York University Senate

Notice of Meeting

Thursday, January 24, 2019, 3:00 pm

Dr Robert Everett Senate Chamber, N940 Ross Building

AGENDA

Page

M. Armstrong, Secretary

Consent Agenda

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

York University Senate

For Information

Appendices

Academic Standards, Curriculum & Pedagogy

COU Academic Colleague's Report
Meeting Dates: December 11-12, 2018
Prepared by: Andrea Davis
Submitted: January 14, 2019

The discussion in the December meeting of COU academic colleagues remained largely focused on the question of free speech on university campuses with various guest speakers contributing to the discussion.

On the evening of December 11, Professor Jamie Cameron, Osgoode Hall Law School, York University, met with Academic Colleagues to discuss the intersections between free speech and human rights. A summary of the conversation is below:

- There is no consensus on how much tolerance should be allowed for expressive freedom.
- The issue of expressive freedom is complicated because of the general phenomenon of un-civil discourse. When expressive freedom intersects with human rights issues, the point of view will depend on our reflexive understanding of limits.
- In the past, our understanding of hate propaganda took place out in the open; now it is often online.
- In classroom settings, we may be concerned about the balance between equality values and fearless inquiry. Universities want unfettered academic expression, but also limits. Navigating this tension is a challenge.
- It is important that universities respond to expressive freedom questions in a principle-driven (rather than ad hoc) way.

In response to the conversation, Colleagues discussed institutional approaches to the development (and approval) of free speech policies among Ontario universities. At the time of the meeting, some universities had completed their policies and others were finalizing them.

Two students from the McMaster Students Union joined the Colleagues on December 12 to share student perspectives and experiences. Both the McMaster Students Union and the Ontario Undergraduate Student Alliance (OUSA) have developed positions advocating for the reversal of the government mandated initiative. The students discussed the guidance they provide their own student groups and the challenges of balancing safety and opportunity to protest. Classroom experiences and the harm they might do to students were also discussed. We do not see protests every day, but speech happens in classrooms daily. Faculty need to be prepared for when/if these challenges occur. Faculty can be prepared via training in facilitating difficult conversations, anti-oppression training, or inclusive pedagogy.

Colleagues followed the discussion by offering their own perspectives about what is happening on their campuses. They talked about creating accountable teaching spaces, not just safe spaces. It is important to prepare students to express freely, and also to be socially responsible and accountable to/for engagement with others. Respect should be embedded in our pedagogies.

PRESIDENT'S
KUDOS REPORT

JANUARY 2019

Glendon alumna and entrepreneur Caitlyn Ngu (BA '13) made a deal with two investors on the CBC television show Dragons' Den. HireUp Canada, the innovative web-based platform she pitched, connects candidates and employers by matching them through their shared values.

Schulich student Bryan Yau (BBA '19) has been named a finalist in the competitive CEOx1Day program, which matches top third- and fourth-year students with CEOs across Canada for a day of mentorship.

York University's Second Student Centre was named among the ten best Canadian architecture projects of 2018 by Azure Magazine.

Osgoode student and Osgoode Indigenous Students' Association co-chair Alana Robert received the prestigious Governor General's Award in Commemoration of the Persons Case for her focus on advancing the rights of marginalized groups in Canada.

Biology Professor Carol Bucking received the 2019 Robert G. Boutlier New Investigator Award from the Canadian Society of Zoologists for her outstanding contributions to the field.

Student and York Lions men's basketball player Chevon Brown was chosen as a Mid-Year All-Star in the Ontario University Athletics East by College Court Report Canada.
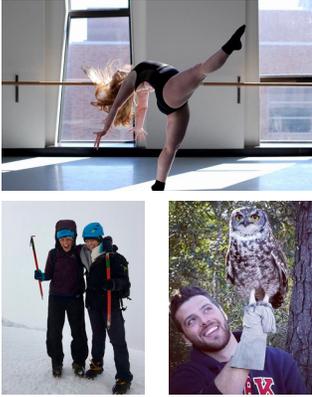
The winners of the 2018 #MyExperienceYU contest, which challenged students to capture their experiential education in a photograph, were announced:

- Classroom category: Sadie Cahill, third-year, dance, School of the Arts, Media, Performance & Design;
- Community category: Carolyn Ewins, fourth-year, biology, Faculty of Science;
- Workplace category: Leandro Evangelista, fifth-year, psychology, Faculty of Health.

The new Rob and Cheryl McEwen Graduate Study and Research Building opened on the Keele campus on January 10, 2019, and will serve as a hub for academic and business collaboration for Schulich students and researchers.

NOW Magazine named theatre design alumna Gillian Gallow among their list of Top 10 Toronto theatre artists of 2018.

Student and York Lions men's hockey team member Alex Fotinos practiced with the Toronto Maple Leafs professional hockey team twice, serving as their goaltender.

School of Arts, Media, Performance & Design Professor Rob Bowman was nominated for a Grammy award in the Best Historical Album category as co-producer for the Numero Group's 2017 two disc compilation *Jackie Shane: Any Other Way*. This is Professor Bowman's sixth Grammy nomination and second as producer.

Academica Top Ten's 2018 Indigenous Education Year in Review, which recognizes innovations in Indigenous higher education across Canada, listed the following York University program launches as landmark achievements:

- the Wabaan Indigenous Teacher program, a collaborative effort between York University and the Toronto District School Board that functions as a Bachelor of Education program with a focus on Indigenous worldviews;
- and the new Indigenous Studies program, which offers students a community-based experiential education experience, enabling them to learn from Indigenous knowledge keepers, engage in ceremonial practices and explore community empowerment.

LA&PS alumnus David Chariandy's (PhD '02) novel *Brother* has been named to the Canada Reads 2019 longlist. *Brother* also won the 2017 Rogers Writers' Trust Fiction Prize.

Two Lassonde students have secured four-month co-op positions at American automative and energy company Tesla. The students, who will work as software engineering interns at Tesla headquarters, are:

- Rashmeet Singh, third year international computer engineering student;
- and Mahrus Kazi, third year electrical engineering student.

APPOINTMENTS

Former Osgoode dean and alumnus Lorne Sossin (LLB '92) was appointed a judge of the Ontario Superior Court of Justice in Toronto. As dean, Sossin pursued initiatives for accessibility in legal education, the expansion of legal clinics and experiential learning, community engagement and reconciliation with Indigenous Peoples.

Satinder Brar was appointed as Lassonde's inaugural James and Joanne Love Chair in Environmental Engineering in recognition of her outstanding research and leadership in environmental stewardship. In this role, Brar will work on the intersecting areas of environmental engineering and its impact on the overall wellbeing of the global community.

York alumnus, honorary degree recipient and Hennick Centre co-founder Jay Hennick (BA '78, LLD '11) has been appointed a member of the Order of Canada in recognition of his dedication to excellence in philanthropy.

York alumna and former student athlete Lindsey Devine (BA '88, B.Ed '90) was appointed the new head volleyball coach at University of Alabama. While at York, Devine earned four all-province titles and a bronze medal at the 1985 Canadian National Championships.

The Canadian Mathematical Society announced that Faculty of Science Professor Thomas Salisbury has been inducted into its Inaugural Class of Fellows.

Professor Joanne Jones of the School of Administrative Studies has been named a Fellow by the Chartered Professional Accountants of Ontario, the profession's highest distinction.

Executive Committee – Report to Senate

At its meeting of 24 January 2019

FOR INFORMATION

1. **Draft Proposal for a Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation/Suspension of Classes during a Labour Disruption**

Among the Executive Committee's 2018-2019 priorities are follow-up initiatives related to the 2018 labour disruption. A specific task is facilitating a process for the determination of responsibilities for the cancellation / suspension of classes during a strike. In concert with the Chair of the Board of Governors, the Senate Chair undertook to bring forward recommendations on the mandate and membership of a group tasked with considering this issue.

Attached in Appendix A is a draft proposal for a *Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption*. Over the course of two meetings the Senate Executive Committee discussed the mandate and composition of the working group, and the governing principles of the process. As proposed, the Working Group's mandate is to facilitate accord on the matter of jurisdiction for the suspension of classes during a strike. Key points to note about the proposed process include:

- the composition of the Working Group has an equal number of voting senators and governors
- the Senate representatives on the Group will be elected by Senate from among its current membership
- The Working Group will be co-chaired by the Chairs of Senate and the Board as non-voting members
- broad community consultation will be undertaken by the Group, with the input gathered informing its recommendations
- a final report will be prepared by the Working Group that sets out its findings and recommendations; it will be presented to both Senate and the Board for review
- the group will strive for consensus in its findings and recommendations; minority views can be included in the report should a collective view not emerge

Student participation in the process was considered by Executive. The import of the topic to students is clear. The Group is not charged with deciding whether classes should be cancelled during a disruption, but rather trying to reach a mutual understanding of roles of Senate, Board and administration regarding cancellation during a labour disruption in accord with the relevant University and Senate legislation. It was the consensus that student senators should be able to seek election by Senate to serve on the Group.

Executive Committee – Report to Senate

The draft principles, mandate and membership presented to Senate have been shared with the Chair of the Board, Paul Tsaparis, and the document reflects his input.

The Executive Committee invites feedback from Senate on the draft proposal this month with the aim of recommending a final iteration for approval in February. In addition to sharing input at the Senate meeting, comments may be submitted via email to Cheryl Underhill (underhil@yorku.ca) by February 8, 2019 for transmittal to Executive. The Board Executive Committee will be discussing the proposal in tandem with Senate Executive, targeting Board approval in late February 2019.

2. Monitoring the Academic Disruption

The Committee has continued to monitor the status of course completions and grades submissions from the FW 2017-2018 session. A briefing from Provost Philipps and course completion data from the Office of the University Registrar show that steady progress is being made on students' completion of coursework and confirmation of final grades. Students who required additional time to complete outstanding course work were given deferred standing, or the choice to drop courses from the winter 2018 term, both with a deadline of 10 January 2019. As of mid-January, 99% of courses have been completed and grades submitted, which is within the norm of course completion status in a typical academic year. Further progress is expected as grading of students' recently submitted work continues.

Provisional grades were among the options made available to students and faculty members to assist them with the challenges that arose from the disruption of academic activities. Graduating students in suspended courses may have been assigned one or more provisional grades to enable them to furnish transcripts to other institutions and employers, or to receive, a degree on a conditional basis. Provisional grades need to be converted to final grades. Over 92% of the provisional grades have been finalized to date. At the call of the Provost, Deans' offices are actively communicating with individual course directors to confirm final grades for outstanding cases or, in certain instances, follow-up to corroborate a student's degree eligibility. The end of January is the target for concluding the provisional grades exercise. The Provost will bring any further remediation matters for discussion to Executive at its next meeting in February.

3. Suggesting Individuals to Serve on the Board of Governors

Noting queries and commentary in recent Senate discussions about the composition of the Board, Senator Mutimer - one of Senate's two nominees serving on the Board - was keen to help respond constructively. A discussion with the Chair of the Governance and Human Resources Committee confirmed that suggestions of individuals to serve on the Board are welcome from the University community. Recommendations may be submitted to the Senators serving on the Board – currently Senators Mutimer and Tourlakis – or to Maureen Armstrong, Secretary to Senate and the Board. Names will be transmitted to the Governance and Human Resources committee for consideration in

Executive Committee – Report to Senate

accordance with its by-laws and the *Protocol for Composition of the Board of Governors.*

The Board of Governors is composed of 24 members of the external community and 6 internal members (2 faculty, 2 students and 2 non-academic staff, along with the Chancellor and the President). Governing the appointment of members of the Board is the *Protocol for Composition of the Board of Governors* (http://secretariat.info.yorku.ca/files/ProtocolForCompositionOfTheBoardOfGovernors.pdf), which articulates criteria for the nominations of governors. The Governance and Human Resources Committee of the Board has responsibility for reviewing suggested individuals and bringing forward for approval nominees for the external governor positions on the Board.

