



York University Senate

Notice of Meeting - **REVISED**

Thursday 27 January 2022, **2:45– 5:00pm**

Via Videoconference

AGENDA

Page

1. Chair’s Remarks (M. Roy)

5min

2. Business arising from the Minutes

3. Inquiries and Communications

4. President’s Items (R. Lenton)

a. Winter term 2022 planning

b. Sustainability Strategy

c. Mental Health Strategy

d. Kudos Report..... 1

25min

Committee Reports

15min

5. Executive Committee (M. Annisette) 5

10 min

6. Academic Policy, Planning and Research (B. Spotton Visano)

7. Academic Standards, Curriculum and Pedagogy (For approval; M. Bunch)..... 9

a. Addition of a new Stream and a Minor degree option in Entrepreneurship and Innovation in the Bachelor of Commerce degree program, Faculty of Liberal Arts and Professional Studies. (Appendix B, page 17)

b. Addition of a new Field in Municipal Government within the Master of Public Policy, Administration and Law degree program, Markham Campus, Faculty of Liberal Arts and Professional Studies (Appendix C, page 54)

c. Revisions to requirements and addition of a new Specialized Honours option within the Bachelor of Human Resource Management degree program, School of Human Resources Management, Faculty of Liberal Arts and Professional Studies (Appendix D, page 77)

d. Changes to requirements and name of BA and BSc degree programs in Science and Technology Studies, Department of Science and Technology Studies, Faculty of Science, Appendix E, page 102)

15min

York University Senate

8. Other Business for Which Due Notice Has Been Given

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| | b. Hortative Motion re: provision of N95 respirator masks.....123 |

5 min	9. Other Business
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10. Minutes of the Meeting of 16 December 2021125
11. Change of program name from “*Film*” to “*Cinema and Media Arts*”, Department of Cinema and Media Arts, AMPD.

P. Robichaud, Secretary



PRESIDENT'S KUDOS REPORT

JANUARY 2022



[Mark Terry](#), Course Instructor in the Faculty of Environmental and Urban Change and Research Fellow with the Dahdaleh Institute for Global Health Research, was a recipient of the 2021 Order of Vaughan – the City of Vaughan’s highest civic honour. On December 21, Vaughan Mayor Maurizio Bevilacqua honoured Terry for his contributions to media and communication, recognizing his film work in environmental research.



[Cora Young](#), Associate Professor of chemistry and the Guy Warwick Rogers Chair in Chemistry in the Faculty of Science, has been named the 2022 recipient of the Environment Division Early Career Research Award from the Chemical Institute of Canada.



The Faculty of Graduate Studies awarded York University Professors [Petros Faloutsos](#) and [Ellen Bialystok](#) with the Postdoctoral Supervisor of the Year Award. This honour is bestowed annually on a postdoctoral supervisor who provides an exemplary environment of support for professional skill development, and promotes a climate of respect and collegiality.



Lassonde Professor [Ping Wang](#), from the Electrical Engineering and Computer Science department, has been elevated to Institute of Electrical and Electronics Engineers Fellow as of January 2022 for her contributions to radio resource allocation and performance modelling of heterogeneous wireless networks.



Professor [Sarah Flicker](#) and her research team were awarded a \$208,000 grant from the Canadian Institutes of Health Research for the project “*niizh jijaag gashkibijigan: Building Our Bundles of Support with Two-Spirit Youth.*”



[Patrick Alcedo](#), Chair of the Department of Dance at the School of the Arts, Media, Performance & Design, received the Asia’s Best Independent Documentary Film award at this year’s All Asian International Independent Film Festival for his feature documentary titled, *A Will to Dream.*



Lassonde School of Engineering Professor [Aleksander Czekanski](#) has been elected a 2022 Fellow of the Engineering Institute of Canada in recognition of his exceptional contributions to engineering in Canada. Czekanski has been instrumental in creating and launching the Mechanical Engineering program at Lassonde.



[Ruth Green](#), Associate Professor in the School of Social Work, is the recipient of the City of Toronto's Mino Bimaadiziwin Award (Indigenous Award), which recognizes contributions to the well-being and advancement of the Urban Indigenous Community of Toronto.



The new James Webb Space Telescope launched on December 25, 2021, with the Canadian-built Near-Infrared Imager and Slitless Spectrograph (NIRISS). It will take images and spectra of fainter objects than the Hubble Telescope ever could, and it is creating an astronomical amount of excitement. Associate Professor [Adam Muzzin](#) of the Faculty of Science is a member of the Canadian instrument team that built the NIRISS.



Faculty of Education Professor and Associate Vice-President Indigenous Initiatives [Susan Dion](#) (York University) and Jane Griffith (Ryerson University) were awarded the prestigious 2021 FEL Priestly Prize for their article "Narratives of Place and Relationship: Bev Sellar's Memoir *They Called Me Number One*." The award was presented by the Association of Canadian College and University Teachers of English.



[Twenty-seven individuals](#) with connections to York University are among the 135 new appointments to the Order of Canada, announced December 29, 2021, by Governor General of Canada Mary Simon.



[Team Schulich](#) represented York University at the 34th annual MBA Games, hosted online by the Schulich School of Business. Considered the largest MBA competition in Canada, this year's three-day competition featured over 280 students from 16 MBA programs across the country competing in academic, athletic and spirit challenges for the coveted Queen's Cup. Schulich finished in first place overall, ending up first in academics and athletics, as well as fourth in the spirit category.

Team members included:

Rageeb Kibria (MBA), Deanna Galati (MBA), Leslie Woo (MMGT), Rachel Carvalho (MBA), Jatin Parmar (MMKG), Aman Amin (MBA), Mahima Walia (MMGT), Allison McAuley (MBA), Shubham Sood (MBA), Jennifer Mahendran (MBA), Maxim Ferracane (MMGT), Saumya Chaudhary (MBA), Abisha Vignabalan (MBA), Yuqi Li (MBA), Seyed-Amir Joharifard (MBA), Marcus Piggott (MMGT), Albina Mamonkina (JD/MBA), Meenakshi Kukreja (MBA), Arnav Arora (MF), and Sabeel Sadicote (MBA).



York alumna [Jaime Vieira](#) (MSc '19) was named the Toronto Blue Jays' minor-league hitting coach — the first female coach in the organization's history.



The joint York University Libraries and York Centre for Asian Research (YCAR) team was named a top team in the [Orbis Flight for Sight](#) virtual charity event. Together with York University and other participating teams, Orbis raised more than \$153,000 to support and increase awareness of vision care and health education in developing countries.

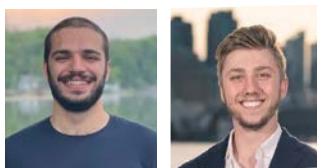
Jack Hang-tat Leong, Associate Dean, Research and Open Scholarship at the Office of the Dean of Libraries and Faculty Associate of YCAR, organized York's participation in the event. Participants included Dean of Libraries Joy Kirchner, Associate Professor Jessica Tsui-Yan Li and York University Libraries faculty and staff Norda Bell, Genny Jon, Laszlo Juhos, Thumeka Mgwigwi, Tanya Prince, Dany Savard, and Tom Scott.



[Khadija Omar](#), a psychology student at York University, will represent Somalia at the Miss World pageant this March.

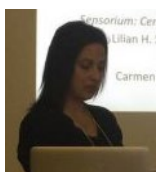


York University and Qatar University launched the world's first international cardiac rehabilitation registry, which was designed to improve patient outcomes around the globe. [Sherry L. Grace](#), a Professor in the Faculty of Health, is co-leading the development and operation of the registry.



Three York University trainees received the [Innovation York Commercialization Fellowship](#). The Fellowship was launched this year to support the research commercialization process by providing strategic, short-term funding to assist in developing commercially viable projects at the University. The winners are:

- Aref Soltani Tehrani, MSc candidate, Department of Mechanical Engineering
- Artem Solovey, MSc candidate, Department of Civil Engineering
- Carmen Victor, Postdoctoral Fellow, Department of Cinema and Media Arts



York alumna [Gillian Gallow](#) (BFA '04) was named the 2021 Laureate of the Siminovitch Prize, Canada's largest and most prestigious theatre award. She most recently designed costumes for the Shaw Festival's *The Devil's Disciple* and set and costumes for the Dora Award-winning production of Human Cargo's *The Runner*. She is the 2018 recipient of the Virginia and Myrtle Cooper Award in Costume Design, and has been nominated for eight Dora Mavor Moore awards, receiving four.



York alumna [Ginella Massa](#) (BA '09) was awarded one of *Canadian Immigrant* magazine's Top 25 Canadian Immigrant Awards. The Top 25 Canadian Immigrant Awards is a people's choice awards program that recognizes inspirational immigrants who have made a positive impact on their communities since arriving in Canada. Ginella is a Canadian Screen Award-winner best known as Canada's first hijab-wearing television news reporter, local anchor, and national host. She is currently the host of *Canada Tonight with Ginella Massa*, airing weeknights on CBC News Network.



Associate Professor [Norio Ota](#) from the Department of Languages, Literatures and Linguistics was awarded the 2021 Order of the Sacred Treasure, Gold and Silver Rays from the Government of Japan for his contributions to promoting the Japanese language.

APPOINTMENTS



[Dr. Margaret Kierylo](#) has been appointed Assistant Vice-President, Institutional Planning & Chief Data Officer. She will take up her position commencing April 1, 2022.

Executive Committee – Report to Senate

At its meeting of 27 January 2022

For Information

a. Monitoring the Disruption

An announcement on winter term return to campuses plan was made by the President prior to the Senate meeting, and Senate will hear directly from President Lenton at the meeting on this matter. The President and the Provost briefed the Executive Committee at its meeting in mid-January on the careful work undertaken to define the date and process for the planned return to in-person academic activities in the winter 2022 term.

The University collaborated with other Ontario universities, the provincial government, and the Toronto and provincial public health agencies to identify the best scenario for York to resume on-campus classes and activities that continues to prioritize community safety. Universities were strongly encouraged by the health agencies to resume in-person program delivery in February citing the importance of addressing the increasing and concerning mental health strain, which is particularly acute among students.

The *Principles to Guide 2021-2022 Course Planning* established in May 2021 and confirmed again in October 2021 planned for a physical return to campuses in the winter 2022 term. The rapid arrival of a new and serious wave of the pandemic in December necessarily paused those plans. The University is confident that the planned course of in-person program delivery can be done safely. Consistent with the principles of academic integrity and fairness to students which guide planning and decisions in disruptions (as a disruption remains in effect), Executive shared advice as preparations continue for the return to in-person activities, including:

- raise awareness among course instructors to expect considerable anxiety from many students about attending in-person activities within relatively small indoor spaces, and make available appropriate forms of supports to students
- advise course instructors to expect higher than normal student absenteeism, and remind them of the existing policies, regulations and options at their disposal for adjustments to courses and kinds of accommodations available
- re-distribute to course directors the guide prepared for managing the scenario of a case(s) of COVID-19 infection in an in-person class.

b. Senate Rules Review 2021-2022

In mid-December a preliminary inventory of sections / sub-sections of the Senate Rules to be reviewed in this year's exercise was distributed to Senators with a request for

Executive Committee – Report to Senate

input on whether there are other aspects of Senate Rules that should be in scope for the 2021-2022 task; two submissions were received in reply to the canvass. At its meeting in January, Executive reviewed the feedback received from Senators and confirmed the scope of this year's Rules review exercise. Draft revisions will now be prepared under the direction of the Chair and Vice-Chair for review by the full Executive committee at its meeting in March. Once finalized, the slate of revisions will be recommended to Senate for approval at the April (Notice of Motion) and May meetings. Executive thanks Senators for their contributions to this important governance task.

c. Approval of Committee Members Nominated by Faculty Councils

The Committee has approved the following individuals nominated by Faculty Councils for membership on Senate committees:

Academic Policy, Planning and Research

Monique Herbert, Associate Professor, Psychology, Faculty of Health for a term of 1 January 2022 - June 30, 2024, with Julie Conder, Assistant Professor, Psychology to serve as a replacement for the one-year sabbatical (1 July 2022 to 30 June 2023).

d. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Sub-Committee on Honorary Degrees, Senate Executive received recommendations to add individuals to the pool of prospective recipients of honorary degrees and renew existing candidates in the pool. The Committee concurred with all the recommendations and, as a result, four new candidates have been deemed eligible for honorary degrees, and two candidates were renewed for a further five years in the pool.

e. Chosen Names on University Parchments

The Sub-Committee on Honorary Degrees and Ceremonials reported to Executive its recent approval of a recommendation from the University Registrar to permit the use of students' chosen first names (retaining surnames) on University parchments (diplomas and certificates), effective immediately. The intention of the option is to support the needs of students who wish to be addressed by their chosen first name. There are a variety of circumstances that underlie a student's desire to be addressed and be known by a preferred name. Examples include students fleeing domestic violence situations and are concerned about their safety; students who are gender non-conforming; students who are transitioning; or international students who wish to use western names.

University Counsel and the Information Privacy Office were consulted on the initiative. That the parchment is a quasi-legal document, there is flexibility in the way the

Executive Committee – Report to Senate

University chooses to display student information on the degree parchment. Additionally, adopting this option aligns York with the practices of other Canadian universities and colleges, the majority of which are moving in this direction.

f. Senate Executive Sub-Committee on Equity

The Sub-Committee on Equity has been convened, under the chairing of Senator Brushwood Rose. As a reminder for Senate, the membership for 2021-2022 is as follows:

Chloë Brushwood Rose, Chair (Chair of Senate designate)
Sirvan Karimi (Member designated by ASCP)
Leslie Sanders, (Member designated by APPRC)
Immaculee Uwanyiligira (Member designated by Executive)
Cheryl Underhill, Interim Secretary

Following the direction established in the Executive Committee's 2021-2022 priorities, the Sub-committee is leading the review of its mandate and recommending revisions to the terms of reference and composition for approval by Executive and thereafter Senate.

Additionally, a focus of the Sub-committee this year is defining actions to advance its mandate to coordinate with Senate committees, Faculty Councils and other relevant central bodies at the University to facilitate the consideration of equity matters within Senate's domain. Initial discussions in the sub-committee have focused on the mandates and current priorities of Senate Committees with an attention to how the Sub-Committee might participate in and support a greater attention to equity, diversity, inclusion and decolonization in the on-going work of Senate.

A preliminary workplan has emerged from the initial two meetings of the Sub-committee. It is attached as Appendix A to this Executive report for reference.

g. Senate Meetings in Winter 2022 Term

Executive is continuing to discuss the mode of delivery of Senate meetings going forward. The consensus of members is to retain virtual meetings of Senate at this time as public health safe distancing requirements remain in effect for non-academic activities (in which category governance sits), and explore in the coming months the possibility of including the remote participation of Senators at meetings being convened in-person.

Mario Roy, Chair

Chloë Brushwood Rose, Vice-Chair

Sub-committee on Equity: Work Plan 2021-2022

Initiatives	Timelines
Review mandate and composition of Sub-committee to identify revisions	Recommended revisions to Executive by April 2022. Recommendations to Senate by June 2022.
Liaise with Senate Committees to identify opportunities for equity objectives to be integrated into committee-specific actions that align with their respective mandates and current priorities.	Communication anticipated in March 2022.
Communicate with Faculty Councils and committees to gather further information about how equity objectives are being integrated into Faculty Council and committee mandates.	Communication anticipated in March 2022.
Establish a Senate sponsored / co-sponsored monthly lecture series on integrating equity/diversity /inclusivity/decolonization into curriculum to support individual course directors' efforts across disciplines.	Consultations to be taken up in the coming weeks.
Provide feedback and input on the draft <i>Equity, Diversity and Inclusivity Strategy</i> prepared by the President's Advisory Council on EDI.	At meeting of 16 February 2022.
Create an Equity Sub-committee webpage that provides comprehensive resources for integrating equity dimensions into governance structures and initiatives.	Longer-term plan; page to be created in conjunction with progress on Sub-committee's initiatives.

Report to Senate - REVISED

At its meeting of 27 January 2022

For Action

- a. Addition of a new Stream and a Minor degree option in Entrepreneurship and Innovation in the Bachelor of Commerce degree program, Markham Campus • Faculty of Liberal Arts and Professional Studies

ASCP recommends that,

Senate approve the addition of a new Stream and a Minor degree option in entrepreneurship and Innovation in the Bachelor of Commerce degree program, Markham Campus, Faculty of Liberal Arts and Professional Studies, as set out in Appendix B, effective FW2023-2024.

Rationale:

The major modification proposal set out as Appendix B is for the introduction of a new specialized stream in Entrepreneurship and Innovation within the Bachelor of Commerce Degree (120- credit, honours) and a new thirty-credit honours minor in Entrepreneurship and Innovation. The general objective of the proposed program is to provide interested students with access to a world-class learning experience that builds foundational knowledge and cultivates an entrepreneurial mindset as a way of thinking about problems and innovative solutions aimed at creating social and economic impact. The programs will ensure that students, faculty, and other community members can engage in innovative and entrepreneurial activity fueled by their passion, whether it be social enterprise, social innovation, new product/venture creation, or acting entrepreneurially within established organizations.

The proposal outlines the guiding principles that shaped the program's development as well as a section on the development process for the program that feedback from past and current students and other constituents within the University community, feedback from employers from within the Markham community, and community consultations. The program aligns well with the 2020-2025 Strategic Mandate Agreement (SMA), the 2020-2025 University Academic Plan (UAP), the 2021-2026 Faculty of Liberal Arts &

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Professional Studies Academic Plan, York University's Strategic Research Plan 2018-2023 (SRP), the strategic plan put forth by the pan-university Strategic Entrepreneurship Committee ("SEC"), and with other existing programs at York. The proposal also includes the requisite letters of support from relevant Faculties and administrative units.

Approvals: Faculty of Liberal Arts & Professional Studies Faculty Council on 9 December 2021 and ASCP on 15 December 2021.

Supporting documentation provided in ASCP Appendix B.

b. Addition of a new Field in Municipal Government within the Master of Public Policy, Administration and Law degree program, Markham Campus • Faculty of Liberal Arts and Professional Studies

ASCP recommends that,

Senate approve the addition of a new Field in Municipal Government within the Master of Public Policy, Administration and Law degree program, Markham Campus, Faculty of Liberal Arts and Professional Studies set out as Appendix C, effective FW2023-2024.

Rationale:

This major modification proposal set out as Appendix C is for the creation of a new Municipal Government field in the Master of Public Policy, Administration and Law (MPPAL) program housed in the School of Public Policy and Administration (SPPA). The proposal purports that the ongoing public health and economic crisis related to the COVID-19 pandemic highlights that municipal (local and regional) governments, related boards and agencies, and non-profit organizations are at the forefront of service delivery and responsiveness to community needs and accountability. As a result, local governance and policy issues are key elements of this work along with inter-governmental and cross-sectoral partnerships. The proposed new Municipal Government field will make the MPPAL program more relevant and attractive to employees and potential students in the municipal sector. The creation of the new graduate field formalizes and builds on the existing strengths of the program rather than expanding to other disciplinary areas or overlapping with other programs at the

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University. Therefore, the consultations focused on MPPAL alumni and other professionals in municipal governments across different functional areas in both lower and upper tier municipalities (including, for example, the areas of corporate, human resource management and paramedic service delivery) in the regional municipalities of York and Durham and the cities of Toronto, Whitby, Vaughan and Guelph. A formal letter of support from the Regional Municipality of York is also included with the proposal. In addition, a support letter from the Dean of the Faculty of Liberal Arts and Professional Studies was included confirming resource support for the program, as well as letters of support from the requisite administrative units.

Supporting documentation is provided as ASCP Appendix C.

Approvals: Faculty of Liberal Arts & Professional Studies Faculty Council on 11 November 2021, and ASCP 15 December 2021.

- c. Revisions to requirements and addition of a new Specialized Honours option within the Bachelor of Human Resource Management degree program, School of Human Resources Management • Faculty of Liberal Arts and Professional Studies

ASCP recommends that,

Senate approve revisions to requirements and addition of a new Specialized Honours option within the Bachelor of Human Resource Management degree program, School of Human Resources Management in the Faculty of Liberal Arts and Professional Studies set out as Appendix D, effective FW2022-2023.

Rationale:

The major modification proposal as set out in Appendix D is to add a new Specialized Honours option within the Bachelor of Human Resource Management (HRM) degree program and for changes to program requirements for the Honours Bachelor of HRM, Bachelor of HRM, Minor in HRM and Professional Certificate in HRM. The main changes to the program include the streamlining of the existing degree program to allow more flexibility for students pursuing the HRM degree, establishing a first-year offering within the existing program, updating the program so it reflects the current scholarship of the existing HRM program, and adding the new Specialized Honours Bachelor in

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HRM to the existing major. Specialized Honours Bachelor in HRM is designed to attract students who may wish to focus their studies on HRM, with a much wider and deeper exposure to the discipline.

The proposed degree changes are aligned with a series of priorities within the University Academic Plan (UAP) 2020-2025. This major curriculum proposal helps the School of HRM to take a step further toward 21st Century Learning, as outlined in the 2020-2025 UAP. The proposal also aligns with many of the principles in the LA&PS Academic Plan (2021-26) such as Principle 1, “Prioritize student learning, excellence, and success” and Principle 4, “Foster innovation in teaching and curriculum development”.

The proposal includes letters of support from Faculty and Administrative units as well as a letter from the Dean confirming resource support for the program.

Supporting documentation is provided as ASCP Appendix D.

Approvals: Faculty of Liberal Arts & Professional Studies Faculty Council on 11 November 2021, and ASCP 12 January 2022.

- d. Changes to requirements and name of BA and BSc degree programs in Science and Technology Studies • Department of Science and Technology Studies • Faculty of Science**

ASCP recommends that,

Senate approve changes to requirements and name of BA and BSc degree programs in Science and Technology Studies from “*Science and Technology Studies*” to “*Science, Technology and Society*”, Department of Science and Technology Studies, Faculty of Science as set out in Appendix E, effective FW2022-2023.

Rationale:

As set out as Appendix E, the major modification proposal is being proposed as the Science and Technology Studies (STS) Department is reforming its existing Major and Minor programs. For the Minor program, students will be provided choices in three

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minor disciplines: Life Sciences and Society, Technology Innovation and Society, and Earth, Sustainability and Society Modifications to the Major program include revised learning outcomes and changes to core course requirements. The program has also developed program learning outcomes that differentiate the Minor and Major requirements and has created two new courses. Finally, the proponents are proposing a name change of the undergraduate program from *Science and Technology Studies* to *Science, Technology and Society*.

The department has been engaged in program reform since January 2019. Its priority has been to identify and act on opportunities for greater impact and engagement within the Faculty of Science. York's Science students have commonly populated STS courses and have been some of its most engaged students. In addition, STS courses have also attracted students in STEM and non-STEM oriented disciplines from Faculties like Health and Liberal Arts and Professional Studies. However, despite the popularity of the program's courses, in the past, it has not been able to attract enough students to either the STS Minor or Major programs. Subsequently, the program is of the view that the benefits of an STS degree to science-oriented students can best be addressed by offering a reformed minor program targeted at specific STEM fields, and that the depth and breadth of their course offerings will continue to remain an attractive option to non-STEM students as well.

The proposal includes letters of support from the Dean of the Faculty of Science, the Science and Technology Studies graduate program executive, and the Chair of the Department of Humanities.

Supporting documentation is provided as ASCP Appendix E.

Approvals: Faculty of Science Faculty Council on 12 October 2021, and ASCP 12 January 2021.

For Consent

- f. Change of program name from “Film” to “Cinema and Media Arts”, Department of Cinema and Media Arts, AMPD**

ASCP recommends that,

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Senate approve the change of the program name from “*Film*” to “*Cinema and Media Arts*”, Department of Cinema and Media Arts, AMPD, effective FW2022-2023.

Rationale:

The name change for the department from “Film” to “Cinema and Media Arts” was proposed in 2014 and approved by Senate in 2015 to reflect the broader range of moving image and sound that was emerging in 21st century arts and culture, and innovations in degree specializations like Cinema & Media Studies and Media Arts. When the name of the Department was changed, it was agreed that “Cinema and Media Arts” was a more inclusive name that more accurately represents the full range of the current curriculum and diversity of experiences in the program.

But this department name change fell short of completing the curriculum name change for the program/degree. This proposed change is effectively a housekeeping change that will have the important effect of reducing confusion for prospective students. For example, first year students entering the department often believe they are entering a stream very similar to Film Production when in fact they may be entering something else, for instance, the BFA Media Arts or Screenwriting streams, or BA in Cinema & Media Studies, which have a significantly different curriculum and student experience. This can lead to student frustration, dissatisfaction, and lower retention.

Since the Film program/degree currently holds two degrees, the BA in Cinema and Media Studies and a BFA with three streams (Film Production, Screenwriting, and Media Arts), the current BA and BFA degree name “Film” does not sufficiently encompass all the related disciplines it is meant to represent.

Consultations were undertaken with the Department of Communication and Media Arts in the Faculty of Liberal Arts & Professional Studies who are in support of the change.

Approvals: School of the Arts, Media, Performance and Design Faculty Council on 8 December 2021, and ASCP 12 January 2022.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate - REVISED

For Information

g. Minor Modifications to Curriculum

All of the curriculum changes are effective FW2022-2023 unless otherwise indicated:

Faculty of Liberal Arts & Professional Studies

Revisions to the calendar copy for the Japanese, BA program

Minor changes to the program requirements for the BCom Business Minor

Minor changes to the program requirements for the Children, Childhood & Youth BA program

Minor changes to the workshop requirement for the MA, PhD and Graduate Diploma programs in English

Glendon

Minor changes to the requirements for the Canadian Studies Minor

Minor changes to the admission requirements for the Communications, Hons BA program (effective immediately)

Minor changes to the General Education requirements for the Psychology, BSc program

Faculty of Education

Removal of pre-requisites from non-required BA courses for the BA program in Education Studies

Faculty of Health

Minor changes to the degree and admission requirements for the MA and PhD programs in Critical Disability Studies

School of the Arts, Media, Performance and Design

Changes to the rubric for the MA in Design Research and the Master of Design program

h. Markham Campus Update

Academic Standards, Curriculum and Pedagogy Committee Report to Senate - REVISED

ASCP participated in a half day-long workshops on 15 December 2021 dedicated to the review of Markham Campus proposals. Additional meetings will be tentatively scheduled in early February 2022 and will be utilized if needed.

Martin Bunch, Chair



School of Administrative Studies
Proposal for Major Modifications to an Existing Program

**1) Addition of a *new* stream:
Bachelor of Commerce (honours)
Entrepreneurship and Innovation**

**2) Addition of a *new* minor:
Entrepreneurship and Innovation**

November 2021

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Note: Appendices 1 to 5 are not included in the meeting package but are available upon request.

