



York University Senate

Notice of Meeting

Thursday, 28 April 2022, 3:00pm – 5:00pm

Via Videoconference

AGENDA

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1. Chair’s Remarks (M. Roy)

2. Business arising from the Minutes

3. Inquiries and Communications

a. Report of the Academic Colleague to COU (B. Spotton Visano)1

4. President’s Items

a. 2022 Federal Budget implications

b. COVID pandemic: campus plans

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a. Facilitated consultation: Parameters for declaring disruption ended

6. Academic Standards, Curriculum and Pedagogy (M. Bunch)..... 17

a. Establishment of a stream in Communication, Social Media & Public Relations within the Honours BA degree program in Communication and Media Studies, Markham Campus, LA&PS (Appendix A, page 27)

b. Establishment of new streams in the BScN degree Programs (4-Year Direct Entry, 2nd Entry, and Post-RN Internationally Educated Nurses), School of Nursing, Faculty of Health (Appendix B, page 63)

c. Revisions to requirements for the Honours BA programs in Cognitive Science, Department of Philosophy, LA&PS (Appendix C, page 89)

d. Establishment of the Senate Academic Forgiveness Policy (Appendix D, page 116)

e. Revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations (Appendix E, page 124)

10min

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15min **7. Academic Policy, Planning and Research** (B. Spotton Visano) 143

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9. Other Business

P. Robichaud, Secretary

Consent Agenda

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

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12. Revisions to the requirements for the PhD program in Administration, Schulich School of Business (page 22)

13. Implementation of the New Grading Scheme: Minor amendments to various Senate policies and regulations to reflect the new grading scheme (Appendix F, page 128):

- Visiting Students Policy
- Bridging Courses Policy and Guidelines
- Bridging Programs at York University Policy and Guidelines
- Granting Degree-Credit for Pre-University Courses
- Transfer Credit Limits for Advanced Secondary Studies

Report to Senate of the Academic Colleague to COU on the discussions and updates from its meetings of 15 February and 5 April 2022

Focused Discussion

Conversation with Victoria Barham, Dean of the Faculty of Science, University of Ottawa “Bringing the Community into the Classroom” ** February 15, 2022

Victoria Barham joined the colleagues to discuss some of the University of Ottawa’s community engagement programs. The “Ventures” and “Directed Research in a Professional Setting” programs match students with local not-for-profit organizations, which ask them to come up with solutions to real-life problems.

The programs are mutually beneficial. Students benefit from seeing the practical applications of their areas of study, and community partners benefit from the proposed solutions.

Because these programs are integrated with regular coursework, they are accessible to more students than traditional unpaid internships and co-op programs, which are more accessible to socio-economically privileged students.

The “Walls-to-Bridges” program gives prisoners at correctional facilities access to university courses. The original incarnation brought university students into prisons to study with the incarcerated, while Walls-to-Bridges 2.0 allows prisoners to enroll in university courses and participate via livestreaming.

Implementation of the programs was supported by a donation of \$100,000/year for five years. This allows the university to hire a “social innovator in residence,” and provide TAs for large courses, among other things.

Conversation with Sheila Côte Meek, Vice-President Equity, People and Culture, York University, De-colonizing Academia: April 5, 2022

- *Summary to be provided in next update to Senate*

COU updates

Tuition

- On March 23 the Ontario government announced the tuition fees framework for colleges and universities for 2022-23. Tuition for domestic Ontario students will remain frozen. Tuition for out-of-province domestic students will be allowed to increase by up to 5%, an increase from 3% for 2021-22.

Strategic Mandate Agreements (SMA3)

- Performance-based funding for Ontario universities is scheduled to be activated for 2022-23. This is after the government delayed activation for the first two years of SMA3 to mitigate the impacts of COVID on performance evaluation. On December 17, COU sent a letter to the ministry expressing the sector’s concerns

regarding the timing of recoupling performance funding given the impact of COVID-19, and the impact of the Delta and Omicron variants.

- On February 25 the Ministry sent a memo announcing that the Ministry will delay the coupling to performance-based funding by another year (to 2023-24); and that will assess the sector's readiness for activation in Year 4 (2023-24) at a planned system-wide portion of 10% increasing to 25% in Year 5 (2024-25). COU lobbied for the postponing of the coupling of metrics to funding, as the pandemic will have a negative long-term effect on more than half of the metrics.
- On April 4, 2022, MCU shared with universities the criteria and guidelines related to the SMA3. This follows a government decision to forego using the Education and Skills Online (ESO) assessment as the standardized measuring tool and to provide more flexibility to institutions by allowing them to create and post their own institution-specific specific measures in SMA3 Year 3. MCU set up the following timelines:
 - **Phase I: Refinement of Institutional Proposals (Spring-Fall 2022):** Institutions to submit and draft proposals and narratives by August 5, 2022, ahead of the Year 3 Annual Evaluation. The ministry will then review and schedule a check-in with each institution, if needed, in September-October 2022 to provide guidance.
 - **Phase II: Data Collection and Posting (Winter-Summer 2023):** As part of Stage 1 of the Year 3 Annual Evaluation process, the ministry will pre-populate the workbooks to include approved metric selections and related data and information with institutions in early December 2022. Institutions will have the opportunity to review the workbooks and finalize metric information and data by February 2023. Public posting of the metric narrative and data source will be implemented in Summer 2023, as part of the SMA3 Year 3 Ontario.ca website updates.

International

- eCampusOntario is funding a consortium of universities, colleges and Indigenous institutes to develop an Ontario Council on International Education (OCIE), focusing on the following four pillars:
 - International strategic enrolment management;
 - Development of an Ontario Education study brand for international education;
 - Development of a centralized Ontario Education web presence that highlights virtual, blended, and in-person international programs offered by Ontario's publicly-funded postsecondary institutions; and

- Development of a sector-wide toolkit that will allow institutions to enhance virtual marketing, search engine optimization, content marketing, and sector-wide web-based data analytics.
- In December, the British Council IELTS released a report showing that there is rapidly increasing competition from European and Asian markets for international students in high-demand programs: https://studyportals.com/wp-content/uploads/2021/12/British-Council_Studyportals_The-changing-landscape-of-English-taught-programmes-in-2021.pdf
- This is a significant risk for Ontario institutions. COU will be exploring options for a sector approach.

COVID-19 & Mandatory Vaccination Policies

- Effective March 1, Ontario lifted capacity limits in all indoor public settings and removed proof of vaccination requirements for all settings where the passport rules applied (restaurants, theatres, gyms, etc.). Effective March 21, masking requirements have been removed.
- [COU issued a statement](#) on February 22 on behalf of the sector that universities would continue to maintain vaccination policies until the end of winter term (end of April 2022). [Colleges Ontario issued a similar statement](#). On March 11, a second statement was issued indicating masking would also continue until the end of term.
- While the Instructions have been revoked, universities collectively received a [strong recommendation](#) from the Council of Ontario Medical Officers of Health (COMOH) to require mandatory vaccination for all individuals (including but not limited to students, staff, faculty, contractors, and visitors) involved in any in-person activities. In addition, universities have a duty to keep the workplace safe under the Occupational Health & Safety Act (OHSA).
- COU's Vaccine Legal Counsel Working Group is meeting regularly to discuss these issues, in the context of scientific modelling framework as well as a legal framework. A risk-based principles document was developed to guide decision-making. As of March 22, schools began announcing their policies for the spring term.

Micro-credentials

- The results of the Microcredential Challenge Fund were communicated to institutions on December 9.
- COU is working with the Ontario Council of Ontario Lifelong Learning (OCULL) to collect data on universities' continuing education offerings to supplement advocacy around microcredentials and the established role of universities in upskilling/reskilling for the labour market. A two-phase data request (February/May) is being developed in consultation with OCAV.

eCampusOntario

- The microcredential portal (listing OSAP-approved college, university and Indigenous Institute microcredentials) was launched on December 15.
<https://micro.ecampusontario.ca/>
- See International (above)

Pre-Election Strategy

- COU's advocacy is focused on the vital role the sector has to play in helping the province rebuild after COVID-19 and drive a robust economic recovery, framed around four key pillars: helping rebuild a world-class healthcare system; developing job-ready graduates; driving regional economic development and supporting a globally competitive economy. The fifth pillar then outlines how in order to continue supporting the province, universities need support.
- **Internal Government Advocacy:** Based on advice from affiliates and committees, working groups and economic research, COU is proposing a three-pronged strategy for internal government relations:
 - Tuition Flexibility
 - Increases in Operating Grant Funding
 - Increases in University Capacity
- **Public-facing Communications:** To further support internal government advocacy, COU recently launched its public-facing campaign. The campaign leverages communications and government relations to influence the government, as well as build relationships with candidates and the other major political parties. This campaign will run from January until April.

University sustainability

- Ontario's universities face significant financial challenges. Financial metrics are impacted by key factors, many of which are driven by government policy. Key among them are:

Declining University Operating Grants

- Since 2006-07, inflation-adjusted operating grants per student have declined by 21%
- Ontario universities currently receive the lowest per-student government funding in Canada

Tuition cut and extension of freeze

- The 10-per-cent cut to domestic tuition and freeze has cost the sector \$1.2 billion since 2019. Each additional year of a tuition freeze means universities will lose \$740 million in foregone revenue
- These funds are needed to continue to meet growing student needs, foster research and innovation, and help drive economic growth

Impacts of COVID-19

- The sector has incurred costs that include developing alternative modes of course and exam delivery, as well as mental health and wellness services, reconfiguring classrooms and residences to accommodate distancing protocols, creating quarantine spaces and ensuring access to appropriate PPE, and providing emergency relief funds for students

Increasing Reliance on International Student Revenue

- As noted in the Auditor General's 2021 Annual Report on colleges, over reliance on international students can increase financial risks. International tuition revenue represents almost one-quarter of university operating revenues and is expected to increase in the future

More numbers

- Operating Grants and Contracts as Percentage of Operating Revenue has declined from 48% in 2009-2010 to 33% in 2019-202; inflation-adjusted to 2019\$ sees the Operating Grants per FTE from \$10,113 to \$8579 in this same period.
- International tuition is 23% of Operating Revenue (2019-2020) – up from 7% in 2010-2011

COU Ontario Budget Recommendations

- To help ensure that universities can continue to support Ontario as it rebuilds and recovers from COVID-19 and meet the escalating demand for highly skilled talent, we are asking that the Ontario government:
- **Increase operating grants along with tuition flexibility to meet the higher costs of delivering high-quality educational programming.**
 - With tuition increases, universities would provide a commensurate increase in institutional student assistance (e.g., through the Tuition Set Aside (TSA) and Student Access Guarantee (SAG) programs) to further enhance student access.

Increase new funded university spaces by 53,500 over the next five years in high-demand programs by providing additional operating funding with tuition flexibility.

- High-demand programs would be determined in consultation with government and could include undergraduate or graduate programs in: STEM, such as engineering, computer science and programming, to contribute to the digital economy, health sciences and related disciplines, and teacher’s education; and
- Programs with enrolment caps would have these funded caps increased (e.g., teacher’s education) or raising the enrolment corridor, while protecting universities with enrolment below their corridor floor.

Work with the sector in developing a multi-year framework with financial flexibility to allow for effective, long-term financial planning.

Math Proficiency Test for Teacher Candidates

- On December 17, 2021 the Ontario Superior Court of Justice Divisional Court found the Math Proficiency Test (MPT) requirement infringes on the Canadian Charter of Rights and Freedoms.
- The court found that the MPT had an adverse impact on entry to the teaching profession for racialized teacher candidates and other reasonable alternatives should have been implemented.
- They ruled that Ontario College of Teachers (OCT) shall grant certification to teacher candidates who have not yet passed the MPT but who have otherwise met all other teacher certification requirements
- While the government has filed a motion to appeal, the MPT will not be a requirement in the interim.

Sector perspectives

Three-year college degrees: Colleges have been actively and advocating for the expansion of their degree-granting authority, bringing into question the differentiation and sustainability of the postsecondary system in Ontario.

Strengthening and maintaining public postsecondary education in Ontario (private institutions): There has been a proliferation of private institutions, including private career colleges and private universities offering degree-level education, in Ontario, since the early 2000s. There are currently six private institutions which have been granted ministerial consent to use “university” and offer degree-level education in Ontario:

- Two Canadian-based private institutions (Yorkville University; International Business University).
- Two US-based private institutions (Niagara University; Northeastern University).
- Two Canadian-based Christian institutions (Redeemer University; Tyndale University).

There are also eight public universities from other jurisdictions (five from other Canadian provinces, and one each from the United States, Ireland, and Germany), as well as 17 of Ontario’s 24 publicly assisted colleges, that have ministerial consent to offer degree-level education in Ontario. In addition, there are a number of private institutions which

have pending applications for ministerial consent: Digital Humanities Degree Project (May 2021); Global University Systems / University of Niagara Falls (June 2021); and, Westcliff University (December 2021).

There is concern that the government is creating a lot of very small institutions (e.g., Hearst & NOSM) that will not be sustainable and will end up undermining stability. COU is working to find ways to engage colleges on joint advocacy to defend the public education sector.

New Program Approvals

- On February 15, the ministry sent a memorandum to the sector announcing the implementation of a revised program approval process.
- Approval of a submission will reside with either the Minister of Colleges and Universities or the Director of the Postsecondary Accountability Branch (PSAB).
- The approval level will be determined based on a new assessment tool that will be used to review all program approval submissions received by the ministry.
- Program approvals that will continue to require Minister approval, regardless of the assessment score include:
 - Consent applications under the Post-secondary Choice and Excellence Act, 2000
 - Programs in regulated professions (e.g. teacher education, medicine, nursing, paramedicine)
 - Programs that are precedent-setting or in a new area of delivery
 - Programs where the government is a major direct employer (e.g. policing, border services)
 - Programs that have high operating grant costs
- The assessment tool includes five categories. Each category is assigned a score out of 100.
 - Labour Market Need/Demand/Outcomes (30 points)
 - Work-integrated/Experiential Learning Opportunities (30 points)
 - Program Impact on System (20 points)
 - Tuition (10 points)
 - Funding Level (10 points)

Quality Council

Evaluation of Final assessment reports related to the cyclical program reviews ongoing

The new framework IQAP checklist being reviewed and updated based upon feedback after the first set of updated IQAPs was submitted to Quality Council. Quality Council has been working with Hearst and NOSM to ensure proper oversight of programs during the transition of these institutions to stand alone institutions (pending their potential membership in COU).

As recommended by the appraisal committee several New Programs were approved.

