York University Senate

Notice of Meeting

Thursday, February 28, 2019, 3:00 pm
Dr Robert Everett Senate Chamber, N940 Ross Building

AGENDA

Page

York University Senate

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.

Appendices

Executive Committee

Academic Policy, Planning & Research Committee

York University Senate

Academic Standards, Curriculum & Pedagogy

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

PRESIDENT'S KUDOS REPORT

School of the Arts, Media, Performance & Design alumna Wendy Lu, a hard-of-hearing designer and multimedia artist, was been chosen as the first artist to have her work displayed at the Ralph Thornton Saulter Street Stairwell Gallery in 2019.

Faculty of Environmental Studies alumna Charmaine Lurch (MES '15) was awarded a Chalmers Arts Fellowship from the Ontario Arts Council. The grant, which is valued at $48,500, supports professional artists' investigations of their own artistic process.
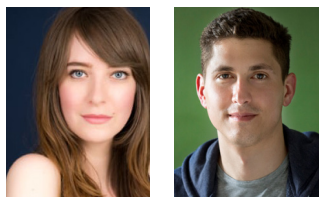
School of the Arts, Media, Performance & Design MFA students Madeleine Sims-Fewer and Dusty Mancinelli won the Grand Jury Prize in the Narrative Shorts category for their short film "Woman in Stall" at the 25th Slamdance Film Festival.

Two researchers in the Faculty of Education have been awarded Social Sciences & Humanities Research Council (SSHRC) Insight Grants:

- Professor Lisa Farley received $60,734 to further her research for "A Multi-Site Study on Teacher Conceptualizations of Childhood: Memories, Artefacts, and Cultural Trope";
- and Lana Parker, a member with the Institute for Research & Digital Learning (IRDL) has received $47,846 for her investigation of "What is the Role of Literacy Education in a PostTruth Era?" [not pictured].

York alumnus Gord Ash (BA '75) was announced as one of the 2019 Canadian Baseball Hall of Fame inductees in recognition of his longtime leadership and his contributions to the sport.

Team Schulich placed second overall in the 2019 MBA Games, and won first place in the Spirit category in recognition of their hard work, inclusiveness, and positivity. The MBA Games, an annual competition for business school students from across Canada, feature 19 other Canadian business schools and 13 different competitive events.

Two York film students have been nominated for Canadian Screen Awards. The nominees are:

- Elisa Paloschi (MFA '20)) [pictured] for "Driving with Selvi" - Best Direction in a Documentary and the Donald Brittain Award
- Lisa Jackson (MFA '16) for
  - "Biidaaban: First Light VR") [pictured] - Best Immersive Experience in the Fiction category and "1491" - Best History or Documentary Series.

Faculty of Liberal Arts and Professional Studies student and athlete Daniel Gogarty officially signed with York 9 Football Club, a professional soccer club, and will play in the inaugural Canadian Premier League season on York University's Alumni Field.

Lassonde alumnus Nima Shahbazi (PhD '18) is a member of the computer science team that won the $1 million Zillow Competition Prize for improving the Zestimate home valuation algorithm. Dr. Shahbazi's team beat more than 3800 teams from 91 countries and improved on the benchmark model by more than 13 percent.
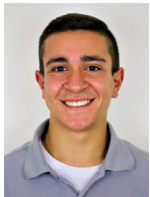
Schulich student and LaunchYU-supported entrepreneur Giancarlo Sessa (BBA '19) was featured on BNN Bloomberg to showcase his innovative startup, Blade Filters, which aims to create reusable, sustainable, and cost-effective carbon air filters.

Faculty of Health professor Ruth Rodney was awarded a $20,000 grant from the Canadian Institutes of Health Research to fund her research on gender-based violence in Guyana. Rodney's research is part of a collaborative project with a team at the Centre for Addiction and Mental Health; she serves as the team leader for the qualitative research component.

A team of students from Osgoode Hall Law School won first place in the Americas round of the Price International Media Law Moot, as well as honours for Best Memorial (runner-up) and Best Oralist – Matt McLean (runner-up). Members of the team include students Alana Robert, James Shields, Matthew McLean, John Justin, and Bailey Fox, and coaches Professor Jamie Cameron and Professor Bruce Ryder. In April, the team will travel to Oxford University to compete in the international round.

Mechanical Engineering professor Pouya Rezai was awarded an Ontario Ministry of Agriculture, Food & Rural Affairs (OMAFRA) grant and a Natural Sciences & Engineering Research Council of Canada (NSERC) grant, together totalling $175K in support of his environmental contamination monitoring research & biotechnology prototype development. A portion of the grants will go toward funding multiple graduate and undergraduate students at the Lassonde School of Engineering to assist with the proposed research.

Social Science professor Nga Dao was the only Canadian chosen for an international project studying river deltas in South & Southeast Asia. Dao will lead the team's efforts to create sustainable impact through gender-sensitive learning and knowledge co-creation.

Chemistry professor and Tier 2 Canada Research Chair Christopher Caputo received the prestigious Polanyi Prize in Chemistry for his groundbreaking work on removing precious metals from manufacturing processes.
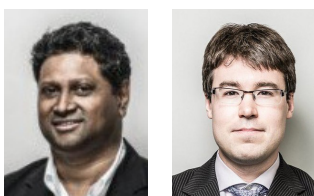
Three Lassonde professors were chosen for the Canadian Space Agency's new program, Flights and Fieldwork for the Advancement of Science and Technology, which supports the development of space science and technologies in Canadian post-secondary institutions. The recipients, who will receive a total of $600K in funding, are:

- Professor Sunil Bisnath - "Reflected Global Navigation Satellite System Signals"
- Professor John Moores - "Mars Atmospheric Panoramic Camera and Laser Experiment"
- Professor Gordon Shepherd - "In-flight Assessment of the Spatial Heterodyne Spectroscopy Instrument"

Cinema and Media Arts professor Ali Kazimi was named a winner of the 2019 Governor General's Awards in Visual and Media Arts for his distinguished body of work as a documentary filmmaker and media artist. The awards ceremony will be held in March and will be followed by a public viewing of an exhibition of the winners' works.

York Lions sports medicine and sports injury clinic manager Andrea Prieur has been named Team Canada's chief therapist for the 2019 International University Sports Federation Summer Games. This is the third time Prieur will serve as chief therapist for Team Canada's athletes at the FISU Summer Games.

Six Faculty of Liberal Arts and Professional Studies professors received awards for teaching and research during an annual award ceremony. The recipients are:

- Dean's Award for Excellence in Teaching
  - Patrice Allen - History PhD Candidate - Teaching Assistant category
  - Dagmara Woronko - Social Science and Communication Studies - Contract Faculty category
  - Professor Carolyn Podruchny - History - Tenured Faculty category
  - Professor Chris Robinson - Administrative Studies - honourable mention, Tenured Faculty category
- LA&PS Awards for Distinction in Research, Creativity or Scholarship
  - Professor Jennifer Korosi - Geography - Emerging Researcher category
  - Professor Miriam Smith - Social Science - Established Researcher category

Biology professor Carol Bucking received the 2019 Robert G. Boutilier New Investigator Award from the Canadian Society of Zoologists for her outstanding contributions to the field. Bucking studies environmental influences on fish species' digestive physiology.

York alumnus Paul Nguyen (BA '04) won a 2018 Canada's Volunteer Award in the Ontario Community Leader category for his website Jane-Finch.com, which seeks to promote community uplift and advance awareness of systematic barriers and socio-economic challenges for local youth.

York University celebrated its green heroes during the annual President's Sustainability Leadership Awards reception. The recipients were:

- Adam Lake, an undergraduate student and sustainability advocate;
- leading Canadian authority on co-operatives, fair trade and sustainability Professor Darryl Reed, the et al. co-op, and Green Campus Co-op;
- Campus Services & Business Operations Energy Management Team (Brad Cochrane, Gary Gazo, Steve Prince and Bogdan Strafalogea), who successfully applied for $14.5 million in grant funding to support energy conservation projects at York.

Two Faculty of Health PhD candidates received provincial research awards at the Ontario Exercise Physiology Conference:

- Catherine Bellissimo won the top OEP 2019 Student Award, which recognizes outstanding research conducted by a graduate student within the field of exercise physiology.
- Patrick Turnbull won the American Journal of Physiology Cell Award, which recognizes outstanding research by a student in the field of cell and molecular physiology. Turnbull has also received a travel award from the American Society of Biochemistry & Molecular Biology to present his research at the international Experimental Biology meeting in Orlando, Florida this April.

APPOINTMENTS

School of Arts, Media, Performance and Design alumna Santee Smith (MA '04) was appointed Chancellor of McMaster University.
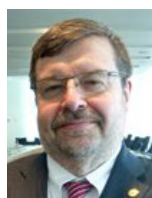
Robert Haché, York University's Vice President of Research and Innovation, has been selected to become Laurentian University's 11th president and vice-chancellor.

Faculty of Environmental Studies alumnus Pino Di Mascio (MES '95) was appointed Director of Planning at Sidewalk Labs, an urban innovation organization focused on city-building and digital infrastructure.

Chris Russel has been appointed as York University's inaugural Chief Information Security Officer.

Executive Committee – Report to Senate

At its meeting of February 28, 2019

FOR ACTION

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

Having provided notice of the motion in January, Senate Executive recommends:

> That Senate approve without amendment the establishment of a *Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption*, as set out in Appendix A.

Rationale

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.

The proposal for the *Special Joint Senate-Board Working Group* has been discussed over the course of three meetings of the Senate Executive Committee, and one Senate meeting. 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
- one of the three Senate seats is designated for a student Senator
- 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
- the community will be consulted in the course of the process, with the input gathered informing the Working Group's recommendations
- a final report will be issued by the Working Group that sets out its findings; any recommendations from the Working Group will be presented to Senate and the Board for approval accordingly
- 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

As noted above, the initial version of the proposal was discussed in principle at the Senate meeting in January. The discussion was brief. The recommendation voiced by

some Senators to have one of the three Senate seats designated for a student Senator has been incorporated in the membership section of the proposal. Some flexibility is required in the text to provide the option for a student member, but not preclude the exercise from proceeding in the event that a student is not nominated or not willing to participate on the working group.

The Executive Committee also invited written feedback on the document from Senators until mid-February; no submissions were received.

The proposed principles, mandate and membership were shared earlier with the Chair of the Board and the document reflects Mr Tsaparis' input. The Board Executive Committee and the Board are reviewing the proposal at their meetings on February 26, 2019. Approvals recorded by the Board will be contingent on Senate approval at this meeting.

Included with the proposal in the Appendix is the process to be followed for the nomination and selection of the Senate members on the Working Group.

2. Election of Members of Senate Committees and Other Positions Elected by Senate

Senate Executive recommends the following candidate(s) for election to the Academic Standards, Curriculum & Pedagogy Committee. Nominations are also accepted "from the floor" if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees may be forwarded prior to the Senate meeting of February 28, 2019.

Final approval for a slate of nominees is given by Senate on a motion "that nominations be closed" as moved by the Vice-Chair of Senate.

Academic Standards, Curriculum and Pedagogy (1 full-time faculty member; term beginning immediately and ending June 30, 2021; ASCP meets Wednesdays at 1:30, normally twice monthly)

Logan Donaldson, Professor, Department of Biology, Faculty of Science

FOR INFORMATION

3. Monitoring the Academic Disruption

The Provost briefed the Committee on the status of FW 2017-2018 remediation and provisional grades. In January Senate was advised that, through Deans' offices, communication with individual course directors was commencing to confirm the

Executive Committee – Report to Senate

conversion of outstanding provisional grades to final grades. That exercise was fruitful in addressing many of the pending cases. Under the guidance of the Vice-Provost Academic, Associate Deans and departmental Chairs, efforts are continuing to address the relatively small number of individual circumstances where grade changes or absent grades impact graduating decisions.

4. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Sub-Committee, the Senate Executive received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, four new candidates have been deemed eligible for honorary degrees.

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

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of February 28, 2019

FOR INFORMATION

APPRC met on January 24 and February 14 and submits the following report for information.

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

As reported to Senate in January, APPRC will be holding one-on-one meetings with the Deans (including Dean of Libraries) / Co-Principals to gather and discuss their respective success in advancing UAP goals. Discussions will proceed this term with six of the Deans, with the balance of meetings occurring in the Fall 2019 term. The timing of the meetings has been set to follow Faculties' submission of their progress reports on their respective Integrated Resource Plans (IRP) called by the Provost, and the subsequent preparation of a consolidated metrics report on the University's progress towards its institutional goals and priorities (being prepared by the Office of Institutional Planning & Analysis (OIPA). The latter will be shared with and reviewed by APPRC to assist its role in monitoring progress on the University Academic Plan.

Framing questions for the APPRC meetings will be provided to the Deans / Co-Principal to guide the conversation on the success achieved on their priorities, future directions and strategies. The committee delved into the current internal and external context to appropriately ground this planning discourse. A complex landscape besets the University at this time, one which is witnessing both challenges and opportunities unfolding. Tipping the scale are the challenges; key among them are:

- increasing fiscal constraint owing to deficits in several Faculties, the Provincial decision to cut tuition fees by 10% for FW2019 and freeze them for FW2020, and the potential for additional cuts to transfer payments in the Provincial Budget this spring

- the uncertain status of provincial postsecondary policy frameworks, including the SMA-3, metrics and KPIs, the differentiation pot of money, and performance-based funding

- the downward trending enrolments, mostly recently indicated by the decline in FW 2019-2020 undergraduate applications coming on the heels of the slight decrease in undergraduate FFTEs in FW 2017-2018.

- the uncertain status of the Markham campus and planned new programs status

On the other side of the ledger, encouraging developments are in tow to nurture progress on academic priorities. Promising initiatives in progress include:

- the re-structuring of FES-Geography into a new Faculty that will add fresh and novel programming

- a new multi-year faculty complement strategy to be introduced this term that follows the authorization of 160 full-time faculty appointments in 2018-19, which will collectively accelerate the renewal, diversification and growth of the full-time faculty complement

- the development of a formal Cross-Faculty framework to facilitate collaboration in curriculum, teaching and research

- a new pan-university internationalization strategy being led by a task force

These considerations provide the backdrop to explore with the Faculty planners their respective success in advancing UAP goals and the challenges they encountered to move others forward. One question on priority-setting and strategies in current enrolment and budget contexts, and a second to seek input on the focus of the 2020-2025 UAP will provide the scaffolding for the decanal discussions.

The Committee will report to Senate at the conclusion of the meetings to be held in late April and early May.

2. **Complement Renewal Strategy: Discussion Paper**

Last autumn, on the heels of the authorization of the 160 searches for new full-time faculty in 2018-2019, it was announced that the Provost's Office is developing a complement renewal strategy for the University. The purpose of the strategy is to set out high level principles and goals for the complement that York seeks to build over time, taking into consideration the challenges that post-secondary education faces and other urgent pressures including the need to support faculty members with necessary infrastructure and technology. The longer-term plan will serve to guide and inform how resources can best be allocated through the annual complement planning and budget processes in each Faculty and in the Provost's Office.

Over the Fall months, a detailed analysis of the current faculty complement and comparative research on the size and make-up of the faculty complement at peer universities were conducted as the first phase of this initiative. The second phase is collegial consultation on the strategy. A Provostial Discussion Paper on Complement Renewal will serve as basis for the consultation exercise.

APPRC received and discussed a draft of the discussion paper at its last meeting. Members provided reflections on the paper, offering input on its content and the form of the consultation process. The committee looks forward to the release of the discussion paper and the community's engagement in the development of the strategy.

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

3. **Reflections on the APPRC-ASCP Forum of Ideas**

The goal of this year's Forum of Ideas was to share the knowledge gained at last year's event on program re-visioning and curriculum reform, and provide specific, tangible guidance on institutional support and resources for interdisciplinary / cross-Faculty program development. Through presentations and panel discussions led by the Vice-Provost Academic, the Chair of Academic Standards, Curriculum & Pedagogy Committee, the Provost and the AVP Institutional Planning & Analysis, concrete information on these matters was communicated and new ideas explored.

The keynote speaker, Alex Usher, offered insights on developments in higher education, touching on the topics of income/expenditure trends, the changing enrolment landscape and potential policy directions this provincial government may take the post-secondary education sector (e.g., allowing colleges to offer a wider range of degrees; revisiting the Funding Formula; advocating for micro-credential programming; and developing a more rigorous Quality Assurance model for universities).

Members of Senate and the University community are encouraged to review the slides from the two panel presentations and the keynote talk. They are posted on the APPRC page at http://secretariat.info.yorku.ca/senate/academic-policy-planning-and-research-committee/ .

Robust response to the invitation indicated that community interest in the Forum was high at the outset, but the turnout at the event was disappointing. The timing, inclement weather, already taxed-faculty serving on numerous hiring committees and perhaps even the location were cited as contributing factors. The committee will weigh carefully such considerations in future forum planning.

From the 2018 and 2019 forum discussions, the clear need for a cross-faculty framework to govern interdisciplinary program arrangements emerged. Proponents have identified challenges encountered in developing inter-Faculty programs and navigating the concomitant budget, teaching and administrative arrangements. Establishing a governance framework for collaborative programming will enhance coordinated planning efforts, for both curriculum development and teaching needs. Under the guidance of the Provost, this initiative is being taken up as a key outcome of the recent planning forums. It is a fundamental undertaking to advance the UAP priority of fostering innovative, quality academic programs. The Committee will report to Senate progress on its development.

4. **Faculty Blue Facilitating Group**

Regular meetings of the Faculty Blue Facilitating Group and planning discussions with the Faculty Co-Coordinators have been occurring since late January. A *Plan of Action* has been prepared for this term, January-June 2019, with further stages of development of the new Faculty to be finalized in the coming weeks.

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

The immediate focus of the exercise is the definition of the aspirational vision for the new Faculty, the identification of the broad disciplinary themes and planned degrees and programs to be housed in the Faculty. These tasks will be the order of business at a retreat for members of the Faculty of Environmental Studies and the Department of Geography on 27 February 2019. The draft vision and program framework produced in collaboration by the two units will be reviewed by the Facilitating Group for input, and is anticipated to proceed through the governance paths in FES, Geography and LA&PS in March / April this year.

The culminating action targeted for completion this academic year is the recommendation to Senate and the Board to establish the Faculty, its components and program foci. With the achievement of that step, the subsequent stages of development (i.e., the Faculty governance structure, approval of new/revised programs, program transfers, budget plans etc.) can proceed apace.

5. **Electronic CV Task Force**

The committee's last update to Senate on this initiative advised that the VPRI-led Electronic CV (E-CV) Task Force is at the stage of reviewing management software systems to identify the best option for York. That work has steadily progressed. A *Request for Information* was issued last week to learn about available electronic curriculum vitae management platforms, better understand the market of tools, the fit with the University's enterprise architecture and general costing for systems. A brief set of slides attached as APPRC Appendix A summarizes the considerations guiding the Task Force's evaluations and recommendations, and the RFI and (subsequent) RFP processes and timelines.

Lesley Jacobs
Chair of APPRC

Academic Standards, Curriculum and Pedagogy
Committee Report to Senate

At its meeting of 28 February 2019

For Action

All proposed new and revised programs are effective FW 2019-2020.

1. **Establishment of the Degree of Master of Management in Artificial Intelligence • Schulich School of Business • Faculty of Graduate Studies [Notice of Statutory Motion]**

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation in a statutory motion:

> That Senate approve the establishment of the degree of Master of Management in Artificial Intelligence.

Rationale

The full proposal and supporting documentation is included in Appendix A. The proposed Master of Management in Artificial Intelligence (MMAI) is a professional Master's degree to be housed in the Schulich School of Business. It is designed primarily for students with non-business undergraduate degrees seeking to obtain the skills and knowledge necessary to obtain employment in artificial intelligence (AI) management positions in private, public and non-profit organizations. An impetus for the establishment of this degree is the province of Ontario's goal of producing 1000 graduates annually over five years in the field of AI, with efforts coordinated by the Vector Institute.

The program is distinct from the MBA and other masters' degree programs in management offered by Schulich through its combined focus on the development of management skills and the provision of training in AI-related technologies. The limited offerings of similar programs in Ontario together with the growing number of employment positions in the field, indicate that this new program is expected to fill the gap in post-graduate AI management expertise and provide a career-pathway for its graduates.

Unique program learning outcomes have been articulated for the new degree program in consultation with the Vector Institute's 1000 AIMs guidelines. Most of the curriculum is new and has been designed specifically to support the achievement of the learning outcomes. In alignment with the UAP goal to expand experiential education opportunities, a key component of the program is a capstone community-involved

experiential learning project, the AI Consulting Project, where students will solve a business problem by applying pertinent management techniques and AI approaches. The majority of the project will take place on campus, in the new Schulich Deloitte Cognitive Analytics and Visualization Lab, with a portion taking place at the client site.

The breadth of tenured and contract faculty expertise at Schulich in the Operations Management and Information Systems area, which will be enhanced by three additional tenure-stream faculty members to be hired over the next three years, and the expertise of the Department of Philosophy, which will deliver the core Ethics of AI course, means Schulich is well positioned to deliver a high quality program. The external appraisers endorsed the program and their recommendations for enhancements were made by the proponents.

Decanal statements from the Lassonde School of Engineering and the Faculty of Science confirm consultation on and support for the proposed degree. Statements from the anchor Dean and Provost confirm the resources for the new program.

Once the degree type is approved by Senate, a companion resolution to establish the MMAI degree program will come forward for approval.

Approvals: FGS 7 February 2019 • ASCP 13 February 2019 • APPRC 14 February 2019

2. **Establishment of Graduate Diploma in Law for Law Enforcement Professionals • Osgoode Professional Development • Osgoode Hall Law School • Faculty of Graduate Studies**

ASCP recommends,

> That Senate approve the establishment of the Graduate Diploma in Law for Law Enforcement Professionals within Osgoode Professional Development, Osgoode Hall Law School, Faculty of Graduate Studies.

Rationale

The proposed Type 3 Diploma in Law for Law Enforcement Professionals is designed for law enforcement professionals aspiring to senior leadership positions in police or regulatory agencies, with the goal of providing a foundational understanding of the substantive legal issues they face in their day-to-day work and the practical impact of these issues. With its requirement of an undergraduate degree for admission, content designed for delivery at the graduate level and focus on substantive law, the program is distinct from programs offered by Osgoode and other Ontario post-secondary institutions. As noted in the proposal, substantive law includes the rules that set out rights and responsibilities, such as the rules that establish the criminal offences in the

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate (cont'd)

Criminal Code and the legal rights and protections afforded by the Charter of Rights and Freedoms. By enhancing legal professionals' understanding of the principles of criminal law and the Charter, the program will enable them to perform more effectively in their roles and position them for access to advancement opportunities.

In alignment with the priorities of the University's UAP and SMA, the Diploma will enhance linkages with the broader community, as content will be delivered in part by law enforcement professionals, and further York's commitment to interdisciplinarity, innovation and leadership, as it is the first program of its kind in Canada.

Most of the curriculum is new, with core courses covering legal issues related to the Charter, policing vulnerable communities and police oversight and accountability, some of the major pressure points facing law enforcement professionals today.

Statements from the anchor Dean and the Provost confirm the resources for the new program and its alignment with academic plans and the Strategic Mandate Agreement.

The full proposal and supporting documentation are provided as Appendix B.

Approvals: FGS 6 December 2018 • ASCP 6 February 2019 • APPRC 14 February 2019

3. **Changes to the requirements for the Certificate in the Discipline of Teaching English as an International Language • Department of English • Glendon**

ASCP recommends,

> That Senate approve changes to the requirements for the Certificate in the Discipline of Teaching English as an International Language, housed within the Department of English, Glendon.

Rationale

The proposed changes to the requirements for the Certificate in the Discipline of Teaching English as an International Language, as detailed in the full proposal in Appendix C, include:

- The addition of two core courses: EN 1903 3.0 The World in English, English in the World, and EN 3595 6.0 The Nuts and Bolts of English: Grammar for Teaching and Learning;

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate (cont'd)

- The removal of three core courses: LIN 1601 6.0 Structure of English, LIN 3.0 2611 Phonetics, and a 3.0 credit language and society course chosen from several options at the 3000-level;

- Increasing the credit value for the capstone practicum course, EN 4596 Teaching English as an International Language, from 6.0 to 9.0 credits; and

- Increasing the minimum grade requirement in each course from C+ to B.

It is proposed to increase the weighting of the practicum course to better reflect the demands of the course on students, as the practicum includes a three-week stay at a foreign university with over 36 hours of practicum instruction and the development of a major textual production. The addition of EN 3595 as a core requirement fills a gap in students' applied linguistic knowledge; this course also will deliver a portion of the content from the previously required Phonetics course in a manner that is more relevant to the goals of the Certificate. Similarly, EN 1903 and EN 4695 will cover content delivered in the previously required language and society course in a more tailored manner. In tandem with the changes to core courses aimed at strengthening students' knowledge base in the areas of pedagogical grammar and intercultural ethnography, the move to a minimum grade requirement of B in each course will further strengthen student's preparation for the demands of the practicum course.

As noted in the documentation, the changes are supported by the Linguistics Department, with which several of the Certificate courses had previously been cross-listed, and the Co-Interim Principal of Glendon.

Approvals: Glendon Faculty Council 25 January 2019 • ASCP 6 February 2019

4. **Changes to degree requirements and program learning outcomes for the BA programs in Human Rights and Equity Studies • Department of Equity Studies • Faculty of Liberal Arts & Professional Studies**

ASCP recommends,

> That Senate approve changes to the degree requirements and program learning outcomes for the BA programs in Human Rights and Equity Studies, housed in the Department of Equity Studies, Faculty of Liberal Arts & Professional Studies.

Rationale

Responding to feedback from its 2018 Cyclical Program Review, the Human Rights and Equity Studies (HREQ) program is tightening its focus in terms of core mission and central themes and clarifying the degree pathway for students from first year to graduation, guided by revisions to its program learning outcomes. In addition, as a

result of the creation of a standalone Indigenous Studies program and the closure of the Multicultural and Indigenous Studies (MIST) program (included in the ASCP report as item 7), the HREQ program is incorporating courses previously offered in the MIST program's streams of Multiculturalism & Racism and Diaspora Studies. The MIST program had three streams – Indigenous Studies, Multiculturalism & Racism, and Diaspora Studies – and the Indigenous Studies stream was subsumed by the Indigenous Studies program, approved by Senate in February 2018.

The program has revised its learning outcomes to ensure a clearer focus on human rights and to provide students with a deeper understanding of conceptual frameworks underpinning human rights. Complete details about the resulting curricular changes are available in the proposal, provided as Appendix D. Some of the significant changes proposed include moving the introductory core course, 2010 6.0 Introduction to Human Rights and Equity Studies, from the 2000- to 1000-level, creating a new second year core course, HREQ 2030 6.0 Theoretical Foundations of Human Rights, and creating new courses at the 3000- and 4000-levels, including a number of new options for students to choose from in order to fulfill the 4000-level core requirement.

The transfer of MIST courses related to race and diaspora significantly increases the HREQ program's emphasis on those issues, aligning the program with two of York's core values – inclusivity and diversity, and social justice and equity. The changes also seek to support the UAP priority of promoting student retention by providing students with a clearer pathway from first year to fourth year.

It is not anticipated that the proposed changes will have resource implications unless they result in stronger program enrolments, in which case additional full-time faculty may be needed. Students currently enrolled in the program will be able to complete the program in its current form.

Approvals: LAPS Faculty Council 10 January 2019 • ASCP 6 February 2019

5. **Establishment of a Graduate Field in Black Studies and Theories of Race and Racism within the MA and PhD programs in Social and Political Thought • Department of Social Science • Faculty of Liberal Arts & Professional Studies • Faculty of Graduate Studies**

ASCP recommends,

> That Senate approve the establishment of a Graduate Field in Black Studies and Theories of Race and Racism within the MA and PhD programs in Social and Political Thought, housed in the Department of Social Science, Faculty of Liberal Arts & Professional Studies, Faculty of Graduate Studies.

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate (cont'd)

Rationale

It is proposed that a field in Black Studies and Theories of Race and Racism be established within the MA and PhD programs in Social and Political Thought, in addition to the two existing fields in the program – History of Social and Political Thought, and Economy, Consciousness, Aesthetics and Society.

The new field will prepare students to develop innovative scholarship that explores and analyzes the distinct contributions of Black intellectual, political, and cultural productions, nationally and internationally, as well as to critically investigate and develop new methods and theories of interdisciplinary scholarship on race and racism. The field is already in place in an unofficial capacity as the courses to be included in the field have existed for some time. As a result, resource implications and the diversion of faculty from existing graduate courses and supervision will be minimal. A task force on the field has been created to advise on appointments and on possible additions to the list of courses in the field.

The establishment of the field will not have an impact on admissions or degree requirements for the MA and PhD programs. It is anticipated that the new field will attract approximately a third of the Social and Political Thought program's total enrolments.

The full proposal is included as Appendix E.

Approvals: FGS 6 December 2018 • ASCP 13 February 2019

Consent Agenda

6. **Changes to degree requirements for the MA program in Social and Political Thought • Department of Social Science • Faculty of Liberal Arts & Professional Studies • Faculty of Graduate Studies**

ASCP recommends,

> That Senate approve changes to the degree requirements for the MA program in Social and Political Thought, housed in the Department of Social Science, Faculty of Liberal Arts & Professional Studies, Faculty of Graduate Studies.

Rationale

It is proposed that the degree requirements for the MA program in Social and Political Thought be modified to require students to complete a 3.0 credit core course, SPTH 6105 3.0 Master's Practicum: Major Research Paper Development. Currently, degree requirements include the completion of courses totaling 18 credits, with students having

a fair degree of latitude in course selection, a Major Research Paper (MRP), and an oral exam. The introduction of the practicum course is in follow-up to the change to reduce the duration of the program from "one or two" academic years to one academic year (three terms), approved by Senate in October 2018, which would result in students having only the summer term to focus on the preparation of their MRP and the oral examination. In alignment with the UAP priority of improving time-to-completion of degrees, the practicum course will provide students with an opportunity to draft their Major Research Paper (MRP) and proposal prior to the summer term in a collective environment and to work with their instructor on the development of the design, methodology and theoretical approach of the MRP. Students will be able to choose the remaining 15 of the 18 required credits in consultation with the Graduate Program Director.

In response to feedback from ASCP, the program updated the proposed calendar copy to clarify the requirements relating to courses and the oral exam.

Approvals: FGS 6 December 2018 • ASCP 13 February 2019

7. **Closure of the BA programs in Multicultural and Indigenous Studies •
   Department of Equity Studies • Faculty of Liberal Arts & Professional Studies**

ASCP recommends,

> That Senate approve the closure of the BA programs in Multicultural and
> Indigenous Studies, housed in the Department of Equity Studies, Faculty of Liberal
> Arts & Professional Studies.

Rationale

In response to enrolment declines and the changing climate of student demands and interests, the Department of Equity Studies has sought to increase the clarity and coherence of its programs and has been pursuing major curricular reform. The suite of curricular reforms include the transition of the Indigenous Studies stream within the Multicultural and Indigenous Studies program to a standalone Indigenous Studies program, the closure of the Multicultural and Indigenous Studies (MIST) program, and the migration of a number of the courses in the two remaining streams – Multiculturalism & Racism and Diaspora Studies – to the Human Rights and Equity Studies (HREQ) program. These changes not only preserve but also enhance the diversity and availability of academic programming through the Indigenous Studies and HREQ programs.

The closure of the MIST program will not have a significant impact on students or faculty. Current MIST majors may choose to transition into the Indigenous Studies program or will be accommodated with grandparenting measures. As for faculty,

because the three streams in the MIST program have either been converted into the Indigenous Studies program or migrated to the HREQ program, faculty members who were teaching in MIST are now teaching in Indigenous Studies and/or in HREQ. The closure of the program does not represent a significant change to department resources or offerings.

Approvals: LAPS Faculty Council 10 January 2019 • ASCP 6 February 2019

8. Closure of the BA programs in European Studies • Department of Humanities • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

> That Senate approve the closure of the BA programs in European Studies, housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies.

Rationale

Due to low enrolments in the BA programs in European Studies, it is proposed that the program be closed. As issues of historical and theoretical import to Europe are ubiquitous across the Humanities curriculum, faculty members associated with the program agree that the program should be closed and course offerings related to Europe be integrated into a new, rethought Humanities major.

The six students currently enrolled in the European Studies program will have the opportunity to complete the degree or select another major. Continuation in the program will be made possible through enrolment in program courses that will continue to be offered or through course substitutions. Advising will be provided to students continuing in the program by the Department's Undergraduate Program Director. There will be no impact to faculty members as their courses will continue to be offered as part of the BA programs in Humanities.

The Rethinking the Humanities Working Group is working to increase the diversity of the Department's offerings to make its curriculum more relevant to students and responsive to changing local and global needs. The closure of this program provides an opportunity to rethink the Department's European Studies offerings within a refreshed and rethought Humanities major.

Approvals: LAPS Faculty Council 10 January 2019 • ASCP 6 February 2019

9. Closure of the BA programs in United States Studies • Department of Humanities • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate (cont'd)

That Senate approve the closure of the BA programs in United States Studies, housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies.

Rationale

Due to low enrolments in the BA programs in United States Studies, it is proposed that the program be closed. There are currently two students majoring in the program and this number has never risen above three.

The students currently enrolled in the United States Studies program will have the opportunity to complete the degree or select another major. Continuation in the program will be made possible through enrolment in program courses that will continue to be offered or through course substitutions. Advising will be provided to students continuing in the program by the Department's Undergraduate Program Director or Chair. There will be no impact to faculty members as their courses will continue to be offered as part of the BA programs in Humanities.

Similarly to the European Studies program, the closure of the United States Studies program provides an opportunity to rethink the Department's offerings in this area within a refreshed and rethought Humanities major.

10. **Closure of the BA programs in Environmental and Health Studies • Department of Multidisciplinary Studies • Glendon**

ASCP recommends,

That Senate approve the closure of the BA programs in Environmental and Health Studies, housed in the Department of Multidisciplinary Studies, Glendon.

Rationale

The establishment of a Biology program at Glendon has resulted in the migration of many of the Environmental and Health Studies (ENHS) courses to that program, with more transfers to occur over the next few years. As a result, the ENHS program will be left with only five courses exclusively at the 1000 and 2000 levels

As many of the courses in the ENHS program serve as General Education courses for Glendon students, the Department of Multidisciplinary Studies will continue to offer 1000 and 2000 level courses currently offered in the ENHS program. Thus, faculty members will continue to teach their ENHS courses and will not be impacted by the closure.

The last term during which students were admitted to the ENHS program was Fall 2017 and the number of students in the program is gradually decreasing due to graduation

and attrition. For the remaining 24 students majoring in ENHS, courses in Glendon's Biology program and in the Faculty of Science will be recognized to allow them to complete their degrees in the ENHS program.

The closure of the ENHS program is closely linked to the establishment of the Biology program. With the addition of the Biology program, Glendon has gained a new type of degree – a BSc in an experimental science – while at the same time maintaining its existing focus on ecology and environmental biology previously represented by ENHS. No courses are being lost, and thus course diversity will not be negatively affected.

Approvals: Glendon Faculty Council 25 January 2019 • ASCP 6 February 2019

11. Closure of the Certificate in Psychometrics • Department of Psychology • Faculty of Health

ASCP recommends,

> That Senate approve the closure of the Certificate in Psychometrics, housed in the Department of Psychology, Faculty of Health.

Rationale

This certificate was offered through the Psychology Department in Atkinson College. When the Faculty of Health was created and the current Department of Psychology was established, this certificate was not sustained but was not formally closed. The certificate has not been awarded since 1999 and the university records should be updated for accuracy and accountability.

Approvals: Faculty of Health Council 9 January 2019 • ASCP 6 February 2019

For Information

a. Minor Modifications to Curriculum

Minor changes to degree or admissions requirements were approved for the following programs:

Liberal Arts & Professional Studies

- Minor change to degree requirements for the BA and BCom programs in Information Technology, School of Information Technology
- Minor change to degree requirements for the Honours Minor BA program in Japanese Studies, Department of Language, Literature, and Linguistics

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate (cont'd)

- Minor changes to degree requirements for the Specialized Honours BA and Honours Minor BA programs in Cognitive Science, Department of Philosophy

Lassonde

- Changes to the English-language facility requirement for admission to the BEng programs
- Minor changes to degree requirements for the BEng programs in Civil Engineering, Mechanical Engineering, Space Engineering, and Electrical Engineering
- Minor changes to degree requirements for the BSc in Earth and Atmospheric Science

Kim Michasiw, Chair

Academic Policy, Planning and Research

Academic Standards, Curriculum and Pedagogy

Joint Report to Senate

At its meeting of February 28, 2019

FOR INFORMATION

1. Report of the Joint Sub-Committee on Quality Assurance

Attached as Appendix A within the appendices of the Senate agenda is a report from the Joint Sub-committee on Quality Assurance, transmitting to Senate a collection of Final Assessment Reports from completed Cyclical Program Reviews as required by the York University Quality Assurance Procedures.