4. Establishing a Review Cycle of Senate Policies

Another of Executive's priorities for this academic year is the establishment of a review cycle for Senate policies. Drawing on the experience of the 2018 labour disruption, the committee noted the value of regular review of policies and procedures to ensure they remain current and that issues can be addressed in a timely manner as they arise.

This initiative aligns with work already underway in the Secretariat to (i) prepare a revised, accessible format for policies, procedures and guidelines; (ii) review the full suite of university legislative documents; and (iii) incorporate existing policies into the standardized format. The current collection of legislation includes 70 Senate-approved documents (policies, procedures, and/or guidelines) of which seven were approved jointly by the Senate and either the Board or the President. Given the volume and scope of documents, the review exercise will be undertaken in phases starting with those that are more than 20 years old.

Several policies are already under review or have been identified for pending review by ASCP and Executive. Aided by the Secretariat and in consultation with the relevant Senate committees, the Executive Committee will provide oversight to the exercise and will report back to Senate with recommendations for next steps and/or proposed revisions to any policies that emerge from the review.

Franck van Breugel, Chair
David Mutimer, Interim Vice-Chair

York University Joint Board and Senate Initiative

Associated with Cancellation/Suspension of Classes during a Labour Disruption

Joint Working Group Terms of Reference

Background

The University, created by the York University Act, defines the respective authority of Senate, the President, the Chancellor and the Board of Governors. The Act specifically assigns to Senate responsibility for academic policy including the power to determine the requirements for graduation, to conduct examinations, and to confer degrees.

Except as to such matters specifically assigned to the Senate, the "government, conduct, management and control of the University and of its property, revenues, expenditures, business and affairs are vested in the Board, and the Board has all powers necessary or convenient to perform its duties and achieve the objects and purposes of the University."

The President's legislated responsibilities are to supervise and direct implementation of the academic policy and general administration of the university including the teaching staff, officers and students.

On March 5, 2018, a labour strike was commenced by CUPE 3903 Units 1, 2, and 3. The week prior, the Provost publicly stated that, in the event of a labour disruption, all classes that can continue will continue. This prompted a call from some community members for the Senate Executive Committee to suspend all classes. On March 1, 2018 the Senate Executive Committee met and considered whether, in the absence of a request from the administration, it could unilaterally suspend all classes and, if such authority existed, whether it should do so. The Committee grounded its consideration of the matter in the relevant Senate legislation, specifically the *Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* and the *Class Cancellation Policy,* the Committee's terms of reference and the bicameral division of authority under the *York University Act.* Ultimately, it concluded that it could not invoke a blanket suspension of all classes in the circumstances. It also decided that, even if it could take such action, it endorsed the approach communicated by the Provost that classes that can continue should continue.

In the subsequent days, considerable discussion and debate took place across the community with respect to the issue of suspending classes and who has the authority to do so. Senate passed a motion on March 22, 2018 expressing the view that "Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity." Several faculty councils sought to or passed motions asserting the opinion that all classes should be cancelled. The Chair of the Board, on behalf of the Board Executive Committee, stated the position that "[a]s any decision to cancel classes across the entire University would have a profound impact on all aspects of the University's operations and affairs, we are convinced, under our statutory responsibility under the *York University Act, 1965* that the senior administration would need to seek the Board's agreement to do so." At the same time, some faculty members articulated the view that a decision to suspend or continue with their classes rested solely with them based on their assessment of whether academic integrity could be maintained.

The public debate over the question of authority to suspend classes surfaced both the need and the desire to clarify the situation for the future. In addition to the interest it poses for the governing bodies, the administration and many colleagues, the existence of conflicting messages on the subject created additional confusion for many students further confirming the need for clarity.

At the request of some Senators, the Chair of Senate committed to contacting the Chair of the Board to discuss a way forward such that in the event of a future labour disruption, there would be greater clarity on suspension of classes. The Chairs and Vice-Chairs of the two governing bodies agreed to work together to propose a process that might help resolve the issue.

Proposed Principles, Mandate and Membership of the Special Joint Senate-Board Working Group

Principles
Before making efforts to identify concrete proposals with respect to process, mandate and timelines, the Chairs and Vice-Chairs believed it would be useful to articulate key principles that would inform their thinking. The following were noted:

1. It is recognized and appreciated that there are strongly principled and divergent views across the community.

2. The scope of the work to be undertaken should be carefully framed around the issue of decision-making on cancellation/suspension of classes during a labour disruption. It is not intended to be a broader enquiry about the roles and responsibilities of the two governing bodies.

3. Seeking a common understanding of the roles of Board and Senate is a preferred goal. Developing a shared view would help avoid ambiguity in the future and reduce the risk that disagreements regarding roles and responsibilities could adversely affect community members.

4. While it is hoped the group convened to undertake this initiative will reach consensus, if that is not possible, the group's report should include dissenting perspectives where necessary.

5. There is merit in exploring the potential of a shared view before considering other options (e.g. retaining an external person to provide expert opinion). Should this exploration not achieve the desired outcome, other options could be considered at that time.

6. The process should be completed within a reasonable time and should involve effective methods of ensuring input from the community.

7. Any final report arising from the process will be presented to Senate and the Board for action.

Terms of Reference

Based on the background and principles articulated above, the Chairs and Vice-Chairs propose the creation of a special joint working group to lead the process of clarifying where authority lies for class cancellation during a labour disruption. In addition to the mandate, a timeline and outcomes for the group are set out below.

Mandate:

The Working Group will:

   a) develop a shared understanding of the roles of Senate, Board and the administration with respect to cancellation/suspension of classes during a labour disruption;

   b) make recommendations as necessary, with respect to creation of or modification to policies to facilitate and sustain the shared understanding identified in a);

   c) seek and obtain input from a diverse range of community members and stakeholders; and

   d) present its report and recommendations to the Board and Senate for action at the completion of its work.

Timeline:

The Working Group will report back to Senate and Board in Fall 2019. Progress reports will be provided intermittently through the respective Executive Committees.

Outcome:

The Working Group will present its observations and recommendations in the form of a report that may be presented to both the Board and Senate for endorsement and/or additional action. The group will strive for consensus in its findings and recommendations. However, if that is not possible, minority views will be included in the report.

Membership:

The Chairs/Vice-Chairs propose an equal number of voting members from Senate and the Board on the working group. Recognizing the significance of the issue for both governing bodies, the Chairs wish to be members but will serve as non-voting members.

The Chairs/Vice-Chairs believe the working group should be kept to a modest size to allow members to foster a good rapport with one another and speak with candour. It is also acknowledged that significant time and effort will be required of working group members and most will be volunteering their time to participate. However, broad community consultation will be undertaken to ensure the working group has cognizance of all the issues and perspectives.

On the basis of the above, the proposed composition of the Working Group is:

   - 3 voting members representing Senate, elected from among current Senators
   - the Chair of Senate as a non-voting member
   - 3 voting members representing Board, determined from among current Governors
   - the Chair of the Board of Governors as a non-voting member
   - one member representing the administration as a non-voting member

The Senate and Board Chairs will Co-Chair the Working Group

Additional Resources:
The University Secretariat will provide governance support to the Working Group. In addition, the group may seek advice from individuals with relevant knowledge and/or expertise and may gather relevant documentation to assist in its consideration of the issues.

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of January 24, 2019

FOR INFORMATION

APPRC met on January 10 and submits the following report for information.

1. Tracking 2015-2020 UAP Progress / Discussion with Academic Planners

APPRC takes primary responsibility on behalf of Senate for the production, approval and monitoring of progress of the University Academic Plan. Included among the committee's priorities for 2018-2019 is *Tracking 2015-2020 UAP progress*. The specific outcome sought is firm intelligence on the University's progress towards the UAP priorities in the Plan's penultimate year. One of the tasks associated with the priority is one-on-one meetings with the Deans (including Dean of Libraries) / Principal to gather and discuss their respective success in advancing UAP goals and the challenges they encountered to move others forward. Discussions will proceed this term with six of the Deans, with the balance of meetings occurring in the Fall 2019 term.

To guide the conversation with the academic planners, APPRC's practice is to pose a planning question(s). At its meeting in early January, the Assistant Vice-President, Institutional Planning & Analysis, Sarah Cantrell, briefed the Committee on a metrics report being prepared by the Office of Institutional Planning & Analysis (OIPA) on the University's progress towards its institutional goals and priorities. That report will incorporate Faculties' progress reports on their respective Integrated Resource Plans (IRP) due in late March 2019. Synchronizing the focus and timing of the APPRC planning discussions with the OIPA metrics exercise will provide for integrated and constructive planning on all fronts.

The OIPA presentation and ensuing exchange with Ms Cantrell provided valuable context for APPRC which, in turn, will help the committee define its framing question(s) for this cycle's planning discussions with the Deans / Principal.

2. APPRC-ASCP Forum of Ideas

The date for the APPRC-ASCP Forum of Ideas 2018-2019 has been confirmed for **Thursday, 7 February 2019 between 2:30 – 5:00pm in the Winters Dining Hall.** As a reminder for Senators, this forum is a follow-up event to the inaugural Forum of Ideas held last February. This year there will be two components: addressing the specific questions that arose in the discussion at the prior forum; and stimulating Faculties' thinking about promising new ideas on the horizon for post-secondary curriculum and teaching. The first component is comprised of two panels that will provide guidance on the various forms of institutional support and resource planning for program development, including interdisciplinary cross-Faculty initiatives. The second component of the forum will welcome keynote speaker Alex Usher to share his insights

on pinpointing trends, and identifying need and demand in the current Ontario post-secondary landscape to help set the stage for conversations about new ideas for curriculum and teaching at York. A wine and cheese reception following the speaker will afford conversations on the topics to continue. The Forum invitation is posted at https://secretariat.info.yorku.ca/files/Forum-of-Ideas-Invitation.Final1_.pdf

Senators are encouraged to attend the event and RSVP at https://univsec.apps01.yorku.ca/forms/view.php?id=10402

3. Faculty Blue Facilitating Group

Since being convened in mid-autumn of this academic year, the Facilitating Group largely spent its time between November – December getting up to speed on the Faculty Blue processes, activities and progress made to date. Members have debriefed with the past co-coordinators from Geography and FES, and met with representatives from the Urban Studies and Disaster & Emergency Management programs. The aim was for the Group to gain further clarity on how it can align and coordinate institutional support to champion the Geography / FES-led initiative. As Co-Chairs of the Facilitating Group, Professor Kim Michasiw and I took the opportunity afforded by the Faculties of Environmental Studies and Liberal Arts & Professional Studies to speak to their respective Faculty Councils in January to help foster understanding about the role of the Facilitating Group and to address any questions members of the Faculties had about the initiative. The Council member engagement at the FES presentation was particularly lively and welcoming of support from the Facilitating Group.

Conversations have been frank and constructive, touching on such matters as the vision for Faculty Blue, cross-disciplinary strengths at the University across the spatial-urban-environmental research spectrum, academic programming opportunities and impediments to the re-structuring plan. While reluctance to change the status quo has been expressed by some individuals, so too is there novel energy in related departments for carving out new programming options and structures that would consolidate and project York's strength in the fields of environmental /urban / geography / disaster planning. Themes of cross-Faculty frameworks, the creation of a program / research hub at the University, and integration with one of the Organized Research Units within this disciplinary area are preliminary ideas that have surfaced.

In sum, the Facilitating Group is continuing to work closely with all relevant parties to cement the Faculty vision, identify options, address hurdles and tackle the resource questions.

Two succeeding Co-Coordinators of the initiative were recently elected by each of the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts & Professional Studies; they are Tarmo Remmel from Geography, and

Academic Policy, Planning and Research Committee
Report to Senate (cont'd)

Liette Gilbert from the Faculty of Environmental Studies. They met briefly with the Co-Chairs of the Facilitating Group on 17 January 2019. Next steps are being confirmed.

