the U.S. National Institutes of Health (NIH) definition of RCR (2009); and CCA (2010). *Honesty, Accountability and Trust: Fostering Research Integrity in Canada*. Ottawa: Council of Canadian Academies.

4. Definitions

Breaches of Agency Policies: A breach of the RCR Framework is the failure to comply with any Agency policy throughout the life cycle of a research project – from application for funding, to the conduct of the research and the dissemination of research results. The following is a non-exhaustive list of breaches of Agency policies:

4.1 Breaches of Tri-Agency Research Integrity Policy:

- i. **Fabrication of data, findings, methods and related images:** Making up data, source material, methodologies or findings, including graphs and images.
- ii. **Falsification of data, findings methods, and related images:** Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without acknowledgement and which results in inaccurate findings or conclusions.
- iii. **Destruction of research records:** The destruction of one's own or another's research data or records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards.
- iv. **Plagiarism:** Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission.
- v. **Redundant publications:** The re-publication of one's own previously published work or part thereof, or data, in the same or another language, without adequate acknowledgment of the source, or justification. This can be referred to as self-plagiarism.
- vi. **Invalid authorship:** Inaccurate attribution of authorship, including attribution of authorship to persons other than those who have contributed sufficiently to take responsibility for the intellectual content, or agreeing to be listed as author to a publication for which one made little or no material contribution.
- vii. **Inadequate acknowledgement:** Failure to appropriately recognize contributions of others in a manner consistent with their respective contributions and authorship policies of relevant publications.
- viii. **Mismanagement of Conflict of Interest:** Failure to appropriately manage any real, potential or perceived conflict of interest, in accordance with the University's policy on conflict of interest in research. (Refer to the Senate Policy on Research Involving Human Participants - Supporting document: [HPRC - SOP Terms of Reference, Section 7 - Conflict of Interest](#)).

- ix. **Misrepresentation in a funding application or related document:**
- a. Providing incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report.
 - b. Applying for and/or holding an award when deemed ineligible by NSERC, SSHRC, CIHR or any other research or research funding organization world-wide for reasons of breach of responsible conduct of research policies such as ethics, integrity or financial management policies
 - c. Listing of co-applicants, collaborators or partners without their agreement.
- x. **Mismanagement of Grants or Award Funds:** using grant and award funds for purposes inconsistent with the policies of the funding agency or University policies, misappropriating grant and award funds, contravening funding agency financial policies, for example the [Tri-Agency Guide on Financial Administration](#), funding agency grants and awards guidelines, or providing inaccurate or false documentation for expenditures from grant or award accounts.
- xi. **Breaches of Agency Policies or Requirements for Certain Types of Research:** Failing to meet Agency policy requirements or, to comply with relevant policies, laws or regulations, for the conduct of certain types of research activities; failing to obtain appropriate approvals, permits or certifications before conducting these activities.

Researchers must comply with all applicable Agency requirements and legislation for the conduct of research, including, but not limited to:

- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 \(2022\)](#)
- [Canadian Council on Animal Care Policies and Guidelines](#)
- [Agency policies related to the Impact Assessment Act](#)
- Licenses for research in the field;
- [Laboratory Biosafety Guidelines](#)
- [Controlled Goods Program](#)
- [Canadian Nuclear Safety Commission \(CNSC\) Regulations;](#)
- [Canada’s Food and Drugs Act](#)

- xii. **Rectifying a Breach of Agency Policy:** Researchers in breach of an Agency policy are expected to be proactive in rectifying a breach, for example, by correcting the research record, providing a letter of apology to those impacted by the breach, or repaying funds.

xiii. **Breaches of Agency Review Process:**

- a. [Non-compliance with the Conflict of Interest and Confidentiality Policy of the Federal Research Funding Organizations.](#)
- b. [Participating in Tri-Agency review processes while under Investigation for a breach of this Policy.](#) [Refer to Articles 2.6 and 3.1.5 of the [Tri-Agency Framework: Responsible Conduct of Research \(2021\)](#)]
- c. [Non-compliance with the Policy on Sensitive Technology Research and Affiliations of Concern](#)

4.2 **Appropriate supervision and training in the conduct of research:** All researchers are responsible for familiarizing themselves with principles of responsible conduct of research and for the application of these principles to foster a positive and constructive research-working environment. Researchers with oversight roles should provide appropriate supervision of, and training to, their trainees and research personnel in responsible conduct of research.