K. Michasiw, Chair, ASCP
L. Jacobs, Chair, APPRC

The Senate of York University – Minutes

Meeting: Thursday, January 24, 2019, 3:00 pm
Dr Robert Everett Senate Chamber, N940 Ross Building

F. van Breugel (Chair)
D. Mutimer (Interim Vice-Chair)
M. Armstrong (Secretary)
T. Abdullah
H. Ali-Hassan
R. Allison
J. Amanatides
M. Annisette
I. Azari
T. Baumgartner
A. Belcastro
L. Bellissimo
D. Cabianca
R. Cheung
L. Cho
J. Clark
M. Condon
A, Czekanski
J. D'Angelo
A. Davis
W. Denton
R. Desai-Trilokekar
Y. Dina
H. Edgell
C. Ehrlich
S. Ehrlich
J. Etcheverry
M. Feehan
I. Ferrara
L. Frew
L. Fromowitz
B. Gainer
A. Glasbeek
J. Goldberg
J. Goodyer

R. Grinspun
S. Gururani
R. Haché
M. Hamadeh
M. Herbert
A. Hovorka
L. Jacobs
H. Jordan
A. Karim
R. Kenedy
A. Khalil
N. Khurana
A. Kimakova
J. Kirchner
R. Koleszar-Green
K. Kroker
B. Lawrence
J. Lazenby
R. Lee
R. Lenton
C. Lewis
S. Liaskos
T. Loebel
J. MacDonnell
E. Mackinnon
W. Mackwood
A. MacLennan
J. Magee
L. Martin
J. Mayberry
C. McAulay
P. McDonald
J. McMurtry
M. Mekouar
K. Michasiw

J. Michaud
P. Millet
A. Norwood
J. Patel
A. Perry
L. Phillips
B. Pilkington
S. Pisana
A. Pitt
M. Poon
C. Popovic
D. Priel
A. Redding
M. Reisenleitner
I. Roberge
L. Sanders
V. Saridakis
L. Sergio
M. Sers
J. Sharma
A. Solis
B. Spotton Visano
T. Tanweer
P. Tsaparis
R. Tsushima
E. van Rensburg
G. Vanstone
R. Wellen
B. White
B. Whitwell
D. Wilson
L. Wood
D. Woronko
A. Zalik
G. Zhu

1. Chair's Remarks

The Chair of Senate, Professor Franck van Breugel, welcomed Senators to the meeting, and gave a special welcome to the two individuals joining him and the Secretary of Senate at the front table for the first time: Professor David Mutimer, serving as Interim Vice-Chair of Senate this term, and Cheryl Underhill, Assistant University Secretary.

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2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

a. Academic Colleague to the Council of Ontario Universities

In her first report of the year, the Academic Colleague to the Council of Ontario Universities (COU), Professor Andrea Davis, reported that the focus of the Colleagues' most recent meeting was free speech on university campuses with various guest speakers contributing to the discussion, including two students from the McMaster Students Union. The student guests highlighted to the Colleagues that faculty should be prepared to broaden free speech considerations to the classroom, in addition to protests and events, as speech occurs in classrooms daily. The Colleagues also explored the concept of safe spaces in the classroom and suggested an alternative option of accountable, brave and courageous spaces, where students may express themselves freely and be socially responsible and accountable for engagement with others.

4. President's Items

President Rhonda Lenton referenced the recent provincial government announcements to:

- cut tuition fees by 10% in 2019-20, followed by a tuition freeze in 2020-21
- introduce changes to the Ontario Student Assistance Program (OSAP) that will affect eligibility, the balance between grants and loans, and some aspects of repayment
- introduce a requirement that some student fees be made optional

Vice-President Finance and Administration Carol McAulay summarized the financial impact of the tuition reduction, estimated to be $46.7M in 2019-2020 and $60.4M in 2020-2021, representing a 4.5% budget cut. As a result, there will be two additional years of deficit in the operating budget through to 2020-2021, when the plan approved by the Board was to achieve a balanced budget by 2019-2020.

President Lenton then turned to an update on applications for Fall 2019, with Provost and Vice-President Academic Lisa Philipps presenting an overview of application statistics from the Ontario Universities' Application Centre (OUAC). Overall, the total number of direct entry applications to York has decreased by 4.2%, while they have increased across the system by 4.9%, with the biggest drops in first choice and second choice applications. In contrast, international applications to York have increased by 22% (versus a 14.5% increase in the system). Currently, York is eighth in the province in terms of the share of first choice applications, continuing the downward trend in its position over the past ten years, a period during which three major labour disruptions

The Senate of York University – Minutes

occurred. To restore prospective students' confidence in choosing to attend York, Provost Philipps highlighted the need for the University community to engage in dialogue about the underlying issues producing tensions and consider approaches to working together collectively to move forward.

President Lenton outlined the next steps to begin overcoming the challenges presented by the tuition reduction – including identifying efficiencies and ways to drive new revenue, and undertaking a comprehensive financial analysis – highlighting that the impact of the cut will be shared among all units. The financial analysis will facilitate decision-making that is focused on advancing the University's long-term vision and priorities, thereby engendering more nuanced and targeted decisions than across-the-board cuts. With respect to the OSAP changes, President Lenton underlined the importance of York remaining steadfast to its commitment to access, a foundational value for the University.

Other comments made by President Lenton included the following:

- the importance of making as much progress as possible on the 2015-2020 University Academic Plan (UAP) as planning begins for the next iteration, especially as the UAP ties into the government consultations on the third round of Strategic Mandate Agreements
- explorations to proceed with Markham Centre Campus continue and an update will be provided at an upcoming Senate meeting
- encouragement for Senators to participate in an online survey to help amplify the York story

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

- the view that increasing tuition fees have priced university programs out of the market and jeopardized small programs
- concern about the lack of clarity in the government announcement about the process by which decisions will be made about which student fees will remain mandatory and which will be made optional
- the view that the measure to make some student fees optional is an attempt to silence student unions
- concern that the ability of student unions to provide services, many of which are used primarily by marginalized students, will be limited as a result of the government measure
- calls for President Lenton to defend student union dues and the principle of democratic representation for students and to denounce the government's decision

- the view that some students will welcome the power of choice to opt out of some student fees and encouragement for President Lenton to consult with students outside of YFS and YUGSA about student fees

Responding to Senator's comments, President Lenton indicated that more information is needed to understand exactly what is contemplated by the government with respect to student fees and how the directive will be implemented. She committed to be a strong advocate at the COU table for the important contribution student groups make to the student experience on campus and to meet with YFS and YUGSA to explore opportunities for collaboration on this matter. President Lenton encouraged student groups and faculty members to express their views widely about the government announcements.

The plans of the Faculty of Graduate Studies to undertake an education campaign about the activities of YUGSA were noted.

Committee Reports

5. Executive Committee

a. Proposal for a Special Joint Senate-Board Working Group on Jurisdiction related to Cancellation / Suspension of Classes during a Labour Disruption

The Executive Committee presented for discussion a draft proposal for a Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption. The Vice-Chair invited Senators to share views on the proposal at the meeting or via email until Friday, February 8 for transmittal to Senate Executive.

In response to a question about the anticipated output of the process, the Chair indicated that the intention in the draft Terms of Reference was to avoid being prescriptive as the main goal of the Working Group is to find commonality between the Board and Senate on the jurisdiction question. A suggestion was made to modify the membership to specify that, of the three Senators who are elected to the Working Group, one must be a student.

b. Information Items

The Executive Committee's information items included the following:

- the Committee's monitoring of the academic disruption, including the status of course completions and grades submissions from the FW 2017-2018 session
- encouragement for Senators to suggest individuals to serve as external members of the Board of Governors for consideration by the Board Governance and

Human Resources Committee; suggestions may be made to the Senators serving on the Board, currently Senators Mutimer and Tourlakis, or to Maureen Armstrong, Secretary of Senate and the Board

- its efforts to establish a review cycle for Senate policies
- a reminder that the call for expressions of interest in membership on Senate committees and other positions elected by Senate has been issued, with the upcoming vacancies on Senate committees and the form to submit nominations available on the Senate webpage under the title Senate Elections

In response to a suggestion that a nominations process with an open call should be implemented for the Board, the Vice-Chair indicated that updates will be made to the Board website to allow for the submission of nominations through that platform.

6. Academic Policy, Planning and Research

a. Information Items

APPRC provided information on these items:

- a reminder of the ASCP-APPRC Forum of Ideas on February 7 with panels to address the various forms of institutional support and resource planning for program development and a keynote address from Alex Usher
- its tracking of 2015-2020 UAP progress and preparations for discussions with the Deans / Principal over spring and fall 2019 on their respective successes and challenges in advancing UAP goals, as well as progress on their Integrated Resource Plans
- the efforts of the Faculty Blue Facilitating Group, which continues to work closely with Geography, the Faculty of Environmental Studies and other relevant parties to cement the Faculty vision, identify options, address hurdles and tackle resource questions
- the work underway on the VPRI-led initiative to develop and implement an Electronic CV (ECV) tool for York Faculty members

7. Academic Standards, Curriculum and Pedagogy

a. Establishment of a Stream in Cognitive Neuropsychology, Honours BA and BSc programs in Psychology, Glendon

It was moved, seconded and *carried* **"that Senate approve the establishment of a stream in Cognitive Neuropsychology within the Honours BA and BSc programs in Psychology, housed in the Department of Psychology, Glendon, effective Fall/Winter 2019-2020."**

b. Information Items

ASCP provided an update on its efforts in collaboration with the Registrar's Office to implement the move from the 9-point to 4-point grading scale, approved in principle by Senate in November 2017. A significant number of policy and operational tasks follow on from this change, including defining the required GPA for progression and graduation and reviewing the current approach to Honours progression through the lens of enhancing student support and success. Broad consultation will be forthcoming and an update on the implementation date will provided to Senate before the summer.

ASCP also provided information on the following items:

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

8. Appeals

a. Annual Report on Faculty and Senate Appeals

The Appeals Committee presented its annual report on Faculty- and Senate-level petitions and appeals decisions. The Chair noted trends in the petitions and appeals received by Faculties and the Committee, such as the increase in appeals related to academic integrity cases. As the appeals in many academic integrity cases relate to the penalty levied rather than the finding, the Chair encouraged Faculties to provide a clear rationale for their decisions to augment the Appeals Committee's understanding of the files.

9. Other Business

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

Consent Agenda Items

10. Minutes of the Meeting of December 13, 2018

The minutes of the meeting of December 13, 2018 were *approved by consent*.

11. Establishment of full-time option for the Master of Public Policy, Administration & Law, Graduate Studies / Liberal Arts & Professional Studies

Senate *approved by consent* the establishment of a full-time option for the Master of Public Policy, Administration & Law in the School of Public Policy & Administration,

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Liberal Arts & Professional Studies, Faculty of Graduate Studies, effective Fall/Winter 2019-2020.

12. **Changes to the degree requirements for the Master of Design program, Graduate Studies / Arts, Media, Performance & Design**

Senate *approved by consent* changes to the degree requirements for the Master of Design program, School of Arts, Media, Performance & Design, Faculty of Graduate Studies, effective Fall/Winter 2019-2020.

13. **Senators on the Board of Governors re: November 27, 2018 Meeting of the Board**

A synopsis of the Board meeting of November 27, 2018 as conveyed by Senators Mutimer and Tourlakis was *noted*.

F. van Breugel, Chair   _____

M. Armstrong, Secretary   _____

APPENDICES

Executive Committee

- Appendix A: Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption

Academic Policy, Planning & Research Committee

- Appendix A: Electronic CV Management Task Force

Academic Standards, Curriculum & Pedagogy

- Appendix A: Establishment of the Degree of Master of Management in Artificial Intelligence, Schulich School of Business, Faculty of Graduate Studies [Notice of Statutory Motion]

- Appendix B: Establishment of Graduate Diploma in Law for Law Enforcement Professionals, Osgoode Professional Development, Osgoode Hall Law School, Faculty of Graduate Studies

- Appendix C: Changes to the requirements for the Certificate in the Discipline of Teaching English as an International Language, Department of English, Glendon

- Appendix D: Changes to degree requirements and program learning outcomes for the BA programs in Human Rights and Equity Studies, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

- Appendix E: Establishment of a Graduate Field: Black Studies and Theories of Race and Racism within the MA and PhD programs in Social and Political Thought, Social Science, Liberal Arts & Professional Studies

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, at least one of whom will be a student provided that a student is nominated
   • 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.

**Process for the Nomination and Selection of the Senate Members
on the Joint Board –Senate Working Group**

Senate Membership on the Working Group: As determined by Senate, it will be represented on the Working Group by the Chair of Senate (non-voting) and:

- 3 voting members elected from among all current Senators, at least one of whom will be a student provided that a student is nominated.

Election Process:
The three Senators nominated for the Working Group will be selected by a ballot; all Senators will be eligible to vote for the candidates. Candidacy is restricted to Senators.

For all prospective candidates:

- Information about the Senate election process will be housed on the Senate website and available following the February meeting of Senate

- a call for candidates will be distributed via the Senate listserv on 1 March 2019 with a deadline of 12:00pm on 15 March 2019 for submissions

- expressions of interest and suggestions will be gathered by means of an online form and compiled by the University Secretariat

- on the online form, candidates will be asked to provide a brief statement outlining their governance experience and interest in participating on the Working Group which will be included alongside their name on the election ballot

- The Chair of Senate will confirm the recommended slate of candidates is in accord with the Senate-approved Membership of the Working Group (i.e., all are Senators and, where nominated, student Senators are on the ballot)

- If a single student Senator is nominated, she / he will be acclaimed in order to fulfill the membership requirement

- The election will be conducted electronically during the week of 18-22 March 2019

- The results will be announced to Senate at its meeting on 28 March 2019

Electronic CV Management Task Force - Membership

Rob Haché, Vice-President Research & Innovation, Chair
Eric Armstrong, Associate Professor, Dept. of Theatre, AMPD
Martin Bunch, Associate Dean Research & Professor; GIS Coordinator, Environmental Studies
Logan Donaldson, Professor, Dept. of Biology, Science
Celia Haig-Brown, Associate Vice-President Research
Mazen Hamadeh, Associate Professor, School of Kinesiology & Health Science, Health
Laurence Harris, Professor & Director of Centre for Vision Research, Health
Nazilla Khanlou, Associate Professor, School of Nursing, Health
Andrea Kosavic, Associate Dean of Libraries
Thomas Loebel, Dean and AVP Graduate, Graduate Studies
Anne MacLennan, Associate Professor, Communication Studies, LA&PS
Laura McKinnon, Assistant Professor, Multidisciplinary Studies, Glendon
Omar Mohammed, Client Solutions Manager, Business Solutions Group, UIT
David Mutimer, Professor & Chair, Dept. of Politics, LA&PS
Jonathan Obar, Assistant Professor, Communication Studies, LA&PS
David Phipps, Executive Director, Research & Innovation Services
Hengameh Saberi, Associate Professor, Osgoode
Martin Sers, Environmental Studies
Gunho Sohn, Associate Professor of Geomatics Engineering, Lassonde

Electronic CV Management Task Force- York Considerations

What are some of the York specific needs to be considered/ customization fields tailored for York?

Privacy concerns/ functionality that should be considered?

Interoperable considerations for the software?

Gaps in the CCV? I.e. limitation capturing presentation, performances, interviews, book reviews etc.?

Other comments, requirements, measures of research output?

Other systems that may meet needs?

Electronic CV Management Task Force- Response summary

What are some of the York specific needs to be considered/ customization fields tailored for York?

- Flexibility on field customization- add new fields depending on activities (include teaching, supervision, service, outside professional activities, media engagement etc.)
- Interface with CCV
- Output in various formats, templates, and various time periods
- Ability to ingest/ manage (push & pull) data from variety of sources including online tools
- Wordpress integration

Privacy concerns/ functionality that should be considered?

- Option to hide particular fields/ outputs
- Ensuring data security/ protection and user control will be key to faculty buy-in
- Recommend York complete a privacy impact assessment
- Who owns the data collected by the software
- No data to be mined externally

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Electronic CV Management Task Force- Response summary

Interoperable considerations for the software?

- Interface with the CCV and ORCID
- Also exchange/ generate data with other agencies and competitions not using CCV
- Fit with York Enterprise Architecture
- Useable for internal funding applications
- Should be a web-based platform
- Ability to export all data should we choose to migrate to another system- both individual and institutional
- Other technical considerations (A. Kosavic)

Gaps in the CCV? i.e. limitation capturing presentation, performances, interviews, book reviews etc.?

- Some suggested fields: the following summarizes outputs considered by LAPS for T&P (pgs. 18-23) eg: Community outreach, Research prizes/awards, External examiner, Conference presentations, Creative Writing / Creative Work / Performance, Consultancy, Translation, Journal editorial responsibilities, Non-refereed journal articles, Manuscript review etc.

Electronic CV Management Task Force- Response summary

Other comments, requirements, measures of research output?

- Keeping up with changes in the CCV and other
- Update citations automatically – interface with citation databases
- Insert some measure of the status of the journals ie: impact factor or equivalent
- Hosting should be in Canada
- Suggested reaching out to other colleagues to see what their institutions are using

Other systems that may meet needs?

- UNIWeb (Cdn product) CV Management, plus collaboration and web project tools
- PURE (Elsevier product)
- VIVO- a web-base, free, open-source suite of computer software for representing scholarship

Electronic CV Management Task Force- Response summary

➢ Request for Information (RFI) drafted to assist with collecting written information from vendors about the capabilities of products. Inform the procurement process in developing a request for proposals (RFP).

➢ Consensus by Task Force members on proceeding with RFI

➢ RFI Responding vendors will be asked to present (in-person or videoconference) to Task Force members (streamed to the community)

➢ Request APPRC member feedback to RFI by Friday Feb. 15 @ noon to post by Tuesday Feb. 19th

Electronic CV Management Task Force
RFI & RFP Process (Suggested)

RFI posting

Posting: suggested February 19th

Responses due: March 4th

TF Mtg. to discuss: week of March 11th (TBC)

RFI presentations

Presentations by vendors week of: March 18th (TBC)

TF Mtg. to discuss: Friday March 22nd (TBC)

Report back to APPRC April 4th (TBC)

RFP posting

Developing RFP:
TF Mtg to discuss RFP draft: Week of April 22nd (TBC)
APPRC: May 2nd
RFP Posting: (TBC)
RFP Responses due: May (TBC)
TF Mtg to discuss: May/June TBC
Additional vendor presentations: TBC

Decision

Vendor evaluation meeting

Possible final vendor presentation

York customization/ Implementation/ supports finalization

YORK UNIVERSITÉ UNIVERSITY

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RFI & RFP Timeline (Suggested)

Activity	Feb.	March	April	May	June
Publish RFI					
Discussion with Suppliers					
Analysis & Case for Investment					
Develop RFP					
Publish RFP					

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Schulich School of Business

Master of Management in Artificial Intelligence (MMAI)

Program Proposal

February 15th, 2019

Task Force Members:
    Murat Kristal (Chair)
    Zhepeng (Lionel) Li
    Mel Gabriel

1. Introduction

1.1. Brief Statement of the Program

The proposed Master of Management in Artificial Intelligence (MMAI) program is designed to prepare individuals to seek and obtain meaningful employment in artificial intelligence (AI)-related management positions, whether in private, public or non-profit organizations.

AI-related fields include, but are not limited to: data science, machine learning, visualizations, natural language understanding, intelligent robotics, knowledge representation, reasoning and management, intelligent agents, human computer interfaces, and recommendation systems.

The MMAI addresses a growing need in post-graduate management education for programs that train students in the task of managing the design and implementation of practical AI-related solutions and technologies. The objective of the MMAI is to produce such graduates. The proposed program is not based on any existing Master of Management in Artificial Intelligence. Rather, the program will be designed from the ground up. Program-level learning outcomes (see section 5 in this document and **Appendix A** for a detailed list of learning outcomes and goals) have been developed based on input from leading academics in the field of management and AI as well as potential employers from the private sector, government and the non-profit and social sectors. Curriculum structure and course contents have been developed to achieve these learning outcomes ensuring that our MMAI students acquire the knowledge and skills required to succeed as managers in business and non- for-profit organizations or as entrepreneurs. These include strategic thinking, managerial decision making, AI technologies, design techniques and ethics in AI. The MMAI's program structure, which includes a unique 2-term integrative hands-on consulting project, will ensure that the program is differentiated from competing programs (see section 3.2 below for details on program differentiation).

In addition to meeting the quality standards of the Schulich School of Business, York University and the province of Ontario, the MMAI has been designed to fulfill the standards set out by the Vector Institute (Vector) under the heading "1000AIMs." Vector's 1000AIMs initiative was established to support the province of Ontario's goal to produce 1000 graduates annually in the field of AI within five years.

Thus, in sum, the MMAI is a professional degree program in the management of artificial intelligence. The degree focuses on strategic thinking, managerial decision making, AI technologies, design techniques and ethics in AI. The objective is to produce well-rounded managers who have the potential to become leaders in AI-management.

1.2. Endorsed Fields of Study

N/A

1.3. Method Used to Develop the Program

The program has been designed by a Schulich-based task force established by Dean Horvath. The task force obtained input from all relevant subject matter disciplines within Schulich, from prospective students, and from potential employers in a wide range of sectors.

To develop the learning outcomes and curriculum content the task force conducted interviews with management practitioners in industry and government, with consultants, and with industry associations. In addition, the task force used detailed job descriptions developed by expert panels from The Vector Institute for Artificial Intelligence to fully understand the emerging trends in AI and the expected knowledge requirements for graduates aspiring to enter careers in AI-related fields. Finally, in designing the program's goals and curriculum the task force consulted the Vector Institute's 1000AIMs guidelines released April 5th, 2018 for recognized AI-related master's programs.

The learning outcomes in turn informed which courses are needed to provide future graduates with the required knowledge and skills. The program's draft curriculum was discussed again with potential employers for a last round of input in order to validate the program design.

1.4 Faculty in which the Program is Housed

The program will be housed in the Schulich School of Business.

2. General Objectives of the Program

2.1. Brief Overview

The Schulich School of Business proposes to establish a Master of Management of Artificial Intelligence (MMAI) program to prepare students with the necessary skills and knowledge to obtain entry-level management positions in business or other types of organizations (e.g., nonprofit organizations, governmental bodies, or entrepreneurial start-ups) upon graduation. The overall objective of the program is as follows:

> The Master of Management of Artificial Intelligence program provides specialized education in the management of AI. The program emphasizes managerial and technical skills needed to leverage emerging AI technologies for the generation of insights and solutions to challenges organizations face in rapidly changing business and policy environments. Students are challenged to consider both theoretical and applied perspectives of management and AI-technologies. While teaching hands-on skills necessary for initial employment, the overarching goal of the program is to create managerially competent, creative thinkers that have the potential to become thoughtful leaders in a world of rapid technological change.

The program is designed primarily for students who have recently graduated from a non-business degree program such as science, engineering, liberal arts, and applied arts. In addition, the program may attract some individuals who have worked in other fields of business and wish to add management of AI to their skill set.

We aspire to graduate individuals from the MMAI program that:

- are intellectually curious and prepared for continuous learning;
- exhibit leadership and/or entrepreneurial qualities;
- are effective communicators and can lead teams;
- are able to use cutting-edge AI techniques;
- are well versed in methods of management;
- are able to effectively manage AI-projects; and
- are conscious of his/her own and the organization's ethical and social responsibilities.

The program will achieve these objectives over the course of three terms of full-time study and the completion of 45 credits. The program is structured to facilitate the acquisition of AI and management knowledge and skills over these three terms. A key component of the program is the integration of the acquired knowledge through a capstone community-involved experiential learning project (the so-called AI Consulting Project, or AICP). This project will take place during the 2nd and 3rd terms. During the AICP students will make extensive use of the newly developed Schulich Deloitte Visual Cognitive Analytics Lab.

2.2. Alignment with University and Faculty Missions

This program will support the University's goals as outlined in the 2015-2020 UAP as follows:

- *Academic Quality and Student Success.*
  The proposed Master of Management in Artificial Intelligence program is specifically designed to provide a professional managerial education to high-performing post-secondary graduates as well as qualified individuals who are currently working but eager to augment their skill set. The Schulich School of Business is recognized worldwide as a leader in management education. The proposed Master of Management in Artificial Intelligence program not only draws from existing expertise but also brings into the classroom world-class instructors from outside the School ensuring that graduates from the program are at the leading edge of AI management knowledge and practice.

- *Enhanced Quality in Teaching and Learning and Internationalization.*
  The program will be open to eligible applicants from all recognized universities worldwide, thereby enhancing achievement of York University's internationalization objective. As with Schulich's other specialized Master programs as well as the MBA, we expect a substantial number of applications to come from individuals outside Canada.

  The program will feature the highest quality in teaching and learning. Instructors

will be selected from Schulich's tenure stream faculty and highly experienced industry experts thus ensuring first-rate teaching. In addition, this program offers cutting-edge experiential learning. Similar to Schulich's other programs, this program will use high impact teaching practices throughout all three terms. In particular, the two-term Artificial Intelligence Consulting Project (AICP) offers a unique learning experience to students in the program (for details on the AICP see Appendix B and H). As such, the University's goals of pedagogical innovation and a high-quality student experience are addressed.

- *Enhanced Community Engagement.*
  The program's learning outcomes have been informed by extensive input from the professional community. In addition, AICP is community-involved. During the last two terms, students will work with organizations to help them analyze and solve real-live problems in a hands-on fashion.

University Goals

This program aligns with York University's Strategic Mandate Agreement on many fronts. The program's innovative combination of management and technology training drives York's aspiration for unique learning experiences. The two-term Artificial Intelligence Consulting project creates a truly innovative student experience. This project offers students an opportunity to apply theories and concepts to a real-world company problem under the supervision of experts from academia, business and non-business organization. Based on applied research this project makes an impact in the community, one solved problem at a time. Furthermore, the MMAI is supported in material ways by strategic partnerships with community members. For example, central to the learning experience of the students is their use of the innovative Deloitte Schulich Cognitive Analytics and Visualization Lab. The lab and in extension the student projects are supported by a world-class data scientist. Both, the lab and the data scientist are financed in partnership with Deloitte. Finally, York University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to this growth at the graduate level. By providing a net addition to the University's Masters complement, it will help the University to address its goal of enhanced graduate studies, research intensification and reaching the masters- level enrolment target.

Faculty Goals

The Schulich School's academic plan calls for the School to be global, innovative, and diverse. The Master of Management in Artificial Intelligence program exhibits all these attributes. The program introduces graduate-level management education to individuals who are academically highly qualified but lack managerial knowledge and experience, and offers this preparation to a diverse group of students of widely varying backgrounds, nationalities and work experience levels. At the same time, the program furthers the Faculty's shared goals of pedagogical innovation in terms of optimized, outcome-oriented curriculum design and the use of experiential, community-involved, and high impact teaching practices. It helps the Faculty round out its offering of direct-entry programs in core and emerging management areas and implement its pipeline model of continuing education that spans from an undergraduate degree to a specialized master's degree to a senior leadership degree (MBA) or PhD.

3. Need and Demand

3.1. The Rise of Artificial Intelligence as a Management Concern

Due to the confluence of recent technological breakthroughs and societal changes, Artificial Intelligence – e.g., deep learning, machine learning, natural language processing – has become an increasingly important focus for research and practice in fields such   as computer science, information systems and management studies among others.

Over the next 15 years, Artificial Intelligence will transform the private and public sphere (Internet, media, mobile-based assistance systems, electronic voting, autonomous transportation, voice guidance systems, medical care, etc.) as well as business (FinTech, AI-enabled marketing, intelligent healthcare, intelligent logistics systems, smart manufacturing, process automation, smart cities, smart energy, etc.). Some companies have begun to adopt AI in their digital transformation projects, thereby fundamentally changing how value chains are configured and managed. Indeed, with businesses expected to be the main driver of AI adoption and investment over the next decade, the need for individuals that combine management skills and knowledge of advanced AI applications will continue to increase.

3.2. Similar Artificial Intelligence Programs Offered Elsewhere

In recent years, several top business schools in North America and Europe have introduced master's-level programs for the emerging field of AI. While some have a similar positioning as the proposed Schulich Master of Management of AI, others emphasize technological training rather than management skills. In Ontario Queen's University's Smith School of Business has launched a master-level program in the Management of AI (see Appendix D). However, the proposed MMAI program is different from existing programs by focusing equally on the managerial and the technical training of the student.

The Queen's University's Master of Management in Artificial Intelligence program takes 12 months to complete, and it limits its AI technology training to Data Science and Business analytics applications. The Schulich MMAI covers a much wider range of AI-related techniques. While a more limited focus on techniques makes sense for the Queen's program, which aspires to help graduates obtain decision support positions in the private and public sector, the Schulich program aspires to prepare students for a much wider range of jobs in all functional areas of the organization. In addition to data science and business analytics, Schulich MMAI students obtain knowledge in deep learning, numerical analysis, visualization and other advanced AI applications. Therefore, we do not consider the Queen's program as a direct competitor to the proposed Schulich MMAI. Indeed, the Queen's MMAI much more closely resembles the Schulich Master of Business Analytics, which also has a strong focus on data science and analytics methods, such as forecasting and decision modelling, while lacking training in advanced AI techniques.

In the US, the schools with the most similar programs to the MMAI are David Eccles School of Business at the University of Utah, Rutgers University Business School, University of Maryland's Robert H. Smith School of Business, and New York University's Stern School of Business (for details on the similarities with, and differences between, their respective programs and the proposed MMAI see Appendix D).

In sum, the most significant differentiator of the MMAI is the deliberate combination of its strong focus on developing management skills and its provision of significant training in a broad range of AI-related technologies. The culmination of this blend of management and technology training is the 2-term integrative consulting project. Our most immediate competitor, the Smith School of Business program, does not offer such an immersive and extended experiential learning component. In addition, while a few of the very best programs in the US offer a similar level of experimental and integrative learning, most of the US-based programs and none of the Canadian programs do.

3.3. The Need for Artificial Intelligence Programs

Over the past two decades, the AI industry has undergone a period of significant, if not revolutionary, expansion. Through the rapid proliferation of the Internet and other digital technologies, AI researchers now have an unparalleled level of data on all processes and operations of the organization as well as on consumers and markets. Furthermore, organizations and managers are looking to find ever new ways of gathering, analyzing and utilizing data often in real-time.

This rapid technological change has created growth and new job opportunities in the Management of Artificial Intelligence field. The Canadian government's Occupational Projection System predicts robust job growth for computer and information systems managers (see NOS Code 0213). Indeed, recognizing the looming gap between supply and demand, the province of Ontario aggressively pursues plans to increase the number of graduates in (AI)-related master programs over the next few years. The Vector Institute and its public and private partners will play a major role in meeting the demand for AI-talent. Jordan Jacobs, Co-founder & Member of the Vector Institute Board of Directors states: "An informal survey of companies in Toronto and the surrounding area found that local companies want to hire thousands of machine learning PhDs and master's graduates in the next five years. This number is far greater than the number of graduates per year in all of Canada and that helped to validate the idea to create the   Vector Institute." The MMAI program will train such graduates and thereby help fill the gap between supply and demand of AI-related skills.

Further evidence for the need of IT-talent in general and AI-trained graduates in particular is the fact that the average hourly wage for AI-related jobs grew faster than the overall average wage growth. A lack of supply of qualified experts drives up wages and salaries. Over the 2014-2016 period, employment in AI increased faster than the average of all occupations. For Computer and information systems managers, over the period 2017-2026, new job openings (arising from expansion demand and replacement demand) are expected to total 32,500. In short, demand for AI-trained managers will be high.[1]

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[1] See Marr, B. (2018, June 25). "The AI Skills Crisis And How To Close The Gap." Access online at <https://www.forbes.com/sites/bernardmarr/2018/06/25/the-ai-skills-crisis-and-how-to-close-the-gap/#22cdbc4931f3>

4. Program Content and Curriculum

4.1. Program Requirements and Courses

The MMAI will require the completion of fourteen required courses, totaling 45 credits over three terms of full-time study. Students will also be required to complete a mandatory pre-start program. Figure 1 below presents an overview of the program structure.

The pre-start program will consist of the satisfactory completion of online course modules in Calculus, Computer Science, and Statistics offered by Udemy. The program commits to covering the Udemy fees for the required modules. The requirement for any or all Udemy modules may be waived if the student has taken subject courses in their previous studies as verified by their official transcripts. Students will also take a 3-day pre-start business fundamentals bootcamp in Marketing, Accounting and Finance.

The proposed coursework includes a real-world 6.00-credit capstone project called the Artificial Intelligence Consulting Project (AICP) that spans two terms (roughly 8 months in duration). During the AICP,   students will solve a significant business problem by applying pertinent management techniques   and Artificial Intelligence approaches. While much of the work during the AICP will happen at the new Schulich Deloitte Cognitive Analytics and Visualization Lab, students will also spend time at the client site (i.e., businesses, social sector and government organizations), interacting with various stakeholders including line managers, technicians, customers and suppliers.

All general program requirements currently in force for Schulich's 3-term master's degrees (including promotion and graduation requirements) will apply to this program as well. A copy of the handbook can be found at schulich.yorku.ca/graduate-handbook.

Figure 1. Master of Management in Artificial Intelligence Program Structure

Master of Management in Artificial Intelligence (MMAI)			
Pre-Program	Term 1 (Fall)	Term 2 (Winter)	Term 3 (Summer)
Business Foundations Bootcamp	**SB/MMAI 5000** **3.00*** Artificial Intelligence Fundamentals	**SB/MMAI 5040** **3.00*** Business Applications of Artificial Intelligence I	**SB/MMAI 5090** **3.00*** Business Applications of Artificial Intelligence II

Online Course: Calculus	SB/MGMT 6300 3.00 Case Analysis and Presentation Skills	SB/MBAN 5140 3.00 Visual Analytics and Modelling	SB/MMAI 5500 3.00* Applications of Neural Networks & Deep Learning in Business
Online Course: Statistics	SB/MMAI 5100 3.00* Database Fundamentals	SB/MMAI 5300 3.00* Numerical Analysis	SB/MMAI 5400 3.00* Natural Language Processing
Online Course: Computer Science	SB/MMAI 5200 3.00* Algorithms for Business Analysis	SB/ORGS 6350 3.00 Managing Change	SB/ORGS 6500 3.00 Interpersonal Managerial Skills
	GS/PHIL 5340 3.00 Ethics of AI	SB/MMAI 6050** Consulting Project 1	SB/MMAI 6050** Consulting Project 2

* = New Course
** = MMAI 6050 6.00 spans Terms 2 and 3.

4.2. Courses

The program consisting of 14 required courses will run over three consecutive terms starting in September (see Figure 1; course descriptions are provided in **Appendix B**).

Of the fourteen required courses, four are existing masters-level courses. The other ten courses are unique   to the Master of Management in Artificial Intelligence. The Ethics of AI course (GS/PHIL 5340) was developed especially for the MMAI program by the Philosophy department at York under the leadership of Canada Research Chair professor Regina Rini.

The courses will provide students with essential business knowledge and skills in the first term, including business communication and teamwork, basic artificial intelligence, and essential research and analytics skills. In the Winter and Summer terms, students will gain more advanced and specific knowledge in artificial intelligence as they study topics such as visualization, conversational systems, autonomous agents, natural language processing, big data, and deep learning. In addition, students will acquire problem-oriented management skills in the Winter and Summer terms as part of the consulting project and the course Business Applications of AI II.

Course scheduling was carefully considered in the design of the program. Courses that teach students fundamentals of artificial intelligence and analytics are taught in the first two terms. The program contains an experiential Artificial Intelligence consulting project (AICP) that spans terms 2 and 3. In term 2, students will define the projects with their clients, collect and analyze relevant qualitative and quantitative data, and develop management-driven Artificial Intelligence solutions to meet concrete business needs. In term 3 the student teams will implement their solutions, thus managing an entire Artificial Intelligence project from planning to

implementation.