Major Modifications Proposal

1. Faculty

Liberal Arts and Professional Studies

2. Department

School of Administrative Studies

3. Program

Bachelor of Commerce

4. Degree Designation

i) *Bachelor of Commerce (BCom)*

ii) *Minor option*

5. Type of Modification

i) *New BCom specialization (“stream”) in Entrepreneurship and Innovation, and*

ii) *New minor in Entrepreneurship and Innovation*

6. Location

i) *Markham Campus (“MC”)*

ii) *Markham and Keele Campuses*

7. Effective Date

September 1, 2023

8. General description of the proposed changes to the program

This proposal provides for the development of new and enhanced programming to be offered through the School of Administrative Studies. Currently, the School offers eight “streams” within the Bachelor of Commerce Degree (specialized honours) and three minor options in addition to other bachelor’s degree options, certificates, and its graduate programming. This proposal calls for the introduction of i) a new specialized stream in *Entrepreneurship and Innovation* within the Bachelor of Commerce Degree (120-credit, honours) and, ii) a new thirty-credit honours minor in *Entrepreneurship and Innovation* (Table 1).

Table 1: School of Administrative Studies Undergraduate Honours and Minor offerings	
Current BCom Specialized Streams	Current Honours Minor Options
Accounting Business Research Finance Human Resources Management Management Marketing Supply Chain Management Business Technology Management	Minor in Business Minor in Marketing Minor in Disaster and Emergency Management
To be added: Entrepreneurship and Innovation	To be added: Minor in Entrepreneurship and Innovation

The addition of the new specialized stream and the minor requires certain additional changes as identified below:

1. Because the specialized stream will be offered at the MC, it will not include the 21-credit General Education requirement common to the eight existing specialized BCom streams.
2. The Entrepreneurship and Innovation stream includes the existing 45 honours standard core course credits common across all specialized BCom streams and will utilize several existing courses unique to specific existing streams, but the initial launch of the program will require the development of 15 new courses (new course proposals are found in Appendix 5). To accommodate the novel and highly experiential nature of the program, seven of the new courses will be offered in a 1.50 credit format (rather than the traditional 3.0 credit format and based on a minimum contact hour equivalency of 18 hours) with more flexible enrollment, start and completion dates, and schedules, with all 2000/3000-level classes capped at 60 rather than 80+ regularly seen at the 2000 level in the School of Administrative Studies. Likewise, 4000-level courses will be capped at 25 rather than the current 40.
3. Subject to the Registrar’s approval, the course-code rubric “ENTP” will be used for all new courses. To allow students in other BCom streams to include “ENTP” courses in their major, these courses will be cross listed to an “ADMS” equivalent (i.e., AP/ENTP 2920 is cross listed with AP/ADMS 2920).

Program development guiding principles

The following principles have guided the development of the programs and will be central to their delivery:

1. *Balance business and social perspectives* – entrepreneurship and innovation are driven by the desire to create social and/or economic value and are relevant to for-profit and not-for-profit organizations alike.
2. *It is not about creating ‘entrepreneurs’* – it is about creating an action-oriented entrepreneurial mindset as an asset that can be drawn upon to help overcome organizational and societal challenges in myriad contexts regardless of career path.
3. *Balance theory and practice* – entrepreneurship pedagogy is necessarily hands-on, but entrepreneurs and others within the entrepreneurial ecosystem benefit from developing a strong foundation of knowledge.

4. *Balance remote and in-person engagement* – innovative delivery modes utilizing current technologies and teaching practices enhance the program’s relevance, flexibility, and scalability.
5. *Provide accessible programming* – consistent with York University’s vision, every student should have the opportunity, if desired, to develop some understanding of the social and business implications of innovative and entrepreneurial activity.
6. *Cross-pollinate* – while academic programming should support the unique educational requirements of different academic disciplines, student learning is enhanced through engagement in innovative and entrepreneurial activity with students from across different disciplines.
7. *Collaborate across the university* – support and leverage the entrepreneurial programming and co-curricular offerings of other faculties, units, and organizations within the York University community.

Development process

The thinking behind the proposal has also been shaped by:

- Feedback from past and current students and other constituents within the university community,
- Review of innovation, creativity, and entrepreneurship programs (“ICE” programs) offered at other institutions in Canada and abroad,
- Insights from literature pertaining to pedagogical development in entrepreneurship and innovation education,
- Feedback from other faculties on campus regarding their aspirations and needs regarding ICE programming and pedagogy both directly and indirectly through the *Strategic Entrepreneurship Council*,
- Three focus groups constituted by LA&PS entrepreneurial alumni,
- Feedback from employers within the Markham community, and
- Discussions among members of the School of Administrative Studies’ *ad hoc* committee on entrepreneurship and innovation.

A summary of community consultations and support is presented in Appendix 6. The valuable input from members of York University community and external stakeholders is greatly appreciated and is expected to continue and support the new programming as it unfolds.

Ad Hoc Committee membership

Pilar Carbonnel-Foulquie, You-Ta Chuang; Jon Kerr (Chair), Marcela Porporato, Alex Rusetski; Andreas Strebinger; David Weitzner

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9. Rationale for the proposed changes

General Objectives of the programs

The general objective of the proposed programming is to provide interested students with access to a world-class learning experience that builds foundational knowledge and cultivates an entrepreneurial mindset as a way of thinking about problems and innovative solutions aimed at creating social and economic impact. The programs will ensure that our students, faculty, and other community members can engage in innovative and entrepreneurial activity fueled by their passion, whether it be social enterprise, social innovation, new product/venture creation, or acting entrepreneurially within established organizations ('intrapreneurship' or 'workplace innovation').

Overarching Rationale

The underlying rationale for this proposal is five-fold. First, it is widely accepted that entrepreneurship (social and traditional) generates positive social and economic benefits and contributes to an enhanced quality of life. Second, consistent with York's Strategic Mandate Agreement, in an era of technological disruption and a changing employment landscape, developing an entrepreneurial mindset (as per guiding principle #2 herein) represents a critical life/career skill. Moreover, entrepreneurship is a viable career alternative for undergraduate students (including among marginalized groups) who tend to exhibit a higher propensity toward venture creation than the general population. Approximately 1 in 3 undergraduate students exhibit strong entrepreneurial intentions. Third, although entrepreneurship education is not for everyone and results differ across genders, cultural backgrounds and disciplines, there is empirical support for the positive relationship between entrepreneurial education, student's entrepreneurial self-efficacy, and student's entrepreneurial intentions as a pre-cursor to entrepreneurial action (and career choice). This relationship is enhanced by creating a supportive university environment, offering an extensive suite of courses, and by having highly qualified instructors. Fourth, excluding exclusive programming for students enrolled at the Schulich School of Business (specialization in entrepreneurial and family business studies) and Lassonde School of Engineering (BEST certificate), accessibility to well-developed programming in the areas of entrepreneurship and innovation at York lags most other institutions. This puts the university at a competitive disadvantage in terms of attracting entrepreneurially inclined students. Fifth and relatedly, as stated in the University's Academic Plan, it is important to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking". In this spirit, the proposed programming represents an important "reinvention" of the offerings at the School of Administrative Studies and will be foundational to its involvement at the new MC.

[Note: The literature on entrepreneurship education continues to grow, but a sample list of supporting material is presented below:

- Sá, C., Kretz, A., & Sigurdson, K. (2014) ,The State of Entrepreneurship Education in Ontario's Colleges and Universities, Ontario Institute for Studies in Education, University of Toronto. <https://heqco.ca/pub/the-state-of-entrepreneurship-education-in-ontarios-colleges-and-universities/>
- Durán-Sánchez, A., Del Río, M. D. L. C., Álvarez-García, J., & García-Vélez, D. F. (2019). Mapping of scientific coverage on education for Entrepreneurship in Higher Education. *Journal of Enterprising Communities: People and Places in the Global Economy*.
- Hahn, D., Minola, T., Van Gils, A., & Huybrechts, J. (2017). Entrepreneurial education and learning at universities: exploring multilevel contingencies. *Entrepreneurship & Regional Development*, 29(9-10), 945-974.
- Higgins, D., Smith, K., & Mirza, M. (2013). Entrepreneurial education: Reflexive approaches to entrepreneurial learning in practice. *The Journal of Entrepreneurship*, 22(2), 135-160.

- Ibrahim, A. B., & Soufani, K. (2002). Entrepreneurship education and training in Canada: a critical assessment. *Education+ Training*.
- Liñán, F., and F. J. Santos (2007). Does Social Capital Affect Entrepreneurial Intentions? *International Advances in Economic Research*, 13, 443–453.
- Mei, H., Lee, C. H., & Xiang, Y. (2020). Entrepreneurship Education and Students' Entrepreneurial Intention in Higher Education. *Education Sciences*, 10(9), 257.
- Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting and Social Change*, 104, 172-179.
- Parsley, C., (2011) The teaching and practice of entrepreneurship within Canadian Higher education institutions, Small Business Branch, Industry Canada.
https://www.ic.gc.ca/eic/site/061.nsf/eng/h_rd02541.html
- Turker, D., & Selcuk, S. S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*.
- Westhead, P., & Solesvik, M. Z. (2016). Entrepreneurship education and entrepreneurial intention: Do female students benefit? *International Small Business Journal*, 34(8), 979-1003.
- Zhang, Y., Duysters, G., & Cloudt, M. (2014). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International Entrepreneurship and Management journal*, 10(3), 623-641.]

Need and Demand

The investigation of demand for the proposed programming involved the following:

1. reports on the state of entrepreneurship education in Ontario and Canadian universities as a government priority with course listings and demand data (see e.g., Sá et al. (2014) and Parsley (2010) above),
2. informal and unstructured consultations with students in advanced courses of the Bachelor of Commerce, conducted in the Winter 2021,
3. a review of extant literature (academic and popular press) pertaining to student entrepreneurial intentions and engagement in entrepreneurial activity,
4. discussion with leaders of two campus-based clubs - the Entrepreneurial Development Association (traditional entrepreneurship) and Enactus (social entrepreneurship),
5. feedback from LA&PS alumni who are themselves entrepreneurs,
6. feedback from potential employers (Markham-based),
7. feedback from other schools and faculties (e.g., Lassonde, Science) regarding their programming needs,
8. a review of enrollment history in existing entrepreneurship courses, and
9. a review of programming offered at competing institutions.

The evidence collected suggests there is demand for specific skill sets often related to entrepreneurship and innovation. Students describe the benefits of entrepreneurial education to include (e.g.) learning basic life skills, enhancing creativity, developing problem solving capability, boosting leadership experience, and preparing them for an uncertain future. The University has identified such skills as critical for the 21st century. At the same time, employers routinely identify the need for entrepreneurially minded, innovation-enable graduates that can enhance the efficiency and effectiveness of existing organizations. Feedback from students, alumni, and employers on these points has been consistently positive. Perhaps it is not surprising then that entrepreneurship and entrepreneurship education has become a priority issue for governments at both the federal and

provincial level. For example, Ontario’s Differentiation Policy Framework identifies entrepreneurial activity as a criterion used to assess universities and suggests it is a potential point of differentiation (Ministry of Training, Colleges and Universities).

There is also a demonstrated high level of interest in entrepreneurship at York. For example, student membership in the Entrepreneurial Development Association on campus averages approximately 800 students annually. Also, 599 students engaged in Innovation York’s extracurricular entrepreneurial programs and activities in 2019-2020. Finally, enrollment in the current entrepreneurship and innovation courses offered through the School of Administrative Studies is almost always at full capacity at the start of each term and exhibits low attrition rates (similar patterns are observed at Schulich). For example, depending on course offerings, enrollment in AP/ADMS3920 has reached as high as 600 annually. Student demand is also reflected in growth of programs offered at other institutions (see Appendix 2). What is quite apparent is that outside of certain exclusive programming, York’s accessible course offerings in the areas of entrepreneurship and innovation generally lags that of its competitors.

While the foregoing highlights general demand for the proposed programs, for the minor it is also important to note that several schools and faculties at York aspire to offer entrepreneurship and innovation programming to enhance the attractiveness, relevance, and flexibility of their offerings. For example, Lassonde, the Faculty of Science, and AMPD among others are working on developing programs such as (e.g.) “Entrepreneurial Science”. The minor has been specifically designed to support such initiatives and enhance interdisciplinary studies and collaboration.

In terms of forecasting demand for the new programs, current estimates based on enrollment trends and past experiences with introducing new programs, are as follows:

	2023	2024	2025	2026	2027	2028*
BCom (specialized)- Entrepreneurship and Innovation ☞ new entrants	60	75	90	100	120	120
☞ Stream FTEs	60	130	210	300	350	400
Honours minor in Entrepreneurship and Innovation ☞ new entrants	40	60	75	90	100	100
☞ Minor enrollments	40	95	150	185	215	275

* Estimated projection at a steady state of the program

The proposed change in course rubrics is intended to reflect the unique nature of the proposed programs and is based upon feedback provided during the consultation process. The rationale for having the distinct “ENTP” rubric is to make it clear to students from both within and outside the program, in addition to employers and others, precisely which courses belong to the Entrepreneurship and Innovation programs. Having a distinct rubric is also consistent with prior practice within the School of Administrative Studies (e.g., “DEMS” for Disaster and Emergency Management courses) and elsewhere (e.g., “ENTR” for entrepreneurially oriented courses at SSB).

10. Alignment between the program changes and Faculty and/or University academic plans and programs

The programming provided for in this proposal aligns well with the 2020-2025 Strategic Mandate Agreement (SMA), the 2020-2025 University Academic Plan (UAP), the 2021-2026 Faculty of Liberal Arts & Professional Studies Academic Plan, York University's Strategic Research Plan 2018-2023 (SRP), the strategic plan put forth by the pan-university *Strategic Entrepreneurship Committee* ("SEC"), and with other existing programs at York.

Alignment with the SMA

The proposed programs support the SMA in several ways. First, the SMA calls for *"continued growth in programs clustered around themes of technology, health, and entrepreneurship, across multiple disciplines."* Moreover, it specifies that *"to prepare students to thrive in an era of technological disruption and a changing employment landscape, we need to move entrepreneurialism and innovation to the core of our teaching and learning."* Importantly, the proposed BCom specialized stream in Entrepreneurship and Innovation enhances the University's programming in business, management, and marketing as one of the five distinct clusters of programs where growing demand is anticipated. At the same time, the accessibility of the minor in Entrepreneurship and Innovation is consistent with the SMA given that *"York is committed to growing entrepreneurial opportunities across all program areas. Expanding our focus on social enterprise and non-profits will be particularly important in achieving this goal."* In this regard, we note two guiding principles ("GP" - GPs were presented earlier beginning on page 4) underpinning the current proposal. GP#1 calls for the balancing of business and social perspectives and GP#6 recognizes that while academic programming should support the unique educational requirements of different academic disciplines, student learning is enhanced through engagement in innovative and entrepreneurial activity with students from across different disciplines.

Second, as per the SMA, *"experiential education is a top priority for York University and a central component of our plan to meet the changing needs of student, Ontario, Canada, and the world"*, and the University has a goal of growing its experiential education offerings to ensure *"an experiential learning opportunity for every student"*. GP#3 behind the current proposal recognizes that entrepreneurship pedagogy is necessarily hands-on and calls for student engagement with the entrepreneurial ecosystem. As such, a full range of experiential education is embedded in the proposed programming, from (e.g.) in-class case discussions and simulations through to community (e.g., AP/ADMS 4002 'C4 social entrepreneurship capstone') and workplace-based learning (e.g., AP/ADMS 4960 'Principles of Entrepreneurship: Field Project') (see Appendix 4 for a map of experiential education opportunities). Moreover, as the SMA states, *"using classroom learning to create a start-up venture [social or otherwise] and bring a new idea to market is the epitome of a high-impact pedagogical practice"*. Along this line, the SMA also calls for continued innovation around on-line and remote learning and GP#4 supports innovative delivery modes utilizing current technologies and teaching practices to enhance the program's relevance, flexibility, and scalability.

Third, the SMA recognizes that the new MC *"will allow us to meet the growing demand for graduates with technology and entrepreneurship skills"*. This includes *"skills in critical thinking, problem-solving, communications and teamwork"* as provided for in the current proposal. Additionally, as per GP#2, the proposed programming is focused on creating an action-oriented entrepreneurial mindset as an asset that can be drawn upon to help overcome organizational and societal challenges in myriad contexts regardless of career path. Again, this is consistent with the SMA, which states: *"a key priority for York is to ensure we provide all our graduates with the knowledge, experience and transferable skills they need to adapt and thrive in a rapidly changing future labour market. We are focused on teaching durable skills"*

and competencies that employers consistently identify as important". This is particularly important because Markham is a growing hub for technology and other start-ups that need talent to grow and thrive. Relatedly, *"York has chosen to focus on the support it provides to start-up ventures, including for-profit, non-profit and social enterprises, as one specific, measurable indicator of economic impact."*

Alignment with the UAP

Both the current and prior UAPs have identified that opening the MC is an important step towards expanding the University's reach. They also specify the priority of ensuring a superior campus experience for students at MC, and York more generally. Integral to enhancing student experience is offering a complete package of relevant programs. Both the BCom specialization and minor in Entrepreneurship and Innovation complement the current offerings of the School of Administrative Studies and support the programming of other faculties/schools on the Keele and Markham campuses. Importantly, both programs are consistent with the areas established as priority growth fields to be offered at MC under the SMA. Beyond this, the current UAP specifies six priorities for action.

One priority of the UAP is a focus on 21st century learning. The proposed programming addresses this in several ways. For example, it is consistent with *"continually reinvent[ing] our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking"* (as per GP#3-6 and new course proposals in Appendix 5). Also, several of the relevant skills listed in the UAP (e.g., "digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media") are built into the proposed pedagogy, which also places an emphasis on the developing an entrepreneurial mindset (GP#2). The proposed programming also links directly to the priority of knowledge for the future to the extent that it will help with *"maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities."* This includes leveraging Innovation York's extra-curricular activities and, through the addition of new faculty resources, enhanced research output. Importantly, in terms of programming and the priority for action item from access and success, the program objectives explicitly acknowledge the challenges of marginalized entrepreneurs and communities. Similarly, the UAP priority working in partnerships is a central theme of the proposed programming (per GP#3 and GP#7). Engagement with the local business and entrepreneurial communities as well as internal units at York, has guided the development of this proposal and will support and (re)shape the programs after their launch. For example, organizations located in Markham such as YSpace (internal) and IBM (external) have provided input and offer workplace learning and other support mechanisms such as mentoring and new venture incubation space. Finally, as envisioned in the UAP, the proposed programming includes elements that will allow students to reflect upon and specifically address one or more of the United Nations' seventeen Sustainable Development Goals.

Alignment with the Faculty Academic Plan

The proposed programs align well with the following principles expressed in the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-2026:

- Principle 1a: Engage in a sustained effort to enhance the academic experience of LA&PS students, supported by the co-curricular and extra-curricular initiatives, including those led by the colleges, and build up students' skills in critical thinking, effective communication, digital fluencies, information literacies, and evidence-based scholarly inquiry.

The curricular and pedagogical approaches articulated for the proposed stream and minor provide students with opportunities to build their critical thinking, communication, digital fluency, and information literacy in the context of what it means to think entrepreneurially and pursue innovative solutions to contemporary business and societal problems (as per GP#1 and 2). The programs also leverage co-curricular and extra-curricular initiatives of (e.g.) Innovation York. It is also worth noting that the program proponent is faculty advisor to the Entrepreneurial Development Association (a New College student club).

- Principle 2a: Build on our shared history to encourage integration ‘across the ampersand’ of LA&PS while also recognizing the specific strengths and needs of both the liberal arts and professional studies areas of the Faculty.

The Minor Entrepreneurship and Innovation creates an additional option for students in any York program to combine the concepts and methods of the major program with the insights of a minor in Entrepreneurship and Innovation. The benefits of cross-pollination and interdisciplinary collaboration have been previously expounded (as per GP#6 and 7)

- Principle 2c: Promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve.

Because the proposed stream will be available at Markham Campus, the program is designed to draw on, and contribute further to, existing and potential partnerships in Toronto, Peel, and York.

- Principle 4b: Promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all programs.

The proposed stream and minor acknowledge the importance of experiential learning for students (GP#3) and will provide opportunities for placements and collaborative, situated learning to students. See Appendix 4 for a map of experiential education opportunities embedded in the programs.

Alignment with the SRP

The proposed programming also aligns with the SRP, which is intended to enhance the scholarship of socially engaged research and support the integration of research into education and across disciplines. The current proposal calls for additional resources dedicated to knowledge development and dissemination in the areas of creativity, innovation, and entrepreneurship. These are addressed in the SRP in a manner consistent with the spirit of GP#2 under pinning this proposal about fostering an entrepreneurial mindset. Integrating innovative entrepreneurship and the public good as envisioned herein is an SRP theme in which *“scholarship and creative activity... are informed by disciplines but are inherently inter- and transdisciplinary in their development and application.”* Research under the theme of innovative entrepreneurship involves disciplines such as business, engineering, ethics and law, corporate social responsibility, corporate governance, sustainable economic development, and human rights. Moreover, the theme is identified in the SRC as an area of research strength and the SRP identifies a commitment to invest in existing strengths. At the same time, engagement between faculty, students, and the entrepreneurial community will create opportunities for increased knowledge generation and mobilization as a means of building better lives and communities which is also called for in the SRP (and ties nicely into the SMA and the UAP).

Alignment with the SEC strategic plan

The proposed programming aligns with the strategic objectives being put forth in the SEC's draft strategic plan. That plan identifies that, "at its core, entrepreneurship is about a way of thinking to identify problems and create solutions to create impact and make the world a better place." It also notes that "while entrepreneurship education may not be suitable for all students, the attainment of entrepreneurial skills and mindset is relevant for all. This is where entrepreneurial education at York begins; ensuring that our students, faculty members and community members have the opportunity to develop an entrepreneurial mindset and then choose the path that fuels their passions, whether it be for-profit company creation, social enterprise, social innovation or acting entrepreneurially within a larger organization." While each of the six strategic objectives developed by the SEC are relevant to the programming proposed herein, perhaps the most relevant relates to programming. That objective calls for the development and delivery of purposeful, impactful, and experiential interdisciplinary programming. This proposal addresses the short-to-long-term particulars of this objective by integrating entrepreneurship into the curriculum through one or more cross-faculty entrepreneurship courses open to all students, and by launching courses, programs and leveraging co-curricular activities grounded in research and practice.

Alignment with existing York programs

The proposed programming represents some duplication with existing programs on campus. In particular, the specialization in entrepreneurial and family business studies at the Schulich School of Business, the BEST certificate at Lassonde School of Engineering, and the GENIAL program at Glendon College. For a summary of these programs see Appendix 2. The key differences between proposed and existing programs are that the proposed programming is:

- i. less exclusive in nature and provides *access* to entrepreneurship and innovation education to a broader constituency as per the vision articulated in the UAP,
- ii. more *extensive* in nature with more course offerings,
- iii. able to integrate more *experiential* elements,
- iv. *flexible* in terms of courses and scheduling, and
- v. centered around the new MCC.

11. Detailed outline of the program and the associated learning outcomes including how the proposed requirements will support the achievement of program learning objectives (i.e., mapping of the requirements to the program learning outcomes)

See Appendix 1 for proposed program requirements as they will appear in the Undergraduate Calendar.

See Appendix 3 for program learning outcomes.

See Appendix 4 for the mapping of requirements to program learning objectives (15 specialization/minor-specific learning objectives) and experiential learning opportunities across courses in both the specialized stream and the minor.

See Appendix 4 for generic BCom (honours) program learning objectives.

See Appendix 5 for new course proposals.

There are no envisioned changes to normal program lengths. As with other specializations within the honours BCom, the *Entrepreneurship and Innovation* stream is designed to be completed in eight terms of full-time studies. However, it is also suitable for part time students and can be completed over longer periods of time. Likewise, the minor can be completed as other minors can without impeding a student's progress through their major. See Appendix 4 for a course progress map.

It is expected that there will be three admission points per year into both the specialized stream and the minor: Fall, Winter, Spring. To ensure successful progress through the programs, students entering either the BCom specialized stream or the minor must show basic competence in mathematics as per the admission requirements specified in section 13 below.

Most of the courses in the specialized stream and minor are new and are being designed specifically to achieve unique, program-specific learning outcomes. Students in both the BCom (honours) specialized stream and the minor in Entrepreneurship and Innovation are expected to achieve the learning outcomes outlined in Appendix 3. In addition, students in the BCom (honours) are also expected to achieve the generic learning outcomes common across all BCom (honours) 120-credit specialized streams as previously approved (See Appendix 4).