PRESIDENT'S KUDOS REPORT

APRIL 2022



**TOP 30
ALUMNI
UNDER 30**

Representing every faculty at the University, the [2022 Top 30 Alumni Under 30](#) are applying the education, skills, and experiences they received at York to meaningful careers and community service endeavours, demonstrating a long-standing commitment to the public good. Included in the list are:

- Banin Abdul Khaliq, BA '16, Faculty of Health
- Tarnem Afify, BSc '21, Faculty of Science
- Suzanna Alsayed, BA '16, BA '17, Glendon College; MDEM '19, Faculty of Liberal Arts & Professional Studies/Faculty of Graduate Studies
- Sayjon Ariyaratnam, BA '16, Faculty of Liberal Arts & Professional Studies; JD '20/MBA '20, Osgoode Hall Law School/Schulich School of Business/ Faculty of Graduate Studies
- Myra Arshad, BBA '18, Schulich School of Business
- Karissa Barbro, BA '14, Glendon College
- Elijah Bawuah, BA '18, Faculty of Liberal Arts & Professional Studies; MES '21, Faculty of Environmental & Urban Change/ Faculty of Graduate Studies
- Jonathan Clodman, BA '19/BEd '19, Faculty of Health/Faculty of Education; MEd '20, Faculty of Education/ Faculty of Graduate Studies
- Kaleb Dahlgren, BCom '21, Faculty of Liberal Arts & Professional Studies
- Bri Darboh, BA '15, MA '18, Faculty of Health/Faculty of Graduate Studies
- Emily Durham, BHRM '17, Faculty of Liberal Arts & Professional Studies
- Basma Elbahnasawy, BA '18, Lassonde School of Engineering
- Ali El-Shayeb, iBBA '18, Schulich School of Business
- Vito Giovannetti, BBA '14, Schulich School of Business
- Victoria Granova, BBA '15, Schulich School of Business
- Yaakov Green, BSc '17, Faculty of Science
- Rizvana Hredita, BAS '16, Faculty of Liberal Arts & Professional Studies
- Melissa Humana-Paredes, BA '17, Faculty of Liberal Arts & Professional Studies
- Fatou Jammeh, iBA '15, Glendon College
- Alamgir Khandwala, BAS '17, Faculty of Liberal Arts & Professional Studies
- Sarah Laframboise, BSc '18, Faculty of Science
- Taylor Lyons, BA '18, Faculty of Liberal Arts & Professional Studies
- Farkhunda Muhtaj, BSc '19, Faculty of Health; BEd '21, Faculty of Education
- Osman Naqvi, MMgt '17, Schulich School of Business/ Faculty of Graduate Studies
- Gabriela Osio Vanden, BFA '16, School of the Arts, Media, Performance & Design
- Jason Robinson, BA '17, Faculty of Liberal Arts & Professional Studies; MES '19, Faculty of Environmental & Urban Change/Faculty of Graduate Studies
- Anna-Kay Russell du Toit, iBA '15, Glendon College
- Mahad Shahzad, BBA '20, Schulich School of Business
- Jonelle Sills, BFA '16/BEd '16, School of the Arts, Performance & Design/Faculty of Education
- Emily Wright, BA '17, Glendon College



York Lions soccer alum [Mark-Anthony Kaye](#) and Team Canada qualified for the 1st World Cup since 1986. Kaye, who spent two seasons as a member of the Lions men's soccer program, has played 33 games for the Canadian men's national team, including 13 over the last year in World Cup qualifying.



[Anmol Kaur](#) (BA'22), an International Studies student at Glendon Campus, is one of 20 Canadians chosen as a McCall MacBain Scholar, a recipient of an intensive leadership-based scholarship that supports master's and professional studies. With the scholarship, Kaur plans to study law at McGill to advocate for vulnerable populations. Kaur is the second consecutive York University student to earn the McCall MacBain Scholarship.



Lassonde School of Engineering Professor [Jinjun Shan](#), who is the department chair of Earth and Space Science and Engineering, has been elected as a 2021 Fellow of the American Astronautical Society (AAS). The AAS selects members to become Fellows in recognition of their significant scientific, engineering, academic and management contributions to AAS and the space industry.



[Tiana Putric](#), a fourth-year Disaster & Emergency Management student in the Faculty of Liberal Arts & Professional Studies, has been awarded the Fulbright Canada Killam Fellowship, a bi-national exchange for exceptional undergraduate students in Canada and the United States. Putric is one of 16 Canadian students chosen to participate in the prestigious program, which aims to promote Canada-U.S. relations.



[Professor Carl E. James](#), Jean Augustine Chair in Education, Community & Diaspora, is one of five recipients of the 2022 Killam Prize. Professor James was awarded with the honour for his research on identity, race, class, gender, immigration, and creating more equitable societies. The Killam Prizes honour eminent Canadian researchers in the humanities, social sciences, natural sciences, health sciences, and engineering.



[Four York University student-athletes](#) have been recognized by Ontario University Athletics (OUA) with awards and honours.

- York University Lions men's basketball guard Prince Kamunga has been named an OUA second team all-star after his team-leading offensive campaign put him amongst the best in the conference.
- Two members of the York University Lions women's basketball team have been named award winners and all-stars. Lauren Golding has been named a second team all-star, and Kiara Leveridge received the rookie of the year award.
- After a successful first year in the league, York University Lions men's hockey defender Conner Senken has earned a place on the OUA's 2021-22 all-rookie team.



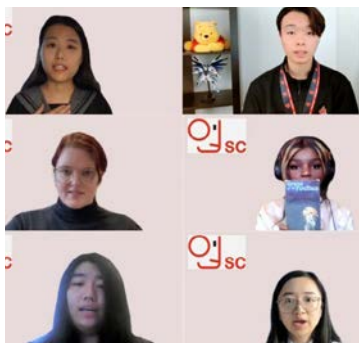
The dual degree Master of Business Administration/Juris Doctor program offered by York University’s Schulich School of Business with Osgoode Hall Law School was recently named among the top 10 business and law programs in North America by FIND MBA, a leading management education website. The Schulich/Osgoode program was ranked alongside other dual degree programs delivered by Harvard, Stanford, Wharton, Columbia, and Chicago.



A paper published in 2021 by [three York University researchers](#) in the Faculty of Health has been awarded the 2021 Quantitative Article of the Year award. The paper, “LGBTQ+ People’s Experiences of Barriers and Welcoming Factors when Accessing and Attending Intervention for Psychological Trauma,” co-authored by Dr. Leah Keating (PhD ’17), psychologist and former postdoctoral Fellow at York University; Dr. Robert T. Muller, psychologist and professor in the Faculty of Health; and York PhD student Cassy Wyers (MA ’21), investigates LGBTQ+ people’s experiences accessing mental health services, and documents the multiple barriers they encounter when seeking intervention for psychological trauma.



[Pouya Rezai](#), associate professor in the Department of Mechanical Engineering at the Lassonde School of Engineering, will be inducted as a Fellow of the Canadian Society for Mechanical Engineering (CSME) during its congress on June 7. The CSME Honours and Awards Committee selected Rezai as a 2022 CSME Fellow for his significant contributions to progressing the mechanical engineering profession and the breadth and excellence of his research, and that of his students, in mechanical engineering.



[Six York University students](#) enrolled in the Japanese Studies program in the Department of Languages, Literatures & Linguists at the Faculty of Liberal Arts & Professional Studies were each presented with an award at the 40th Ontario Japanese Speech Contest on March 6:

- Grand Prize: Hyokyoung Han for “My political participation”
- Beginners first: Elvin Yam for “Not the end”
- Beginners second: Janel Acheampong for “Seita and Alex”
- Advanced second: Shirley Ho for “The food service industry’s new normal”
- Canon Special Prize: Keying Ren for “Is uniform unique?”
- Special Prize: Harmony Ro Newcombe for “My name is not Harmony”



[Alexandra Markwell and Vincci Li](#) are Top 25 finalists in the Social Sciences and Humanities Research Council’s 2022 Storytellers Challenge, which asks students to show how social sciences and humanities research inspires change. Markwell is a psychology student at the Faculty of Health and an incoming clinical development master’s student whose research submission for the 2022 Storytellers Challenge is *Responsive Parenting Programs: Empowering Parents to Support Children’s Language*. Li is a PhD candidate in York’s Social & Political Thought graduate program whose research submission for the 2022 Storytellers Challenge is *Crowdfunding for Our Lives*.



Associate Professor [Zulfikar Hirji](#) in the Department of Anthropology at the Faculty of Liberal Arts & Professional Studies is one of four life stories featured in the contemporary hybrid opera-film, *BOUND*, presented by Against the Grain Theatre. Hirji immigrated to Canada from Uganda in the 1970s as a political refugee, only to face the barriers of racism in his new homeland. This is the first time Hirji has shared his personal story with a large audience.



[Mohamed Sesay](#), assistant professor in the Faculty of Liberal Arts & Professional Studies' Department of Social Science, is the winner of the International Studies Association's 2021 Lee Ann Fujii Book Award for his new book, *Domination Through Law: The Internationalization of Legal Norms in Postcolonial Africa*. The award recognizes a book published in the previous two calendar years that significantly advances issues of diversity, whether through topical focus or authorship.



Borderless Higher Education for Refugees: Lessons from the Dadaab Refugee Camps, co-edited by Professor Emerita and Senior Scholar [Wenona Giles](#) from York University's Department of Anthropology, earned the Jackie Kirk Outstanding Book Award from the Comparative and International Education Society. The Jackie Kirk Award recognizes a published book reflecting one or some of the varied areas of expertise represented in Kirk's areas of commitment, primarily gender and education and/or education in conflict.



Glendon alumnus [Amikley Fontaine](#) was honoured with the 2022 Ontario Francophonie Award for work through his Foundation Sylvénie Lindor. The awards honour francophones and francophiles who have made outstanding contributions to the development and vitality of Ontario's francophone community.



[Maryam Hassan](#), a graduating student of Osgoode Hall Law School's Juris Doctor program, is a recipient of the inaugural Justice Rosalie Silberman Abella Prize presented by the Royal Society of Canada (RSC). Hassan is recognized for her work in addressing systemic racism within and beyond the criminal justice system to advocate for marginalized communities.



Professor [Roger Keil](#) received one of seven Urban Studies Foundation Awards for his research on pandemics and cities. The project, *The city after Covid-19: vulnerability and urban governance in Chicago, Toronto and Johannesburg*, examines the critical role of municipal institutions and their civil society partners in mobilizing resources to mitigate the impact of COVID-19 and improve health and economic equity.



Faculty of Health Professor [Rebecca Pillai Riddell](#) will lead a revolutionary multi-million dollar research training initiative that will support a more diverse, inclusive, accessible, and transdisciplinary approach to mental health research and training. The Digital, Inclusive, Virtual, and Equitable Research Training in Mental Health Platform received \$2.55 million from the Canadian Institutes for Health through its Health Research Training Platform, an additional \$2.4 million from IBM Canada for in-kind computing, and \$500,000 in-kind support from non-governmental organization partners.



[Camille Turner](#), PhD in Environmental Studies graduate, received the prestigious Toronto Biennial of Art in Canada’s 2022 Artist Prize. Her work, *Nave*, reflects on Canada’s historical involvement with the trans-Atlantic slave trade and was created as part of Turner’s York U thesis portfolio.



The [2022 York University Research Awards](#) Celebration took place on April 19, recognizing the accomplishments of more than 70 researchers from across all schools and faculties. The recipients of the 2022 President’s Research Awards include:

- Seyed Moghadas, Professor, Faculty of Science; Agent-Based Modelling Laboratory
- John Moores, Tier 2 York Research Chair in Space Exploration; Associate Professor, Lassonde School of Engineering; Centre for Research in Earth and Space Science
- Amy Muise, Tier 2 York Research Chair in Relationships and Sexuality; Associate Professor, Department of Psychology, Faculty of Health
- Zheng Hong (George) Zhu, Tier 1 York Research Chair in Space Technology; Professor, Department of Mechanical Engineering, Lassonde School of Engineering



A team of [Schulich MBA students](#) were named the winners of Developers’ Den, Canada’s longest-running and most prestigious international real estate case competition. The team was made up of Janessa Choong (MBA ’23), Adrian Hartanto (MBA ’22), Jisung Kim (MBA ’22), and Ambrose Li (MBA ’22). The competition, co-hosted by Schulich’s Brookfield Centre in Real Estate & Infrastructure and the Schulich Real Property Alumni Association, provides future real estate leaders with an opportunity to apply their technical and creative thinking skills and receive valuable constructive feedback and insights from leading industry professionals.



[Alexandra Gelis](#), an award-winning artist, co-editor of the *Earth to Tables Legacies*, and PhD student in the Environmental Studies Graduate Program, is featured in ArtworxTO: Toronto’s Year of Public Art 2021–2022, as part of HOME(LAND): Terra Firma. Through contemporary artwork from local and international artists, the exhibition tackles the issues of bio-politics, environmental governance, borders, displacement, and erasure from a perspective of individual and community resilience.



In August, the [Lassonde School of Engineering](#) announced a new equity, diversity, and inclusion (EDI) funding initiative to promote a culture of EDI at the School while helping to remove systemic barriers for faculty, students, and staff in academia. The top six projects have been announced and include:

- Black Excellence Networking Event, led by the Student Welcome and Support Centre
- Recruitment Activities for NSERC CREATE: Smart – Autonomous Robotic Technology for Space Exploration, led by Prof. George Zhu, Department of Mechanical Engineering
- Lassonde Design Lab: Engineering, Technology, Innovation & Entrepreneurship, led by k2i Academy
- Indigeneity and Decolonization in a North American Context, led by assistant professor Jeff Harris, Mechanical Engineering, and Emma Posca, graduate record and enrolment coordinator, Faculty of Graduate Studies
- Success of first-generation university students, led by assistant professor Jeff Harris, Mechanical Engineering
- Recruitment Activities for NSERC CREATE: Training in Applied Biotechnology for Environmental Sustainability led by Satinder Brar, professor, Department of Civil Engineering

Executive Committee – Report to Senate

At its meeting of 28 April 2022

FOR INFORMATION

a. Considerations for declaring the disruption ended: Discussion with Senate

It is the responsibility of Senate Executive to determine if the University’s academic activities are substantially impeded by internal or external circumstances and when to invoke the [Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes](#) (the Disruptions Policy) to manage the impact on academic activities caused by the disruption. It is also the responsibility of Executive to declare when the disruption of academic activities has ended. The Committee is seeking the input of Senate on the considerations to weigh in declaring the end of the current pandemic-caused disruption. Time for a facilitated discussion is being set aside at the Senate meeting to gather Senators’ views on the following question:

What are the key parameters to consider in deciding on the timing to declare the COVID-19 pandemic disruption has ended?

To preserve the continuity of our academic programs, the Disruptions Policy was put into effect on 13 March 2020 following the steps the University took to ensure the safety and well-being of our community once the World Health Organization declared that the COVID-19 outbreak was a pandemic. The many waves of the pandemic between spring 2020 to present day, the protracted impact of the pandemic on academic activities, and the paramount concern for the safety and well-being of our community has kept the Disruptions Policy invoked. Previous occasions that required the application of the policy had natural end points; the labour disruptions ended. The pandemic marks the first time the policy was employed for a different cause and for a such a prolonged period.

The circumstances surrounding the COVID-19 pandemic are complex for the University; they include health and safety operational matters for the administration to manage, and the impact on academic activities to be managed under Senate’s purview. While they have distinct authorities, the two are not unconnected. The Executive Committee requests the assistance of Senate in identifying the considerations to weigh in the assessment of when to declare that this disruption to academic activities is over.

Preliminary discussions of the matter have been held by Executive over two meetings. In those deliberations, the Committee was guided by the definitions of *disruption*, *academic activities* and *substantial* [disruption] that are articulated in the Disruptions Policy, as well as the primary purposes of the legislation to “ensure the academic integrity of all programmes” and provide to students “immunity from penalty, reasonable alternative

Executive Committee – Report to Senate

access to materials covered in their absence [and] reasonable extensions of deadlines”. It also reviewed the following information provided by the Provost at its 19 April meeting:

- the majority of courses resumed in-person delivery during the Winter term. This will also be true for the Summer terms, with 30-40% of course offerings planned for online/remote delivery. All instructional spaces are now accessible without capacity limits. In-person exams are proceeding as planned, unless individual instructors converted their examination to online (which they had discretion to do so long as the grading scheme for the course was maintained).
- that, in general, courses ran throughout the term without any system-wide interruptions, and the term was completed on time. Unfortunately no centralized data exist on instructor absences or cumulative loss of instructional time in individual Winter term courses.
- however, Student Accessibility Services reports that the number of students registering for formal accommodations increased by 26% in the Winter term, as several students struggled to cope with the transition from remote to in-person learning. Abundant anecdotal evidence suggests that many more students sought informal accommodations directly from instructors. Instructors frequently reported challenges to keep up with student needs and with the additional work of providing alternative forms of access to course materials and alternative evaluations.
- until April 30 members of the York community are required to pass a daily screening test using the YUScreen online tool, in order to attend campus. As of 1 May this will no longer be required, but community members will be requested not to attend campus if they are feeling unwell. The online YUScreen tool will remain available for those who wish to self-screen and seek University supports in dealing with a possible or confirmed COVID-19 infection.
- it is likely reasonable to expect that student and instructor absences due to illness will continue at a level higher than pre-pandemic norms, at least through the early weeks of the summer term, before the sixth wave of the pandemic declines.