The coursework that students complete before and during the AICP will enable them to choose from   and apply appropriate artificial intelligence and management methods. Therefore, the consulting   project will provide students with a truly integrative learning experience that offers both unique   insights into the challenges and opportunities of creating an AI-driven business solution and a more confident entry into the workplace.

Students must enroll as full-time students. The total program can be completed in one year (3 terms). Students must complete the program within four years of entering.

4.3. Course Level

All courses are at the graduate level.

4.4. Program Overview

A program overview is provided in **Appendix A**.

5. Program Learning Outcomes and Assessment

5.1. Learning Outcomes

The MMAI program's learning outcomes were developed through extensive discussion with Schulich faculty members, industry experts, and graduates of the Schulich School of Business who currently work in related positions. Complete details on the expected learning outcomes are enclosed in **Appendix A. Appendix C** offers a detailed curriculum map that indicates which courses support a specific learning outcome. Importantly, the program level learning outcomes have been mapped against the Vector Institute's 1000AIMs guidelines for Complementary AI-related Master's Programs[2].

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[2]   https://vectorinstitute.ai/wp-content/uploads/2018/04/1000aims-guidance-and-appendices-9apr18.pdf

5.2. Program Learning Outcomes:

Schulich School of Business
Master of Management in Artificial Intelligence (MMAI)
Program-Level Learning Outcomes

Graduates of the MMAI Program are able to:

1. Core Business AI Understanding

1.1 Describe the key components of the artificial intelligence (AI) field, including search heuristics, knowledge representation, automated planning, agent-based systems, machine and deep learning, and probabilistic reasoning

1.2 Connect key AI components to the cornerstones of modern business management

2. Critical Thinking and AI Applications

2.1 Analyze the application of AI technologies for business problems, including knowledge management, information retrieval, decision support systems, natural language processing, process automation, personalization and visualizations

2.2 Design, implement, evaluate, and refine AI technologies for solving business problems

2.3 Understand and analyze the trade-offs between computational complexities and business benefits in applying different AI techniques and models

2.4 Apply strategic thinking skills for managerial decision making

3. Professional Communication

3.1 Deliver a clear, effective and engaging oral presentation appropriate for both technical and non-technical audiences

3.2 Prepare a clear, effective and engaging written report appropriate for both technical and non-technical audiences

3.3 Apply appropriate strategies to work effectively in interdisciplinary teams

4. Ethical Behaviour & Social Responsibility

4.1 Identify the ethical and societal implications of AI and its applications in business

4.2 Describe, analyze, and devise solutions for ethical and social issues that arise in the application of AI in business

5.3. Achieving the Program Learning Outcomes

Based on many (and always ongoing) conversations with our key stakeholders, such as practitioners, consultants, researchers, students and alumni, there is a substantial and ever-growing need for individuals that can take a business problem and manage all the processes required to develop an AI-driven solution to the problem. The skill set required by such an individual can therefore not be limited to cutting edge knowledge of AI technologies. Rather, the individual that businesses, government organizations and the social sector will need combines technology know-how with the skill set of a manager. Therefore, this program aspires to teach both the ability to design, evaluate, refine and implement practical AI technologies and solutions in a business context and the ability to manage a team, communicate effectively with business clients and demonstrate the highest ethical standards in business.

The Master of Management in Artificial Intelligence program has been designed to help students achieve both of these objectives with 18 credits dedicated to AI techniques and up to 27 credits allocated for the acquisition of AI management skills.

To achieve the proposed learning outcomes, the MMAI program has put a strong emphasis on experiential learning. Throughout the program, project-orientated teaching will be used to convey key technological components for AI applications such as machine learning as well as managerial capabilities ranging from presentation skills to strategic thinking and teamwork (e.g., MGMT 6300 Case Analysis and Presentation Skills).

The critical hands-on experience of a live project will be delivered via the AICP, where students are required to manage an entire cycle of preparing, applying and evaluating AI-based solutions to an organizational problem. Students work with businesses, non-profit and governmental organizations as well as entrepreneurial start-ups.

5.4. Assessment of Learning Outcomes

The grading and assessment process will be that used in other Schulich master's programs. Overall course grades will be based on the student's performance on the various elements of the course, including written assignments, case analyses, team work, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning.

Assignments, exercises or exams will also serve to assess the achievement of the learning outcomes. The program task force, the AD Academic and Academic Affairs Officer have worked together to map each learning outcome onto an assessment objective in a course delivered in the program. Please see the program's curriculum map in **Appendix C** for courses in which learning outcomes will be assessed.

The program has established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students' performance levels with respect to the program's expected learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed final assessment embedded in particular courses throughout the curriculum (see a list of final assessments in Appendix C). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate. Certain rubrics, such as those designed to measure

'soft-skills'-related outcomes (e.g., presentation, reflection and teamwork skills) will be implemented program-wide to provide a consistent definition of program-level expectations as well as a well-scaffolded, formative approach to the development and measurement of core skills throughout the curriculum. A sample program-wide rubric for the assessment of presentation and teamwork skills (Outcome 3.3) is included in Appendix C.

Documentation of students' performance levels with regard to learning outcomes will be performed through Schulich's new learning management system, Canvas. This system offers robust learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes. The performance data will serve as the basis of the program's assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes and enable the 'closing of the loop' on its curricular improvement initiatives undertaken to address these gaps.

5.5. Normal Program Length

The normal program length is three terms of full-time study, as indicated by the program structure in Figure 1. A course load of five courses per term is typical for all full-time students in Schulich masters' programs and is achievable for the vast majority of students. The course load, by design, aligns with similar professional master programs in the Schulich School of Business.

5.6. Delivery Modes

The program is in-person and course-based. The nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis, laboratory exercises, team work, working with technologies and data sets, as well as outreach and assistance to external organizations. The program also includes a two-term, community-based AI consulting project that helps students integrate their newly acquired technical and managerial skills in a real-world setting.

6. Admission Requirements

6.1. Program Admission Requirements

The minimum admission requirements are as follows:
- An undergraduate degree from a recognized postsecondary institution with a

minimum B+ average in the last two full years (or equivalent) of academic work.
- Work Experience is not required, but internships or prior work experience is recommended.
- Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE)
  - Acceptable scores on all measures of the GMAT or GRE
  - To send your scores for these tests to us please use the following codes: GMAT code Z75-X8-87 or GRE code 5697
- Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership ability.
- Two letters of recommendation. It is recommended that one of these should be from a professor.

6.2. Alternative Requirements

N/A.

7. Resources

7.1. Areas of Faculty Strength and Expertise

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced in the field of management of artificial intelligence.

The Schulich School of business is one of the very few business schools that has in-house experts in areas such as data governance and engineering, knowledge discovery, information retrieval, intelligent agent, managerial strategy, sustainability, ethics, and business and the environment, which facilitate a wide range of the curriculum components, such as database fundamentals, numerical analysis, visual analytics and modeling, machine learning, and natural language processing.

The resources for this program will largely be drawn from the resource base of the Schulich School (see Appendix E). Most courses will be taught by faculty members of the Operations Management and Information Systems (OMIS) area (tenure stream and contract), who possess expertise in general management as well as artificial intelligence. OMIS members also teach in Schulich's other masters programs and are responsible for teaching and supervising OMIS PhD students. In addition, the program will be enriched by experts in the ethics of AI from the Philosophy Department at York University, who designed and will teach a unique Ethics of AI course.

7.2. Role of Retired and Contract Instructors

Contract instructors play an essential role in the Schulich School of Business. All our contract instructors are highly experienced professionals and recognized experts in their respective fields of practice. These instructors bring real-world experience into the classroom to enrich lectures,

case analyses, assignments, projects, presentations, and students' performance in the "real world" of management.

Contract instructors will be employed where advisable, likely predominantly from the pool of qualified instructors already teaching at Schulich. As expert in their fields of specialization, such as machine learning, natural language processing and business applications of AI, contract instructors are very good at imparting practice-rich knowledge, which is in line with the goal of this master program. Other reasons for employing part-time instructors could be sabbatical coverage.

Retired professors also are valuable teaching resources due to their long experience and insight, but they are not expected to take a significant teaching role.

7.3. Laboratory Facilities/Equipment

The program will make use of the brand new Schulich Deloitte Cognitive Analytics and Visualization Lab, which stems from the partnership between the Schulich School of Business and Deloitte, a global leader in the field of business analytics and AI. The lab is supported by leading data scientist Hjalmar Turesson to foster advances in the visualization and interpretation of big data. The new lab and position have been established as part of a joint commitment to nurturing   tomorrow's leading talent in the field and to elevate data analytics in Canada. The Lab is housed within Schulich's future Centre of Excellence in Business Analytics, one of several Centres of Excellence located in the School's new $50-million Rob and Cheryl McEwen Graduate Study & Research Building, which opened in November 2018. The approximately 800-square- foot lab supports teaching and research goals, as well as explores advances in predictive   analytics, natural language processing, machine learning, analytics design and visualization, and   data-based story-telling.

MMAI students will use the lab to complete the AI Consulting Project, the program's capstone integrative course in which students undertake a comprehensive AI-related project for an organization (the "client" site). Over the course of eight months, real client data will be ingested into the lab platform, and students will perform data cleansing, verification and QA, and uncover insights using advanced analytics methods and visualization tools. The lab also brings the challenges faced by real companies (sponsor organizations) into the MMAI classroom,   delivering deep insights and innovative ideas to drive business forward through advanced analytics, AI and visualization solutions. Using predictive and prescriptive advanced analytics   methods, actionable insights can be derived from these data to equip organizations with a   unique competitive advantage. The lab also combines statistical methods, computational   intelligence, decision-making enabled by machine learning, and traditional symbolic AI to   maximize AI's impact on analytical initiatives. More information on the Schulich Deloitte lab can be found at https://dschulichlab.ai/how-it-works/.

7.4. Space

Given the expected initial size of the program, space constraints are not an issue. The program will be housed in the newly constructed Rob and Cheryl McEwen Graduate Study & Research Building, which added 3 large classrooms and 4 seminar rooms to the number of existing classrooms already available. The Deloitte lab is situated adjacent to these classrooms as are 8 small group breakout rooms where teams can prepare their group assignments. With the addition of the new building, space will not be a concern for the program for the foreseeable future.

7.5. Support Services

The primary support services will be the library, information technology, career services and student and enrolment services, all of which are already in existence at Schulich and serve its other 11-degree programs. We also anticipate the possibility of needing one additional career advisor and an additional academic recruiter. These resources may be shared with the Master of Business Analytics (MBAN). The program will also rely on the strength of its Advisory Board Network and professional network of faculty members. Combined these networks bring together a substantial set of companies who will deliver high quality real-world AI-projects to the program for the AICP course. A designated support person responsible for growing and managing corporate relations will also be added to help ensure the strong supply of projects.

7.6. Financial Support and Supervisory Capacity

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

7.7. Enrolment Projections

We expect that the first cohort (in Fall 2019) will attract 25 students. First year enrolment will be capped at 50 students. This enrolment target is reasonable and achievable, as evidenced by the success of Schulich's other direct-entry master's programs (e.g., the Master of Management started with an inaugural class of 50 students in Fall 2016 and the Master of Marketing drew a class of 53 in its first year). The expected steady-state maximum enrolment target is one full class (up to 55 students), with a potential to add a second cohort over time.

7.8. Support Statements and Consultations

Please see the Dean's resource statement **(Appendix F)** and the library statement **(Appendix G).** The proponents have consulted extensively with Schulich faculty. In addition, the Schulich AD Academic has undertaken extensive consultation with the faculty of science and with the Lassonde School of Engineering. Both faculties have provided letters of support of the proposed program (see below). In addition, the Schulich AD Academic has integrated feedback from FGS APPC and the external review process. This section will be updated as consultations progress.

Appendix A

Master of Management in Artificial Intelligence (MMAI) Program Overview

Program Overview

The proposed Master of Management in Artificial Intelligence (MMAI) program is designed to prepare individuals to seek and obtain meaningful employment in artificial intelligence (AI)-related management positions, whether in private, public or non-profit organizations.

AI-related fields include, but are not limited to: data science, machine learning, visualizations, natural language understanding, intelligent robotics, knowledge representation, reasoning and management, intelligent agents, human computer interfaces, and recommendation systems.

The MMAI addresses a growing need in post-graduate management education for programs that train students in the task of designing, evaluating, refining and implementing practical AI-related solutions and technologies. The objective of the Master of Management in AI (MMAI) is to produce such graduates. The proposed Schulich MMAI program is not based on any existing Master of Management in Artificial Intelligence. Rather, the program will be designed from the ground up. Program-level learning outcomes (see below) have been developed based on input from leading academics in the field of management and AI as well as potential employers from the private sector, government and the non-profit and social sectors. Curriculum structure and course contents have been developed to achieve these learning outcomes ensuring that our MMAI students acquire the knowledge and skills required to succeed as managers in business and non-for-profit organizations or as entrepreneurs. The MMAI's program structure, which includes a unique 2-term integrative consulting project, will ensure that the program is highly differentiated from competing program (see section 3.2 below for details on program differentiation).

In addition to meeting the quality standards of the Schulich School of Business, York University and the province of Ontario, the MMAI has been designed to fulfill the standards set out by the Vector Institute (Vector) under the heading "1000AIMs." Vector's 1000AIMs initiative was established to support the province of Ontario's goal to produce 1000 graduates annually in the field of AI within five years.

The MMAI is a professional degree program in the management of artificial intelligence. The degree focuses on strategic thinking, tactical decision making, design techniques and ethics in AI. The objective is to produce well-rounded managers who have the potential to become leaders in AI-management.

The program will achieve these objectives over the course of three terms and the completion of 45 credits. The program is structured to facilitate the acquisition of AI and management knowledge and skills over these three terms. A key component of the program is the integration of the acquired knowledge through a capstone community-involved experiential learning project (the so-called AI Consulting Project, or AICP). This project will take place during the 2nd and 3rd terms. During the AICP students will make extensive use of the newly developed Schulich Deloitte Visual Cognitive Analytics Lab.

Schulich School of Business
Master of Management in Artificial Intelligence (MMAI)
Program-Level Learning Outcomes

1. Core Business AI Understanding

1.1 Describe the key components of the artificial intelligence (AI) field, including search heuristics, knowledge representation, automated planning, agent-based systems, machine and deep learning, and probabilistic reasoning

1.2 Connect key AI components to the cornerstones of modern business management

2. Critical Thinking and AI Applications

2.1 Analyze the application of AI technologies for business problems, including knowledge management, information retrieval, decision support systems, natural language processing, process automation, personalization and visualizations

2.2 Design, implement, evaluate, and refine AI technologies for solving business problems

2.3 Understand and analyze the trade-offs between computational complexities and business benefits in applying different AI techniques and models

2.4 Apply strategic thinking skills for managerial decision making

3. Professional Communication

3.1 Deliver a clear, effective and engaging oral presentation appropriate for both technical and non-technical audiences

3.2 Prepare a clear, effective and engaging written report appropriate for both technical and non-technical audiences

3.3 Apply appropriate strategies to work effectively in interdisciplinary teams

4. Ethical Behaviour & Social Responsibility

4.1 Identify the ethical and societal implications of AI and its applications in business

4.2 Describe, analyze, and devise appropriate solutions for ethical and social issues that arise in the application of AI in business

Admission Requirements

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work.
- Work Experience is not required, but internships or prior work experience is recommended.
- Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership ability.
- Two letters of recommendation, at least one of which should be from a professor.

Appendix B

Master of Management in Artificial Intelligence (MMAI) Course Summaries

Courses are arranged into three groups. See Figure 1. This is the sequence in which full-time and part-time students are expected to take these courses. For a full-time student, each group corresponds to a full term of study. A part-time student may take two of the courses per term from each group depending on personal schedules and course availability.

1. Required Courses (45 credits)

ADVANCE PREPARATION (required by all confirmed entrants)
Prior to the commencement of studies, the satisfactory completion of a 3-day business foundations bootcamp program, focused on Marketing, Finance and Accounting, as well as a series of online courses in the following areas:

- Calculus
- Statistics
- Computer Science

Term 1 Courses

SB/MMAI 5000 3.00 Artificial Intelligence Fundamentals

This course will introduce students to the field of artificial intelligence, with a focus on AI-driven business applications. The course also provides a historical perspective tracing the emergence of basic terminologies and concepts of contemporary AI. In addition, students will be introduced to key artificial intelligence techniques including knowledge representation and symbolic reasoning, biologically inspired approaches to artificial intelligence, supervised, unsupervised and reinforcement learning, multi-agent systems, planning and natural language processing. This course is a pre-requisite for MMAI 5040.

SB/MGMT 6300 3.00 Case Analysis and Presentation Skills

This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to participate successfully in national and international case competitions. A secondary objective is to prepare students to interview successfully for management consulting positions. MMAI students will analyze cases and deliver presentations.

SB/MMAI 5100 3.00 Database Fundamentals

Database Management Systems are computer-based systems used by organizations to manage the vast amount of data that accompany daily operations, support data analysis, and enable intelligent decision making. This course provides an applied introduction to database management systems and their use in the business environment. The course covers the fundamentals of database analysis and design. It also provides a hands-on experience in designing and building databases using Oracle or MySQL Database. Specific topics covered include the role of database systems, the relational database model, and entity-relationship diagrams, as well as applied skills such as formulating queries, designing forms, and creating reports in SQL (Structured Query Language). At the end of the course students will be able to design and build a fully operational database to support business decision making and operations.

SB/MMAI 5200 3.00 Algorithms for Business Analysis

The course covers main approaches to design and analysis of algorithms used in business contexts, including important algorithms and data structures, and results in complexity and computability. The main contents are: review of algorithm analysis such as search in ordered array, binary insertion sort; an introduction to divide and conquer algorithms; graphs; and applications of greedy algorithms. These applications will be covered in business context and will be linked to specific business applications. This course is a pre-requisite for MMAI 5300.

GS/PHIL 5340 3.00 Ethics of AI

This course provides an overview of social and ethical issues arising from emerging Artificial Intelligence technology. The course will explore both existing and future technology applications, with a focus on learning to recognize and anticipate novel ethical challenges. By practicing ethical analysis in written and oral presentation, students will develop future-oriented skills applicable to technologies not yet invented. Topics, that are currently relevant or in the near future, will include algorithmic transparency and bias, big data surveillance and privacy, autonomous robotics in transport and warfare, economic and legal consequences of labour automation, use of robots as caregivers, and the effects of AI-human interaction on human ethical behavior. Topics, that are relevant in the long term, will include theoretical issues such as whether AI can or should ever make independent ethical decisions, whether AI might ever be entitled to moral rights of its own, and how humanity can contain the risks of 'superintelligent' future AI. The course will also consider whether the tech industry needs its own set of AI-related professional ethics (modeled on medical, business, and engineering ethics). What are the distinctive social responsibilities of AI companies and research institutions? What are the obligations of individual AI professionals?

Term 2 Courses

SB/MMAI 5040 3.00 Business Applications of Artificial Intelligence I

This course builds on the introductory perspective provided by MMAI 5000, which emphasizes practical business applications of artificial intelligence rather than the conventional focus on the derivation of methods from first principles. The emphasis in this course will be on automation and autonomous cyber-physical system applications of artificial intelligence in business contexts. Students gain a holistic view of artificial intelligence as applied to practical business

contexts through a combination of case studies (in and out of class) as well as in-class lab-style technical explorations. These are complimented by assignments and two projects throughout the course. Furthermore, students gain practical knowledge of the managerial applications of AI across several business contexts from guest speakers and detailed business case studies. This course is a pre-requisite for xxxx and MMAI 5400.

SB/MBAN 5140 3.00 Visual Analytics and Modelling

This course is an introduction to the theories of visual communication design applied in data visualization and visual analytics. Students become familiar with data-driven decision-making workflows and theories and practices of storytelling. The course focuses on visual design principles, data structures, taxonomy of data visualization models and weekly tutorials using the Tableau software.

SB/MMAI 5300 3.00 Numerical Analysis

Numerical analysis is concerned with finding numerical solutions to problems for which analytical solutions either do not exist or are not readily or cheaply obtainable. This course provides an introduction to the subject, focusing on the three core topics of iteration, interpolation and quadrature. The module starts with "interpolation schemes," methods for approximating functions by polynomials, and "quadrature schemes," numerical methods for approximating integrals, will then be explored in turn. The second half of the module looks at solving systems of linear and nonlinear equations via iterative techniques. In the case of linear systems, examples will be drawn from the numerical solution of differential equations. Students will learn about practical and theoretical aspects of all the algorithms. Insight into the algorithms will be given through illustrations, but the course does not require any programming.

SB/ORGS 6350 3.00 Managing Change

As the environment of many business and nonprofit organizations becomes increasingly complex and unstable, it is imperative that managers be able to create a climate of flexibility and adaptability in their operations. Organizations must be able to undertake major change without destructive side effects to be truly successful. This course surveys the major methods available to the modern manager for effectively managing the process of change and creating a general climate in which needed changes are sought and welcomed throughout the organization. The course emphasizes case studies and the discussion of alternative change management models.

SB/MMAI 6050 6.00 AI Consulting Project I

The AI Consulting Project is the capstone integrative course of the MMAI program. It will allow students to deepen their understanding of the subject matter and methodologies, as well as provide an opportunity for hands-on, problem-driven research and application. It is an intensive, 2-term course where groups of 4 MMAI students undertake a comprehensive artificial intelligence (AI) project of an organization ("client site") and provide business insights to enhance the site's future success. At the conclusion of the AI consulting project students submit and present their final work to a panel of at least two experts, including the course director, and also to the client site.

Term 3 Courses

SB/MMAI 5090 3.00 Business Applications of Artificial Intelligence II
This course bridges the theoretical foundation and the business applications of artificial intelligence technology. Through in-class lecturing and hands-on activities, students learn fundamentals of AI technology, formulate business problems in AI paradigm and Applications of AI in addressing business problems. AI applications are embedded in the infrastructure of many products and services, including search engines, medical diagnoses, speech recognition, robot control, web search, advertising and so on so forth. This course provides a broad overview of applying modern artificial intelligence in business. Students learn how machines can engage in problem solving, reasoning, learning, and interaction. Students gain an appreciation and case-based experience of this dynamic field in the context of business problems. The class covers up-to-date AI applications in various domains such as Recommendation Systems, FinTech, Social Network Analytics, Sentiment Analysis etc.

SB/MMAI 5500 3.00 Applications of Neural Networks and Deep Learning in Business
This course covers the theory and practice of deep learning. Topics covered include training methods and loss functions, automatic differentiation and backpropagation, network architectures for different learning problems, validation, model selection and software tools.

SB/MMAI 5400 3.00 Natural Language Processing
There has been an increasing demand for better retrieval, processing, and analysis of textual information in modern society in recent years due to the availability of a huge and ever-growing amount of textual data from both inside organizations and the Internet. Well known examples include web search engines (e.g., Google), document and content management systems, email filtering, social media sentiment analysis, automated question answering (e.g., IBM's Watson on Jeopardy!), natural language interfaces in games and mobile devices, and big data text analytics for business/competitive intelligence. Natural language processing (NLP), also known ascomputational linguistics, which aims to process and understand natural languages and text, is the driving force that makes these tasks and systems possible. This course focuses on the principles and technologies of statistical machine-learning-based NLP and their application in text analytics, including retrieval, extraction, recognition, and analysis of information from large textual collections. Prerequisite: MMAI 5040 3.00 Business Applications of Artificial Intelligence 1 and MMAI 5300 3.00 Numerical Analysis.

SB/ORGS 6500 3.00 Interpersonal Managerial Skills
Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence).

SB/MMAI 6050 6.00 AI Consulting Project II

The AI Consulting Project is the capstone integrative course of the MMAI program. It will allow students to deepen their understanding of the subject matter and methodologies, as well as provide an opportunity for hands-on, problem-driven research and application. It is an intensive, 2-term course where groups of 4 MMAI students undertake a comprehensive artificial intelligence (AI) project of an organization ("client site") and provide business insights to enhance the site's future success. At the conclusion of the AI consulting project students submit and present their final work to a panel of at least two experts, including the course director, and also to the client site.

Appendix C

Master of Management in Artificial Intelligence (MMAI) Curriculum Map

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

Program Level Goals & Learning Objectives: Graduates of the Master of Management in Artificial Intelligence program are able to …	TERM 1					TERM 2					TERM 3				
	SB/MMAI 5000 Artificial Intelligence Fundamentals	SB/MGMT 6300 Case Analysis and Presentation Skills	SB/MMAI 5100 Database Fundamentals	SB/MMAI 5200 Algorithms for Business Analysis	GS/PHIL 5340 Ethics of AI	SB/MMAI 5040 Business Applications of Artificial Intelligence I	SB/MMAI 5140 Visual Analytics and Modeling	SB/MMAI 5300 Numerical Analysis	SB/ORGS 6350 Managing Change	SB/MMAI 6050 Consulting Project 1	SB/MMAI 5090 Business Applications of Artificial Intelligence II	SB/MMAI 5500 Appl. of N. Networks & Deep Learning in Business	SB/MMAI 5400 Natural Language Processing	SB/ORGS 6500 Interpersonal Managerial Skills	MMAI 6050 Consulting Project 2
Goal 1: Core Business AI Understanding															
1.1 Describe the key components of the artificial intelligence (AI) field.	I		I	I		D	R	D			A	D	R		R
1.2 Connect key AI components to the cornerstones of modern business management	I			D		I	I				A	R			

Program Level Goals & Learning Objectives: Graduates of the Master of Management in Artificial Intelligence program are able to …	TERM 1					TERM 2					TERM 3				
	SB/MMAI 5000 Artificial Intelligence Fundamentals	SB/MGMT 6300 Case Analysis and Presentation Skills	SB/MMAI 5100 Database Fundamentals	SB/MMAI 5200 Algorithms for Business Analysis	GS/PHIL 5340 Ethics of AI	SB/MMAI 5040 Business Applications of Artificial Intelligence I	SB/MMAI 5140 Visual Analytics and Modeling	SB/MMAI 5300 Numerical Analysis	SB/ORGS 6350 Managing Change	SB/MMAI 6050 Consulting Project 1	SB/MMAI 5090 Business Applications of Artificial Intelligence II	SB/MMAI 5500 Appl. of N. Networks & Deep Learning in Business	SB/MMAI 5400 Natural Language Processing	SB/ORGS 6500 Interpersonal Managerial Skills	MMAI 6050 Consulting Project 2
Goal 2: Critical Thinking and AI Applications															
2.1 Analyze the application of AI technologies for business problems, including knowledge management, information retrieval, decision support systems, natural language processing, process automation, personalization & visualizations	I		I	I		D					A				R
2.2 Design, implement, evaluate, and refine AI technologies for solving business problems	I					D						A	R		R

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Program Level Goals & Learning Objectives: Graduates of the Master of Management in Artificial Intelligence program are able to …	TERM 1					TERM 2					TERM 3				
	SB/MMAI 5000 Artificial Intelligence Fundamentals	SB/MGMT 6300 Case Analysis and Presentation Skills	SB/MMAI 5100 Database Fundamentals	SB/MMAI 5200 Algorithms for Business Analysis	GS/PHIL 5340 Ethics of AI	SB/MMAI 5040 Business Applications of Artificial Intelligence I	SB/MMAI 5140 Visual Analytics and Modeling	SB/MMAI 5300 Numerical Analysis	SB/ORGS 6350 Managing Change	SB/MMAI 6050 Consulting Project 1	SB/MMAI 5090 Business Applications of Artificial Intelligence II	SB/MMAI 5500 Appl. of N. Networks & Deep Learning in Business	SB/MMAI 5400 Natural Language Processing	SB/ORGS 6500 Interpersonal Managerial Skills	MMAI 6050 Consulting Project 2
2.3 Understand and analyze the trade-offs between computational complexities and business benefits in applying different AI techniques and models	I				D	D					R	R	A		
2.4 Apply strategic thinking skills for managerial decision making		I			I				R		R			R	A
Goal 3: Professional Communication															
3.1 Deliver a clear, effective and engaging oral presentation on applied AI technologies appropriate for both technical		I			D		D		R	R					A

	TERM 1					TERM 2					TERM 3				
Program Level Goals & Learning Objectives: Graduates of the Master of Management in Artificial Intelligence program are able to …	**SB/MMAI 5000** Artificial Intelligence Fundamentals	**SB/MGMT 6300** Case Analysis and Presentation Skills	**SB/MMAI 5100** Database Fundamentals	**SB/MMAI 5200** Algorithms for Business Analysis	**GS/PHIL 5340** Ethics of AI	**SB/MMAI 5040** Business Applications of Artificial Intelligence I	**SB/MMAI 5140** Visual Analytics and Modeling	**SB/MMAI 5300** Numerical Analysis	**SB/ORGS 6350** Managing Change	**SB/MMAI 6050** Consulting Project 1	**SB/MMAI 5090** Business Applications of Artificial Intelligence II	**SB/MMAI 5500** Appl. of N. Networks & Deep Learning in Business	**SB/MMAI 5400** Natural Language Processing	**SB/ORGS 6500** Interpersonal Managerial Skills	**MMAI 6050** Consulting Project 2
and non-technical audiences.															
3.2 Prepare a clear, effective and engaging written report on applied AI technologies appropriate for both technical and non-technical audiences.		I			D		D			R					A
3.3 Apply appropriate strategies to work effectively in interdisciplinary teams.		I			I	D			D	R	R	R	R	D	A
Goal 4: Ethical Behaviour & Social Responsibility															
4.1 identify the ethical and societal implications of AI and its applications in business	I	D			A					R			R		R

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Program Level Goals & Learning Objectives:	TERM 1					TERM 2					TERM 3				
Graduates of the Master of Management in Artificial Intelligence program are able to …	SB/MMAI 5000 Artificial Intelligence Fundamentals	SB/MGMT 6300 Case Analysis and Presentation Skills	SB/MMAI 5100 Database Fundamentals	SB/MMAI 5200 Algorithms for Business Analysis	GS/PHIL 5340 Ethics of AI	SB/MMAI 5040 Business Applications of Artificial Intelligence I	SB/MMAI 5140 Visual Analytics and Modeling	SB/MMAI 5300 Numerical Analysis	SB/ORGS 6350 Managing Change	SB/MMAI 6050 Consulting Project 1	SB/MMAI 5090 Business Applications of Artificial Intelligence II	SB/MMAI 5500 Appl. of N. Networks & Deep Learning in Business	SB/MMAI 5400 Natural Language Processing	SB/ORGS 6500 Interpersonal Managerial Skills	MMAI 6050 Consulting Project 2
4.2 Describe, analyze, and devise appropriate solutions for ethical and social issues that arise in the business application of AI in business.		I			A										

Schulich School of Business
Master of Management in Artificial Intelligence (MMAI)
Program-Level Learning Outcomes & Assessments

Learning Outcome	Course Assessed in	Assessment (Individually Completed)
Core Business AI Understanding		
1.1 Describe the key components of the artificial intelligence (AI) field, including search heuristics, knowledge representation, automated planning, agent-based systems, machine and deep learning, and probabilistic reasoning	SB/MMAI 5000 3.00 Artificial Intelligence Fundamentals	Final Exam
1.2 Connect key AI components to the cornerstones of modern business management	SB/MMAI 5090 3.00 Business Applications of Artificial Intelligence II	Final Exam
Critical Thinking and AI Applications		
2.1 Analyze the application of AI technologies for business problems, including knowledge management, information retrieval, decision support systems, natural language processing, process automation, personalization and visualizations	SB/MMAI 5090 3.00 Business Applications of Artificial Intelligence II	Final Exam
2.2 Design, implement, evaluate, and refine AI technologies for solving business problems	SB/MMAI 5040 3.00 Business Applications of Artificial Intelligence I	Final Exam
2.3 Understand and analyze the trade-offs between computational complexities and business benefits in applying different AI techniques and models	SB/MMAI 5200 3.00 Algorithms for Business Analysis	Final Exam
2.4 Apply strategic thinking skills for managerial decision making	SB/MMAI 5090 3.00 Business Applications of Artificial Intelligence II	Final Exam
Professional Communication		
3.1 Deliver a clear, effective and engaging oral presentation appropriate for both technical and non-technical audiences	SB/MGMT 6300 3.00 Case Analysis & Presentation Skills	Case Presentation
3.2 Prepare a clear, effective and engaging written report appropriate for both technical and non-technical audiences	SB/MBAN 5040 3.00 Visual Analytics & Modelling	Project # 2

3.3 Apply appropriate strategies to work effectively in interdisciplinary teams	SB/MMAI 6050 6.00 AI Consulting Project	Peer & Instructor Evaluation
Ethical Behaviour & Social Responsibility		
4.1 Identify the ethical and societal implications of AI and its applications in business	GS/PHIL 5340 3.00 Ethics of AI	Written Assignment
4.2 Describe, analyze, and devise solutions for ethical and social issues that arise in the application of AI in business	GS/PHIL 5340 3.00 Ethics of AI	Written Assignment

The program has established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students' performance levels with respect to the program's expected learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed final assessment embedded in particular courses throughout the curriculum (see curriculum map above). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate. Certain rubrics, such as those designed to measure 'soft-skills'-related outcomes (e.g., presentation, reflection and teamwork skills) will be implemented program-wide to provide a consistent definition of program-level expectations as well as a well-scaffolded, formative approach to the development and measurement of core skills throughout the curriculum. A sample program-wide rubric for the assessment of presentation and teamwork skills (Outcome 3.3) is included below.

Documentation of students' performance levels with regard to learning outcomes will be performed through Schulich's new learning management system, Canvas. This system offers robust learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes. The performance data will serve as the basis of the program's assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes and enable the 'closing of the loop' on its curricular improvement initiatives undertaken to address these gaps.