Programs and courses

The *two* academic programs provided for under this proposal entail the following:

- i. A specialized stream in *Entrepreneurship and Innovation* within the 120-credit honours Bachelor of Commerce degree programming to be offered at the new Markham Campus commencing Fall 2023. This specialized stream will consist of:
 - a) General education courses (21 credits)
 - b) Required courses = 6 credits (AP/ECON 1000 & 1010 introductory micro & macroeconomics)
 - c) Required CORE business courses = 39 credits
 - AP/ADMS 1000 3.00 Introduction to business
 - AP/ADMS 1010 3.00 Exploring the functions of business
 - AP/ADMS 2200 3.00 Introductory marketing
 - AP/ADMS 2320 3.00 Business statistics
 - AP/ADMS 2400 3.0 Introduction to organizational behavior
 - AP/ADMS 2500 3.00 Introduction to financial accounting
 - AP/ADMS 2510 3.00 Introduction to management accounting
 - AP/ADMS 2511 3.00 Management information systems
 - AP/ADMS 2610 3.00 Elements of law I
 - AP/ADMS 3351 3.00 Operations management
 - AP/ADMS 3530 3.00 Finance
 - AP/ADMS 3660 3.00 Business ethics and corporate social responsibility
 - AP/ADMS 4900 3.00 Management policy part I
 - d) Honours Courses = 33 credits from among:

A) Required courses (30credits)

Entrepreneurship and Innovation foundational requirement (9 credits)

- AP/ENTP 2920 3.00 Innovation and creativity (Cross listed to: AP/ADMS 2920 3.00)
- AP/ADMS 3920 3.00 New venture and small business management
- AP/ENTP 3950 3.00 Social entrepreneurship and innovation (Cross listed to: AP/ADMS 3950 3.00)

Functional area requirement (6 credits)

- AP/ENTP 4291 1.50 Entrepreneurial marketing (Cross listed to: AP/ADMS 4291 1.50)
- AP/ENTP 4292 1.50 Entrepreneurial selling (Cross listed to: AP/ADMS 4292 1.50)
- AP/ENTP 4599 3.00 Entrepreneurial finance (Cross listed to: AP/ADMS 4591 3.00)

Leadership requirement (6 credits)

- AP/ADMS 3440 3.00 Leadership and management skills (cross-listed to: AP/HRM 3440 3.00)
- AP/ENTP 4920 3.00 Entrepreneurial strategy (Cross listed to: AP/ADMS 4920 3.00)

Entrepreneurial engagement requirement (9 credits of highly experiential courses)

- AP/ENTP 3990 1.50 Hackathon I (Cross listed to: AP/ADMS 3990 1.50)
- AP/ENTP 3991 1.50 Hackathon II (Cross listed to: AP/ADMS 3991 1.50)
- AP/ENTP 3995 1.50 Independent study in entrepreneurship (Cross listed to: AP/ADMS 3995 1.50)
- AP/ENTP 3999 1.50 Entrepreneurial speakers series (Cross listed to: AP/ADMS 3999 1.50)
- AP/ADMS 4002 6.00 C4 Social entrepreneurship capstone project
- AP/ENTP 4299 3.00 Creating and launching new products (Cross listed to: AP/ADMS 4299 3.00)
- AP/ENTP 4995 1.50 Mobilizing entrepreneurial knowledge (Cross listed to: AP/ADMS 4995 1.50)
- AP/ADMS 4960 3.00 Principles of entrepreneurship: Field project

B) Elective courses from among: (3 credits from among)

- AP/ADMS 3511 3.00 Business analytics: Introduction, methods, and practical approaches
- AP/DEMS 3703 3.00 Business continuity planning (cross listed to: AP/ADMS 3703 3.00)
- AP/ADMS 3900 3.00 The practice of general management
- AP/ADMS 3960 3.00 International business
- AP/ADMS 4130 3.00 Green business: Facing the environmental challenge
- AP/ADMS 4235 3.00 New product management
- AP/ADMS 4690 3.00 Board leadership, effectiveness, and succession planning
- AP/ENTP 4925 3.00 Family business (Cross listed to: AP/ADMS 4925 3.00)
- AP/ADMS 4940 3.00 Innovation Management
- AP/ENTP 4945 3.00 Technology entrepreneurship (Cross listed to: AP/ADMS 4945 3.00)
- AP/ADMS 4970 3.00 Managing for sustainability
- AP/ENTP 4990 3.00 Special topics in entrepreneurship and innovation (Cross listed to: AP/ADMS 4990 3.00)
-

e) Electives = minimum 18 credits outside the major

f) Free credits (3) – students should consider the *entrepreneurial engagement* and ENTP and ADMS *elective* courses listed above when selecting their 3.0 free choice credits

- ii. An honours minor in *Entrepreneurship and Innovation* to be offered at both the Keele Street and Markham Campuses. This minor will consist of the equivalent of ten 3 credit courses (i.e., 30 credits) including:

Common courses (15 required credits)

- AP/ADMS 1550 3.00 Accounting for non-financial managers
- AP/ADMS 2200 3.00 Introductory marketing
- AP/ENTP 2920 3.00 Innovation and creativity (Cross listed to: AP/ADMS 2920 3.00)
- AP/ADMS 3920 3.00 New venture and small business management
- AP/ENTP 3950 3.00 Social entrepreneurship and innovation (Cross listed to: AP/ADMS 3950 3.00)

Entrepreneurial engagement requirement (6 to 12 required credits from among)

- AP/ENTP 3990 1.50 Hackathon I (Cross listed to: AP/ADMS 3990 1.50)
- AP/ENTP 3991 1.50 Hackathon II (Cross listed to: AP/ADMS 3991 1.50)
- AP/ENTP 3995 1.50 Independent study in entrepreneurship (Cross listed to: AP/ADMS 3995 1.50)
- AP/ADMS 4002 6.00 C4 Social entrepreneurship capstone project
- AP/ENTP 4299 3.00 Creating and launching new products (Cross listed to: AP/ADMS 4299 3.00)
- AP/ENTP 3999 1.50 Entrepreneurial speakers series (Cross listed to: AP/ADMS 3999 1.50)
- AP/ENTP 4995 1.50 Mobilizing entrepreneurial knowledge (Cross listed to: AP/ADMS 4995 1.50)
- AP/ADMS 4960 3.00 Principles of entrepreneurship: Field project

Electives (3 to 9 credits from among)

- AP/ADMS 3440 3.00 Leadership and management skills (Cross listed to: AP/HRM 3440 3.0)
- AP/ADMS 3900 3.00 The practice of general management
- AP/ADMS 3960 3.00 International business
- AP/ADMS 4235 3.00 New product management
- AP/ENTP 4291 1.50 Entrepreneurial marketing (Cross listed to: AP/ADMS 4291 1.50)
- AP/ENTP 4292 1.50 Entrepreneurial selling (Cross listed to: AP/ADMS 4292 1.50)
- AP/ENTP 4599 3.00 Entrepreneurial finance (Cross listed to: AP/ADMS 4591 3.00)
- AP/ENTP 4920 3.00 Entrepreneurial strategy (Cross listed to: AP/ADMS 4920 3.00)
- AP/ENTP 4925 3.00 Family business (Cross listed to: AP/ADMS 4925 3.00)
- AP/ADMS 4940 3.00 Innovation management
- AP/ENTP 4945 3.00 Technology entrepreneurship (Cross listed to: AP/ADMS 4945 3.00)
- AP/ENTP 4999 3.00 Discipline-specific entrepreneurship (NOTE: this is a placeholder only and no new course proposal is included herein. AP/ENTP4999 will be a cross-listed course developed by or in conjunction with other faculties to allow for discipline-specific programming such as (e.g.) 'Entrepreneurial science' or 'Entrepreneurial engineering' as currently being envisioned by certain faculties. Prerequisites, degree-credit exclusions, etcetera are TBD)

The Minor is designed to give students in a variety of other fields a general view of concepts, theories, and practices in the areas of entrepreneurship and innovation as they relate to social, commercial, and other organizations. As such, it is expected that the minor described above may be combined with any approved non-business Honours program that offers a major/minor option in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the Lassonde School of Engineering, AMPD and Glendon College. Students in (a) the BBA program, (b) the iBBA program, (c) the BCom program, and (d) the BA in Business Economics or Financial and Business Economics programs are ineligible to combine their studies with the Minor in Entrepreneurship and Innovation.

Anticipated class sizes

Within the School of Administrative Studies, 4000-level courses have a maximum class size of 40, 3000-level courses have a maximum class size of 60 and normally, 2000-level courses have a maximum class size of 80+. However, given the highly experiential and interactive nature of the proposed new courses, the maximum class size for the new 'ENTP' courses will be 60 at both the 2000 and 3000-level, and 25 at the 4000-level.

12. Summary of the consultation undertaken

The Notice of Intent (NOI) for the proposed programs was approved in consultation with the Vice-President Academic and Provost in February 2019.

An earlier draft providing details of the proposed programming was shared with several faculties that have expressed interest in entrepreneurship programming (i.e., AMPD, Glendon, Health, LA&PS, Lassonde, Osgoode, Schulich, Science) through their representatives on the pan university *Strategic Entrepreneurship Committee*. This also includes Innovation York (Office of the Vice-President, Research & Innovation) as an internal source of extra-curricular programming and other support (i.e., tangible asset support) and the office of the AVP Teaching and Learning which previously provided AIF funding to support the evaluation of entrepreneurial program offerings. Because this proposal calls for programming with some duplication to existing programs, more in-depth consultations have occurred with representatives from Glendon College, Lassonde School of Engineering, and Schulich School of Business. In addition, the School of Human Resources Management within LA&PS has been consulted as entrepreneurship and innovation appear relevant to their proposal for new programming in Sports Management. The proposal has also been shared with other schools within LA&PS. Finally, feedback was solicited from several external stakeholders, including alumni entrepreneurs and employers in the Markham area.

Statements of support from relevant programs and units confirming consultation and support are attached as Appendix 6.

13. Admission requirements

i) The proposal for the BCom Entrepreneurship and Innovation does not call for any changes to the School of Administrative Studies' current high-school entry admission requirements into the Bachelor of Commerce, which are as follows:

- ✓ Ontario Secondary School Diploma (OSSD)
- ✓ ENG4U
- ✓ MHF4U
- ✓ And four additional 4U or M courses

ii) For the minor in Entrepreneurship and Innovation, admission requirements will be the same as those for the School's current Minor in Business offering, such that:

"Students, prior to entering the Entrepreneurship and Innovation minor, are required to have completed one 4U mathematics or the equivalent and must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 2.3 in their home program at York"

"To graduate with a minor in Entrepreneurship and Innovation, students must satisfy Honours degree and program requirements including a minimum 2.3 grade point average in the minor"

14. Resource implications

To support this programming, certain resource needs have been identified.

Full-time faculty

Despite the depth and breadth of knowledge and experience possessed by School of Administrative Studies faculty in areas relevant to entrepreneurship and innovation (a list of current tenure-stream faculty members is presented in Appendix 7), few have research and teaching interests specific to the field. Furthermore, existing faculty-to-student ratios are already stretched. Accordingly, to support the development and delivery of this program and to enhance our ability to generate new knowledge, additional full-time faculty are required. We will need to recruit one new faculty member in innovation and/or entrepreneurship in each of the next three years (2022; 2023; 2024) at the assistant or associate level. It is expected that one of the positions will be in the teaching stream with a focus on developing and overseeing experiential education opportunities. We will also need to recruit one new professorial stream faculty member in entrepreneurial marketing in 2023. It is expected that all new hires will support not only the programming proposed herein, but also the School's graduate programming at MC more generally.

Part-time faculty

Contract instructors will play an essential role in the delivery of the program. In particular, instructors with experience confronting the day-to-day realities of starting new ventures, developing new products, and engaging in social changemaking. These instructors will bring their 'real world' experience into the classroom and apply it to course instruction, case analyses, assignments, projects, presentations, and students' experiential and immersive learning. While the use of part-time faculty in the new programs is expected to be consistent with current practices within the School, it should be noted that to better

marry theory and practice, 3.0 credit courses may be split into 50%-50% or 25%-75% full-time-to-part-time instructor configurations (part-timer and full-timer instructors can be remunerated in blocks for teaching 3 classes of 3 hours, which is equivalent to 0.125 FCE of our teaching load where a 3.0 Cr course represents 0.5 FCE).

Entrepreneur-in-residence

A common element for program such as this is to engage an entrepreneur (or several entrepreneurs) to provide mentoring to students and student groups as they engage in the more experiential aspects of the program. Hiring these individuals adds credibility to the program and enhances its 'real-worldliness'. An individual in such a position would also typically take on an administrative/service role. Hiring an entrepreneur-in-residence is critical and is in addition to the needed FT faculty positions identified above.

Administrative staff support

To advance and maintain the activities of these programs, a minimum of one full-time administrative staff member will be required. As Innovation and Entrepreneurship will represent a new 'area' within the School of Administrative Studies, provision will need to be made of a new area coordinator (i.e., stipend and release).

Continuous improvement program / Advisory board(s)

To ensure currency and appropriateness of these programs over time, a continuous improvement program will be designed and implemented in conjunction with the AVP Teaching and Learning (Office of the Provost). One critical element of this will be the establishment of one or more advisory boards constituted by students/graduates, entrepreneurs, employers, and faculty with the expectation of some minimal budgetary support (e.g., for tokens of appreciation).

Creative workspace

Creative "laboratory" space is required to support the proposed programming including both incubator and maker space. Space is available proximal to the new MC in the form of YSpace and on the Keele campus in the BEST lab at Lassonde and elsewhere. However, as the *Strategic Entrepreneurship Council* has identified, there remains a need to create new faculty-agnostic entrepreneurial space.

Co-curricular resources and other support

The program will be supported by engaging with current co-curricular programming at York such as those offered through Innovation York's YSpace. We also have very active student clubs on campus including the *Entrepreneurial Development Association* (with a focus on product and venture creation) and *Enactus* (more oriented towards social entrepreneurs). Through Innovation York within the Office of the Vice-President, Research & Innovation, the university can provide support for technology transfer and access to government programs. The School of Administrative Studies and the university more generally, also have relationships with several regional economic development offices.

Library resources

The resources currently available through the York Library system should be sufficient to support the new programming.

Administrative issues

Several courses involved with the new programming do not fit the traditional models for enrollment, scheduling, and compensation. Methods for addressing these issues will need to be resolved. For example, students will need to be able to enroll on short notice and at any time during a term in certain courses. These courses may also span more than one traditional term. A mechanism for accumulating credit for supervising students in courses such as AP/ENTP 3990 '*Hackathon I*' or AP/ENTP 3992 '*Entrepreneurial speakers series*' will need to be developed as they are not contemplated in the current YUFA collective agreement.

15. Mode(s) of delivery

Both the specialized stream and the minor are course based. The delivery modes are via structured course work and applied innovative and entrepreneurial practice. The nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential and immersive learning throughout the program, including case analysis and discussion, teamwork, simulations, engagement with the entrepreneurial ecosystem, hackathons, and pitch competitions, as well as outreach and community-based learning providing assistance to external organizations.

Appendix 4 contains details on experiential opportunities for each course in the specialized stream and minor.

Most courses will be offered via a hybrid model employing in-person and remote learning via synchronous (e.g., real-time peer-to-peer interaction and collaboration) and asynchronous modalities (e.g., discussion boards and on-line assessments).

All 1.5-credit courses will offer flexible enrollment, start and completion dates, and schedules. The rationale for these 1.5 credit courses is based on contact-hour equivalency (i.e., the targeted 18 contact hours is equivalent to 50% of the 36 contact hours of traditional 3.0 credit courses). the flexibility regarding scheduling accommodates the highly experiential nature of these courses and the vagaries of the schedules of the external constituents involved (e.g., guest speakers, external hackathons, community organizations, etc.).

16. Assessment of teaching and learning within the program

There are no envisioned changes to the School of Administrative Studies' current practices regarding assessment of teaching and learning as they relate to the proposed programs.

17. How students currently enrolled in the program will be accommodated.

Current students will continue to complete the program requirements of the degree type and stream they

are enrolled in prior to the commencement of offering of the proposed programming and will experience no default changes as a result of the specialized stream or minor in Entrepreneurship and Innovation.

With the anticipated timeline for the roll-out of new specialized courses (in conjunction with existing courses), current students (third year and earlier) as of September 2023, or later, will be able to add and complete the Minor in Entrepreneurship and Innovation without interrupting their timely graduation in the normal course provided they have the flexibility to accommodate the 30 credits in their home program.

Current students enrolled in other BCom streams are eligible and may elect to switch into the Entrepreneurship and Innovation stream as provided for by existing School policies and practices. However, students will be advised that completing the Entrepreneurship and Innovation stream requirements may involve taking some courses offered exclusively at the Markham Campus. Students entering the specialized stream directly will be able to complete all program requirements at the Markham Campus.

GPA requirements for progression within the program must be met according to the University's grading scheme policy (i.e., current students who want to opt into the stream must be in good standing for honours progression). Academic advising services are available to all LA&PS students through the Faculty's central advising team and within the School.

Progression and graduation requirements for the program align to the University's new Grading Scheme Policy, which is detailed below and is set to take effect in fall 2023. It is important to note that a foundational revision to the University's grading scheme is the transition from a 9.00 GPA scale to a 4-point scale. The details below are consistent with the Senate-approved 4.00 GPA scale:

The policy stipulates the following progression requirements for Honours programs:

1. Students who have earned between 0-53 credits remain in their honours program provided they meet the University and program minimums
2. At 53 earned credits, students must have at least a 2.00 CGPA to continue in the honours program; if the CGPA is between 1.70 and 1.99, the student may continue on a warning for a review period of 30 credits; and, if the CGPA falls below 1.70 by 53 credits, the student is exited from the honours and switched to the 90-credit program
3. At 83 credits, the student must have at least a 2.00 CGPA to continue; if the CGPA is less than 2.00, the student is exited from the honours program and switched to the 90-credit program

Graduation Requirements:

Graduation requirements are set out by the Faculty Rules for all undergraduate programs in the Faculty of Liberal Arts & Professional Studies and align to relevant University policies such as the established grading schemes, some of which will be modified for MC:

1. 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;
2. 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 2.00 and a major grade point average of at least 2.3;
3. General education: to fulfill the liberal arts & professional studies general education requirements students must take 21 credits of general education including: 6.00 credits in natural science (NATS); A 9.00 credit approved general education course in the social science or humanities categories; and a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in the social science or humanities already taken;
4. Upper-level credits: at least 36 credits at the 3000 or 4000 level including at least 18 credits at the 4000 level; and,
5. Credits outside the major: at least 18 credits.

APPENDIX 6

STATEMENT OF CONSULTATION AND SUPPORT



Schulich
School of Business
York University

Moren Lévesque
CPA Ontario Chair in International
Entrepreneurship
Professor, Operations Management &
Information Systems
Co-director, Entrepreneurial Studies
Schulich School of Business
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Web: www.schulich.yorku.ca

Memorandum

To: Dr. Jonathan Kerr
CC: Dr. Marcia Annisette, SSB AD Academic
Dr. Detlev Zwick, SSB Dean
Chris Carder, CD Entrepreneurial Studies
From: Dr. Moren Lévesque

Date: 13 September 2021

Subject: SAS Proposal for a Major Modification to an Existing Program – addition of a BCom (honours) specialization in Entrepreneurship and Innovation and a Minor in Entrepreneurship and Innovation

On behalf of both the Associate Dean Academic and the Dean of the Schulich School of Business, I am pleased to support the above-mentioned program modification put forth by our colleagues in the School of Administrative Studies that would see both a specialized stream and a minor in entrepreneurship and innovation added to their program offering.

While the programs overlap with some of the Schulich School of Business's programs, they are sufficiently different from our Entrepreneurial Studies & Family Business specialization and are also targeted towards a different student audience. We have also been assured that the BCom (honours) in Entrepreneurship and Innovation will be offered only at York University's new Markham Centre Campus. As a result, we are of the opinion that the new programming will compete only marginally with existing undergraduate management programs at York University.

We thank our colleagues at the School of Administrative Studies for their collegiality in the process of preparing and approving these proposals, including sharing earlier drafts of the proposal with us, the Entrepreneurial Studies & Family Business specialization co-directors. We look forward to continued cooperation with our colleagues.

September 20, 2021

Subject: SAS Proposal for a Major Modification to an Existing Program – addition of a BCom (honours) specialization in Entrepreneurship and Innovation and a Minor in Entrepreneurship and Innovation

Dear Colleagues,

On behalf of the Bergeron Entrepreneurs in Science and Technology at the Lassonde School of Engineering, I am delighted to support the program modification in the SAS Proposal that would see both a specialized stream and a minor in entrepreneurship and innovation added to the programs offered by the School of Administrative Studies. We are committed to encouraging more entrepreneurial activities at York, and increasingly recognize the demand for these types of programs in our student population. We have seen substantive student interest at Lassonde in our entrepreneurship electives and hackathons, and are excited about new initiatives that could allow us to offer more multi-disciplinary experiences and experiential learning opportunities at York.

Growing interest in the BEST Certificate confirms the need to offer courses and programs geared to the needs and interests of our students, who are increasingly exploring a broader range of career options. Rather than competing with the current BEST certificate, we see the availability of SAS courses proposed in the new program as a means of offering students a broader range of options within the certificate itself.

We are also excited about the minor as we believe that with this options, Lassonde and LAPS can collaborate to encourage students to take degrees in engineering and computer science with a minor in entrepreneurship, something we have always wanted. Indeed, we feel there are further opportunities for collaboration in both course development and degree offerings based on the proposal, as well as exploring opportunities for more expansive course cross-listings than is already provided for in the proposal. Indeed, as we expand our computer science offerings in Markham and launch our first year engineering there, further opportunities for collaboration with LAPS will evolve.

We appreciate the work our colleagues at the School of Administrative Studies have put into developing these programs and thank them for their collegiality in the process of preparing and approving these proposals. I look forward to being able to find further opportunities to collaborate with LAPS, and enhance the entrepreneurial education of students coming to York.

Best regards,



Andrew Maxwell P.Eng, PhD. MBA
Associate Professor, Bergeron Chair in Technology Entrepreneurship
Lassonde School of Engineering.
Email: Andrew.maxwell@lassonde.yorku.ca

cc. Dean, Lassonde School of Engineering
Vice Dean, Academic, Lassonde School of Engineering



22 September 2021

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To whom it may concern,

It is my pleasure to write this letter of support to the proposed new stream in the Bachelor of Commerce and new minor in Entrepreneurship and Innovation at the School of Administrative Studies.

The Department of International Studies at the Glendon campus offers a dual degree program in International Studies and Business Administration in conjunction with emlyon in France. Our program offers courses in entrepreneurship (GL/ILST 4320) and innovation (GL/ILST 4520) by Professor Angelo Dossou-Yovo, an expert in the area. Affiliated also with our department is the GENIAL incubator (<https://www.glendon.yorku.ca/genial/en/>) where potential collaborations with the proposed programs exist. The proposed programs represent an opportunity for our students who are interested in entrepreneurship and innovation to expand their knowledge by taking one or more of the proposed courses. They could also get the opportunity to receive a minor in Entrepreneurship and Innovation, a valuable combination with their International Studies degree. For this, we would support cross-listing some of the course offerings with our program and we would propose cross-listing one or more of our courses with the new program.

In summary, we believe that the proposed programs in Entrepreneurship and Innovation at the School of Administrative Studies would provide valuable and interesting courses and potentially a minor degree for our students. They are a potential source for collaboration for students and faculty. For this, the Department of International Studies supports the proposed programs without reservation.

Yours truly,

Hossam Ali-Hassan
Associate Professor and Chair
Department of International Studies
York University, Glendon Campus

October 7, 2021

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Jon Kerr
School of Administrative Studies
268A Atkinson College

Email: jonkerr@yorku.ca

Dear Professor Kerr:

Re: Decanal Support for the Major Modification to the (Honours) Bachelor of Commerce- Innovation and Entrepreneurship Stream and Minor

I am pleased to provide you with a letter of support for the major modification to introduce a new stream (at Markham Centre Campus) and minor (at Keele and Markham) in innovation and entrepreneurship to the existing (Honours) Bachelor of Commerce in the School of Administrative Studies.

The proposal aligns to the principles of the University Academic Plan, 2020-25. Specifically, the two credential options—the stream for students within the existing degree and the minor for students who are completing majors in other programs at York—align to the principles of “twenty-first century learning” (offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers); and, “working in partnership” (connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario).

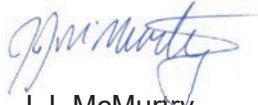
The proposed options in innovation and entrepreneurship also align to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. In establishing the stream to be offered fully at Markham, the proposal aligns to the principles to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve;” and, “offer a broad range of rigorous curricular programs that engage with emerging and longstanding local and global concerns and needs, including education for sustainable development.”

I note that the projected enrolment of new students annually for the stream is expected to be 60 in 2023 and scaled up annually to a steady state of 120 new students (with a total of 400 FTEs in the stream) at steady state in 2028. The projected enrolment for the minor is an intake of 40 students in 2023, scaling annually to a steady state of 100 new minors per year from 2027 (with a total FTE of 275 in 2028). To support the delivery of the minor and stream, you are proposing the creation of 15 three-credit courses. Your proposal also states the need to hire one new full-time faculty member with expertise in innovation and entrepreneurship each year in 2022, 2023, and 2024. Rank and areas of sub-specialization will be determined collaboratively between the Dean’s Office and the School during each recruitment cycle of those years. You have noted that it will be of benefit to hire at least one of those candidates into the teaching stream based on a demonstrated record of overseeing experiential learning opportunities. The proposal also identifies the need to hire an entrepreneur-in-

residence to take on service and administrative responsibilities as well as to support and mentor students and their projects. Additionally, you have identified the need to hire at least one full-time administrative staff member as well as the need for an area coordinator (course release), in keeping with the current structure of the other 8 streams.

In short, I support fully the major modification to the (Honours) Bachelor of Commerce- Innovation and Entrepreneurship.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry".

J.J. McMurtry
Dean
Faculty of Liberal Arts & Professional Studies

September 23, 2021

**DIVISION OF THE
VICE-PRESIDENT,
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To Whom it May Concern,

Re. Support for the School of Administrative Studies Proposal for Major Modifications to the Bachelor of Commerce

It is my pleasure, on behalf of the Division of the Vice-President, Research & Innovation, to support the School of Administrative Studies proposal for a major modification to the Bachelor of Commerce with the addition of an Entrepreneurship and Innovation stream, as well as a new minor in Entrepreneurship and Innovation.

As the Assistant Vice-President, Innovation & Research Partnerships, as well as the co-chair of the Strategic Entrepreneurship Council, I have spent the last 11 years leading the development of co-curricular programs to support students in acquiring an entrepreneurial mindset and creating start-up ventures, as well as working with the colleagues across York University to elevate entrepreneurship as an institutional priority. Our efforts are demonstrated through the University Academic Plan, 2020 – 2025 (“UAP”), which prioritizes entrepreneurial innovation for the public good within its six ‘Priorities for Action’, as well as the development of the ‘soon-to-be approved’ five-year Strategic Entrepreneurship Plan: Building an Entrepreneurial Mindset (“SEP”).

The SEP was developed by the Strategic Entrepreneurship Council (“SEC”), a pan-university council launched in 2017 with the goal of bringing representatives from across York to coordinate and communicate key entrepreneurship initiatives broadly, as well as identifying gaps and areas for pan-university collaboration. Throughout the SEP development process, the SEC identified six strategic objectives, which were validated through a series of 52 pan-university consultations. One of the key objectives is to “Develop & deliver purposeful, impactful, & experiential interdisciplinary programming.” The Bachelor of Commerce, Entrepreneurial & Innovation Stream (and minor) directly aligns with this objective and will be a key example of the SEP implementation.

It is essential if we are going to ensure that our students are provided with the opportunity to develop their entrepreneurial mindset, whether that is to create new start-up ventures or act entrepreneurially within larger corporation and community organizations, that we begin to act and implement programs and opportunities that build upon these strategic documents. The proposal from Administrative Studies does just this; building upon the UAP and SEP to create opportunities for students across at the Keele and Markham campuses to access high quality programming complimented by experiential learning opportunities, which leverage existing resources through Innovation York’s YSpace and the C4 Program.

As the lead for Innovation York, we are excited to partner with the School of Administrative Studies and provide complimentary co-curricular offerings such as our Founder Fundamentals program which supports early-stage entrepreneurs in the ideation phase, the Venture Catalyst program which supports technology entrepreneurs in the early stages of building their ventures, ELLA Express which is a bootcamp for women entrepreneurs in who are just entering the market, and many more. We look forward to working together to jointly develop future experiential learning opportunities that compliment and enhance this program.



We truly believe this is a very important program that aligns with the key strategic documents at York University, as well as compliments and leverages resources within other departments and programs. We enthusiastically support the development of this program and look forward to working with faculty members and students alike.

Sincerely,



Sarah Howe, MBA
Assistant Vice-President, Innovation & Research Partnerships



Dr. Amir Asif
Vice-President, Research & Innovation



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Memorandum

To: Prof Jon Kerr
From: Tom McLagan, Director of Development, LA&PS
Date: March 17, 2021
Subject: Report on Entrepreneurship Focus Groups

In late February and early March, it was a pleasure for our team and Associate Dean Sean Kheraj to meet with three groups of York alumni, to discuss your program proposals for Entrepreneurship streams and courses at the Markham Centre Campus. All the alumni we met are all entrepreneurs. I have summarized the feedback below. The raw meeting minutes and participant profiles are appended if you would like to dig into the details. If you would like to discuss these sessions further, we would be happy to set up a call.