4. Electronic CV Task Force

This past fall saw the launch of the VPRI-led Electronic CV (ECV) Task Force. The initiative will lead to the development and implementation of an ECV tool for York faculty members. The Task Force is fully constituted with representation from all Faculties including Libraries, a member of APPRC and a postdoctoral fellow and graduate student. The exercise is at the stage of reviewing the various management software systems to identify the best option for York. Once options are narrowed, potential vendors will be vetted.

Last year – in February 2018 - Vice-President Haché briefed Senate on electronic CVs. His presentation can be accessed from the documentation for the Senate meeting of February 15, 2018 (pp. 176-179) from this link:

http://secretariat.info.yorku.ca/files/senate-agenda-20180215.pdf

Supporting the development of the ECV platform is one of APPRC's priorities this year. It is a companion initiative to its Incomparable Metrics priority, which aims to advance the development of inclusive quantitative and qualitative indicators that tell the York research story in a fairer, fuller way. The APPRC Discussion Paper on Incomparable Metrics, finalized by the Committee this past autumn, is being transmitted to the ECV Task Force to help inform its deliberations. The committee looks forward to seeing the outcome of labours of the Task Force, and assisting with its implementation.

Lesley Jacobs
Chair of APPRC

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

At its meeting of January 24, 2019

ASCP met on December 5, 2018 and January 9, 2019

For Approval

1. **Establishment of Stream in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology • Department of Psychology • Glendon**

ASCP recommends,

> That Senate approve the establishment of a stream in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology, housed in the Department of Psychology, Glendon, effective Fall/Winter 2019-2020.

Rationale

It is proposed that the current concentration in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology be formalized into a stream, allowing it to appear on students' academic record. As per the Academic Nomenclature approved by Senate in May 2018, a stream is defined as "a structured set of courses with a particular focus within an Honours undergraduate degree program, to provide additional depth within the Major." The proposed stream, to be offered in both English and French, will require that students complete a specified set of courses including a 3- or 6-credit Applied Research Practicum course. The Psychology program, which already offers the practicum course, has close affiliations with a number of Anglophone and Francophone healthcare centres and organizations that would host students for the practicum course, including Baycrest Centre, Sunnybrook Hospital, and Les Centres d'Acceuil Heritage.

Preparing students to tackle the current demographic challenge of an aging population is a major impetus for moving from a concentration to a stream. With its bilingual mission, the stream will have a particular focus on training students to play a leadership role in the provision of cognitive healthcare services to the Franco-Ontarian community. The Glendon Centre for Cognitive Health, which supports knowledge development in neuropsychology with a focus on cognitive aging through applied research, student internships, and outreach to the Francophone community, also will benefit as students in the stream will help to further the Centre's initiatives. The stream, with its requirement of the research practicum course and its partnerships with healthcare organizations locally and regionally, aligns with the UAP goals of expanding experiential learning opportunities for students and community outreach and engagement.

Approvals: Glendon Faculty Council 23 November 2018 • ASCP 9 January 2019

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

Consent Agenda

2. Establishment of a Full-time Option for the Master of Public Policy, Administration & Law ● School of Public Policy & Administration ● Faculty of Liberal Arts & Professional Studies ● Faculty of Graduate Studies

ASCP recommends,

> That Senate approve the establishment of a full-time option for the Master of Public Policy, Administration & Law, housed in the School of Public Policy & Administration, Liberal Arts & Professor Studies, Faculty of Graduate Studies, effective Fall/Winter 2019-2020.

Rationale

It is proposed that the Master of Public Policy, Administration & Law (MPPAL), currently an exclusively part-time program, offer a full-time option to students. The program has previously allowed students to informally complete the program on a full-time basis and wishes to codify this practice. The program plans to employ a "modest growth" approach to this change, reserving six spots for students in the full-time option each year within the overall target of 50 students for the program. As courses in the MPPAL complement each other and do not have prerequisites, no change is needed to the sequencing of courses for students in the full-time option. There are no resource implications associated with the establishment of the full-time option.

Another reason for this change is to enhance supports for students. Due to their part-time status, MPPAL students currently are eligible only for limited government subsidies through the Ontario Student Assistance Program (OSAP), and are not eligible for scholarships, bursaries and awards offered by FGS or for government internships. As these supports are available to full-time students, students in the full-time MPPAL option may qualify.

The program has had a professional focus since its inception; accordingly, students are required to have prior work experience and are not eligible for admission directly following the completion of an undergraduate degree. ASCP confirmed with the program that the admission requirements will not change for students in the full-time option to ensure the professional character of the program is upheld.

Approvals: FGS Council 1 November 2018 ● ASCP 5 December 2018

3. Changes to the degree requirements for the Master of Design ● School of the Arts, Media, Performance and Design ● Faculty of Graduate Studies

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

ASCP recommends,

That Senate approve the following changes to the degree requirements for the Master of Design, housed in the School of Arts, Media, Performance and Design, Faculty of Graduate Studies, effective Fall/Winter 2019-2020:

- The replacement of two 1.5-credit core graduate seminar courses with a new 3-credit core methods course, MDES 5107 3.0, Disciplinary Research Methods in Design; and

- Revisions to course descriptions and learning outcomes for the two core design studio courses, MDES 5108 3.0 Design Studio: Culture and Criticism, and MDES 5109 3.0: Design Studio: Users and Information;

Rationale

The proposed changes seek to provide a more structured experience for students in the Master of Design program in order to accommodate the range of applicants to the program, some who have an undergraduate degree in graphic design and others who are new to the discipline. As part of this effort, the core studio courses will be restructured; the fall semester studio, MDES 5108 Design Studio: Culture and Criticism, will focus on graphic design practice as engagement with culture and criticism, while the winter semester studio, MDES 5109 Design Studio: Users and Information, will focus on user-centred approaches and systems of information design. It is anticipated that this new sequence of courses will accommodate students new to graphic design and allow advanced students to pursue more sophisticated interests.

Two 1.5 credit core seminar courses will be replaced by a new methods course, MDES 5107 Disciplinary Research Methods in Design, to be offered in the fall semester as it will support the Culture and Criticism design studio course. The second design research methods course, MDES 5104 3.0 User-centred Design Research Methods, offered in the winter term, will similarly support the Users and Information studio course. As part of the changes to program requirements, the title and description of MDES 5104 will be revised (MDES 5104 is currently called Design Research Methods).

In addition to the changes to the core courses, minor changes to the program's electives will be made, including the addition of a new elective course, MDES 5414 3.0 Interactive Objectives and Environments, and a change in title for an existing elective course from 5408 3.0 Information Design to 5408 3.0 Data Visualization Design.

These changes do not alter the total number of required courses for the program and do not have resource implications.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

Approvals: FGS Council 1 November 2018 ● ASCP 5 December 2018

For Information

a. Minor Modifications to Curriculum

The following proposals have been approved by ASCP:

Faculty of Graduate Studies
- Minor changes to the degree requirements for the MSc and PhD programs in Biology
- Minor change to the admission requirements for the Professional LLM in International Business Law

b. Implementation of Revisions to the *Senate Common Grading Scheme for Undergraduate Faculties*

In November 2017, Senate approved in principle the following revisions to the *Senate Grading Scheme for Undergraduate Faculties*:

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

The current and new grade scales are provided as ASCP Appendix B.

A primary rationale for the revisions to the grade scales was the overarching goal of supporting the University Academic Plan (UAP) priority of enhancing student success. York's current 9-point undergraduate grading scheme is atypical in the Canadian context where the 4-point scale predominates. This uniqueness means that the transcripts of students applying to programs at other post-secondary institutions are subject to conversion and, as the 9-point scale is difficult to translate, interpretations

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

have been seen to result in inequities for York students. Aligning York's structures and processes to a 4-point scale will better enable its applicants to other post-secondary institutions to be more easily and directly assessed for admission, thereby better supporting student success, their academic planning and their campus experience. Other reasons for the changes included the desire among course directors to have minus letter grades available and the desire to enhance internal consistency for grading schemes.

The change to the University's grading scheme generates a large ripple effect of corollary changes to the policies, academic regulations, requirements and procedures that are based on the 9-point letter grading scale and GPA calculations. For example, changes that need to be made concurrently with the revised grading scheme include:

- degree and progression requirements
- program admissions requirements
- criteria for awards and other academic honours
- criteria for monetary scholarships and awards

ASCP's efforts to implement the new grade scale, shepherded by its Co-ordinating & Planning Sub-committee, began in Winter 2018 and will continue throughout the 2018-2019 year. Over Fall 2018, the Sub-committee reviewed the mathematical conversion of the GPA values from the 9-point to the 4-point scale, prepared by the Registrar's Office with assistance from Senate Chair Professor Franck van Breugel. The conversion scenario has informed the Sub-committee's discussions about the implications of the conversion on undergraduate Honours progression requirements, currently set out in the Senate policies *Progression Requirements to Maintain Honours Standing* and *Honours Progression: Bachelor of Engineering* (provided as ASCP Appendix C).

Over the remainder of 2018-2019, the Sub-committee will continue discussions on Honours progression with the goal of identifying benchmarks for the standard minimum graduation GPA for BA and BA (Honours) degrees and an appropriate GPA range for Honours progression. The Sub-committee also will work on the development of an implementation timeline and the refinement of qualitative descriptors associated with each letter-numerical pair in the new grade scale. Broad consultation with Faculties, administrative units and students on the implementation efforts will be launched over the Winter term.

It is anticipated that ASCP's work over 2018-2019 will culminate in a proposal to Senate in the 2019-2020 academic year about the effective date of the revised scheme. A full implementation proposal also will be brought forward to Senate, whether in conjunction with or subsequent to the proposal regarding the effective date.

Kim Michasiw, Chair

Senate Appeals Committee – Report to Senate

At its meeting of January 24, 2019

FOR INFORMATION

1. Annual Student Appeals Statistics, 2017-18

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

Between July 1, 2017 and June 30, 2018 the committee received 73 new files. Nine (9) files were not completed by June 30; an additional 19 files initiated in 2016-17 were completed, as well as one from 2015-16. Figure 1 presents the number of cases from the last five years. The committee also, on behalf of Senate, approved the rescission of two degrees as penalty for breach of academic honesty.

Appeals for late withdrawal without receiving a grade, while declining, continue to account for the largest number of petitions at the Faculty level (43%) and 41.6% of the appeals to Senate. There is always a lag between petitions considerations at the Faculty level and when appeals are submitted to SAC; it is expected that the number of late withdrawal SAC appeals will continue to decline in the next year both due to increased use of the *Withdrawn From Course Policy*, introduced in 2016, and the relaxed course drop deadlines as a result of remediation after the labour disruption.

The percentage of appeals granted was the same as in 2016-17 and is within the norm of the last six years, with 2014-15 being an anomaly.

There was a significant increase in the number of appeals of the penalty for a breach of academic honesty. While most cases were dismissed, the questions raised have given urgency to the review of the Senate Policy on Academic Honesty, particularly the range of penalties available and factors considered when imposing penalties (Section 2.3 of the Policy). The Committee encourages Faculties to ensure that how these factors are weighed is clearly explained in decisions.

As was mentioned in last year's report, the committee has noted that students are often reluctant to mention personal circumstances, particularly family problems or mental health disabilities, and only raise them if other grounds have not been successful. While students are advised to mention all circumstances in the first instance, SAC encourages Faculties to emphasize in their online information and advising the importance of providing all information and that the process is confidential.

Figures 1 and 2 below, and Tables 1-3 give the data for SAC appeals. As the SAC procedures were revised, Table 1, Outcome of Consideration by SAC, provides data for the last four years under the old categories, and Table 1A provides data on decisions for the two years under the new procedures.