Schulich School of Business
Assessment Rubric for Presentation Skills Learning Outcomes

	Core Competencies & Indicators	Unsatisfactory (D)	Below Expectations (C)	Meets Expectations (B)	Exceeds Expectations (A)
1.	**Organization of Ideas**				
	Introduction	Presentation lacks a clear or compelling introduction that orients the audience to the topic. Audience interest in the topic is not generated at the outset.	Introduction is at times is unclear or uncompelling or does not orient the audience to the topic. Minimal audience interest in the topic is generated at the outset.	Presentation opens with a clear introduction that orients the audience to the topic and generates some interest from the outset.	Presentation opens with a clear, compelling, and engaging introduction that orients the audience and captures interest from the outset.
	Body	Does not structure arguments in a logical manner. Organization of ideas does not support understanding of the main argument. No connection between body, introduction or conclusion.	Structure of arguments often does not appear logical or well-reasoned. Organization of ideas contributes little to understanding of the main argument. Vague connection between body, introduction and conclusion.	Logical reasoning pattern is evident, resulting in an effective argument structure. Organization of ideas supports understanding of the main argument. Clear relationship between body, introduction and conclusion.	Logical reasoning pattern is both evident and compelling, enabling a highly effective argument structure. Organization of ideas strongly supports understanding of the main argument. Clear relationship between body, introduction and conclusion making it easy for the audience to follow.
	Conclusion	Presentation lacks a conclusion, or conclusion is vague, unclear or disconnected from key claims or evidence.	Conclusion is weak, poorly formulated, or poorly linked to the evidence or key claims.	Conclusion is clear and concise and is clearly linked the evidence and key claims made throughout the presentation.	Meets expectations, plus conclusion is engaging and thoroughly explores the implications and significance of the topic.
2.	**Content & Quality of Ideas**				
	Main Argument	Presentation lacks a clear central message, or multiple inconsistent messages are conveyed throughout.	Central argument can be deduced but is not explicitly stated or reinforced.	Conveys a clear and consistent central message throughout the presentation.	Central message is compelling, precisely stated and appropriately repeated.
	Use of Supporting Evidence & Sources	Claims are supported by irrelevant or inappropriate evidence. Presentation lacks sources or sources used lack the appropriate range or quality.	Uses a few inappropriate facts or irrelevant, inaccurate, or unpersuasive ideas to support the main argument. Evidence provided is from a minimal range of sources or some sources are inappropriate or of poor quality.	Appropriate facts and relevant, accurate and persuasive ideas are used to support the main argument. Credible evidence provided from an appropriate range of quality sources.	Appropriate and highly relevant, accurate, and persuasive ideas are used to support the main argument. Credible evidence from a wide range of quality sources is provided; extensive research beyond standard or typical sources is demonstrated.
	Audience & Purpose	Content and components are inconsistent with audience and purpose.	Content and components at times lack relevance to audience and purpose.	Content and components are appropriate for audience and purpose.	Content and components are nuanced and expertly selected for audience and purpose.
	Originality & Creativity	Presentation is neither original nor creative.	Presentation is only minimally original or creative.	Presentation is generally original and/or creative.	Presentation is highly original and creative.
3.	**Body Language & Auditory Mechanics**				
	Eye- Contact, Volume, Articulation, Pace & Tone	Does not look at audience; reads notes and/or only looks at the instructor. Delivery is unnatural and/or unprepared. Volume is too soft to hear or distractingly loud. Articulation is poorly executed/unclear. Mumbles or runs words together. Pace is too fast or too slow. Tone is unprofessional and/or inappropriate for the audience and purpose.	Delivery is mechanical with occasional instances of natural delivery. Occasional eye contact with the audience. Some preparation evident but frequently reads from notes or slides. Volume is sometimes inaudible or inappropriately loud. Articulation is occasionally clear. Pace is inconsistent (at times too fast or too slow). Tone is sometimes unprofessional and/or inappropriate for the audience and purpose.	Delivery is natural and helps build rapport with the audience. Strong eye contact with the audience is maintained most of the time. Delivery is prepared (occasionally reads from notes or slides). Volume is consistently audible by the entire audience. Articulation is consistently clear. Pace is appropriate to facilitate audience understanding. Tone is generally professional and appropriate for the audience and purpose.	Delivery is natural and helps build engagement with the audience. Strong eye contact with the audience is maintained throughout the presentation. Delivery is thoroughly prepared (rarely reads from notes or slides). Volume is audible and varied to emphasise key points and enhance audience interest. Articulation is clear precise and engaging. Pace is natural and varied to emphasize key points and enhance audience interest. Tone is consistently engaging, professional and appropriate for the audience and purpose.
4.	**Use of Visuals Aids**				
		Does not use visual aids, or uses inappropriate or distracting visual aids.	Uses visual aids that are sometimes distracting or undermine understanding of the presentation.	Uses visual aids that have a clear purpose and guide the audience throughout the presentation.	Uses visual aids that have a clear purpose, are thoughtful and enrich the presentation.
5.	**Time Management**				
		Goes significantly over or under allotted time. Misses important points completely.	Struggles to deliver presentation in the allotted time (may rush at the end of the presentation). Spent too little or too much time on important points.	Delivers presentation in the allotted time. Sufficiently covers important points.	Meets expectations, plus devotes more or less time to components based on their relative importance. Demonstrates an understanding of how to modify timing based on unanticipated constraints.
6.	**Response to Audience Questions**				
		Cannot answer audience questions	Answers some audience questions but not clearly or completely.	Encourages audience questions and answers most clearly and completely.	Encourages audience questions and answers all clearly and completely.
7.	**Coordination in Team Presentations**				
		Not all members participate; team members do not have clearly defined roles and the team appears uncoordinated.	All team members participate, but not equally. Team members do not have clearly defined roles and/or the team often appears uncoordinated.	All team members participate for about the same length of time and are able to answer questions. The team is mostly coordinated but there are a few moments of doubt and/or unbalance.	All team members participate, answer questions, and contribute equally to the success of the presentation. The team appears highly coordinated with clearly defined roles.

Schulich School of Business
Assessment Rubric for Teamwork Learning Outcomes

	Core Competencies & Indicators	Unsatisfactory (D)	Below Expectations (C)	Meets Expectations (B)	Exceeds Expectations (A)
1.	**Interpersonal Communication**				
	Communicates respectfully with team members using effective tone and body language	Does not communicate with team members or does so disrespectfully	Communicates respectfully but does so inconsistently or to select members only	Communicates respectfully with all team members using effective tone & body language	Meets expectations plus encourages other team members to communicate respectfully
	Uses effective strategies to communicate with speakers of differing cultures, skills and preferences	Does not use strategies or uses ineffective strategies to communicate with speakers of differing cultures, skills and preferences	Attempts to use strategies but does so inconsistently or has to be supported by other team members	Consistently uses effective strategies to communicate with speakers of differing cultures, skills and preferences	Meets expectations plus supports team members in communicating with speakers of differing backgrounds, skills and preferences
	Contributes to establishing standards of performance and norms of practice, and adheres to them throughout the project, refining as needed	Does not contribute to standards or norms or establishes destructive standards and norms	Begins to informally identify standards and norms but they do not make advances in guiding the team	Contributes to standards and norms that guide the team and adheres to them throughout the project	Meets expectations plus respectfully holds team members accountable to standards and norms
	Conveys a constructive, inclusive, and motivating attitude about the team and its work	Conveys a negative attitude in a way that hinders the team	Attempts to convey a constructive, inclusive or motivating attitude but is inconsistent	Consistently conveys a constructive, inclusive and motivating attitude about the team and its work	Meets expectations plus encourages other team members to adopt a constructive, inclusive or motivating attitude
	Articulates the merits of alternative ideas from others and offers new and helpful suggestions that build on those ideas	Does not articulate the merits of alternative ideas, diminishes the ideas of others, offers no suggestions, or doesn't build on the ideas of others	Repeats suggestions made by others without incorporating any novel or useful ideas or rarely builds on the ideas of others	Recognizes and articulates the merits of alternative ideas and offers new suggestions that build on the ideas of others	Meets expectations plus synthesizes and refines the suggestions of others to offer helpful ideas that advance the work of the team
	Provides assistance to team members as needed or required	Does not assist team members or intervenes and disrupts the work of others	Assists some team members but ignores others or provides limited assistance	Consistently provides assistance to all team members as needed or required	Meets expectations plus provides support to team in finding ways to meet their individual obligations
2.	**Quality of Work**				
	Produces quality individual contributions that advance the work of the team	Does not produce work or work is not usable and must be redone by others	Quality of work is inconsistent; occasionally needs to be checked or redone by others to be acceptable	Quality of work is satisfactory; only minor improvements required	Meets expectations plus proactively helps team members who produce work that requires improvements
3.	**Conflict Resolution**				
	Identifies and effectively addresses conflict	Does not identify or address conflict or contributes to the escalation of conflict	Identifies conflict but makes little effort to address it or effort is ineffective	Identifies and effectively addresses conflict in the team until resolution is reached	Meets expectations plus consistently encourages an atmosphere of open dialogue and constructive argument
4.	**Organization**				
	Completes all assigned tasks by the established deadlines	Assigned tasks are not completed by the deadline or at all	Completes some tasks by the deadline; may sometimes require reminding or support from team	Completes all assigned tasks by the deadline	Completes all work in advance with enough time to improve quality before the deadline
	Attends team meetings regularly and on time	Does not attend team meetings or is often late or absent without notifying the team	Is sometimes late and/or absent; may notify team	Attends team meetings regularly and on time; consistently notifies team if late or absent	Meets expectations plus follows up with team to catch up on what was missed if absent
	Initiates and responds to team communication in a timely manner	Does not initiate or respond to team communication	Sometimes initiates and responds to team communication but communication may be delayed or unhelpful	Regularly initiates and responds to team communication in a timely manner	Meets expectations plus initiates for or follows up with other team members when necessary
5.	**Reflection & Self-Awareness**				
	Assesses how one's actions impact the team and adapts actions or outlook based on feedback or the needs of the team	Does not adapt actions or outlook based on the needs of the team or adapts detrimentally	Does not readily adapt actions or outlook; has to be prompted by others	Adapts actions and/or outlook based on the needs of the team	Meets expectations plus constructively helps others adapt

Mapping of Master Degree Level Expectations against
Master of Management in Artificial Intelligence (MMAI) Program Learning Outcomes

Master Degree Level Expectations		MMAI Outcomes	
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	1. Core Business AI Understanding	1.1 Describe the key components of the artificial intelligence (AI) field, including search heuristics, knowledge representation, automated planning, agent-based systems, machine and deep learning, and probabilistic reasoning 1.2 Connect key AI components to the cornerstones of modern business management
2. Research and scholarship	A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.	2. Critical Thinking and AI Applications	2.1 Analyze the application of AI technologies for business problems, including knowledge management, information retrieval, decision support systems, natural language processing, process automation, personalization and visualizations 2.2 Design, implement, evaluate, and refine AI technologies for solving business problems 2.3 Understand and analyze the trade-offs between computational complexities and business benefits in applying different AI techniques and models 2.4 Apply strategic thinking skills for managerial decision making
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.		
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.		
4. Professional capacity / autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development;	4. Ethical Behaviour & Social Responsibility	4.1 Identify the ethical and societal implications of AI and its applications in business 4.2 Describe, analyze, and devise solutions for ethical and social issues that arise in the application of AI in business

	c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.		
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	3. Professional Communication	3.1 Deliver a clear, effective and engaging oral presentation appropriate for both technical and non-technical audiences 3.2 Prepare a clear, effective and engaging written report appropriate for both technical and non-technical audiences 3.3 Apply appropriate strategies to work effectively in interdisciplinary teams

Mapping of Master of Management in Artificial Intelligence (MMAI) Program
Learning Outcomes against Master Degree Level Expectations

MMAI Outcomes		Master Degree Level Expectations
1. Core Business AI Understanding	1.1 Describe the key components of the artificial intelligence (AI) field, including search heuristics, knowledge representation, automated planning, agent-based systems, machine and deep learning, and probabilistic reasoning 1.2 Connect key AI components to the cornerstones of modern business management	Depth and Breadth of Knowledge A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. Research & Scholarship: A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques;
2. Critical Thinking and AI Applications	2.1 Analyze the application of AI technologies for business problems, including knowledge management, information retrieval, decision support systems, natural language processing, process automation, personalization and visualizations 2.2 Design, implement, evaluate, and refine AI technologies for solving business problems 2.3 Understand and analyze the trade-offs between computational complexities and business benefits in applying different AI techniques and models 2.4 Apply strategic thinking skills for managerial decision making	Level of application of knowledge: Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. Research & Scholarship: On the basis of that competence, has shown at least one of the following: b) Originality in the application of knowledge. Professional capacity / autonomy: a.ii) decision-making in complex situations b) The intellectual independence required for continuing professional

		development
		d) The ability to appreciate the broader implications of applying knowledge to particular contexts Awareness of Limits of Knowledge: Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines

3. Professional Communication	3.1 Deliver a clear, effective and engaging oral presentation appropriate for both technical and non-technical audiences
	
	3.2 Prepare a clear, effective and engaging written report appropriate for both technical and non-technical audiences
	
	3.3 Apply appropriate strategies to work effectively in interdisciplinary teams
		Research & Scholarship:
		
		On the basis of that competence, has shown at least one of the following:
		
		   a) development and support of a sustained argument in written form
		
		Level of Communications Skills:
		
		The ability to communicate ideas, issues and conclusions clearly.
		
		Professional Capacity / Autonomy:
		
		a) The qualities and transferable skills necessary for employment requiring:
		
		   i) exercise of initiative and of personal responsibility and accountability

4. Ethical Behaviour & Social Responsibility	4.1 Identify the ethical and societal implications of AI and its applications in business
	
	4.2 Describe, analyze, and devise solutions for ethical and social issues that arise in the application of AI in business
		Professional capacity / autonomy:
		
		a) The qualities and transferable skills necessary for employment requiring:
		
		   i) exercise of initiative and of personal responsibility and accountability; and
		   ii) decision-making in complex situations;
		
		c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research

Appendix D

Competitive Landscape

University	Degree Granted	Duration	General Approach	Specializations
Canada				
Queen's University Smith School of Business	Master of Management in Artificial Intelligence	A 12-month program starting in September. Classes on Tuesday evenings and alternate Saturdays at Smith Toronto in downtown Toronto. Plus, two one-week residential sessions at Goodes Hall in Kingston.	A balance between technical, management, and problem-solving content. A capstone project in the final module allows individual students to apply AI solutions to real business cases provided by program partners. This is structurally a similar program to the proposed MMAI at Schulich. However, Schulich has a set of relationships to the local AI Business Community and on-site facilities (notably the Deloitte Lab) that make us the more competitive offering.	N/A
United States of America				
New York University Stern School of Business	MS in Data Analytics & Business Computing	a 12-month full-time course of study, the three-semester curriculum is 36 credits, including a capstone project that culminates the program and connects students with real-world practice.	A data-driven approach to solve business challenges in the era of big data with the interdisciplinary nature of business analytics offering a broad yet rigorous curriculum in business (finance, marketing, revenue management, operations), data science (statistics,	N/A

			econometrics, data mining, data visualization), and management science (optimization, stochastic modeling, simulation) emphasizing both quantitative and technical methods and their applications in different functional areas in business. This program shares many similarities with the proposed MMAI at Schulich. Overall, it is somewhat more science driven while the Schulich approach will be more managerial in its outlook.	
The University of Arizona Eller College of Management	Master of Science in Business Analytics	Students have the option of completing the 33-unit program in two or three semesters (10 or 16 months). A summer internship is possible in the three-semester program.	This program provides essential knowledge and skills in three critical areas: Data management, Statistics, and Analytic method. While the 16-months option is comparable to the Schulich MMAI, the 10-month program is certainly not. Also, the location of the program at the University of Arizona limits the ability to create close relationships with world class companies nearby.	electives in accounting, economics, finance, management information systems and marketing. The program also includes professional development.
Rutgers University Rutgers Business School	Master of Information Technology and Analytics	30 credits Full-time or part-time study Finish in as little as one year (full-time). STEM qualified	The program intends to bridge the gap between IT and business, teaching both the domain and technical knowledge	Accounting Information Systems

		program for international students considering Optional Practical Training (OPT). Based out of Newark campus	necessary to face tough challenges in the industry. Similar approach to the Schulich MMAI. The school's location allows for excellent relations to world-class companies. The main difference is Schulich's facilities and the more managerially oriented curriculum.	
University of Maryland Robert H. Smith School of Business	Master of Science in Information Systems	30 credits can be completed in as little as 9 months, though most students complete the program in 16 months.	The curriculum delivers real-world learning supported by theory and practice. Smith School's partnerships with companies like Ernst & Young, Deloitte, PricewaterhouseCoopers, and KPMG make it a very competitive program. It's positioning is similar to that of Schulich's MMAI.	N/A
University of Utah David Eccles School of Business	Master of Science in Business Analytics	33 Credit hours Core: 30 Electives: 3 For the full-time program. Full-Time students complete the program in 3 semesters. Part-Time students complete the program in 4-6 semesters. Students complete a hands-on capstone project as the culmination of their degree. The capstone is an in-depth, consulting-based project where students complete data analysis for industry partners.	The business analytics curriculum is designed to help students increase their skills in each of these areas, and students exit the program ready to successfully compete in the world of big data. The coursework is designed to prepare students to complete the Associate Certified Analytics Professional (aCAP) certification through INFORMS. Subjects, including data storage and management, data	N/A

		The capstone project is three credit hours completed over three semesters.	analysis, data visualization and the application of analytics to business, prepare students for this highly recognized certification. This is a very competitive program. It's positioning is similar to that of Schulich's MMAI.	

Appendix E

Master of Management in Artificial Intelligence Program
Core Course and Potential Instructor List

	Course	Title	Instructor	Full /Part Time (FT/PT)	Rank	Area
1.	SB/MMAI 5000 3.00	Artificial Intelligence Fundamentals	Zhepeng Li	FT	Assistant	OMIS
			Hjalmar Turesson	PT	N/A	
2.	SB/MGMT 6300 3.00	Case Analysis & Presentation Skills	Ashwin Joshi	FT	Associate	MKTG
			Brent Lyons	FT	Assistant	ORGS
3.	SB/MMAI 5100 3.00	Database Fundamentals	Henry Kim	FT	Associate	OMIS
			Zhepeng Li	FT	Assistant	
			Stephen Keelan	PT	N/A	
4.	SB/MMAI 5200 3.00	Algorithms for Business Analysis	Markus Biehl	FT	Associate	OMIS
			Scott Yeomans	FT	Full	
			Ikjyot Singh Kohli	PT	N/A	
5.	GS/PHIL 5340 3.00	Ethics of AI	Regina Rini	FT	Assistant	PHIL
6.	SB/MMAI 5040 3.00	Business Applications of Artificial Intelligence I	Hjalmar Turesson	PT	N/A	OMIS
			Mel Gabriel			
7.	SB/MBAN 5140 3.00	Visual Analytics and Modelling	Stefan Popowycz	PT	N/A	OMIS
8.	SB/MMAI 5300 3.00*	Numerical Analysis	Markus Biehl	FT	Associate	OMIS
			Scott Yeomans	FT	Full	
			Hjalmar Turesson	PT	N/A	
9.	SB/MMAI 6050 6.00	AI Consulting Project	Murat Kristal	FT	Associate	OMIS
10.	SB/MMAI 5090 3.00*	Business Applications of Artificial Intelligence II	Zhepeng Li	FT	Assistant	OMIS
11.	SB/MMAI 5500 3.00	Applications of Neural Networks and Deep Learning in Business	Zhepeng Li	FT	Assistant	OMIS
12.	SB/MMAI 5400 3.00	Natural Language Processing	Henry Kim	FT	Associate	OMIS
			Hjalmar Turesson	PT	N/A	
13.	SB/ORGS 6350 3.00	Managing Change	Kevin Tasa	FT	Associate	ORGS
14.	SB/ORGS 6500 3.00	Interpersonal Managerial Skills	Stephen Friedman	PT	N/A	ORGS

Appendix F

Statement of Support from Anchor Dean

Memorandum

To:	To Whom It May Concern
CC:	Professor Murat Kristal, Chair, MMAI Task Force
From:	Detlev Zwick, Acting Dean
Date:	October 18, 2018
Subject:	Master of Management in Artificial Intelligence Proposal

I would like to enthusiastically express my full support for the proposed Master of Management in Artificial Intelligence (MMAI) program. This program will enable students who have graduated from business or non-business programs to obtain the critical functional and cross-functional skills needed for a successful career in the fast expanding, demanding and heterogeneous field of management of AI.

The need for graduates with the skill set of a manager of AI is high and growing rapidly. Currently, only one specialized program exists in Ontario (Queen's University) and very few others in North America. Therefore, there is a significant need for programs that can deliver excellent training in management skills, AI technologies and ethics. The proposed MMAI represents such a program and we are confident that our graduates will succeed in a job market that is high paying, fast-moving and full of gratifying career opportunities.

Just as with all our programs, Schulich will staff this program with high quality full-time and part-time faculty. Because of its extensive partnership network with leading companies in Toronto, Schulich is fully capable of delivering high quality experiential projects to the students. Already, many companies have signed on to the AI Consulting project, paying $25,000 to do so, even though the program has not yet launched. Therefore, no additional resources will be required to source and support the AICPs.

The Schulich School has the facilities in place to offer this program. Through the partnership with Deloitte the program offers a world-class environment, such as the Schulich Deloitte Cognitive Analytics and Visualization Lab located in the school's brand-new Graduate Study & Research Building. This new addition to the school is a $60 million state of the art building, which is home to 3 large classrooms, several seminar rooms, a media production facility and offices for Schulich's Centers of Excellence.

Even though teaching staff is in place to deliver the program, the Operations Management and Information Systems (OMIS) area, which will deliver the program (with support from other areas), is authorized to hire three additional tenure-stream faculty members over the next three years. These three hires were submitted to the President as part of Schulich's 3-year hiring plan, which was approved by the president. A world class data scientist has already been hired in partnership with Deloitte. This person will support lab work, research and AICP projects.

At this time, we do not foresee the need to add any additional non-academic resources, such as additional recruiting, student or career support personnel. As the program grows, non-academic support, especially in career advisor and recruiting will be added via the usual mechanisms. Some of these resources may be shared with the Master of Business Analytics and other programs.

In conclusion, I wish to express my full support for this program and thank the task force for a well-conceptualized proposal.
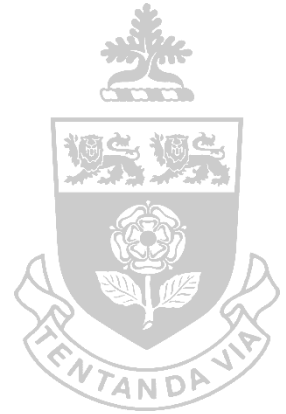
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Memorandum

To**:**   ASCP and APPRC

From**:**   Lisa Philipps, Provost and Vice-President Academic

Date**:**   December 8, 2018

Subject**:** Proposal for Schulich Master of Management in AI

I have reviewed the proposal for Master of Management in Artificial Intelligence as well as Acting Dean Detlev Zwick's letter dated October 18, and I am pleased to offer my full support for the proposal at this stage in the approval process.

As Acting Dean Zwick points out, the demand for various levels and types of professional expertise in all areas of artificial intelligence is already high and growing at a rate that post-secondary educational institutions will need to respond to. The proposed program will prepare professional leaders and managers from a variety of educational backgrounds.

The Schulich School of Business is well-poised to enter this area. It has an excellent reputation for providing graduate education in both traditional and emerging fields of management, and its partnership with Deloitte has allowed it to create a state of the art Cognitive Analytics and Visualization Lab located in the new Graduate Study and Research Building.

I am persuaded that the School has considered its staffing needs carefully and, with the presence of the data scientist shared with Deloitte and the addition of two tenure track professors over the upcoming three years that has been included in the Faculty's complement plan, the academic resources will be in place to mount a successful program. Support for students and programs within Schulich is well-developed and of high quality, and the Acting Dean has provided assurance that this program can be folded into the existing infrastructure. A graduate program assistant and academic program director will be appointed as for all graduate programs at York.

I look forward to discussion of the proposal and, in particular, to the report of the review team following its review of the materials and a site visit.

Cc: Dean D. Horvath, Acting Dean Zwick
    VPA A. Pitt

November 12, 2018

RE: BBA/IBBA Program, Schulich School of Business

Dear Associate Dean Zwick

I'm writing this letter on behalf of Lassonde School of Engineering, in consultation with Prof. Simone Pisana, Graduate Program Director at the department of Electrical Engineering and Computer Science (EECS). We have reviewed and carefully considered the proposal for the creation of the new Master of Management in Artificial Intelligence (MMAI) in the Schulich School of Business at York University.

We understand that this new professional degree program, offered by the Schulich School of Business, and will address a need for Management expertise in the rapidly expanding field of Artificial Intelligence. We note that at Lassonde, also have recently introduced the AI specialization in our Master of Science in Computer Science program and are in the process or proposing a professional Master's program in Data Science with an AI focus. Comparing the proposed MMAI program with our AI specialization and Data Science programs, we are confident that our programs will not be competing with MMAI for students, considering that we will have significantly different learning outcomes. Furthermore, we anticipate that students in our programs may find interest in a few of the MMAI courses such as the Business Applications of AI, case management and presentation skills.

Together, the Faculty of Science, Schulich, and Lassonde will be well positioned to lead AI training for the growing demand that is emerging in Canada.

Regards

Regina Lee, PhD, PEng

Cc: Dean Jane Goodyer, Vide Dean Uyen T Nguyen, Prof. Simone Pisana

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Memorandum

To: Detlev Zwick, BBA / iBBA Program, Schulich School of Business

From: Jennifer Steeves, Associate Dean – Research & Graduate Education &
Alex Mills, Associate Dean - Students

Date: November 6, 2018

Subject: Program Proposal for a Master of Management in Artificial Intelligence
(MMAI).

The Faculty of Science supports the proposal for the creation of the new Master of
Management in Artificial Intelligence (MMAI) in the Schulich School of Business at York
University.

This new professional degree program will address a need for Management expertise in
the rapidly expanding field of Artificial Intelligence. It will be unique in that students will be
trained in both managerial and technical skills producing graduates who can support
management of wide range of rapidly emerging high level AI technologies. There is no
overlap between this program and courses offered in the Faculty of Science. Both the
Faculty of Science and the Lassonde School of Engineering at York University are
presently training graduates who will be poised to work in the field of AI and in turn the
Schulich MMAI will yield leaders in AI-management.

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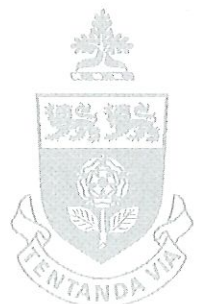
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Memorandum

To: Murat Kristal, Program Director, Master of Business Analytics, Schulich School of Business

From: Joy Kirchner, Dean of Libraries

Date: October 26, 2018

Subject: Library Support for Master of Management in Artificial Intelligence

As the attached memo attests, York University Libraries are well-situated to support the proposed new graduate program in the management of artificial intelligence. The Libraries have extensive collections to support teaching, learning, and research in this area due to existing curricular and research strengths in artificial intelligence and related business areas at York University. The Libraries have a long-established relationship with the Schulich School of Business that helps ensure support for acquiring needed and specialized resources in business programs is facilitated. Further, there is librarian expertise at York to support faculty and students within this program.

The Libraries are engaged in extensive restructuring at the moment, with the aim of continuing to provide the excellent collections and instructional and consultation expertise it has provided in the past, but to also better leverage library expertise and infrastructure to better support emerging needs around resource accessibility, open educational resources, and data management, to name a few. You will be hearing more about these developments over the coming months.

We look forward to our continued work with the Schulich School of Business over the coming years and are excited to fully support this new program.

Dr. Alice Pitt, Vice Provost Academic
931 Kaneff Tower
4700 Keele Street
Toronto, ON
Canada, M3J 1P3

January 22, 2019.

Dear Dr. Pitt,

It was a pleasure to serve on the external reviewing team for the proposed Master of Management in Artificial Intelligence (MMAI) program at the Schulich School of Business, York University. The review involved studying the program in detail, evaluating the credentials of the faculty supporting the program and on-site discussions with key stakeholders.

Overall, we are enthusiastic in supporting this program and believe it is very timely, designed well and supported well by a talented and energetic team of faculty and university administrators. There are not many programs that are similar to this – a strength of the program – hence, direct comparisons are difficult. However, the program appears to deliver on its learning outcomes and goals. In this letter, we offer comments and feedback based on the external appraisal report criteria outlined in the York University Quality Assurance Procedures. Details are as follows.

Outline of the Visit

During our visit to the Schulich School of Business on Monday, January 7th, we were fortunate to engage in lively discussions with the following:
- Academic Vice Provost and Dean of Graduate Studies at York University
- The Dean and Associate Dean of the Schulich School of Business
- Faculty members of the MMAI task force and other full-time faculty and part-time instructors that will be involved with the program
- Current students enrolled in various undergraduate and graduate degree programs at Schulich
- Staff members that support the admissions, student services, career development, and library functions

As part of the visit, we also toured facilities at the Schulich School of Business, including classrooms, computer labs, meeting rooms, and the new Schulich Deloitte Visual Cognitive Analytics Lab.

General Objectives of the Program, Need, and Demand

The primary objective of the program is to place students in AI-related managerial positions in the private, public, and non-profit sectors. This objective is well-aligned with the Schulich

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School and York University's broader mission. We believe the program name and degree designation are appropriate and consistent with the curriculum, student learning objectives, and program-level goals.

With respect to need and demand, the program is closely aligned with the Vector Institute's 1000AIMS initiative, which supports Ontario's goal of producing 1000 graduates annually in the field of AI within the next five years. In addition to serving demand in the local Ontario region, based on our discussions with faculty and staff at Schulich, there is a sense that the prospective student pool and employers pertaining to the MMAI program are both geographically much broader, encompassing high AI-growth markets such as North America, Asia and Europe. Given Schulich's strong global footprint, MMAI seems well-positioned to cater to the supply and demand needs of such a wider geographic market.

Program Content, Curriculum, Structure, Learning Outcomes

On the curricular side, the design of the program has been thought through quite systematically. The coursework includes a combination of technical and managerial content. Unlike programs that separate out technical and managerial content into separate courses, it was refreshing to see that many of the proposed courses actually had these two components integrated within the course itself. The two-semester project course will also allow the students to apply the knowledge from the courses into real-world applications. It was particularly refreshing to see companies that have already signed-on to participate in these projects with commitments of approximately $25K toward supporting the projects. Great execution of these project courses will require close involvement with industry partners and it appears that the program has been designed with such close interaction in mind. Further, Schulich's close connections with leading firms and executives is a major plus for this program.

Also on the curricular side, it was encouraging to see that the content provided by the program can position students for a broad range of opportunities in the field. Courses in AI, algorithms, data science, databases, numerical analysis, visualization, NLP coupled with case analyses and business foundations (through additional electives) will provide Schulich students with a broad background in the field to pursue opportunities in many different areas. The ethics of AI course is in particular an important component and appears to be positioned well (early) in the program to help students understand the societal and people impact of AI.

We do have a few suggestions on the curriculum that we discuss in our recommendations.

Resources

We were equally impressed by the quality of the faculty supporting this program. Many of the courses, while new, appear to have existing faculty who can cover them. Based on our discussions and examination of bios/CVs, these faculty clearly have a wealth of expertise on relevant topics such as the foundations and theory of AI and machine learning, as well as the state-of-the-art tools, techniques, and practices. Overall, the program appears to have a good

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mix of full-time tenure stream research faculty and part-time faculty with active involvement in industry. MMAI's faculty composition seems consistent with what is found at other top business school degree programs, with over 50% of the content delivered by full-time faculty, while actively leveraging knowledgeable practitioners with strong academic credentials and teaching experience. This mix will be essential to ensure that the program offers insightful perspectives from both the research as well as the applied angles – academic rigor coupled with industry relevance. The plan to hire two additional faculty members (approved by the President as part of the college's three year plan) will also be a significant plus in terms of offering additional faculty resource support for this program.

The program also appears to leverage existing staff expertise and resources needed to fuel a successful launch. Further, the incorporation of one or two new staff members for this program (as noted in the proposal) will help from a student success perspective.

We do have a few suggestions on the need for greater staff-side resources (see recommendations for details).

Quality of Student Experience

By incorporating a nice mixture of full-time and part-time faculty, the two consulting courses, and several options for the two elective courses, the MMAI program is well-positioned to ensure the intellectual quality of the student experience. Based on our discussions with the students we do have some recommendations, noted below, to further enhance this.

Recommendations

As part of our review we have some specific recommendations for the leadership to consider. While the program as proposed is ready for launch and none of these are required changes, we believe that they can further strengthen what appears to be a very well thought-through program. These recommendations are:

Curriculum-related:

1. *Explore a business foundations "boot camp."* One of the limitations of any specialized Master's program is not being able to offer a breadth of courses in all the functional disciplines. This is quite common among most of the specialized Master's programs we have seen across the world. However, the MMAI graduates will still need a broad grasp of important business concepts in finance, accounting, strategy & management, marketing, operations and information systems. Currently, the coursework does integrate many of the business skills into specific courses; hence students do get some exposure. However, augmenting this with directly delivered content in these areas in the form of a one-week long intense boot camp at the start of the program may better align curriculum with the managerial learning objectives and positioning of the program. The faculty will need to decide which topics across the functional areas are important to cover in the boot camp since an exhaustive overview is infeasible. The

boot camp itself can then be designed as a "30-40 hour mini-MBA" prior to the start of the specialized Master's program. It is important to note that the boot camp idea is by no means the only way to incorporate the necessary business foundations content into the curriculum. We simply suggested it as one relatively easier approach for onboarding diverse student populations to create an appropriate baseline of business knowledge without significantly disrupting the rest of the program design.

2. *Consider injecting content related to Enterprise AI.* One of the missing pieces in the content was an overview of enterprise AI architectures. Today AI systems combine software, hardware, the cloud and people & processes to deliver real-time solutions. AI is an important consideration in enterprise-level digital transformation at the intersection of datafication, platformization, consumerization, and democratization. As one example, much of the revolution in self-driving cars has been supported by novel internet of things (IoT) hardware and architecture frameworks, in addition to data-driven algorithms. This broader discussion of current "architectures" in AI, and how AI relates to enterprise digital strategy, will provide students with the necessary perspective pertaining to real-world enterprise AI solutions. We don't see the need for a new course on this topic, but recommend the addition of a module in one of the existing courses that addresses this gap.

3. *Add a full-time faculty member to the AI fundamentals course*. Presently, this course is being taught entirely by part-time faculty with impressive industry experience. We're all products of our experiences – practitioners are often biased towards more recent trends and phenomenon. Full-time faculty involvement in this course can help ensure that students have a more balanced perspective on the fundamental theories and practices of AI.

Resource-related:

4. *Add a staff person to identify capstone projects and manage corporate relations*. We recommend hiring a new staff member for program support. The staff member can help identify capstone projects and manage corporate relationships. This is a common staff position/role in most specialty master's programs involving multi-semester corporate sponsored capstone projects. The corporate partner acquisition funnel, coupled with the immense communication and coordination costs needed to manage the relationship, necessitate staff support. In the absence of adequate staff support, these tasks can take up valuable faculty/program director time that would be better utilized supporting student efforts toward the successful execution of these projects.

5. *Consider providing the student body a modest budget to plan events.* We recommend the student body (see below) be provided a small budget of their own to plan events, speaker series or workshops to enhance the quality of the student experience. While we explain the rationale for this further below, the budget for these activities itself can be relatively modest to start with and can grow based on how the program chooses to manage these activities.

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6. *Closely monitor the Ethics in AI course for continuity, quality, and consistency*. The Ethics in AI course is a particularly important course in the program and is the only one taught from outside the college of business. This course is currently slated to be taught by a post-doctoral scholar, funded in part by the college of business. We recommend having a clear long-term plan for how this course will be funded and supported, as well as how quality and consistency will be maintained. This non-business post-doctoral scholar may enrich student learning outcomes, but better explicating the plan will help ensure the long-term viability and quality of the course.

Quality of Student Experience-related:

7. *Consider forming a program-level student body.* We recommend forming a program-level student body that can serve as liaisons to the faculty with the broader goal of enhancing student experience. We envision this body taking the lead in organizing speaker series, or workshops, related to AI that can provide a constant stream of cutting-edge content from AI industry practitioners. Some of the speakers solicited may even "skype in" or provide short talks to the students through teleconference facilities, thereby opening up a vast range of global expert resources that can be tapped into. While such experiences can enhance the quality of student experience in any program, they are likely even more important in an area like AI where rapid advancements are being made constantly in industry as well. The idea of having a student body lead these efforts was motivated by three factors. First, external speakers sometimes respond more favorably when contacted directly by students rather than staff. Second, these "self-arranged" events will likely have better attendance among students. Third, it will place less stress on limited faculty and staff resources.

Thank you for the opportunity to serve as part of the external review team and best wishes for a successful launch.

Sincerely,

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Memorandum

To: Alice Pitt, Vice Provost Academic

CC: Julie Parna, Thomas Loebel, YUQAP

From: Detlev Zwick, Acting Dean

Date: January 30, 2019

Subject: Response to the External Review of Master of Management in Artificial Intelligence Proposal

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I'm writing this memo in response to the external reviewers' report on their inspection of the proposed Master of Management in Artificial Intelligence to be offered by the Schulich School of Business. The review included an in-depth examination of the program's proposed curriculum, learning outcomes, extracurricular activities, existing and planned resource allocation as well as expected market demand for the program. During their visit of the school, the reviewers had a chance to meet with the Academic Vice Provost and Dean of Graduate Studies at York University, the Dean and Associate Dean of the Schulich School of Business, Faculty members of the MMAI task force and other full-time faculty and part-time instructors that will be involved with the program. In addition, the reviewers met with students currently enrolled in various undergraduate and graduate degree programs at Schulich as well as staff members that support the admissions, student services, career development, and library functions. Finally, the reviewers had a chance to explore the school's facilities including the new Schulich Deloitte Visual Cognitive Analytics Lab, which represents an important element in the delivery of a world-class program. I am therefore confident that **the reviewers gained a comprehensive and detailed understanding of the proposed program, the school's ability to deliver it and the expected demand for this offering**.

I was therefore delighted to learn that **the reviewers' assessment of the program was very positive**. The report commends the high quality of the curriculum and expresses confidence in Schulich's ability to attract, train and place high-caliber students. Indeed, while the reviewers offer several very insightful recommendations for improving the curriculum and the academic and administrative execution of the program, **they state that "the program as proposed is ready for launch and none of these [recommendations] are required changes."** While this overall assessment of the program and the school is very encouraging, **we agree with the reviewers that the recommendations offered in the report will help us to further improve the quality** of the curriculum and the resource base supporting it. The reviewers offer recommendations in three areas: curriculum, support structures and student governance and experience. We address each recommendation below:

1) **Curriculum-related recommendations**
   The reviewers make **three specific recommendations** to improve the curriculum.

   a. **The Business Foundation "Boot Camp"**

   The point of this recommendation is to strengthen the managerial content of the curriculum. The reviewers find the curriculum very strong on the technical side of AI but 'light' on the managerial skills required of our graduates. On reflection

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of this observation, we fully agree with the reviewers and decided to strengthen the curriculum's content of managerial skills significantly. Specifically, we will implement **two changes** that we believe will improve the managerial training in the MMAI.