Members are concerned to balance the benefits of returning to a state of normalcy with too quickly declaring the disruption and its impact over amid the ongoing uncertainty around the pandemic and their observed ongoing effects of it on faculty members and students. The Committee identified several pertinent circumstances it believes should be considered in the decision to determine when the disruption has concluded, including:

- the status of the pandemic in Ontario and the degree of its impact on academic activities, noting the flexibility that instructors normally have to accommodate students with extenuating circumstances
- the level of undergraduate and graduate student and faculty member absences from academic activities

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- the status of the University’s vaccination mandate and campus safety plans
- the status of the public health restrictions in Ontario

Senators are asked to come prepared to discuss the framing question and share advice on this significant decision affecting the delivery of our academic programming going forward.

b. Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate

Senate Executive has issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. All terms begin 1 July 2022. Information about membership opportunities and committee meeting times has been posted on an [Elections](#) page on the Senate website, including the [criteria](#) for all positions.

Senators are strongly encouraged to assist in the process of identifying prospective candidates. An online [form](#) is available for the purpose of suggesting the names of individuals.

Questions on this process may be communicated directly to Cheryl Underhill of the University Secretariat (underhil@yorku.ca).

Vacant positions need to be filled on the following committees:

- Academic Standards, Curriculum and Pedagogy (full-time faculty members and a contract faculty member)
- Appeals
- Awards
- Joint Sub-committee on Quality Assurance
- Tenure and Promotions
- Tenure and Promotions Appeals

In addition, the Committee will seek candidates for *Academic Colleague to the Council of Ontario Universities*, and a *Senate nominee to the Board of Governors*, each for a two-year term of 2022-2024.

c. Senate Rules Re view 2021-2022

One of the Executive Committee’s priorities for this year is a review of the Rules of Senate, consistent with the prescribed timing for the exercise articulated in the Rules. Following the input of Senate on the scope of the Rules review this year, the inventory of sections / sub-sections of the Rules to be examined was confirmed by Executive and reported to Senate in January. Draft revisions are being discussed. Once finalized, the slate of revisions will be recommended to Senate for approval at the May (Notice of Motion) and June meetings.

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d. Sub-Committee on Equity

The Sub-committee advised Executive that at its meeting in March it was making progress on two of its self-identified initiatives for this year to:

- 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.
- communicate with Faculty Councils and committees to gather further information about how equity objectives are being integrated into Faculty Council and committee mandates.

Specifically, the Sub-committee is canvassing Faculty Councils about: the adoption of equity, diversity, inclusivity language within Council rules; new committees / sub-committees with an equity, diversity, inclusion, decolonization mandate within Faculty Council structures; and revised mandates of existing Council committees to integrate an equity, diversity, inclusion, decolonization function within its mandate. Senate committees on the other hand have been asked to identify opportunities for equity objectives to be integrated into committee-specific actions that align with respective mandates and current priorities, notably unconscious bias training for those committees with adjudicative responsibilities, and equity dimensions of curriculum for those committees with responsibilities in quality assurance processes. Responses from Councils have been requested by the end of April 2022, and updates from Senate Committees have been requested by the end of May 2022 if possible.

The Equity Sub-committee also completed its review of the terms of reference and composition of the Sub-committee. The recommended revisions were transmitted to Senate Executive for review and approval in conjunction with its review of the Rules of Senate this year. The Sub-committee met on 20 April and will convene again on 11 May 2022; a report on those two meetings will be provided to Executive at its meeting on 17 May 2022.

2. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Honorary Degrees and Ceremonials Sub-Committee, the Senate Executive Committee received a recommendation to add an individual to the pool of prospective recipients of honorary degrees. The Committee concurred with the recommendation, and, as a result, a new candidate has been deemed eligible for an honorary degrees.

Mario Roy, Chair

Poonam Puri, Vice-Chair

Report to Senate

At its meeting of 28 April 2022

FOR ACTION

Markham Campus

- a. **Establishment of a Stream in Communication, Social Media & Public Relations within the BA (Honours) program in Communication and Media Studies • Department of Communication and Media Studies • Faculty of Liberal Arts & Professional Studies • Markham Campus**

ASCP recommends that,

Senate approve the establishment of a stream in Communication, Social Media & Public Relations within the BA (Honours) program in Communication and Media Studies, housed in the Department of Communication and Media Studies, Faculty of Liberal Arts & Professional Studies, and located at Markham Campus, effective FW 2023-2024.

Rationale:

As detailed in Appendix A, it is proposed that a new stream in Communication, Social Media & Public Relations within the BA (Honours) program in Communication and Media Studies be established, to be offered at the Markham Campus. The stream will provide students with an opportunity for in-depth exploration of the complex landscape of and mechanisms to leverage social media and public relations with a view to preparing students for a range of communication related careers in private, public and not-for-profit sectors. Accordingly, the stream builds on York's commitment to social justice and on existing strengths within the Department of Communication and Media Studies, and aligns with priorities of the University and Faculty academic plans.

Students in the stream must fulfill the major requirements of the BA (Honours) in Communication and Media Studies along with stream-specific requirements covering public advocacy, social media campaigns and digital methods, such as the 1000-level Social Media, PR and Society, and the 3000-level Research Digital Communities and Professionalization and Placement Preparation. In the fourth year of the stream,

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students will be required to complete a placement, C4 or Liberal Arts capstone course, a portfolio course and Researching Social Media – Networked Perspectives. These fourth-year requirements, along with case studies and simulations integrated throughout the curriculum, will offer students significant experiential learning opportunities. In view of its distinctive focus, stream-specific program learning outcomes have been developed and are outlined in the proposal.

The stream will follow the Markham cohort model, with only Year 1 offered in 2023-2024, Year 1 and Year 2 in 2024-2025, and so on. A list of planned new courses for the stream has been provided, with details to be finalized prior to its launch. It is anticipated that the fourth year C4 course option will be more clearly delineated as conversations about C4 options at Markham are initiated.

A decanal statement confirms resources for the stream, assuring that the requisite computing capabilities will be in place. Supporting statements from other units and Faculties are evidence of a rigorous consultation process.

Approvals: LA&PS Faculty Council 10 February 2022 • ASCP 30 March 2022

Major Modifications

b. Establishment of Streams within the 4-Year Direct Entry, 2nd Entry and Post-RN IEN BScN programs • School of Nursing • Faculty of Health

ASCP recommends that,

Senate approve the establishment of streams in Nursing Practice in High Acuity and Critical Care Settings and Nursing Practice in Mental Health, Illness and Addictions Care within the 4-Year Direct Entry, 2nd Entry and Post-RN IEN BScN programs, housed in the School of Nursing, Faculty of Health, effective FW 2022-2023.

Rationale:

The documentation is set out in Appendix B in the form of a proposal to establish two new streams in 1) Nursing Practice in High Acuity and Critical Care settings, and 2) Nursing Practice in Mental Health, Illness and Addictions Care within the 4-Year Direct Entry, 2nd Entry and Post-RN IEN BScN programs in the School of Nursing. The new streams are aligned with the Pan-University Academic Nomenclature for

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“undergraduate streams” and are designed to provide the opportunity and curricular structure to allow students to branch to an area of practice that is of interest to them and also help facilitate their transition to employment. The streams are designed to attract applicants to the BScN programs in a competitive market and respond to the growing areas of human resource crisis in the focused areas of practice in Health which have become priority for stakeholders including Ministry of Health. The Registered Nurse (RN) profession is expected to face labour shortage conditions in the near future at the national level due to a current shortfall of RN positions, anticipated significant retirements over the next five years, and the impact of COVID-19 on healthcare staffing in acute care and mental health settings. The new undergraduate streams as proposed will serve to meet this growing demand for recruiting and educating nursing graduates and will respond to the impending health human resource shortage in the healthcare systems in Ontario and the Greater Toronto Area in particular.

The curriculum for the proposed new streams is centred on social responsiveness and a “towards health for all” philosophy, which will provide a unique focus in an undergraduate nursing program in Ontario. The streams also exemplify the School of Nursing’s core values of Excellence, Respect and Relational Practice, Transformation and Leadership, Engagement and Collaboration, and Diversity, Equity, Inclusion and Social Justice which align with both the Faculty of Health’s Academic Plan 2015-2020 and the 2020-2025 University Academic Plan.

The proposal includes letters of support from external healthcare partners and the Dean of the Faculty of Health.

Approvals: Health Faculty Council 2 February 2022 • ASCP 16 March 2022

c. Major modifications to the degree requirements for the BA (Honours) programs in Cognitive Science • Department of Philosophy • Faculty of Liberal Arts & Professional Studies

ASCP recommends that,

Senate approve major modifications to the degree requirements for the BA (Honours) programs in Cognitive Science, housed within the Department of Philosophy, Faculty of Liberal Arts & Professional Studies, effective FW 2022-2023.

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Rationale:

As set out in Appendix C, a significant reorganization of the degree requirements for the Cognitive Science BA (Honours), Honours Double Major BA, Honours Double Major Interdisciplinary (Linked) and Honours Major/Minor BA is proposed in order to more clearly delineate students' path through the major. Currently, many major requirements have prerequisites that are not part of the major which has resulted in students extending their time in the program in order to satisfy all major requirements. Accordingly, it is proposed that two groups of themes be introduced: Philosophy, Psychology and Linguistics are captured under Group A, and Artificial Intelligence, Human-Computer Interaction and Machine Learning are included under the umbrella of Group B. Along with 27 credits of core courses, students will be required to choose two themes, one from Group A and a second one from either Group A or Group B, with major credits totaling 57, a slight increase over the current number of 54. Minor updates have been made to the program learning outcomes to reflect the new requirements which can be found in the proposal. It is anticipated that lessening the complexity of the major requirements will promote student success and timely degree completion.

The Undergraduate Program Directors of each potential thematic area – Philosophy, Psychology, Linguistics, Computer Science and Information Technology – and academic advising were consulted and conveyed support for the proposed changes.

Approvals: LA&PS Faculty Council 13 January 2022 • ASCP 30 March 2022

Policy Items

d. Establishment of the Senate Academic Forgiveness Policy

ASCP recommends that,

Senate approve, effective FW 2022-2023,

- The establishment the *Senate Academic Forgiveness Policy*, as set out in Appendix D, and
- The rescission of the *Policy and Guidelines on the Withdrawn from Course Option*, the *Policy on Course Relief*, and the *Policy on Repeating Passed or Failed Courses for Academic Credit*.

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Rationale:

A collection of three Academic Forgiveness policies were approved by Senate in February 2016 as four-year pilots for the academic years 2016-2017 through to 2019-2020: the [Policy and Guidelines on Withdrawn from Course Option](#) (the “W”), the [Policy on Course Relief](#), and an amended [Policy on Repeating Passed or Failed Courses for Academic Credit](#). One-year extensions on the pilots were approved by Senate in February 2020 and April 2021 for the 2020-2021 and 2021-2022 years. Three core objectives underpinned the pilot: 1) responding to the concrete need for academic support for students by providing reasonable options that enable them to complete their degree program while balancing academic standards, 2) advancing student success, and 3) improving the integrity of the University’s student records.

Following their approval, ASCP committed to monitor and assess the effectiveness of the policies with a view to identifying whether they should be extended on a more permanent basis. ASCP’s assessment was informed by an annual review of data on the usage of the policies and ongoing feedback received from registrarial staff and academic advisors across the University. In the 2020-2021 year, the Committee engaged Faculties in consultation about the success of the policies by way of a memo circulated in February 2021, inviting them to respond to a number of questions.

Based on the feedback received as part of this consultation process, ASCP agreed that the pilot was successful and that it would be prudent to recommend that the policies be introduced as permanent Senate legislation in one consolidated policy. Building on suggestions and questions that have surfaced in previous discussions with ASCP and academic advisors, the consultation exercise helped identify adjustments to enhance clarity and address gaps, which have been incorporated in the version before Senate. Substantive revisions and additions to the current versions of Course Relief, Repeating Passed or Failed Courses for Academic Credit and Withdrawn from Course are denoted in bold, red font in Appendix D.

Approvals: ASCP 13 April 2022

e. Revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations

ASCP recommends that,

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Senate approve revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations, as set out in Appendix E, effective FW 2022-2023.

Rationale:

On a recommendation from the University Registrar, ASCP approved revisions to the *Senate Policy on Sessional Dates and the Scheduling of Examinations*, as set out in Appendix E. Additions are denoted in bold, red font and deletions are struck through. The substantive changes include shifting the counting of sessional dates from weeks to days, in alignment with approaches at other institutions, and adding purpose and definitions sections. No changes are required to the sessional dates for FW 2022-2023, FW 2023-2024 and SU2024, which were previously confirmed by ASCP and reported to Senate, as they are aligned with the policy revisions.

Approvals: ASCP 13 April 2022

Consent Agenda

f. Changes to coursework requirements for the Operations Management & Information Systems Field within the PhD program in Administration • Faculty of Graduate Studies • Schulich School of Business

ASCP recommends that,

Senate approve the following changes to the coursework requirements for the Operations Management & Information Systems Field within the PhD program in Administration, housed in the Faculty of Graduate Studies, Schulich School of Business, effective FW 2022-2023:

- A reduction in the number of core courses from 36 to 18 and an increase in the number of electives from 9 to 27, and
- The addition of three new core seminar courses, OMIS 7101 OMIS Foundations I, OMIS 7102 OMIS Foundations II, and OMIS 7103 Emerging Topics, and the retirement of OMIS 7100 Strategic Operations Management I, OMIS 7200 Strategic Operations Management II and OMIS 7300 Empirical Methods in Operation from the Field.

Rationale:

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The Operations Management & Information Systems (OMIS) area has found that the OMIS Field within the PhD program in Administration currently emphasizes methodological skills and data analysis over disciplinary knowledge and research design for data collection. In addition, the Operations and Supply Chain Management discipline is given greater prominence in the curriculum than the Information Systems discipline. Accordingly, the proposed changes seek to balance the focus of the curriculum by way of two new seminars that will introduce students to foundational topics in Operations and Supply Chain Management or Information Systems, with the emphasis of the seminars to change depending on the profile of the incoming cohort. The elective credits will serve to enable students' development of theoretical and methodological skills. The total number of required credits in the program will remain at 45 and the revised curriculum will continue to support students' achievement of the program learning outcomes.

Approvals: Schulich Faculty Council 11 March 2022 • ASCP 30 March 2022

New Grading Scheme

g. Minor revisions to Senate policies and regulations to reflect the new grading schemes

ASCP recommends that,

Senate approve,

- Minor wording changes to the Senate Policy on Visiting Students, effective immediately, as set out in Appendix F, and
- Minor revisions to the following Senate policies and regulations to reflect the new grading schemes, as set out in Appendix F, effective upon implementation of the new schemes:
 - Bridging Courses Policy and Guidelines
 - Bridging Programs at York University Policy and Guidelines
 - Regulation on Granting Degree Credit for Pre-University Courses
 - Regulation on Transfer Credit Limits for Advanced Secondary Studies
 - Senate Policy on Visiting Students

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Rationale:

Following Senate's October 2020 approval of the *Policy on York University Grading Schemes*, amendments to several Senate policies and regulations are needed to bring them into alignment with the new policy framework. ASCP confirms that the proposed amendments to this suite of policies and regulations are largely straightforward conversions and are in line with the spirit and intent of *the Policy on York University Grading Schemes* and the GPA conversions outlined in the undergraduate conversion scale. ASCP recommends that the proposed wording changes to the *Senate Policy on Visiting Students* be effective immediately as it reflects current terminology (denoted in bold, blue font). All other changes (denoted in bold, red font) will not take effect until the new schemes are implemented at a date to be determined. Appendix F includes a side-by-side comparison of relevant portions of the current and revised policies and regulations, followed by the policies and regulations in full with revisions incorporated.