Figure 1

Appeals Received at Senate Level, by year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Value	88	52	53	83	73
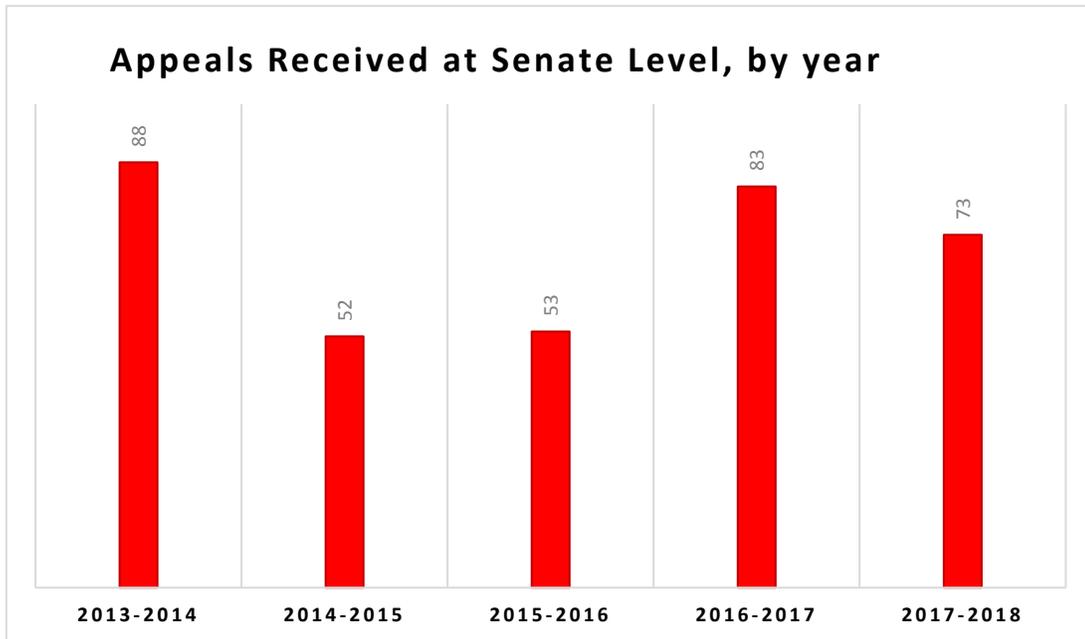
Table 1[1]
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND
DECISION (procedures prior to 2016-2017)

	2012-2013		2013-2014		2014-2015		2015-2016	
	Grant	Deny	Grant	Deny	Grant	Deny	Grant	Deny
Leave to Appeal of Faculty Decisions	20	53	24	63	22	31	20	32
Reconsideration of Leave to Appeal Decisions	0	12	3	15	6	8	1	9
Appeal Hearing Decisions	16	4	18	8	22	4	15	4
Total	**36**	**69**	**45**	**86**	**50**	**43**	**36**	**45**

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[1] Notes: Decisions are recorded in the year when the final decision is made. With the introduction of Withdrawn as a decision for a late withdrawal appeal in 2016-17, where SAC gives a W decision it is recorded as a granted appeal.

Table 1A
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND
DECISION, Revised Procedures

	2016-2017		2017-2018	
	Grant	**Dismiss**	**Grant**	**Dismiss**
Appeal hearings	24	7	27	9
Dismissal without a hearing	8	33	9	46
Reconsideration	5	4	3	14
Total	37	44	39	69

Notes: Two appeals were withdrawn by the appellant prior to consideration; one was withdrawn after a hearing was granted but prior to the hearing; and in one the respondent conceded the appeal and the parties settled the issue outside of the appeal process. Two files were not advanced; one appellant remedied the deficiency and the file was considered while the other did not respond.

Figure 2

Percentage of Appeals Granted and Denied, by Year
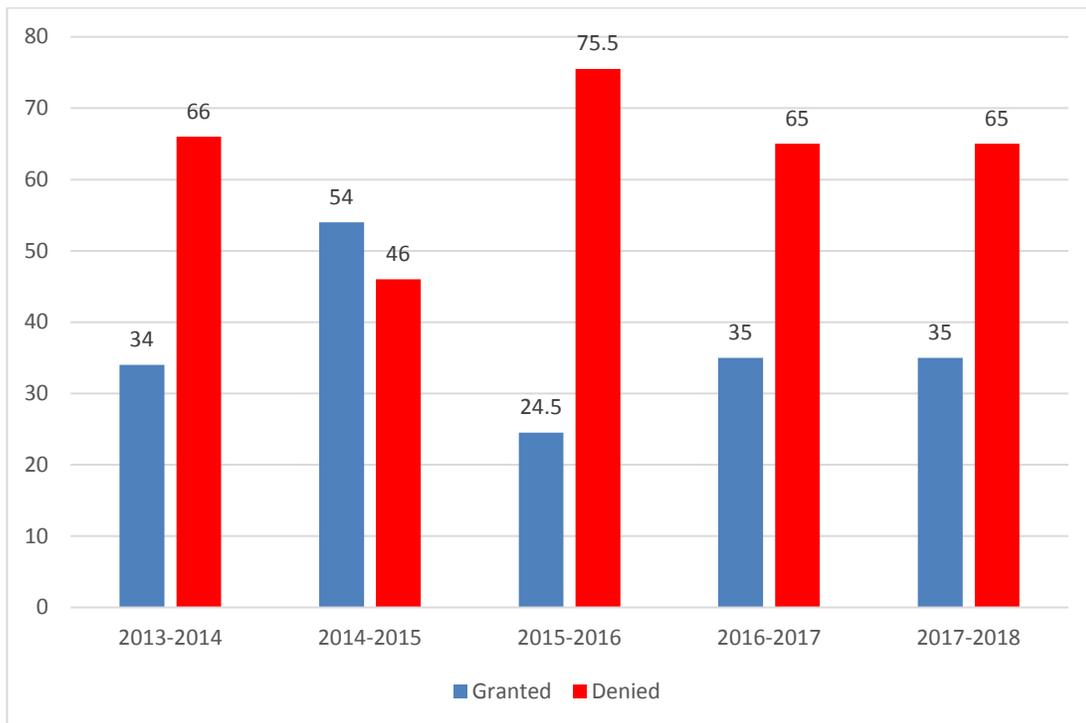
Table 2
SENATE LEVEL APPEALS BY TYPE, YEAR AND NUMBER[2]

Type of SAC Appeal	2013-2014 88 Appeals	2014-2015 52 Appeals	2015-2016 53 Appeals	2016-2017 69 Appeals	2017-2018 84 Appeals
Late Withdrawal	51	30	28	37	35
Reconsideration of SAC Decision	19	14	10	11	17
Deferment	8	1	4	3	6
Academic Honesty	5	9	8	7	16
Waiver of Required Withdrawal / Debarment	8	7	8	13	12
Grade Reappraisal	2	5	3	3	4
Late Enrolment	3	1	0	0	0
Other	6	4	2	5	2
Waiver of degree/program requirement	4	4	1	1	6
Total	**106**	**75**	**64**	**80**	**98**

Table 3
APPEALS TO SENATE APPEALS COMMITTEE BY FACULTY OF ORIGIN

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AMPD	0	0	0	1	1
Education	1	1	0	1	0
Environmental Studies	0	0	0	0	0
Glendon	6	1	3	3	6
Graduate Studies	2	2	5	6	4
Health	19	23	18	14	28
Lassonde	0	0	0	3	2
Liberal Arts and Professional Studies	43	14	14	16	19
Osgoode	2	1	2	0	2
Schulich	2	4	2	10	4
Science	13	9	9	15	18

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[2] Totals exceed individual cases due to reconsiderations and/or multiple appeals within one case.

2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2017-2018

This year, the committee is continuing its efforts to standardize reporting across the University. The data in Table 4 is for petitions initiated July 1, 2017 to June 30, 2018. The data in Table 4 provide the big picture but are not entirely comparable across Faculties.

At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions which were appealed at the Faculty level is provided. The overall percentage of cases appealed is just 5.7%, and has ranged between 4.9 and 6% in the last four years.

The number of petitions decreased by 25% and the number of late withdrawal petitions by 38%. While some of the change is likely attributable to the greater use of the Withdrawn from Course Policy, the greater impact is likely the extension of deadlines for dropping a course without receiving a grade for FW17 and W18 courses affected by the labour disruption. We expect that this will also reduce the number of related petitions and appeals in 2018-19. New appeals received to date reflect this decline.

Overall 80% of petitions were granted, with few being dismissed in Education and Environmental studies and close to 40% in Graduate Studies and Science.

		AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
Table 4													
FACULTY-LEVEL PETITIONS BY TYPE 2017-2018													
Petition Type	**Reason**												
Course Add	Enrol In Course(s) After The Faculty Deadline	4			14	15	4	22	9		38	4	110
Course Drop	Drop Course(s) After Faculty Deadline	62	3	2	219	88	223	411	38		18	125	1189
	Granted W on transcript	17		12			327	823	23		0	41	1243
Credit					6	0	1				0		7
Departmental/Programme Waiver	Advanced Standing: Course Substitute			0		1					0		1
	Advanced Standing: Course Waiver			3		4	0				0		7
	Advanced Standing: Course Transfer			1		72	0				4		77
	Course Substitution for Major or Minor Req. (s)			1	1	1	0				1		4
	Other		5	2		4	0				4		15
	Waiver Of Degree Credit Exclusion Legislation			0		0	0				101		101
	Waiver with replacement			20		2	0				0		22
	Take courses out of sequence - Schulich					0	0				9		9
	Promotion without satisfying year requirements - Schulich			0		0	0				13		13
	Reduced course load - Schulich			0		0	0				0		0
Exemptions	Degree Exemption(s)			0		0	0				5		5
Extension	Deferred Standing, extension of deferred standing			0	4	2	80	255	19		0		360
	Course extension			0		47			0		21	82	150
	Program extension			0		148	0		0		0		148
Grade Reappraisal	Grade Reappraisal		6	1	2	19	0		0	24	0		52
Leave	Leave of Absence			0		68	0		0		8		76
	LOA Medical/compassionate			0		207	0		0		63		270
	LOA No course available			0		99	0		0		1		100
	Maternity leave			0		66	0		0		0		66
	Strike-related - FGS			0		174	0		26		0		200
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP	2		0		0	0		1		0		3
Other	Other			3	6	1	3	47	0		68	4	132
Overload	Course Overload	6		1		2	20	45	15		7	**0**	96
Readmission				0		0			0		4	34	38
Relief against failure	Osgoode only			0		0	0		0	52	0		52
Repeat	Repeat Failed Course		4	1		0	5		5		0		15
	Repeat Passed Course			0		0	3		0		0		3
Status	Change degree stream		22	0		23	0		0		0		45
	Change to full-time			0		43	0		0		0		43
	Change to part-time			0		46	0		0		10		56
	Reinstatement		12	0		191	0		0		0		203
	Withdrawal		5	0		9	0		0		0		14
	Study at a location other than York			0		1	0		0		0		1
Stop-out	Education only		8	0		0	0				0		8
Waiver	Graduate Without Min. Req'd G.P.A.			0		11	0		0		0	1	12
	Request For Waiver Of Req. Withdrawal*			0		0	41	98	23		42	27	231
	Request For Waiver Of Req.Debarment			0		0	9		4		4	1	18
	Upgrade G.P.A. In Attempt To Graduate			0		0	16	56	1		0	5	78
	Waiver Of Degree Credit Exclusion Legislation			0		0	0		0		0		0
	Waiver Of General Education Requirement			0		1	9		30		0	2	42

		AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
	Waiver Of Honours Standing Regulations			0	2	2	61	119	9		0		193
	Waiver Of In-Faculty Requirement			0		5	5		13		0	1	24
	Waiver Of Major Requirement(s)			0		3	2		12		0	0	17
	Waiver Of Upper Level Course Requirements			0	1	1	0		0		0	3	5
	Other	75	22	1		7	1		0	20	0	1	127
Total	TOTAL	166	87	48	255	1363	810	1876	228	96	421	331	5681
Appeals		4	0	0	47	17	101	75	15	NA	7	58	324
Percentage of decisions appealed		2.41%	0.00%	0.00%	18.43%	2.10%	5.38%	4.00%	6.58%	NA	1.66%	17.52%	5.70%
*LA&PS required withdrawal and debarment numbers combined													

3. Annual Faculty-Level Academic Honesty Statistics, 2017-2018

SAC includes in its annual report statistics on Faculty considerations of charges of breaches of academic honesty. As in previous years, the majority of cases involved plagiarism and cheating. Most were resolved at the exploratory meeting stage. For 2017-2018, there were 610 reported cases of breaches of academic honesty (or about 1.1% of the total student body at York of 53,372 students), See Table 5 for details.