Summary of feedback:

- Overall, the alumni were supportive of the direction of the programming.
- Theory and practice need to be in balance.
- The program should take a stance of ‘equipping’ and preparing students for the possibility of entrepreneurship with practical skills.
- Key skills that need to be developed:
 - sales/pitch/presentation skills.
 - a robust framework for assessing risk and evaluating opportunities.
 - time management.
 - strategic thinking.
 - resilience.
 - very practical pieces: business plan, building your network, business registration, doing taxes, hiring/firing/management of staff; platforms for work (Trello, Slack, Shopify).
- Several participants characterized experiential elements as “essential”. These include mentorship (advice) & sponsorship (advocating) & even apprenticeship, pitch days, live cases, and speaker series.
- It is important to understand the psychology of entrepreneurship: being flexible, accountability, having your own skin in the game, bootstrapping, 24/7 ‘living the business’, “a person who takes greater than normal financial risks”

- A speaker series would be a key way to expose students to different approaches to entrepreneurship. Case studies also important.
- Differentiate between entrepreneurial thinking and business leadership.
- Entrepreneurial mindset can be useful in any setting, but it is different from being an entrepreneur when the entire enterprise depends on you.
- Maker/Incubator space can be useful for some but needs to be highly flexible.
- Educate about sources of capital and support that are available to entrepreneurs, from government sponsors to banks to angel investors.
- Having access to the next generation of entrepreneurs would be valuable for business owners as a source of ideas and talent. This is part of their incentive for potentially being involved in the programming.
- Students know a lot about their own environment. Set a baseline and don't teach them what they already know.
- Think about how entrepreneurial students can be supported in a venture both before and after graduation (to mirror the support students/alumni receive from the Career Centre for up to two years after graduation). Define where York support ends and other engagements begin – and prepare students as much as we can for those engagements.

As I say, interacting with these alumni on this topic was a real pleasure. I think every one of them would be open to further discussions and involvement as the program comes together.

From: Marie-Hélène Budworth <budworth@yorku.ca>
Sent: Monday, December 6, 2021 12:26 PM
To: Cristobal Sanchez Rodriguez <sanchezc@yorku.ca>; Jonathan G Kerr <jonkerr@yorku.ca>
Cc: Mary Jo Ducharme <ducharme@yorku.ca>; SAS Director <sasdir@yorku.ca>
Subject: BCom entrepreneurship letter of support

Dear colleagues,

On behalf of the School of Human Resource Management, I would like to express our support for the proposal for a new Bachelor of Commerce in Entrepreneurship and Innovation to be offered at the new Markham Campus.

The UPD and Curriculum Committee in SHRM have reviewed the new program proposal and found that there is no significant overlapping curricula between the proposed program and the programs offered at the School of Human Resource Management. SHRM welcomes the opportunity to support the program with AP/HRM 3440 3.0 (Leadership and management skills) or another relevant course that meets the program learning objectives.

We are happy to continue the conversation with the proponents of the BCom Entrepreneurship and Innovation to explore ways in which the School of Human Resource Management can further contribute. We wish our colleagues the best as they prepare to launch this exciting new program.

Kind regards,
Marie-Hélène Budworth
Director, SHRM



December 2, 2021

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Re: Support for BCom Entrepreneurship and Innovation Stream and Minor

To Whom It May Concern:

It is my pleasure to write this letter on behalf of the Department of Economics in support of the proposal for a new *Bachelor of Commerce (BCom) stream in Entrepreneurship and Innovation* to be offered at the new Markham Campus at York University along with the addition of a new minor option in the same area to the existing BCom degree.

We have reviewed the new program proposal and there is no significant overlapping of curricula between the proposed program and the programs offered by the Department of Economics. The Department of Economics currently contributes ECON 1000, ECON 1010, and ECON 3120 (cross listed with ADMS3351) courses to the current BCom curriculum requirements, and we would be happy to support their inclusion in the new BCom Entrepreneurship and Innovation program stream and minor. Further, we are excited about this new program stream and minor as we believe this is an exciting and valuable area that a wide variety of students will be interested in, and it will provide a synergistic potential interest for Economics students to add as a minor.

We fully support the School of Administrative Studies in the development of the BCom Entrepreneurship and Innovation at the Markham Campus at York University. We look forward to continued conversations between our two units regarding future opportunities for collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Neil J. Buckley".

Neil J. Buckley, Ph.D.
Undergraduate Program Director and Associate Professor
Department of Economics
Faculty of Liberal Arts and Professional Studies
York University



DIVISION OF STUDENTS

January 19, 2022

Office of the University Registrar

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez
University Registrar

RE: Proposal for the Major Modification to the Bachelor of Commerce

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

The proposal for the major modification to add a new stream and a new minor in the Bachelor of Commerce program to be offered at the Markham Campus has been reviewed by the Office of the University Registrar.

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

Sincerely,

A handwritten signature in black ink that reads "Darran Fernandez".

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



APPENDIX 7

SCHOOL OF ADMINISTRATIVE STUDIES FACULTY

Faculty Members SAS – Current teaching staff – **TO BE UPDATED re column 4**

Area	Faculty member	Rank	Teaching (T), research ® and/or interests (I) in innovation and/or entrepreneurship
Auditing	Iacobelli, Sandra	Assist Prof Tch	
	Jones, Joanne C	Assoc Prof	
	Ufodike, Akolisa	Assist Prof	
Decision Science	Bartel, Henry	Full Prof	
	Huang, Rong Bing	Assoc Prof	
	Karakul, Mustafa	Assoc Prof	
	Qudrat-Ullah, Hassan	Full Prof	
	Solis, Adriano O.	Full Prof	
	Toyasaki, Fuminori	Assoc Prof	
DEM	Agrawal, Nirupama	Full Prof	
	Asgary, Ali	Assoc Prof	
	Etkin, David A	Full Prof	
	Kennedy, Eric B.	Assist Prof	
	Mamuji, Aaida	Assoc Prof	
	McBey, Professor Kenneth	Full Prof	
	Rozdilsky, Jack	Assoc Prof	
	Spinney, Jennifer A.	Assist Prof	
Finance	Domian, Dale L	Full Prof	
	Ho, Kwok Sum	Assoc Prof	
	Lee, Sunwoo	Assist Prof	
	Letkiewicz, Jodi C.	Assoc Prof	
	Li, Xiaofei	Assoc Prof	
	Lim, William W	Assoc Prof	
	Nguyen, Anh	Assist Prof	
	Richards, Daniel W	Assist Prof	
	Tahani, Nabil	Assoc Prof	
	Yildirim, Semih	Assoc Prof	
Financial Accounting	Evans, K. Paul	Assist Prof	
	Gelinas, Patrice	Assoc Prof	
	Kwon, Sung S	Full Prof	
	Lai, Liona	Assoc Prof	
	Ma, Li Zhi	Assoc Prof	
	Peng, Stella	Assoc Prof	
	Wang, Haiping	Assoc Prof	
	Li, Na	Assist Prof	
Law, Governance &	Lai, Po Land	Assist Prof	

Accountability	Leblanc, Richard W.J.	Full Prof	
	Samuels-Jones, Tameka	Assist Prof	
Management	Deutsch Salamon, Sabrina	Assoc Prof	
	Karakowsky, Len	Full Prof	
	Kerr, Jon	Assist Prof	R, T, I
	Kusyk, Sophia	Ses Assit Prof	
	Liang, Zhixiang	Assist Prof	
	Ogata, Ken*	Assoc Prof	
	Ophir, Ron	Assist Prof Tch	
	Schwartz, Mark Stephen	Assoc Prof	
	Tsasis, Peter*	Assoc Prof	
	Thomson, Kelly	Assoc Prof	I
	Weitzner, David	Assist Prof	I
	Chuang, You-Ta	Full Prof	T, I
	Lehrer, Keith	Assist Prof	
	Marcus, Joel	Assoc Prof	I
Managerial Accounting	Maharaj, Gajindra	Assist Prof	
	Porporato, Marcela M	Full Prof	
	Waweru, Nelson	Full Prof	
	Kwan, Amy	Assist Prof Tch	
Marketing	Carbonell-Foulquie, Pilar	Assoc Prof	R, T, I
	Li, Lee Zhixiong	Full Prof	
	Maute, Manfred F	Full Prof	
	Rusetski, Aliaksandr I	Assoc Prof	I
	Sharma, Isha	Assist Prof	
	Snow, Kim	Assoc Prof	
	Strebinger, Andreas	Assoc Prof	I
	Whelan, Jodie G.	Assoc Prof	
	Lim, Hyunwoo	Assist Prof	
MIS	Ebrahimi, Sepideh	Assist Prof	
	Sanchez-Rodriguez, Cristobal	Assoc Prof	
	Spletstoesser, Ingrid	Assoc Prof	
Tax	Fleming, Jason	Assist Prof Tch	
	Hwong, Thaddeus	Assoc Prof	
	Magee, Joanne E	Assoc Prof	

Note: * Cross-appointed to another unit.

LA&PS Master of Public Policy, Administration, and Law (MPPAL) Proposal

Major Modification Proposal:
Municipal Government Graduate Field

YORK U



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Note: Appendix A and B are not included in the package but are available upon request to the University Secretariat.

Graduate Fields Definition and Proposal Template

Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

This is a proposal for the creation of a new Municipal Government field in the Master of Public Policy, Administration and Law (MPPAL) program housed in the School of Public Policy and Administration (SPPA).

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

The ongoing public health and economic crisis related to the COVID-19 pandemic highlights that municipal (local and regional) governments, related boards and agencies, and non-profit organizations are at the forefront of not only service delivery, but also responsiveness to community needs and accountability. As a result, local governance and policy issues are key elements of this work along with inter-governmental and cross-sectoral partnerships. The proposed new Municipal Government field in the MPPAL program will make the program more relevant to employees in the municipal sector. Given the Markham campus location for the new graduate field and cohort of students, this program change will also enhance accessibility to the MPPAL program for employees of smaller municipalities to the North, East and West of the Greater Toronto Area (GTA).

The Province of Ontario defines municipalities through the [Municipal Act, 2001](#) and distinguishes between lower/single-tier municipalities and upper-tier (regional) municipalities. The proposed Municipal Government field name therefore accurately covers both local and regional governments.

The Western University Master of Public Administration (MPA) program defines its focus as Local Government, but a number of relevant professional organizations in the sector utilize the term "municipal" or "municipalities" in their name, including e.g. the Federation of Canadian Municipalities (FCM), Association of Municipalities Ontario (AMO), Association of Municipal Managers, Clerks and Treasurers of Ontario (AMCTO), Municipal Finance Officers Association (MFOA), Ontario Municipal Human Resources Association (OMHRA), Ontario Municipal Social Services Association (OMSSA).

Since 2018, the SPPA has also successfully established an annual conference with the theme [Municipalities of the Future](#).

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

No changes are proposed to the admission requirements for the MPPAL program.

Candidates must:

- have completed an Honours Bachelors degree or its equivalent from a recognized University with a minimum grade point average of B+ in the final two years and a minimum of five years work experience in a relevant public

sector management, administrative, or supervisory position.; **OR**,

- have completed an honours bachelors degree or its equivalent from a recognized University with a minimum grade point average of A in the final two years. Under this category, students may have completed less than five years work experience in a relevant public sector management, administrative, or supervisory position. Preference will be given to students who have completed an honours bachelors degree in public administration or political science with an emphasis on public administration.

Candidates also must:

- submit a *curriculum vitae* or résumé, statement of areas of interest, and a letter outlining their experience and background; and,
- for students whose first language is not English, have a minimum Test of English as a Foreign Language score of 600 (paper-based) or 250 (computer-based); or York English Language Test score 1.

At the discretion of the selection committee, in exceptional circumstances, students who have completed a three-year bachelors degree with a minimum grade point average of B+ and have significant work experience in terms of time frame and/or quality of experience (specifically more than five years work experience in a relevant public sector management, administrative, or supervisory position) may be recommended for admission to the Faculty of Graduate Studies.

Although it is not a prerequisite, students are advised that they may find it helpful to have completed a university level two-term introductory course covering both microeconomics and macroeconomics (**Economics 1000 3.0/1010 3.0** or equivalent) prior to enrolling in the program.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The MPPAL curriculum is organized into three modules of courses, with 9 credits in each:

- Public Management and Finance;
- Law, Administration and Ethics; and
- Public Policy and Analysis.

Each module must be completed in its entirety. The last module provides students with the option of completing either GS/PPAL 6230 3.0 Topics in Public Policy course or GS/PPAL 6250 3.0 Major Research Paper.

As the MPPAL curriculum is organized along functional lines and all modules and the courses in them are relevant to all levels of government and the broader public sector, we propose that the additional municipal field's specialized knowledge and skills be captured with a new required 3-credit course GS/PPAL 6240 3.0 Topics in Local and Regional Governance that would be mandatory for students in this new field in lieu of GS/PPAL 6230 3.0 (Topics in Public Policy). Students in the new field will retain the option to complete GS/PPAL 6250 3.0 Major Research Paper in the Public Policy and Analysis module to allow for the possibility of conducting more in-depth research related to municipal governments under the supervision of a faculty member with expertise in the area. We anticipate this option to be afforded to mid-career part-time students with substantial professional experience in municipal government.

The addition of the new Municipal Field and the new course GS/PPAL 6240 3.0 Topics in Local and Regional Governance does not substantively alter the learning outcomes of the MPPAL program given the established inter-connectedness of different levels of government on the basis of legal and funding provisions, and the practices of coordination, reporting and accountability. For example, municipalities are often given the task to implement provincially approved and/or funded programs. Existing required courses in the MPPAL program reflect on these realities and include concepts, knowledge, and applications relevant to municipal governments. (See Appendix A for sample list of relevant readings and projects.)

The establishment of the new Municipal Government field and the new course GS/PPAL 6240 3.0 Topics in Local and Regional Governance will accomplish the following:

- Allow students to explore relevant topics in municipal governance in more depth; and

- Better communicate our collective strengths to the sector and prospective MPPAL recruits at a time when municipal governments are at the forefront for service delivery, innovation and responsiveness to community needs for enhancing good governance and social justice, equity, and decolonization priorities.

5. Provide a list of courses that will be offered in support of the field. 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.)

One new course will be offered annually by SPPA in support of the new field:

GS/PPAL 6240 3.0 Topics in Local and Regional Governance

This course will replace GS/PPAL 6230 3.0 Topics in Public Policy course among the required courses for students in the Municipal Government field/cohort. The course will not be cross-listed or integrated. Alternatively, students can continue to complete GS/PPAL 6250 3.0 Major Research Paper to allow for the possibility of conducting more in-depth research related to municipal governments under the supervision of a faculty member with expertise in the area.

All other required courses in the program remain the same, but a 3rd section of each course will be offered at the Markham campus. There will be a net increase of 4.5 FCEs on offer over a 2-year period for each cohort of part-time students (i.e., 2 additional FCEs in 2023-24 (1st year curriculum only), followed by 4.5 FCEs per year after that (1st and 2nd year courses offered).

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges
Dr. Peter Constantinou Associate Professor, Teaching Stream	SPPA	Municipal Council Relations, Public Administration	Associate Membership
Dr. Naomi Couto Associate Professor	SPPA	Equity Policy and Ethics	Associate Membership
Dr. Lorne Foster Professor	SPPA	Equity Policy	Associate Membership
Dr. Ken Ogata Associate Professor	School of Administrative Studies and SPPA	Public Finance	Associate Membership
Dr. Zachary Spicer Associate Professor	SPPA	Municipal Governance	Associate Membership
Dr. Ian Stedman Assistant Professor	SPPA	Public and Administrative Law, Ethics and Governance	Associate Membership

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

The new municipal cohort in the MPPAL program at the Markham location is expected to add an additional 20 students to the current annual target intake of 50 students as of Fall 2023.

Currently there are approx. 100 students in the program annually given the usual 2-year part-time completion time and the program meeting its annual enrollment target. Given that MPPAL students complete 6 academic terms and graduate in October of their second year of study, the program supports approx. 150 students during the Summer term and in the run up to October convocation.

The addition of a 3rd cohort of students in the Municipal Government field will add 20 students to the program in the first year in 2023-24 and 40 additional students on an annual basis after that for a total of approx. 140 students per year (approx. 200 students during the Summer term and in the run up to October convocation).

8. Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

This program growth will require the expansion of staff support from one Graduate Program Assistant (GPA) to two GPAs to cover the additional workload related to recruitment, admissions, course offerings and enrollments, degree audit and the implementation of relevant academic policies and procedures. The need for the second GPA will commence with the recruitment cycle for Fall 2023 and therefore effective Fall 2022.

The addition of the 3rd cohort of students also increases the demand on full-time faculty resources. The School of Public Policy and Administration (SPPA) houses the MPPAL program and in anticipation of the new Municipal Government cohort in Markham, an Associate Professor in the area of Canadian Local Governance and Community Development was appointed to the School effective July 1, 2021.

SPPA identified further hiring priorities for July 1, 2022 driven by the addition of the 3rd MPPAL cohort in Markham and the opportunities and challenges this creates for meeting the research and teaching needs of the unit in the fast-evolving field of public policy and administration in the 21st century as follows:

1. A professorial position (Assistant or Associate Professor) focused on Indigenous governance and justice in Canada to cover related required law and/or equity policy courses in the MPPAL program while also directly contributing to the UAP and the Faculty's and University's Equity, Diversity and Inclusion (EDI) objectives.
2. A teaching stream appointment with a focus on big data, quantitative methods in decision-making, digital government and online/remote curriculum development. This appointment would support research methods and public administration related courses offerings, accessibility to the program and would be complementary to the identified new research cluster priorities for Markham, especially in the area of Artificial Intelligence (AI) and related governance issues which are relevant to both the public and private sectors.

Given the importance partnerships between the public and non-profit sectors for community development, SPPA requested for July 1, 2023 professorial hiring in the area of non-profit management and governance. This appointment would expand our areas of research and curriculum strengths in response to student demand in this area, and better reflect on the realities of work in the municipal sector. Such an appointment would allow for an additional optional course to be added to the field and the MPPAL program with a focus on non-profit management and governance.

9. Support statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field
- from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

The MPPAL program is relevant and attracts students from all levels of government, including the municipal sector. The creation of the new graduate field formalizes and builds on our existing strengths rather than expanding to other disciplinary areas or overlapping with other programs at the University. Therefore, consultations have focused on MPPAL alumni and other professionals in municipal governments across different functional areas in both lower and upper tier municipalities (including, for example, the areas of corporate, human resource management and paramedic service delivery) in the regional municipalities of York and Durham and the cities of Toronto, Whitby, Vaughan and Guelph. A formal letter of support from the Regional Municipality of York is attached.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

The following information is required for all proposals involving a minor modification to program/graduate diploma academic requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma:

Master of Public Policy, Administration and Law (MPPAL)

2. Effective Session of Proposed Change(s):

Fall 2023

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

The ongoing public health and economic crisis related to the COVID-19 pandemic highlights that municipal (local and regional) governments, related boards and agencies, and non-profit organizations are at the forefront of not only service delivery, but also responsiveness to community needs and accountability. As a result, local governance and policy issues are key elements of this work along with inter-governmental and cross-sectoral partnerships. The proposed new Municipal Government field in the MPPAL program will make the program more relevant to employees in the municipal sector. Given the Markham campus location for the new graduate field and cohort of students, this program change will also enhance accessibility to the MPPAL program for employees of smaller municipalities to the North, East and West of the Greater Toronto Area (GTA).

Course offerings in the MPPAL program are tailored for part-time learners, with courses offered in the evenings and on weekends, currently at the Keele campus and in downtown Toronto with 25 students max. per cohort. A full-time MPPAL option is now also available for a limited number of students. Full-time students take courses alongside their part-time counterparts and complete the MPPAL program in one year compared to the usual two-year completion time for part-time students.

The proposed new Municipal Government field and cohort expected to be located at the Markham campus is in line with the major strategic objectives and priorities of the University including:

- addressing emerging issues and being a force for good in the world;
- advancing social justice and equity and the decolonization of curriculum;
- promoting cross-disciplinary thinking and collaborative learning;
- offering research intensive programs that respond to student demand for professionally relevant curriculum at various career stages;
- enhancing the well-being of local communities by building capacity in public administration and leadership;
- engaging with professional and community partners to provide community-based experiential learning opportunities for all students and promote knowledge mobilization for our partners;

- providing students at a large urban University with the opportunity to enhance minority representation in public administration and leadership and come together to make positive change in the communities where they live.

The MPPAL curriculum is organized into three modules of courses, with 9 credits in each:

- Public Management and Finance;
- Law, Administration and Ethics; and
- Public Policy and Analysis.

Each module must be completed in its entirety. The last module provides students with the option of completing either GS/PPAL 6230 3.0 Topics in Public Policy course or GS/PPAL 6250 3.0 Major Research Paper.

As the MPPAL curriculum is organized along functional lines and all modules and the courses in them are relevant to all levels of government and the broader public sector, we propose that the additional municipal field's specialized knowledge and skills be captured with a new required 3-credit course GS/PPAL 6240 3.0 Topics in Local and Regional Governance that would be mandatory for students in this new field in lieu of GS/PPAL 6230 3.0. Students in the new field will retain the option to complete GS/PPAL 6250 3.0 Major Research Paper in the Public Policy and Analysis module to allow for the possibility of conducting more in-depth research related to municipal governments under the supervision of a faculty member with expertise in the area. We anticipate this option to be exercised by mid-career part-time students with substantial professional experience in municipal government.

The addition of the new Municipal Field and the new course GS/PPAL 6240 3.0 Topics in Local and Regional Governance do not alter the learning outcomes of the MPPAL program given the established inter-connectedness of different levels of government on the basis of legal and funding provisions, and the practices of coordination, reporting and accountability. For example, municipalities are often given the task to implement provincially approved and/or funded programs. Existing required courses in the MPPAL program reflect on these realities and include concepts, knowledge, and applications relevant to municipal governments.

The establishment of the new Municipal Government field and the new course GS/PPAL 6240 3.0 Topics in Local and Regional Governance will accomplish the following:

- Allow students to explore relevant topics in more depth; and
- Better communicate our collective strengths to the sector and prospective MPPAL recruits at a time when municipal governments are at the forefront for service delivery, innovation and responsiveness to community needs for enhancing good governance and social justice, equity, and decolonization priorities.

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives. *Additionally, please append the graduate program's existing learning outcomes as a separate document.*

The MPPAL program's existing learning outcomes are attached. As discussed in the previous two paragraphs (in section a above), the addition of the new Municipal Field and the new course GS/PPAL 6240 3.0 Topics in Local and Regional Governance do not alter the learning outcomes of the MPPAL program.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.

The MPPAL program is relevant and attracts students from all levels of government, including the municipal sector. The creation of the new graduate field formalizes and builds on our existing strengths rather than expanding to other disciplinary areas or overlapping with other programs at the University. Therefore, consultations have focused on MPPAL alumni and other professionals in municipal governments across different functional areas in both lower and upper tier municipalities (including, for example, the areas of corporate, human resource management and paramedic service delivery) in the regional municipalities of York and Durham and the cities of Toronto, Whitby, Vaughan and Guelph. A formal letter of support from the Regional Municipality of York is attached.

d) A summary of any resource implications and how they are being addressed.

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

The MPPAL program is an executive-style professional program and students are not eligible for York University graduate funding.

The new municipal cohort in the MPPAL program at the Markham location is expected to add an additional 20 students to the current annual target intake of 50 students.

Currently there are approx. 100 students in the program annually given the usual 2-year part-time completion time and the program meeting its annual enrollment target. Given that MPPAL students complete 6 academic terms and graduate in October of their second year of study, the program supports approx. 150 students during the Summer term and in the run up to October convocation.

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SPPA identified further hiring priorities for July 1, 2022 driven by the addition of the 3rd MPPAL cohort in Markham and the opportunities and challenges this creates for meeting the research and teaching needs of the unit in the fast-evolving field of public policy and administration in the 21st century as follows:

1. A professorial position (Assistant or Associate Professor) focused on Indigenous governance and justice in Canada to cover related required law and/or equity policy courses in the MPPAL program while also directly contributing to the UAP and the Faculty's and University's Equity, Diversity and Inclusion (EDI) objectives.

2. A teaching stream appointment with a focus on big data, quantitative methods in decision-making, digital government and online/remote curriculum development. This appointment would support research methods and public administration related courses offerings, accessibility to the program and would be complementary to the identified new research cluster priorities for Markham, especially in the area of Artificial Intelligence (AI) and related governance issues which are relevant to both the public and private sectors.

Given the importance partnerships between the public and non-profit sectors for community development, SPPA requested for July 1, 2023 professorial hiring in the area of non-profit management and governance. This appointment would expand our areas of research and curriculum strengths in response to student demand in this area, and better reflect on the realities of work in the municipal sector. Such an appointment would allow for an additional optional course to be added to the field and the MPPAL program with a focus on non-profit management and governance.e) **A summary of how students currently enrolled in the program/graduate diploma will be accommodated.**

MPPAL students will be able to choose the new course GS/PPAL 6240 3.0 Topics in Local and Regional Governance in lieu of the requirement to complete GS/PPAL 6230 3.0 Topics in Public Policy or GS/PPAL 6250 3.0 Major Research Paper.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - <http://gradstudies.yorku.ca/current-students/regulations/program-requirements/>.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire graduate program/diploma section, not just text that is being revised.

Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p data-bbox="203 1224 618 1312">Insert program requirements from http://gradstudies.yorku.ca/current-students/regulations/program-requirements/</p> <p data-bbox="203 1350 761 1509">MASTER of PUBLIC POLICY, ADMINISTRATION & LAW PROGRAM</p> <p data-bbox="203 1560 706 1596">ADMISSION REQUIREMENTS</p> <p data-bbox="203 1602 781 1835">Candidates must: - have completed an Honours Bachelors degree or its equivalent from a recognized University with a minimum grade point average of B+ in the final two years and a minimum of five years work experience in a relevant</p>	<p data-bbox="823 1350 1382 1509">MASTER of PUBLIC POLICY, ADMINISTRATION & LAW PROGRAM</p> <p data-bbox="823 1560 1325 1596">ADMISSION REQUIREMENTS</p> <p data-bbox="823 1602 1401 1835">Candidates must: - have completed an Honours Bachelors degree or its equivalent from a recognized University with a minimum grade point average of B+ in the final two years and a minimum of five years work experience in a relevant</p>

public sector management, administrative, or supervisory position.; OR,
- have completed an honours bachelors degree or its equivalent from a recognized University with a minimum grade point average of A in the final two years. Under this category, students may have completed less than five years work experience in a relevant public sector management, administrative, or supervisory position. Preference will be given to students who have completed an honours bachelors degree in public administration or political science with an emphasis on public administration.