5. Policy

Researcher Conduct & Integrity

5.1 Researchers shall strive to follow the best research practices honestly, accountably, openly and fairly in the search for and in the dissemination of knowledge. In addition, researchers shall follow the requirements of applicable institutional policies and professional or disciplinary standards and shall comply with applicable laws and regulations. At a minimum, researchers are responsible for the following conduct in relation to research:

- a. **Rigour:** Use a high level of rigour in proposing and performing research; in recording, analyzing, and interpreting data; and in reporting and publishing data and findings.
- b. **Record Keeping:** Keep complete and accurate records of data, methods and findings, including graphs and images, in accordance with the applicable funding agreement, institutional policies and/or laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others.
- c. **Accurate Referencing:** Reference and, where applicable, obtain permission for the use of all published and unpublished work, including data, source material, methods, findings, graphs and images.
- d. **Authorship:** Include as authors, with their consent, all those and only those who have materially or conceptually contributed to, and share responsibility for, the contents of the publication or document, in a

manner consistent with their respective contributions, and authorship policies of relevant publications.

- e. Acknowledgment: Acknowledge, in addition to authors, all contributors and contributions to research, including writers, funders and sponsors.
- f. Conflict of Interest Management: Appropriately manage any real, potential or perceived conflict of interest, in accordance with the [institution's policy on conflict of interest](#) in research rectifying proactively, any breach of relevant/applicable funding agency policies.
- g. Obtain all required University and respective agency approvals for research including, but not limited to research involving human participants or animal subjects, fieldwork, biohazards, radioisotopes, or environmental impact.
- h. Ensure that research is conducted in accordance with approved ethics and biosafety protocols and that they adhere to all reporting requirements.
- i. Ensure students and research staff are carefully supervised and trained in the conduct of research, including experiments, processing of acquired data, recording of data and other results, interpretation of results, publication, and the storage and protection of Research records and materials.
- j. Respect the inherent and collective sovereign rights of Indigenous Peoples, including First Nations, Métis and Inuit people who have ownership and governance of their data.
- k. Ensure institutional expert resources and supports are accessed to secure data and to protect the privacy of any individuals whose personal information has been obtained as part of any research activities as required under the [University's Freedom of Information and Protection of Privacy Policy](#), [The Local Authority Freedom of Information and Protection of Privacy Act](#), [The Health Information Protection Act](#), and the [Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans \(TCPS 2, 2022\)](#).
- l. Manage funds acquired for the support of research as required by the [Tri-Agency Guide on Financial Administration](#), research funding agreements and University policies on Research Administration. Grant fund expenditures must contribute to the direct costs of the research/activities for which the funds were awarded, with benefits directly attributable to the grant; not be provided by the administering institution to their research personnel; be effective and economical and not result in personal gain for members of the research team.
- m. Disclose to the Vice-President Research and Innovation any breach of this Policy of which they have become aware.

- 5.2 Breaches of this Policy should not be interpreted as including disciplinary differences of opinion regarding research methods, theoretical frameworks, data sources, data analysis, or publication conventions.

Procedures: Allegation, Investigation & Reporting

- 5.3 This Policy is supported by [Academic Conduct Policy and Procedures](#) at York University, RCR Procedures Governing the Determination of Misconduct in Academic Research and the SOP - Process for addressing an Allegation of a Breach of RCR Policy.

Education

- 5.4 To promote a greater understanding of responsible conduct of research and research ethics, the University will offer educational resources such as workshops, seminars, web-based materials, courses, and research ethics training for University Members along with orientation for those members who are new to the university.

6. Roles and Responsibilities

- 6.1 The President is responsible for:

- a. Initiating, directing and overseeing an RCR Inquiry, as outlined in the [Academic Conduct Policy and Procedures](#) at York University.
- b. Determining whether an Investigation will occur based on the outcome of an inquiry and overseeing that Investigation as outlined in the [Academic Conduct Policy and Procedures](#) at York University.
- c. Participating in Inquiries and Investigations if required or as defined in the [Academic Conduct Policy and Procedures](#) at York University.

- 6.2 The Vice-President, Research & Innovation is responsible for:

- a. Implementing this Policy and may establish procedures, and guidelines pursuant hereto from time-to-time regarding any matters set out in this Policy.
- b. Recommending to the President whether an Investigation will occur and overseeing that Investigation as outlined in the [Procedures Governing the Determination of Misconduct in Academic Research at York University](#).
- c. Participating in Inquiries and Investigations as defined in the [Procedures Governing the Determination of Misconduct in Academic Research at York University](#).