Approvals: ASCP 2 March 2022

For Information

a. Minor Modifications to Curriculum

ASCP approved the following minor changes effective FW 2022-2023 unless otherwise indicated:

AMPD

Minor changes to degree requirements for the Honours BA Minor program in Computational Arts, Department of Computational Arts (effective FW 2023-2024)
Minor changes to degree requirements for the BA and Specialized Honours BA and BFA programs in Theatre, Department of Theatre

AMPD / Lassonde

Minor changes to degree requirements for the Specialized Honours BA and BA programs in Digital Media, Department of Computational Arts / Department of Electrical Engineering and Computer Science

Health

Minor changes to the practicum requirements for the BScN in Nursing program (4-year Direct Entry, 2nd Entry, Post-RN Internationally Educated Nurses), School of Nursing

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Minor changes to admission requirements for the Certificate in Athletic Therapy, School of Kinesiology and Health Science

Graduate Studies

Minor change to degree requirements for the Master of Science in Management Practice, School of Administrative Studies, LA&PS

Retirement of International Business (IBUS) Specialization within the MBA program, Schulich

Minor change to admission requirements within the Operations Management & Information Systems Field within the PhD program in Administration, Schulich

Lassonde

Minor changes to degree requirements for the BSc and Honours Minor BSc programs, and the Atmospheric Science stream within the Specialized Honours and Honours BSc programs in Earth and Atmospheric Science, Department of Earth and Space Science and Engineering

Establishment of CSSD rubric for the BAsc programs in Computer Science for Software Development, Department of Electrical Engineering and Computer Science

Establishment of DIGT rubric for the BAsc programs in Digital Technologies, Department of Electrical Engineering and Computer Science

Minor changes to the degree requirements for the Specialized Honours BEng program in Civil Engineering, Department of Civil Engineering

Schulich

Establishment of GMMM rubric for courses in the Global Mining Management area

Establishment of SUST rubric for courses in the Sustainability area

b. Minor Corrections to Degree Requirements

Minor corrections to degree requirements for previously approved program modifications were reported to ASCP, effective FW 2022-2023:

Health

BA and BSc programs in Global Health

Bachelor of Health Studies programs in Health Policy, Health Management, Health Studies, and Health Informatics

BSc programs in Psychology

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Lassonde

Complementary Studies Requirements for the BEng programs

Liberal Arts & Professional Studies

Honours Minor BA program in Japanese Studies

BA programs in Religious Studies, Business and Society, and History

Bachelor of Human Resources Management programs

Science

BSc programs in Biology, Chemistry, and Physics and Astronomy

BA and BSc programs in Science and Technology Studies

Martin Bunch, Chair

Major Modifications Proposal Guidelines

1. Program: Communication & Media Studies
2. Degree Designation: Honours Bachelor of Arts
3. Type of Modification: Addition of a stream in 'Communication, Social Media & Public Relations' based on Markham Campus to the existing Communication and Media Studies program.
4. Effective Date: September, 2023

Note: Additional appendices available upon request.

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

The Department of Communication & Media Studies seeks to add a stream Communication, Social Media & Public Relations (PR) to its B.A. in Communication and Media studies. The new Communication, Social Media & PR stream will be hosted at the Markham Campus and will start in 2023-2024. The development of the stream will follow the Markham cohort model: Year 1 only will be offered in 2023-2024, Year 1 and Year 2 in 2024-2025 and so on. Students in the stream will share a common curriculum with all other undergraduate students in Communication & Media studies. On top of shared required courses, students in Communication, Social Media & PR will take required courses in public advocacy, social media campaigns and digital methods. In keeping with the experiential education focus of the Markham Campus, the stream-specific courses will integrate case studies, professional development and internships/placements. The decision to propose a stream rather than a standalone major or program is to reduce risks of internal competition within the department. The vision is that the Communication, Social Media & PR stream will give students the opportunity to specialize in Social Media & PR as opposed to the breadth of media formats (e.g. cultural industries, policy, news, entertainment media, etc.) studied at the Keele program.

Students who begin at Markham and decide to transfer to Keele to complete the more general degree will be able to do so after consultation with Advising. Depending on available space, students who begin at Keele and decide to transfer to Markham to complete the Communication, Social Media & PR stream will be able to do so after consultation with Advising. Students deciding not to complete the Social Media & Public Relation Stream will be able to complete their honours degree in Communication & Media Studies at the Markham campus, in consultation with advising. Because they would be completing an Honours degree + stream requiring 69 COMN credits, students in the stream will not be able to do a double major. They will however be able to add a minor, either at Markham (currently, Entrepreneurship and Innovation, ADMS) or at Keele.

Communication, Social Media & PR is a standalone stream of the Communication & Media Studies program. The Communication & Media Studies program, as a whole, is aware that the addition of a new stream at Markham will require adjustments at Keele and is in the exploratory stages for potential development of streams, specialized minors and certificates at Keele. Once these ideas are firmed up and based on the next CPR (2023), the department will also consider developing a Specialized Honours structure.

In terms of governance, the stream will be integrated within the department of Communication and Media Studies, with a program coordinator onsite at Markham.

6. Provide the rationale for the proposed changes.

The rise of digital technologies has revolutionized communication and media studies. In less than a decade, social media platforms and digital information networks have become key infrastructures for politics, commerce, culture and interpersonal relationships. At the same time, the rise of social media and the reinvention of public relations as it integrates large-data sets to create personalized messages and narratives has become a critical issue of our times.

From mis/disinformation and targeted manipulation to vaccine denial, conspiracy theories and intense political polarization, it has become clear that there is a need for in-depth critical analysis of how social media and PR dynamics represent a threat to democracy and ideals of social justice. From concentration of ownership at the hand of mega-powerful tech corporations to surveillance to systemic racism and marginalization through biased design of algorithms, the issues that social media and PR present deserve a critical approach. At the same time, the power of social media and PR to create new forms of knowledge, new modes of intercultural exchange, and new solidarities deserves further attention. The proposed stream in Communication, Social Media & PR will train students in assessing the power of social media and PR while exploring how they can be leveraged for ethical communication and social justice purposes. Students will receive both critical and professional skills that will enable them to pursue a range of communication related careers in corporate, public and not-for-profit sectors.

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

The proposed program stream Communication, Social Media & Public Relations aligns to the following six priorities for action from the University Academic Plan, 2020-25:

21st Century Learning: this priority calls us 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 “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.”

By combining theoretical approaches with opportunities for technical and professional skill development in social media and public relations, the new stream will build on the strong foundation of the Communication and Media Studies program in which it is situated to provide students with 21st century learning.

Knowledge for the Future: this priority calls us to expand “the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works...”

The expansion of experiential learning opportunities for students who enroll in the stream will depend on the creation of strong relationships with external business and partners in the community. The department is committed to ensuring that the knowledge and creative works generated from these relationships are reciprocal rather than extractive so that students’ learning is not at the cost of other organizations’ resources. Students can gain research experience in their course work and through supplementary opportunities within the Faculty such as the Dean’s Award for Research Excellence.

From Access to Success: this priority describes the work of the university to implement “new systems to track our progress on improving outcomes for all of our students and especially those from underrepresented groups” and focuses on ensuring that student success hinges not only on twenty-first century systems but also the full suite of services that are essential to student persistence and success in a postsecondary environment.

By being located at Markham Campus, the stream in Communication, Social Media & Public Relations will be well positioned to offer high quality services to students using the most up-to-date systems York University has available.

Working in Partnership: this priority commits us to “continue to build cross-sector and inter-community partnerships that can service as vital catalysts for positive change. As a university we will model new and deeper forms of collaboration with industry, government, alumni, donors, and community partners across all our campuses. Our students will deepen their understanding of their social responsibilities and open their horizons to new and exciting career paths.”

The stream will engage students in experiential learning opportunities such as invited speakers, site visits, and internships with partners in the community and industry. Where appropriate, approaches to these opportunities will be guided by the principles outlined in Professor Natalie Coulter’s report, “Teaching at the Intersections,” which articulates social justice-oriented approaches to preparing students to work in the Jane/Finch community. Building on the knowledge generated by facilitating community engaged placements for students in Communication & Media Studies, these approaches will ensure that students who graduate from the stream—as well as the Keele program—integrate skills such as the capacity to maintain confidentiality and to articulate the importance of confidentiality in context, awareness of power and privilege in community-based work, as well as respect for the knowledge and experiences of partners in the community.

The proposed program stream Social Media and Public Relations aligns with the principles outlined in 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...” and **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.” As stated above, the new Social Media and PR stream will not only be well integrated into the common curriculum in Communication and Media Studies, but it will offer experiential learning opportunities to students.

The proposed stream also aligns with **Principle 7, Promote access, social justice, and community engagement**, which states “Build on our regional partnerships with the City of Toronto, Peel Region, and York Region/Markham to provide high-impact community learning opportunities for LA&PS students and eliminate barriers between the Faculty and our surrounding communities” and “Enhance access initiatives and academic bridging opportunities for local community members, non-traditional students, mature students at various stages of their lives and careers, first generation students, part-time students, students with precarious immigration status, students from across the ability spectrum, and students from equity-seeking groups.” As outlined above, the proposed stream will be offered at Markham Campus and will offer high quality services to students as well as it will engage students in experiential learning opportunities with partners in the community and industry.

The proposed stream aligns well with the Strategic Mandate Agreement (SMA) (2020-2025) in the following ways. The SMA states that “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.” It is the university’s ultimate goal for every student across various programs to have access to experiential education. Second, it outlines that the institution’s “continued growth in programs clustered around themes of technology, health, entrepreneurship, across multiple disciplines.” Markham Campus will allow the university to “meet the growing demand for graduates with technology and entrepreneurship skills.”

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

See Appendix A for degree checklist

See Appendix B for list of new courses, course descriptions, and course learning outcomes

See Appendix C for curriculum map of program learning outcomes

A. Communication, Social Media & Public Relations Stream: an introduction

The establishment of a new stream in Communication, Social Media & Public Relations at York's Markham Campus provides the Department of Communication & Media Studies with a unique opportunity. Social media and public relations are growth areas in terms of employment, meaning that the stream will provide a highly specialized and in-demand degree option for our students. At the same time, social media and public relations have come under increased scrutiny in recent years, with concerns raised over everything from the role of social media in undermining democratic norms and spreading 'fake news,' to concerns over privacy and surveillance in the wake of the Snowden revelations and the Cambridge Analytical scandal, or over the extent to which corporate public relations campaigns blunt awareness of key social issues, most notably the climate crisis. This new stream responds to these contradictory contexts by offering students a theoretically grounded, academically rigorous, and practically oriented degree that will leave them well situated for both future careers, and as citizens able to engage with the central issues of our time.

For all the problems we can identify in relation to existing social media and PR practices, these are also complex fields that offer potential as drivers of positive social change. This is where the strength of the new stream lies. Whether students go on to work in industry, where companies are increasingly attuned to the need to respond to social justice demands, or in public sector, NGO, or activist contexts, a social justice-oriented approach to social media and PR is of fundamental importance in the world today. This approach will be unique to York and to this stream. It builds on York's broader commitment to social justice, and on the Department of Communication & Media Studies' existing strengths. The stream will also place significant emphasis on working with partners in various communities to build capacities for partners and students. At the heart of our approach is attention to the particular challenges of creating ethical and productive community engagements that, rather than extracting from partners in communities, enables those partners to equal or greater benefits. In what follows, the structure and requirements of the new stream and how they map onto program learning outcomes will be outlined.

B. Program learning outcomes: overview

The stream-specific program learning outcomes flow from the unique combination of academic and other skills and approaches the stream will provide students. A social justice approach necessitates a combination of deep analytical understanding of the social, cultural, and technological structures or broader mediated landscapes, as well as the ability to engage in

concrete ways with more specific practices relating to industry, NGO, activist, and community engagements with social media and PR. As the curriculum map outlines (see Appendix C), the objectives of the existing COMN courses and curriculum provide a strong critical communication studies base, while the stream-specific required and elective courses expand and deepen student knowledge and abilities.

The requirements for the stream are built on a number of stream-specific learning outcomes. These include: developing social media- and PR-focused theoretical, empirical, and analytical knowledge that translates the broader critical and social justice oriented approach of the Communication & Media Studies department to the specific demands of the stream; developing relevant methodological perspectives and abilities; acquiring key capacities and skills needed in the navigation of both academic and future career contexts, in part through expanded EE and placement opportunities; and applying social justice perspectives in understanding the potentials and limitations of social media and PR practices, including a strong awareness of the limits of knowledge relating to these fields.

C. Required courses

The stream in Communication, Social Media & Public Relations will be built on top of the existing requirements and core courses in the Communication & Media Studies program. The stream adds additional requirements beyond the requirements of the Keele Communication & Media Studies degree plan. The Markham stream will be a more focused—and more intensive—degree plan. Appendix C outlines the new courses which will be added to meet the additional learning outcomes associated with the stream. These additional requirements mean that students who decide to opt into the Markham stream will gain the same firm grounding in Communication & Media Studies as Keele students, but the additional courses will allow Markham stream students to obtain the diverse range of skills required to effectively integrate a critical social justice approach to social media and PR.

The degree checklist in Appendix A outlines the requirements for the existing program at Keele alongside those of the Markham stream. The new Markham-specific course titles, descriptions, and draft course learning outcomes are detailed in Appendix B. The additional requirements for the Markham stream include:

1) 1xxx, 'Social Media, PR, and Society' (3 credits). The existing Communication & Media Studies requirements (beginning in 2022) include a 3-credit first year course, to be taken from a range of alternatives. For Markham, a single option will be mounted which will introduce students to the basic approaches to a critical study of social media and PR, a stream-specific and more focused introductory course supplementing and complementing the broader introduction to the field of Communication and Media Studies students will get in COMN 1000. If students in the stream decide to transfer to the Keele campus, COMN 1xxx: *Social Media, PR & Society* will count as equivalent to the 1000 level, 3 credits required courses at Keele.

2) Third-year specific required courses (12 credits). These comprise: 'Professionalization and Placement Preparation' (3 credits); 'Researching Digital Communities' (3 credits); 'Applied Media Ethics' (3 credits); and 'Advocacy and Social Change' (3 credits). The current Communication & Media Studies degree requirements do not include any specific required third-year courses. It is at this level where students in the stream will begin to engage most systematically and extensively in social media and PR related study. The

courses (see details in Appendix B) prepare students for their professional and placement opportunities, develop skills in social media and PR specific methods, provide an ethical framing for future social media and PR employment, and ground students' studies in a social justice context. At this level none of the courses involve placement or other formal external components. These courses will require access to appropriate computing and design resources (see section 11 below). If students in the stream decide to transfer to the Keele campus in their third year, any COMN courses taken at Markham will be considered equivalent to COMN courses at Keele.

3) Fourth-year specific required courses (15 credits). These include: Placement or C4 course or Liberal Arts Capstone (6 credits); Portfolio course (6 credits); and 'Researching Social Media – Networked Perspectives' (3 credits). These courses will form the basis of the experiential learning component of the stream. The first requirement will be for a placement course in some form, which will include the possibility for industry- or community-based opportunities, and potentially a C4 option. The C4 and placement framework across Markham Campus is currently under development, and so this proposal will not define a final structure for these options. The portfolio course will enable students to bring together, critically analyze, and build on their experiential work developed over the course of their degree. 'Researching Social Media – Networked Perspectives' will provide advanced training in social media analytics necessary for contemporary careers in social media and PR. These courses will require access to appropriate computing and design resources (see section 11 below). If students in the stream decide to transfer to the Keele campus in their fourth year, any COMN courses taken at Markham will be considered equivalent to COMN courses at Keele.

D. Other COMN courses and degree requirements

As well as the specific required courses for the stream specifically and the major generally, students will be expected to take 9 additional COMN credits the 3rd year level and 9 additional COMN credits at the 4th year level. The specific courses focus on skills building, whereas these additional required credits will allow students to develop in-depth knowledge and experience in their specific areas of interest and career development. This may involve more focus on studies of social media or on other particular areas: data analysis and visualization; policy and law; specific themes (health, environment, Indigeneity); campaign design from a social justice perspective; activist PR and social media; and others. Each of these areas are engaged in at least two of the 3rd and 4th year elective courses. Course titles and descriptions can be found in Appendix B.

NOTE: the courses referenced here include only those newly designed for the stream. Students may take existing courses at the Keele campus, and conversely any existing courses in the current calendar can be mounted at the Markham Campus.