1. We will implement a 3-day **business foundation boot camp** (see Appendix for a likely structure of this 3-day boot camp) that focuses on three functional areas of Business (rather than all areas): Marketing, Accounting and Finance. One teaching day (6 hours of instruction) will be dedicated to each subject. There are three reasons for such a focused approach. First, knowledge from other functional business areas such as Operation Management and Information Systems and Strategy is covered well in the existing curriculum. Second, skills in the remaining functional area of business, organizational behavior, will be addressed with two new core courses (see next point). Finally, incoming students must complete a set of mandatory online modules in calculus, statistics and computer science before the start of the program (see Program proposal, section 4 for details). We therefore need to be mindful of the amount of course work students must complete before starting the actual program. A focused approach for the Business Fundamentals boot camp will keep the preparation course work at a more reasonable load.

2. We are **adding two mandatory courses** to the curriculum that we believe will make a significant difference to the students' managerial skill set. These two courses are: *Managing Change* and *Interpersonal Managerial Skills*. This change does not add to the students' course load because we eliminated two elective courses in exchange. While this means that MMAI students no longer have any electives, we believe with the reviewers that it is critical for our students' success as managers of AI to have as strong a foundation in managerial skills and concepts as is possible to convey in a one-year program. As one reviewer pointed out in conversation, many one-year programs make do without electives to ensure consistency in skills and achieved learning outcomes across the student bod.

We believe that in combination, these two changes address the reviewers' recommendations comprehensively and make the program well balanced along the managerial and the technical dimensions.

b. Ensure sufficient content related to Enterprise AI

The reviewers agreed that one of the missing pieces in the content of the curriculum was an **overview of enterprise AI architectures**. The curriculum focuses on data-driven algorithms and software, yet, enterprise-level digital transformation requires AI systems that combine software, hardware, the cloud and people & processes to deliver real-time solutions. The reviewers recommend classes where AI is discussed at the level of enterprise architecture, so students understand how AI solutions are part of a system.

We concur with the reviewers' view that managing AI requires a systems approach that includes data-related software, hardware, the cloud and people & processes. The reviewers noted that the curriculum covers very well software and processes of AI. Our changes to the curriculum described above

under 1a. address the role of people as well as processes. Therefore, we agree with the reviewers that **the area that needs strengthening is hardware and AI Enterprise architecture**. **Therefore, we now include specific classes dedicated to studying AI Enterprise Architecture in three different courses**:

1. The week 12 class of *MMAI 5000 Artificial Intelligence Fundamentals* now introduces the topic of AI hardware architecture via a discussion of specific subtopics:
    a. Information Architecture plays a key role in establishing order in the continuous evolution of emerging data technologies.
    b. Introduction of specific measures that organizations should take to embrace AI and streaming data technologies,
    c. Introduction of AI Enterprise Architecture and IoT and how they relate to business.

2. In week 1 of the course *MMAI 5040 Advanced Artificial Intelligence* students now delve deeper into the AI Enterprise Architecture tackling technologies such as:
    a. Embodied Artificially Intelligent Agents in Conjunction with AI Enterprise Architecture
    b. Sensor hardware and business implications around the deployment of autonomous systems in conjunction with AI Enterprise Architecture.

3. The course *MMAI 5090 Business Applications of Artificial Intelligence* now includes a specific business case on the development and integration of AI Enterprise Architecture. Through the case the students learn about challenges and opportunities of using AI Enterprise Architecture in organizations to create competitive advantage.

c. *The Fundamentals Course should be taught by an FT faculty member.*

Given the central role of this course in the program, the reviewers felt that this course should be taught by a full-time faculty member. We fully agree with this recommendation and **we now have assigned this course to Assistant Professor of Operations Management Zhepeng Li** for teaching (please see his CV in the proposal). In addition, the home of the proposed program is Schulich Operations Management and Information Systems (OMIS) area. This area has **approval to hire three additional tenure stream faculty** and searches are currently underway. These new hires will support the new program. We should also point out that the part time faculty member listed as **additional instructor for this course, Hjalmar Turesson, holds a PhD from Princeton University in Neuroscience and maintains an active research program in AI-related areas**. Hjalmar is on an extended contract with Schulich. Therefore, we believe that the fundamentals course is in excellent hands.

2) <u>Resource-related Recommendations</u>

In their report, the reviewers make **three insightful recommendations regarding the resource base** supporting the program. We will address them below:

a) *Add administrative staff person*

To make this program a success, much hinges on the quality and availability of capstone projects required for the two-term AI consulting project course. Obtaining a strong supply of high quality projects requires building, growing and managing corporate relations. While the designated program director for the proposed program, Dr. Murat Kristal, has built such a strong network and can point to a large pool of projects his corporate partners have already commissioned and committed to financially (which is especially impressive given that the program is not yet approved!), going forward the work of acquiring new partners, identifying and coordinating projects and fostering corporate relationships must be supported by a designated staff member. Such a person would enable the program director and other faculty members to focus on the important work of supporting student learning during, and the successful execution of, the consulting projects.

Fully recognizing the need for additional administrative support, the dean has approved the hiring of a full-time staff person dedicated entirely to the new Master program.

b) *Provide a budget for students to plan their own extracurricular events*

Extracurricular activities play an important part in all Schulich Master programs. I**n the appendix**, please find a list of **workshops and other events that are already planned** for the new MMAI program. In addition, the student body (through an executive to be elected by the students, see final recommendation below), will have **access to up to $10,000 per year** to plan additional extracurricular activities.

c) *Closely monitor the Ethics in AI course for continuity, quality, and consistency.*

The reviewers recognized that the *Ethics in AI* course is a particularly important course in the program and is the only one taught from outside the college of business. This fact seems to be cause for concern regarding long-term commitment to the course and ensuring quality of teaching. While we fully share the reviewers' concern, we are confident that our current arrangement with the Department of Philosophy at York University as well as the Lassonde School of Engineering will ensure both excellent teaching and continuity. **The course was developed by CRC Prof. Regina Rini**, who will also be teaching the course in its first year. In subsequent years, the plan is to have the course taught by a **post-doctoral fellow with expertise in the required subject area** and under the guidance of Dr. Rini. We area therefore confident that this course will be of the highest quality. **In addition, this course is supported financially by funding commitments from three different sources: The Vector Institute, Schulich and Lassonde**. Funding for the first two years is secured with additional years contingent on the

dean's approval. We are therefore confident that we have secured a model for the continuous funding of this course.

3) **Quality of Student Experience-related Recommendation**

The reviewers recommend allowing students to form a program-level student body that can serve as liaisons to the faculty with the broader goal of enhancing student experience. We are in full support of this recommendation. Currently, **specialized master programs such as the MMAI are represented by the Graduate Business Council** (GBC). The GBC is an executive committee made up of elected representatives from Schulich Master programs, including the MBA, IMBA and in the future the MMAI. Each specialized program elects a representative to the GBC. However, **in addition to this, we support the idea of the MMAI having its own elected committee** to deal with specific program-related issues such as organizing speaker series, workshops and other extracurricular events including social gatherings and industry-related networking and mentoring events. **Such program-specific committees already exist for our other specialized master programs**.

In conclusion, we would like to thank the external reviewers for their willingness to visit Schulich and assess our proposed program very thoroughly and competently. The feedback we received from the reviewers was very insightful. The Program Task Force was delighted take on the recommendations from the reviewers and implement several changes in the curriculum and its support structure that undoubtedly will make the program better.

Appendix

Business Fundamentals Boot Camp: Suggested Format

MMAI Bootcamp: Fall 2019

DAY 1		
10:00 am	Registration	SSB N201
10:30 am	Welcome: Maximizing Your MMAI Experience *Murat Kristal, Program Director, MMAI*	SSB N201
11:00 am	Grad School 101	SSB N201
11:30 am	LUNCH & Q&A	SSB N201
1:00 pm	Building Tour & Orientation	Schulich Building
2:00 pm	Library Resources Orientation *Bronfman Business Library*	SSB S236
3:30 pm	Academic Orientation *Murat Kristal, Program Director, MMAI*	SSB N201
4:30 pm	Break	
5:00 pm - 9:00 pm	Launch Week Social Events (optional) *Club Fair, Dean's Welcome & Leaders Panel, Dean's Reception*	**View schedule here**
DAY 2		
9:00 am	Welcome/Arrival	SSB N201
9:30 am	Module 1: Fundamentals of Accounting	SSB W256
12:00 pm	LUNCH & Q&A	SSB N201
1:00 pm - 4:00 pm	Module 1 cont'd: Fundamentals of Accounting	SSB W256
DAY 3		
9:00 am	Welcome/Arrival	SSB N201
9:30 am	Module 2: Fundamentals of Finance	SSB W255
12:00 pm	LUNCH & Q&A	N201
1:00 pm - 4:00 pm	Module 2 cont'd : Fundamentals of Finance	SSB W255
5:30 pm	MMAI Meet & Greet *Cocktail reception with faculty, current students, industry guests and student clubs. (Dress code: business casual)*	ELC Dining Room
DAY 4		
9:00 am	Welcome/Arrival	SSB N201
9:30 am	Module 3: Fundamentals of Marketing	SSB W255
12:00 pm	LUNCH & Q&A	SSB N201
1:00 pm - 4:00 pm	Module 3 cont'd: Fundamentals of Marketing	SSB W255
5:00 pm	Wrap-Up	SSB N201

Extracurricular Activities

Outside the curricular activities students have the option to engage in regular extracurricular learning opportunities. Below is a list of workshops, speaker series and other types of extracurricular activities that will be offered to students of the MMAI program.

A. **Leadership Speaking Series – 5 sessions**

Main learning objective is to perfect and polish professional speaking. This program is based on the science of Speech Pathology (i.e. How the brain makes new speech changes, whether these changes apply to accent, the voice, pacing and eliminating negative speech habits.)
Learning Outcomes:

- Pronounce English clearly and confidently
- Use individual tone and pacing to deliver a strong message
- Use voice projection, voice pitch and resonance
- Eliminate negative speech habits ("um", "up" tone, etc.)
- Use body language and facial expression
- Deliver dynamic presentations
- Build confidence and success in job interviews
- Present ideas more persuasively - so that people appreciate the full value of insights

B. **Business Analytics Case Preparation – 3 sessions**

This series intends to develop analytical thinking in solving business problems--simple and complex. The focus is on defining analytical thinking, its importance, and differences from synthetic and other forms of logical approaches to solve problems and make conclusions and recommendations for Business Analytics cases. The workshop series will instill necessary skills needed to understand key success factors for technical case interviews leading to a successful interviews and careers in business analytics. The course is delivered via the following modules which have rigour of both analytical methods and tools and real world examples and case studies to explain concepts to arrive at logical conclusions. One of the key objectives of the course is to also develop skills to work with partial data and facts to make best possible analytical judgements and recommendations necessary for successful case analysis that has become a standardized practice across industries.

The workshops include a curriculum guide that contains a description of each topic discussed and in-class activities to highlight the skills and knowledge discussed. It also includes a folder with data sources and case studies that are used for the in-class activities and case practice.
Learning Outcomes:

- Analytic vs Synthetic Thinking - Case study
- Pattern recognition, outliers, co-movement of variables - Examples and case study
- Causation vs Correlation - Examples and case study
- Predictive vs Prescriptive Analysis - Examples and case studies
- Survey Analytics - Examples and case studies
- Big Data vs Non-Big Data - Examples and case studies
- Analytics in Business - Theory vs Practice
- Machine Learning, Artificial Intelligence
- Conclusion

C. **Hadoop Workshop**

Hadoop is an open-source software framework for storing data and running applications on clusters of commodity hardware. It provides massive storage for any kind of data, enormous processing power and the ability to handle virtually limitless concurrent tasks or jobs. The workshop will include a curriculum guide that contains a description of each topic discussed and in-class activities to highlight the skills and knowledge discussed.

Learning Outcomes:

- Introduction Advanced analytics at a particle accelerator
- Review Big data, databases and map-reduce
- Interactive Exercise – Map-Reduce
- Hive – Exemplary Hadoop "Database"
- How to Deliver Hadoop to Clients with a Relational Database
- Spark – The Data Scientist's Go-To Toolbox
- Interactive Exercise – Using Spark for Analytics
- Further learning resources

D. **SQL Workshop**

Structured Query Language (SQL) is a standard computer language for relational database management and data manipulation. SQL is used to query, insert, update and modify data. The workshop will include a curriculum guide that contains a description of each topic discussed and in-class activities to highlight the skills and knowledge discussed.

Learning Outcomes:

- Introducing SQL Server: Schemas, Constructing tables, Data Types
- SQL Overview: Basic elements of query, Clauses, Operators, Handling NULL
- Querying multiple Tables: Different kinds of Joins, Set Operators
- Scalar Functions: Arithmetic, String, Data Type Conversions, CASE
- Aggregate Functions: Grouping and Aggregates
- Subqueries, CTE, Views
- Introduction to Stored Procedures

E. **Tableau Data Visualization Workshop**

Students learn the key skills needed to excel in a data-driven environment and learn techniques to

solve data-driven business problems in any industry through effective data visualization.The workshop includes a description of each topic discussed and in-class activities to highlight the skills and knowledge discussed. It also includes a digital folder with Tableau workbooks and data sources that are used for the in-class activities.

Learning Outcomes:

- Build advanced charts and visualizations
- Learn statistical techniques to analyze data
- Understand how to combine data from multiple data sources and tables
- Create better dashboards by leveraging visual communication design best practices
- Learn how to connect with data sources.
- Discover how to use Tableau to create powerful interactive visualizations.
- Generate complex calculations to improve data discovery.
- Create basic calculations including arithmetic, custom aggregations and ratios, date math, and quick table calculations.
- Transform data with a number of visualization types, including cross tabs, bar charts, geographic maps, scatterplots and others.
- Build dashboards to share visualizations across the organization.
- Understand Tableau terminology.
- Learn Tableau tips and tricks.

F. **Azure Overview of Platform and Technology**

Technical Learning Outcomes:

- Adding Users and General Admin
- Data Loading
- Loading Data into HDFS
- Example of exposing data and processing
- DevTest Labs
- PowerBI Demonstration

G. **Data Governance Lecture Series - 3 sessions**

This workshop series provides examples of data governance practices and implementation techniques, cybersecurity concerns and strategies, Canadian and international privacy regulations, artificial intelligence/machine learning and evolutionary computing implications, and compliance requirements.
Emphasis is placed on the practical application of big data supported by presentations and discussions by industry leaders with modern examples of data sciences utilization in modern organizations,

The objective of this workshop series is to impart fundamental and practical knowledge regarding:

- modern business applications of data sciences
- principles, guidelines and applicable regulations related to data governance, digital ethics, and data privacy,
- ethical management and regulatory responsibilities associated with the use of big data, analytics, machine learning and artificial intelligence.

H. **Career Marketing: Resume and Cover Letter - 3 part series**

This workshop explains the different types of resumes with a focus on how to research, identify and explore career paths, define critical elements, and highlight qualifications and accomplishments in a compelling and relevant format. There are "take-home" resume assignments which are to completed and submitted at the completion of the workshop series. Final Resumes are approved and uploaded into the MBAN Resume Book which is distributed to MBAN employers.

Learning Outcomes:

- Industry Overview (transitioning from classroom to corporate)
- Exploring Career Paths for MBANs
- Purpose of a Resume
- Various Formats (Chronological, Functional, Hybrid, C.V)
- Anatomy of a Resume (Categories and Sections)
- Guidelines and Integrity
- Developing Accomplishment Statements (S.T.A.R) – assignment
- Resume Checklist and Samples
- Supplementary documentation (Transcripts etc.)
- Cover Letters Techniques
- Thank You Letters and Follow-up

I. **Personal Branding and Personal Statement Workshops (networking and on-line presence)**

The objective of this workshop focuses on Personal Branding through the application of tactical and improvisational techniques to develop professional poise and credibility.

Learning Outcomes:
- The Value of Professional Presence and First Impressions
- What is Networking? Building your circle of influence – Examples and assignment
- Professional Grooming and Etiquette
- Personal S.W.O.T (distinguish yourself, recognize your unique skills, manage weaknesses and threats, take advantage of the opportunities) – Examples and assignment
- Personal Branding and On-line presence (leveraging blogs, Social Media – Facebook, LinkedIn, Twitter) – Examples and assignment of Personal Statement
- Techno-etiquette and Business Communication (professional emails, voice mail and texting, video/tele-conference calls)

Memorandum

To**:**   Chairs of APPRC and ASCP

From**:**   Lisa Philipps, Provost and Vice-President Academic

Date**:**   February 13, 2019

Subject**:** Proposal for Schulich Master of Management in AI

In addition to the proposal for a Master of Management in Artificial Intelligence, I have now considered the review report and a revised Dean's letter that includes responses to the reviewers' recommendations.

The reviewers state that, "Overall we are enthusiastic in supporting this program and believe it is very timely, designed well and supported by a talented and energetic team of faculty and university administrators." Their report was very detailed, identifying curricular innovations, strong partnerships with industry, and faculty expertise as major strengths. They did provide several recommendations that they describe as enhancements to the program rather than necessary. These have been considered by the program proponents who have made changes to the proposal.

These changes, which are detailed in an separate document, include the addition of a business foundations boot camp, two mandatory courses to strengthen managerial skills, adding classes within courses to address AI Enterprise architecture, assigning a full-time faculty member to teach the Fundamentals Course, securing approval for a dedicated administrative staff person, providing funding for students' own extracurricular events, and establishing a program-specific student group.

An innovative feature of the program is an ethics course developed by Professor Regini Rini, a member of the Department of Philosophy who holds a Canada Research Chair in Moral and Social Cognition. This course will serve students in the MMAI as well as those enrolled in an AI stream in the Lassonde School of Engineering, who will take the course together with students in the Philosophy MA. The program secured funding from the Vector Institute to develop the course and to support mounting it for two years (with contributions by Schulich and Lassonde). This is an important instance of cross-Faculty collaboration, and while the commitment to the course is the responsibility of the Schulich Dean in collaboration with colleagues from Liberal Arts and Professional Studies and the Lassonde School of Engineering, I have a keen interest in the success of this initiative and will also monitor it closely.

The reviewers provided valuable feedback that has been met with enthusiasm and creativity on the part of the proponents. We learned very recently that, in addition to the development funding provided by the Vector Institute, the program proposal has been approved by the Institute (contingent upon approval by Quality Council). I congratulate all those involved in the process of developing, reviewing and refining this proposal, and I heartily support its approval.

Cc: Dean D. Horvath
    VPA A. Pitt

Osgoode Professional Development Proposal for Graduate Diploma in Law for Law Enforcement Professionals

Submitted 2 November 2018

Proposal for Graduate Diploma in Law for Law Enforcement Professionals

1. Introduction

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

The proposed Graduate Diploma in Law for Law Enforcement Professionals ("the Diploma") is a Type 3 stand alone diploma, to be housed within Osgoode Hall Law School, delivered by Osgoode Professional Development.

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

Unique in Canada, the Graduate Diploma in Law for Law Enforcement Professionals is designed specifically for law enforcement professionals in, or aspiring to, senior and/or leadership positions in police or regulatory agencies. Its goal is to provide these professionals with a foundational understanding of the substantive legal issues they encounter in their day-to-day work and the practical impact of these issues. The Diploma name is designed to highlight this focus.

The title "Graduate Diploma" distinguishes this program from the Professional Master of Laws (LLM) programs currently offered by Osgoode Professional Development.

Both the program name -- Graduate Diploma in Law for Law Enforcement Professionals -- and the curriculum's emphasis on substantive law content, distinguish this program from the Masters, Bachelor of Arts and diploma programs for law enforcement professionals offered by other universities and colleges. A survey of these other offerings (including notes as to how they differ from the Diploma) is attached as Appendix A. Generally, the Diploma can be distinguished from these other programs in three significant ways: 1) it requires an undergraduate degree for admission; 2) the content has been designed and will be delivered at a graduate level; and 3) the curriculum focusses almost exclusively on substantive law.

The vast majority of the current college and university programs for policing professionals are foundations programs designed to provide fundamental skills to students who are seeking entry-level careers in law enforcement. Unlike the Diploma, these programs do not require an undergraduate degree for admission (and therefore are clearly delivered at a college or undergraduate level). Furthermore, most offer little to no substantive law content.

The University of Regina offers a Masters program in Police Studies. This program appears to be one of the only existing Canadian university post-graduate programs designed specifically for law enforcement professionals. Like the Diploma, an undergraduate degree is required for admission to the Masters in Police Studies. However, unlike the Diploma, the University of Regina's Masters program is largely research focused, with 18 of the 30 required credits dedicated to a thesis. The curriculum does not include any substantive law content.

2. General Objectives of the Graduate Diploma

2.1 Provide a brief description of the general objectives of the graduate diploma.

The overarching objective of the Graduate Diploma in Law for Law Enforcement Professionals is to provide law enforcement and related professionals in, or aspiring to, senior and/or leadership positions with a foundational understanding of the *substantive* legal issues (as contrasted with the legal procedural issues) they encounter in their day-to-day work and the practical impact of these issues.

We expect that law enforcement professionals are fairly well trained in procedural law, which is the term generally used to describe the set of rules used to enforce the law (such as court procedures, for example).

Substantive law includes the rules that set out rights and responsibilities, such as the rules that establish the criminal offences in the *Criminal Code* and the legal rights and protections afforded by the *Charter of Rights and Freedoms*. Law enforcement professionals will be able to perform more effectively and have access to opportunities for advancement if they better understand the core legal criminal law and related concepts relevant to their work.

The Diploma evolved in part from demand from alumni of Osgoode's LLM in Criminal Law and Procedure who were working in law enforcement. They identified a need and demand for a graduate level program which would provide students with a grounding in the foundations of substantive criminal law, but which would also have other law-related content that was specific to professionals working in law enforcement. As described in more detail above and in Appendix A, while there are numerous education programs designed to provide current and aspiring law enforcement professionals with training about the key information and processes they need to succeed as front-line officers, there is little to no exposure to substantive law in these existing programs.

Our extensive consultation with the profession (the details of which are set out in Appendix B) confirms that a foundational understanding of the key substantive legal issues is of particular interest and in demand, as very few career law enforcement professionals have had any significant training in this area. The consultation further confirms that there is a strong demand for this type of programming, particularly from those professionals who are seeking to advance into leadership positions within their organizations and that a candidate's educational achievements, particularly those at a postgraduate level, are and will increasingly continue to be a significant factor in her/his advancement opportunities.

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

The Graduate Diploma in Law for Law Enforcement Professionals will closely align with the University's Strategic Mandate Agreement and Osgoode Hall Law School's missions and academic plans in the following ways:

•   As a program developed for and taught in part by law enforcement professionals, it will enhance the University's "linkages with the broader community, both in terms of the teaching and learning process."

•   With its variety of learning formats, the program will support the University's mandate to create life-long learning opportunities for part-time and mature students.

•   As the first, and to date, only program of its kind in Canada, the Graduate Diploma in Law for Law Enforcement Professionals demonstrates York University's commitment to interdisciplinarity, innovation and leadership.

Osgoode currently delivers a Professional Master of Laws in Criminal Law and Procedure. As discussed in more detail above, we have considerable interest in this program from law enforcement professionals. However, the program is designed for those with a prior law degree and the learning outcomes are at a more legal technical level than would meet the needs of most law enforcement professionals. Although there will be some slight overlap between the programs, the Diploma has been designed by and specifically for law enforcement professionals. Unlike the Professional Master of Laws in Criminal Law, the Diploma curriculum focusses on the discrete substantive legal issues law enforcement professionals encounter in their day-to-day work.

3. Need and Demand

3.1 Comment on similar graduate diplomas offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed graduate diploma.

There is no similar graduate diploma offered at York. The Graduate Diploma in Law for Law Enforcement Professionals is, to date, the first and only graduate diploma of its kind in Canada. The program is innovative in that it has been designed in consultation with and will be co-taught by law enforcement professionals; the graduate level curriculum focusses almost exclusively on the substantive law issues confronting policing professionals in their day-to-day work; and it is the only graduate diploma of its kind that almost exclusively targets professionals working in law enforcement and related industries.

It is the expectation that qualified law enforcement professionals will participate in teaching the program. Two of the currently confirmed faculty are experienced law enforcement professionals with extensive teaching experience. Inspector Kevin Cyr, LL.M. (Osgoode) is with the Royal Canadian Mounted Police, Surrey, British Columbia. Detective Kerry Watkins, LL.M. (Osgoode) was employed with the Toronto Police Services for twenty years, including six years as senior faculty with the Toronto Police College. Both Inspector Cyr and Detective Watkins have extensive academic and teaching credentials. For more detail, see the Table of Faculty and faculty CVs in Appendix G.

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

We have consulted extensively with senior law enforcement professionals and various policing services across Canada, including: Toronto Police Services, Ontario Provincial Police, Royal Canadian Mounted Police, Halton Regional Police Service, York Regional Police, Sudbury Police Service, Calgary Police Services, Victoria Police Service, and Delta Police.

We have also consulted with the major police training facilities in Ontario -- the Toronto Police College, the Ontario Police College and the Provincial Police College -- as well as with members of the Ontario Association of Chiefs of Police Education Committee.

Details of our consultation are set out in Appendix B (attached).

As set out in more detail above, our research confirms strong interest in and support for the Graduate Diploma in Law for Law Enforcement Professionals. This research also confirms that post-graduate programs like the Diploma have significant potential to enhance law enforcement professionals' advancement and mobility opportunities. Education continues to be a key factor in assessing a candidate for promotion. Our research confirms that in their recruitment and promotion assessments, many policing organizations continue to award extra "points" to candidates who have a post-graduate degree. Demand and support for ongoing education, especially post-graduate education, is reflected by the financial and time commitment many Canadian law enforcement agencies offer their employees who seek further education.

Our consultation has confirmed a particular need for post-graduate education in substantive legal issues. According to our research, law enforcement agencies are seeking to advance candidates who possess a sophisticated understanding of the legal issues that inform the day-to-day work of both the management team and the front-line officers they manage. Although the police colleges and some of the college and university programs offer broad survey courses in law, we are not aware of a program like the Diploma, that will offer targeted, substantive law courses delivered at a graduate level, designed by and for law enforcement professionals.

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

The anticipated implementation date for the proposed Diploma is September 2019. The projected in-take is approximately 20 students in each intake and the ongoing enrolment is anticipated to be that same level.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the graduate diploma requirements and associated learning outcomes, including explicit reference to how the diploma curriculum and structure supports achievement of the learning outcomes. For Type 3 graduate diplomas, explain how the curriculum and learning outcomes are consistent with master's degree level expectations.

Our consultation and market research informed the overall program objectives, individual learning objectives and the details of the curriculum.

Students must complete 18.0 credits of course work, including 12.0 credits in 3 required courses and then will be able to take 6.0 credits in elective courses. The course list is set out in Appendix E (attached) and also set out below.

The subject matter of the required courses, which includes legal issues related to the *Charter*, policing vulnerable communities and police oversight and accountability, deals with major pressure points currently facing senior law enforcement professionals. Given the significance of these issues to our targeted student body, and the foundational nature of the law underlying these issues, these 3 courses are all mandatory. Furthermore, a foundational understanding of the rights and freedoms under the *Charter* - a required course which students will take at the outset of the Diploma - is necessary for students to fully engage in most of the elective options.

The goal with the elective options is to provide students with a range of substantive law topics that arise in policing, some of which may be more critical and relevant, depending upon the students' prior education and the type of work they perform. The required courses provide students with a foundational understanding of legal issues which they can then apply and expand upon in the various electives.

What distinguishes this program at the graduate level is the promise and expectation that students who complete the Diploma will demonstrate an advanced understanding and analysis of the key substantive legal issues confronting law enforcement professionals. Graduates will have a critical awareness of current legal issues in the profession. They should be able to apply an existing body of knowledge and information they have acquired in class to the critical analyses of a new question or issue in a different setting.   The assessment methods include exams, written assignments and presentations, with the expectation that students will have the ability to understand and analyze issues at an advanced level, and will be able to communicate ideas, issues and conclusions clearly.

Graduate Diploma Requirements:

1. Students must complete 18.0 credits of course work, including:

   a. 12 credits in 4 required courses:

      i. Policing and the Charter (6.0 credits)
      ii. Policing Vulnerable Communities (3.0 credits)
      iii. Police Oversight and Accountability (3.0 credits)
      iv. Online Legal Research and Writing Tutorial (0 credits)

   b. 6 credits in elective courses. Options include:

      i. Legal Issues Related to Managing Law Enforcement Professionals (3.0 credits)
      ii. Foundations in Evidence for Law Enforcement Professionals (3.0 credits)
      iii. Aboriginal People and the Criminal Justice System (3.0 credits)
      iv. Anti-Terrorism & the Law: Current and Emerging Issues (3.0 credits)
      v. Wrongful Convictions (3.0 credits)

Learning Outcomes:

How the Diploma curriculum and structure supports the achievement of the learning outcomes is detailed in Appendix D (attached).

How the curriculum and its associated outcomes are in line with master's degree level expectations is detailed in a mapping of master degree level expectations against the Graduate Diploma in Law for Law Enforcement program learning outcomes (attached as Appendix C).

The demands of this program require students to continuously self-assess and implement strategies to improve their study and performance. As reflected in the attached summary, the learning outcomes encompass a broad base of competencies and students are expected to demonstrate these competencies throughout and upon completion of the program.

Graduate Diploma Advisory Board:

The Diploma curriculum was developed with extensive consultation with senior members of the law enforcement community (see details above and in Appendix B) together with the guidance and input of an expert advisory board. The Diploma Advisory Board members include:

- Professor Margaret E. Beare, Professor, Osgoode Hall Law School

- Professor Benjamin L. Berger, Associate Dean (Students) and Professor, Osgoode Hall Law School

- Inspector Kevin Cyr, LL.M. (Osgoode)
  Royal Canadian Mounted Police, Surrey, British Columbia

- Detective Kerry Watkins, LL.M. (Osgoode)
  Formerly of the Toronto Police Services and Senior Faculty Toronto Police College
  Currently Director, The Interview Group; Professor, Humber College and University Guelph-Humber

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

The course design of the new courses developed for the proposed Graduate Diploma explicitly links required learning outcomes to curriculum content.

Assessment is designed to demonstrate that graduates have an advanced understanding, awareness and analysis of the key substantive legal issues confronting law enforcement professionals. Similar to the methods of evaluation Osgoode uses in its Master of Laws programs, the Diploma performance assessment will include multiple evaluation methods, including presentations, group work, short research papers and written exams. The way in which distinct evaluation methods of evaluation contribute to learning outcomes is as follows:
- Participation in class discussion confirms substantive understanding of legal concepts and students' ability to engage in critical analysis of legal principles
- In-class presentations, group work, and research papers demonstrate substantive understanding of legal concepts, ability to critically analyze specific legal issues, engage in policy discussion either orally or in writing.
- Examinations require students to thoroughly understand all the legal concepts and critical issues in the course and be able to marshall their knowledge to solve fact pattern problems by applying legal rules, as well as engaging in critical legal analysis for theory questions based on the course material. Students must identify the relevant material from their course work, apply the relevant legal rules, and reach the correct legal conclusion or elaborate a well-reasoned and defensible position on critical theory issues.

For complete details of the assessment methods for each course see the New Course Proposals in Appendix F.

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

The course list is set out in Appendix E (attached). New course proposals are attached as Appendix F.

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

The Diploma will be delivered in small group seminars, in which students will participate in person or remotely via video conferencing. Osgoode regularly employs this combination of in-person and video conferenced attendance, with much success. Our newly renovated classrooms have even greater technological capacity to implement student and faculty interaction via video conference. Furthermore, many of our faculty have extensive experience teaching in this type of environment, and we train new faculty and provide excellent support to enable them to maximize the learning experience with this type of mixed classroom.

Students are expected to be actively participating in the seminars to maximize their learning experience and participation marks will be included in the assessment. Student lead discussions and marked presentations will also be part of the curriculum. The seminar group sizes (as compared to a traditional lecture), participation and presentation expectations should encourage discussion and further students' mastery of the course content. Assessed presentations will support the communications-related learning outcomes.

5. Admission Requirements

5.1 For Type 3 graduate diplomas, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the diploma learning outcomes.

The Diploma will require an undergraduate bachelor's degree with a minimum GPA of 'B' for admission. This admission requirement reflects the master's degree level learning outcomes for this program.

Similar to Osgoode's Professional Master of Laws degrees, it is the expectation that applicants will have five years of related professional experience. As the course content will be focused on substantive legal issues in the policing profession, it is the expectation that applicants will come from a policing background or have professional experience in a related industry. Although the Diploma targets professionals who are currently active in their careers, applicants who are retired and/or seeking to transition into a senior law enforcement role will be considered, provided they satisfy the other admission criteria.

Any applicants not meeting the standard application criteria would require a robust rationale be written to explain the basis for admission.

6. Resources

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

A Table of Faculty, together with current CV's, is attached as Appendix G.

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

Not applicable.

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

Classroom seminar space will be available to faculty and students both at Osgoode Hall Law School (Keele Campus location) and Osgoode Professional Development's downtown location. Existing class room space should meet the needs of the Diploma and there is no expectation that additional space will be required.

Osgoode Professional Development's existing video conferencing facilities will be utilized and are available at both campuses.

Administrative support for the Diploma will be provided by Osgoode Professional Development's existing graduate program support team. No additional staff or office space will be required to deliver the program.

7. Support Statements

The Support Statements are attached in Appendix H.

- *from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma*
- *from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma*
- *from the University Librarian confirming the adequacy of library holdings and support*
- *from the University Registrar confirming the implementation schedule and any administrative arrangements*
- *from the relevant Faculties/units/programs confirming consultation on/support for the proposed graduate diploma, as appropriate*
- *from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed graduate diploma, as appropriate*

APPENDIX A

Graduate Diploma in Law for Law Enforcement Professionals

Survey of University and College Programs for Law Enforcement Professionals

MASTERS PROGRAMS:

University of Regina: MA in Police Studies
- **Focus:** "The MA in Police Studies offers grounding in theoretical issues and methodological approaches to various aspects of justice including legal, criminal, restorative, and social justice. It is directed to police officers and other professionals associated with Canadian police forces, whether federal or municipal, who wish to research topics relevant to policing and police services."
- **Admissions Requirements:** 4-year degree or completion of qualifying courses and related work experience
- Majority of course work is a major thesis (18 credits of 30 credits)
- No substantive law content

UNIVERSITY BACHELOR DEGREE PROGRAMS:

Conestoga: Bachelor of Community and Criminal Justice
- **Focus**: "This program, delivered at the honours level, provides students with the skills to analyze the reasons for crime and the various approaches to crime prevention, as well as the means to support healthy and safe communities."
- **Admission Requirements:** Ontario Secondary School Diploma (OSSD), or equivalent, OR 19 years of age or older
- Curriculum includes two broad survey law courses

Wilfred Laurier University: B.A. in Policing
- 100% online
- **Admission Requirements:** Ontario Secondary School Diploma (OSSD), or equivalent
- **Focus:** Fundamentals for student seeking career as front-line officer
- No substantive law content

Georgian College: Honours Bachelor of Police Studies
- **Focus:** "The Honours Bachelor of Police Studies degree encourages a broadened critical understanding of the nature, role and function of policing."

- **Admission Requirements:** Ontario Secondary School Diploma (OSSD), or equivalent
- Core courses include two criminal law (introductory and advanced) survey courses

University Guelph-Humber Bachelor of Applied Arts in Justice and Public Safety
- **Admission requirements:** College certificate or some university credits plus 3 years related work experience
- No substantive law courses

UNIVERSITY CERTIFICATE PROGRAMS

Dalhousie University: Certificate in Police Leadership
- **Admission Requirements:** No educational pre-requisites for admission. Some related work experience recommended
- Certificate with Law and Justice concentration includes courses in Legal Issues in Policing (focus is Police Accountability) and Policing and the Law of Human Rights (focus on human rights issues in the workplace)

COLLEGE GRADUATE CERTIFICATES

Conestoga College: Advanced Police Studies
- 1 year (2 semesters)
- **Admission Requirements:** Degree or 3-year diploma for admission
- **Focus**: "Students graduating from this program will have first-hand knowledge of the day-to-day operations of a police service."
- No substantive law content

Durham College: Advanced Law Enforcement and Investigations
- 1 year (2 semesters)
- **Admission Requirements:** Degree or diploma or 2 years related work experience for admission
- **Focus:** "Advanced Law Enforcement and Investigations allows you to combine law enforcement experience with advanced fitness training and conflict management to gain additional professional certifications for a rewarding career in the justice sector. "
- No substantive law content

Fanshawe College: Advanced Police Studies
- 1 year (2 semesters)
- **Admission Requirements:** Degree or diploma or related work experience for admission

- **Focus:** to provide students with recruitment advantage when seeking law enforcement career opportunities
- No substantive law content

Mohawk College: Advanced Police Studies
- 1 year (2 semesters)
- **Admission Requirements:** Degree or diploma or related work experience for admission
- **Focus:** "Complete an intensive graduate program to prepare for a meaningful and challenging career in law enforcement in just 28 weeks."
- No substantive law content

Seneca College: Advanced Investigations and Enforcement
- 1 year (2 semesters)
- **Admission Requirements:** Degree or diploma or related work experience for admission
- **Focus**: "Prepare for a dynamic career in public and private policing and investigations with this two-semester full-time program that was designed in consultation with the private policing and investigations industry."
- No substantive law content

SURVEY OF COLLEGE POLICE FOUNDATION PROGRAMS
Note that this is just a sample. Many colleges not listed here offer similar programs.