6.3 The Director, Research Ethics and Integrity is responsible for:

- a. Providing support for research ethics, integrity, compliance, and training in alignment with best practices and the Division of the Vice President Research & Innovation's overall strategic imperatives
- b. Conducting initial assessment to determine whether a complaint is within scope or not.
- c. Providing support for investigations as defined in the [Academic Conduct Policy and Procedures](#) issued pursuant to York University.

7. Review

The Vice-President, Research & Innovation is responsible for the review of this policy every five years at a minimum.

Legislative history:	1994/06/23; reviewed 2011; amendments approved by Senate: 2013/06/27
Date of next review:	
Policies superseded by this policy:	
Related policies, procedures and guidelines:	Academic Conduct Policy and Procedures RCR Procedures Governing the Determination of Misconduct in Academic Research

President’s Policy Framework for Temporary Suspension of Admissions to Programs at York University

The temporary suspension of admissions to a degree program is a normal and necessary step to manage the sustainability of programs. Administration may initiate a temporary suspension of admission for a variety of reasons, including low enrolments and a program falling below a position of financial sustainability. The step of temporarily pausing new admissions is intended to provide colleagues the time and space to review and/or renew a program’s curriculum, explore alternative programming options, or to move towards program closure. Resulting changes to curriculum and program requirements or decisions to close a program will be governed by the [York University Quality Assurance Procedures](#) and applicable collegial governance processes.

Administrative decisions to temporarily suspend admission to degree programs are made by the relevant Dean(s) / Principal in consultation with the Provost and Vice-President Academic. Temporary suspensions of admission shall be time-limited, normally with a two-year maximum, with the possibility to extend the suspension a maximum of two further years. An *Early Notice of Intent* stage shall be provided by the Dean/Principal before a decision on temporary suspension of admissions for the purpose of input and consultation with a program on the criteria and considerations guiding admission suspensions. Suspensions of program admissions do not imply closure of courses. Courses would be expected to continue to be taught based on the norms and practices for determining course offerings, and plans established to ensure the necessary supports are in place for the progression of students currently in the program.

Criteria for Administrative Suspension of Admissions

The following criteria are considered in a decision to temporarily suspend admissions to a degree program:

- Concerns about the quality of the student experience and/or student outcomes
- Low and / or declining enrolments over several years
- Low and / or declining applications over several years
- Low financial sustainability given Faculty budgets
- Insufficient human or physical resources to deliver the program

Additional Considerations for Administrative Suspension of Admissions

In considering a decision to temporarily suspend admissions to an academic program, other considerations may also be applied by Deans / Principal, including:

- timely input from affected individuals and groups
- timing related to recruitment and enrolment cycles
- impact on other academic and non-academic units and/or programs
- other circumstances that program colleagues may raise

The Senate of York University – Minutes

Meeting: Thursday, 27 February 2025, 3:00 pm

Via Zoom

L. Sergio (Chair)	M. Ebrahimi	Q. Lyttle	M. Ramaj
P. Burke Wood (Vice-Chair)	J. Ehiagwina	M. Macaulay	G. Rao
C. Underhill (Interim Secretary)	C. Ehrlich	A. MacLachlan	S. Rehaag
G. Abdel-Shehid	J. Elwick	J. Magee	P. Safai
O. Alawode	O. Eyawo	H. Mahon	C. Sandilands
G. Alboiu	T. Farrow	C. Mallette	V. Saridakis
O. Alexandrakis	M. Fiola	A. Mapp	R. Savage
M. Annisette	S. Gajic-Bruyea	G. McGillivray	R. Shao
C. Ardern	M. Giudice	A. McKenzie	D. Sinclair
M. H. Armour	J. Goodyer	J.J. McMurtry	B. Spotton Visano
E. Armstrong	A. Gorgani	K. McPherson	C. Steele
A. Asif	R. Green	B. Meisner	J. Sutherland
G. Audette	J. Hafner	M. Mekouar	A-M. Tarc
P. Aulakh	M. Hamadeh	R. Metcalfe	K. Tasa
M. Baljko	E. Hamm	M. Morrow	A. Taves
L. Bay-Cheng	A. Hann	Y. Munro	J. Thienpont
S. Bay-Cheng	A. Harvey	R. Mykitiuk	G. Tourlakis
D. Berbecel	M. Herbert	A. Narimani	J. Trevett
M. Biehl	W.M. Ho	R. Nasrazadani	P. Tsisis
K. Bird	A. Horkova	A. Nater	J. van Wijngaarden
M-H. Budworth	Y. Hwang	L. Nguyen	E. van Rensburg
S. Bury	K. Kanagaretnam	R. Ophir	G. Vanstone
M. Cado	S. Karimi	A. Ouedraogo	R. Vivès
E. Clements	R. Kenedy	D. Palermo	R. Wang
N. Couto	T. Kirchner	T. Pannu	N. Waweru
A. Czekanski	N. Kishinchandani	S. Paradis	A. Weaver
S. Datta	T. Kubiseski	P. Park	R. Wellen
A. Dawson	M. Lambert-Drache	S. Peacock	B. Weobong
S. Day	G. Langlois	A. Pechawis	R. Whiston
S. Desai	F. Latchford	E. Perkins	M. Winfield
M. Di Paolantonio	S. Lazarev	D. Peters	D. Zwick
J. Eastwood	R. Lee	D. Pilon	
	R. Lenton	M. Poirier	