Science had a significant increase in cases and Lassonde a significant decrease. A factor in this variability is when a group or groups within one course are found to have cheated, each student is charged individually. The *Senate Policy on Academic Honesty* is under review and Faculties have requested that consideration be given to procedures governing group charges, as the policy currently requires that cases be dealt with individually.

There has been an increase in cases where students have used falsified documents to gain entrance to York University. As this is often only discovered months or years after their admission, this can result in expulsion or rescission of degree. This, unfortunately, appears to be occurring throughout the Canadian university system.

Table 5
ACADEMIC HONESTY CASES BY FACULTY
2011-2012 TO 2015-2016

Faculty	2013-2014 n=571	2014-2015 n=520	2015-2016 N=562	2016-2017 N=664	2017-2018 N=610
Arts, Media Performance & Design	39	12	13	3	9
Education	0	0	1	0	8
FES	11	8	12	9	8
Glendon	23	14	25	11	8
Graduate Studies	23	14	23	18	12
Health	43	35	52	72	23
Lassonde	23	21	19	111	36
LA&PS	254	297	284	276	257
Osgoode	2	3	7	6	5
Schulich	65	41	38	68	75
Science	88	75	90	90	169

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

4. Policies and Procedures

Preparatory to revision of petitions and appeals guidelines, SAC carried out a survey of the Faculties about the current guidelines. While a number of suggestions were made, many comments related to the *Senate Policy on Academic Honesty*, which is not addressed under the guidelines. It is increasingly apparent that policy needs review and this will be taken up later this year.

Faculties again note the increase in students petitioning on mental health disability grounds. The Committee has worked with Counselling and Disability Services (CDS) and in early 2018-19 a Q&A session was held for Faculty secretaries and committee members. CDS has indicated willingness to hold another session to help committees consider how human rights, equity, and disability intersect with petitions and academic honesty, what kind of evidence can be required/requested and how to weigh it.

5. Hail and Farewell

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to, the Senate Appeals Committee: Professors Natalie Coulter, Patrick Ingram and Aymen Karoui, and student members, Cory Lewis and Talha Tanweer.

A warm welcome is extended to new members: Professors Lykke de la Cour, Minas Spetsakis and Patricia Wait (who joined us in winter 2018) and students Ilia Azari, Emilio Bernardo-Ciddio and Talha Tanweer, back for a second term.

Natalie Coulter, Chair, 2017-2018
Simone Pisana, Chair, 2018-2019

The Senate of York University – Minutes

Meeting: Thursday, December 13, 2018, 3:00 pm
Senate Chamber, N940 Ross

F. van Breugel (Chair)
A. Macpherson (Vice-Chair)
M. Armstrong (Secretary)
J. Amanatides
G. Audette
T. Baumgartner
A. Belcastro
L. Bellissimo
E. Bernardo-Ciddio
M. Condon
A, Czekanski
W. Denton
R. Desai-Trilokekar
Y. Dina
H. Edgell
J. Etcheverry
B. Evans
L. Farley
I. Ferrara
N. Fisher-Stitt
L. Frew
L. Fromowitz
G. Georgopoulos
A. Glasbeek
J. Goldberg
J. Goodyer

R. Grinspun
R. Haché
D. Hastie
M. Herbert
A. Hovorka
L. Jacobs
I. Janiszewski
A. Karim
S. Karimi
M. Kazubowski-Houston
A. Kimakova
J. Kirchner
R. Lee
R. Lenton
T. Loebel
M. Macaulay
E. Mackinnon
J. Magee
L. Martin
J. Mayberry
C. McAulay
P. McDonald
J. McMurtry
A. Medovarski
K. Michasiw
J. Michaud
P. Millet

M. Morrow
D. Mutimer
P. Nguyen
J. O'Hagan
J. Patel
A. Perry
L. Phillips
S. Pisana
A. Pitt
C. Popovic
M. Rajabi Paak
A. Redding
I. Roberge
B. Ryder
M. Schweitzer
L. Sergio
A. Solis
B. Spotton Visano
P. Szeptycki
P. Tsaparis
R. Tsushima
R. Wellen
B. White
L. Wood
J. Wu
A. Zalik

1. Chair's Remarks

The Chair of Senate, Professor Franck van Breugel, welcomed Senators to the meeting. On behalf of Senate, the Chair thanked Senior Assistant Secretary Dr Robert Everett, retiring from the Secretariat after 31 years of service, for his decades of shepherding Senate's governance. The Chair highlighted his unwavering support for Chairs of Senate, Senate committees, Faculty Councils, and faculty and staff across all corners of the University, and noted that recording Senate's gratitude to Dr. Everett in a meeting of Senate is a fitting tribute.

2. Minutes of the Meeting of November 22, 2018

At the request of a Senator, the minutes were removed from the consent agenda. It was moved and seconded **"that Senate approve the minutes of the meeting of November 22, 2018."**

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It was moved and seconded that item 5a of the minutes, the Notice of Motion of the Statement of Policy on Free Speech under the Executive Committee Report, be amended by adding the following sentence:

> **Disappointment was reiterated by a Senator about the reflexive approach taken to select the student members of the working group, indicating that identifying students to participate on committees and working groups should be done through the democratically-elected student unions.**

Following discussion about the meaning of the term "reflexive" in this context, a friendly amendment was introduced to remove the word "reflexive" from the original amendment to the minutes.

On a vote, the motion to approve the amendment was *carried*. On a vote, the motion to approve the minutes was *carried*.

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

There were no inquiries and communications.

5. President's Items

Reflecting on the 2018 year, President Lenton acknowledged that it had been a challenging one and the holiday break provides a much-needed opportunity for members of the community to rest and recharge before resuming efforts to move York's vision forward in the New Year.

Following on from the Chair's remarks, President Lenton added her thanks and appreciation for Dr. Everett, highlighting that he is the embodiment of a great governance professional, which is manifested through his ability to bring together diverse points of view, his respect for collegial governance and his thoughtful advice. In recognition of Dr. Everett's service, President Lenton announced that the Senate Chamber will be renamed the Dr. Robert Everett Senate Chamber, thereby embodying his presence for years to come.

Having been invited by President Lenton to share remarks, Dr. Everett conveyed his gratitude and pride for having had the opportunity to be involved in the life of governance at York. Dr. Everett expressed his heartfelt appreciation for the renaming of the Senate Chamber in his honour, as well as his view that the name acknowledges not

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only himself, but also colleagues past and present who have contributed to governance at York.

Other comments made by President Lenton included the following:

- regarding the development of a pan-university internationalization strategy, the plans to distribute the call for expressions of interest to participate in the President's Council on Internationalization and Global Engagement in the New Year
- regarding public policy matters, an update on the COU-led sector-wide advocacy with the provincial government, focused on relationship building with government and mitigating possible budget cuts to universities
- the status of the pan-university budget consultations, which have helped to bring about a stronger shared understanding of the budget and have provided the administration with an opportunity to receive input from the community on budget priorities
- the ongoing discussions with the provincial government, Metrolinx, York Regional Transit, and GO Transit regarding their decision to cease public transit bus service to the Keele Campus
- the recent announcement of the appointment of Professor Lorne Sossin, Osgoode, to the Ontario Superior Court of Justice
- highlights from the Kudos Report, including the International Space Station experiment led by Professor Laurence Harris, Health, with Professors Michael Jenkin and Robert Allison, Lassonde, on how visual information creates the feeling of self-motion in weightlessness

A Senator noted the strong reaction of the Francophone community to the provincial government's cancellation of the planned French-language university and remarked that, if the university sector were to take a similar approach, it may mitigate the anticipated budget cuts to universities. In response, President Lenton expressed her admiration for the response of the Francophone community, but highlighted that the university sector is seeking a balance between aggressive advocacy and the power of persuasion. The sector has been working behind the scenes with partners who will convey messaging in support of universities.

Responding to questions, President Lenton provided information about the ongoing communications between York and representatives of the provincial government, Metrolinx, York Regional Transit and GO regarding their decision to cease public transit bus service to the Keele campus as of January 5, 2019. She affirmed that the administration is working diligently to restore transit service to the Keele campus and committed to participating in a meeting with student groups and public transit providers.

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Committee Reports

6. Executive Committee

a. Appointment of Interim Vice-Chair

It was moved, seconded and *carried* **"to appoint Professor David Mutimer, LA&PS, as Interim Vice-Chair of Senate from January 1 to June 30, 2019,"** for the duration of Vice-Chair Alison Macpherson's six-month sabbatical.

b. Statement of Policy on Free Speech

It was moved and seconded **"to approve the Statement of Policy on Free Speech."**

The Vice-Chair, Professor Alison Macpherson, introduced the Statement of Policy on Free Speech, which had been prepared to meet the provincial government's requirement that every publicly-assisted college and university develop and implement a free speech policy by January 1, 2019. The Free Speech Policy Working Group, chaired by Professor Lorne Sossin, Osgoode, was tasked with developing the Statement in a manner that was responsive to the government and the York community. The Vice-Chair indicated that the Statement was being brought forward for approval following Senate's discussion of the draft Statement at the November meeting. Feedback arising from the Senate deliberations and from the consultations that continued through to early December led to revisions being made to the Statement, with the specific changes outlined in Executive Committee's written report to Senate.

Having been invited by the Vice-Chair to share comments about the Statement, President Lenton indicated that the University is engaged in a two-step process: step 1 is to approve and post the Statement on York's website, and step 2 is to continue the agenda of work proposed by the Free Speech Policy Working Group. In view of York's existing policies that address free speech, the Working Group took the approach of drawing together the existing policies and consolidating them in the Statement. During the consultations, questions and recommendations about the underlying policies surfaced, but the Working Group did not have as part of its mandate the revision of existing policies. However, there is agreement and commitment to continue working on the forward-oriented recommendations of the Working Group through an expanded or new Working Group, which will include representation of student perspectives and equity-seeking groups.

Referencing the open letter from a group of Senators outlining concerns and requests regarding the Statement that had been circulated through the Senate-D listserv, President Lenton indicated that some of the requests in the letter were outside the purview of both Senate Executive and the President. President Lenton pointed to her response to the open letter, provided in the Senate agenda, in which she addressed the

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matters within her responsibility, including the activities proposed by the Working Group, and reviews of the Code of Student Rights and Responsibilities and the structure of the Office of the Ombudsperson. President Lenton highlighted that the review of the Code will include broad consultation with student groups such as the Student Representative Roundtable, YFS, YUGSA and others.

Senators exchanged a range of views and asked questions about the Statement. Included among them were:

1) the view that voting in favour of the Statement would constitute speech made under duress, in light of the threat of provincial funding being revoked for universities that fail to comply with the government directive;

2) pride in the Statement as prepared by the Working Group;

3) the role of Senate in academic policy, with disappointment expressed by some Senators about Senate Executive's position on its role and authority vis-à-vis academic matters;

4) the view that the Code of Student Rights and Responsibilities and the role of the Ombudsperson include academic matters within Senate's purview and those portions should be referred to Senate Executive to make a determination.