Georgian College: Police Foundations Certificate (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** "In this program, students focus on forensic crime scene investigation, interview skills, use of force theory and application, police powers, and crisis intervention techniques. Physical training and career preparation components of the program are designed to prepare students to meet the specific demands of police recruitment processes and a career in the field.

Canadian Business College: Police Foundations (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

Durham College Police Foundations (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

Fanshawe College Police Foundations (2-year diploma)

- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

Humber College Police Foundations (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

Seneca College Police Foundations (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

Algonquin College Police Foundations (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

Centennial College Police Foundations (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

Conestogo College Police Foundations (2-year diploma)
- **Admission Requirements:** OSSD or equivalent; admission options for non-secondary school graduate applicants
- **Focus:** to prepare students for entry level career in policing

APPENDIX B
Proposal for Graduate Diploma in Law for Law Enforcement Professionals

List of Individuals/Organizations Consulted

Sharon Baiden *
Chief Administrative Officer Sudbury Police Service

Detective Sergeant Vern Crowley
Team Lead Ontario Provincial Police Cybercrime Investigations Team

Inspector Kevin Cyr, LL.M.
Royal Canadian Mounted Police, Surrey, British Columbia

Staff Sergeant Don Dalgleish
5 District – B Platoon, York Regional Police

Inspector Kenneth Delaney *
Peel Regional Police

Bruce Herridge *
Director of the Ontario Police College
Former Deputy Chief York Regional Police

A/Staff Sergeant M.D. (Mark) McVicar, B.A., J.D., M.S.S.
Calgary Police Service Legal Counsel

Superintendent Peter Lennox *
Unit Commander Toronto Police College

Deputy Chief Norman Lipinski, J.D., M.B.A.
Delta Police, British Columbia
Former Deputy Chief of Edmonton Police Service
Former Assistant Commissioner in the RCMP

Detective Sergeant Jamie Prosser
Technical Support Branch Ontario Provincial Police and
Faculty with the Provincial Police Academy

Chief Murray Rodd *
Peterborough Police Service
Chair of Ontario Association of Chiefs of Police Education Committee

A/Inspector Jeff Sandy *
Halton Regional Police Service
Emergency Services Unit & Training Bureau

Superintendent Jeff Vibert *
Deputy Director Provincial Police Academy

Detective Kerry Watkins
Toronto Police Services
Senior Faculty Toronto Police College

Deputy Chief Colin Watson, LLM candidate
Victoria Police Service

*Member of the Ontario Association of Chiefs of Police Education Committee

APPENDIX C

Proposal for Graduate Diploma in Law for Law Enforcement Professionals

Mapping of Master Degree Level Expectations Against
Graduate Diploma in Law for Law Enforcement Professionals Program Learning Outcomes

Master Degree Level Expectations	Graduate Diploma in Law for Law Enforcement Professionals Learning Outcomes *Students who complete the diploma will be able to*:
1. Depth and Breadth of Knowledge	• critically analyze, the main sources of law, legal principles and rules governing policing in Canada • articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges, stakeholders and others • assess critically the effectiveness of the law in meeting its objectives and intended purposes • articulate clearly the current issues at the forefront of policing in Canada • compare and contrast the current and emerging legal, social and ethical issues that impact policing • understand the effects of policing on marginalized and vulnerable communities

2. Research and Scholarship	• competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues in policing • research legal issues relevant to law enforcement; formulate and write clear and persuasive critiques relating to these issues
3. Level of Application of Knowledge	• effectively apply intellectual, practical and problem solving skills to critically assess and formulate sound solutions to legal problems in policing • extrapolate an existing body of knowledge in the critical analysis of a new legal question or of a specific legal problem or issue in a new setting • identify, formulate and critically evaluate legal reform proposals • apply these skills and knowledge to their day-to-day work,and be able to contribute in a meaningful way to their professional organizations' ability to identify and create solutions to legal issues that arise
4. Professional Capacity/ Autonomy	• identify and critically analyze his/her own learning and professional objectives and to select an appropriate plan of study • competently demonstrate reasoned and autonomous decision making when presented with complex legal, professional and ethical situations • act professionally and autonomously in planning, implementing and completing academic work • conduct his/herself in a manner consistent with academic integrity and high professional standards • articulate clearly the multiplicity of roles and the ethical and/or professional responsibilities one assumes as a member of the law enforcement profession

5. Level of Communication Skills	• effectively formulate and present well-reasoned legal analysis orally and in writing • present and communicate ideas, issues and conclusions clearly, precisely and persuasively • be able to apply these communication skills in the workplace, including an ability to communicate about complex legal issues with their peers.
6. Awareness of the Limits of Knowledge	• demonstrate a clear awareness of the complexity, boundaries, limits and evolving nature of the law • articulate the limits of his/her own knowledge and how this might influence his/her legal analyses, interpretations and conclusions

APPENDIX D

GRADUATE DIPLOMA IN LAW FOR LAW ENFORCEMENT PROFESSIONALS

CURRICULUM MAP

"I" to indicate students are **introduced** to the outcome
"R" indicates the outcome is **reinforced** and students have opportunities to practice
"M" indicates that students have had sufficient practice and can now demonstrate **mastery**
"A" indicates where evidence might be collected and evaluated for program-level **assessment**

Program Level Learning Objectives	REQUIRED COURSES			CORE/ELECTIVE COURSES				
	Policing and the Charter	Policing Vulnerable Communities	Police Oversight and Accountability	Legal Issues Related to Managing Law Enforcement Professionals	Foundations in Evidence for Law Enforcement Professionals	Aboriginal People and the Criminal Justice System	Anti-Terrorism & the Law: Current & Emerging Issues	Wrongful Convictions
1. Depth and Breadth of Knowledge								
Knowledge of, and the ability to critically analyze the main sources of law, legal principles and rules	R, A, M	R, A, M	R, A, M	R	R, A	R, M	R	R

governing policing in Canada								
An ability to articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges, stakeholders and others	I	I	I			I		I
Critical assessment of the effectiveness of the law in meeting its objectives and intended purposes	R	R	I		I	I	I	I, A
Thorough understanding of current issues at the forefront of policing in Canada	R	R, A	R, A	I	R	R		I
Critical awareness of current and emerging legal, social and ethical issues that impact policing	M	M	M		M	I		I
Keen appreciation of effect of policing on marginalized and vulnerable communities	I	R, A	I		I	R, A		
2. Research and								

Scholarship								
Competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues in policing	R, A	I, A	I, A	I	R, A			
3. Level of Application of Knowledge								
An ability to apply intellectual, practical and problem solving skills to critically assess and formulate sound solutions to legal problems in policing	R	R	R	I	I	I		
An ability to apply an existing body of knowledge in the critical analysis of a new legal question or of a specific legal problem or issue in a new setting	I	I		I	I			
An ability to identify, formulate and critically evaluate legal reform proposals		I	I				I	I

4.Professional Capacity/ Autonomy								
An ability to address his/her own learning and professional objectives and to select an appropriate plan of study	I	I	I	R	R	R	R	R
Reasoned and autonomous decision making when presented with complex legal, professional and ethical situations	I	R	R	I	R	I		
An ability to act professionally and autonomously in planning, implementing and completing academic work	R	R	R	R	R	R	R	R
Behaviour consistent with academic integrity and high professional standards	R	R	R	R	R	R	R	R
An ability to articulate the multiplicity of roles and the ethical and/or professional responsibilities one assumes as a	R	R	R, A	R	R	R	R	R

member of the law enforcement profession								
5. Level of Communication Skills								
An ability to effectively formulate and present well-reasoned legal analysis orally and in writing	**I, A**	**I, A**	**I, A**	**I, A**	**I, A**	**I**	**I**	**I**
An ability to present and communicate ideas, issues and conclusions clearly, precisely and persuasively	**I, A**	**I, A**	**I, A**	**I, A**	**I, A**	**I, A**	**I, A**	**I, A**
6. Awareness of the Limits of Knowledge								
Understanding of the complexity, boundaries, limits and evolving nature of the law	**R**	**I**	**I**		**R, A**	**I, A**		**I**
Awareness of the limits of his/her own knowledge and how this might influence his/her legal analyses, interpretations and conclusions	**I**		**I**	**I**		**I**		**I**

APPENDIX E

Proposal for Graduate Diploma in Law for Law Enforcement Professionals

Course List

All courses to be delivered by Osgoode Hall Law School via Osgoode Professional Development.

REQUIRED

Orientation to Graduate Legal Studies: Course #: LAW 6203 (0 credits)

To be offered with each new intake.

Online Legal Research and Writing Tutorial: Course #: LAW 7005 (0 credits)
New

To be offered with each new intake, and every fall and winter term.

The Online Legal Research and Writing Tutorial is an online course that allows students to complete online modules with self-assessment on legal research and writing skills needed for graduate law courses. Live group online tutorials on research and writing topics will be held regularly throughout the term; at these tutorials, students will be able to discuss and ask questions about their current course work projects

Policing and the Charter: Course #: LAW 6204 (6.0 credits)
New

To be offered with each new intake.

This course examines how the Canadian *Charter of Rights and Freedoms* influences and limits police powers. It involves an examination of the major decisions of the courts and their legal repercussions in areas especially relevant to law enforcement professionals, including detention and arrest, search and seizure, the exclusionary rule, the presumption of innocence and the right to counsel.

***Policing Vulnerable* Communities:** Course #: LAW 6205 (3.0 credits)
New

To be offered with each new intake.

This course explores the complex challenges law enforcement professionals face policing vulnerable and diverse communities. Topics may include policing Indigenous and racialized communities, people suffering from mental health challenges, those affected by poverty and homelessness, and members of the LGBTQ community

***Police Oversight and* Accountability**: Course #: LAW 6206 (3.0 credits)
New

To be offered with each new intake.

This course will examine the legal framework and organizations that are responsible for overseeing law enforcement professionals and holding them accountable. The focus will be on how accountability supports effective law enforcement. Students will explore strategies for complying with and navigating the oversight process.

ELECTIVES

***Legal Issues Related to Managing Law Enforcement* Professionals**:Course #: LAW 6207 (3.0 credits)
New

To be offered with each new intake.

This course will examine the key legal issues confronting managers of law enforcement professionals. It will explore current and emerging issues in employment, human rights and labour law, including the role of the union and strategies for managing a unionized workplace.

Foundations in Evidence for Law Enforcement Professionals: Course #: LAW 6208 (3.0 credits)
New

To be offered with each new intake.

This course will examine key legal and ethical issues in evidence. Topics may include privilege, admissibility, disclosure, police testimony, and evidence gathering. The focus will be on how these legal and ethical issues impact law enforcement professionals.

Aboriginal People and the Criminal Justice System: LAW 6879P (3 credits) *
Previously offered in 2015 and anticipated to run again in Winter 2020 or Spring 2021. Will be repeated based upon demand.

The overrepresentation of Aboriginal People in the criminal justice system is one of the clearest markers of what the Supreme Court of Canada has referred to as "a crisis in the Canadian justice system". The course will begin with an examination of Aboriginal concepts of justice before proceeding to a critical analysis of the relationship between Aboriginal people and the Canadian criminal justice system at the stages of policing, arrest, bail, sentencing and parole. Historical, theoretical, policy, empirical, doctrinal and statutory lenses will be employed. Students will examine the process of creating Gladue reports, sentencing circles, Aboriginal courts and the representation of Aboriginal people on jury rolls. The recent expansion of Gladue principles into bail, civil contempt, and extradition hearings will also be considered.

Anti-Terrorism & the Law: Current & Emerging Issues: Law 6724 (3 credits) *
Alternate years. Previously offered summer 2015, summer 2017, and anticipated to run summer 2019. Will be repeated based upon demand.

This course concerns appropriateness of the criminal law as a means by which to manage or control the terrorist threat; and discusses the definition of terrorism, the use of National Security Privilege, as well as the various new terrorism offences.

Wrongful Convictions: LAW 6780 (3 credits) *
Previously offered in 2015 and anticipated to run again in Winter 2020 or Spring 2021. Will be repeated based upon demand.

Over the past two decades the criminal justice systems in the United States, Canada and the United Kingdom have all struggled with the problem of mounting claims of wrongful conviction. This course will explore both the causes of wrongful convictions and the various remedial approaches adopted by different jurisdictions. In particular, we will study the following factors which contribute to wrongful convictions: adversarial excess, police and prosecutorial misconduct, inadequate disclosure, frail identification evidence, false confessions, jailhouse informants, faulty forensic testing and junk science. With respect to remedial options we will explore the operation of s.696.1 of the Criminal Code (ministerial review), the Criminal Case Review Commission (U.K.) and Innocence Protection legislation (U.S.). In addition, this course will examine the findings and recommendations advanced in the growing number of Canadian Commissions of Inquiry designed to explain and analyze the causes of a wrongful conviction in a particular case.

*These courses are part of Osgoode's LLM in Criminal Law and Procedure. To be eligible for these courses, students must first complete the required courses and obtain department approval.

APPENDIX G

Proposal for Graduate Diploma in Law for Law Enforcement Professionals

TABLE OF FACULTY

Faculty CVs are attached. ***Note that we will continue to confirm additional faculty throughout the approval process.***

Faculty Member & Rank	Home Unit	Primary Graduate Program	Area(s) of Specialization
Margaret Beare, Professor	Osgoode Hall Law School and York University Faculty of Sociology	LAW	Policing in Canada
Benjamin L. Berger, Associate Professor and former Associate Dean (Students)	Osgoode Hall Law School	LAW	Criminal Law, Law of Evidence, Constitutional Law and Theory
Lisa Dufraimont, Associate Professor	Osgoode Hall Law School	LAW	Criminal Law, Law of Evidence
Faisal Bhabha, Associate Professor	Osgoode Hall Law School	LAW	Human Rights Law, Constitutional Law
Kevin Cyr, LLM, Adjunct Instructor	Osgoode Hall Law School	LAW	Policing in Canada
Kerry Watkins, LLM, Adjunct Instructor	Osgoode Hall Law School	LAW	Policing in Canada
Anil K. S. Kapoor, LLM, Adjunct Instructor	Osgoode Hall Law School	LAW	Criminal Law, Anti-Terrorism, National Security

APPENDIX H

PROPOSAL FOR GRADUATE DIPLOMA IN LAW
FOR LAW ENFORCEMENT PROFESSIONALS

Letters of Support

Office of the Dean

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lawdean@osgoode.yorku.ca
www.osgoode.yorku.ca

April 25, 2018

Lisa Philipps
Interim Vice-President Academic & Provost
York University
4700 Keele Street
North York, ON M3J 1P3

Dear Lisa,

Re: Proposal for Graduate Diploma in Law for Law Enforcement Professionals

It gives me great pleasure to offer my enthusiastic support for the proposal for a new Graduate Diploma in Law for Law Enforcement Professionals.

As the first, and to date, only program of its kind in Canada, the Graduate Diploma in Law for Law Enforcement Professionals demonstrates Osgoode and York University's commitment to interdisciplinarity, innovation and leadership. The initiative is fully aligned with the strategic goals of Osgoode Hall Law School and Osgoode Professional Development in terms of community engagement.

The proposal also closely aligns with the University's Strategic Mandate Agreement. As a program developed for and taught in part by law enforcement professionals, it will enhance the University's "linkages with the broader community, both in terms of the teaching and learning process." With its variety of learning formats, the program will support the University's mandate to create life-long learning opportunities for part-time and mature students.

As we anticipate that this program will be revenue generating, the operating and delivery costs are built into the delivery model. As such, we do not anticipate any negative impact on financial resources.

With regard to the program's impact on administrative resources, the proposed Diploma will be supported with the existing administrative staff for Osgoode's LLM programs. Faculty will include some of the same Osgoode faculty who currently teach in Osgoode's LLM in Criminal Law. We will also be drawing on instructors who teach in some of our non-degree offerings directed at law enforcement professionals and other adjunct professors with experience in the specific course offerings.

In conclusion, I am pleased to offer my strong support for the proposed Graduate Diploma in Law for Law Enforcement Professionals.

Sincerely,

Lorne Sossin
Dean, Osgoode Hall Law School

cc.   V. Watkins, Assistant Dean & Executive Director, OsgoodePD
        A. Hurst, Program Lawyer, OsgoodePD

2

May 4, 2018

Professor Kim Michasiw
Chair, Academic Standards, Curriculum and Pedagogy Committee
York University
4700 Keele Street
Toronto, ON M3J 1P3

Dear Professor Michasiw

Re: Proposal for Graduate Diploma in Law for Law Enforcement Professionals

It gives me great pleasure to offer my enthusiastic support for the proposal for a new Graduate Diploma in Law for Law Enforcement Professionals.

As the first, and to date, only program of its kind in Canada, the Graduate Diploma in Law for Law Enforcement Professionals demonstrates Osgoode and York University's commitment to interdisciplinarity, innovation and leadership. The initiative is fully aligned with the strategic goals of
Osgoode Hall Law School and Osgoode Professional Development in terms of community engagement.

The proposal also closely aligns with the University's Strategic Mandate Agreement. As a program developed for and taught in part by law enforcement professionals, it will enhance the University's "linkages with the broader community, both in terms of the teaching and learning process." With its variety of learning formats, the program will support the University's mandate to create life-long learning opportunities for part-time and mature students.

I understand that the expectation is that this program will be revenue generating; the operating and delivery costs are built into the delivery model. As such, we do not anticipate any negative impact on financial resources.

With regard to the program's impact on administrative resources, I understand that the proposed Diploma will be supported with the existing administrative staff for Osgoode's LLM programs. Faculty will include some of the same Osgoode faculty who currently teach in Osgoode's LLM in Criminal Law, as well as instructors who teach in some of OsgoodePD's non-degree offerings directed at law enforcement professionals.

In conclusion, I am pleased to offer my strong support for the proposed Graduate Diploma in Law for Law Enforcement Professionals.

Sincerely,

Lisa Philipps
Interim Vice-President Academic & Provost

Cc: Mary Condon, Interim Dean, Osgoode Hall Law School

May 1, 2018.

Meghan Thomas
Director, Professional Graduate and International Programs
Osgoode Professional Development
1 Dundas Street West, 26th Floor
Toronto ON Canada M5G 1Z3

Dear Meghan,

Re: Proposal for Graduate Diploma in Law for Law Enforcement Professionals

I am writing to inform you that the Law Library can support the proposed courses for the Graduate Diploma in Law for Law Enforcement Professionals with its collection which includes print and electronic books, print and electronic journals and various electronic databases. All required readings will be acquired by the library and made available for students use. Library electronic resources can be accessed 24 X 7 from campus and remotely. The library's collection will continue to be updated to support research in this subject area.

Sincerely,

Yemisi Dina
Interim Chief Law Librarian

YORK
U
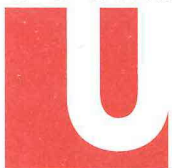
UNIVERSITÉ
UNIVERSITY

YORK U

Monday, April 30, 2018

To Academic Standards, Curriculum and Pedagogy Committee:

Re: Proposal for Graduate Diploma in Law for Law Enforcement Professionals

I am supportive of the proposed stand-alone Graduate Diploma for Law Enforcement Professionals delivered by Osgoode Professional Development within Osgoode Hall Law School.

With minor details to be addressed in collaboration with the program, I confirm that the implementation of the proposed requirements has been reviewed and are within capacity.

Regards,

Carol Altilia, University Registrar

MAJOR MODIFICATION PROPOSAL

CERTIFICATE IN THE DISCIPLINE OF TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE (CERT D-TEIL)

1. DEPARTMENT: English Department, Glendon College

2. DEGREE DESIGNATION: Certificate in the Discipline of Teaching English as an International Language

3. TYPE OF MODIFICATION: change in disciplinary certificate program requirements

4. EFFECTIVE DATE: FALL 2019

5. GENERAL DESCRIPTION OF PROPOSED CHANGES:

I. ADDITION OF TWO REQUIRED COURSES:

    1. EN 1903 3.0: The World in English/English in the World

    2. EN 3595 6.0: The Nuts & Bolts of English: Grammar for Teaching & Learning

II. REMOVAL OF THREE COURSE REQUIREMENTS:

    1. LIN 1601 6.0: Structure of English

    2. LIN 2611 3.0: Phonetics

    3. a 3-credit course in 'language and society' (chosen from LIN 3604 3.0, LIN 2634 3.0, LIN 3650 6.0, LIN 3655 6.0)

III. MODIFICATION OF CAPSTONE COURSE (EN 4596) FROM 6 TO 9 CREDITS: to properly reflect the weight of the international practicum

6. RATIONALE FOR CHANGES:

Experience with the Certificate over the period 2006-2018 has shown that this modification is needed. The curricular material of the three deleted courses is compensated for by the curricular material in the two new courses. The increase from six to nine credits in the capstone course EN 4596 reflects the recognition that the International Teaching Practicum, which has always been an important part of this course, deserves greater course weighting given that it requires a 3-week stay at a foreign university with over 36 hours of practicum instruction, and a major textual production.

7. ALIGNMENT WITH FACULTY PLANS:

An Experiential Education component is integral to each course in the Certificate. The International Teaching Practicum is a popular and distinctive international experience, a demonstration of Glendon's desire to be 'a leader in global reach.' The Cert D-TEIL is a pre-professional preparation for a possible career in English Language Teaching outside of Canada.

8. DETAILED OUTLINE OF CHANGES IN TERMS OF LEARNING OUTCOMES

EN 3595 6.0 fills a gap in the students' applied linguistic knowledge, essential for teacherly knowing, analyzing, recognizing, doing and seeing of the formal patterning of English(es).

A portion of the curricular content of the previously required course LIN 2611 Phonetics relevant to the goals of the Certificate will be delivered in the new course EN 3595 6.0. The curricular content and relevant learning outcomes of the third-year course on language and culture will be delivered in a way more relevant to the goals of the Certificate in EN 1903, EN 4695, and in the preparations for the practicum in EN 4596.

See the attached curricular map of learning outcomes for the courses in the Certificate.

9. CONSULTATION WITH OTHER ACADEMIC UNITS:

The courses in the Certificate described in this proposal all belong to the English Department. Prior to the Major Modification of the English Program in 2018, many of the required courses were cross-listed with the Linguistics Program, and then moved to it in September 2017. The English Department has consulted with the Linguistics Program regarding the changes being proposed here, including the ways in which the changes may affect the enrolments in LIN courses, and has obtained the support of the LIN Program for its intentions. In fact, the Linguistics Program has considered the new courses created for the certificate and declined to cross-list them, while the existing cross-listings (for EN1903 and EN4696) have been changed at the initiative of the LIN program. The two programs, EN and LIN, continue to cooperate in all areas of mutual interest reflected in numerous continuing cross-listings across the programs, and neither program perceives the proposed changes as endangering their continued cooperation.

10. CHANGES IN ADMISSION REQUIREMENTS:

There are no changes in admission requirements.

11. RESOURCE IMPLICATIONS:

The two faculty members most closely associated with the Certificate – Ian Martin (coordinator) and Brian Morgan – are close to retirement. The Department is on record in its desire that the Certificate remain an integral thread in the Department's offerings. The implication is that a full-time hiring in the area of ENSL and D-TEIL would be essential to maintain this Certificate.

There are costs associated with the International Practicum, both for the accompanying faculty member and the students. For the twelve years that the Practicum has been offered (every two years since 2006), students and faculty member alike have had to fund-raise in order to cover food and accommodation costs during the three-week experience. York International's Student Mobility Grant covers most of the students' air fares, but not the faculty member's. The increase in weighting the capstone course, by three credits from six to nine, could entail positive resource implications on the costs to students of the international practicum, especially since the three additional credits would be taught/monitored 'on load' by the accompanying faculty member, and if there were a rebate to students.

Please see the attached letter of support from Interim Co-Principal Ian Roberge.

12. CHANGES IN MODE OF DELIVERY:

Apart from the inclusion of Experiential Education components in all courses, there are no changes in mode of delivery of this Certificate.

13. CHANGES IN ASSESSMENT OF TEACHING AND LEARNING:

A minimum grade of B in each course of the Certificate is required, replacing the previous grade of C+.

14. PRESENT STUDENTS – ACCOMMODATION:

Students who are currently enrolled in the Certificate will follow the curriculum which was in place at the time of their application. However, the course EN 4596 will be offered as a 9-credit course in 2019-2020, and students will need to adjust to that new weighting. The change in weighting of the course will only affect students beginning their studies in the certificate (with EN1903) in September 2019.

15. SIDE-BY-SIDE COMPARISON: see appendix

CERTIFICATE IN TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE - DTEIL

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	COURSES				
Student Learning Outcomes	**1903. 3.0 English in the World; the World in English**	**3595. 6.0 Nuts &Bolts of English: Grammar for teaching and Learning**	**3606 3.0 Learning ESL**	**4695 3.0 English as a World Language**	**4596 9.0 Teaching English as an International Language**
A Depth and Breadth of Knowledge					
A1 Critical awareness of the complexities of the global spread of English/es and its/their varied manifestations at the local, regional, trans-local and global levels as an element of individuals' plurilingual repertoires and as a multifunctional lingua franca.	X			X	
A2 A solid base of metalinguistic descriptive knowledge of English grammar, lexis and phonetics/phonology at all levels of relevant patterning.		X			
A3 Knowledge of the major recent developments in D-TEIL to respond to global English Language Teaching challenges. Familiarity with the concepts of Lingua Franca English, World English(es), Global Englishes, and Plurilingualism and the implications of each of these concepts for teachers and learners.	X			X	X
A4 an ability to imagine oneself on a path of growth of knowledge, from novice to successful technical practitioner, to reflective practitioner, with a promise – enriched by Glendon's bi-/pluri-lingual Liberal Arts education - of becoming a transformative intellectual in the D-TEIL field.	X				X
A5 a developing ability to perceive the dynamics of EIL language classrooms, through critical ethnographic observation via video analysis of classrooms outside of Canada.					X
A6 an understanding of critical approaches in the D-TEIL field, including an awareness the value of ideological perspectives that align EIL teaching and learning to social inequalities and identities based on race, class, sexuality, forced migration, etc.				X	X
A7 the ability to design lessons and modules which incorporate interdisciplinary and intercultural perspectives, such as would be required in English for Specific (Academic) Purpose courses.				X	X
A8 a critical perspective on their own language-learning histories and the possible relevance and/or generalizability of these instructional experiences to EIL contexts.	.		X		X
A9 An appreciation of the importance of plurilingualism (i.e. the affective and cognitive use of the learners' first language) in the acquisition of EIL.			X	X	X
A10 A solid grounding in current theory and practice of EIL learning by young adult and adult learners, in particular the use of new technologies, telecollaboration, and an appreciation of global, cosmopolitan identities and aspirations which may be linked to EIL learning (for example, global citizenship, environmental activism and community engagement).				X	X
A11 An emergent understanding of language teaching as a local enactment of typically non-local language policy, raising critical questions of teacher agency and political action and advocacy.			X	X	X
A12 An emergent ability to use and/or develop assessment instruments to evaluate progress in EIL learning.					X

CERTIFICATE IN TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE - DTEIL					
LEARNING OUTCOMES - CURRICULUM MAPPING					
Program Level Expectations	**COURSES**				
Student Learning Outcomes	**1903. 3.0 English in the World; the World in English**	**3595. 6.0 Nuts &Bolts of English: Grammar for teaching and Learning**	**3606 3.0 Learning ESL**	**4695 3.0 English as a World Language**	**4596 9.0 Teaching English as an International Language**
B Knowledge of Methodologies					
B1 A familiarity with 'traditional language teaching methods', accompanied by a critical awareness of their limitations in meeting the challenges of the post-method condition of ELT for a global society, especially in view of the global diversity of teaching and learning conditions.				X	X
B2 A familiarity with the D-TEIL framework advanced by B. Kumaravadivelu (*Language Teacher Education for a Global Society* Routledge: 2012), including such concepts as the post-method condition, the parameters of particularity, possibility and practicality (see also C1, below) , and the modular model of emergent EIL teacher knowledge.					X
B3 An emergent ability to select from a range of micro- and macro-strategic acts of teaching in order to design lessons and multi-lesson modules, including short courses, to respond to a variety of specifiable adult EIL learning situations.					X
B4 An emergent observer's ability to describe and critique the methodology used by a teacher of a language lesson, whether live or on video.					X
B5 An emergent ability to describe and critique the methodology and assumptions underlying commercially-produced coursebooks, and being able to assess their value in specific contexts.					X
C Applications of Knowledge					
C1 An ability to design and teach lessons/curricula informed by key theoretical principles in the program, such as the three parameters of particularity (respect for the local), possibility (respect for the learners and their task), and practiciality (an increasing confidence in one's own teaching style).					X
C2 Within the above approach, an emergent ability to design a structured lesson plan, taking into consideration appropriate macro- and micro-strategies, use of texts, tasks and technologies, attending to plurilingual potentials, and being open to contingencies and principled deviations from the plan.					X
C3 ability to identify and analyse a problematic issue in the field of EIL and to propose solutions				X	
C4 ability to make judicious use of scholarly, trade book, and on-line professional sources as resources for teaching and learning.					X
C5 An ability to recognize the challenges of living and teaching in an international setting, and how this can impact the success of the international practicum required by this Certificate.					X

CERTIFICATE IN TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE - DTEIL

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	COURSES				
Student Learning Outcomes	1903. 3.0 English in the World; the World in English	3595. 6.0 Nuts &Bolts of English: Grammar for teaching and Learning	3606 3.0 Learning ESL	4695 3.0 English as a World Language	4596 9.0 Teaching English as an International Language
D Communication Skills					
D1 An ability to speak and write a variety of Standard General English at an emergent level of professional competence, and a parallel emergent ability to communicate to learners the nuts and bolts of the morpho-syntactic, lexical and discoursal/ pragmatic/situational choices which underlie English textual production, both spoken and written.	X	X			X
D2 An ability to adjust one's classroom speech to the ZPD (Vygotsky's Zone of Proximal Development) of EIL learners, in which the teacher's speech takes account of the learners' level while extending it. This skill also applies to communication for the purpose of scaffolding tasks and novel content.			X		X
D3 An ability to promote motivation, a meta-awareness of language and learning, and a love of learning in students, which is tied to an ability to use humour and other means to lend emotional depth to the language-learning experience. This will involve due attention to more than 'the cognitive' in language learning, such as the ludic, the emotional, the self-perceptive, the personally-meaningful, the artistic, the ethical and, if appropriate, the spiritual.			X		X
D4 An ability to make public presentations in the field of D-TEIL to, for example, a professional audience of international English teachers.				X	X
D5 An emergent ability to use technology and web-based resources to promote learning. An interest in exploring digital storytelling as a valuable dimension to learners' portfolio of video products revealing them as users of English alongside other languages in their linguistic repertoire.			X		X
E Awareness of the Limits of Knowledge					
E1 An understanding that the D-TEIL Certificate is a pre-service certificate, but one which prepares its holders to extract the maximum from further teaching experiences, and that there is a potential path of professionalism ahead of them, should they so wish to follow it, which would normally require a graduate degree in TESOL or Applied Linguistics.				X	X

CERTIFICATE IN TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE - DTEIL					
LEARNING OUTCOMES - CURRICULUM MAPPING					
Program Level Expectations	**COURSES**				
Student Learning Outcomes	1903. 3.0 English in the World; the World in English	3595. 6.0 Nuts &Bolts of English: Grammar for teaching and Learning	3606 3.0 Learning ESL	4695 3.0 English as a World Language	4596 9.0 Teaching English as an International Language
F Autonomy and Professional Capacity					
F1 Awareness that the international teaching practicum – both its preparation and the experience itself – is a model of the preparation required for any future professional TEIL opportunity.					X
F2 Awareness that the international teaching practicum has led them from the observation stage, to the stage of co-teaching with an experienced teacher, to a relatively autonomous stage, in which they are responsible for both designing and teaching a full (two-lesson) module, and thereby following a path which will lead them to experience autonomy, and provide them with an initial sense of professional capacity, to be developed post-Certificate.					X
F3 Sufficient awareness of the TEIL field to be able to decide whether or not teaching English abroad is a desirable career choice and, if it is, knowledge about what next steps are necessary post-Certificate/post-graduation.					X
F4 A developed sense of the desirable qualities and ethics of working and living in a foreign country as a teacher of English, whether the sojurn be short- or long-term.					X

GLENDON COLLEGE

COLLÈGE
UNIVERSITAIRE
GLENDON

**Office of the
Principal**

**Bureau du
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principal@glendon.yorku.ca
www.glendon.yorku.ca

December 5, 2018

Re. Major Modification Proposal, Department of English, Discipline of Teaching English as an International Language (D-TEIL) Certificate

I hereby support the proposed modifications to the Discipline of Teaching English as an International Language (D-TEIL) Certificate.

The proposed modifications help to ensure the long-term sustainability and success of the D-TEIL Certificate. This Certificate demonstrates fully the benefits of experiential education and internationalization. The fourth-year course EN 4696 Teaching English as an International Language provides students with the unique opportunity to apply the knowledge and skills learned throughout the Certificate via a teaching practicum at E.A. Varona Pedagogical University in Havana, Cuba – the reweighing of this course reflects more accurately the work, effort and time that students must put in for successful completion. The proposed modifications do not increase the overall number of credits ensuring students are able to complete the Certificate in a timely manner. The Principal's Office and the Department of English have come to terms separately on the requisite reallocation of resources necessary to facilitate this reform.

I would be happy to answer any remaining questions.

Sincerely,

Ian Roberge
co-Interim Principal, Glendon College

York University
GLENDON
Committee on Academic Standards, Teaching and Learning (CASTL)

DEPARTMENT: ENGLISH

DATE: NOVEMBER 23, 2018

CHANGES: Modification of Requirements for Cert D-TEIL (Certificate in the Discipline of Teaching English as an International Language)

Current: (Strikethrough changes in current requirements)	Proposed: (Underline new changes in proposed requirements [In this version, for technical reasons, the new changes are highlighted in yellow instead]
This certificate consists of 24 credits to be taken from the following: 21 obligatory credits: EN/LIN/SOSC 1601 6.0 The Structure of English EN/LIN 2611 3.0 Phonetics EN/LIN 3606 3.0 Learning ESL EN/LIN 4695 3.0 English as a World Language EN/LIN 4696 6.0 Teaching English as an International Language (*) (*) SP 1000 6.0 Introductory Spanish (or equivalent) is a pre- or corequisite to EN/LIN 4696, for all non-hispanophone students. **3 credits to be chosen from any one of these courses:** EN/LIN 2634 3.0 Language & Society EN/LIN 3604 3.0 Varieties of English EN/LIN 3650 6.0 Sociolinguistics EN/LIN 3655 6.0 Language Use in a Bilingual Setting Note 1: a minimum grade of C+ is required in each of the above courses. Not every course is offered every year. Please refer to the English Department mini-calendar for current offerings. Note 2: the course GL/EN 4696 6.00 is only open to certificate students, and only to those who have achieved a grade of at least C+ in each of the certificate courses. Students must be enrolled in or have completed an introductory Spanish course (or equivalent) in order to participate in this course and its international practicum.	EN/ILST/SOSC 1903 3.0 English in the World/the World in English EN/LIN 3606 3.0 Learning ESL EN 3595 6.0 The Nuts and Bolts of English: Grammar for Teaching & Learning EN/ILST/LIN 4695 3.0 English as a World Language EN 4596 9.0 Teaching English as an International Language Note 1 A minimum grade of B is required in each of the above courses. Not every course is offered every year. Please refer to English Department web-site for current offerings. Note 2 the course EN 4596 9.0 is only open to students enrolled in the D-TEIL Certificate , and only to those who have achieved a grade of at least B in each of the Certificate courses.