E. Faculty Complement

Two tenure-track faculty members for the stream were hired in Summer 2021. Dr. Kelly Bergstrom specializes in feminist critiques of digital labour, gaming and digital cultures and Dr. Rianka Singh researches race and technology, platform studies and feminist media studies. The department is currently hiring for a third position at Markham at the Assistant/Associate level. Altogether, the department currently comprises 17 full-time faculty members (including two CLAs), with two new hires (one for Markham, one for Keele) planned this year and are expecting more to come in the future based on program and stream needs. We foresee that

we need at least five faculty members at Markham to teach the full Stream's curriculum. Some faculty have already expressed interest in teaching at both Keele and Markham. As well, all faculty members are expected to engage in graduate teaching and supervision at York University.

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

The new stream is designed to provide a critical applied perspective to Social Media and PR. It is expected that as other programs in Markham grow, there will be synergies in terms of the kinds of professional skills that students in the stream will be able to get via courses in other Markham programs and vice-versa.

We first consulted with programs whose focus is adjacent to communication and media studies. Historically, our Communication & Media studies students have greatly benefited from courses already offered in those programs. Our aim in consulting was to respect the expertise that these programs offer while developing Social Media and PR courses that could be of benefit to their students as well. We consulted with the following programs:

LAPS: Administrative Studies, Professional Writing

By and large, students in communication and media studies have benefited from courses offered by Administrative Studies (particularly in the area of marketing) and Professional Writing, and we expect that such strong interest will be present for students in the Communication, Social Media & PR stream. The consultations highlighted the critical focus that is at the core of Communication & Media Studies, and how EE principles for the Communication, Social Media & PR stream will be focused on applying critical perspectives and reflecting on ethics and social justice issues. We expect students in the stream to benefit from the in-depth practical training such as the one offered by Professional Writing, and from more quantitative and applied approaches to Marketing and Business offered through Administrative Studies.

Schulich:

The critical perspective and application of Social Media and PR principles to not only corporate, but also government and not-for-profit sectors provides the key distinction with Shulich's Marketing program. At the same time, it is expected that students from the Communication, Social Media & PR stream will be highly qualified to enter Shulich's Marketing master program.

AMPD:

We see strong synergies between Social Media and PR and AMPD's Creative Technologies program. In particular, Communication, Social Media & PR students will benefit from Creative Technologies' multimedia and practice-focused courses, including 1-credit options on learning specific multimedia software tools.

10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes,

and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

The admission requirements to the program remain unchanged and are as follows:

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

To gain admission to this program, the applicant's academic average should be in the mid-70s. The current admission requirements are in-line with the program learning outcomes. Students will benefit from having completed an ENG4U credit to further develop their communication skills in the program and the stream. The introduction of theory and application of technical approaches are scaffolded throughout the program such that students are prepared appropriately by advancing through the curriculum to achieve the learning outcomes upon graduation without the need to enter the program having completed advanced mathematics in secondary education.

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

Extensive computing and other resources will be essential to ensuring student success. Given their expense, and especially given the social justice orientation of the stream, access to resources is part of larger questions of accessibility for the diverse range of students the program will attract. It is also essential that students have access to the kind of tools (hardware and software) that they will be using in future careers. Thus, while low-cost alternatives may be available, they will need experience in using professional-level tools throughout their time in the stream.

Robust access to computer labs: These will be used for teaching select courses, but regular (ideally 24/7) access for students is also crucial. Given the expense of equipment and software, access for faculty is also needed, either via licenses on office computers or through other means. NOTE: access to equipment and software ties in with broader accessibility issues and ensuring all students have equal access throughout their entire time at York. Especially given the social justice orientation of the new stream, ensuring that students have regular access to these resources will be crucial to ensuring success.

Hardware: HD camera, SLR camera, microphones, scanner, ring lights, green screen, audio recorders, podcast equipment.

Software: visualization software, quantitative and qualitative social science research software, interactive documentary and other production software, social media management systems, privacy software, editing programs (video, audio, etc.), design programs, etc. Specific resources may include: Tableau, Nvivo, Atlas.ti, Adobe Creative Suite, SPSS, Klynt, Qualtrics, Avid, Ogilvy Amos, Tor support (possibly through the node being established at Scott), IBM Watson, Hootsuite.

Both hardware and software require acquisition budgets, but also ongoing support for upgrades and new acquisitions as industry standard tools change. It is also essential that computer labs be staffed with people who are able to offer technical and other forms of support for students, as well as maintaining the infrastructure.

Access to meeting rooms with video conferencing is important for research, teaching, and service, including allowing us to administer and govern a program housed in two geographically distant campuses.

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

The delivery of the program is not changing. The stream will adhere to how the program is already delivered. The program is course-based with opportunities for students to complete experiential learning throughout the stream. The stream-specific courses will integrate case studies, professional development, and internships/placements. The material will be delivered in classroom (or online, as needed and according to the University's process for changing the delivery mode of existing courses) settings through structured course work. This will vary by course, as per the learning outcomes. While some courses will use primarily classroom instruction, other courses will be infused with significant experiential learning, including case analysis and discussion, simulations, and field visits. These delivery methods will help students achieve the learning outcomes.

Experiential education is a core element of the Social Media and Public Relations stream. It will include, among other pedagogical tools and methods:

- Case studies: this will include studies on successful and not-so-successful communication and media organizations based on published material. Students will be required to apply their social media and public relations knowledge to "solve" cases, in a legal, ethical, and socially responsible manner.
- Simulations: scenarios inspired by previous "real life" events will be developed/used to test students' knowledge using data related to, among other things, social media trends, the effect of algorithms, public relations campaigns and management.

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

The assessment of the program is not changing. The stream will adhere to how the program is already assessed. The strategy for assessment is driven by industry norms, i.e. almost all assignments are asking students to work on activities that are similar to those expected in a social media and public relations related occupation and present their work in a form that would be acceptable to a majority of employers. Reflective writing and self-assessments will be used alongside these practical assignments to assess students' growing awareness of using these skills in a legal, ethical, and socially responsible manner.

There are two exceptions to this principle. First, academic-only courses especially those at the lower level that introduce and develop foundational knowledge and skills for scaffolding to

upper-level courses (e.g. smaller writing assignments at the 1000- and 2000-level that prepare students for more complex case work in upper-level courses). Learning will therefore be assessed mostly by traditional means—i.e. a combination of assignments, quizzes, tests and exams, with each such assessment instrument mapped to course learning outcomes. Second, as a mechanism to allow students to be assessed for larger projects where they need to present verbally, document context and outcomes, and propose solutions.

There is a strong emphasis on individual and collaborative assessment to emphasize the dynamics of communications work. Experiential learning with organizations in the community will also give students an opportunity to contribute meaningfully to a reciprocal relationship while learning about the professional, ethical, and social justice dimensions of social media and public relations projects.

Formative assessment will be used throughout and takes a wide variety of forms e.g. interaction in class; peer feedback on in-class presentations; workshop activity with feedback; online quizzes, and instructor feedback on project work.

The curriculum maps presented in (Appendix C) show that program learning outcomes are assessed throughout all years of the stream and program to reflect that these courses provide students with opportunities to demonstrate higher-order learning—such as the ability to synthesize diverse concepts—in a culminative way (i.e. which requires students to have integrated what they have learned throughout the program to be successful in the third and fourth years).

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

As with the other programs being launched at Markham, the Communication, Social Media & PR Stream will be launched following a cohort model. Once launched in Fall 2023, the stream will accept new students who will be expected to start in Year 1 and take the required 1000 level courses. In Fall 2024, both 1000 and 2000-level classes will be offered, continuing until the program is fully operational in Fall 2026 with all four years of courses being offered at Markham Campus. Academic advising in the Faculty and within the department is available to students exploring their options in both the Keele program and the specialized Markham stream. The department will assist students who wish to transfer from the Markham stream to the Keele program, and vice versa.

Keele students who wish to transfer to the Markham stream will need to fulfill both the general Communication & Media Studies program and specific additional courses required by the Communication, Social Media & PR stream (see Appendix A).

The Communication, Social Media & PR stream comprises of an additional set of required classes that go beyond the current degree requirements for Communication & Media Studies students at Keele. The addition of the Communication, Social Media & PR stream at Markham will not impact existing COMN students who intend to complete the existing program option at Keele. Keele students wishing to take COMN electives at Markham will be accommodated on a case-by-case basis, but registration priority will be given to students who are enrolled in the Communication, Social Media & PR stream.

Current students who wish to transfer into the stream will have to meet the progression requirements as outlined by the new grading scheme. All students—current and new—will have

to meet the Faculty's existing graduation requirements to complete the stream:

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 at the same time as the proposed program's launch. 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. Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 2.00 and a major grade point average of at least 2.3;
3. General education: to fulfill the Faculty of 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;
5. Credits outside the major: at least 18 credits

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

Communication & Media Studies is offered as a stand-alone Honours BA program, an Honours Double Major BA and an Honours Major/Minor BA; as a stand-alone Honours iBA, an Honours Double Major iBA and an Honours Major/Minor iBA. It also offers a specialized stream in Communication, Social Media & PR at the York - Markham Campus. (Please note that a 90-credit BA is not offered, nor is a minor in Communication and Media Studies available.) Also note that the Specialized Honours BA previously offered in the program was cancelled in 2020 because of lack of enrollment.

The Communication & Media Studies curriculum consists of three sub-fields that are considered the main themes of the program: critical technology studies; politics and policy; and media, culture and society. The emphasis of the program is academic rather than professional or technical; the aim of the program is to produce graduates who have acquired skills in communications analysis and a synthesis of knowledge in the increasingly complex field of communications.

Appendix A

Degree checklist

KEELE DEGREE (existing)			MARKHAM PROPOSAL	
Gen ed	Current: 21 credits	Credits	Markham:	Credits
	Huma or Soc Sci	9	[to be determined]	
	Huma or Soc Sci	6		
	Nat Sci	6		
Total Gen ed		21		21
Major	Current: 48 credits		Markham: 69 credits	
	COMN 1000	6	COMN 1000	6
	COMN 1xxx	3	COMN 1zzz*	3
	COMN 2200	3	COMN 2200	3
	COMN 2500	3	COMN 2500	3
	COMN 2700	3	COMN 2700	3
	COMN 2xxx Methods	3	COMN 2100 (Methods)	3
	COMN 2xxx Theory	3	COMN 2150 (Theory)	3
	COMN 3000 level (any combination of 3 rd year courses)	12	COMN 3000 level (and combination of 3 rd year courses)	9
			3xxx Professionalization and placement prep *	3
			3xxx Digital ethnography*	3
			3xxx Applied media ethics*	3
			3xxx Advocacy and social change*	3
	COMN 4000 level (any combination of 4 th year courses)	12		9
			COMN 4xxx: One of C4 course*; Community placement*; Or placement*. [to be determined]	6
			COMN 4xxx, Portfolio*	6
			COMN 4xxx, Tracking Networks*	3
Total major credits		48		69

Credits outside Major	Current: 18 credits		Markham: 18 credits	
		18	[to be determined]	18
Free Choice credits	Current: 33 credits		Markham: 12 credits	
	Any courses	21	[tentative pending decisions about gen eds and credits outside major]	12
	3000 level course	6		
	4000 level course	6		

*New Markham-specific courses (see new course proposals list)

Appendix B

New Courses & Course Descriptions

List of new courses

The proposed stream in Communication, Social Media and Public Relations will add the following new COMN courses. A list of course descriptions for all required and elective (non-required) courses for this stream is included in the following section.

- 1xxx Social Media, PR and Society
- 3xxx Professionalization and Placement Preparation
- 3xxx Researching Digital Communities
- 3xxx Applied media ethics
- 3xxx Advocacy and Social Change
- 3xxx PR, Corporate Spin and Consumer Culture
- 3xxx Mass Manipulation, PR, and Social Media: Critical Perspectives
- 3xxx Digital and Multimedia Storytelling for Social Transformation
- 3xxx Critical approaches to data analysis and visualization
- 3xxx Persuasive campaigns
- 3xxx Visual messaging and communication
- 3xxx Viral Outrage & Public Relations
- 3xxx Algorithms, Content Feeds and Public Relations
- 4xxx Technologically-Mediated Publics
- 4xxx Infrastructures of Social Media
- 4xxx Social Media and Activism
- 4xxx Inclusive design and social responsibility
- 4xxx Indigenous Data Governance and Sovereignty
- 4xxx Health, technology, and communication
- 4xxx Law, Policy, and Public Relations
- 4xxx Living on a damaged planet: Social media, PR, and environment
- 4xxx Inclusion, diversity, and PR/social media
- 4xxx Social Media & Public Relations Field Experience Placement
- 4xxx Portfolio Course
- 4xxx Researching Social Media – Networked Perspectives

And finally, students in the stream will have the choice between a required placement or a yet to be determined C4 class. We expect the C4 course option to be further defined once conversations begin about Markham's C4 options. This appears in the course descriptions below as the following placeholder:

Placement/C4 course selections (TBD)

List of PLOs

1. Depth and breadth of knowledge

Apply relevant ethical, historical, critical and current interdisciplinary communication and media studies frameworks to articulate the socio-cultural, political economic, technological and environmental roles played by media, social media and PR in society.

2. Knowledge of Methodologies

Apply qualitative and quantitative research methodologies relevant to the complex study of media, social media and public relations in course-led and independent individual and group projects.

3. Application of Knowledge

Integrate appropriate communication and media theories and conceptual frameworks to critical analyses of key historical and current case studies, practices, policies and/or institutions of media and communication in Canada and internationally; and in a community-focused or workplace experience.

4. Communication Skills

Communicate effectively in a variety of formats (oral, visual, textual), using communication and media practices, technologies, and platforms appropriate to target audiences.

5. Awareness of limits of knowledge

Incorporate a diversity of epistemologies to critique the limits of current knowledge and meaningfully enact social justice locally, nationally and internationally.

6. Autonomy and Professional Capacity

Acquire transferable critical and professional skills for academic and professional careers in communication, media, social media and public relations in a wide variety of industries and contexts (public, corporate, not-for-profit, advocacy).