1. Chair's Remarks

The Chair opened the 714th meeting of Senate. On behalf of Senate, congratulations were extended to President Lenton, Professors Kola, Sharma, D'Agostino, Constantinou and Ms Cole who were awarded the *King Charles III Coronation Medal* in recognition of their outstanding contributions to their communities in the areas of service, sustainability, and diversity. Senator Asif was also congratulated on his re-appointment as Vice-President Research & Innovation.

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Senators were advised that nominations for the 2025 *Robert Everett Exceptional Leadership in Student Governance Award* are now open and directed to the University Secretariat website for information on eligibility and the online nomination submission process.

Referring to the communication sent to Senators prior to this meeting, a substantive motion pertaining to the suspension of admissions to degree programs was submitted by a Senator and deemed in order by the Chair for Senate’s consideration at this meeting. It was moved and seconded

“that Senate agree to consider other business for which due notice has not been given.”

It was moved and seconded **“that the ruling of the Chair that the motion submitted by Senator Spotton Visano is in order be appealed.”** With the Vice-Chair now presiding, the mover elaborated on the reasons for the appeal and the Chair responded.

Following a vote, the appeal was *defeated* and the Chair’s ruling was sustained.

Returning to the motion to consider other business for which due notice has not been given, on a vote it was duly *carried*. The item was added to the agenda under Other Business.

It was moved, seconded and carried by the necessary 2/3 majority **“that the order of the agenda be changed such that the new order be Items 4, 5, 9, 6, 7 and then 8.”**

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were none.

4. President’s Items

A comprehensive update was provided on the *YorkU Forward Action Plan*, emphasizing the University’s ongoing efforts to reduce the operating deficit, enhance financial sustainability, and advance the priorities of the University Academic Plan. The University’s financial challenges are rooted in declining public funding, tuition freezes, and a significant reduction in international enrolment, necessitating both revenue growth and administrative efficiencies to achieve a balanced budget by 2027-2028. The President also commented on:

- progress on some of the individual 17 projects within the Forward Action Plan

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- York’s response to the Ontario Auditor General’s Report, which has been fully integrated within the *Forward Action Plan* projects and remains on track to meet the final reporting deadline required by the Auditor General
- ongoing negotiations related to Strategic Mandate Agreement 4 (SMA4) with the provincial government
- University events occurring for Black History month, and the historic achievement of York alum Professor Jane Nana Opoku-Agyemang recently being sworn in as Ghana’s first female Vice-President.

The President also spoke to the recently announced temporary suspension of new admits in 18 programs that had significantly small numbers of applications for FW’25. Temporarily pausing new admits for these programs, prompted by urgency in the Auditor General's report and the financial situation of the University, was taken for the purpose of providing space for colleagues to engage in curricular discussion and re-envisioning. Emphasized was that the programs have not been closed, and the delivery of the courses continues during the temporary pause of new admissions. Acknowledged were the challenges the decision has brought within the community and the need for administration to more directly and frequently communicate with faculty, instructors and staff at the program level.

5. Executive Committee

a. Amendments to the Rules of Senate

The Vice-Chair presented the Committee’s report.

Having given due notice to Senate in the preceding meeting, it was moved, seconded and *carried* “**that Senate approve the amendment to the Rules of Senate to change the statutory meeting time as set out in the Senate agenda, effective 1 July 2025.**”

b. Election of Members to Non-Designated Senate Committees

The Vice-Chair reported that no further nominations had been received. It was moved, seconded and *carried* that “**that nominations be closed.**”

c. Information Items

The Committee’s information items conveyed in the written report were *noted*.