President Lenton reiterated her commitment to establish a collegial process for the reviews of the Code and the Ombudsperson role, but did not think it appropriate at this time to make a determination about whether or not revisions to those items would require Senate approval.

The Secretary of Senate clarified that the motion on the floor was the approval of the Statement of Policy on Free Speech and that the related policies listed in the Statement were not being decided upon at the meeting.

The Chair ruled in favour of a point of order regarding the rule that Senators may only speak once to a motion. The Chair accepted a motion to *call the question*.

On a vote, the motion was *carried*.

c. Information Items

The Executive Committee's information items included the following:

- with respect to the Committee's monitoring of the academic disruption, an update on the status of course completions and grades submissions from the FW 2017-2018 session

The Senate of York University – Minutes

7. Academic Policy, Planning and Research

a. Information Items

APPRC provided information on these items:

- efforts to revise the Principles and Procedures Governing Non-Degree Studies, centred on clarifying the governance process and enhancing oversight of non-degree programming
- consultations regarding the establishment of a new / "revisioned" faculty composed of Geography, the Faculty of Environmental Studies and other possible units
- the Committee's feedback on the Statement of Policy on Free Speech which had been shared with the Free Speech Policy Working Group
- update on plans for Markham Centre Campus following the announcement of the cancellation of provincial funding for the Campus
- the status of initiatives in progress under the Provost's purview, including the pan-university budget consultations, enrolment planning with Faculties for FW 2019-2020, the plans to develop an internationalization strategy, the complement renewal strategy, and the decanal searches underway

8. Other Business

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

F. van Breugel, Chair   _____

M. Armstrong, Secretary   _____

York University Board of Governors

Synopsis

457th Meeting held on 27 November 2018

Approvals

The Canada Research Chairs (CRC) Equity, Diversity and Inclusion Action Plan for York University in fulfillment of the CRC Secretariat requirement that institutions develop an Action Plan that addresses the under-representation of individuals from the four designated groups: women, persons with disabilities, Aboriginal Peoples and visible minorities.

Changes to the 2019-2020 mandatory Meal Plan rates as follows:

Mandatory Meal Plans	% Increase
Bronze	8
Silver	8
Gold	8
Platinum	8
Convenience	8

Increases to 2019-2020 undergraduate residence rates as follows:

- 3.85% for all double and single rooms in the traditional dormitory-style residences
- 3.50% for suite-style rooms in Calumet and Bethune Residences
- 3.00% for suite-style rooms in The Pond Road Residence

Increases to rental rates in the York Apartments for 2019-2020 as follows:

- 1.8% for all units with continuing leases
- 4.5% for units with new leases in Assiniboine and Atkinson Apartments (inclusive of 2.7% for capital fund generation in support of the general renewal of housing stock)
- 3.0% for units with new leases in Passy Garden Apartments (inclusive of 1.2% for capital fund generation in support of the general renewal of housing stock)

The introduction of a Smoking Policy, bringing together the requirements of the *Smoke-Free Ontario Act, 2017*, the *Cannabis Act, 2017*, and *Toronto Smoking By-law 709*, to address smoking on York's campuses.

York University Board of Governors

Synopsis

Presentations

From the President on York's strategic focus for 2018-2019, building on her October 2018 presentation to the Board to address the plans for aligning resources with and executing the key objectives for the year.

From the President, Provost & Vice-President Academic, and Vice-President Finance and Administration on the budget consultation.

From the President and Professor Lorne Sossin, Chair of the Free Speech Policy Working Group, on the Draft Statement of Policy on Free Speech.

Reports

Report on Cyclical Program Reviews from the APPRC-ASCPJoint Sub-Committee on Quality Assurance.

Brief reports from each of the Executive, Academic Resources, External Relations, 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: http://secretariat.info.yorku.ca/board-of-governors/meeting-agendas-and-synopses/.

Maureen Armstrong, Secretary

York University Board of Governors

Synopsis

Special Meeting held on 14 December 2018

A special meeting of the Board of Governors was held on Friday, 14 December 2018 to deal with a time-sensitive item of business.

The Board unanimously approved the **Statement of Policy on Free Speech**, effective 1 January 2019, satisfying the provincial government's requirement that every publicly-assisted college and university develop and implement a free speech policy.

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

For further information on the above item, contact the University Secretariat

Maureen Armstrong, Secretary

APPENDICES

Academic Standards, Curriculum & Pedagogy

**Major Modifications Proposal:
Cognitive Neuropsychology STREAM**
Psychology Department, Glendon College

1. **Program**: Psychology Department, Glendon College

2. **Degree Designation:** Honours Program (BSc/iBSc; BA/iBA).

3. **Type of modification:** Adding a stream of cognitive neuropsychology to our Honours Programs (BSc/iBSc; BA/iBA).

4. **Effective date:** September 2018

5. **General description of the proposed changes:**

We propose to add a stream of cognitive neuropsychology to our Honours Programs (BSc/iBSc; BA/iBA). Although this proposal is officially classified under the rubric of "major modifications," it is important to note that we are simply requesting that an already existing 'concentration' of courses now be characterized as a "stream". Indeed, our department has been successfully offering the "concentration" in Cognitive Neuropsychology for many years (under the coordination of Dr. Guy Proulx). See its description at http://www.glendon.yorku.ca/psychology/cognitive-neuropsychology (many parts of this   document are from this webpage.)

Like our current concentration, the proposed stream will be comprised of a structured set of courses with a focus on neuropsychology and will thus provide additional depth within our Honours Programs. It will require 15 credits plus a practicum (of 3 or 6 credits). Its required "specialized" courses will be:

*   GL/PSYC3670 3.00 *Psychobiology*,
*   GL/PSYC3530 6.00 *Human Neuropsychology*,
*   GL/PSYC 3550 3.00 *Psychological Testing and Measurement,*
*   GL/PSYC 3555 3.00 *Learning, Behaviour Modification and Behaviour Management*, and
*   GL/PSYC 4260 3.0/6.0 Applied Research Practicum.

The Applied Research Practicum will offer experiential opportunities such as hands-on testing experience in the Glendon Neuropsychology Lab and applied research practica in affiliated hospitals and community health-care centres. Practicum experiences in a clinical setting cultivate important practical proficiencies and opportunities to students, such as:

*   Conducting supervised assessments of clients in both official languages;
*   Participating in rehabilitation studies of individuals with cognitive impairments;
*   Handling clinical database inputs and analyses;

- Participating in weekly student seminar series and clinical rounds;
- Being eligible for available summer jobs following their practicum experience; and
- Participating in ongoing clinical research projects that may lead to 4th year undergraduate honours theses.

It is important to note that the proposed stream will be offered in both official languages — English and French. Most of the courses essential for completing this concentration have been offered in French over the years and we will continue doing so in the future. Most importantly, some of the available opportunities for completing the applied research practicum are in Francophone milieux such as *Les Centres d'Accueil Héritage. (You can see details about established partnerships in # 8 below)*

6.   Rationale for the proposed change.

Over the next four decades, the world's population aged 60 and over will more than triple. Due to this growth of the aging population, the need for knowledge in cognitive health, prevention and intervention has never been so paramount. The dawn of an aging world requires that we train our students to meet these demographic challenges. Our goal is to provide instruction in the development of innovative assessment and treatment approaches in both official languages in order to promote health for all Canadians.

The proposed stream will be bilingual and offered at the undergraduate level. It will provide practica opportunities in different health care institutions, including those serving the French community. It will complement and support the existing neuropsychology stream offered at the Graduate Level by the Psychology Department in the Faculty of Health.

Our already existing cognitive neuropsychology concentration has been popular; it has high enrolment and retention rates. So far, over 60 students have taken it. The profiles of some students who have completed it can be found at:
https://www.glendon.yorku.ca/psychology/students-stories/.

Establishing our current 'concentration' as a formally recognized 'stream' is an essential natural step at this time. Many students who have completed the requirements for the 'concentration' have expressed a desire to have this specialty reflected on their academic transcript. Changing our "concentration" into a formal "stream" would permit the   designation to appear on their diploma.

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

In reality, our program will not change. Like the cognitive neuropsychology concentration,   the stream fits into our department initiatives related to the Centre for Cognitive Heath (CCH) which supports knowledge development in neuropsychology

with a focus on cognitive aging. The Centre's three pillars include: applied research, student internships and outreach to the francophone community. The stream aligns with the current CCH endeavors and funding which in turn align with Glendon Bilingual faculty.

One of CCH's current projects is funded by The Centre for Aging and Brain Health Innovation (CABHI). CABHI is a co-ordination hub that strives to advance the public interest by supporting innovation in aging and brain health research and seniors' care. CABHI supports projects that develop interventions aimed at cultivating aging and brain health solutions and practices across a diverse range of settings and populations. CABHI publicly disseminates learning materials, tools, methodologies, and practices that are developed as a result of those projects. CABHI recently awarded $240K to Professors Proulx and Romero to create a course that will increase the level of knowledge of professionals specializing in neurological conditions and geriatrics in areas such as cognitive health and neurodegenerative diseases.
(See: https://research.info.yorku.ca/2017/11/glendon-researchers-awarded-funding-for-brain-health-education/). Given the barriers for Franco-Ontarians to access specialized services for cognitive impairment, improving the knowledge of community health care practitioners regarding identification and treatment of cognitive impairments will provide concrete, immediate benefits for Franco Ontarians. The neuropsychology credit course will be delivered by the department's Centre for Cognitive Health (CCH) of which Professor Proulx is the director. This project was featured on November 28, 2017 Glendon News.

The current provincial dementia strategy crafted by the Ontario Ministry of Health and Long-Term Care calls for integration between different levels of the health-care system including specialist care, dementia and memory clinics, primary care providers, and in-community supports. The CCH is developing a full-time specialized memory clinic to serve as a hub for the GTA's French language dementia care needs. There are now over 2000 cases of dementia among Francophones spread across the GTA and hundreds more expected over the next few years. The CCH's defining features are (1) applied research, (2) student internships and (3) outreach to the francophone community. Undergraduate and graduate students specializing in neuropsychology are already involved in hospitals around the GTA under the supervision of Professor Proulx. This places the CCH in an ideal position to integrate and consolidate the cognitive and mental health outreach services in French that the province is striving to provide. The memory clinic will serve the ministry's needs and raise the profile of both Glendon and the CCH. Indeed, our bilingual stream is an essential component of our CCH. It engages students in knowledge acquisition and dissemination on aging, cognitive disorders and their respective care management needs. The research in which students are engaged addresses: (1) optimal, normal and dysfunctional cognitive aging; (2) development and validation of neuropsychological tools for the senior population; (3) development of clinical assessment and intervention tools for patients suffering from cognitive impairment. Based on its bilingual mission, special attention is given to the aging Franco Ontarian population.

The courses required for our Cognitive Neuropsychology Stream provide high quality training in both official languages. They prepare students to tackle the public health issues facing society today. Students from our department contribute to and benefit from the close affiliation to Health Care Centres (Baycrest, Sunnybrook, Pavillon Omer Deslauriers at Bendale Acres Nursing Home and Sick Kids Hospital). At these sites various practica and summer employment opportunities are reserved for our students.

Without well trained undergraduate students the CCH would not be viable. The employability of bilingual and French-speaking graduates correlates directly with the Government of Ontario's commitment to a stronger Franco-Ontarian community. In particular a key priority for the Office of Francophone Affairs is to work with ministries to improve and develop French language services for the Franco-Ontarian community with a primary focus on areas such as health care, including diagnosis of age-related cognitive declines. When trained through our stream, Glendon students will play a leadership role in the provision of these services beyond the University. Upon graduation, they will have the skills and training necessary to support the Province and the Franco-Ontarian community in mutually addressing their healthcare goals. These initiatives also align with the experiential learning plan of York University.