Appendix C

Curriculum map of program learning objectives for proposed Communication, Social Media and PR stream in the Department of Communication & Media Studies

Markham required courses

Course	PLO1 Depth and breadth of knowledge	PLO2 Knowledge of Methodologies	PLO3 Application of Knowledge	PLO4 Communication Skills	PLO5 Awareness of limits of knowledge	PLO6 Autonomy and Professional Capacity	CLOs and other notes
COMN 1000 Introduction to Communication and Media	intro	intro	intro	intro	intro		Existing course, see Keele CLOs
COMN 1xxx <i>Social Media, PR and Society</i>	intro	intro	intro	intro	intro	intro	Draft CLOs: <ul style="list-style-type: none"> Identify the relevant historical and current interdisciplinary frameworks to study communication and media with particular attention to social media and public relations (PLO1) Document and evaluate your own social media habits (PLO2) Summarize a PR case study and evaluate its effectiveness (PLO3, PLO4) Understand how social media and PR have systematically been used for unethical purposes, and how they solidify social inequalities. (PLO5) Explore scholarly and career options in social media and PR (PLO6)
COMN 2100 Foundational Communication Theory	Develop	Develop	Develop	Develop	Develop	Develop	Existing course CLOs: PLO1 <ul style="list-style-type: none"> Situate communication- and media-related theory in the broader fields of theory in the social sciences and humanities

							<ul style="list-style-type: none"> • Identify the historical and current interdisciplinary nature of communication studies • Distinguish between socio-cultural, political economic, and technological approaches to communication and media theories; <p>PLO2</p> <ul style="list-style-type: none"> • Utilize theories and concepts such as agenda-setting and public sphere in analyzing media texts. • Identify the theoretical approaches germane to the study of media and culture, politics and policy, and media technology; • Apply various theoretical approaches to the design and conduct of independent research projects. • Employ theoretical approaches analyzing institutional dynamics, political economy, globalization, and intercultural communication to the analysis of media policy and production. <p>PLO3</p> <ul style="list-style-type: none"> • Analyze and interpret empirical data through a theoretical lens; • Analyze key (historical and current) schools of thought, both in Canada and internationally <p>PLO4</p> <ul style="list-style-type: none"> • Tutorials provide opportunities to develop techniques for a wide range of presentation styles and modes of communication. • Research essays using APA citation format. • Write coherent analytical research papers, reports, or position papers. <p>PLO5</p> <ul style="list-style-type: none"> • In-class practical case studies providing 'hands-on' evaluation of the many different ways in which theoretical texts can be interpreted and applied to concrete case studies; • Identify similarities and differences between theoretical and methodological approaches to media and communication; • Analyze the social construction of knowledge, and the public and private structuring of information, media, culture, and technology as affected by power relations whether these are social, cultural, political or economic; <p>PLO6</p> <ul style="list-style-type: none"> • Develop public speaking and presentation through tutorial participation • Develop analytical and critical readings skills through the assigned readings and case studies • Introduce students to techniques and essay writing conventions relating to theoretical work
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<p>COMN 2150 Introduction to Research Methods in Communication and Media Studies</p>	Develop	Develop	Develop	Develop	Develop	Develop	<p>Existing course CLOs:</p> <p>PLO1:</p> <ul style="list-style-type: none"> Identify relationships between socio-cultural, political economic, and technological aspects of media and communication Identify and apply key theoretical and methodological frameworks in the critical analyses of the creation, production, consumption and distribution of media and technology in Canada, as well as in global contexts <p>PLO2:</p> <ul style="list-style-type: none"> Ability to select and warrant appropriate methodologies for given research designs. Employ research techniques such as content analysis of news stories and archival research to document political events and media policy changes. <p>PLO3:</p> <ul style="list-style-type: none"> Employ research techniques such as content analysis of news stories and archival research to document political events and media policy changes. Capacity to develop critical analyses and scholarly arguments employing a number of different theoretical and methodological approaches to research in the field; Ability to apply critical and analytical research methods and theory to develop insight into various communication phenomena. <p>PLO4:</p> <ul style="list-style-type: none"> In-class exercises provide opportunities to develop techniques for a wide range of presentation styles and modes of communication. Research essays using APA citation format. Write coherent analytical research papers, reports, or position papers. Write persuasively using discipline-specific conventions and formats <p>PLO5:</p>
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							<ul style="list-style-type: none"> • In-class practical case studies providing 'hands-on' evaluation of the many different policies and practices concerning the creation, production, consumption, and distribution of media and technology; • Identify similarities and differences between theoretical and methodological approaches to media and communication • Assess the merits and applicability of approaches to media, technology and communication studies from interdisciplinary perspective <p>PLO6:</p> <ul style="list-style-type: none"> • Develop public speaking and presentation through class participation • Develop analytical and critical readings skills through the assigned readings and case studies • Introduce students to methodological techniques and analytical essay writing conventions • Employ critical and analytical capacities (whether individually or in teams) to produce valid, reliable and ethical research necessary in the public production and dissemination of knowledge • demonstrated understanding of the connection between knowledge of communication, its research and practice; • Advanced ability to organize, analyze, critically evaluate, and communicate information as an essential and transferrable skill set • Identify opportunities for advanced study in communication and media studies, and in other related fields such as law, political science, public administration, journalism and International development
COMN 2200 Introduction to Politics, Policy and the Media	Develop	Develop	Develop				Existing course CLOs: <ul style="list-style-type: none"> • Describe basic relationship between news media institutions and political process (PLO1) • Utilize some communication theories and concepts such as agenda-setting to analyze media texts (PLO2)

							<ul style="list-style-type: none"> • Think in critical and reflexive ways about institutional and socio-political contexts for policy agenda and evolution of media institutions. (PLO3) • Identify basic elements of power dynamics that shape or constrain public communication discourse. (PLO1)
COMN 2500 Information and Technology	Develop		Develop				Existing course CLOs: <ul style="list-style-type: none"> • Demonstrate basic understanding of current information and communication technology scholarship, (PLO1) • Utilize some communication theories and concepts to analyze information and communication technologies, (PLO3) • Think in critical and reflexive ways about institutional and socio-political contexts relevant to information and communication technologies, (PLO3) • Identify comparisons between Canadian and international examples of how information and communication technologies impact society. (PLO1)
COMN 2700 Media, Culture and Society	Develop	Develop	Develop	Develop		Develop	Existing course CLOs: <p>By the end of this course students</p> <ul style="list-style-type: none"> • will have the analytical tools to explain how media have the social and cultural role they occupy, (PLO1) • will have developed the skills the deconstruct the media and their representations of the social world (PLO3) • equip students with sets of key terms and concepts as well as methodological and theoretical approaches. (PLO2) • enable students to learn effective writing skills in short exercises such as reading summaries as well as essay writing and exam writing. (PLO4) • facilitate group work for developing skills for oral presentations and collaborative exercises. (PLO4, PLO6)
COMN 3xxx Professionalization and Placement Preparation				Develop		Develop	Draft CLOs: <ul style="list-style-type: none"> • Evaluate current job ads in social media and PR in corporate, public, and NGOs contexts. (PLO4, PLO6) • Compile evidence of your skills learned to date in the Social Media and PR stream of the Communication & Media Studies major and

							<p>how they can apply to different industries, fields and contexts.(PLO6)</p> <ul style="list-style-type: none"> • Generate a list of further skills you would like to acquire and refine before graduation (PLO6) • Assemble a draft application package for community placements/embedded work experiences (PLO4, PLO6)
<p>COMN 3xxx Researching Digital Communities</p>	Develop	Develop	Develop	Develop	Develop	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Reflect on and respond to academic articles in a thoughtful manner (PLO1, PLO4) • Develop a qualitative digital research plan informed by existing literature.(PLO3) • Demonstrate competency in the use of emerging qualitative digital methodologies within an ethical framework (PLO2, PLO5) • Explore career options involving digital research (PLO6)
<p>COMN 3xxx Applied media ethics</p>				Develop	Develop	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Compare and contrast major systems of ethical reasoning (PLO5) • Apply ethical frameworks to social media and PR case studies (PLO5) • Compose a policy memo summarizing the ethical obligations present in social media and PR case studies (PLO4, PLO6) • Propose a course of action or response to ethical issues identified in social media and PR case studies (PLO4, PLO6)
<p>COMN 3xxx Advocacy and social change</p>			Achieve/ Assess	Develop	Develop	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Summarize the history of and current academic scholarship about persuasive communication (PLO1) • Analyze the persuasive messages present in key mediated texts (political speeches, media interviews, campaigns, etc.) (PLO3) • Rewrite a key mediated text to modify its original message (PLO3, PLO4) • Compose a reflective statement summarizing how you approached rewriting the key mediated text (PLO4) • Explore career options in advocacy and social change (PLO6)
<p>COMN 4xxx, Researching Social Media – Networked Perspectives</p>		Achieve/ Assess	Achieve/ Assess	Achieve/ Assess	Achieve/ Assess		<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Critique the limits of quantitative network analysis when it comes to the study of social movements (PLO2, PLO5) • Design an independent research project that uses the network analysis techniques discussed in this class (PLO2, PLO3) • Conduct an analysis of your research data and compose a report of your findings (PLO4)

							<ul style="list-style-type: none"> Generate a press release of your study's findings, translating your findings for journalists and/or the general public(PLO4)
Placement/C4 course selections (TBD) One of C4 course*; Community placement*; Or placement*. [to be determined]				Achieve/ Assess		Achieve/ Assess	<p>COMN 4xxx Social Media & Public Relations Field Experience Placement course OR Community Placement OR C4 (students will pick one)</p> <p>CLOs to be determined after these course options are finalized at a later date after Markham C4 possibilities have been further developed. We however anticipate that this course would place heavy emphasis on providing students the opportunity to Develop PLO4 and Achieve/ Assess PLO 6.</p>
COMN 4xxx, Portfolio				Achieve/ Assess		Achieve/ Assess	<p>Draft CLOs:</p> <ul style="list-style-type: none"> Revisit and further develop projects from your coursework. (PLO4) Compile a portfolio demonstrating how you have met the six program learning objectives of the Communication & Media Studies major (PLO4) Compose a reflective essay about your experiences in the major and your future academic and/or career plans (PLO4, PLO6) Assemble an application package for a job, work placement, or academic program of your choice (PLO4, PLO6)

Markham Electives 3000 level

Course	PLO1 Depth and breadth of knowledge	PLO2 Knowledge of Methodologies	PLO3 Application of Knowledge	PLO4 Communication Skills	PLO5 Awareness of limits of knowledge	PLO6 Autonomy and Professional Capacity	CLOs and other notes
COMN 3xxx <i>PR, Corporate Spin and Consumer Culture</i>	Develop		Develop		Develop		<p>Draft CLOs:</p> <ul style="list-style-type: none"> Describe the professional associations and standards associated with the PR industry in Canada and internationally (PLO1) Compare Canada's media industry regulations to those that exist in other countries (PLO1)

							<ul style="list-style-type: none"> ● Critique the history of and ongoing use of greenwashing, astroturfing, native advertising, advertorials and other misleading persuasive communication techniques (PLO1) ● Evaluate current social media and PR case studies, paying close attention to the ethical implications of their messaging (PLO3, PLO5)
COMN 3xxx Mass Manipulation, PR, and Social Media: Critical Perspectives	Achieve/ Assess		Develop		Develop		Draft CLOs: <ul style="list-style-type: none"> ● Summarize the history of persuasive communication (PLO1) ● Identify and differentiate between theories of media manipulation and their critical counterparts (PLO1) ● Apply theories of media manipulation and critical media analysis to case studies in social media and PR (PLO3) ● Evaluate the role of social media and PR in democratic societies (PLO3) ● Propose an ethical framework for determining the role social media and PR should play in public life (PLO5)
COMN 3xxx, Digital and Multimedia Storytelling for Social Transformation			Develop	Develop		Develop	Draft CLOs: <ul style="list-style-type: none"> ● Deconstruct a Public Service Announcement and assess the effectiveness of its messaging (PLO3) ● Compare media formats and select an appropriate format for your intended project (PLO3) ● Draft storyboards for multimedia projects (PLO4) ● Create a multimedia production to bring awareness of an emerging social issue (PLO4) ● Design an online portfolio to showcase your multimedia productions to future clients and/or employers (PLO6)
COMN 3xxx, Critical approaches to data analysis and visualization	Develop	Develop		Develop	Develop		Draft CLOs: <ul style="list-style-type: none"> ● Summarize the role data visualization has played in the social science and humanities (PLO1) ● Deconstruct examples of visualizations from current and historical case studies to analyze their embedded assumptions, biases, and ideologies (PLO3) ● Create data visualizations to bring awareness of an emerging social issue (PLO2, PLO4)

COMN 3xxx, Persuasive campaigns		Develop	Develop	Achieve/ Assess	Develop	Develop	Draft CLOs: <ul style="list-style-type: none"> ● Collect social media analytical data using the tools introduced in class (PLO2) ● Infer audience demographics from social media analytics data (PLO2) ● Reflect on your experience of using social media analytics data (PLO5) ● Deconstruct political, commercial, and social action campaigns to assess the effectiveness of their messaging (PLO3) ● Redesign an existing political, commercial, or social action campaign to change the nature of the campaign's message (PLO4, PLO5) ● Design a PR campaign for a business, non-profit organization, NGO, or other organization of your choosing (PLO4, PLO6)
COMN 3xxx, Visual messaging and communication	Achieve/ Assess	Develop	Develop			Develop	Draft CLOs: <ul style="list-style-type: none"> ● Summarize the key theoretical frameworks for analyzing and understanding the role of visual media in society (PLO1) ● Apply key theoretical frameworks to analyze current examples of visual communication (PLO1) ● Redesign current visual communication examples to reinforce or subvert their intended messaging (PLO2, PLO3) ● Design an online portfolio to showcase your visual media productions to future clients and/or employers (PLO6)
3xxx, Viral Outrage & Public Relations	Develop	Develop	Develop	Develop	Develop	Develop	Draft CLOs: <ul style="list-style-type: none"> ● Summarize the history of scholarship about moral panics and technopanics (PLO1) ● Apply digital qualitative methods to collect examples of public responses to viral media (PLO2) ● Evaluate case studies of viral media (PLO3) ● Investigate the relationship between politics, economics, and social relationships to viral outrage (PLO3) ● Propose scenarios where virality can be used for diverse communication strategies (PLO5) ● Compose policy memos proposing responses to case studies of viral outrage (PLO4, PLO6)

3xxx Algorithms, Content Feeds and Public Relations	Develop	Achieve/ Assess	Develop				<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize the history of scholarship about content recommendation and personalization of information (PLO1) Describe the relationship between technologies of information and the field of public relations (PLO1) Examine and reflect on your own data footprint that exists on a variety of platforms (PLO3) Develop an independent research project to examine algorithms, big data, AI or machine learning's impact on a particular demographic (PLO2)
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Markham Electives 4000 level

Course	PLO1 Depth and breadth of knowledge	PLO2 Knowledge of Methodologies	PLO3 Application of Knowledge	PLO4 Communication Skills	PLO5 Awareness of limits of knowledge	PLO6 Autonomy and Professional Capacity	CLOs and other notes
COMN 4xxx, Technologically-Mediated Publics:	Develop	Achieve/ Assess	Achieve/ Assess	Develop			<p>Draft CLOs:</p> <ul style="list-style-type: none"> Situate the study of publics (both offline and technologically mediated publics) within broader communication- and media-related theory and scholarly traditions (PLO1) Apply relevant ethical frameworks to the study of online communities (PLO3) Design and implement an independent research project examining the relationship between a community and digital and/or networked infrastructures (PLO3, PLO3) Compose a written report and in-class presentation about your research findings (PLO4)
COMN 4xxx, <i>Infrastructures of Social Media</i>	Achieve/ Assess		Achieve/ Assess		Develop		<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize key literature about platforms, algorithms, and data analytics (PLO1)

							<ul style="list-style-type: none"> Analyze case studies to examine how algorithms and data analytics are used in corporate social media (PLO3) Examine alternative social media sites that exist outside the for-profit, corporate model (PLO3, PLO5) Apply critical theoretical frameworks to the study of platforms, algorithms, and data analytics (PLO3, PLO5) Critique the profit-driven model of data mining and data analytics (PLO3)
COMN 4xxx, <i>Social Media and Activism</i>		Achieve/Assess	Develop	Develop			<p>Draft CLOs:</p> <ul style="list-style-type: none"> Relate social media activism to other forms of media activism (PLO3) Apply ethnographic and qualitative digital methods to conduct independent research about a social movement of your choosing (PLO2) Compose a written report and in-class presentation about your research findings (PLO4)
COMN 4xxx, <i>Inclusive design and social responsibility</i>		Achieve/Assess		Develop	Achieve/Assess	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> Discuss what features make a design inclusive (PLO2, PLO5) Analyze technological design from a variety of critical perspectives (PLO5) Critique PR case studies using a critical lens to discuss limitations to accessibility and/or inclusivity (PLO2) Present a case study of a current PR campaign that includes inclusive and/or accessible elements as part of its campaign (PLO4, PLO6) Propose a new feature for a social media platform that will increase its accessibility or inclusivity (PLO6)
COMN 4xxx, <i>Indigenous Data Governance and Sovereignty</i>	Achieve/Assess		Achieve/Assess		Achieve/Assess		<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize key literature about indigenous self-governance related to data gathering and knowledge transmission (PLO1) Compare a variety of theoretical approaches and understandings about the role of data in society (PLO1, PLO3) Examine Canadian and international case studies about data governance (PLO1, PLO3)
COMN 4xxx,	Develop	Achieve/Assess	Achieve/Assess	Develop		Develop	Draft CLOs:

<p><i>Health, technology, and communication</i></p>							<ul style="list-style-type: none"> ● Summarize key academic literature that investigates health, social media, and PR practices (PLO1) ● Distinguish between legitimate and illegitimate sources of information about health-related information found in online sources (PLO3) ● Evaluate key health-related PR case studies to examine how companies responded to a crisis (PLO3) ● Design an independent research project to examine a topic of your choosing related to social media and/or PR and the dissemination of health-related information (PLO2) ● Draft a policy memo to share the results of your independent research (PLO4, PLO6)
<p>COMN 4xxx, <i>Law, Policy, and Public Relations</i></p>	<p>Achieve/ Assess</p>		<p>Achieve/ Assess</p>	<p>Develop</p>			<p>Draft CLOs:</p> <ul style="list-style-type: none"> ● Summarize the key Canadian laws and policies relevant to the fields of social media and PR (PLO1) ● Identify gaps in Canadian laws and policies that pertain to the fields of social media and PR (PLO3) ● Contrast Canadian laws and policies relevant to the fields of social media and PR to relevant international examples (PLO1, PLO3) ● Propose a new law or policy that would address one of the gaps you identified in your analysis of Canadian and international laws and policies (PLO3, PLO4)
<p>COMN 4xxx, <i>Living on a damaged planet: Social media, PR, and environment</i></p>	<p>Develop</p>		<p>Achieve/ Assess</p>	<p>Develop</p>			<p>Draft CLOs:</p> <ul style="list-style-type: none"> ● Summarize the relationship between environmental damage and technology (PLO1) ● Critique the extractive and greenwashing elements of consumer culture, social media, and/or PR (PLO3) ● Propose alternative approaches to social media and/or PR that center a social justice approach (PLO3) ● Design and conduct an independent research project about a topic related to an environmental crisis and (PLO3) ● Produce a draft public information campaign based on your research findings (PLO4)

<p>COMN 4xxx, <i>Inclusion, diversity, and PR/social media</i></p>	<p>Achieve/ Assess</p>		<p>Achieve/ Assess</p>	<p>Develop</p>	<p>Develop</p>	<p>Develop</p>	<p>Draft CLOs:</p> <ul style="list-style-type: none"> ● Summarize the key academic literature about labour, inclusivity, and diversity in the culture industries (PLO1) ● Summarize some of the critiques about the lack of inclusion and diversity in the fields of social media and PR (PLO1, PLO5) ● Discuss the role of the labour movement in the social media and PR industries (PLO1) ● Propose a policy or intervention that would increase equity, inclusivity, diversity, or workers rights in the social media and PR industries (PLO3) ● Examine an existing social media policy in use by a company of your choosing (PLO3) ● Propose a revision to the social media policy that applies a critical approach discussed in this and other Communication and Media Studies course (PLO3) ● Conduct an informational interview with a social media and/or PR professional that centers a social justice approach in their work (PLO4, PLO6)
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Appendix E - Letters of Support



Thursday, December 03, 2020

Re: Letter of support / Social Media and PR stream

**FACULTY OF
LIBERAL ARTS AND
PROFESSIONAL
STUDIES**

**School of
Administrative
Studies**

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 123 4567
EXT 12345
F 416 123 4567
sasupd@yorku.ca
www.yorku.ca

TO WHOM IT MAY CONCERN:

I write this letter on behalf of the School of Administrative Studies in support of the stream in Social Media and PR proposed by the Department of Communication Studies at LAPS. A consultation meeting took place between Professors Coulter and Langlois from Communication Studies and myself on November 11, 2020. It was clear in that meeting that there are significant differences and no overlapping of curricula between the proposed Communication Studies stream and the existing BCom Marketing stream and Marketing minor, both offered by the School of Administrative Studies. Marketing courses offered at the school are business-focused and centered on understanding such topics as consumer behaviour, advertising, digital marketing, market research and analytics, new product development, and international marketing. Meanwhile, the Social Media and PR stream planned by the Department of Communications Studies is grounded in critical theory and social theory to understand the role played by new media and communication in bringing about social change. Another important point discussed was that BCom Marketing courses could be attractive to students in the Social Media and PR stream. Similarly, the development of the Social Media and PR stream at Markham would offer a range of courses that would be attractive to BCom Marketing students.

We fully support the development of the Social Media and PR stream at Markham.

Sincerely,

A handwritten signature in black ink that reads 'Cristobal' followed by a stylized surname.

Cristobal Sanchez-Rodriguez, PhD
Associate Professor



Undergraduate Program Director
School of Administrative Studies
Faculty of Liberal Arts and Professional Studies
York University

sanchezc@yorku.ca

Tel. 416 736 2100 Ext 22893

Atkinson Building, Room 282

4700 Keele Street

Toronto, Ontario M3J 1P3

Canada



Office of the Dean
Suite N302
Seymour Schulich
Building

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5070
F 416 736 5763
dean@schulich.yorku.ca
www.schulich.yorku.ca

Memorandum

To: Dean John-Justin McMurtry, Faculty of Liberal Arts and Professional Studies,
Professor Ganaele Langlois, Department of Communication Studies, LAPS

From: Detlev Zwick, Interim Dean, Schulich School of Business

Date: February 5, 2021

Subject: Proposal for Markham Social Media and PR stream

I am pleased to provide this letter of consultation on behalf of the Schulich School of Business for the Faculty of Liberal Arts and Professional Studies' proposed new Social Media and PR stream to be offered at York's Markham Campus. The School fully supports the development of this new offering.

Schulich applauds the Faculty's vision of creating this Social Media and PR stream for offering at our Markham Campus. We believe that the proposed stream with its strong experiential component is in line with the Markham Campus vision and will be an important contribution to York's efforts in this regard.

We do not see this stream as being in competition with Schulich's undergraduate activity and it will not create any confusion in the market. In short, we see this proposal and Schulich's activity in this area as complementary.

As has been previously discussed, there are a variety of opportunities for collaboration at the course level between our two Faculties. We should discuss in more detail the idea of Schulich undergraduate students fulfilling their degree requirement of non-Schulich courses through enrolment in courses in this stream as well as the idea of opening some seats in our undergraduate marketing courses for your students. We should also develop a clear statement regarding the suitability of our Master of Marketing as a potential path for graduates of the Social Media and PR stream. We look forward to discussing these opportunities for collaboration in the near future.

On behalf of the Schulich School of Business I wish the Faculty of Liberal Arts and Professional Studies and the Department of Communication Studies every success in implementing this new stream.

DZ/wad



Memorandum

FACULTY OF LA&PS

Writing Department

Andrea McKenzie
Chair & Assoc. Prof.

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

acmckenzemail@yorku.ca

To: Professor Ganaele Langlois, Chair, Communication & Media Studies

From: Professor Andrea McKenzie, Chair, Writing Department

Date: 31 October 2021

Subject: Letter of Support for Social Media and Public Relations stream in Communication and Media Studies

The Writing Department's Program Committee has agreed to support the Social Media and Public Relations stream in Communication and Media Studies that is planned for York's Markham campus. After meeting with you and your colleagues last week to discuss the new program, the Committee was unanimous in its support for this new initiative. The Committee was satisfied that our two departments take different theoretical approaches to analysis, and that the work students perform will be correspondingly different as well.

Committee members expressed the hope that our departments will continue to reach out in a collaborative spirit to ensure that our departments' courses and syllabi are complementary and do not overlap, so that we continue to provide our own and one another's students with distinctive, yet harmonized, experiences.

Again, we do support the new program, we thank you for meeting with us to discuss our concerns and answer our questions so fully, and we look forward to seeing the new stream unfold at Markham.

Sincerely,
Andrea McKenzie
Chair, Writing

October 7, 2021

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Ganaele Langlois
Department of Communication and Media Studies
3019 Victor Phillip Dahdaleh Building

Email: comchair@yorku.ca

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

Dear Professor Langlois:

Re: Decanal Support for the Major Modification to the Honours Bachelor of Communication and Media Studies- Communication, Social Media and Public Relations Stream

I am pleased to provide you with a letter of support for the major modification to introduce a stream in social media and public relations, to be offered at Markham Campus, to the existing Honours Bachelor of Arts in Communication and Media Studies.

The proposed stream aligns to the principles of the University Academic Plan, 2020-25. Specifically, by creating an opportunity which allows Communication and Media Studies students to gain access to experiential learning opportunities that integrate the professional skills development and with theoretical and methodological knowledge of the fields of communication, media, public relations, and social media, the proposal aligns to several points within the principle of “twenty-first century knowledge:” to “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking”; to “pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews;” and, to “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.”

The Social Media and Public Relations Stream also aligns to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. In establishing the stream, 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, to “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 in 2021, the department hired two faculty members to support the curriculum development and delivery of this stream. Your proposal indicates that the program requires a range of technical equipment and software to support student learning and faculty research. I am pleased to confirm that York University Libraries will provide green screens, recording booths, maker space,



gaming space, and a virtual wall for common use at Markham Campus. The campus is also equipped with two computer labs that are available for student use as well as course delivery. These labs are not dedicated LA&PS space but will be adequate to support the stream. The campus has a full complement of administrative staff available to support students and faculty and to maintain the university's infrastructure and assets. The dedicated LA&PS spaces are outfitted with meeting rooms which contain video conferencing capability and faculty offices. The Faculty will also commit to purchasing any needed software licenses for the program that are not already planned centrally.

In short, I support fully the proposal to create the new stream in Communication, Social Media and Public Relations in the Honours Bachelor of Arts in Communication and Media Studies.

Sincerely,

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

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

Major Modifications Proposal

Faculty: Faculty of Health

Note: Additional appendices available upon request.

Department: School of Nursing

Program: Bachelor of Science in Nursing (4-year Direct Entry; 2nd Entry; Post-RN Internationally Educated Nurses)

Degree Designation: Specialized Honours

Type of Modification: Addition of Undergraduate Streams Option for 4-year Direct Entry, 2nd Entry and Post-RN Internationally Educated Nurses BScN Programs

Location: Keele Campus

Effective Date: Fall 2022

1. General Description of the Proposed Changes to the Programs.

The addition of two (2) undergraduate streams as options in the 4-Year Direct Entry, 2nd Entry, and Post-RN Internationally Educated Nurses (IEN) BScN Programs.

2. Rationale for the Proposed Changes.

The proposed changes will apply to the newly revised 4-Year Direct Entry, 2nd Entry, and Post-RN IEN BScN programs. There are several major internal and external influences that are driving the proposed additions to the revised BScN undergraduate programs at the School of Nursing (SON). The addition of streams as options are needed to:

- provide students the opportunity and curricular structure to branch to an area of practice that is of interest to them and that can facilitate their transition to employment and that aligns with the University definition of an 'undergraduate stream';
- attract applicants to the BScN programs in a competitive market; and
- reflect stakeholders' feedback and community needs for professional currency and relevancy of the undergraduate programs by addressing the growing areas of health human resource crisis within focused areas of practice which have become priority for stakeholders including Ministry of Health.

The following sections will expand on the rationale for the addition of streams as options to the revised BScN programs.

a) **Opportunities for focused area of practice within curricular structure:** The SON recently submitted a proposal to modify each of its undergraduate programs.

This proposed major modification seeks to complement that recently revised curricular content by augmenting the practicum learning experiences in students' upper year courses.

For many years, the SON has offered eligible students additional opportunities to access specialized areas of practice in their final integrated practicum experience, through a SON policy that identified criteria for placement¹. Currently, these nursing practice areas include pediatric, emergency and intensive care units, as well as labour and delivery units. The provision of such a choice to students meets their desire for additional exposure to focused content and practice activities, interest in earlier professional development, and assists them with their transition to employment in these specific practice environments (where positions are available). However, other particular areas of nursing practice have not been recognized through this current structure. Expansion to more focused practice experiences, and more support for current practice in the final term of the programs through focused theoretical knowledge and a related focused capstone course would augment and provide deeper context for this learning.

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

It should be noted that at this time, the same curricular structure is not embedded in the Post-RN IEN program. The unique BScN program that is available to nurses with professional nursing experience from other countries is a compressed BScN; this program retained its original 5-term structure in recent curricular revisions. Its compressed length accommodates for teaching the entry-to-practice competencies required by College of Nurses of Ontario (CNO)² and is competitive as such, but does not have the capacity to include credits required for an undergraduate stream option as currently defined by York University³; for instance, the Post-RN IEN BScN program is the only program that does not require elective courses. The only way to provide this opportunity to Post-RN IEN students is to inform them they will need to complete an additional 12 credits comprised of two specific stream focused nursing courses (6.00 credits in total), a capstone course (NURS 4532 4.00), and a more extensive integrated practicum (NURS 4533 8.00 instead of NURS 4529 6.00) in their specified

¹ School of Nursing. (2011). *Eligibility criteria for requesting a specialty area student practicum*. <https://nursing.info.yorku.ca/npc-forms/requesting-a-specialty-area-practicum/>

² College of Nurses of Ontario. (2019). Entry-to-practice competencies for registered nurses. <http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

³ York University. (2018). *Academic nomenclature*. <https://secretariat.info.yorku.ca/files/Academic-Nomenclature.2018-Final.pdf?x17039>

nursing area of practice, which will extend their academic studies by one additional term (see [Appendix C](#)).

b) Attracting applicants to the BScN programs: The SON's current policy and approach for providing students with an option to experience a final integrated practicum placement in focused nursing practice areas (such as critical care, emergency, etc.) is not fully marketed as a unique program feature; indeed, many baccalaureate nursing programs across Ontario and Canada offer similar placement types towards the end of their programs. However, an environmental scan of Ontario schools of nursing⁴ shows that few BScN programs offer a formal curricular structure, such as an undergraduate stream, that is recognized by the program and the university as meeting learning outcomes specific to these areas. We are proposing an undergraduate stream option that would be documented on the participating students' transcripts as having successfully completed particular focused nursing requirements in which their generalist education is augmented with focused theoretical knowledge (2 specific stream focused nursing courses), a related focused capstone course to provide a deeper context for learning especially in the final integrated practicum placement in the focused nursing practice area. Created in partnership and consultation with clinical agencies, this proposal for streams would be a unique and attractive offering for students who seek to begin a nursing career after graduating from an Ontario university and would be competitive with universities and college institutions who have stand-alone baccalaureate programs.

Surveys were sent out to current Collaborative and 2nd Entry BScN students enrolled in the last two terms of their programs. Most respondents indicated an interest in an undergraduate streams option. During the recent needs assessment surveys, focus groups were also conducted for undergraduate students on their receptivity to streams; although numbers in the focus groups were small, the results indicated that there was support for the introduction of undergraduate streams, and that this would be attractive to potential students. Students emphasized that 'option' was important as some students may not select this activity for a variety of reasons including a preference for a broader course and/or final clinical experience, or inability or lack of willingness to identify a particular area of interest midway through the program.

Areas of student interest were confirmed across the consultative process with emergency, pediatric, adult critical/intensive, medical-surgical, mental health, perioperative and community health care being most strongly preferred. These areas of nursing practice and opportunities that are attractive to potential applicants looking for a BScN program were considered alongside stakeholder and community needs.

c) Meeting stakeholder and community needs: There is significant support for an undergraduate streams option from major clinical partner agencies and initiatives being promoted by the Ontario provincial government.

Recent conversations with the SON's existing clinical partners (including the *Baycrest*

⁴ Delaviz, Y. (2019, November 15). *Environmental scan of BScN programs*. Faculty of Health.

Health Sciences, Mackenzie Health, Centre for Addiction and Mental Health, Sunnybrook Health Sciences Centre and Humber River Hospital, etc.) have reinforced the direction that the SON is taking with this proposal for undergraduate streams. As healthcare employers in the Greater Toronto Area (GTA), these partners have recommended that nursing education emphasize depth of learning in areas of high need and where there are gaps in nursing staffing. Concentrated learning and an opportunity to become more deeply embedded in nursing practice in these areas would further help students as they adapt to chaos and complexity, work as a team, collaborate with interprofessional groups, take a lead, and acquire other knowledge and attributes needed as they enter the healthcare workforce. Concentrated learning within these streams integrates practice standards for the focus area that are within the scope of an undergraduate education, detailing concepts, opportunities to apply them, critical thinking and advanced clinical skills. See # 5 in this proposal for further descriptions of consultations.

Situating the SON in a strong position to support healthcare and healthy systems in Ontario is essential. Despite overall increases in applications to nursing programs across Ontario, York's SON is experiencing a decline in both the quantity and quality of its nursing applications. When considering the competition between BScN programs in the province, it is important to appreciate that this will now include colleges that have been approved to offer a stand-alone nursing degree program (current approvals include St. Lawrence College, Humber College, Georgian College, and Seneca College of Applied Arts and Technology⁵). Re-building the SON's reputation and position in Ontario as a lead school is crucial. Therefore, unique and innovative program features need to be created to both ensure competitiveness, while ensuring that service needs in the community are met.