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- submit a curriculum vitae or résumé, statement of areas of interest, and a letter outlining their experience and background; and,
- for students whose first language is not English, have a minimum Test of English as a Foreign Language score of 600 (paper-based) or 250 (computer-based); or York English Language Test score 1.

At the discretion of the selection committee, in exceptional circumstances, students who have completed a three-year bachelors degree with a minimum grade point average of B+ and have significant work experience in terms of time frame and/or quality of experience (specifically more than five years work experience in a relevant public sector management, administrative, or supervisory position) may be recommended for admission to the Faculty of Graduate Studies.

Although it is not a prerequisite, students are advised that they may find it helpful to have completed a university level two-term introductory course covering both microeconomics and macroeconomics (**Economics 1000 3.0/1010 3.0** or equivalent) prior to enrolling in the program.

public sector management, administrative, or supervisory position.; OR,
- have completed an honours bachelors degree or its equivalent from a recognized University with a minimum grade point average of A in the final two years. Under this category, students may have completed less than five years work experience in a relevant public sector management, administrative, or supervisory position. Preference will be given to students who have completed an honours bachelors degree in public administration or political science with an emphasis on public administration.

Candidates also must:

- submit a curriculum vitae or résumé, statement of areas of interest, and a letter outlining their experience and background; and,
- for students whose first language is not English, have a minimum Test of English as a Foreign Language score of 600 (paper-based) or 250 (computer-based); or York English Language Test score 1.

At the discretion of the selection committee, in exceptional circumstances, students who have completed a three-year bachelors degree with a minimum grade point average of B+ and have significant work experience in terms of time frame and/or quality of experience (specifically more than five years work experience in a relevant public sector management, administrative, or supervisory position) may be recommended for admission to the Faculty of Graduate Studies.

Although it is not a prerequisite, students are advised that they may find it helpful to have completed a university level two-term introductory course covering both microeconomics and macroeconomics (**Economics 1000 3.0/1010 3.0** or equivalent) prior to enrolling in the program.

ADVANCED STANDING

Students who have completed advanced level courses (i.e., only graduate level) offered by accredited universities or colleges or other accredited professional development courses which overlap significantly with courses in the Graduate Program in Public Policy, Administration & Law, may be able to apply for advanced standing. General procedures for awarding advanced standing are determined by the Graduate Program Director in consultation with the Faculty of Graduate Studies. Students may be awarded no more than **6 credits** of advanced standing

DEGREE REQUIREMENTS

The program is offered on a part-time or full-time basis, with a recommended time of two years part-time or one year full-time for completion of the program. Program courses cover the essential curriculum that forms the core of any public policy and administration program, but they also include substantial original content focused on a more comprehensive consideration of social justice issues, public law, administrative law, public sector ethics, and human rights.

Students move through three conceptual modules, with **9 credits** in each:

- public management and finance
- law, administration and ethics
- public policy and analysis

Each module must be completed in its entirety. The last module provides students with the option of completing a research paper or a public policy issue and development course.

Students normally progress as a cohort. The specific order in which courses are taught may vary from year to year. However, students must complete the

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Research Methods and Information Systems and Program Evaluation and Public Policy Analysis courses in Module 3 before embarking on the Major Research Paper.

Module 1: Public Management and Finance (9 credits)

The public management and finance module emphasizes the skills, knowledge, and behaviours that are essential to an effective lower-middle level public sector manager. These include a firm understanding of the basics of public administration, as well as effective change management, leadership, human resources management, public finance, and accountability mechanisms.

Students must successfully complete the following courses:

Public Policy, Administration & Law 6000 3.0: Public Management; Public Policy, Administration & Law 6010 3.0: Leadership and Human Resources Management; and, Public Policy, Administration & Law 6020 3.0: Public Finance and Accounting.

Module 2: Law and Ethics (9 credits)

The law and ethics module is designed to provide students with the tools to deal competently with legal and ethical matters in public affairs.

Students must successfully complete the following courses:

Public Policy, Administration & Law 6100 3.0: Canadian Constitutional Law; Public Policy, Administration & Law 6120 3.0: Administrative Law and Ethics: Principles and Practices in the Policy-Making Context; and, Public Policy, Administration & Law 6130 3.0: Equity, Policy, Law and Planning.

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Module 3: Public Policy and Analysis (9 credits)

This module is designed to provide students with a firm understanding of the skills of program evaluation, and with relevant analytical tools regarding public policy development and the public policy cycle.

Students must successfully complete the following courses:

Public Policy, Administration & Law 6200 3.0: Research Methods and Information Systems;
Public Policy, Administration & Law 6210 3.0: Program Evaluation and Public Policy Analysis;

and one of the following ~~two~~ courses:

Public Policy, Administration & Law 6230 3.0: Topics in Public Policy; OR
Public Policy, Administration & Law 6250 3.0: Major Research Paper.

PROGRAM LENGTH

The expected degree completion time for full-time master’s students is 3 terms; part-time students are expected to complete within 6 terms. For those students who complete degree requirements earlier than 3 terms, they must register and pay fees for a minimum of the equivalent of 3 terms of full-time study. All requirements for a master’s degree must be fulfilled within 12 terms (4 years) of registration as a full-time or part-time master’s student in accordance with Faculty of Graduate Studies’ registration policies.

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Students must successfully complete the following courses:

Public Policy, Administration & Law 6200 3.0: Research Methods and Information Systems;
Public Policy, Administration & Law 6210 3.0: Program Evaluation and Public Policy Analysis;

and one of the following **three** courses:

Public Policy, Administration & Law 6230 3.0: Topics in Public Policy;
[Public Policy, Administration & Law 6240 3.0: Topics in Local and Regional Governance;](#) OR
Public Policy, Administration & Law 6250 3.0: Major Research Paper.

PROGRAM LENGTH

The expected degree completion time for full-time master’s students is 3 terms; part-time students are expected to complete within 6 terms. For those students who complete degree requirements earlier than 3 terms, they must register and pay fees for a minimum of the equivalent of 3 terms of full-time study. All requirements for a master’s degree must be fulfilled within 12 terms (4 years) of registration as a full-time or part-time master’s student in accordance with Faculty of Graduate Studies’ registration policies.

Please submit completed forms and required supporting documentation through the LA&PS Curriculum Toolkit website.

Appendix C: Letters of Support



Prepared by: Patti Ryan, Director, Content Development & Analysis
September 14, 2021

I have reviewed the new course proposal for GS/PPAL 62490 and can confirm that the Libraries are well positioned to support this course. Students will benefit from our rich print and electronic collections, our immersive spaces, and our range of tailored instructional and research services. Highlights of relevant library collections and services are provided below.

Library Collections

The Libraries have robust and multidisciplinary collections in the areas of public administration, law, and governance, all of which are discoverable through OMNI. In addition to our local collections, our partnership in the OMNI network provides students and faculty members access to print materials housed at any of our 14 partner institutions across Ontario.

Our collections team will attempt to purchase a copy of all required texts for this course, along with the supplementary readings listed in the proposed bibliography. Our “e-preferred” approach means that all new titles will be purchased as eBooks whenever it is possible or affordable, and with as few access restrictions as the publisher will allow. However, instructions are encouraged to check OMNI before finalizing the syllabus to ensure the availability of all titles. Inquiries about library materials can be sent to yul_cda@yorku.ca.

Students in this course can use OMNI to find relevant materials for their scholarly work, along with specialized databases such as *Worldwide Political Science Abstract*, *JSTOR*, and *PAIS*. Additional resources can be found on the Political Science Research Guide:

<https://researchguides.library.yorku.ca/polisci> or by consulting with library staff through a range of research and help services: <https://www.library.yorku.ca/web/ask-services/>

Specialized Programming and Spaces

The Markham Centre Campus Library (MCCL) supports multimodal learning by embedding library instruction and expertise with immersive spaces including media capture and editing suites, a makerspace, VR capabilities, a gaming lab, and a visualization wall, all developed to support creative collaborations for teaching, learning, research and community partnerships.

Instructors are encouraged to take advantage of dedicated, in-class sessions that can be tailored to course material or assignments. A wide range of programming is available, including digital and information literacy, blended learning modules, co-curricular programming, open educational resources and student seminars. In-class sessions should be organized and booked in advance of each semester’s offerings, and requests can be submitted at <https://classrequests.library.yorku.ca/>.

September 7, 2021

Professor Naomi C. Couto
Graduate Program Director, Master of Public Policy, Administration and Law (MPPAL)
School of Public Policy and Administration
119 McLaughlin College
York University
4700 Keele St.
Toronto, Ontario M3J 1P3

Dear Professor Couto,

Re: Municipal Government field in the Master of Public Policy, Administration and Law (MPPAL) program housed in the School of Public Policy and Administration (SPPA).

On behalf of the Regional Municipality of York (York Region), I wish to convey our continuing and strong support for the Master of Public Policy, Administration and Law (MPPAL) degree program and for the new Municipal Government field within the MPPAL program that the School of Public Policy and Administration (SPPA) proposes to launch in September 2023 at York University's planned new campus in the City of Markham.

Being Canada's fastest growing large municipality and the second largest business hub in Ontario, York Region is home to 1.2 million people and more than 54,000 businesses. York Region's diversity is evident in our nine local municipalities, geography, economy and population. We work diligently to provide residents and businesses access to a broad selection of services and resources. As such the need for appropriately trained and qualified workforce in regional and local government, and among affiliated service providers, is high and access to quality post-secondary education is an important priority. Accordingly, York Region Council has supported York University's plans for a new campus in Markham from the very early stages.

We have reviewed both the proposal for the Municipal Government field in MPPAL and the accompanying new course proposal on Local and Regional Governance and welcome their addition to the program as both timely and relevant.

We view programs with a focus on the needs of regional and local governments as an important part of the new campus and its programmatic offerings. As stated in your draft proposal, the new course "equips students with a thorough understanding of local and regional government in Canada, along with the research skills to critically investigate and evaluate municipal government policy, process and management". This, coupled with the municipal applications in the other MPPAL courses, captures well the need for an informed public service that embodies our motto of "strong, caring and safe communities".

.../2

The new MPPAL field provides opportunities for a large number of potential students interested in local government, and also addresses the needs of existing employees who wish to upgrade their knowledge and qualifications through a Master's degree program. The structure of the program, with evening and weekend courses, will attract many working applicants. York Region is consistently recognized as an employer of choice in Canada. We're progressive and collaborative, with a clear long-term vision. We value employees' contributions and inspire excellence and this new MPPAL field can help advance this mission by increasing the pool of top candidates.

Moreover, a significant proportion of firms and non-profit organizations in York Region and beyond require well-qualified managers, policy analysts, diversity and equity professionals who are knowledgeable in service delivery, policy design, program evaluation, and financial decisions at local levels of government. The MPPAL program is well positioned to train these managers and policy analysts. We have every reason to believe that graduates of the MPPAL program will have significantly better opportunities to obtain meaningful jobs and to contribute to the growth of York Region and its services.

We have collaborated with the School of Public Policy and Administration on program development for several years now and from the early stages of this field development. We are pleased to continue supporting the School by providing advice on further curriculum development in the coming years. This will help ensure that the MPPAL field in Municipal Government covers relevant topics and utilizes suitable pedagogical approaches.

We understand that connections to the local community are crucial to the success of professional programs that rely on internships and interactions with various organizations. At the same time, we are well aware of the local social programs and businesses' desire to collaborate with academic institutions in the development of innovative and relevant programs. Therefore, we support this new MPPAL field in identifying opportunities for collaboration with local partners – for example, in administering a potential co-op option of the proposed course in Topics in Local and Regional Governance.

In summary, we believe that the proposed new MPPAL field in Municipal Government is well positioned to address the needs of local businesses and social services in gaining access to qualified employees and at the same time carry a promise of high quality, career-enhancing education to the growing population of York Region. The addition of this field to the MPPAL program will provide students with a choice of relevant and meaningful career paths. We strongly support the intention of York University to launch a field focused on Municipal Government in its existing MPPAL degree program at the Markham Centre Campus in Fall 2023 and look forward to our continuing collaboration in the delivery of this program.

Sincerely,



Dino Basso
Commissioner, Corporate Services



September 24, 2021

Professor Naomi C. Couto, Graduate Program Director
Master of Public Policy, Administration and Law (MPPAL) School of Public Policy and
Administration
119 McLaughlin College
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Professor Couto,

Re: Municipal Government field in the Master of Public Policy, Administration and Law (MPPAL) program housed in the School of Public Policy and Administration (SPPA).

Earlier this week, I had the pleasure of speaking with Associate Professor Zachary Spicer regarding the potential establishment of a Municipal Government field within the MPPAL program. I was excited to learn about the proposed details of the Municipal Government field and how it will seek to enhance learning about municipal governance while continuing to support the broader educational objectives of the MPPAL program.

With 2,000+ members working in municipalities across the province, the Association of Municipal Managers, Clerks and Treasurers of Ontario (AMCTO) is Ontario's largest association of local government professionals, and the leading professional development organization for municipal professionals. As an accredited educational institution, AMCTO supports all programs that seek to promote the municipal sector to the student community as a worthwhile and rewarding career path. With a significant number of retirements projected for the municipal sector over the next 5-10 years, it is important to have different types of learning opportunities that highlight the importance of municipal public service and the value of serving a community at the local level. I believe that the proposed Municipal Government field will help serve this purpose.

On behalf of AMCTO, I want to offer our support to the Municipal Government field proposal. AMCTO has enjoyed a mutually beneficial relationship with the MPPAL program in the past. I believe that the adoption of a municipal government stream will allow for more opportunities for us to partner in the future.

Sincerely,

David Arbuckle
Executive Director
AMCTO

October 7, 2021

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Office of the Dean

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

Alena Kimakova
School of Public Policy and Administration
122 McLaughlin College

Email: akimakov@yorku.ca

Dear Professor Kimakova:

Re: Decanal Support for the Major Modification to the Master of Public Policy, Administration, and Law

I am pleased to provide you with a letter of support for the major modification to introduce a new graduate field in municipal government, to be offered at Markham Centre Campus, to the existing Master of Public Policy, Administration, and Law.

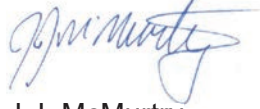
The proposed graduate field aligns to the principles of the University Academic Plan, 2020-25. Specifically, by allowing further opportunity for students to gain expertise in local and regional municipal governance—with the option of conducting more in-depth research in this area through GS/PPAL 6250 3.00 *Major Research Paper*, the proposed field aligns to the principles of “twenty-first century knowledge” (continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking); “from access to success” (enhanced opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples); and, “knowledge for the future” (increasing the research participation of faculty and trainees at all levels across the institution).

The Municipal Government graduate field also aligns to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. In establishing the new field, the proposal aligns to the principles to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve); and, “offer a broad range of rigorous curricular programs that engage with emerging and longstanding local and global concerns and needs, including education for sustainable development.”

I note that the projected enrolment for the new field is expected to add twenty new students to the current projected annual intake of fifty students starting in 2023-24, with a projected steady-state intake to the graduate field of forty students in 2024-25. I also note that the School anticipates the need to hire a second graduate program assistant to support the administration of the program. Markham Centre Campus will also have a full complement of non-academic staff to support the needs of students and faculty in the program. You have identified academic hiring priorities for two candidates in the 2022 recruitment cycle: one in the professorial stream with expertise in Indigenous governance and one in the teaching stream with expertise in big data, quantitative methods in decision-making, digital government, and online/remote curriculum development.

In short, I support fully the major modification to the Master of Public Policy, Administration, and Law.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

J.J. McMurtry
Dean
Faculty of Liberal Arts & Professional Studies



DIVISION OF STUDENTS

January 13, 2022

**Office of the University
Registrar**

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez
University Registrar

RE: Proposal for the Major Modification to the Master of Public Policy,
Administration and Law Program

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

The proposal for the new field in Municipal Government in the Master of Public Policy, Administration and Law program to be offered at the Markham Campus has been reviewed by the Office of the University Registrar.

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

Sincerely,

A handwritten signature in black ink that reads "Darran Fernandez". The signature is written in a cursive, flowing style.

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



Major Modification to a Program Proposal: Bachelor of Human Resource Management

YORK 

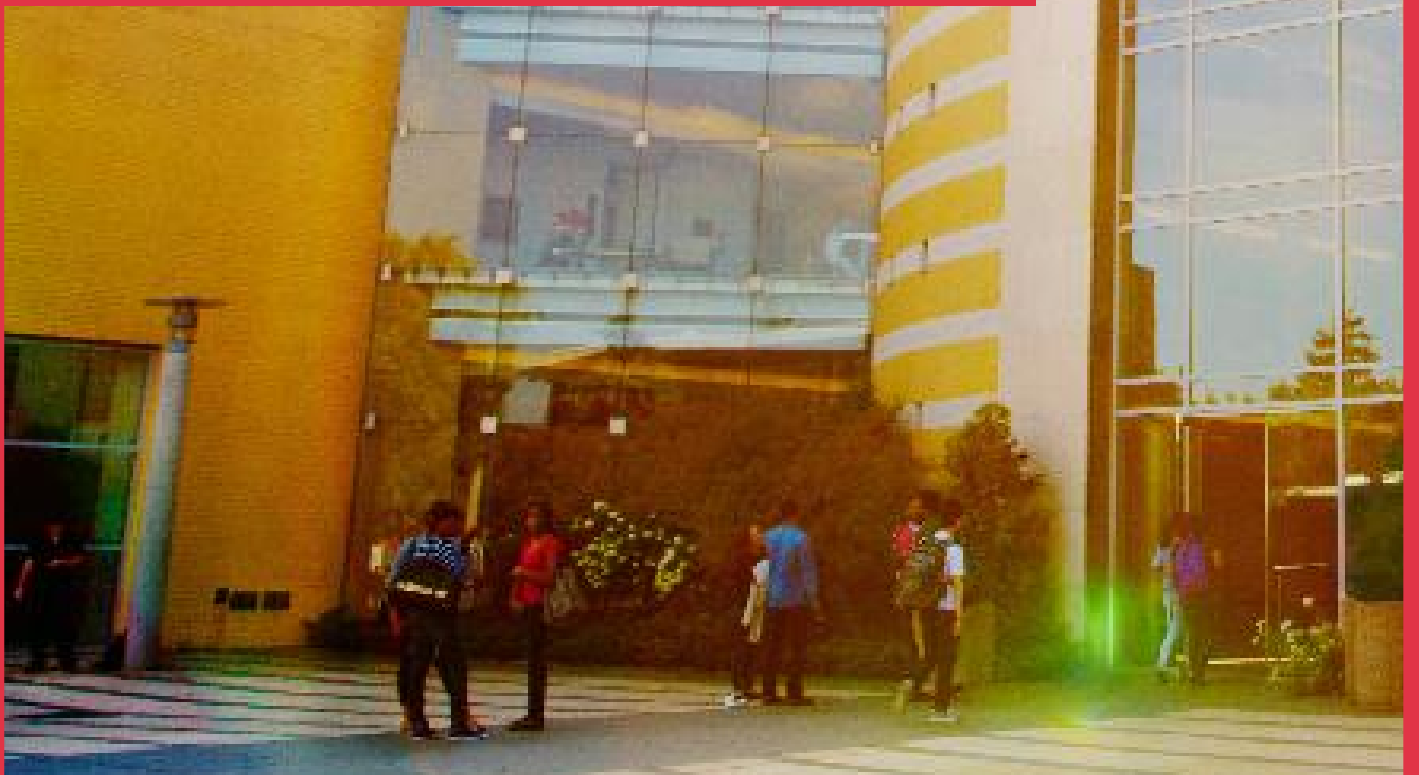


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Note: Appendices B, C, G, and H are not included in the package but are available from the University Secretariat upon request.

Major Modifications to Existing Programs Proposal Template

Major Modifications Proposal

1. **Faculty:** LA&PS
 2. **Department:** School of Human Resource Management
 3. **Program:** Human Resource Management
 4. **Degree Designation:** Bachelor of Human Resource Management, Minor in Human Resource Management, Professional Certificate in Human Resource Management
 5. **Type of Modification:**
 1. Addition of a new major or specialization where a similar major currently exists: We propose to add a new Specialized Honours Bachelor of Human Resource Management.
 2. Change in Program Requirements for the Honours Bachelor of HRM, Ordinary Bachelor of HRM, Minor in HRM and Professional Certificate in HRM.
 6. **Location:** Keele Campus
 7. **Effective Date:** Fall 2022
-

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

The proposed changes within this 'Major Modification' fall into three main themes:

8.1. To **streamline the degree program** in order to allow for more flexibility for our students in pursuing their HRM degree. This change includes decrease the credits required within the Honours degree and adding a Specialized Honours degree.

By reducing the required courses in the Honours degree, BHRM students will have greater flexibility in their degree planning. For example, BHRM students will be able to take Minors in other departments, either within LA&PS and beyond. This is consistent with the Faculty's aim to ensure students have both breadth and depth within their degree experience. As a result of the proposed changes, BHRM students will be able to combine their professional studies degree with Minors in the Humanities, Social Sciences, Sciences, and other disciplines where available.

For students who wish to focus their studies on HRM, with a much wider and deeper exposure to the discipline, we propose the offering of a Specialized Honours Degree in HRM. In this program, students will be required to take additional specialized courses within the discipline to prepare them with a more extensive background of the discipline for their future careers and graduate studies.

8.2. To **establish a ‘first year’ course offering** within the program. Today, the BHRM students take their first course in the School of Administrative Studies (ADMS 1000). They also take first year courses in sociology (SOC1 1010) and psychology (PSYC 1010). The reliance on these courses is an artifact of how the BHRM was established and grew over the past few decades.

The BHRM was established while HR studies was housed with the School of Administrative Studies. All programs within that school began with ADMS 1000 and the BHRM was no exception. * When SHRM was established in 2009 and the BHRM left SAS, the **course-by-course relationships** remained. As a result, BHRM students remain heavily reliant on ADMS courses to this day. The proposed changes will maintain a connection with SAS where it makes sense to do so, but the degree changes will also recognize that HRM students have specific disciplinary needs that are not met by the current introductory courses within SAS.

Similarly, introductory sociology and psychology were introduced as first year courses for the BHRM when it was first established for two reasons. First, these are foundational disciplines for the study of HRM and second, there were not enough courses, or faculty members, to teach relevant courses within the degree program. Since then, SHRM has established itself as a separate school with a strong faculty complement. The current faculty members hold the relevant expertise in the relevant disciplines and are able to provide courses that expose students to the foundational ideas in a more integrated manner. While we will continue to encourage students to take courses in sociology and psychology, the foundational courses for the BHRM will be program specific. In order to prepare students for higher level study of HRM, we are introducing a first-year course which discusses the historical origins of HRM within other fields (e.g., management studies, sociology, and psychology), with focus on understanding of how these roots apply to the study of HRM. This shift will allow us to prepare students for how these topics are addressed in higher level courses within the program.

8.3. To **update the program** so that it reflects the current scholarship of HRM. The suggested changes aim to capture the ways in which the study of HRM have changed and progressed over the recent couple of decades. For instance, while HRM used to rely heavily on foundational disciplines to inform its theoretical progress, there is now a deeper connection between HRM and directly relevant theory. Students will be exposed to these ideas in a new introductory course. Also, understanding data and technology has become an integral part of HRM studies. A course will be added to the program in order to reflect our up-to-date use of these advancements within the discipline. These updates require both the addition and the elimination of courses as per the proposal that follows.

9. Provide the rationale for the proposed changes.

Consistent with the internal and external assessment, the faculty within SHRM are proposing a series of degree program changes that constitute a ‘Major Modification’ to the BHRM.

In SHRM’s most recent Cyclical Program Review, the assessors advised SHRM to enhance the degree program. The suggested enhancements were supported by the Joint-Committee on Quality Assurance (June 6, 2016). In particular, the proposed changes aim to (1) reduce the number of credits required within the major in order to allow greater flexibility; and (2) create a 1st year experience for incoming BHRM students whereby their introductory courses are directly relevant to the study of HR and set them up for success in their subsequent course work.

The BHRM program was established in 2001. In the first year, there were 161 students. Today, we have 812 Major students. The BHRM was initially offered through the School of Administrative Studies before the establishment of the School of Human Resource Management in 2009. When the degree program was first established there were few HRM courses, so many of the requirements were drawn from other departments within the School of Administrative Studies and beyond. In particular, a review of our current degree program would uncover a reliance on the Sociology and Psychology for both major credits and for credits on the lists of electives. While courses have been added to the BHRM program since its inception, the degree program as a whole has not undergone a considerable revision. This has resulted in the addition of many new courses without assessment where courses need to be removed or tailored to suit the changing discipline of HRM. As a result, the current degree program is inefficient and over-reliant on teaching from other programs.

Our BHRM students do not have 'choice' within their degree. 114 of the 120 credits composing the Honours BHRM are "required". While some of this is dictated by our alignment with the professional designation (i.e., Certified Human Resource Professional), many of the requirements are artifacts of the manner in which the degree was created. For instance, BHRM students are required to take ADMS 1000 (3 credits), SOCI 1010 (6 credits), and PSYC 1010 (6 credits) within their first few years of study. In essence, the first-year experience of our students is taught by programs outside of our discipline. While we are appreciative to these departments for providing this service to the BHRM program, it is no longer necessary. With the growth in faculty, and the advancement of scholarship within our discipline, SHRM is able to deliver the introductory content in a streamlined manner. Making these changes will have many beneficial consequences. Most significantly, BHRM students will now have choice in the ways in which they would like to complement their study of HRM. Students might elect to continue to take sociology or psychology, but will also have the ability to take courses in languages, art, science, and any other discipline. In fact, they will be able to take Minors in any degree program for which they are eligible.

Another benefit of the proposed degree changes is that SHRM will be able to engage BHRM students in their first year. At present, a typical first year for BHRM students would include General Education credits, ADMS 1000, HRM 2600, and possibly SOCI 1010 and PSYC 1010. In the revised BHRM, an introductory course would be added (HRM 1000). This course would review the foundational theories of HRM in a focussed manner, eliminating the necessity for foundational courses in other disciplines. Students will now be able to access other areas of study as per their own interests and initiatives. This will result in greater connection with HRM faculty and students in the first year of study. Over the course of the degree program, it will allow students to take a larger number of courses, from a wider range of disciplines across the university.

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

The proposed degree changes are aligned with a series of priorities within the University Academic Plan (UAP) 2020-2025. This major curriculum proposal helps the School of HRM to take a step further toward 21st Century Learning, as outlined in the 2020-2025 UAP. There is an emphasis placed on valuing and responding to the Quality Assurance Process in general and the Cyclical Program Reviews in particular. The proposed changes are entirely in line with the most recent CPR for SHRM. We were able to learn a great deal from our self-study, internal assessment, and from the report provided by two external assessors. As a result of this process, we

received clear guidance on how to improve our degree program. All of the suggested changes are responsive to the CPR.