A bilingual stream in cognitive neuropsychology with a focus on aging directly aligns with the York Academic Plan. Experience at various Health Care institutions not only provides Glendon students with an exceptional experiential learning opportunity, but also enables them to support the needs of the aging population in a manner that can only be accomplished through increased partnerships. The expanded role of well-trained students results in the provision of support to a growing segment of memory-impaired members of the Toronto community. This partnership also offers the health care community an example of creative and effective collaboration in French and in English.

Here are some ways in which our Stream aligns with the York University Academic Plan:

> A. Because aging is a globalized universal issue, students will engage in a global issue that faces our communities. They will develop and contribute to solutions to those issues through research and direct involvement in applied settings. The demand for understanding and serving the aging population is constantly increasing and as such this exercise is unquestionably sustainable. One of its main aims is to connect the academic knowledge on aging to the local community (aging individuals and their caregivers) and, in turn, to the overall aging population.

> B. The stream will contribute to the advancement of partnership locally and regionally – partnerships that can easily have a global impact on all aging individuals. For example, through our CCH, the stream will be affiliated with the Réseau de la recherche appliquée sur la santé des francophones de l'Ontario (Network for Applied Research on the Health of Francophones in Ontario).

C. Our stream will contribute to the reduction of systemic and structural discrimination against older individuals and will advance the care system needed to serve them. It will contribute to the promotion of access and equity for individuals of all ages.

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

Our program's courses and their associated learning outcomes will not change. The proposed Cognitive Neuropsychology stream represent a formal/official version of our already existing Cognitive Neuropsychology concentration. A summary of the courses in our program along with the learning objectives and outcomes is presented in Appendix A.

A key component of the cognitive neuropsychology stream will be the Applied Research Practicum Course (Psyc 4260 3.0/6.0), an existing course for Psychology students, which provides one of the vehicles for engaging our students in experiential education. Honours students who have successfully completed the course prerequisites have the opportunity to apply their laboratory training in various hospital and community health-care settings. Here, they conduct neuropsychological assessments and deliver cognitive rehabilitation interventions under the supervision of a clinical neuropsychologist. Students gain a more profound understanding of cognitive neuropsychology through the additional exposure, knowledge and skills they acquire in their practicum placements. Students may choose between a 3.00 credit or a 6.00 credit practicum. These practicum experiences provide the following advantages:

- Students conduct supervised assessments of clients in both official languages.
- Students participate in rehabilitation studies of individuals with cognitive impairments.
- Students learn about clinical database input and analysis.
- Students participate in weekly student seminar series and clinical rounds.
- Summer jobs become available to some students following their practicum experience.
- Participation in ongoing clinical research projects may lead to 4th year undergraduate honours theses.

Through a longstanding relationship between the Psychology Department and Baycrest, a number of Glendon Psychology majors have assumed internships there and at Sunnybrook. Other internships have been established at "Les Centres

d'Accueil Héritage" and "Le Centre francophone de Toronto".

The Centre For Cognitive Health has relationships of one kind or another with the following partners:

<u>Government</u>
Ontario Ministry of Health and Long-Term Care
Ontario Ministry of Community and Social Services
Ontario Office of Francophone Affairs
Canadian Heritage

<u>Local Health Integration Networks (LHINs)</u>
Toronto Central LHIN
Mississauga Halton LHIN
Central LHIN
Central West LHIN

<u>French Language Health Planning Entities</u>
Reflet Salvéo: planning entity for French language health services in Toronto Central,
Central West, and Mississauga Halton
Entité de planification pour les services de santé en français du centre sud-ouest

<u>Hospitals and Community Health Centres</u>
Sunnybrook Health Sciences Centre
Baycrest Centre
Pavillon Omer Deslaurier
Les Centres d'Accueil Héritage
Psychology departement at Glendon College
Réseau de recherche appliquée sur la santé des francophones de l'Ontario (RRASFO)
Population Health Improvement Research Network (PHIRN)

<u>Civil Society</u>
Association des communautés francophones de l'Ontario à Toronto (ACFO-Toronto)
Fédération des aînés et retraités francophones de l'Ontario (FARFO)
Assemblée de la Francophonie de l'Ontario (AFO)

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

Numerous consultations have occurred. First, our department listened to many students who expressed the desire to have an official recognition of their specialty on their academic record. Second, we submitted a "notice of intent" to propose this stream. It was reviewed by Dr. Ipperciel (Glendon Principal) and Dr. Roberge (Glendon academic vice-principal) and by Dr. Pitt, Vice-Provost Academic. Authorization to develop this proposal was granted by Dr. Pitt in October 2017.

In addition, Dr. Connoly (Director, Psychology Undergraduate Program, Faculty of Health) and Dr. Goldberg (Department chair, Psychology, Faculty of Health) at York University have been consulted.

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

There are no changes to the program's admission requirements. Students who wish to apply for the stream designation must complete the 4 year Honours degree (120 credits).

Students typically apply to the 4 year honours program during their 3rd year by filling out an application form available on our website. Proposed course selections must be approved by the department. A minimum grade of C+ is required in the following core courses of our department: Introduction to Experimental Psychology (GL/PSYC 2520 3.00), Intermediate Experimental Psychology (GL/PSYC 3525 3.00), Statistics I (GL/PSYC 2530 3.00), and Statistics II (GL/PSYC 2531 3.00). Students who wish to apply for the Cognitive Neuropsychology Stream designation will have to declare their intention to the chairperson at the time of their application to 4th year.

The Cognitive Neuropsychology stream will be part of the Honours BSc/iBSc; BA/iBA in Psychology. Students wishing to claim the Cognitive Neuropsychology Stream must take the following courses in addition to (and/or as part of) those required for the Honours degree:

GL/PSYC 3670 3.00 Psychobiology
This course reviews the biological bases of behaviour, including elements of neuroanatomy, psycho-physiology, psycho-pharmacology and neuropsychology. Prerequisite: GL/PSYC 2510 6.00 or equivalent.

GL/PSYC 3530 6.00 Human Neuropsychology
Human Neuropsychology is concerned with the behavioural expression of brain

dysfunction. This course reviews the major neuropsychological disorders associated with brain dysfunction and the mechanisms underlying these deficits. Recovery and advances in assessment, diagnosis, and treatment are also discussed. Prerequisite: GL/PSYC 2510 6.00, GL/PSYC 2520 3.00 and GL/PSYC 3670 3.00.

GL/PSYC 3550 3.00 Psychological Testing and Measurement
Theoretical and practical aspects of testing and measurement are treated. Particular attention is given to the principles and problems of measurement in the areas of personality, psychopathology and various cognitive disorders. In the Neuropsychological Assessment Laboratory, students become familiar with an array of neuropsychological testing instruments, and have the opportunity to conduct assessments with fellow students. Prerequisites: GL/PSYC 2510 6.00 and GL/PSYC 2530 3.00 or equivalents.

GL/PSYC 3555 3.00 Learning, Behaviour Modification, and Behaviour Management
This course examines fundamentals in learning and behaviour modification, with an emphasis on the application of behavioural principles in a clinical setting. Topics include classical and operant conditioning, reinforcement stimulus and environmental control, self-monitoring, and behavioural intervention geared to people who suffer from various cognitive disorders. Prerequisite: GL/PSYC 2510 6.00, GL/PSYC 2520 3.00 and GL/PSYC 2530 3.00.

GL PSYC 4260 3.0/6.0 Applied Research Practicum
This course provides students with the opportunity to conduct "hands-on" practical research. Students will be engaged in thinking about, designing, executing, analyzing, and interpreting the results of research projects carried out in clinical settings. Prerequisites: GL/PSYC 2520 3.0, GL/PSYC 2530 3.0 or equivalents and permission of the department.

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

No new resources are necessary for creating this stream.

12.   Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

The mode of delivery of the program will not change. The recognition for completing the stream will appear on the academic transcript and on the degree parchment.

13.   Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

The assessment of teaching and learning within the program will not change.

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

All students who complete the stream requirements and will graduate after its implementation date will have the opportunity to claim the designation on their degree. A request will need to be made to the Psychology Chairperson at the time of the application for the 4th year Honours degree.

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

We need to add a few sentences in the mini-calendar about when the designation of the "stream" must be 'claimed.

APPENDIX A

GLENDON PSYCHOLOGY DEPARTMENT

COURSES, LEARNING OBJECTIVES AND OUTCOMES

Glendon Psychology

REQUIRED COURSES (offered in English and French):

GL/PSYC 2510 6.00 Introduction to Psychology
GL/PSYC 2520 3.00 Introduction to Experimental Psychology
GL/PSYC 2530 3.00 Statistics I
GL/PSYC 2531 3.00 Statistics II
GL/PSYC 3525 3.00 Intermediate Experimental Psychology
GL/PSYC 4230 3.00 Senior Seminar
GL/MODR 1711 6.00, GL/MODR 1716 6.00 or GL/MODR 2640 6.00
GL/PSYC 4240 3.00* (EN only) Advanced Experimental Design
GL/PSYC 4000 6.00* Honours Thesis

* for Specialized Honours Program

ELECTIVE COURSES (non-exhaustive list)

GL/PSYC 3220 3.00 (EN) Personality / (FR) Introduction à la personnalité
GL/PSYC 3230 3.00 (EN) Introduction to Abnormal Psychology / (FR) Introduction à la
   psychologie anormale
GL/PSYC 3240 3.00 (EN) The Psychology of Anomalous Experience

GL/PSYC 3300 3.00 (EN) Introduction to Development: Infancy and Childhood / (FR) Introduction au développement de l'enfant

GL/PSYC 3310 3.00 (EN) Introduction to Development: Adolescence, Adulthood and Aging / (FR) La psychologie du développement: adolescence, âge adulte et âge d'or

GL/PSYC 3350 3.00 (EN) Educational Psychology / (FR) La psychologie de l'éducation

GL/PSYC 3370 3.00 (EN) Cognition

GL/PSYC 3380 3.00 (EN) Motivation

GL/PSYC 3390 3.00 (EN) Memory / (FR) La mémoire

GL/PSYC 3400 3.00 (FR) L'apprentissage et la modification du comportement

GL/PSYC 3510 3.00 (EN) Disturbances in Development / (FR) Le développement anormal

GL/PSYC 3530 6.00 (EN) Human Neuropsychology

GL/PYSC 3550 3.00 (EN) Psychological Testing and Measurement

GL/PSYC 3555 3.00 (EN) Learning, Behaviour Modifications, and Behaviour

GL/PSYC 3560 3.00 (FR) Introduction à la psychologie du comportement social

GL/PSYC 3570 6.00 (EN) The Psychology and Pedagogy of Children and Adolescents with Behavioural Disorders

GL/PSYC/SOSC 3600 3.00 (EN) Psychology and Law

GL/PSYC/NATS 3635 3.00 (EN) Health Psychology / (FR) La psychologie de la santé

GL/PSYC/NATS/LIN 3640 3.00 (EN) Psychological Studies of Language / (FR) La psycholinguistique

GL/PSYC/NATS 3650 3.00 (FR) Histoire de la psychologie expérimentale

GL/PSYC/ILST 3660 3.00 (EN) Introduction to Social Psychology

GL/PSYC/ILST 3662 3.00 (EN) Interpersonal and Intergroup Processes

GL/PSYC/NATS 3670 3.00 (EN) Psychobiology (FR) Psychobiologie

GL/PSYC/NATS 3675 3.00 (EN) Humans as Primates / (FR) L'humain comme espèce primate

GL/PSYC/NATS 3680 3.00 (EN) Evolution of Behaviour in Animals / (FR) L'évolution du comportement chez les animaux

GL/PSYC/NATS 3690 3.00 (EN) Perception

GL/PSYC 4100 3.00/6.00 (EN) Individual Studies / (FR) Travail Individuel

GL/PSYC 4250 3.00 (EN) Theories and Techniques of Counselling

GL/PSYC 4260 3.00/6.00 (EN) Applied Research Practicum

GL/PSYC 4270 3.0 (EN) Rehabilitation Psychology

GL/PSYC 4510 3.0 (EN) Advanced Seminar in Developmental Psychology

Cognitive Neuropsychology Concentration (that will become a STREAM)

GL/PSYC 3670 3.00 (EN) Psychobiology (FR) Psychobiologie
GL/PSYC 3530 6.00 (EN) Human Neuropsychology
GL/PSYC/NATS 3635 3.00 (EN) Health Psychology / (FR) La psychologie de la santé
GL/PSYC 3550 3.00 (EN) Psychological Testing and Measurement
GL/PSYC 3555 3.00 (EN) Learning, Behaviour Modification, and Behaviour Management (FR)
GL/PSYC 4260 3.00/6.00 (EN/FR) Applied Research Practicum

Learning Objectives

Detailed objectives are listed below along with the courses (from a subset of required and recommended courses) that cultivate these objectives. The remaining recommended courses, especially those in the Neuropsychology concentration are strong complements to the study of cognitive aging, diagnosis of deficits, and the attendant interventions.