RATIONALE

The modifications are made in the light of twelve years' experience of the Certificate and its International Practicum since 2006. The curricular content of the three deleted courses (EN/LIN 2611 3.0, EN/LIN 1601 6.0 and the third-year 3-credit language and society courses) are now offered – in a format more directly related to the pedagogical goals of the Certificate – through the new course EN 3595 6.0, as well as in the course EN 1903 3.0.

The Certificate is maintaining its requirements at 24 credits.

The increased weighting of the capstone course EN 4596 9.0 (from 6 credits to 9 credits) is an acknowledgement of the demands of the International Practicum (three weeks placement in the foreign language faculty of a designated partner university in Cuba or Brazil, with 36 hours of classroom observation, teaching, lesson planning, reflective journaling and professional interaction with local teachers of English.

Department of Equity Studies
Human Rights and Equity Studies (HREQ) Program

Major Modification Proposal

November 2018

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Major Modification Proposal

1. Program: Human Rights and Equity Studies (HREQ)

2. Degree Designation: BA, Honours BA, Specialized Honours BA, Major/Minor, Minor BA

3. Type of Modification:

   - changes to program learning outcomes
   - changes to program requirements
   - six (6) new course proposals
   - changes to existing courses in order to –

     i)   migrate former Multicultural and Indigenous Studies (MIST) courses to HREQ
     ii)   remove most existing cross-listings
     iii) add a limited number of new cross-listings with Indigenous Studies (INDG)

4. Effective Date: Fall/Winter 2019/20

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

   In response to our 2018 Cyclical Program Review, we are tightening up the focus and scope of our interdisciplinary Human Rights and Equity Studies program. This exercise has been made more complex because we have also migrated former equity-themed Multicultural and Indigenous Studies (MIST) courses into HREQ as a result of the 2018 the dissolution of MIST (to make way for a stand-alone Indigenous Studies program).

   NOTE: Because of the extent and complexity of the changes required with this proposal, we have included the rationale for each change immediately after the change in question—rather than having question 5 being about changes and question 6 being about the rationales.

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a. Changes to Program Requirements (core courses)

i. **Change of year level for introductory core course**

   We propose to change AP/HREQ 2010 6.00 Introduction to Human Rights and Equity Studies to AP/HREQ 1010 6.00 Introduction to Human Rights and Equity Studies.

   Rationale: This course is better suited to the 1000-level as it is our Introduction to Human Rights and Equity Studies. This change aligns with current LA&PS standards and moves from the old Atkinson model. We are expiring the AP/HREQ 2010 6.00 option. This change clarifies requirements for students because it places the introductory or 'gateway' course in human rights and equity studies at the 1000-level.

ii. **New 2000-level core requirement**

   We propose to add a new 2nd year core course, AP/HREQ 2030 6.00 Theoretical Foundations of Human Rights.

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Rationale: This new 2000-level course fills the void left with the transition of 2010 6.00 Introduction to Human Rights and Equity Studies to the 1000-level. From a content perspective, it provides a necessary philosophical framework for different concepts of human rights, both in the West and globally, building on the program introduction provided in HREQ 1010: Introduction to Human Rights and Equity Studies. Whereas the introductory course offers a basic overview of a limited number of key theories and concepts that frame the discourse of human rights and equity studies generally, the new 2000-level core course extends this analysis. Key texts are culled not only from the liberal democratic tradition of human rights theory but also from Indigenous philosophy and schools of thought beyond the dominant Western tradition.

iii. **Change of name for existing core requirements**

We propose to change the name of three core courses:

- **AP/HREQ 3010** 6.00 Human Rights and the Global Economy will become AP/HREQ 3010 6.00 Imperialism, Racism and the Global Economy
- **AP/HREQ 3100** 6.00 Research Methods in Equity Studies will become AP/HREQ 3100 6.00 Research Methods in Human Rights and Equity Studies
- **AP/HREQ 4450** 6.00 Social Theories and Human Rights will become AP/HREQ 4050 6.00 Theories of Rights and Equity: Advanced Perspectives

Rationale: There are two reasons for the change in name for **HREQ 3010**. The existing course which connects human rights to global economic processes does not signal the broader contexts in which economic domination takes place in the contemporary world-such as neo-imperialism, perpetual war economies, the refugee crises this creates and the accompanying growth of white supremacism and fascism across Europe and the Americas. The second reason for the change in the course title and content is to signal that a number of former MIST courses relating to race and racism are now part of the curriculum; the theoretical attention given to 'race' in this course can encourage students to further explore questions of 'race' and racism in the HREQ program. One of the outcomes of the 2018 Cyclical Program Review was to clarify in the program requirements for Human Rights and Equity Studies how MIST courses absorbed by HREQ fit into the HREQ program.

The change in name for **HREQ 3100** better articulates this course as the research methods option for the Human Rights and Equity Studies program. INDG now has its own research methods course so it makes sense for this option to clearly articulate its alignment with the program (HREQ) not the department (DES).

Given the proposal of a new 2000-level core requirement in theory, the name change for **HREQ 4450** better articulates that this is a continuation of that earlier foundation, providing advanced studies in human rights and equity studies theory.

iv. **Increased options for 4000-level core requirement:**

We propose to add more (existing) 4000-level options to the list that students can choose from to satisfy the 6.00 credit 4000-level core requirement

Rationale: We are widening the range of options that can count towards the 4000-level 6.00 credit core requirement for HREQ majors. This reflects the vast diversity of perspectives within HREQ and provides students with a choice of theoretical perspectives to engage in at the 4000-level.

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The revised list of 4000-level options is as follows:

- AP/HREQ 4450 6.00 Social Theories and Human Rights (current core requirement)
- AP/HREQ 4740 6.00 Ideology and Freedom of Expression (new core requirement option)
- AP/HREQ 4770 6.00 Democracy, Social Movements, and Freedom of Assembly (new core requirement option)
- AP/HREQ 4820 6.00 Genocide and Crimes Against Humanity (new core requirement option)

(note: students are required to take 6.0 credits from this list)

b. Changes to Courses for Major Credit (program list courses)

i. Change of Course Number

We propose to change the course number for AP/HREQ 2000 6.00 Human Rights in the Age of Surveillance to AP/HREQ 2440 6.00 Human Rights in the Age of Surveillance

Rationale: The course number was changed to address duplication with a course from the MIST program that was absorbed into HREQ (see further items below).

ii. New Courses

We are proposing a limited number of new courses at the 3000- and 4000-level.

Rationale: These new options will provide depth and breadth to HREQ curricular offerings.

- AP/HREQ 3005 3.00 Human Rights and Humanitarian Action
- AP/HREQ 3150 6.00 International Frameworks for Human Rights
- AP/HREQ 3240 6.00 Human Rights and the Middle East: War, Forced Migration, Reconciliation and Peace
- AP/HREQ 4772 3.00 Migration and Refugee Protection

Two additional new courses are created to add reading/special study options:

- AP/HREQ 3990 3.00 Directed Reading /Special Study
- AP/HREQ 3990 6.00 Directed Reading /Special Study

iii. Retired Courses

We propose to **retire** a limited number of HREQ program courses.

Rationale: These courses either a) overlap with other curricular offerings, b) no longer align with our revised program learning outcomes, or c) have not been taught within the past seven years:

1. AP/HREQ 3015 6.00 Social Research Methods in Human Rights
2. AP/HREQ 3392 6.00 Work, Employment and Unemployment

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3. AP/HREQ 3545 6.00 Schools and Critical Pedagogy
4. AP/HREQ 3720 6.00 Canadian Social Problems
5. AP/HREQ 4240 6.00 Health and Human Development
6. AP/HREQ 4400 3.00 Women and Social Citizenship

iv. **Relinquished Cross-listed Courses**

We propose to **relinquish** our status as the originator for a limited number of cross-listed HREQ courses to other units that might be interested in adding these options to their curriculum. If other units are not interested in becoming the originator for these offerings, HREQ will retire the courses.

Rationale: Because these courses are currently taught outside the department, we cannot ensure that HREQ program learning outcomes are being met when the HREQ program has little to no say in how these courses are mounted or delivered.

1. AP/HREQ 3125 6.00 (cross-listed to AP/POLS 3125 6.00) Political Economy of Canada
2. AP/HREQ 3761 3.00 (cross-listed to AP/PPAS 3761 3.00 and AP/POLS 3170 3.00) Canada's Social Policy
3. AP/HREQ 3762 3.00 (cross-listed to AP/PPAS 3762 3.00 and AP/POLS 3171 3.00) Canada's Labour Market Policy
4. AP/HREQ 4181 3.00 (cross-listed to AP/POLS 4181 3.00) Research Seminar in the Political Economy of Canada

v. **Cross-Listings Removed**

We propose to **remove** cross-listings from two types of courses: 1) courses where HREQ is not the originator and 2) courses where HREQ *is* the originator.

Rationale: We propose to **remove** our cross-listings with courses where HREQ is not the originator because we cannot ensure that HREQ revised program learning outcomes are being met in non-HREQ courses:

1. AP/CLTR 3510 3.00 (cross-listed to AP/HREQ 3510 3.00 and HUMA 3907 3.00) Arts and Rights
2. AP/POLS 4165 3.00 (cross-listed to AP/HREQ 4165 3.00) Canadian Social Policy: Comparative Perspectives
3. AP/PPAS 3000 3.00 (cross-listed to AP/HREQ 3000 3.00) Politics Policy & Law of Minority Rights

Rationale: We propose to **remove** our cross-listings with the following courses where HREQ *is* the originator in order to accommodate increased HREQ student interest in program offerings. Additionally, where HREQ courses were crossed to the soon-to-be closed MIST program (and where a new cross-listing with INDG does not make good curricular sense), those cross-listings are removed:

1. AP/HREQ 3010 6.00 (cross-listed to AP/POLS 3255 6.00) Human Rights and the Global Economy
2. AP/HREQ 3020 3.00 (cross-listed to AP/HUMA 3020 3.00 Commemoration, Rights, and Equity (formerly: Commemoration and Human Rights Pedagogy)
3. AP/HREQ 3100 6.00 (cross-listed to AP/MIST 3100 6.00) Research Methods in Equity Studies

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4. AP/HREQ 4651 3.00 (cross-listed to AP/PHIL 4651 3.00) Chinese Rights and Virtues in East Asia
5. AP/HREQ 4720 3.00 (cross-listed to AP/MIST 4720 3.00) Directed Reading/Special Study
6. AP/HREQ 4720 6.00 (cross-listed to AP/MIST 4720 6.00) Directed Reading/Special Study
7. AP/HREQ 4800 6.00 (cross-listed to AP/MIST 4800 6.00) Honours Thesis

vi. **Cross-Listings Added**

We propose to add a limited number of cross-listings between the two programs in Equity Studies: HREQ and INDG.

Rationale: Certain INDG courses (such as INDG 2030 6.00 Racism and Colonialism and HREQ 3561 6.00 Racism and the Law) have a focus that is common to both programs. Meanwhile it makes sense for HREQ and INDG to share certain courses that either have small numbers because they are only taught for Specialized Honours students (such as HREQ/INDG 4600) or for HREQ students to be able to benefit from being able to take certain courses (such as INDG 4070 3.00/6.00 Special Topics in Indigenous Studies) for credit in the HREQ program.

1. AP/INDG 2030 6.00 Racism and Colonialism (add cross-listing to AP/HREQ 2060 6.00)
2. AP/HREQ 3561 6.00 Racism and the Law (add cross-listing to AP/INDG 3561 6.00)
3. AP/INDG 4070 3.00 Special Topics in Indigenous Studies (add cross-listing to AP/HREQ 4070 6.00)
4. AP/INDG 4070 6.00 Special Topics in Indigenous Studies (add cross-listing to AP/HREQ 4070 6.00)
5. AP/HREQ 4600 6.00 Research Seminar (add cross-listing to AP/INDG 4600 6.00)

vii. **Updated Rubrics and Titles**

We propose to update rubrics and titles for a number of former MIST courses.

Rationale: Many of the non-Indigenous Studies courses that remained after the dissolution of MIST have a logical home in the 'equity' portion of the Human Rights and Equity Studies degree program, and align with the revised program learning outcomes for HREQ. These courses have been transferred to the HREQ program, necessitating a rubric change. Because we were submitting a Change to Existing Course for the rubric change, we took the opportunity to update the title of some of these courses to better reflect the existing course content.

1. AP/MIST 2000 6.00 change to AP/HREQ 2310 6.00 Introduction to Refugee and Migration Studies (cross-listed to AP/GEOG 2310 6.00)
2. AP/MIST 3350 6.00 change to AP/HREQ 3350 6.00 Muslim Diasporas and the West
3. AP/MIST 3370 6.00 change to AP/HREQ 3370 6.00 Migrant Women's Experiences (formerly: Immigrant Women in Canada)
4. AP/MIST 3562 6.00 change to AP/HREQ 3562 6.00 Health in a Multicultural Context (formerly: Health, Culture and 'Race')
5. AP/MIST 3580 6.00 change to AP/HREQ 3580 6.00 Ethnicity, Equity and Inclusion (formerly: Ethnic Communities in Canada)
6. AP/MIST 3604 6.00 change to AP/HREQ 3604 6.00 Racism and Culture
7. AP/MIST 3605 6.00 change to AP/HREQ 3605 6.00 Race, and Diversity in Education (formerly: Race, Diversity in the Schools
8. AP/MIST 3610 6.00 change to AP/HREQ 3610 6.00 Global Migration and Diasporic Cultures

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9. AP/MIST 3624 6.00 change to AP/HREQ 3624 6.00 Canadian Immigration Policy and Settlement
10. AP/MIST 3645 6.00 change to AP/HREQ 3645 6.00 Women, Racism and Equity (formerly: Women, Racism and 'Race')
11. AP/MIST 3680 6.00 change to AP/HREQ 3680 6.00 Racism in Canada
12. AP/MIST 4040 6.00 change to AP/HREQ 4040 6.00 Jewish Communities
13. AP/MIST 4050 6.00 change to AP/HREQ 4050 6.00 (cross-listed to AP/INDG 4050 6.00) Slavery, Colonialism, and African Communities in the Americas
14. AP/MIST 4081 6.00 change to AP/HREQ 4081 6.00 Gender, Culture and Society in the Middle East
15. AP/PPAS/MIST 4052 6.00 to AP/PPAS/HREQ 4052 3.00 Race, Ethnicity and Social Policy

viii. **Changes to HREQ Course Titles and/or Descriptions:**

We propose to re-title HREQ program courses and revise HREQ course descriptions.

Rationale: These changes will sharpen the way we articulate our HREQ program identity and provide greater clarity to students regarding course content. In every instance, these program titles, and course description, maintain the learning outcomes of the courses prior to their changes and align with the revised HREQ program learning outcomes overall.

1. AP/HREQ 2020 6.00 change **from** Deviance, Human Rights and Social Control **to** Social Control and the Violation of Human Rights
2. AP/HREQ 3010 6.00 change **from** Human Rights and the Global Economy **to** Imperialism, Racism and the Global Economy
3. AP/HREQ 3020 3.00 **from** Commemoration and Human Rights Pedagogy **to** Commemoration and Human Rights
4. AP/HREQ 3100 6.00 change **from** Research Methods in Equity Studies **to** Research Methods in Human Rights and Equity Studies
5. AP/HREQ 3410 6.00 Human Rights and Urban Space (course description change only)
6. AP/HREQ 3450 6.00 Legal Institutions and Social Justice (course description change only)
7. AP/HREQ 3485 3.00 Migrant Workers and Human Rights (course description change only)
8. AP/HREQ 3561 6.00 Racism and the Law (cross-listed to INDG 3561 6.00) change **from** Racism and the Law **to** Canadian State Practices, Law and Racism
9. AP/HREQ 3830 6.00 Women's Health and Equity (course description change only)
10. AP/HREQ 3890 6.00 change **from** Social Justice: Theory and Practice **to** Social Justice and Practice
11. AP/HREQ 3891 3.00 Gender, Religion and Human Rights (course description change only)
12. AP/HREQ 3892 3.00 Community Action and Social Justice (course description change only)
13. AP/HREQ 3961 3.00 International Human Rights and Children (course description change only)
14. AP/HREQ 3962 3.00 Trauma, Social Dislocation and Human Rights (course description change only)
15. AP/HREQ 3963 3.00 Language, Linguistic Rights and Human Rights (course description change only)
16. AP/HREQ 3964 3.00 Equity and Human Rights in Schooling (course description change only)
17. AP/HREQ 4450 6.00 change **from** Social Theories and Human Rights **to** Theories of Rights and Equity: Advanced Perspectives
18. AP/HREQ 4650 3.00 Equity In The Workplace: Labour Rights and Human Rights (course description change only)
19. AP/HREQ 4651 3.00 Chinese Rights and Virtues in East Asia (course description change only)

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20. AP/HREQ 4652 3.00 Violence, Enslavement and Human Rights (course description change only)
21. AP/HREQ 4740 6.00 change **from** Ideology and the State **to** Ideology and Freedom of Expression
22. AP/HREQ 4770 6.00 – change **from** Democracy, State & Freedom of Expression **to** Democracy, Social Movements, and Freedom of Assembly
23. AP/HREQ 4820 6.00 – change **from** Crime and Deviance **to** Atrocity, Genocide, and Crimes Against Humanity

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

The impetus for the changes to this program are the result of two related processes:

1. Equity Studies' 2018 Cyclical Program Review from which the reviewers' report clearly indicates that HREQ was too broad and unfocused, and lacked structure for the students to proceed from the first year to the final year; that that these problems originated in poorly defined and articulated learning outcomes goes without saying.

2. With Indigenous Studies in MIST becoming an independent Indigenous Studies program, Human Rights and Equity Studies the logical location for the many courses in the MIST fields of Multiculturalism and Racism and Diaspora Studies to migrate to with the closing of the MIST program. It was acknowledged that an influx of Equity-related courses would strengthen the "equity" aspects of HREQ.

The resulting program has an immensely clearer focus on Human Rights (with a heightened attendant awareness that equity issues are central to Human Rights). It has both deepened the understanding that students will acquire the conceptual frameworks underpinning human rights, and broadened their understanding of the institutions and vehicles through which individuals and nations seek redress from human rights violations. Finally, it has provided a range of in-depth, fourth year courses to provide students with a sense of the phenomenal complexity of concerns within the areas of human rights and equity studies.

York University's Academic Plan for 2015-20 emphasizes inclusivity and diversity, in particular embracing global perspectives and differences in cultures, people and thinking, as well as social justice and equity. The plan states that York is socially responsible and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms. The transfer of former MIST courses relating to race and diaspora significantly increases HREQ's emphasis on inclusivity, diversity, social justice and equity issues. The changes to the programalso closely correspond to the Academic Planning Discussion Paper of the Faculty of Liberal Arts and Professional Studies. In their key strategies for retaining students already enrolled in LA&PS programs, they include the fuller development of introductory courses or pedagogies attuned to students' transition to university-level study and a reconsideration of programs' fourth-year requirements and offerings. Changing our introductory course from a second year course to a first year level, and changing our fourth year requirements closely correspond to these strategies for student retention.

7. 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).

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Current HREQ program learning outcomes date back to 2012. These were substantially revised as a result of feedback from the 2018 Cyclical Program Review. Both sets of program learning outcomes are included in this document, along with a chart that maps new courses to the revised (2018) PLOs. The curricular changes proposed in this document align with these updated program learning outcomes.

1. **Depth and Breadth of Knowledge:**
   a. be aware of the diversity of academic perspectives concerning human rights, including the philosophical and theoretical foundations of human rights and equity studies scholarship, and the need for global, cross-cultural, and comparative perspectives
   b. have knowledge of the violations of human rights caused by discrimination based on race, gender, religion, sexual identity, disability, and class, both nationally and globally
   c. understand the interdisciplinary range of epistemological and ethical issues that frame contemporary human rights and equity studies debates
   d. think critically about the structure and function of key human rights and equity organizations and initiatives designed to enhance equity and access to rights, including national and international human rights charters

2. **Knowledge of Methodologies:**
   a. appreciate and understand that the interdisciplinary nature of human rights and equity studies inquiry will require different methodological approaches in different contexts
   b. be able to conduct research, including an awareness of the relationship between methodology and methods; know how to identify a research problem, develop research questions, and formulate a thesis; conduct a review of literature; use multiple research methods to evaluate existing scholarship, including both quantitative and qualitative approaches; utilize research questions; develop research instruments; and formulate proposals
   c. demonstrate critical thinking about: research protocols; the relevance of ethics in research; and the history of human rights violations arising from research on and about vulnerable communities

3. **Application of Knowledge:**
   a. appreciate the implications of theories and methods of equity in everyday life, and that the interdisciplinary nature of human rights and equity studies offers the potential to apply radical, emancipatory and visionary scholarship to a range of contemporary issues
   b. understand the causes and functions of violations of human rights locally and globally and the relevance of protocols and procedures seeking to promote human rights
   c. (for honours and specialized honours BA) understand the value of equity applications and practices across a range of institutional, community, and government contexts
   d. (for honours and specialized honours BA) demonstrate critical knowledge about how individuals resist, adapt and assert their agency whenever rights are violated
   e. (for specialized honours): be able to apply their knowledge by implementing a human rights and equity research project from start to finish

4. **Communication Skills:**
   a. demonstrate the ability to convey their ideas in writing in a scholarly manner using references correctly and consistently
   b. demonstrate the ability to convey their ideas verbally and listen to the contributions of others, and recognize that equitable communication exists within a participatory framework
   c. appreciate the need to locate communication skills within a participatory framework
   d. engage in knowledge mobilization across diverse communities and constituencies

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e. (honours BA): demonstrate evidence-gathering and the ability to use and present empirical research for human rights and equity goals

f. (specialized honours BA) write a research project using primary/secondary research

5. Awareness of Limits of Knowledge:

a. acknowledge the limitations of human rights and equity studies work generally within institutions governed by logics of capitalism and colonialism

b. understand the boundaries and limits of legal or juridical approaches and knowledge

c. critically assess the limits of human rights covenants and laws related to equity

d. acknowledge the bias towards individuals over communities that characterizes mainstream human rights theories and formulations

e. recognize the Eurocentric and western origins of much human rights and equity studies scholarship that purports to be universal

6. Autonomy and Professional Capacity:

a. be prepared to take a stand on ethical issues, substantiate arguments, and practice reflexivity regarding social change, social responsibility, and advocacy

b. be equipped to work in government and/or other bureaucracies while appreciating the limitations of institutional structures in terms of achieving equity and parity

c. demonstrate the skills to work in the private sector as equity and diversity managers, consultants, and/or practitioners

d. possess the skills to work in local, national, and/or international non-governmental organizations (NGOs) on human rights and equity studies issues

8. 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.

The Chair of the DES Curriculum Committee consulted widely with academic units who may be impacted by the proposed changes to the HREQ program. Individual statements from relevant Undergraduate Program Directors are included in this document after the curricular proposal in question. Where a response was not received, the consultation request is included for reference.

9. 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 in the program's admission requirements resulting from these proposed changes.

10. 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.

Through a combination of full-time faculty, one incoming hire (in Human Rights and the Middle East) and contract faculty, the program's resource implications have not fundamentally changed. However, the changes in the program which have been implemented in response to our Cyclical Program Review should result in stronger program enrollments, which would ultimately require further full-time hires. There are two crucial changes required in the CPR. The first was that HREQ must clearly articulate our general objectives, in terms of our core mission and our central

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and sustaining themes and topics. In refocusing the program through clarifying and consolidating our learning objectives, removing the extensive cross-listings that created unnecessary repetition and sent the program in too many directions, and concentrating more tightly on the theoretical and practical issues relating to human rights and questions of equity, we expect that enrollments will rise. Secondly, the CPR addressed the need to pay attention to the cumulative effect of learning expectations over the degree pathways, so that learning expectations for honours students, from first year to fourth year are more clearly marked. While we addressed these needs relating to learning expectations, we also have ensured that our degree pathway clearly provides a stepped approach, from first year to fourth year—to ensure greater student retention, as students who enroll in the program will find a clearer path through the program towards graduation.

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

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

12. 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 program modifications will not result in any changes to how teaching and learning will be assessed

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

Students who are currently enrolled in the program will be grandfathered in to the older program. They will have no difficulty completing their version of the program. They will not be required to take the new second year theory program, and while their third year course HREQ 3010 6.00 will be somewhat transformed, they will be still be able to take it for credit. Where relevant, course credit exclusions have been included to prevent students from (purposefully or inadvertently) taking the same course twice. Most of the remaining courses that the students need 15 credits from will continue to be offered as part of the new program..

14.   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.

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Current Calendar Copy	Proposed Calendar Copy Example: **Add this text** Example: ~~Delete this test~~
~~Example: Delete this text.~~ ~~**Specialized Honours BA: 120 Credits**~~ ~~**Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.~~ ~~**Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.~~ ~~**General education:** a minimum of 21 general education credits as follows:~~ • ~~6.00 credits in natural science (NATS)~~ • ~~a 9.00 credit approved general education course in the social science or humanities categories~~ • ~~a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken~~ ~~**Major credits:** 60 credits including:~~ ~~(i) 33 credits core courses:~~ • ~~AP/HREQ 2010 6.00;~~ • ~~AP/HREQ 3010 6.00 (cross-listed to: AP/POLS 3255 6.00);~~ • ~~AP/HREQ 3100 6.00 (cross-listed to: AP/MIST 3100 6.00);~~ • ~~AP/HREQ 3120 3.00~~ • ~~AP/HREQ 4450 6.00;~~	Example: **Add** this text. **Specialized Honours BA: 120 Credits** **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00. **General education:** a minimum of 21 general education credits as follows: • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken **Major credits:** 60 credits including: • **AP/HREQ 1010 6.00;** • **AP/HREQ 2030 6.00;** • **AP/HREQ 3010 6.00;** • **AP/HREQ 3100 6.00;** • **AP/HREQ/INDG 4600 6.00;** • **24 additional credits at the 2000, 3000, or 4000 level (select from list of program courses);**

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- **6 additional credits at the 4000 level (select from extended list of program courses).**

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

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

Honours BA: 120 Credits

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

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

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

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

Major credits: 48 credits including:

- **AP/HREQ 1010 6.00;**
- **AP/HREQ 2030 6.00;**
- **AP/HREQ 3010 6.00;**
- **AP/HREQ 3100 6.00;**
- **12 additional credits at the 2000 or 3000 level (select from list of program courses);**

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major/minor must be taken at York University.

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

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

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

Major credits: 42 credits including:

(i) 27 credits core courses:

- AP/HREQ 2010 6.00;
- AP/HREQ 3010 6.00 (cross-listed to: AP/POLS 3255 6.00);
- AP/HREQ 3100 6.00 (cross-listed to: AP/MIST 3100 6.00);
- AP/HREQ 3120 3.00
- AP/HREQ 4450 6.00;

(ii) nine credits chosen from:

- AP/HREQ 2020 6.00;
- AP/ANTH 4410 3.00 (cross-listed to: AP/HREQ 4410 3.00);
- AP/CLTR 3510 3.00 (cross-listed to: AP/HREQ 3510 3.00, AP/HUMA 3907 3.00);
- AP/HREQ 3020 3.00 (cross-listed to: AP/HUMA 3020 3.00);
- AP/HREQ 3485 3.00;
- AP/HREQ 3800 3.00 (cross-listed to: AP/POLS 3045 3.00);

- **6 additional credits at the 4000 level (select from** extended **list of program courses.**
- **6 additional credits at the 4000 level (select from program courses).**

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

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

Honours Double Major BA

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

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

Major credits: 42 credits including:

- **AP/HREQ 1010 6.00;**
- **AP/HREQ 2030 6.00;**
- **AP/HREQ 3010 6.00;**
- **AP/HREQ 3100 6.00;**
- **6 additional credits at the 2000. 3000 or 4000 level (select from the list of program courses;**
- **6 additional credits at the 4000 level (select from extended list of program courses).**
- **6 additional credits at the 4000 level (select from the list of program courses;**

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Honours Major/Minor BA

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

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

Major credits: 42 credits including:

- **AP/HREQ 1010 6.00;**
- **AP/HREQ 2030 600;**
- **AP/HREQ 3010 6.00;**
- **AP/HREQ 3100 6.00;**
- **6 additional credits at the 2000, 3000 or 4000 level (select from the list of program courses);**
- **6 additional credits at the 4000 level (select from extended list of program courses).**
- **6 additional credits at the 4000 level (select from the list of program courses);**

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

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~~Faculties of Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.~~

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

~~**Honours Minor BA**~~

~~The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.~~

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

~~**Minor:** 30 credits including:~~

~~(i) 21 credits core courses:~~

- ~~AP/HREQ 2010 6.00;~~
- ~~AP/HREQ 3010 6.00 (cross-listed to: AP/POLS 3255 6.00);~~
- ~~AP/HREQ 3100 6.00 (cross-listed to: AP/MIST 3100 6.00);~~
- ~~AP/HREQ 3120 3.00~~

~~(ii) nine credits chosen from:~~

- ~~AP/HREQ 2020 6.00;~~
- ~~AP/CLTR 3510 3.00 (cross-listed to: AP/HREQ 3510 3.00, AP/HUMA 3907 3.00);~~
- ~~AP/HREQ 3020 3.00 (cross-listed to: AP/HUMA 3020 3.00);~~

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

Minor credits: 30 credits including:

- **AP/HREQ 1010 6.00;**
- **AP/HREQ 2030 6.00**
- **AP/HREQ 3100 6.00;**
- **6 additional credits at the 2000 or 3000 level (select from the list of program courses);**
- **6 additional credits at the 4000 level (select from extended list of program courses).**

BA: 90 Credits

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

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

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

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

Major credits: 36 credits including:

- **AP/HREQ 1010 6.00;**
- **AP/HREQ 2030 6.00**
- **AP/HREQ 3010 6.00;**

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- **AP/HREQ 3100 6.00;**
- **12 additional credits at the 2000 or 3000 level (select from list of program courses).**

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

Extended List of Program Courses:

- **AP/HREQ 4450 6.00;**
- **AP/HREQ 4652 3.00;**
- **AP/HREQ 4740 6.00;**
- **AP/HREQ 4770 6.00;**
- **AP/HREQ 4820 6.00.**

List of Program Courses:

- **AP/HREQ 2020 6.00;**
- **AP/HREQ 2440 6.00;**
- **AP/HREQ 3005 3.00;**
- **AP/HREQ 3020 3.00;**
- **AP/HREQ 3110 6.00;**
- **AP/HREQ 3120 3.00;**
- **AP/HREQ 3150 6.00;**
- **AP/HREQ 3240 6.00;**
- **AP/HREQ 3350 6.00;**
- **AP/HREQ 3370 6.00;**
- **AP/HREQ 3410 6.00;**
- **AP/HREQ 3450 6.00;**
- **AP/HREQ 3485 3.00;**
- **AP/HREQ 3561 6.00 (cross-listed to: AP/INDG 3561 6.00;**
- **AP/HREQ 3562 6.00;**
- **AP/HREQ 3580 6.00;**
- **AP/HREQ 3604 6.00;**
- **AP/HREQ 3605 6.00;**
- **AP/HREQ 3610 6.00;**
- **AP/HREQ 3624 6.00;**
- **AP/HREQ 3645 6.00;**
- **AP/HREQ 3680 6.00;**
- **AP/HREQ 3800 3.00;**
- **AP/HREQ 3800 6.00;**
- **AP/HREQ 3830 6.00;**
- **AP/HREQ 3890 6.00;**
- **AP/HREQ 3891 3.00;**
- **AP/HREQ 3892 3.00;**
- **AP/HREQ 3961 3.00;**
- **AP/HREQ 3962 3.00;**
- **AP/HREQ 3963 3.00;**

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Major credits: 36 credits including:

(i) 21 credits core courses:

- AP/HREQ 2010 6.00;
- AP/HREQ 3010 6.00 (cross-listed to: AP/POLS 3255 6.00);
- AP/HREQ 3100 6.00 (cross-listed to: AP/MIST 3100 6.00);
- AP/HREQ 3120 3.00

(ii) nine credits chosen from:

nine credits chosen from:

- AP/HREQ 2020 6.00;
- AP/CLTR 3510 3.00 (cross-listed to: AP/HREQ 3510 3.00, AP/HUMA 3907 3.00);
- AP/HREQ 3020 3.00 (cross-listed to: AP/HUMA 3020 3.00);
- AP/HREQ 3485 3.00;
- AP/HREQ 3800 3.00 (cross-listed to: AP/POLS 3045 3.00);
- AP/HREQ 3800 6.00 (cross-listed to: AP/POLS 3045 6.00);
- AP/HREQ 3891 3.00 (cross-listed to: AP/GL/GWST 3890 3.00);
- AP/HREQ 3892 3.00;
- AP/HREQ 3961 3.00;
- AP/HREQ 3962 3.00;
- AP/HREQ 3963 3.00;
- AP/HREQ 3964 3.00;
- AP/HREQ 4400 3.00;
- AP/HREQ 4650 3.00;
- AP/HREQ 4651 3.00 (cross-listed to: AP/PHIL 4651 3.00);
- AP/HREQ 4652 3.00

(iii) six additional credits from courses listed in (ii) or the list of program courses.