Also consistent with the UAP (2020-2025) action priority of 21st Century Learning, the proposed changes to the BHRM stress the importance of liberal arts education and critical inquiry by “nurturing” interdisciplinary strengths. Within the revised BHRM program, students will be able to complement their professional studies degree with a broader range of courses from across the university, or focused study through a Minor of their choice. Students are able to personalize their degree program, which helps to increase the diversity of thought among the students in our classrooms, and encourages students to cultivate new partnerships and more connections, consistent with the 2020-2025 UAP priority of Advancing Global Engagement. Finally, the updated courses within the program reflect advancements within the field of HRM. Through these changes, we will maintain our strong academic leadership within the HRM educational community.

The 2020-2025 UAP priorities of From Access to Success, and Living Well Together stress a student-centred approach. Similarly, the White Paper Becoming an Engaged University 2010-2020 prioritizes the creation of a first-year program for undergraduate students. Through streamlined course offerings and greater contact during the first year, we hope to deepen relationships between students and faculty early in their studies, in order to further support student success and engagement.

At LA&PS, there has been a focus on joining the Liberal Arts with the Professional Studies. Through the proposed degree changes, BHRM students will have greater flexibility in the choices they are able to make about course selection allowing them to take advantage of the many rich academic experiences offered across the Faculty, thereby enhancing opportunities to foster Working in Partnership, as outlined in the 2020-2025 UAP.

By creating a first-year experience, we are responding to many of the priorities outlined in the LA&PS strategic plan and the 2020-2025 UAP priority of 21st Century Learning. The new course proposed for the first year is fundamentally an interdisciplinary introduction to the fields of study that inform HRM. Given the heavy reliance on theory, and the interdisciplinary nature of this course, teaching will rely heavily on full-time faculty. It will be a difficult course for part-time faculty to teach well given that they are often drawn from deep expertise built on practice within the discipline. Increased involvement of full-time faculty within the first-year program is also consistent with Principle 3 of the 2020-2025 UAP of From Access to Success. Also, given that the proposed course is required for BHRM students but not for students outside the Major, we anticipate that enrolment will allow for a ‘cohort’ experience among newly enrolled BHRMs.

The proposed degree changes align with the LA&PS Academic Plan (2021-26). It aligns with Principle 1, Prioritize student learning, excellence, and success, which states, “Engage in a sustained effort to enhance the academic experience of LA&PS students...” As stated above, the proposal aims to streamline the degree program to allow flexibility in the HRM degree, and it will also reflect current scholarship of HRM.

The proposed changes also align with Principle 4: Foster innovation in teaching and curriculum development, which states “Promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all programs.” The proposed changes will help engage BRHM students in their first year (i.e., will establish a ‘first year’ course offering within the program). Additionally, the three new courses will provide students with experiential opportunities in the program.

In the ways described above, the proposed degree changes are aligned with the guiding documents of the Faculty, and the University.

- 11. If applicable, provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes. Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).**

The proposed changes to the BHRM degree are the first major changes since the program was originally established in 2001. These proposed revisions are intended ensure that the program remains up to date in the knowledge and skills that it provides to students in the field of HRM, and to keep the program aligned with York University's academic plan. The major changes to the program are intended to 1) revise the core of the BHRM de-gree to ensure that the material remains in line with the requirements for practitioners and researchers, and in line with our most recent CPR; 2) decrease the number of core courses in the BHRM honours degree in order to allow students to be able to take a mi-nor and to encourage new degree combinations (UAP priority #1 21st Century Learn-ing) by encouraging increased diversity of thought and critical thinking from students in the program. These changes also enhance our alignment with the 2020-2025 UAP pri-ority #3 From Access to Success through increased focus on student contact with full-time faculty by adding innovative courses and creating a 'first year experience' that is centred more within the HRM field. This will provide our students with greater access to faculty and student support earlier in their program of study.

The proposed changes are aligned with the major professional bodies of human re-source practitioners in Canada (HRPA) and the United States (SHRM). The specific changes to the BHRM degree are outlined in Appendix A. Course Proposal forms for the 3 new courses can be found in Appendix B.

their own statistical analyses, inference, interpretation, and evaluation.

Appendix D

Summary of non-HRM Courses Removed from the Degree

Course	Rationale
PSYC 1010 Introduction to Psychology	<p>HRM is an interdisciplinary area of study and while psychology is one 'foundation' there are many other disciplines that could be explored. Rather than require students to take a full course in psychology and sociology, we propose mounting a 'foundations' course that explores the roots of HRM scholarship broadly (even beyond these two areas). Removal of this course also allows students far more flexibility in their degree planning.</p> <p>Students will continue to have the option of taking Psychology 1010 and upper year psychology courses as electives.</p>
PSYC 3410 Educational Psychology	<p>This course remains available to students as an elective. We hope that the new added flexibility within the program will encourage students to use the credits outside the major to select from the wide array of courses offered by LA&PS departments.</p>
PSYC 3570 Organizational Psychology	<p>Students rarely take advantage of this option so our aim is to remove this substitution for ADMS 2400 from the curriculum plan</p>
SOCL 1010 Introduction to Sociology	<p>HRM is an interdisciplinary area of study and while sociology is one 'foundation' there are many other disciplines that could be explored. Rather than require students to take a full course in psychology and sociology, we propose mounting a 'foundations' course that explores the roots of HRM scholarship broadly (even beyond these two areas). Removal of this course also allows students far more flexibility in their degree planning.</p> <p>Students will continue to have the option of taking Sociology 1010 and upper year sociology courses as electives.</p>

SOCI 3680 Racism In Canada	This course has been retired from the Sociology program.
SOCI 3615 Sociology Of Occupations & Professions	This course has been retired from the Sociology program.
ECON 3240 Labour Economics	Labour Economics theory was removed from the curriculum because the material in ECON 3240 that is relevant to the program learning objectives is covered in other core courses (HRM 3422 Industrial Relations, HRM 2600, HRM 1000 Fundamentals of HRM (proposed), HRM 3490 Compensation, and HRM 3430 HR Planning).
ADMS 1000 Introduction to Business	ADMS 1000 is made redundant as a core course requirement, as the learning objectives from this course will be satisfied by the proposed Fundamentals of HRM course.
ADMS 2320 Business Statistics & 3330 Introduction To Management Science (<i>formerly Quantitative Methods I & II</i>)	These two courses will be replaced by the proposed HRM 2420 Data and Analytics course. In addition, as of FW20-21, ADMS has introduced a change to the content and title of ADMS 3330 to "Introduction to Management Science". The content of the new HRM 2420 course will provide students with the techniques and methods necessary to empirically demonstrate the impact of human capital and HR initiatives.
ADMS 3120 Gender Issues In Management	This course was included in the list of electives when the selection of course offerings for the BHRM degree program was very limited. Since then, the program offerings have grown to include diversity and inclusion content within most HRM courses, as well as a required course (HRM3450) and an elective (ADMS4444). We hope that students that are interested in an additional exposure to gender issues, in the workplace or otherwise, will use the credits outside the major to select from the wide array of courses offered by LA&PS departments.
ADMS 3930 Management	This course has been retired from the ADMS program.
ADMS 4010 Organization & Administrative Theory	The list of electives has been adjusted to ensure those courses listed are more tightly aligned with the learning objectives. This course was included on the electives list for historical reasons when the BHRM degree program was offered through SAS, and is not directly aligned with the learning objectives of our degree program.

MIST 3580 Ethnic Communities In Canada	This course has been retired.
MIST 3680 - Racism In Canada	This course has been retired.

Proposed Changes to Courses

Please find all required course change forms in **Appendix E**.

Appendix F

Summary of Proposed Changes to Courses

Course	Cross Listings	Prerequisites			Other changes
	Remove ADMS (see footnote 1)	REMOVE	ADD	Keep	
HRM 2600 Human Resource Management	Yes	ADMS 1000 (see footnote 2)			
HRM 3400 Occupational Health and Safety	Yes (keep HLST 3240)	ADMS 1000 (see footnote 2)			
HRM 3410 Training & Development	Yes	ADMS 1000 (see footnote 2)	ADMS2400 (pre/co)	HRM 2600	
HRM 3420 Employment Law	Yes			HRM 2600	Course description revision
HRM 3422 Industrial Relations	Yes	ADMS 2400			
HRM 3430 Human Resource Planning	Yes			HRM 2600	
HRM 3440 Leadership and Management Skills		ADMS 1000 (see footnote 2)		HRM 2600, ADMS 2400	See footnote 3
HRM 3450 Equity, Diversity & Inclusion in the Workplace		HRM 2600	ADMS 2400		
HRM 3470 Recruitment, Selection & Performance Appraisal	Yes		HRM 1000*	HRM 2600	* HRM 1000 for BHRM, HRM Certificate and HR Minor students only.
HRM 3490 Compensation	Yes		HRM 1000*	HRM 2600	* HRM 1000 for BHRM, HRM Certificate and HR Minor students only.
HRM 3460 Organizational Development (previously HRM 4460)	Yes			HRM 2600, ADMS 2400	Level change: 4 th to 3 rd year (rationale q.8, p.6) Course lists in calendar copy: Optional for all BHRM degrees. Previously required for the Honours degree. (rationale q.8, p.6)

Course	Cross Listings	Prerequisites			Other changes
	Remove ADMS (see footnote 1)	REMOVE	ADD	Keep	
HRM 4410 Strategic Human Resource Management	Yes			HRM 2600, HRM 3400, HRM 3410, HRM 3422, HRM 3430, HRM 3470, HRM 3490	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4420 Human Resource Research Methods	Yes			HRM 2600	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4430 Career Management				HRM 2600, HRM 3410	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4440 Issues in Human Resource Management	Yes			HRM 2600	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4470 International Human Resource Management	Yes	HRM 3410 HRM 3470		HRM 2600, HRM 3430, HRM 3490	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5) <u>Course lists in calendar copy:</u> Optional for Honours (previously required). Required for the new Specialized Honours degree. (rationale q.8, p.6)
HRM 4480 Cross Cultural Management				HRM 2600, ADMS 2400	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4481 Organizational Communication		ADMS 1000 (see footnote 2)		HRM 2600, ADMS 2400	See footnote 3 Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4485 Executive Coaching		ADMS 1000 (see footnote 2)	ADMS 2400	HRM 2600	See footnote 3 Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4490 Negotiations for Human Resource Management		ADMS 1000 (see footnote 2)		HRM 2600, ADMS 2400	See footnote 3 Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)
HRM 4495 Managing Effective Groups and Teams		ADMS 1000 (see footnote 2)		HRM 2600, ADMS 2400	See footnote 3 Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)

Course	Cross Listings	Prerequisites			Other changes
	Remove ADMS (see footnote 1)	REMOVE	ADD	Keep	
HRM 4500 Advanced Law of Work and Policy				HRM 3420	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5) Course lists in calendar copy: Required for the new Specialized Honours degree. (rationale q.8, p.6)
HRM 4050 Advanced Industrial Relations	Yes			HRM 3422	Minimum credits completed reduced from 78 to 66 (rationale q.8, p.5)

Footnotes:

1. Rationale for removal of cross-listing with ADMS: See [question 5 on page 2](#).
2. Rationale for removal of ADMS 1000 as prerequisite: [See question 8 on page 5](#)
3. Ensuring access to the course for BCom students: BCom prerequisite is ADMS 2400 only.

Appendix G

Program Learning Outcomes:

**Bachelor of Human Resource Management (BHRM)
Program-Level Learning Outcomes**

1.

Understanding and communicating the contribution of HR to business and the role of HR in society

1.1 Demonstrate knowledge of the 'leading edge' evidence-based practices within HRM, and link these practices to a theoretical understanding of the relationship between individuals and work.

1.2 Explain the implications of organizational policies on individual workers, teamwork and the overall organization, using theory and existing research, in order to communicate policy and practice recommendations to stakeholders.

1.3 Articulate both in writing and verbally the fundamental approaches to understanding people at work.

1.4 Develop HRM policies and practice recommendations that are consistent with organization strategy or intended workplace outcomes.

2.

Critical thinking in the development of people and work

2.1 Evaluate the extent to which HRM practices achieve their stated purpose as described in cases or by using various course materials and apply these skills to 'live' examples within organizational contexts.

to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.

certificate are unique to the specific certificate.

Appendix A

Summary of Specific Changes to the BHRM degree

Addition of Core and Elective Courses

Adding a disciplinary First Year course and quantitative skills courses.

Two new courses are proposed: HRM 1000 (Fundamentals of Human Resource Management) and HRM 2420 (Human Capital Data and Analytics). Each of these proposed courses is intended to fill an emerging niche in practice and research in the HRM field. At the same time, introducing these courses will help reduce the number of required core courses by more efficiently incorporating content from several non-HRM course offerings. The chart in Appendix C shows the courses that each proposed course is intended to replace, and the learning outcomes associated with each proposed course.

We are also proposing an elective course, HRM 4425 (Advanced Human Capital Analytics), for those students who have taken HRM 2420 and wish to deepen their knowledge in this rapidly developing area of HR management.

Degree Segmentation and Structure

Offering both an Honours and Specialized Honours BHRM. The proposed changes allow students who wish to receive an Honours BHRM to expand that degree with a minor. The current program comprises 81 credits, which prevents students from being able to expand their courses significantly beyond the BHRM program. The proposed changes reduce the total Honours major credit requirement from 81 to 66, thereby allowing students more flexibility in their degree choices. At the same time, for those students who wish to focus more deeply on the field of HRM, we propose a Specialized Honours BHRM degree, which maintains a requirement of 81 major credits.

Students who wish to specialize in a particular stream of HRM may take the proposed BHRM Specialized Hons., which maintains a total major credit requirement of 81 credits. This degree program shares the same set of core courses as the proposed Honours degree, but requires an additional 6 required credits and 9 optional credits over and above the Honours program to provide students with the opportunity to increase their breadth and depth of knowledge in the HRM domain. For students who take the Specialized Honours route, the optional choices are increased to 21 credits.

Additional changes to the core required and electives are proposed to support these changes, while maintaining adherence to the program learning objectives.

Other Degree and Course Changes

Prerequisite changes: Prerequisite changes are proposed to streamline progress through the degree and balance access and flexibility to students. This includes reduction of minimum credits for a set of 4th year courses.

* Currently, the required minimum number of degree credits earned in honours degree prior to taking 4th year courses is 78. We plan to reduce this number to 66 credits, thus ensuring sufficient disciplinary knowledge to be gained prior to taking 4th year courses, while allowing greater time flexibility to take those (normally from the 6th term of the program).

Core requirement removal: ECON 3240 (Labour Economics Theory). An assessment of our degree indicates that a specialized course in Labour Economics is no longer necessary. Elements of labour economics are covered in core HRM courses (*HRM3422 Industrial Relations, HRM2600, HRM1000 (proposed), HRM3490 Compensation, and HRM3430 HR Planning*) in a manner that is pedagogically relevant to BHRM students. We propose to remove this course from our curriculum, and we thank the Economics department for teaching this course for our students for decades.

* Core requirement removal: ADMS1000 (Introduction to Business). Our long history with the School of Administrative Studies is exemplified by the continued connection between our programs. However, we have found that the BCom foundations course, **ADMS1000**, does not serve the needs of the BHRM. We propose removing this course from the degree requirements. Students will take an introductory course specific to the BHRM program, HRM 1000 Fundamentals of HRM.

Replacement of core requirements: Two quantitative core courses: ADMS2320 (Business Statistics, *formerly Quantitative Methods I*) and ADMS3330 (Introduction to Management Science, *formerly Quantitative Methods II*) are to be eliminated from the BHRM. Once again, these courses were part of the degree for historical reasons and are not directly aligned with the learning objectives of our degree program. We propose replacing those courses with a new course which provides discipline-oriented HRM Data and Analytics course – HRM 2420.

From required to electives: * In order to maximize student exposure to full-time faculty and to be consistent with professional competencies, HRM 4460 (Organizational Development) and HRM 4470 (International HRM) have been moved from major requirements to the list of optional courses in the Honours degree from which students must acquire 12 credits.

Course level change: * As a way of enriching the offerings for the 90-credit ordinary degree, the course HRM 4460 Organizational Development will be changed to a 3000-level course (HRM 3460). The change would open this course to students enrolled in the 90-credit Ordinary degree as well as keep it accessible for students enrolled in the 120-credit degree. The complete list of proposed changes to HRM courses is included in Appendix F.

Finally, we reduce the number of optional credits from 15 to 12 in the proposed Honours program, and reduce the optional choices from a range of AP/ADMS, HH/PSYC, and AP/SOCI and AP/HRM courses in an effort to allow students to make their own choices, including the option of adding a minor. For consistency, these changes will also be reflected in the Specialized and Ordinary degrees. The complete list of courses that are being removed from the degree is included in Appendix D.

Appendix I - Consultation

Friday, May 24, 2019

Marcela Porporato,
Undergraduate Program Director
School of Administrative Studies

**FACULTY OF LIBERAL
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STUDIES**

**School of Human Resource
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Dear Dr. Porporato:

As UPD for the School of Administrative Studies, I wanted to consult with you regarding proposed Curriculum Changes within the School of HRM. Your department has been generously offering a number of courses to our students for many years. We are grateful for your years of support. The main purpose of this program revision is to better align the program requirements with the current status of the field and the profession, as well as reduce the number of credits required for the BHRM degree. In doing so, we hope that students will have the ability to pursue Minor options. The changes that are relevant to your school concern the following:

1. Removing ADMS1000 “Introduction to Business” as required course from BHRM degree as well as from the HRM Minor and HRM Certificate programs (where applicable), and replacing it with a new HRM fundamentals course (number and full name to be determined). Consequently:
 - a) We request a modification to the prerequisites for ADMS2400 “Introduction to Organizational Behaviour”, which is a core BHRM course and a required course for the professional designation. The proposed prerequisite for BHRM students is the new HRM fundamentals course. We would kindly ask for your help with submitting a proposal to process this change.
 - b) We will be removing ADMS1000 as prerequisite requirements from all AP/HRM courses. We will be keeping AP/ADMS2400 as a prerequisite for HRM courses, thus allowing access to these courses for BCom students who wish to take them. See detailed table in item 6.
 - c) As per previous discussion, we understand that any rare requests from HRM students to take ADMS courses for which ADMS1000 is a prerequisite will be addressed on a case-by-case basis, as is normally done.

2. Removing the following two courses as required courses from the BHRM degree as well as from the HRM Minor and HRM Certificate programs (where applicable), and replacing them with a new Human Capital Data and Analytics course to meet the specific research methods fundamentals for the HRM programs:
 - ADMS 2320 - Quantitative Methods I
 - ADMS 3330 - Quantitative Methods II

3. Removing cross-listings between HRM/ADMS for all HRM courses, with the exception of HRM 4495 “Managing Effective Groups and Teams” and ADMS 4444 “Identity and Inclusivity in Organizations: Advanced Topics”, which are requirements in the BCom



Management stream. The bulk cross-listing was introduced at the time when the HRM rubric was introduced over 10 years ago, in part to ease the transition and is no longer needed. Consequently:

- a) We request that the BCom program calendar copy be amended to reflect these changes where relevant, specifically in the HR stream of the BCom honours.
 - b) We request that AP/HRM would be added as a choice rubric where open choice is currently provided (“*additional credits from AP/ADMS or AP/DEMS 3000 or 400 level courses*”), at least in the Management and HRM streams of the BCom honours and in the BCom ordinary degree specifications, if not in all places. This would maintain access to HRM courses for BCom students who wish to enhance the HR and management skills aspects of their studies. The proposed amendment: “*additional credits from AP/ADMS, AP/DEMS, or AP/HRM 3000 or 4000 level courses*”.
4. Removing the following courses from BHRM degree requirements as well as from the HRM Minor and HRM Certificate programs (where applicable), to better align course requirements with the learning outcomes of the HRM programs:
 - ADMS 3120 - Gender Issues in Management (due to significant overlap with a range of HRM required courses)
 - ADMS 3930 - Management
 - ADMS 4010 - Organization and Administrative Theory
 5. Changing the level of several HRM courses, to better align them within the program. These changes will mostly affect the listing of program requirements for the HRM stream of the BCom degree without any significant changes to the degree.
 - a) From 2000-level to 1000-level: HRM2600
 - b) From 3000-level to 2000-level: HRM 3400 “Occupational Health and Safety”, HRM 3422 “Industrial Relations” and HRM 3410 “Training and Development” are currently 3rd year courses in SHRM and in your program. We plan to move them to the 2nd year level in our curriculum changes.
 - c) From 4000-level to 3000-level: HRM 4460 “Organizational Development”
 6. We would like to inform you of the following changes to prerequisites in HRM courses:

Course	Current Prerequisite	New Proposed Prerequisite
HRM 2600 – Introduction to HRM	ADMS 1000	No prerequisites
ADMS 2400 – Organizational Behaviour	ADMS 1000	Add specific prerequisite for HRM students only)
HRM 3400 – Occupational Health and Safety	ADMS 1000 for BCom students only	No prerequisites (we propose to remove the current specific BCom prerequisite)
HRM 3410 – Training and Development	ADMS 1000, 2400 and HRM 2600	Prerequisite: HRM 2600 Co-requisite: ADMS 2400

HRM 3422 – Industrial Relations	ADMS 2400	No prerequisites
HRM 3440 – Leadership and Management Skills	ADMS 1000, ADMS 2400, HRM 2600	ADMS 2400, HRM 2600
HRM 3450 - Equity, Diversity and Inclusion in the Workplace	HRM 2600	ADMS 2400
HRM 4481 - Organizational Communication	ADMS 1000, ADMS 2400, HRM 2600	ADMS 2400, HRM 2600
HRM 4485 - Executive Coaching	ADMS 1000, HRM 2600	HRM 2600
HRM 4490 - Negotiations for Human Resource Management	ADMS 1000, ADMS 2400, HRM 2600	ADMS 2400, HRM 2600
HRM 4495 - Managing Effective Groups and Teams	ADMS 1000, ADMS 2400, HRM 2600	ADMS 2400, HRM 2600

If all goes according to plan, this change will take effect in the fall of 2020.

If you have any comments, feedback, or questions about these changes please do not hesitate to contact me. If you do not, I would appreciate a short email confirming receipt of this consultation.

Many thanks,

Marie-Hélène, on behalf of the SHRM Curriculum Committee

Marie-Hélène Budworth
Associate Professor
School of Human Resource Management
York University

Tuesday, March 16, 2021

Cristobal Sanchez-Rodriguez,
Undergraduate Program Director
School of Administrative Studies

Dear Dr. Sanchez-Rodriguez:

As the curriculum changes proposal within the School of HRM approaches the point of completion, we would like to consult with you, as UPD of the School of Administrative Studies, on revisions made to the proposal since the initial round of consultations in June 2019.

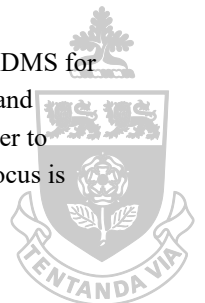
Along with this letter, we include the previous consultation as well as a copy of our proposal document to CCPS.

The purpose of our proposal, as it relates to the programs offered by the School of Administrative Studies, is to streamline the different offerings of HRM programs and realign the program with disciplinary content and expectations. In addition, we are introducing a BHRM Specialized Honours, while opening up the option for BHRM Honours students to add a minor to their degree.

The feedback from the previous consultation with the School of Administrative Studies was instrumental in improving the program change proposal. Specifically, we have revisited our plans for course level changes in a way that would allow BCom HRM stream students to maintain program level requirements. In addition, we have revised our new course proposal for HRM 2420 to address concerns in a way that provides BHRM students with disciplinary practices while taking into consideration the expert advice provided.

Summary of changes since the last consultation:

1. One of the main goals of the curriculum revisions is to allow BHRM Honours students the option of adding a minor from another discipline. Some of our students may wish to add minors offered by the School of Administrative Studies (Business minor, Marketing, DEM). Therefore, we wanted to consult with you specifically about the following items regarding the Business Minor:
 - a) *ADMS 1550 - Accounting for Non-Financial Managers*: As part of their degree, BHRM students complete *ADMS 1500 - An Introduction to Accounting for Human Resource Professionals*. The two courses are CCEs. Would BHRM students completing the Business Minor be able to substitute *ADMS 1550* with *ADMS 1500*?
 - b) *ADMS 1000* is not part of the Business Minor, however, it is a prerequisite for *ADMS 3920 New Venture and Small Business Management*. Since *ADMS 1000* will no longer be part of the BHRM degree, we wanted to consult on whether there would be a way for BHRM students to access *ADMS 3920* without it.
2. We previously notified SAS of our plan to remove cross-listings between HRM/ADMS for all HRM courses, with the exception of HRM 4495 “Managing Effective Groups and Teams”, as it is on a list of requirements in the BCom Management stream. In order to ensure BCom students are able to easily access HRM courses where the content focus is



directly related to Management, cross-listings between HRM/ADMS will be kept in the following courses:

HRM 3440 - Leadership and Management Skills
HRM 3450 - Equity, Diversity & Inclusion in the Workplace
HRM 4430 - Career Management
HRM 4480 - Cross Cultural Management
HRM 4481 - Organizational Communication
HRM 4485 - Executive Coaching
HRM 4490 - Negotiations for Human Resource Management
HRM 4495 - Managing Effective Groups and Teams

3. Given the changes in cross-listing, we request that the following phrasing in the BCom program calendar copy for the Specialized Honours degree be amended to state:
“*Students in the human resources stream may substitute any 3000 level or above ADMS [or HRM] course in place of AP/ADMS 3530 3.00”.
4. We plan to modify the prerequisites for the following courses: HRM 3440, HRM 4481, HRM 4485, HRM 4490, HRM 4495, so that BCom students would require ADMS2400 only to access these courses.
5. We previously consulted on changing the year level of several HRM courses, to better align them within the program. Following earlier consultation feedback from ADMS and to ensure that the requirements for the HRM stream within BCom are not impacted, we have made the following revisions:
 - a) HRM 2600 will remain as a 2nd year course.
 - b) HRM 3400, HRM 3422 and HRM 3410 will remain as courses at the 3rd year level.
6. Thank you for modifying prerequisites of ADMS 2400 to require our new HRM 1000 for HRM students. During the initial transition period after the curriculum changes take effect, it would be helpful if SAS could continue allowing our students to enter the course with *either* ADMS 1000 *or* HRM 1000 until current cohorts have completed this requirement.

Many thanks,
Marie-Hélène, on behalf of the SHRM Curriculum Committee

Marie-Hélène Budworth
Associate Professor
School of Human Resource Management
York University



**FACULTY OF
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Friday, April 23, 2021

Marie-Hélène Budworth
Associate Professor
School of Human Resource Management
York University

Re: Consultation BHRM changes

Dear Dr. Marie-Hélène Budworth,

I write this letter on behalf of the School of Administrative Studies in response to the request for consultation related to the changes to the Bachelor of Human Resources Management outlined in the Major Modification Proposal circulated to the School of Administrative Studies by email on March 21. In general, the School has no concerns with the proposed changes as they appear to streamline the different offerings of HRM programs and realign the program with disciplinary content and expectations. In particular we value the efforts in the proposal to facilitate the access to minors for BHRM students and in particular the Business, Marketing or Disasters and Emergency minors.