6. Academic Policy, Planning and Research Committee

a. Information Items

The information report from the Committee circulated with the agenda was *received*.

The 2024 Annual Research Report was deferred to a subsequent meeting.

7. Academic Standards, Curriculum and Pedagogy

- a. Establishment of the Policy on Academic Consideration for Missed Course Work

It was moved and seconded “that Senate **approve the establishment of the Policy with an effective date of September 1, 2025.**”

Senator Thienpont spoke to the proposed policy, noting it was developed following extensive consultations, including discussions with the Faculty of Graduate Studies on the undergraduate scope of the legislation. Under the policy, students will be able to submit requests for academic consideration within a seven-day window before or after a missed assessment. The intent of the policy is to provide a structured, equitable approach that emphasizes student success and flexibility while maintaining academic integrity.

In Senate’s deliberations concerns were raised about the feasibility of the policy for courses that have built-in accommodations for students with extenuating circumstances (such as automatically dropped assessments or extended deadlines) and those courses with large enrolments. Challenges of the policy’s applicability to the JD program in Osgoode were also raised.

The Chair accepted friendly amendments to the policy to incorporate that course directors may decline additional accommodations if sufficient measures are already in place, and an exemption of the JD program housed in the Osgoode Hall Law School.

With those amendments made, on a vote the motion *carried*.

- b. Information Items

The information report from the Committee circulated with the agenda was *received*.

8. Joint APPRC/ASCP

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

The Report of the Joint Sub-Committee on Quality Assurance was *received*.

9. Other Business

- a. Substantive Motion Regarding Program Suspensions

It was moved and seconded,

That the University hold in abeyance the suspension of admissions to the set of 18 degree programs recently announced until such time as a framework for guiding the assessment of program sustainability has been reviewed and endorsed by Senate, and

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That, consistent with its mandate, APPRC review a draft framework for assessing program sustainability and bring its recommendation to Senate for Senate’s consideration and endorsement.

Senator Spotton Visano spoke to the motion noting its focus on having a process to achieve agreement on a set of criteria to guide decisions to temporarily suspend admissions to a program and that locates that action in the wider context of ongoing program review consistent with the community’s shared goal of maintaining quality in the University’s academic endeavor. Emphasized was that having such an agreed upon framework would provide a valuable guide for administrative decision-making on critical academic issues such as the suspension to a significant number of degree programs, and would also bring clarity to these significant decisions.

A lengthy and wide-ranging debate on the motion ensued in which arguments in favour and against were expressed. Some voiced concern that programs that undertook curriculum renewal and launched revised programs this academic year were not given a fair opportunity to test their success from a recruitment and enrolment perspective. Others pointed to the lack of proper notice being given ahead of the decision of admission suspension, and opined that careful consideration was not given to protecting programs that reflect the University’s commitment to its long-held core values and the University’s reputation for those values and commitments.

Those opposing the motion cited as reasons the position that the actions associated with the motion are not within the scope of Senate’s authority but rather sit with the administration and the Board of Governors; that it is not just the 18 programs that are impacted by the decision, but also the other Faculties that are working hard to address the budget deficit to bring the University to a financially sustainable position; at 50 the number students affected by the temporary suspensions is very minor relative to the size of York’s undergraduate student body; and that the pause on admissions is not a prelude to a planned closure of the programs but rather to allow for time to assess actions to address the sustainability challenges.

On a vote the motion *carried*, 61-56.

Consent Agenda Items

10. Minutes of the Meeting of 23 January 2025

The minutes of the meeting of 23 January 2025 were approved by consent.

Lauren Sergio, Chair _____

Cheryl Underhill, Interim Secretary _____

Synopsis

488th Meeting held on 25 February 2025

Appointments/ Re-Appointments

Board of Governors

- Appointment of Antonio Di Domenico as Vice-Chair/ Chair-Elect to serve a three-year term as Board Chair starting 1 July 2025.
- Appointment of Noorez Lalani for a four-year term from March 1, 2025 to February 28, 2029.
- Appointment of Frank Fazzari for a four-year term from March 1, 2025 to February 28, 2029.

Vice President Research and Administration

- Re-appointment of Dr. Amir Asif as Vice-President Research and Innovation for an additional five-year term starting July 1, 2025 to June 30, 2030.