LEARNING OUTCOMES	Specific Details	GL/PSYC 2510	GL/MODR 17xx	GL/PSYC 2530	GL/PSYC 2520	GL/PSYC 3525	GL/PSYC 4230	GL/PSYC 4000	GL/PSYC 4240	Elective GL/PSYC 3XXX	Elective GL/PSYC 4XXX
1. Depth and Breadth of Knowledge	Graduates will demonstrate familiarity with the major concepts, theoretical perspectives and empirical findings in the field of psychology. All graduates will be able to:										
	• State the goals, methods of knowing, areas of study, and assumptions that characterize the field of psychology.	x									
	• Identify the various psychological schools of thought, and compare and contrast them.	x					x				
	• Articulate the influence of psychological, biological and sociocultural factors on behaviour and mental processes.	x					x				
	• Demonstrate a broad intellectual foundation in two or more principal areas within psychology, including the history, principles and research methodology used.	x					x				
	• Apply psychological knowledge at an individual and societal level to their own experience, thereby, enhancing their understanding of human behavior and effective functioning.	x								3240 3560 3660 3635	
	In addition to the above, an Honours level student will:										
	• Demonstrate in-depth knowledge of the current state of two or more principal areas of psychology though participation in advanced seminars or independent studies.	x					x				4260
	• Participate in the design, implementation, analysis and interpretation of an empirical project which answers a current psychological question.				x	x			x		4260
2. Knowledge of Methodologies	Graduates will understand the basic characteristics of the science of psychology and will be able to apply basic research methods in psychology,										

including research design, data analysis, and interpretation: • Students will explain different research methods used by psychologists.	x		x	x					
• Describe how various research designs address different types of questions and hypotheses	x		x	x				Methods that are unique to various subareas are further explored in specific 3rd and 4th year electives	
• Articulate strengths and limitations of various research designs	x		x	x					
• Distinguish the nature of designs that permit causal inferences from those that do not		x	x	x					
• Students will design and conduct simple studies which address a psychological question using an appropriate hypothesis and research design.			x	x					
•Evaluate the conclusions derived from psychological research, including									
•Conducting and interpreting basic statistical results									
• Describing effect sizes and confidence intervals			x	x					
• Assessing the validity of conclusions reported in research reports.			x	x					
• Students will demonstrate that they understand relevant ethical issues, including a general understanding of the APA Code of Ethics.			x	x					
•Students will demonstrate an appreciation of the limitations in generalizing research conclusions due to the parameters of specific research methods, the role of individual differences and sociocultural contexts.		x	x	x					
In addition to the above, Honours students will: • Describe, categorize, and critique methodologies currently in use in one or more areas in which they have advanced subject knowledge.			x	x	x	x	x		
• Students will collect, analyze, report and interpret data using appropriate statistical strategies to address a specific research question.			x	x	x	x	x		
• Demonstrate that they understand and can follow the APA Code of Ethics regarding the treatment of research participants			x	x	x	x	x		

3. Level of Application of Knowledge	Graduates will understand and be able to apply psychological principles to personal, social and organizational issues. All students will: • Identify how the concepts, theories and research methods of psychological science are applied to solve problems encountered in everyday life for example:				x	x	x			
	• the origin and treatment of abnormal behaviour								3230	4510
	• psychological-based interventions in clinical, educational, industrial-organizational, and other settings.								3230 3350 3662	
	• psychology as it relates to legal settings								3600	
	• Discuss how psychological principles can explain a social issue, and how research findings can inform public policy and strengthen the community.								All	
	Honours students will, in addition to the above, be able to:									
	• Apply their core knowledge and skills to primary source material in advanced seminar and independent studies experiences.				x	x	x			4260
	•Recognize ill- and well-defined problems and articulate problems clearly.				x	x	x			
	• Critically evaluate the research conducted by others.				x	x	x			
	• Demonstrate an ability to formulate a researchable topic and testable hypothesis.				x	x	x			4260
	• Demonstrate an ability to find a novel question and design a program of study including data collection and/or review of primary research findings to answer it.				x	x	x			4260
	Honours students, who have successfully completed the course prerequisites for the cognitive neuroscience concentration have the opportunity to complete an Applied Research Practicum (PSYC 4260) where they will apply their knowledge of neuropsychological assessment and cognitive rehabilitation interventions in a clinical setting: Students will be able to:									
	• Conduct supervised assessments of clients in both official languages				x		x		3550	4260
	• Participate in rehabilitation studies of individuals with cognitive impairments.				x		x		3555	4270
	• Learn about clinical database input and analysis.				x		x			4260

4. Communication Skills	A graduate of the program will be able to locate, understand and coherently communicate psychological information to a variety of audiences using appropriate information and communication technology. Students will:											
	• Use information technology ethically and responsibly, using appropriate etiquette when communicating through e-mail.				x							
	• Locate information from a variety of traditional and electronic sources and to evaluate the validity of the source.				x							
	• Use effective writing skills in a variety of forms (essays, laboratory reports, note taking) and for a variety of purposes (informing, explaining, arguing and defending)		x		x							
	• Demonstrate the use of effective oral communication skills in a variety of forms (group discussion, debate, audio-visual presentation) and for a variety of purposes (informing, explaining, arguing and defending)				x						Most	
	• Demonstrate the consistent use of professional writing conventions (correct grammar, APA style) which are appropriate for the purpose and context.				x						Most	
	•Use appropriate terminology and notation when preparing and presenting information				x							
	Honours students will be able to do the above, and in addition:											
	• Present ideas, arguments and analyses in a well-structured and coherent form, making good use of appropriate communication formats including figures and tables.				x	x	x					
	• Accurately organize and synthesize a corpus of psychological knowledge for a range of audiences				x	x	x					
	• Present an informative oral presentation which uses clear, concise culturally sensitive language and appropriate delivery techniques (maintain eye contact, avoiding distracting mannerisms, stick to time limits, etc.).				x	x	x					
	• Demonstrate appropriate writing conventions and use APA style effectively in empirically-based reports, literature reviews and theoretical papers.				x	x	x					
5. Awareness of Limits of Knowledge	Graduates will appreciate that understanding human behaviour is a complex and, at times situational-specific problem, with many inter-linked variables to be considered. They will appreciate that psychology is a dynamic field of study, where											

		C1	C2	C3	C4	C5	C6			Most	
	knowledge is continually accumulating and that current findings may appear to be inconsistent or even contradictory. Graduates will be able to:										
	• Evaluate new information and incorporate it into their current knowledge.	x								Most	
	• Use appropriate skills to maintain and enhance their knowledge of psychology, and evaluate the reliability and validity of sources of information.		x		x					Most	
	• Be aware of the limits of current knowledge when analyzing, evaluating, interpreting and disseminating information.				x					Most	
	In addition, Honours students will:										
	• Evaluate contradictory statements, and demonstrate strategies to attempt to resolve them.				x	x	x			Most	
	• Seek alternative explanations for psychological phenomena.				x	x	x			Most	
	• Identify areas for personal and professional development to enhance their ability to apply their acquired psychological knowledge.					x	x			Most	
6. Autonomy and Professional Capacity	Graduates will have developed insight into their own and other's behaviour and thought processes. They will have developed an understanding of the importance of the skills needed to be life-long learners and will appreciate how these skills may benefit themselves and society as the nature of the workplace evolves over their career. They will pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. Graduates will be able to:										
	• Think independently and set appropriate goals in personal and professional situations.		x		x						
	• Apply psychological principles to promote personal development.				x					Most	
	• Demonstrate an understanding of behaviour that is consistent with the ideals of integrity, social responsibility, and social justice.				x					Most	
	• Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both.		x	x	x					Most	
	Honours graduates will				x	x	x				

	• Self-assess performance quality accurately and enact self-management strategies that maximize healthy outcomes.			x	x	x				
	• Have developed strategies to maintain and enhance their knowledge of aspects of psychology related to their career or personal life. • Have developed the ability to evaluate new information in the field of psychology.	x								
	Specialized Honours graduates will have additional opportunities to further develop the preceding learning outcomes (especially 1, 2, 5, & 6) by means of: (1) a supervised honours thesis course (GL/PSYC 4000 6.00) in which the student will acquire additional research skills through designing, executing, analyzing, interpreting and writing up a specific research project, and (2) an additional experimental design course (GL/PSYC 4240 3.00 Advanced Experimental Design) which further hones students' statistical and methodological skills.	x	x	x	x	x	x	x	x	4260

13-Point Letter Grade Scheme (approved in principle)

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

Graduate Studies Grade Scheme (approved in principle)

Letter Grade	Percent Range*
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

Osgoode Grade Scheme (approved in principle)

Grade	Descriptor
A+	Excellent
A	
B+	Good
B	
C+	Acceptable
C	
D+	Marginal
D	
F	Fail
AL	Allowed

York University Common Grading Scheme for Undergraduate Faculties

Existing Policy
(Approved by Senate 22 May 1980)

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

A+ 9: Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

A. 8: Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+ 7: Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

B. 6: Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+ 5: Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C. 4: Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+ 3: Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D. 2: Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E. 1: Marginally Failing

F. 0: Failing

Progression Requirements to Maintain Honours Standing

Approved by Senate December 15, 2005

Senate approved an amendment to Honours standing requirements such that students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in an Honours program, on warning, provided that they meet the minimum CGPA requirements as set out below:

Year Level	Credit Range	CGPA Requirements
Year 1	0 to 23	4.00
Year 2	24 to 53	4.25
Year 3	54 to 83	4.80
Year 4	84	5.00

This amendment does not apply to the B.Ed. degree programs offered by the Faculty of Education, the LL.B degree program of Osgoode Hall Law School, the BBA and iBBA degree programs of Schulich School of Business, and the BScN, BAS and BHRM degree programs offered by Atkinson Faculty of Liberal and Professional Studies.

Effective date April 3, 2006.

Notes:
1) *This legislation does not impact Major GPA requirements.*
2) *Faculty to Faculty transfers into honours programs will occur according to the new CGPA requirements.*

Honours Progression: Bachelor of Engineering

Approved by Senate September 25, 2014

Students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in a Bachelor of Engineering (BEng) program, on warning, provided that they meet the minimum CGPA requirements as set out below:

Year Level	Credit Range	CGPA Requirements
Year 1	0 to 35	4.00
Year 2	36 to 71	4.25
Year 3	72 to 107	4.80
Year 4	108	5.00

Effective date September 25, 2014.