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

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

- **AP/HREQ 3964 3.00;**
- **AP/HREQ 3990 3.00;**
- **AP/HREQ 3990 6.00;**
- **AP/HREQ 4040 6.00;**
- **AP/HREQ 4050 6.00; (cross-listed to AP/INDG 4050 6.00);**
- **AP/HREQ 4052 3.00 (cross-listed to AP/PPAS 4052 3.00);**
- **AP/HREQ 4450 6.00;**
- **AP/HREQ 4600 6.00 (cross-listed to AP/INDG 4600 6.00;**
- **AP/HREQ 4650 3.00;**
- **AP/HREQ 4651 3.00;**
- **AP/HREQ 4652 6.00;**
- **AP/HREQ 4720 3.00;**
- **AP/HREQ 4720 6.00;**
- **AP/HREQ 4740 6.00;**
- **AP/HREQ 4770 6.00;**
- **AP/HREQ 4772 3.00;**
- **AP/HREQ 4800 6.00;**
- **AP/HREQ 4820 6.00.**
- **AP/INDG 2030 6.00 (cross-listed to AP/HREQ 2060 6.00.**

~~**Credits outside the major:** at least 18~~
~~credits outside the major.~~
 	
~~**Program Courses**~~
 	
- ~~AP/ANTH 3050 3.00~~
- ~~AP/ANTH 3370 6.00~~
- ~~AP/CLTR 4520 3.00 (cross-listed to:~~
  ~~AP/HUMA 4520 3.00)~~
- ~~AP/CLTR 4850 3.00 (cross-listed to:~~
  ~~AP/HUMA 4906 3.00)~~
- ~~AP/CLTR 4850 6.00 (cross-listed to:~~
  ~~AP/HUMA 4906 6.00)~~
- ~~AP/ECON 3469 3.00 (cross-listed to:~~
  ~~AP/PPAS 3480 3.00)~~
- ~~AP/ECON 3550 3.00~~
- ~~AP/ECON 3560 3.00 (cross-listed to:~~
  ~~AP/PPAS 3560 3.00)~~
- ~~AP/ECON 3620 3.00~~
- ~~AP/GL/GWST 3510 6.00 (cross-~~
  ~~listed to: AP/SOSC 3130 6.00,~~
  ~~GL/WKST 3610 6.00)~~
- ~~AP/GL/GWST 3511 3.00 (cross-~~
  ~~listed to: GL/SOSC 3625 3.00)~~
- ~~AP/GL/GWST 3521 3.00~~
- ~~AP/GL/GWST 4506 3.00 (cross-~~
  ~~listed to: GL/HIST 4606 3.00)~~
- ~~AP/GL/GWST 4511 6.00~~
- ~~AP/HIST 3625 3.00~~
- ~~AP/HIST 3734 3.00~~
- ~~AP/HIST 3734 6.00~~
- ~~AP/HIST 3785 3.00~~
- ~~AP/HIST 3845 6.00~~
- ~~AP/HREQ 3125 6.00 (cross-listed to:~~
  ~~AP/POLS 3125 6.00)~~
- ~~AP/HREQ 3392 6.00~~
- ~~AP/HREQ 3410 6.00~~
- ~~AP/HREQ 3450 6.00~~
- ~~AP/HREQ 3545 6.00~~
- ~~AP/HREQ 3720 6.00~~
- ~~AP/HREQ 3830 6.00~~
- ~~AP/HREQ 3890 6.00~~
- ~~AP/HREQ 4181 3.00~~
- ~~AP/HREQ 4240 6.00~~
- ~~AP/HREQ 4740 6.00~~
- ~~AP/HREQ 4770 6.00~~
- ~~AP/HREQ 4800 6.00~~
- ~~AP/HREQ 4820 6.00~~
- ~~AP/HUMA 3814 6.00~~
- ~~AP/HUMA 3850 6.00~~	

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• ~~AP/HUMA 4656 6.00~~
• ~~AP/MIST 3745 6.00~~
• ~~AP/MIST 4050 6.00~~
• ~~AP/MIST 4081 6.00~~
• ~~AP/PHIL 3576 3.00~~
• ~~AP/POLS 3075 3.00~~
• ~~AP/POLS 3140 3.00 (cross-listed to:~~
  ~~AP/SOSC 3280 3.00)~~
• ~~AP/HREQ 3762 3.00 (cross-listed to~~
  ~~AP/PPAS 3762 3.00 and AP/POLS~~
  ~~3171 3.00~~
• ~~AP/POLS 3200 3.00~~
• ~~AP/POLS 3210 3.00~~
• ~~AP/POLS 3260 6.00 (cross-listed to:~~
  ~~AP/MIST 3260 6.00)~~
• ~~AP/POLS 3570 3.00~~
• ~~AP/POLS 4015 3.00~~
• ~~AP/POLS 4075 3.00~~
• ~~AP/POLS 4255 6.00~~
• ~~AP/POLS 4265 3.00~~
• ~~AP/POLS 4275 3.00~~
• ~~AP/POLS 4291 3.00~~
• ~~AP/SOCI 3480 6.00~~
• ~~AP/SOCI 3550 6.00~~
• ~~AP/SOCI 3550 3.00~~
• ~~AP/SOCI 3950 3.00~~
• ~~AP/SOCI 4220 3.00~~
• ~~AP/SOCI 4470 3.00~~
• ~~AP/SOCI 4490 3.00~~
• ~~AP/SOCI 4500 6.00~~
• ~~AP/SOCI 4620 6.00~~
• ~~AP/SOCI 4680 3.00~~
• ~~AP/SOCI 4830 3.00~~
• ~~AP/SOSC 3411 6.00~~
• ~~AP/SOSC 4452 3.00~~
• ~~AP/SOWK 4230 3.00~~
• ~~ES/ENVS 3000 3.00~~
• ~~ES/ENVS 3340 3.00~~
• ~~FA/THEA 4331 3.00~~
• ~~FA/THEA 4331 6.00~~
• ~~FA/THEA 4334 3.00~~
• ~~FA/THEA 4334 6.00~~
• ~~FA/VISA 3001B 3.00~~
• ~~FA/VISA 3650 3.00~~
• ~~GL/ILST 3650 3.00 (cross-listed to:~~
  ~~GL/POLS 3650 3.00)~~
• ~~HH/HLST 3510 3.00~~
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HREQ Program Learning Outcomes (2012)

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Faculty of Liberal Arts and Professional Studies
York University

Degree-Level Expectations for Programs

Program:	**Human Rights and Equity Studies (HREQ)**
Degree Type:	*BA*
Degree(s):	*Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); Honours Double Major (120 credits); Honours Major/Minor (120 credits); Honours Minor (120 credits)*
Department/School:	**Equity Studies**
Submission Date:	**August 1, 2012**

Instructions:

1. On page 1, please complete the information regarding:
   - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
   - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
   - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.); and*
   - the name of the Department/School that offers the program.

2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
   a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
   b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
   c) align the relevant courses and assessment methods/activities with the program learning objectives/ student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*

3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
   - Email address for submissions: apccps@yorku.ca
   - Submission deadline: **July 31, 2012**

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	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
1. **Depth and Breadth of Knowledge**	• Familiarity with philosophical foundations of Human Rights and Equity Studies (HREQ), and full range of areas covered in HREQ • Knowledge of epistemological and ethical issues • Additional specialized knowledge in related areas • Intensive exposure to contemporary issues in Human Rights and Equity • A strong understanding of international perspectives on Human Rights and Equity	• Demonstrate a knowledge of the philosophical foundations, epistemologies, ethics, including international perspectives in human rights and equity studies.	• AP/HREQ 2010 6.00 – Students develop a research paper analyzing selected issues, such as poverty, gender, and sexuality as they relate to ethical, historical, and theoretical perspectives in human rights and equity studies.

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
2. **Knowledge of Methodologies**	• Analytic skills and skills in the construction of theoretical argument • Skills in critical appraisal of human rights policy • Empirical research skills • Skills in self-management (group process) • Advocacy and organizational skills • Understanding of some of the key issues involved in developing social statistics that measure human rights and human well being	• Use the conceptual tools necessary for a critical and comprehensive understanding of research. • Demonstrate skills that enable the development of a critical appreciation of theories and models as they relate to alternative problem solving methods.	• AP/HREQ 3015 6.00 – Two papers, one on research (methodology/conceptual), second paper on research methods (empirical).

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	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
3. Application of Knowledge	• Exposure to equity applications and practice in HREQ • Skills in critical intervention • Skills in capacity building for communities affected by human rights violations	• Understand the causes and functions of violations of human rights. • Articulate the relevance of international human rights protocols seeking to promote human rights. • Demonstrate knowledge about how individuals resist, adapt and assert their agency when their rights are violated.	• AP/HREQ 3485 3.00 – Develop a case study of a group, policy or movement , either nationally or internationally, and analyze it with theories/concepts from the course.

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
4. Communication Skills	• Oral and written skills within a participatory framework.	• Critically assess on-line materials, audio visual, media, popular culture and other resources in terms of human rights and equity. • Articulate their assessments verbally, in writing, visually and digitally through new media.	• AP/HREQ 4600 6.00 – Students are required to present two seminars based on qualitative research (one at the start of the course and one at the end of the course) using visual, electronic and other media.

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	a) Degree-Level Expectation _This degree is awarded to students who have demonstrated the following:_	b) Program Learning Objectives **(with assessment embedded in outcomes)** _By the end of this program, students will be able to:_	c) Appropriate Degree Requirement & Assessment _Align courses and assessment methods/activities with the program learning objectives._
5. Awareness of Limits of Knowledge	• Clear knowledge about the areas of study in the program • Clear awareness of areas of study that are not covered in the program	• Articulate the concepts, theories and issues that are addressed in the program. • Students will be able to decipher what areas are and are not covered in the program. • Students will be able to articulate the history and the limits of human rights covenants and laws related to equity.	• AP/HREQ 3010 6.00 – Develop a research paper exploring and critically analyzing a variety of ideas, and theories covering controversial topics around human rights, such as food security, intellectual property rights, etc., within the context of a globalized economy.

	a) Degree-Level Expectation _This degree is awarded to students who have demonstrated the following:_	b) Program Learning Objectives **(with assessment embedded in outcomes)** _By the end of this program, students will be able to:_	c) Appropriate Degree Requirement & Assessment _Align courses and assessment methods/activities with the program learning objectives._
6. Autonomy and Professional Capacity	• The ability to take a stand on ethical issues, and to substantiate arguments • Ability to design and execute a substantial research project (_Research Seminar_ for Specialized Honours)	• Take a critical stand on issues related to human rights and equity locally and globally.	• AP/REI 4600 6.00 – Students are required to take the initiative to identify a research topic, develop a proposal, get an ethics certificate, conduct qualitative research, gather and analyze data, present a seminar and write a report.

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Revised HREQ program learning outcomes (2018)

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Program Learning Outcome

("*By the end of the program, a successful HREQ graduate will…*")

1. Depth and Breadth of Knowledge:

e. be aware of the diversity of academic perspectives concerning human rights, including the philosophical and theoretical foundations of human rights and equity studies scholarship, and the need for global, cross-cultural, and comparative perspectives

f. have knowledge of the violations of human rights caused by discrimination based on race, gender, religion, sexual identity, disability, and class, both nationally and globally

g. understand the interdisciplinary range of epistemological and ethical issues that frame contemporary human rights and equity studies debates

h. think critically about the structure and function of key human rights and equity organizations and initiatives designed to enhance equity and access to rights, including national and international human rights charters

2. Knowledge of Methodologies:

a. appreciate and understand that the interdisciplinary nature of human rights and equity studies inquiry will require different methodological approaches in different contexts

b. be able to conduct research, including an awareness of the relationship between methodology and methods; know how to identify a research problem, develop research questions, and formulate a thesis; conduct a review of literature; use multiple research methods to evaluate existing scholarship, including both quantitative and qualitative approaches; utilize research questions; develop research instruments; and formulate proposals

c. demonstrate critical thinking about: research protocols; the relevance of ethics in research; and the history of human rights violations arising from research on and about vulnerable communities

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3. Application of Knowledge:

a. appreciate the implications of theories and methods of equity in everyday life, and that the interdisciplinary nature of human rights and equity studies offers the potential to apply radical, emancipatory and visionary scholarship to a range of contemporary issues
b. understand the causes and functions of violations of human rights locally and globally and the relevance of protocols and procedures seeking to promote human rights
c. (for honours and specialized honours BA) understand the value of equity applications and practices across a range of institutional, community, and government contexts
d. (for honours and specialized honours BA) demonstrate critical knowledge about how individuals resist, adapt and assert their agency whenever rights are violated
e. (for specialized honours): be able to apply their knowledge by implementing a human rights and equity research project from start to finish

4. Communication Skills:

a. demonstrate the ability to convey their ideas in writing in a scholarly manner using references correctly and consistently
b. demonstrate the ability to convey their ideas verbally and listen to the contributions of others, and recognize that equitable communication exists within a participatory framework
c. appreciate the need to locate communication skills within a participatory framework
d. engage in knowledge mobilization across diverse communities and constituencies
e. (honours BA): demonstrate evidence-gathering and the ability to use and present empirical research for human rights and equity goals
f. (specialized honours BA) write a research project using primary/secondary research

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5. Awareness of Limits of Knowledge:

a. acknowledge the limitations of human rights and equity studies work generally within institutions governed by logics of capitalism and colonialism
b. understand the boundaries and limits of legal or juridical approaches and knowledge
c. critically assess the limits of human rights covenants and laws related to equity
d. acknowledge the bias towards individuals over communities that characterizes mainstream human rights theories and formulations
e. recognize the Eurocentric and western origins of much human rights and equity studies scholarship that purports to be universal

6. Autonomy and Professional Capacity:

a. be prepared to take a stand on ethical issues, substantiate arguments, and practice reflexivity regarding social change, social responsibility, and advocacy
b. be equipped to work in government and/or other bureaucracies while appreciating the limitations of institutional structures in terms of achieving equity and parity
c. demonstrate the skills to work in the private sector as equity and diversity managers, consultants, and/or practitioners
d. possess the skills to work in local, national, and/or international non-governmental organizations (NGOs) on human rights and equity studies issues

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Curriculum mapping for new courses

Program Learning Outcomes:

<u>**Addition/ Removal of Courses**</u>
Please describe how each course being <u>added</u> or <u>removed</u> will contribute to the program learning outcomes.
<u>Please note</u>: Proponents are asked to specifically make reference to the Degree-Level Expectations for the program/degree when completing this section.

Course Number and Title	Add or Remove the course from the program?	Is the course <u>Required</u> or <u>Optional?</u>	How will this course contribute to the program learning outcomes?
			This course will contribute to the following program learning outcome(s):

AP/HREQ 2030 6.00 Theoretical Foundations of Rights and Equity	Add	Required (core)	1. Depth and breadth of knowledge:
			  a) be aware of the diversity of academic perspectives concerning human rights, including the philosophical and theoretical foundations of human rights and equity studies scholarship, and the need for global, cross-cultural, and comparative perspectives
			  b) have knowledge of the violations of human rights caused by discrimination based on race, gender, religion, sexual identity, disability, and class, both nationally and globally
			  c) understand the interdisciplinary range of epistemological and ethical issues that frame contemporary human rights and equity studies debates
			
			3. Application of knowledge:
			  a) appreciate the implications of theories and methods of equity in everyday life, and that the interdisciplinary nature of human rights and equity studies offers the potential to apply radical, emancipatory and visionary scholarship to a range of contemporary issues
			
			4. Communication skills

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| | | | a) demonstrate the ability to convey their ideas in writing in a scholarly manner using references correctly and consistently
b) demonstrate the ability to convey their ideas verbally and listen to the contributions of others, and recognize that equitable communication exists within a participatory framework

5. Awareness of limits of knowledge
   d) acknowledge the bias towards individuals over communities that characterizes mainstream human rights theories and formulations
   e) recognize the Eurocentric and western origins of much human rights and equity studies scholarship that purports to be universal

6. Autonomy and Professional Capacity:
   a) prepared to take a stand on ethical issues, substantiate arguments, and practice reflexivity regarding social change, social responsibility, and advocacy |
| AP/HREQ 3005 3.00 Human Rights and Humanitarian Action | Add | Optional | 1. Depth and breadth of knowledge:
   b) have knowledge of the violations of human rights caused by discrimination based on race, gender, religion, sexual identity, disability, and class, both nationally and globally
   d) think critically about the structure and function of key human rights and equity organizations and initiatives designed to enhance equity and access to rights, including national and international human rights charters

2. Knowledge of methodologies
   c) demonstrate critical thinking about: research protocols; the relevance of ethics in research; |

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			and the history of human rights violations arising from research on and about vulnerable communities
			3. Application of knowledge: b) understand the causes and functions of violations of human rights locally and globally and the relevance of protocols and procedures seeking to promote human rights

			4. Communication skills
			    a) demonstrate the ability to convey their ideas in writing in a scholarly manner using references correctly and consistently
			    b) demonstrate the ability to convey their ideas verbally and listen to the contributions of others, and recognize that equitable communication exists within a participatory framework

			5. Awareness of Limits of Knowledge
			    a) acknowledge the limitations of human rights and equity studies work generally within institutions governed by logics of capitalism and colonialism
			    b) understand the boundaries and limits of legal or juridical approaches and knowledge

			6. Autonomy and Professional Capacity
			    a) prepared to take a stand on ethical issues, substantiate arguments, and practice reflexivity regarding social change, social responsibility, and advocacy
			    b) be equipped to work in government and/or other bureaucracies while appreciating the limitations of institutional structures in terms of achieving equity and parity
			    d) possess the skills to work in local, national, and/or

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			international non-governmental organizations (NGOs) on human rights and equity studies issues

AP/HREQ 3150 6.00 International Frameworks for Human Rights	Add	Optional	1. Depth and breadth of knowledge:
			  b) have knowledge of the violations of human rights caused by discrimination based on race, gender, religion, sexual identity, disability, and class, both nationally and globally
			  d) think critically about the structure and function of key human rights and equity organizations and initiatives designed to enhance equity and access to rights, including national and international human rights charters
			
			2. Knowledge of methodologies
			  c) demonstrate critical thinking about: research protocols; the relevance of ethics in research; and the history of human rights violations arising from research on and about vulnerable communities
			
			3. Application of knowledge:
			  b) understand the causes and functions of violations of human rights locally and globally and the relevance of protocols and procedures seeking to promote human rights
			
			4. Communication skills
			  a) demonstrate the ability to convey their ideas in writing in a scholarly manner using references correctly and consistently
			  b) demonstrate the ability to convey their ideas verbally and listen to the contributions of others, and recognize that equitable communication exists within a participatory framework
			
			5. Awareness of Limits of Knowledge

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			a) acknowledge the limitations of human rights and equity studies work generally within institutions governed by logics of capitalism and colonialism b) understand the boundaries and limits of legal or juridical approaches and knowledge 6. Autonomy and Professional Capacity a) be prepared to take a stand on ethical issues, substantiate arguments, and practice reflexivity regarding social change, social responsibility, and advocacy b) be equipped to work in government and/or other bureaucracies while appreciating the limitations of institutional structures in terms of achieving equity and parity d) possess the skills to work in local, national, and/or international non-governmental organizations (NGOs) on human rights and equity studies issues
AP/HREQ 3240 6.00 Human Rights and the Middle East: War, Forced Migration, Reconciliation, and Peace	Add	Optional	2. Knowledge of methodologies c) demonstrate critical thinking about: research protocols; the relevance of ethics in research; and the history of human rights violations arising from research on and about vulnerable communities 4. Communication skills a) demonstrate the ability to convey their ideas in writing in a scholarly manner using references correctly and consistently b) demonstrate the ability to convey their ideas verbally and listen to the contributions of others, and recognize that equitable communication exists within a participatory framework.

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			5. Awareness of limits of knowledge e) recognize the Eurocentric and western origins of much human rights and equity studies scholarship that purports to be universal
AP/HREQ 3990 3.00 Directed Reading /Special Study	Add	Optional	Knowledge of Methodologies: b) be able to conduct research, including an awareness of the relationship between methodology and methods; know how to identify a research problem, develop research questions, and formulate a thesis; conduct a review of literature; use multiple research methods to evaluate existing scholarship; utilize research questions; develop research instruments; and formulate proposals
AP/HREQ 3990 6.00 Directed Reading /Special Study	Add	Optional	Knowledge of Methodologies: c) be able to conduct research, including an awareness of the relationship between methodology and methods; know how to identify a research problem, develop research questions, and formulate a thesis; conduct a review of literature; use multiple research methods to evaluate existing scholarship; utilize research questions; develop research instruments; and formulate proposals
AP/HREQ 4772 3.00 Migration and Refugee Protection	Add	Optional	1. Depth and breadth of knowledge: b) have knowledge of the violations of human rights caused by discrimination based on race, gender, religion, sexual identity, disability, and class, both nationally and globally

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			d) think critically about the structure and function of key human rights and equity organizations and initiatives designed to enhance equity and access to rights, including national and international human rights charters
			
			3. Application of knowledge:
			    b) understand the causes and functions of violations of human rights locally and globally and the relevance of protocols and procedures seeking to promote human rights
			
			4. Communication skills
			    a) demonstrate the ability to convey their ideas in writing in a scholarly manner using references correctly and consistently
			    b) demonstrate the ability to convey their ideas verbally and listen to the contributions of others, and recognize that equitable communication exists within a participatory framework
			
			5. Awareness of Limits of Knowledge
			    a) acknowledge the limitations of human rights and equity studies work generally within institutions governed by logics of capitalism and colonialism
			
			6. Autonomy and Professional Capacity
			    a) be prepared to take a stand on ethical issues, substantiate arguments, and practice reflexivity regarding social change, social responsibility, and advocacy
			    d) possess the skills to work in local, national, and/or international non-governmental organizations (NGOs) on human rights and equity studies issues

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FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

December 3, 2018

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Chair and Professor Bonita Lawrence   bonital@yorku.ca
Department of Equity Studies
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Dear Professor Lawrence:

On behalf of J.J. McMurtry, Interim Dean of the Faculty of Liberal Arts &
Professional Studies, I am writing in support of the major modification to the
existing Bachelor of Arts degree in Human Rights and Equity Studies. I have
reviewed the proposal and I am satisfied that not only are the proposed changes
timely, innovative, and interdisciplinary, they are also likely to support student
retention.

Specifically, the proposal clarifies and updates the program learning outcomes and
maps new and existing courses to the updated program learning outcomes. The
department's work mapping their curriculum strengthens program identity and
coherence, and helps address the issue of curricular overlap within HREQ
courses—a concern raised most recently during the 2017-18 cyclical program
review of Human Rights and Equity Studies. Combined with the proposal to close
the Multicultural and Indigenous Studies program, I am pleased with the
department's efforts to tighten its programming and curriculum so that prospective
students and their parents can see more clearly the strengths of the current
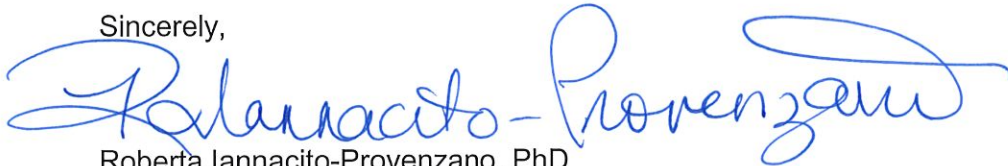degrees, Indigenous Studies and Human Rights and Equity Studies.

In proposing these curricular changes, the department successfully aligns itself
with York University's Strategic Mandate Agreement 2017-20. The updated
program in Human Rights and Equity Studies cultivates the critical intellect, is
dynamic, metropolitan and multi-cultural, and fosters global citizenship through
open-minded and engaged approaches to teaching and learning (p. 3).
Additionally, the major modification speaks directly to point 4 in the SMA 2: "we will
continue to strengthen program quality" by "building on our established strengths
in interdisciplinary and transdisciplinary approaches, the arts, liberal studies and
professional programs…" (p. 4).

I see no reason to believe that the proposed changes to HREQ will require extensive additional resources. The proposal seeks mainly to update existing curriculum. New courses are in areas of existing faculty subject matter expertise, so the program is not likely to require additional hires to support curricular renewal.

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

Sincerely,

Roberta Iannacito-Provenzano, PhD
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards

Proposal for a new Graduate Field within the MA and PhD programs in Social and Political Thought

1. Field Name: Black Studies and Theories of Race and Racism
2. The field prepares students to develop innovative scholarship that explores and analyzes the distinct contributions of Black intellectual, political, and cultural productions, nationally and internationally, as well as to critically investigate and develop new methods and theories of critical, interdisciplinary scholarship on race and racism. This provides frameworks for the study of practices of power and domination that underpin processes such as colonialism and slavery, migration and diasporization, globalization, criminalization, and racial profiling as well as for understanding struggles for liberation and self-determination.
3. Admission Requirements will be the same as existing ones.

MA Entry/Admissions requirements
1. **Graduate with an Honours degree** You must have graduated from a recognized university holding an honours degree or equivalent. Some programs consider applicants with a three-year undergraduate degree and relevant work experience. Undergraduate degrees not designated as honours degrees may be acceptable as the equivalent of an undergraduate honours degree if they contain a minimum of 120 credits (typically, a four-year program with full time enrolment) including the completion of a minimum of 6 credits at the fourth-year level at an accredited postsecondary institution. Three-year first cycle undergraduate degrees from institutions that meet the criteria set forth in the <u>Bologna Declaration</u> may be acceptable as the equivalent of an undergraduate honours degree. If you completed your undergraduate or master's studies outside Canada, you may need to complete additional courses to qualify for admission to a graduate program at York. Please contact the relevant program office for more information. If you have completed a four year undergraduate degree at an Ontario College of Applied Arts and Technology, you will need to contact <u>Office of Admissions</u> to have the requirement added to your record. This will allow your transcript to be uploaded to continue the admission process. 2. **Minimum "B" grade point average** A minimum overall grade point average (GPA) of "B" or equivalent is required. Your GPA is assessed over the last two years (full-time equivalent) of study. (Some graduate programs require a minimum GPA of "B+" or equivalent.) If you have complete Master's studies, your GPA will be calculated based on your highest level of

education. The minimum GPA is a critical consideration in determining admissibility. Also, check the specific requirements of your program of choice. In rare cases a program may choose to give priority to a candidate's creative accomplishments, other relevant experience, letters of recommendation, portfolio or test results.

3. **English language proficiency**
Provide proof of language proficiency if you do not meet one of the following criteria:
    o Your first language is English; OR
    o You completed at least one year of full-time study at an accredited university in a country (or institution) where English is the official language of instruction.

York University reserves the right to request a successful English language proficiency test result.

Meeting these three minimum entry requirements does not guarantee admission. Programs set additional requirements to these minimum standards.

PhD Admissions/Entry Requirements

Applicants for study towards the PhD degree are normally considered for admission only after they have been graduate students at a recognized university for at least one year and have been awarded the MA degree or an equivalent, with at least a B+ average, indicating preparation for advanced graduate work in social and political thought.

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4. Curricular Requirements will be the same as existing ones.

MA Requirements: (to be updated following Senate approval of proposed revisions)

Candidates for the MA degree must satisfactorily complete the following studies, which may be completed in one year. Students will complete the coursework in the fall and winter terms, and the Major Research Paper (MRP) in the summer term. Upon completion of the MRP, the student will have an oral exam.

The sequence for the satisfactory completion of M.A. requirements is as follows:

1. 18 credits* of course work - (at least 12 credits must be Social & Political Thought courses)**

- In order to ensure interdisciplinary breadth, at least 3 credits must be taken in another SPT field other than the student's primary SPT field (there are 3 fields and fields are designated by course code)
2. The Major Research Paper
3. An MA oral examination

* A full course is a 6 credit course and is usually offered over two terms.
A half course is a 3 credit course and is usually offered over one term
** a maximum of 6 credits may be taken as a directed reading course (Social & Political Thought 6001 6.0 or 6001 3.0). No more than 6 credits may be taken with one faculty member, with the exception of a directed reading course.

PHD Requirements

PhD requirements* are as follows:

1. Courses:
   Students must successfully complete the PhD course requirements exactly as described below.
   Take the equivalent of 24 credits as follows:
   a) Social & Political Thought 6104 (6 credit program core course): Social and Political
   Thought: Theories, Approaches, and Methods – this course must be completed in the first year, and
   b) Take an additional 18 credits**, including 12 credits of Social & Political Thought courses***
   - In order to ensure interdisciplinary breadth, at least 3 credits must be taken in another SPT field other than the student's primary SPT field (there are 3 fields and fields are designated by course code)

***a maximum of 6 credits may be taken as a directed reading course (Social & Political Thought 6001 6.0 or 6001 3.0). No more than 6 credits may be taken with one faculty member, with the exception of a directed reading course.
2.Comprehensives
Demonstration of suitable comprehensive mastery over general areas of social and
political thought relevant to the candidate's program of study as determined by the candidate's supervisory committee.
The comprehensive requirements are to be successfully completed prior to the submission of a dissertation proposal.

3. Dissertation Proposal & Dissertation

5. Courses are listed Below:

SPTH 6135 Black Radical Thought
SPTH 6154 Black Feminisms
SPTH 6606A Frantz Fanon and Contemporary Social and Political Thought
SPTH 6606 B Frantz Fanon and his interlocutors
SPTH 6706.3 (HUMA 6167) Imagining Slavery and Freedom
EN 6714 Considering Black Canada, Leslie Sanders
EN 6616 Black Song: African American Poetry, Leslie Sanders
POLS 6262 Postcolonial theory and IR, Anna Agathangelou
GFWS6905 Race, Transnationalism and Diaspora, Amar Wahab
SPTH 6196 Western Theories of Empire
SPTH 6222 Race-Thinking, Modernity and Post-Colonial melancholia
SPTH 6653 Multiculturalism, Race and Colonialism in Canada
SPTH 6695 Settler Colonialism and Settler Subjects
SPTH 6696 Post-Orientalism and Post-Occidentalism

6. The following Faculty are able to contribute to the field.

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges
Abdel-Shehid, Gamal	KINE	Black Studies and Theories of Race and Racism	Full
Agathangelo, Anna	POLS	Black Studies and Theories of Race and Racism	Full
Haque. Eve	DLLL	Black Studies and Theories of Race and Racism	Full
Idahosa, Pablo	Social Science	Black Studies and Theories of Race and Racism	Full
James, Carl	Education	Black Studies and Theories of Race and Racism	Full
Kempadoo, Kamala	Social Science	Black Studies and Theories of Race and Racism	Full
Persram, Nalini	Social Science	Black Studies and Theories of Race and Racism	Full
Oikawa, Mona	Equity Studies	Black Studies and Theories of Race and Racism	Full

Sanders, Leslie	Equity Studies	Black Studies and Theories of Race and Racism	Full
Sharpe, Christina	HUMA	Black Studies and Theories of Race and Racism	Full
Taylor,Patrick	HUMA	Black Studies and Theories of Race and Racism	Emeritus
Vernon, Jim	Philosophy	Black Studies and Theories of Race and Racism	Full
Wahab, Amar	GFWS	Black Studies and Theories of Race and Racism	Full

7. We project that this stream/field will make up a third of our total enrolments. The anticipated start of this stream will be Fall 2019. It is within the existing enrolment targets.

8. The stream/field is already in place, although in an unofficial capacity. Although the creation and approval of this stream may be considered a big shift in the history of the program, it can also be considered as the recognition and resourcing of what has always been here. The courses listed above are not new courses. As such, there will be little diversion of faculty from existing graduate courses/supervision.

Learning Outcomes for the MA in Social & Political Thought

Depth and Breadth of Knowledge	Research & Scholarship	Level of Application of Knowledge
Program Learning Outcome "By the end of this program, students will have had an opportunity to learn to": • articulate how social and political theory serves to question common sense understandings of social issues, institutions and relations • recognise and offer critical assessments of key theoretical and methodological issues and debates in humanities and/or social science scholarship in general, as well as with respect to a specific field's social, cultural, political, and economic contexts and implications • demonstrate a sophisticated understanding of interdisciplinarity • demonstrate an ability to critically assess their own assumptions and to engage in constructive critiques of the views of others as they relate to studies of social and political issues, both in writing and in seminar discussions • demonstrate an ability to link academic knowledge to politics, social and cultural issues both locally and globally. • sustain a lifelong love of learning and a passion for intellectual endeavours.	• assess the appropriateness of the research methods, reasoning and evidence employed in specific texts • differentiate distinct levels of analysis (e.g. empirical, conceptual, historical, ontological, ethical) and recognize their role in different levels of debate • identify the research question that guides the work of different authors, and evaluate the methodological framework/design they use to answer it • develop an appropriate research question and assess the relevant methodological framework/design • develop and conduct an original research project, involving either empirical analysis employing appropriate methodologies or advanced theoretical analysis	• identify and analyse the social dimensions of individual problems • assess competing evidence or arguments in various methodologies • know how to organize and synthesize findings for presentation to an appropriate public
Professional Capacity/Autonomy • manage time within graduate courses to complete readings and assignments • present references and bibliographic information in a standardized format • select a supervisory committee for an MRP project • demonstrate an ability to work independently as well as with others, and	**Level of Communication Skills** • write clearly and engagingly for an appropriate audience • critically analyse, compare and present, both orally and in writing, theoretical arguments from a range of academic texts across the fields of specialization of the program	**Awareness of Limits of Knowledge** • recognize both the strengths and limitations of a perspective, framework or argument • know how to ask appropriate questions to

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to both give appropriate feedback in oral and written forms, and to receive and respond to critical feedback in a professional way • demonstrate an ability to design and carry out a substantial project with the guidance of a supervisory committee • abide by principles of academic honesty	• read a wide variety of scholarly and research material, with a demonstrable ability to identify the main arguments, and assess the research methodology or methods employed • define and conduct an original research project while demonstrating the capacity to work independently and to effectively employ use critical theory in conceptual and/or empirical work	reveal different assumptions and ways of seeing the world

Learning Outcomes for the PhD in Social & Political Thought		
Depth and Breadth of Knowledge	**Research & Scholarship**	**Level of Application of Knowledge**
• recognize and offer critical assessments of key theoretical and methodological issues and debates in humanities and/or social science scholarship in general, and with respect to a particular field's historical, social, cultural, political, ethical and/or economic contexts and implications • demonstrate a sophisticated understanding of interdisciplinarity and employ an interdisciplinary approach in their own research • demonstrate an ability to link academic knowledge to politics and social issues locally and globally and contemporary culture, where relevant • sustain a lifelong love of learning and a passion for intellectual endeavours	• offer an advanced critique of the research strategies and methods employed in specific texts • articulate a research question that advances knowledge and understanding of an issue at the forefront of scholarship in social and political thought • conduct advanced library research to locate literatures relevant to a major research question • synthesize and critique literatures relevant to a major research question • identify gaps in literatures relevant to a major research question • conceptualize and design a program of research to address a novel and compelling research question • conduct a research project involving appropriate data collection and analysis	• contribute to the analysis of key social and political issues, locally and globally • identify gaps in existing literature on specific issues or topics, articulate an original research question to address this gap, and build an appropriate theoretical and/or methodological framework that is informed by appropriate literature across disciplines to examine/answer this question • identify the methodological/ethical/epistemological/ethical issues raised by a research question and build a framework to address these • identify significance of findings/results (contribution to body of theoretical and/or methodological knowledge; new practices/techniques or

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	strategies • where relevant, reflexively consider research ethics and abide by ethics protocols	relevance in new field; policy implications) and communicate these through appropriate means/mediums (the dissertation, as well as academic papers, artistic or cultural creations, conference presentations, books, press articles, etc.).
Professional Capacity/Autonomy • manage time within graduate courses to complete readings and assignments • present references and bibliographic information in a standardized and recognized format • select and work with a supervisory committee to pass comprehensive exams and to complete a dissertation • know how to compile a professional CV, and present themselves and their work in a professional manner • demonstrate familiarity with appropriate professional practices e.g. meeting deadlines, timely responses to professional communications, long term planning • write professional articles of publishable quality • where relevant, abide by Tri-Council ethics policies	**Level of Communication Skills** • formulate an argument or presentation in relation to its expected audience's interests and level of knowledge • understand the difference between relevant audiences for their work, and know how to pose questions that motivate those audience to take them up, demonstrate the ability to both assess how different audiences engage with their work, as well as how to present complex scholarly issues and concepts to undergraduate students. • demonstrate originality and creativity in articulating and applying specific theoretical approaches and/or methodologies as well as their political, social, cultural and ethical implications within (a) specific field(s) of scholarship • carry out a range of writing projects including a dissertation proposal and a dissertation, with the requisite level of scholarly rigor and nuance • participate in advanced oral discussion/debate with peers in a classroom setting •initiate an advanced classroom discussion/debate on a specified topic • receive, give and respond to	**Awareness of Limits of Knowledge** • be familiar with a variety of social and political theories and methods, as well as their historical shifts and influences • develop and practice reflexivity regarding research ethics, e.g. in relation to social location, knowledge production, and engagement with diverse communities

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| | feedback constructively, including resolving conflicting feedback
• defend an original, substantial, interdisciplinary research project | |

Joint Sub-committee on Quality Assurance
Report to the Full Committees

Academic Policy, Planning and Research Committee
Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on November 19, 2018 and submits the following report to the full Committees.

1. Membership and Chair for 2018-2019

The Sub-Committee's membership for 2018-2019 was confirmed in September as follows:

Joanne Magee, Chair (Member designated by APPRC)
Richard Gasparini (Member designated by ASCP)
Rick Irving (Member designated by APPRC)
Tom Loebel (Dean of Graduate Studies ex officio)
Alice Pitt (Vice-Provost Academic ex officio)
Celia Popovic (Member designated by ASCP)

Cheryl Underhill (APPRC) and Kathryn White (ASCP) serve as the Sub-committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic).

All of the above were present at the meeting except for Professor Irving.

Professor Magee was confirmed as Chair of the Sub-committee for 2018-2019.

Since the time of the meeting, Professor Popovic stepped down from ASCP due to teaching commitments; a replacement for the Joint Sub-committee will be sought from among ASCP members.

2. Update on Review of Department of Social Science

Final Assessment Reports (FARs) for eleven Cyclical Program Reviews (CPRs) in the Department of Social Science, LA&PS, were amended to reflect Sub-committee members' feedback at the 30 May 2018 meeting, and subsequently reviewed and discussed by ASCP and APPRC, and transmitted to Senate and the Board for information. The Vice-Provost Academic provided the Sub-committee with an update on the ongoing Review of the Department of Social Science.

Joint Sub-committee on Quality Assurance
Report to the Full Committees

3. Cyclical Program Review: Graduate Program in Social and Political Thought

As the CPR for one program in the Department of Social Science – the graduate program in Social and Political Thought – remains outstanding, the Sub-committee met with program's former and current Graduate Program Directors and the LA&PS Associate Dean Programs and Associate Dean Research & Graduate Studies to identify a path forward for developing an implementation plan and FAR for the program.

The program representatives provided the Sub-committee with an update and Sub-committee members and program representatives discussed program strengths and areas for improvement, touching upon the program's fields and courses and their relationship to learning outcomes, as well as issues related to financial, staff and faculty resources dedicated to the program, the recruitment of prospective students, and teaching assistant appointments for students of the program.

It was agreed that the Office of the Vice-Provost Academic will work with the program to update the CPR documentation to align with YUQAP and Quality Council expectations so that the required implementation plan and FAR can be drafted and reviewed.

As two structural issues that surfaced in the discussion with the program may also be matters of concern in other graduate programs (teaching assistant placements for students and securing faculty to teach the program's courses), these two issues will be reviewed further by the Sub-committee later this year.

J. Magee, Chair of the Sub-Committee