Approvals

The 2025-2026 domestic and international tuition fees, as follows and as outlined in [Appendix A and B](#):

Program	#	Fee Type	2025-26 Proposed Fees
Domestic Tuition Rates	1	Domestic undergraduate & masters - Ontario	Frozen at 2019-20 Rates per MCU
<i>Regular Arts & Science and Professional Programs (Undergraduate and Masters)</i>	2	Domestic undergraduate - Out of Province	5% for years 1 and 2; upper years frozen at 2019-20 rates
	3	Domestic masters - Out of Province	5% for all years
	4	Domestic - Ontario & Out of Province (tuition anomaly programs)	increase at MCU approved rates (max 7.5%/year) up to the approved cap
International Tuition Rates	5	International undergraduate - New Students	0% - 9.2%
<i>Regular Arts & Science and Professional Programs (Undergraduate and Masters)</i>	6	International undergraduate - Continuing Students	0% - 6.5%
	7	International masters - New Students	0% - 6%
	8	International masters - Continuing Students	0% - 5%
Research-based Graduate Programs	1	Domestic masters & doctoral - Ontario	0%
	2	Domestic masters & doctoral - Out of Province	up to 5%
	3	International masters & doctoral	up to 5%
Full Cost Recovery Programs (Domestic & International)	1	Diploma in Law for Law Enforcement	4%
	2	Graduate Diploma in Professional Accounting	5%

York University Board of Governors

Synopsis

A 12.0% increase in centrally collected ancillary fees for the fiscal year 2025-2026, effective May 1, 2025.

- For undergraduate students, the increase is \$3.19 per credit, raising the fee from \$26.60 to \$29.79, resulting in an increase from \$798.00 to \$893.76 (\$95.76) for full-time students enrolled in 30 credits.
- For graduate students in professional programs, the increase is \$47.86, from \$398.81 to \$446.67 per term. Part-time graduate students pay 50% of the full-time fee.

The 2025-2026 parking rates as follows:

2025-2026 Permit Rates

Category	Rate	% Increase	Amount	Increase/month
Outer Reserved	\$104.00	12%	\$116.48	\$12.48
Reserved	\$116.00	14%	\$132.24	\$16.24
Garage	\$128.00	17%	\$149.76	\$21.76
Glendon Lower Level	\$81.00	12%	\$90.72	\$9.72

2025-2026 Weekend Rates

Location	Current Saturday Flat Fee	Current Sunday Flat Fee	Proposed Saturday Rate	Proposed Sunday Rate
Founders & Northwest Gate	\$5.00	\$5.00	\$1.75 per 1/2 hr. Max \$10.00	\$1.75 per 1/2 hr. Max \$10.00
Reserved Lots	\$7.00	\$5.00	\$1.75 per 1/2 hr. Max \$15.00	\$1.75 per 1/2 hr. Max \$15.00
Garages	\$7.00	\$5.00	\$1.75 per 1/2 hr. Max \$20.00	\$1.75 per 1/2 hr. Max \$20.00

2025-2026 HONK Multi Pack Rates

Category	Current 10 Pack Cost	% Increase	2025-2026 Cost	Increase
Surface	\$100.00	14%	\$114.00	\$14.00
Garage	\$120.00	17%	\$140.40	\$20.40

A 10-year agreement with Sun Life Assurance of Canada for the provision of Group Benefits and Employee Family Assistance Plan Services, with a projected value of \$77.9M for the initial 5-year period, and an additional optional 5-year renewal at York's discretion, subject to Board approval. The total estimated value of the initial period plus the optional renewal period (10-year potential period) is \$159.7M.

York University Board of Governors

Synopsis

The revised Statement of Investment Policies and Procedures (SIPP) due to future implementation of a Reference Portfolio, stating that the portfolio performance should meet or exceed a real rate of 4%.

Amendments to the Banking Resolution to reflect changes in signing officers on University bank accounts.

Updates to the Signing Authority Policy.

Presentations

From the President, an update on the School of Medicine's governance structure plus ongoing planning and operational milestones; an overview of the University's binding Strategic Mandate Agreement with the government of Ontario; including obligations related to performance based funding and key metrics; an overview of the future of higher education in Canada and around the world; an update on the projects stemming from the *York U Forward Action Plan* - tracking progress on the path to financial sustainability; and an update on progress made to comply with actions identified in the AGO's Value for Money Audit 2023.

Reports

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

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

<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2025/02/board-agenda-20250225.pdf>