Here are the responses to the "Summary of changes since the last consultation":

#1. a) Would BHRM students completing the Business Minor be able to substitute ADMS 1550 with ADMS 1500?

Response: Yes, we can offer a blanket waiver for HRM students should they want to add the business minor.

b) ADMS 1000 is not part of the Business Minor, however, it is a prerequisite for ADMS 3920.

In the short term, Business Minor students are being advised to choose ADMS 1000 to satisfy the "three additional credits in ADMS"

In the long term, the school contemplates the possibility of replacing "three additional credits in ADMS" with ADMS 1000.



#2 Removal of the cross listing HRM/ADMS courses

The School agrees with the removal for courses for which the nature of the course is essentially HRM. BCom HRM will still count HRM courses as part of the major.

The removal of the cross listing will however impact the accessibility of BCom students making them less attractive since HR courses which now will count towards their "18 credits outside the major".

#3 Given the changes in cross-listing, we request that the following phrasing in the BCom program calendar copy for the Specialized Honours degree be amended to state: "**Students in the human resources stream may substitute any 3000 level or above ADMS [or HRM] course in place of AP/ADMS 3530 3.00".

Thank you for the suggestion. This will be an item that the School would discuss in the future. This sentence exists in the BCom HRM stream to allow students to take one additional HR course towards the CHRP designation. Other options are being considered by the School to satisfy this requirement while adding some finance in the BCom HR stream.

#4. Modify the prerequisites for the following courses: HRM 3440, HRM 4481, HRM 4485, HRM 4490, HRM 4495. The School has no comments and agrees with the proposed changes.

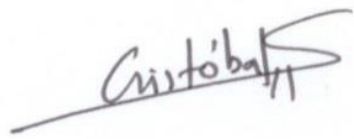
#5. Changing the year level of several HRM courses. The School has no comments and agrees with the proposed changes.

#6. Change of modifying prerequisites of ADMS 2400 to require our new HRM 1000 for HRM students. The School has no comments and agrees with the proposed changes.

#7. Removal of ADMS1000, ADMS2320 and ADMS3330 from the BHRM. The School has no comments and agrees with the proposed changes.

Thank you very much for the opportunity to provide feedback.

Sincerely,



Cristobal Sanchez-Rodriguez, PhD
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Undergraduate Program Director
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October 1, 2021

FACULTY OF
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Re: Decanal Support for the Major Modification to Human Resource Management

I am pleased to provide you with a letter of support for the Human Resource Management Major Modification Proposal, which includes the proposals to add a specialized honours in the existing undergraduate program in Human Resource Management as well as to change the existing major, minor, and professional certificate options.

In response to the most recent cyclical program review in 2016, you are proposing to streamline the undergraduate degree program to allow for increased flexibility for students in pursuing the study of human resource management. The proposed reduction of the honours program core from 81 to 66 credits includes the replacement of some interdependent courses originated by other academic units with an HRM-focused course as befits the evolution of the program from its inception in the School of Administrative Studies. The proposed specialized honours now offers students the option of increased focus in the discipline of human resources management with an 81-credit core. These proposed changes will lend coherence to the program, provide principled choice, and is a valid strategy to enhance students' first-year experience. The introduction of AP/HRM 1000 3.00 across the degree options and professional certificate therefore aligns to the University Academic Plan, 2020-25 priorities to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking" and to "offer a wide range of credentials and flexible delivery options..." These changes also align to the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26, specifically to the principle of promoting and supporting "curricular and pedagogical innovation across all units and levels of study, with particular attention to the first-year experience..."

In terms of resources, I note that you are proposing to create three new courses, which will not require extensive new resources to implement or deliver because, as you have stated in the proposal, these courses will not require the hiring of new faculty to teach them. I acknowledge that the School intends to participate in the typical faculty complement planning process, but that outside of that expectation, there are no resources requested to support the major modification proposal.



In short, I support fully the Major Modification to Human Resource Management Proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

J.J. McMurtry
Dean
Faculty of Liberal Arts & Professional Studies

Revisions to the BA and BSc Programs in Science and Technology Studies

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Note: Appendices A to G are not included in the package but are available upon request.

Major Modifications Proposal

1. Faculty

Faculty of Science

2. Department

Science and Technology Studies Department

3. Program:

Science and Technology Studies

4. Degree Designation:

Bachelor of Arts and Bachelor of Science degree

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.) Changes to program requirements for the Major and Minor, content that impacts learning outcomes, new course proposals, Program name change

6. Location: (current campus and, if applicable, proposed)

York University, Keele Campus

7. Effective Date:

September 2022

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

Science and Technology Studies (STS) is an existing program at York that examines relationships between science, technology and society. With scholars from both the sciences and social sciences, we are a true interdisciplinary program uniquely situated in the Faculty of Science. There are no similar undergraduate programs at York or in other Canadian institutions. A robust STS undergraduate program makes York a leader in this increasingly important field, especially in our current landscape that has seen the rise of anti-science movements across North America and around the globe.

The STS Department is reforming our existing Major and Minor programs. For the Minor program, we will provide choices for students in three minor disciplines. These minor disciplines options include, *Life Sciences and Society* (LSS), *Technology Innovation and Society* (TIS) and *Earth, Sustainability and Society* (ESS*).

For the STS Minor, all students will be required to take 30 credits total, including 18 core credits (four 3.0 courses and one 6.0 course). The remaining 12 credits would be taken in the minor discipline option.

Modifications to the Major program include revised learning outcomes and changes to core course requirements. For a complete list of changes, see Table A. For a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate Calendar program copy changes, see **Appendix A**.

We have developed program learning outcomes that differentiate our Minor and Major requirements (See Section 11). These learning outcomes have been mapped to new and existing courses, some of which require minor modifications such as course name changes, descriptions and course credit changes. See Table B and **Appendix B**.

We have also created two new courses for our program: STS 1411 - *Introduction to Science, Technology and Society* and STS 2333 - *Science, Technology and Racial Social Justice*. See **Appendix C**.

Lastly, we want to change the name of our undergraduate program from *Science and Technology Studies* to *Science, Technology and Society*. We believe our mission (studying relationships between science, technology and society) is better reflected in this new program title and is less confusing to people outside the discipline, especially undergraduate students.

*Based on FSc Curriculum Committee feedback, we are open to changing ESS to ESAS to avoid confusion with the Graduate Program in Earth and Space Science.

Table A

STS MINOR (30 credits, 18 core)			STS MAJOR (24 core credits)*
Life Sciences and Society (LSS)	Technology, Innovation, and Society (TIS)	Earth, Sustainability, and Society (ESS)	*STS Majors doing a Bachelor of Arts or Bachelor of Science degree will be required to take credits according to their particular program requirements (see Appendix A - Program copy changes)
1411 3.0 - Introduction to Science, Technology and Society and STS 2411 3.0 (new title: Exploring Science, Technology and Society)			STS 1411 3.0 - Introduction to Science, Technology and Society
STS 2010 3.0 History of Modern Science or STS 2210 3.0 Technology in the Modern World			STS 2411 3.0 (new title: Exploring Science, Technology and Society)
STS 2222 3.0 (Gender Issues in STEM) or STS 2333 3.0 (Science, Technology and Racial Social Justice)			STS 2010 3.0 History of Modern Science
			STS 2210 3.0 Technology in the Modern World
	NOTE: Green = Required Course		STS 2222 3.0 Gender in STEM
	NOTE: Red = New Course		STS 2333 3.0 Science, Technology and Racial Social Justice
Along with required courses, students in each STS minor option will be also required to take four 3.0 credits (listed below)			
Life Sciences and Society (LSS)	Technology, Innovation, and Society (TIS)	Earth, Sustainability, and Society (ESS)	
STS 3740 Life Sciences in Modern Society	STS 3400 Thinking with Things: Material Culture in STS	STS 3725 Science and Exploration	
STS 3750 Genetics, Evolution and Society	STS 3500 The Global Information Society	STS 3770 Issues in the Modern Physical Sciences	
STS 3765 Natures of Experiment	STS 3561 History of Computing and Information Technology	STS 3775 Physics in the 20th Century	
STS 3780 Biomedical Science in Social and Historical Context	STS 3600 Technological Failure	STS 3790 Science and Technology Issues in Global Development	
STS 4780 Epidemics in the Modern World	STS 3726 Technology, Experts and Society	STS 4650 Science and Romanticism	
STS 4785 Science, Health and Food	STS 3730 Science, Technology and Modern Warfare	STS 4655 From the Ark to the Anthropocene	
	STS 3755 Emergence of Cosmology as Science		
	STS 3760 Nature, Knowledge and New Worlds, 1500-1800		
	STS 4090 Science in the Wild		
STS 4501 - Seminar in STS - 6.0 credits (New working title - Capstone: Science, Technology and Society Seminar)			STS 4501 - Seminar in STS - Capstone Course - 6.0 credits
			Philosophy Courses Cross-Listed with STS (can be taken by STS Majors)

Table B

STS COURSE NUMBER	NAME OF COURSE	SUMMARY OF CHANGE
2411	Introduction to Science and Technology Studies	Changes to course title, course number/level, course description and course credits
3561	History of Computing and Information Technology	Change in course title
3740	Life Sciences in Modern Society	Changes to degree credit exclusions, calendar description, and course title
3750	Genetics, Evolution and Society	Changes to credit value from 6.0 to 3.0 credits, degree credit exclusions, calendar description, and course title
3770	Issues in the Modern Physical Sciences	Change in credit value from 6.0 to 3.0 credits
3780	Biomedical science in social and historical context	Change in course title
4501	Seminar in Science and Technology Studies	Changes to course title and calendar description
4650	Science and the Romanticism	Change in calendar description

9. Provide the rationale for the proposed changes.

Our department has been engaged in program reform since January 2019. Our priority has been to identify and act on opportunities for greater impact and engagement within the Faculty of Science. York's Science students have always populated our courses and have been some of our most engaged students. In addition, STS courses have also attracted students in STEM and non-STEM oriented disciplines from Faculties like Health and Liberal Arts and Professional Studies (LA&PS). However, despite the popularity of our courses, in the past, we have not been able to attract enough students to either the STS Minor or Major programs.

We believe that the benefits of an STS degree to science-oriented students can best be addressed by offering a reformed minor program targeted at specific STEM fields, and that the depth and breadth of our course offerings will continue to remain an attractive option to non-STEM students as well.

Consequently, we have examined the existing STS undergraduate program, and identified the following three minor discipline options that would be particularly attractive to York undergraduate students and, at the same time, reflect our Faculty's strength and specialized areas of expertise: *Life Sciences and Society (LSS)*, *Technology, Innovation and Society (TIS)* and *Earth, Sustainability and Society (ESS)*. Not only do these minor options work to complement a revised major program, our Department already has a well-established repository of existing courses to meet program requirements for students obtaining either a Bachelor of Art or Science degree in STS. As such, *we are using these minor options to provide greater clarity to students about our established depth and breadth of course offerings.*

We have also identified gaps in our curriculum which are being addressed by revising some course offerings and introducing two new required courses for the program. STS 1411 (Introduction to Science, Technology and Society) provides us with a much-needed first-year course that will introduce students to concepts needed for an STS Minor or Major by teaching critical thinking and examining case studies in science, technology, and engineering. STS 2333 (Science, Technology and Racial Social Justice) addresses the Faculty of Science's commitment to the Equity Diversity and Inclusivity (EDI) initiatives (including curriculum development) and is a logical complement to our other EDI-focused course, STS 2222 (Exploring Gender in STEM).

Prior to receiving approval from the FSc Dean's Office, we partnered with the Office of Institutional Planning and Analysis (OIPA) to design and implement a survey that explored the extent of opportunity – points of attraction and points that pose barriers – for STEM (STE) and non-STEM (NSTE) students considering an STS minor (Entire survey is available at: https://yuoffice-my.sharepoint.com/:p:/g/personal/vicng_yorku_ca/EZzOsRrEDs1FrViSoJkwmeEBfkWV8WgOS3BtV A1rfysgqQ?e=EcoNGO)

The survey offered a messaging segment aimed at quantifying student preferences based on value proposition statements. These are statements that articulate what students can expect from our STS program. Students' assessments of these value proposition statements were done using a MaxDiff survey. MaxDiff is a choice-based experiment that quantifies the relative preferences among a set of tested items. Because MaxDiff experiments collect forced-choice responses, respondents make trade-offs among tested items. Some of the key take-aways from our survey results included the following:

A. Interest in STS Minor course content is generally supported. 39% were very or extremely interested in at least one STS minor option.
B. Previous STS course exposure was consistently associated with a higher interest in STS Minor offerings, including interest across multiple minor discipline options.
C. Across all responses, 53% were at least moderately interested in each STS Minor, and app. 1 in 5 students were very or extremely interested in each of the STS Minors.
D. Among NSTE respondents, those with STS exposure indicated a higher level of interest in the TSS minor option compared to other options. This was also true of STE respondents in Computer Science (note: low n).
E. STE respondents indicated a high level of interest in the LSS minor option - even though LSS-specific messages ranked lowest in preference.
F. On average, respondents liked almost all of the tested value proposition statements.
G. All Students comments (note: low n) about the choice of multiple minor options towards an STS Minor were positive (see Appendix M, slide 46)

For a complete review of our survey results, see **Appendix D**.

In addition to this survey, our Department is eager to work with York’s marketing team and Faculty advisors across campus to develop a multi-pronged strategy to advertise our revamped program to students. We are also interested in engaging more international students, something that can be cultivated through Hugo Chen, the Faculty of Science’s new Director of International Collaborations & Partnerships. Finally, we also want to explore industry partnerships that will show students how an STS minor degree can be used to enhance their own career prospects (e.g., guest lectures, symposiums, mentorship opportunities).

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

The modified STS Minor and Major programs provides students with the opportunity to engage in cross-disciplinary and critical thinking, enhance their digital fluencies and information literacies, and use ethical judgement to “live, work and act meaningfully in the world,” all of which are part of the current York University Academic Plan aimed at fostering UN sustainable development goals in the long-term (Building a Better Future, York University Academic Plan 2020-2025, p. 6).

The proposed options in the modified STS Minor address many of York’s Strategic Research Plan (2018-2023) interest areas including: Digital Cultures (TIS), Healthy Individuals, Health Communities and Global Health (LSS), Integration of AI into Society (TIS and LSS) and Public Engagement for a Just and Sustainable World (ESS) (York University Strategic Research Plan:

2018-2023, Towards New Heights, p. 3).

Our modified program enhances the Faculty of Science's strategic priority commitment toward EDI initiatives as outlined in the 2020-25 FSc Strategic Plan (Faculty of Science, Strategic Plan 2020-25, p. 4). For example, students in our undergraduate minor program will be required to take one of either STS 2222 (Gender Issues in STEM) or our new course STS 2333 (Science, Technology and Racial Social Justice), while STS majors will be required to take both courses.

11. If applicable, provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes. Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).

Previously, the STS major and minor programs did not have a formal set of program outcomes; instead, the programs were characterized by course-level outcomes developed by individual course directors. Course-level outcomes in all STS courses are recognizably characteristic of the discipline of STS. The major and minor programs were previously differentiated primarily through the increased exposure to and specialization in Science and Technology Studies in the major.

The new program learning outcomes (PLOs) for the modified major and minor that are proposed here more clearly articulate the discipline-specific goals of the STS undergraduate program overall, and also highlight transferrable benefits to STS majors and minors who are specializing in other disciplines. As well as distinguishing the major and minor programs, and clarifying the role of two new undergraduate courses, these PLOs align with the Ontario Undergraduate Degree Level Expectations, and are met through a wide variety of traditional, innovative, and experiential assessments.

To develop PLOs, the Department of STS conducted extensive discussions with Faculty of Science curriculum advisors, Teaching Commons curriculum specialists, the AIF-funded Envision YU project, the Office of Institutional Planning and Analysis (OIPA) and the Associate Dean. In addition, STS faculty met multiple times to carefully review and revise the PLOs and ensure that they would accurately map existing and proposed courses.

Table C outlines the PLOs for both the major and minor, as well as indicating their differences:

Table C

STS Undergraduate Program Learning Outcomes
(Program differences indicated in red)

STS Minor	STS Major
<p>1. Differentiate STS approaches to the relationship between science, technology, society and culture, and apply them in case studies.</p>	<p>1. Differentiate foundational STS approaches to the relationship between science, technology, society and culture, and apply them in a broad range of case studies.</p>
<p>2. Identify socio-cultural, economic, political and historical factors in the production, interpretation and distribution of scientific and technical knowledge.</p>	<p>2. Analyze the socio-cultural, economic, political and historical factors in the production, interpretation and distribution of scientific and technical knowledge.</p>
<p>3. Recognize the impacts of science and technology on individuals, communities and institutions, of past and present societies, including issues of equity, diversity and inclusivity.</p>	<p>3. Appraise the impacts of science and technology on individuals, communities and institutions, of past and present societies, including issues of equity, diversity and inclusivity.</p>
<p>4. Apply STS concepts and practices to understand and evaluate proposed solutions for issues ranging from local to global, such as digital surveillance and information manipulation, environmental degradation and climate change, technological transformations related to AI and robotics, ethics and genomics, pharmaceutical governance, and sustainable food production.</p>	<p>4. Apply advanced STS concepts and practices to understand and evaluate proposed solutions for issues ranging from local to global, such as digital surveillance and information manipulation, environmental degradation and climate change, technological transformations related to AI and robotics, ethics and genomics, pharmaceutical governance, and sustainable food production.</p>
<p>5. Analyze information emanating from new and traditional sources (such as online and social media, as well as library and archival materials) through STS theories and methods.</p>	<p>5. Analyze information emanating from new and traditional sources (such as online and social media, as well as library and archival materials) through STS theories and methods.</p>

STS Minor, continued**STS Major, continued**

6. Effectively communicate program concepts through one or more formats, which may include: a short well-argued research paper, a brief oral presentation, in-class discussion, an online or in-class creative project, a community-based activity, a collaborative group project and/or an original research project.*

7. **Enhance** career prospects in **natural science, social science, engineering, media, arts, law, policy or health** by applying STS concepts, research practices, and communication skills in both lower and upper-level courses.

8. Recognize the scope, the strengths, and the limits of current and past approaches in STS and justify claims accordingly.

9. **Explore** methods in STS research with human subjects, including laboratory observation, online ethnography, interviewing, and participant-observer research.*

10. Assess personal STS learning and achievements and take action on STS-related interests and goals, by completing introductory and capstone course-based reflection assignments.*

6. Effectively communicate program concepts through one or more formats, which may include: a short well-argued research paper, a brief oral presentation, in-class discussion, an online or in-class creative project, a community-based activity, a collaborative group project and/or an original research project.*

7. **Further enhance** career prospects in **STS-related fields** by applying STS concepts, research practices, and communication skills in both lower and upper-level courses.

8. Recognize the scope, the strengths and the limits of current and past approaches in STS and justify claims accordingly.

9. **Utilize** methods in STS research with human subjects, including laboratory observation, online ethnography, interviewing, and participant-observer research.*

10. Assess personal STS learning and achievements and take action on STS-related interests and goals, by completing introductory and capstone course-based reflection assignments.*

* Experiential learning outcomes

The learning outcomes in both the major and the minor programs reflect key characteristics of STS, as well as associated benefits to students. In particular, they indicate STS approaches that allow students to recognize and reflect on the social impacts and human factors associated with science and technology (PLOs 1-3). In addition, they identify learning experiences that develop specific, measurable and transferrable STS skills (PLOs 4-9). PLO 10 highlights the reflective component of the programming featured in the required capstone course STS 4501 Seminar in STS, as well as the new introductory course STS 1411 Intro to Science, Technology and Society. As articulated in York's AIF-funded Envision YU project, reflective exercises ensure

that students are able to identify and track how their program of study both aligns with and transforms their personal career interests and life goals. PLO 6 and PLO 10 indicate a required experiential component to both the major and minor.

The proposed changes to the STS undergraduate program include a minor with, as described above, three new disciplinary options: Life Sciences and Society (LSS), Technology, Innovation and Society (TIS), and Earth Sustainability and Society (ESS). The differences in the PLOs for the major and minor reflect the learning experiences offered by the minor disciplinary options (LSS, TIS and ESS), and the broader experience with STS theory and practice in the major.

For example, a student taking the more discipline-based STS LSS minor option would be able to differentiate between different theoretical approaches to the study of science, technology and society in the discipline of STS, and apply those approaches in cases in the life sciences (PLO 1). Whereas an STS major, by virtue of taking a broader range of STS courses, would be able to differentiate and apply those approaches to a broader range of cases. Similarly, STS minors from the LSS stream would be introduced to methods in STS research practice and would be familiar with how they have been used in cases in the life sciences (PLO 9). Whereas the STS major, having seen these methods used in a wider range of contexts, would arrive at a deeper understanding of how they can be utilized in research practice.

The PLOs indicate the key roles of the new required introductory course (STS 1411 Introduction to Science, Technology and Society), and the newly created EDI-focused course (STS 2333 Science, Technology and Racial Social Justice) in the reformed STS major and minor. In the existing curriculum, STS 2411 Introduction to Science and Technology Studies introduces STS theory and practice. It is required for STS 4501 Seminar in STS, the capstone course for undergraduates. Course directors teaching STS 2411 and STS 4501 observed that students would benefit from preliminary direct experiences of cases of science, technology and society, in order to better comprehend the theory and practice of STS introduced by STS 2411 and further developed in STS 4501. STS 1411 was created to provide this direct experience through activity modules in which students identify social elements in science and technology in a range of case studies (PLO 2). Equally, STS 2333 was developed to meet a need in the undergraduate program for more exposure to and experience in the EDI-related subspecialties of STS (PLO 3).

See **Appendix E** which maps Ontario Undergraduate Degree Level expectations to the new PLOs. From this table, it is evident that the modified STS program meets these degree level expectations for both the major and minor.

In addition, the STS Curricular Map (**Appendix F**) shows that both the modified STS major and the STS minor offer a core curriculum that introduces, develops, reinforces and assesses all of the PLOs. In addition, there are multiple pathways for building on each of the PLOs that can be tailored to student interests and preferences - through the three options in the minor, or through the diversity of courses available outside the program core for the major.

This map also illustrates the intended relationship between the new required introductory course (STS 1411 Introduction to Science, Technology and Society), and STS 2411, which introduces theory and method, and which provides a foundation for the capstone course. All of the PLOs are introduced in 1411, with the exception of PLO 9 (relating to STS methods), which

is introduced in STS 2411. As STS 1411 is required for 2411, students therefore are introduced to STS methods after they have had preparatory direct experiences of the relationship between science, technology and society in the activity modules in STS 1411. The capstone course for both programs, STS 4501 Seminar in STS, reinforces and assesses PLO 9 by offering students opportunities to directly engage in STS methods through their own original research.

In addition, the two EDI-focused courses - STS 2222 Exploring Gender in STEM and STS 2333 Science, Technology and Racial Social Justice - reinforce and assess all of the PLOs relating to STS disciplinary proficiency (PLOs 1-6 and PLO 8), ensuring that all STS majors and minors are able to assess and apply STS theoretical and methodological frameworks within the EDI subspecialty of the discipline, a skill which can be applied to EDI discussions in many disciplinary contexts.

Appendix G shows the PLOs mapped to courses in the STS major and minor respectively, this time highlighting how they are assessed by each course. These appendices highlight the diversity of assessments offered in STS courses, offering opportunities for students to choose modes of assessment through different course options, and also further reinforcing the understanding and retention of core STS concepts through multiple kinds of assessment of the same concepts. Specifically, STS students gain proficiency in research, analysis, and academic writing through completing short papers, literature reviews, and term papers. They have the opportunity to build on critical thinking skills through reading responses, a source check assignment and author critique assignments. They are invited to directly encounter STS concepts in real situations through activity modules, personal reflection assignments, a course mind map, and a phone usage log. STS research practices are assessed through assignments like an archival workshop, an ethnographic study paper, and an individual research project and report.

Finally, these appendices underline the effectiveness of the program in assessing key outcomes required for proficiency at any level in STS, namely PLO 2, PLO 3 and PLO 6. Every STS course offered directly assesses the ability to discern sociocultural dimensions of science and technology (PLO 2), and in turn, the impact of science and technology on society and culture (PLO 3). All courses assess the ability to communicate knowledge on these topics (PLO 6).

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

Our proposal for a revamped STS minor, and modifications to the STS major were presented to Alice Pitt, former Vice-Provost and Julie Parna, Director of Academic Programs and Policy on Feb 19, 2020. They expressed support for our modifications. We then met with the above parties and FSc Dean (Rui Wang) and FSc Associate Dean – Students (Mike Scheid) on May 15, 2020. At this time Dean Wang suggested that STS partner with OIPA to conduct a student viability survey about STS minor stream options. This survey was completed in April 2021 (see section 5) and the results were presented to Dean Wang and Associate-Dean Scheid on May 17, 2021. After reviewing the survey results, we received written confirmation from the Dean's office on May 27, 2021, that they support our proposed changes and would provide us with the necessary resources to engage in program reform. On June 17, 2021, we sent our Notice of Intent (NOI) regarding our STS undergraduate program changes to York University Quality

Assurance (YUQAP) and received a positive response from the Vice-Provost (Lydon Martin) on July 12, 2021.

In terms of learning outcomes, we have worked extensively with Ashley Nahornick, the Faculty of Science's Educational Development Specialist, who has provided a letter of support regarding our curriculum changes. In addition, we have consulted with Brian Nairn, the Teaching Commons Curriculum Advisor to Science Faculty, and Victoria Ng, our OIPA contact about which STS value statements will work best to attract students to our revamped program.

We have targeted Biology and Math students as the cohort most likely to be attracted to our STS minor discipline options and have consulted with Chairs in Biology (Professor Robert Tsushima) and Math (Professor Stephen Watson) to address ways in which our revised program can meet the needs of their students.

The Vice-Provost's Office also suggested we contact the Humanities Department and STS graduate program about our proposed name changes. We've received letters of support from both parties.

Please see **Appendix H** for support letters.

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

We do not anticipate any changes to admission requirements for either the STS Minor or Major degrees.

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

There are no additional resource implications. See attached letter from FSc Dean Rui Wang (see **Appendix I**)

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

As a result of COVID-19, all STS course offerings in 2020-21 were delivered in an online format. We now have a cohort of courses that can be delivered either in-person or remotely, and plan on providing students with a coordinated blend of both online and in-person offerings to help meet our new program learning outcomes.

To increase flexibility, we plan on offering all our summer offerings in an online or hyflex format moving forward. In addition, we plan to regularly offer remote sections of our first and second year required courses (STS 1411, STS 2010, STS 2210, STS 2411, STS 2222, STS 2333) as a way of encouraging students to enter our program and increase enrolments.

16. Is the assessment of teaching and learning within the program changing? If so,

comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

Overall, the assessment of teaching and learning within the program will not be changing except for the two new courses we are proposing STS 1411 (Introduction to Science, Technology and Society) and STS 2333. Minor modification of specific courses do not include changed assessments.

Assessment in a course will be based on students' performance on various elements of the course including reports, examinations, written assignments, literature reviews, presentations, project presentations, group-work, and in-class participation. Student performance on these assessments will be evaluated against pre-established performance benchmarks, success criteria and rubrics.

In terms of assessing whether program learning outcomes have been achieved, our Department will:

- A. Meet every semester to assess whether program learning outcomes are being met in both our lower and upper-level courses. Since we are a very small unit, we believe this exercise is achievable and that in the long-term, colleagues will benefit from open dialogue about what is working in the program and what needs to be improved.
- B. Our Department would like to work with OIPA again to conduct exit interviews with our first cohort of graduating students. This long-term research project will allow us to analyze the achievement of program level outcomes, and whether our value proposition statements, and course profile components have met student expectations.
- C. In our OIPA survey, we found that only 4% of students in our targeted faculties pursue degree combinations. We therefore do not believe that program assessment in the first few years should be based solely on the number of majors and minors in the system. Rather, we want to incorporate metrics which examine the number of students taking multiple courses in STS, even if this does not result in a terminal degree.
- D. We want to work closely with the Dean's Office to see whether our EDI offerings can become a mandatory component for science education at York.

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

Currently, there are only one or two remaining students in the old STS undergraduate program. These students will be able to obtain their degree via our existing course offerings.



September 9, 2021

FACULTY OF SCIENCE

Office of the Dean

Ashley Nahornick
Educational Development
Specialist

Lumbers Bldg 314
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
EXT 22315
ashleynk@yorku.ca

To whom it may concern,

I am glad to share my supportive feedback regarding the major modification of the Science, Technology and Society program (new program title) at York University.

I am the Educational Developer for the Faculty of Science at York University. My main role is to provide leadership, guidance and support on curriculum design, new program initiatives and enhancing teaching and learning practices. I have worked on many program proposals while in my role.

I have had the opportunity to work closely with the STS team working on the development of this major modification. As part of the major modification process, I was able to conduct an in-depth study of the program learning outcomes, curriculum mappings, and assessment plans for the degrees. Overall, I am extremely impressed with how the program learning outcomes are specific, actionable, and unique to the STS program. Furthermore, from the curricular mapping you can see that learning builds incrementally throughout the degree, so that students build specific skills and knowledge starting from the first semester of the program.

Additionally, I believe one of the most unique aspects of the STS program is the detailed assessments plans to document student performances with respect to the program's expected learning outcomes and degree learning expectations. For 8 out of 10 of the programs learning outcomes, more than 15 individual courses map to each program learning outcome. This extremely rare. In many cases, 1-3 courses map to specific program learning outcomes. Furthermore, students are provided an extensive array of assessments, such as ethnographic study, response papers, phone usage log assignment, author critique assignments, source check assignments, research projects and literature reviews. The STS team have created authentic assessments that shy away from rote learning and memorization, and push students to higher levels of learning on Bloom Taxonomy. I believe students will be excited about the learning and assessments in the revamped STS programs, and relieved the focus is not multiple choice exams.

Please feel free to reach out to me if you have any questions or concerns.

Thank you,

Ashley Nahornick
Educational Developer, Faculty of Science



Re: Letter of Support - STS Undergraduate Program Name Change

gpdsts <gpdsts@yorku.ca >

Thu 2021-09--09 7:37 P M

To: stschair <stschair@yorku.ca>

Dear Vera,

I write on behalf of the Science and Technology Studies graduate program executive in support of the Department of STS' s decision to retitle your department. Our executive members are In favour of a name change that helps distinguish the undergraduate and graduate programs from each other but a number of members felt the proposed name change with the same abbreviation (STS) didn't solve this problem. Perhaps the new abbreviation might be STAS or STSO?

Regardless of what your members decide, you have the full support of the graduate program in Science and Technology Studies.

Cheers, denelle

Denelle Elliott, Graduate Program Director, Science and Technology Studies, Associate Professor, York University, 4700 Keele Street, Toronto, ON, M3J 1P3, Canada Tel. (416)736-2100 x 77823 | Website: DenelleElliott@yorku.ca

The content of this email is confidential and intended for the recipient specified in the message only. It is strictly forbidden to share any part of this message with any third party, without a written consent of the sender.

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been cared for by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Metis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peacefully share and care for the Great Lakes region.

From: stschair <stschair@yorku.ca>

Date: Monday, 23 August 2021 at 13:27

To: Denielle A Elliott <dae@yorku.ca>

Subject: Letter of Support - STS Undergraduate Program Name Change

Dear Professor Elliott

The STS Department is currently reforming its undergraduate program offerings. One of the changes we would like to make is to the undergraduate program name. Instead of *Science and Technology Studies*, we propose changing the title to *Science, Technology and Society*.

We hope to create a new identity for STS undergrad at York by changing the program name to *Science, Technology and Society*. We believe our mission (studying relationships between science, technology, and society) is better reflected in this program title (as opposed to *Science and Technology Studies*) and is less confusing to undergraduate students in particular. It also has the added benefit of distinguishing us from the STS graduate program which has found a new home in the Humanities.

We would greatly appreciate it if you could provide us with a letter of support for this change by Friday Sept 10, 2021. Please feel free to contact me if you have any questions.

Warm wishes
Vera

Dr. Vera Pavri

Chair, Science and Technology Studies Department

Associate Professor, Teaching Stream, Natural Science

218/317 Bethune College

York University

416-736-5021

YORK



UNIVERSITÉ
UNIVERSITY

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

**Department of
Humanities**

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TO: Prof. Vera Pavri, Chair, Science and Technology Studies Department

FROM: Elicia Clements, Chair, Department of Humanities

RE: Support for STS Undergraduate Department Name Change

DATE: December 18, 2020

Dear Prof. Pavri,

On behalf of the Department of Humanities and in consultation with the Graduate Program in Science and Technology housed in our unit, I write to express our support for the name change proposed for the Undergraduate Program in Science and Technology Studies to Science, Technology and Society as part of their process of program reform.

All best wishes,

Elicia Clements
Chair, Department of Humanities
206 Vanier College
York University
4700 Keele St.
Toronto, ON
M3J 1P3



June 17, 2021

Re: For the Notice of Intent (NOI) of the Major Modification of the Science and Technology Studies (STS) Program

FACULTY OF SCIENCE

Office of the Dean

4700 Keele St.
Toronto ON
Canada M3J 1P3
T 416 736 5051
F 416 736 5950

science.yorku.ca

Dear Professor Pavri,

We have reviewed your Notice of Intent for the major modification of the BSc in Science and Technology Studies. We support this proposal and encourage you to proceed with the NOI found at the YUQAP website. We will support your efforts however we can, including assistance from the Faculty Education Development Specialist, and navigating through the official approval process, which includes Faculty Curriculum Committee, Faculty Council, and Senate approval. We agree that the modified Major and additional Minor streams will be attractive to students and look forward to the full analysis in a completed proposal. We also confirm that the proposed major modification does not involve additional resources such as new faculty or laboratory spaces, as these are already in place. We will discuss any additional resources that may arise as you continue to develop this major modification proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Rui Wang", with a long horizontal flourish extending to the right.

Rui Wang
Dean, Faculty of Science



Hortative Motion Submitted for Consideration by Senate

By Senators:

Dhouha Triki, President, York University Graduate Student Association (YUGSA)
Riaz Nandan, President, York Federation of Students (YFS)
Parmin Rahimpoor-Marnani, Faculty of Health Senator, Co-Chair Student Senator Caucus
Immaculee Uwanyiligira, Graduate Studies Senator, Co-Chair Student Senator Caucus

Moved by Senator Uwanyiligira,

Senate hereby expresses its view that a combination of a bottom-up, community-led, research-based and data-driven process with strong leadership, commitment, and action from York's administration is required to enact a robust Framework to Address Anti-Black Racism and an accompanying Draft Action Plan on Black Inclusion that challenge the structural inequities, power imbalances, and ideologies of white supremacy that are at the root of systemic racism. Senate expresses concern that such a commitment to substantial change, working closely with the affected communities, has yet to emerge, nor is it evident in the Draft Action Plan on Black Inclusion or in other actions taken so far.

Rationale

York University unveiled a Framework to Address Anti-Black Racism (ABR Framework) in February 2021 following a series of meetings in 2020 with community stakeholders who expressed an urgent need for action. Student leaders led this process, driving the important discussions and changes being made. York's administration listened to the voices of community members, produced an ambitious Framework, and committed to implement an Action Plan on Black Inclusion (Action Plan) aimed at bringing about real transformation.

While this exercise was an initiative of York's senior administration, this initiative was embarked upon in the immediate aftermath of (and perhaps in reaction to) the George Floyd murder in 2020. There were calls by Administration to various stakeholders to get feedback about instances of anti-Black racism. Concurrently, there were calls from the undergraduate and graduate student communities and multiple stakeholders at York to address anti-Black racism because of specific instances of anti-Black racism on campus including carding. Considering that students are the largest stakeholder at York and that instances of racism affect a large number of them, the student community stands to benefit the most from a robust Framework and an Action Plan that is accountable to the community. As such, the final Action Plan should be a co-produced, co-owned document, with a main thrust of serving the community, rather than an instrument of the Administration. Moreover, York University consistently cites community engagement and collegial governance as part of its founding

values. Inclusion of feedback and contributions into these documents from Black community members, students, faculty, and other stakeholders is necessary for the University to remain consistent with its core values and reputation as an institution that prides itself in social justice and progressive values.

This motion to the Senate addresses the incoherency between the ABR Framework and its Action Plan, and the apparent lack of will to implement the profound changes required to make that Framework a reality. It is unclear whether the ABR Framework represents core guiding policy at all levels of the University or whether it is primarily a public relations document. In simple words, is the ABR Framework for real, or is it merely a performative gesture?

Central questions arise: Is York University, as a community of faculty, staff and students, ready to shift towards a culture of equity, diversity and inclusivity (EDI) that transforms the lived experience of BIPOC community members? Is York University ready to act on its acknowledgement in the Framework that “racism and White supremacy have been part of academia since its inception”? Is York University ready to “dismantle the deeply ingrained structures of power and privilege that allow anti-Black racism to thrive”? Unfortunately, the weak Action Plan and ongoing troubling actions by York’s administration suggest the answer to these questions remain elusive.

Major gaps in the ABR Framework and its implementation

At this time, members of our communities share grave concerns about the experience of implementing the ABR Framework:

1. York University unveiled the ABR Framework in February 2021 without addressing how to combat the problems of pervasive White supremacy at the forefront of Anti-Black racism on our campuses, which will inevitably result in York University having to continue to periodically produce and proliferate new frameworks and action plans against various forms of racism.
2. Like the Indigenous Framework, the ABR Framework does not address the complexities of how various forms of racism against racialized minorities are entrenched and manifested on university campuses.
3. The Action Plan, in name and form, primarily focuses on inclusion, lacks a mechanism for counteracting White supremacy and lacks an effective accountability framework.
4. The focus on inclusion is missing the critical elements of offering protection, compensation, or restitutive components for those who endure the consequences of racist actions.
5. The Framework “acknowledge[s] that to dismantle the deeply ingrained structures of power and privilege that allow anti-Black racism to thrive, requires a strong,

accountable and action-oriented way forward.“ Yet, the accountability framework is glaringly lacking in articulating mechanisms to dismantle these structures.

6. The Action Plan lacks adequate problem-to-solution mapping. For instance, while there is a recognition of systemic racism and White supremacy as the root cause of anti-Black racism, there is nothing in the Action Plan that addresses this particular problem.
7. There is a need for a “dashboard system” that outlines the problems and proposes actions, provides commensurate actions to address the problems, and sets adequate mechanisms for monitoring and evaluation of the progress of proposed actions.

Action (and inaction) that breed distrust and have academic consequences:

We feel that the ABR Framework and Action Plan can only be successful if York University can reverse the profound distrust that exists among BIPOC community members. Instead, actions (and inactions) of the administration have recently reinforced that distrust:

1. Racism and White supremacy continue to create a hostile academic learning and teaching environment for Black and racialized students, faculty and staff. This has impacts on their academic progress and their ability to learn, as their academic work is being assessed by biased individuals. This kind of context leads to disproportionate dropout rates (or what is called push-out) from the university. A structural issue of such magnitude requires a systemic approach, calling for the Senate’s attention, continuous engagement and regular monitoring.
2. When there are no consequences for violators accused of anti-Black racism, Black students are placed in a perpetually hostile learning environment. This has bred and perpetuated a culture of impunity. The Action Plan does not spell out any consequences for violators or a mechanism to address violations expeditiously, thoroughly or fairly.
3. Failure to address violators leads to impunity, and BIPOC faculty, staff and students are put in a position where their academic career progression are blocked, leading to dropouts and poor Black staff retention.
4. The hostile environment to which Black doctoral students are subjected through racial profiling hampers their learning and deprives them of conducive workspaces where they can succeed and flourish in their academic endeavours.
5. The censoring of Black and other professors who speak out about anti-Black racism is an issue of both academic freedom (as many Black professors do academic work on issues of racism) and indicative of the anti-Black / hostile academic work and learning environment for Black faculty, graduate and undergraduate students.
6. When reporting mechanisms fail Black students and faculty, the aggrieved remain stuck in hostile work and learning environments, which adversely impact their mental health, academic performance and career progression.

7. Failure to address the issues raised above and the negative and avoidable attention that they bring on the University bears reputational consequences, which will only deteriorate with time.

Proposed Pathways for Action - Senate's Role

The current Action Plan and implementation process are severely lacking and, if implemented in its current state, will bring about further distrust and discontent. An engaged and assertive role of Senate in the revision and implementation of the ABR Framework could bring about positive change:

1. Senate can assess the academic harm caused by ABR and other forms of racism and discrimination and impress upon York's administration the need to urgently and assertively address these harms where the actions required do not fall under the purview of Senate.
2. Senate could establish a *Task Force on the Academic Implications of Racism* (the Task Force) that would have the confidence of students, faculty, staff, and other community stakeholders.
3. The Task Force would be responsible for assessing the academic impacts of various forms of racism and eliciting guidance and proposals for action by Senate, Faculty Councils, other units and academic programs.
4. The Task Force would be engaged with and provide an academic perspective on the implementation of the ABR Framework and the Indigenous Framework.
5. The Task Force could engage, in collaboration with the relevant Senate committees, a comprehensive review of the University's curricula, seeking a reorientation away from Eurocentric courses that perpetuate and reinforce racism and the superiority of Western thought over other forms of epistemology and knowledge bases, and consider incorporating other epistemologies, world views and forms of knowing.
6. The Task Force could engage an exploration of institutional changes, such as an expansion of the existing Certificate in Black Studies in the short term and establishing a Department of Black Studies at the University in the medium term.
7. The Task Force could guide discussions at the faculty and unit levels about the academic impacts of racism and discrimination, including the ABR Framework and the Indigenous Framework.

Hortative Motion Submitted for Consideration by Senate

By Senator Patrick Phillips, LA&PS Representative on Senate

Moved by Senator Phillips

Based on emerging public health literature promoting the use of N95 respirator masks over cloth and surgical masks, and out of a concern that all York University students, staff, and faculty have equitable access to respirator masks, Senate hereby expresses its opinion that York University should –

1. procure,
2. provide free or heavily subsidize, *and*
3. safely distribute N95 or KN95 (or equivalent or better) respirator masks to all community members.

It further expresses its opinion that this practice be maintained for the Winter 2022 semester, with the possibility of an extension if the pandemic continues.

Rationale*

This motion supports the important work done by York’s COVID response team. It seeks to promote the safety of all York students, staff, and faculty by making N95 respirator masks accessible to all members of our community. *Note: This motion corresponds to a parallel motion passed at LA&PS Faculty Council on January 13, 2022 with 97% in favour.*

It is important to recognize that:

1. COVID-19 is widely acknowledged in the current scientific literature to have a significant mode of airborne (aerosol) transmission;
2. an important body of peer-reviewed evidence demonstrates that N95 (or equivalent or better) respirators (masks) are a safer, more effective defence against the spread of COVID-19 than cloth or surgical (a.k.a. procedure) masks and that Public Health Agency of Canada is now explicitly not recommending certain types of face coverings like scarves, face shields, and bandanas;
3. the Ontario Human Rights Commission has clarified, in Section 16 of its “COVID-19 and Ontario’s Human Rights Code – Questions and Answers” webpage, that organizations can require masking and can engage in verification of “Code-related accommodations” related to masking;

4. a spokesperson from the Ministry of Colleges and Universities has clarified that post-secondary institutions may opt for stricter measures than it recommends (“...schools are able to institute their own, stricter rules.”); and
5. YUFA called for the employer to supply appropriate personal protective equipment (PPE) such as N95 or KN95 masks/respirators in paragraph 3 of its second motion (“Open Letter to President Rhonda Lenton on Return to Campus”), dated Sept 7, 2021.

*This rationale was developed by Dr. James Andrew Smith, Associate Professor, Teaching Stream, at the Lassonde School of Engineering. It is re-used here (and altered slightly) with his permission.

Resources re: the airborne nature of COVID and the efficacy of N95 masks are available on Professor Smith’s [webpage](#).

The Senate of York University – Minutes

Meeting: Thursday, 16 December 2021, 3:00 pm via Zoom

M. Roy (Chair)	S. Grace	K. Ozowe
C. Brushwood Rose (Vice-Chair)	C. Graham	D. Palermo
P. Robichaud (Secretary)	J. Grant	V. Pavri
M. Adachi-Amitay	R. Grinspun	L. Philipps
N. Agrawal	D. Gruspier	P. Phillips
P. Aulakh	M. Hamadeh	M. Poon
M. Annisette	L. Hébert	C. Popovic
L. Appel	E. Hessels	A. Pyée
J. Aryaan	R. Hornsey	P. Rahimpoor-Marnani
A. Asif	A. Hovorka	S. Rehaag
G. Audette	B. Hu	V. Saridakis
A. Badruddin	U. Idemudia	R. Savage
T. Baumgartner	I. Jamaa	T. Shanahan
S. Bay Cheng	S. Karimi	L. Sloniowski
A. Belcastro	A. Kimakova	L. Spencer
D. Berbecel	J. Kirchner	B. Spotton Visano
R. Bhatla	T. Knight	C. Steele
K. Bird	P. Kohler	T. Theophanidis
M. Bloom	L. Korrick	M. Thomas
M H. Budworth	K. Krasny	K. Thomson
M. Bunch	A. Kusi	D. Triki
D. Cabianca	P. Lakin-Thomas	P. Tsaparis
N. Canefe	G. Langlois	R. Tsushima
B. Charlton-Lewis	H. Larochelle	I. Uwanyiligira
T. Choi	M F. Latchford	C. van Daalen Smith
J. Clark	J. Lazenby	G. van Harten
E. Clements	R. Lenton	A. Viens
J. Conder	S. Liaskos	R. Wang
S. Cote-Meek	T. Loebel	R. Wildes
A. Czekanski	A. Macpherson	M. Winfield
C. Da Silva	J. Marchessault	S. Winton
M. Dodman	D. Matten	P. Wood
S. Ehrlich	C. McAulay	P. Park
M. Elghobashy	P. McDonald	R. Zacharias
J. Etcheverry	A. McKenzie	G. Zhu
D. Fernandez	J.J McMurty	
M. Fiola	B. Meisner	
L. Fromowitz	M. Morrow	
D. Gelb	R. Nandan	
M. Giudice	P. Nguyen	
L. Ginsburg	A. Norwood	
J. Goodyer	R. Ophir	

The Senate of York University – Minutes

1. Chair's Remarks

The Chair, Professor Mario Roy of Glendon College, welcomed Senators to the meeting.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

a. Report of the Academic Colleague to the Council of Ontario Universities

Speaking to the written report included in the agenda, the Academic Colleague to the COU, Senator Spotton Visano, reported on its October meetings in which members engaged in a discussion on COU's comprehensive advocacy campaign in support of key sector interests and received several sector-wide updates. The Academic Colleagues also received an update on private universities and colleges in Ontario, including degrees offered, current PEQAB applications, tuition, and admission requirements.

4. President's Items

President Lenton reported on the following items:

- continued prioritization of the health and safety of the community and acknowledgement that the University will continue to follow the advice of health and safety officials throughout the delivery of academic programming for the winter 2022 term
- the appointment of Susan Gajic-Bruyea as Vice-President Advancement
- thanks and appreciation to Louise Spencer for her service as Acting Vice-President Advancement
- the re-appointment of Lisa Philipps as Provost and Vice-President Academic
- the retirement of Lucy Fromowitz, Vice-Provost, Students, and appreciation for her leadership and service
- the Kudos report, highlighting that four Faculty of Science professors received grants from the Academic's Indigeneity in Teaching & Learning Fund to advance three projects that incorporate Indigenous knowledges and perspectives into teaching and learning
- best wishes for the holiday season

The Senate of York University – Minutes

The monthly “Kudos” report on the achievements of members of the York community can be accessed with other documentation for the meeting.

- a. Addressing Anti-Black Racism: A Framework for Black Inclusion and the Action Plan for Inclusion: A Living Document for Action

Sheila Cote-Meek, Vice-President Equity, People & Culture, and Carl James, Special Advisor on Equity and Representation delivered a presentation on the Framework to Address Anti-Black Racism and the Action Plan on Black Inclusion.

A wide-ranging discussion ensued in which several matters surfaced, including the following:

- the importance of maintaining a holistic approach and ensuring strong linkages from the Framework to Address Anti-Black Racism to the broader equity strategy for the University
- the importance of continued consultation with the York University's Graduate Student Association (YUGSA) and other relevant stakeholders to identify specific issues within the Framework to Address Anti-Black Racism Framework and the Action Plan on Black Inclusion
- the importance of collecting and disaggregating race-based data in order to address underrepresentation and inform the University's equity related objectives
- the importance of providing specialized orientation programs and supports for black faculty, staff, and other underrepresented groups being recruited by the University
- the importance of accountability and regular updates to the University community throughout the implementation of the Framework to Address Anti-Black Racism Framework and the Action Plan on Black Inclusion

Committee Reports

5. Executive Committee

- a. Information Items

The Executive Committee's information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities, with actions pertaining to the disruption outlined in its written Report

The Senate of York University – Minutes

- its continued discussion of the scope of the 2021-2022 Senate Rules review exercise
- its review of the Faculty Council rules and procedures for the School of Arts, Media, Performance & Design, including a newly established Equity, Diversity, Decolonization, and Inclusion (EDDI) standing committee
- its consideration of a hortative motion that seeks to have Senate express its opinion on the *Anti-Black Racism Framework* and the *Action Plan on Black Inclusion*
- its preliminary discussion of the mode of delivery of Senate meetings going forward

7. Academic Standards, Curriculum and Pedagogy (ASCP)

- a. Establishment of BAsC degree in Digital Technologies, Markham campus, Lassonde School of Engineering

It was moved, seconded and carried, **“that Senate approve the establishment of BAsC degree in Digital Technologies, Markham Campus, housed in the Department of Electrical Engineering and Computer Science in the Lassonde School of Engineering as set out as Appendix A, effective FW2023-2024.”**

- b. Revision of the BFA degree program in Integrative Arts to BFA degree program in Creative Technologies, Markham Campus, School of Arts, Media, Performance and Design

The motion was withdrawn. It was noted that the proposal would be revised and brought forward for approval at a future meeting of Senate.

- c. Establishment of a Disciplinary Certificate in Creative Writing Across Contexts, Glendon

It was moved, seconded and carried, **“that Senate approve the establishment of a Disciplinary Certificate in Creative Writing Across Contexts, housed within the Department of at Glendon College, set out as Appendix C, effective FW2022-2023.”**

- d. Establishment of a Field in Health System Management and Health Data Analytics in the MA and PhD degree programs in Health, Faculty of Health

It was moved, seconded and carried, **“that Senate approve the establishment of a Field in Health System Management and Health Data Analytics in the MA and PhD degree programs in Health in the Faculty of Health, set out as Appendix D, effective FW2022-2023.”**

The Senate of York University – Minutes

- e. Revisions to requirements for the Diploma in German and European Studies, Liberal Arts and Professional Studies

It was moved, seconded and carried, **“that Senate approve a revision to the name of the Diploma in German and European Studies housed in the Department of Politics in the Faculty of Liberal Arts and Professional Studies to the Diploma in European Studies, and revisions to its requirements as set out as Appendix E, effective FW2022-2023.”**

- f. Information Items

ASCP reported on its continued review of proposals for curricular programming at the Markham Campus and approval of the following minor modifications to curriculum:

Faculty of Graduate Studies

Changes to Undergraduate Students Taking Graduate Courses Regulations

Faculty of Education

Minor changes to degree requirements for the BA program in Education Studies

School of the Arts, Media, Performance and Design

Minor Changes to the degree requirements for the Specialized Honours BFA program (Production)

Schulich School of Business

Minor changes to the degree requirements for the MMKG Master of Marketing program

Change of title for the Global Mining Management (GMM) specialization to *Global Metals and Minerals Management (GMM)*

Minor changes to the degree requirements for the Master of Business Analytics, MBAN program

It was moved, seconded and *carried by the necessary two-thirds majority* **“that the meeting be extended by 15 minutes.”**

The Senate of York University – Minutes

6. Academic Policy, Planning and Research (APPRC)

a. Information Items

APPRC reported on the following items:

- its monthly report to Senate on Markham Campus planning
- its ongoing monitoring of University Academic Plan (UAP) implementation, including preparations for the APPRC-sponsored spring planning forum on the *Future of Pedagogy*
- its continued discussion of the Action Plan to the Framework to Address Anti-Black Racism
- its discussion with the President on the development of a proposal for a medical school for submission to the Province
- its discussion with the Vice-President Research and Innovation on the Report from the York University Task Force on AI & Society

8. Tenure and Promotions

a. 2020-2021 Annual Report

Tenure and Promotions transmitted its 2020-2021 Annual Report to Senate, which addressed tenure and promotions data for 2020-2021, the review of unit-level standards, and other items.

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 25 November 2021

The minutes of 25 November 2021 meeting were approved by consent.

11. Revisions to requirements for the Diploma in Intermediate Accounting and the Master of Accounting degree program, Schulich School of Business

Senate approved by consent revisions to the requirements for the Diploma in Intermediate Accounting and the Master of Accounting degree program in the Schulich School of Business, effective FW2022-2023.

The Senate of York University – Minutes

12. Senators on the Board of Governors: 30 November 2021 Meeting of the Board

A synopsis of the Board meeting of 30 November 2021 as conveyed by Senators Etcheverry and Hamadeh was noted.

Mario Roy, Chair _____

Pascal Robichaud, Secretary _____