The RN profession is expected to face labour shortage conditions over the period of 2019-2028 at the national level⁶. Since 2014, Ontario has produced a lower share of Canadian RN graduates than its population share (33.1% vs. 38.5%). Although in 2018 and 2019 the number of new nursing graduates in Ontario grew by 0.9% and 1.8% respectively⁷, these numbers are short of targets for addressing the expected critical shortage of nurses provincially, nationally and internationally. This is particularly true in areas of high need such as critical care. Combined with the shortfall of RN positions, and significant retirements beginning within the next five years, and the effect of COVID-19 on healthcare staffing in acute care and mental health settings, there is an even greater importance for RN education and recruitment⁸.

The undergraduate streams as a proposed BScN program option at York University will continue to meet the growing demand for nursing graduates and will respond to

⁵ Postsecondary Education Quality Assurance Assessment Board (PEQAB). *Current Consents* <http://www.peqab.ca/CurrentConsent.html>

⁶ Government of Canada. (2019). *Canadian Occupational Projection System*. <http://occupations.esdc.gc.ca/sppc-cops/occupationssummarydetail.jsp?&tid=103>

⁷ Canadian Institute for Health Information. (2019). *Nursing in Canada*. <https://www.cihi.ca/en/nursing-in-canada-2019>

⁸ Registered Nurses Association of Ontario. (2019). *RN/NP workforce backgrounder*. https://rnao.ca/sites/rnao-ca/files/RNAO_RN_NP_HR_Backgrounder.pdf

the impending health human resource shortage in the healthcare systems in Ontario, particularly in the GTA.

3. Alignment: Program Changes to Faculty/University Academic Plans

Recently, proposed revisions to the undergraduate BScN programs were put forward to, in part, strengthen the SON's mission for social responsiveness and its renewed philosophy, and to align with the FoH Academic Plan 2015-2020⁹, and to the 2020-2025 University Academic Plan¹⁰ (UAP). In that proposed major modification for curriculum revisioning, an option for introducing undergraduate streams was built in.

The SON's mission is to foster the development of reflective and socially responsive future leaders in the profession of nursing, with the vision to ensure health for all through nursing excellence. In addition to meeting the requirements of a nursing baccalaureate program, the proposed SON curriculum is therefore centred on social responsiveness (towards health for all), which will provide a unique focus in an undergraduate nursing program in Ontario. Bringing renewed clarity on its core values of *Excellence, Respect and Relational Practice, Transformation and Leadership, Engagement and Collaboration, and Diversity, Equity, Inclusion and Social Justice*, the proposed innovative streams will enable the SON to expand this renewed vision.

In keeping with the FoH's Health@2020 academic plan⁹ and strategic direction for *Promoting a High Quality Learning Experience* (p. 5), as well as its recently released Integrated Resource Plan 2020-2021¹¹, the SON seeks to enhance students' knowledge of resiliency, mental health and wellness, situate graduates to be flexible in a changing world, and to enhance career development. This proposal aims to smooth interested students' transition to high-need work environments and so is a fit with the FoH directions.

York University's new UAP¹⁰ directions, and the *21st Century Thinking: Diversifying Whom, What and How We Teach* priority to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking" (p. 6) has also influenced the program revisions. The revisions focus on *21st Century Thinking* through pedagogical structures that are redesigned to support focused learning and depth of knowledge development through the nursing capstone stream course, for example.

The proposed changes will guide students to develop an attitude of life-long learning and inquiry, and skills that will enable agility, adaptability and resiliency in a particular area of practice and backed up by knowledge acquired in related nursing electives.

⁹ Faculty of Health York University. (2015, December 2). *Health@2020: Five-year academic plan 2015-2020*. <https://health.yorku.ca/files/2015/12/Health-@-2020-Five-Year-Academic-Plan-2015-2020.pdf?x38245>

¹⁰ York University. (2020). *York University academic plan 2020-2025: Building a better future*. <https://www.yorku.ca/uap2020-25/>

¹¹ Faculty of Health York University. (2020, November 25). Integrated resource plan. https://www.yorku.ca/health/wp-content/uploads/sites/30/2021/01/2020_21-Integrated-Resource-Plan-FacultyofHealth.pdf

A new capstone course experience in the 4-year Direct Entry and 2nd Entry BScN programs allows students to synthesize knowledge, collaborate with agencies and to address current practice issues in health care settings (see #4). This capstone experience is not included in the Post-RN IEN program at this time, in order to maintain competitiveness by keeping the length of this Post-RN IEN program shorter than others. Post-RN IEN students interested in the stream options would need to complete the capstone in addition to their program required credits. Details of the capstone course and other innovative revisions follow in the next section.

4. Detailed Outline of Program Changes 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).

a) Overview of undergraduate stream option: The undergraduate stream option is intended for students who have an interest in a specific area of nursing practice, and who may be seriously considering employment in that particular area after graduation. The undergraduate stream is *not a requirement* to graduate – it is an option for students who desire to concentrate learning in an area of practice supported by a stream (two electives, capstone, and practical experiences in the final term). The purpose of the stream is to enable interested students to learn more about a particular area of nursing and to support the application of this learning in the practice setting. It is proposed that the following components of the revised BScN programs will form stream options:

4 Year Direct Entry and 2nd Entry BScN Stream Option consists of:

- Two (2) 3.00-credit nursing (NURS) specified courses: students must enroll in and successfully complete 2 specific electives from the specific stream requirements
- Capstone course in the stream topic (4.00 credits);
- Integrated practicum course in the stream practice area (8.00 credits)

Post RN IEN BScN Stream Option consists of:

- An additional two (2) 3.00-credit nursing (NURS) specified courses: students must enrol in and successfully complete 2 specific electives from the specific stream requirements
- An additional capstone course in the stream topic (4.00 credits);
- A more extensive (8.00 credits) integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option.

Because the undergraduate streams are unique, each stream has related, focused outcomes that complement the revised BScN program outcomes. For a comparison of

these outcomes across the proposed streams, and for a review of their alignment with the revised BScN program learning outcomes, refer to Table 1. Because the stream components occur in the last three terms of the program and are both knowledge- and practice-based, they support all end-program outcomes.

Table 1: Stream Descriptions and Outcomes

Undergraduate Stream and Description	Undergraduate Stream Outcomes	BScN End-Program Outcomes**
<p>Nursing Practice in High Acuity and Critical Care Settings (Adult)</p> <p><i>As an extension of the foundational baccalaureate requirements for competency in medical-surgical nursing care, this stream advances students' knowledge and practice in adult high acuity and critical care settings. Applying advanced knowledge, skill, and research-based evidence in the focused care of clients with multiple complex health issues in tertiary care settings, students engage in relevant person-centred care that advance nursing care and interprofessional management of multiple health issues. This stream facilitates the students' transition to care of clients in advanced, technologically driven healthcare environments.</i></p>	<p><i>Students completing the undergraduate stream will be able to (cognitive, psychomotor, affective domains):</i></p> <ol style="list-style-type: none"> 1. Analyze the registered nurse's roles and competencies in the adult high acuity and critical care environment in terms of scope of practice, foundations of high acuity/critical care nursing, and advancement of the discipline. Students will demonstrate application of theoretical knowledge, skills, research-based evidence, and appropriate attitudes related to nursing care in high acuity and critical care settings. 2. Demonstrate increasingly independent nursing practice at the entry level (and within the limitations of the student role) in the collaborative care of adult clients experiencing high acuity and/or critical illnesses and in management of associated client co-morbidities. 3. Engage in professional therapeutic communication and relationships with clients, intra- and interprofessional team members, and others to promote optimal client health outcomes and self-care in high acuity and critical practice situations. 	<p><i>Graduates of the BScN program will be able to:</i></p> <ol style="list-style-type: none"> 1. Provide competent, ethical, and culturally responsive nursing care according to professional nursing standards. 2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan. 3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice 4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care. 5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives. 6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession. 7. Advocate for health equity and social justice in client* care, organizations, and public policy in response to changing needs of society. 8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice. 9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

Undergraduate Stream and Description	Undergraduate Stream Outcomes	BScN End-Program Outcomes**
<p>Nursing Practice in Mental Health, Illness and Addictions Care</p> <p><i>As an extension of the foundational baccalaureate requirements for competency in mental health nursing, this stream augments students' understanding and practice capabilities in mental health and addictions care. Through a specific focus on current knowledge, skill, and research-based evidence, students engage in relevant person-centred and/or population-based initiatives and advocacy activities that promote health and advance nursing and interprofessional care. This stream facilitates the students' transition to caring for and promoting health of clients in mental health and addictions practice settings.</i></p>	<p><i>Students completing the undergraduate stream will be able to (cognitive, psychomotor, affective domains):</i></p> <ol style="list-style-type: none"> 1. Analyze the registered nurse's roles and competencies in mental health and/or addictions care in terms of scope of practice, evidence-based, trauma-informed, recovery-oriented perspectives, and how they support client well-being, health equity and promotion, and the advancement of person-centred and population-based nursing practice. 2. Demonstrate increasingly independent nursing practice at the entry level in the collaborative, interprofessional care of clients and populations living with mental health, mental illness, and addiction needs across the life span and throughout the continuum of care. 3. Engage in professional therapeutic communication and relationships with clients, intra- and interprofessional team members, and others to address stigma, quality of life, and advance health, illness and/or addictions care in various healthcare and community practice settings. 	<p><i>Graduates of the BScN program will be able to:</i></p> <p>All as above</p>

**Clients are defined as individuals, families, communities and populations*

*** The end-program outcome must be achieved by all undergraduate program graduates; undergraduate streams do not affect the achievement of these outcomes.*

Please review the comparison chart in [Appendix A](#) for confirmation of how program outcomes are aligned with the specific stream courses included in this major modification. As in previous proposals, the programs' nine outcome statements have been mapped to the broader Undergraduate Degree Level Expectations¹² (UDLEs) for Ontario honours degrees, and to required courses – the stream-specific courses from the final term are included and do not reduce students' ability to achieve program outcomes. See [Appendix B](#). It can be noted that the depth and breadth of knowledge necessary to meet undergraduate degree level expectations and programming are apparent in the revisions, as was in the original approved curriculum.

b) Description of program revisions to add the undergraduate stream option:
The undergraduate streams will not alter the revised BScN program learning outcomes for those students who participate in one of the options, but may strengthen the achievement of outcomes as they relate to the associated area of nursing practice.

The courses that are proposed for revision in the undergraduate stream option are required courses *outside the core*, and so meet the definition of an undergraduate stream at York University¹³. [Table 2](#) provides a side-by-side comparison of the required courses outside the core, for the non-stream BScN students and those that are proposed for students choosing a stream option. Students in an undergraduate stream would complete the 18 revised credits proposed in the stream structure, instead of the non-stream/original program structure for these 18 credits. The rationale for augmenting NURS 4532 4.00 credit (Professional Scholarship Stream: Capstone Project) versus the non-stream NURS 4531 3.00 credit weight (Professional Scholarship: Capstone Project) is to provide an intense and focused emphasis on the capstone project in the stream option. The rationale for augmenting NURS 4533 8.00 credit (Integrated Practicum) versus the non-stream NURS 4527 9.00 credit (Integrated Practicum) is related to the focus emphasis of the capstone project which is integral to the stream option design.

Table 2: Comparison of Non-Stream and Stream Course Requirements.

Non-Stream Option	Stream Option
4-Year Direct Entry and 2nd Entry	
May take any two 3.00 credit NURS electives (6.00 credits in total)	Must take two specific 3.00 credit NURS electives (6.00 credits in total) required for the stream**
NURS 4531 3.00 Professional Scholarship: Capstone Project*	NURS 4532 4.00 Professional Scholarship Stream: Capstone Project**
NURS 4527 9.00 Integrated Practicum*	NURS 4533 8.00 Integrated Practicum: Stream**
Post-RN IEN	
N/A	Must take two specific 3.00 credit NURS electives (6.00 credits in total) required for the stream

¹² Ontario Universities Council on Quality Assurance. (2015). *Quality assurance framework*. <https://www.oucqa.ca/wp-content/uploads/2014/01/Quality-Assurance-Framework-and-Guide-Updated-January-2014.pdf>

¹³ York University Academic Nomenclature: <https://secretariat.info.yorku.ca/files/Academic-Nomenclature.2018-Final.pdf>

N/A	NURS 4532 4.00 Professional Scholarship Stream: Capstone Project**
NURS 4529 6.00 Integrated Practicum*	NURS 4533 8.00 Integrated Practicum: Stream**

* Note: Electives, Capstone, and IP course support general preparation for entry-to-practice competencies.

** Note: Electives, capstone and IP course are connected for specific preparation in entry-to-practice competencies, standards of practice within the focused area of learning, and intended to aid transition to focused area of practice

The following information pertains to individual streams options and expands on each of the three proposed areas.

c) Specific stream options: The undergraduate stream outcomes reflect the 2020 professional requirements for entry-to-practice for Registered Nurses, approved by the College of Nurses of Ontario¹, in a particular area of nursing practice. In addition to the CNO provincial competencies¹, other national competency guidelines^{14,15,16} support each stream option.

Breadth of knowledge is gained through general education degree requirements and the core courses taken by students in the program which have multidisciplinary components (e.g., references to sciences such as anatomy, physiology, psychology), as well as the required nursing elements. Should a student opt to deepen their knowledge and focus on a particular area of nursing practice, they are able to do so using the stream option and enrolling in specific nursing electives, a specific capstone course and through a related and focused placement experience.

For students who are eligible and opt for a stream, the following requirements are proposed.

i) Nursing Practice in High Acuity and Critical Care Settings (Adult)

This area of nursing practice was designated as “high need” by the SON’s clinical partners with reference to employee attrition and the sustained demands of the current pandemic and was identified as an area of significant interest to surveyed undergraduate students. Traditionally, this area has been a popular preference of students enrolling in the final integrated practicum course. In the past, the SON’s Nursing Practicum Coordination Office (NPCO) has been able to regularly access student placements in this area.

¹⁴ Canadian Association of Schools of Nursing. (2017). *Entry-to-practice gerontological care competencies for baccalaureate programs in nursing*. https://www.casn.ca/wp-content/uploads/2016/09/FINAL_CASN-GERONTOLOGY-COMPETENCIES-FINAL.pdf

¹⁵ Canadian Association of Schools of Nursing. (2015). *Entry-to-practice mental health and addiction competencies for undergraduate nursing in Canada*. https://www.casn.ca/wp-content/uploads/2015/11/Mental-health-Competencies_EN_FINAL-Jan-18-2017.pdf

¹⁶ Canadian Association of Schools of Nursing. (2014). *Entry-to-practice public health nursing competencies for undergraduate nursing education*. <https://casn.ca/wp-content/uploads/2014/12/FINALpublichealthcompeENforweb.pdf>

Units that may be considered for integrated practicum assignments and that could support capstone topics in this stream include intensive care units, emergency departments, critical care step-down units, post-anaesthetic care units, and other high acuity care areas that typically support clients with complex, multiple health needs.

To meet the full BScN degree requirements and to meet the requirements for completion of an undergraduate stream, the following is required:

4-year Direct Entry and 2nd Entry BScN Programs

- Successful completion of the core BScN, general education and non-major requirements for the 4-year Direct Entry program, or the core BScN requirements for the 2nd Entry program;
- Successful completion of the following specific 18 credits:
 - HH/NURS 4534 3.00 Nursing Care of Adults in High Acuity Settings I
 - HH/NURS 4535 3.00 Nursing Care of Adults in High Acuity Settings II
 - HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
 - HH/NURS 4533 8.00 Integrated Practicum: Stream

Refer to the calendar copy in Appendix I

Post RN IEN BScN Program

- Successful completion of the core BScN requirements
- Successful completion of the additional specific 12 credits in an additional academic term:
 - HH/NURS 4534 3.00 Nursing Care of Adults in High Acuity Settings I
 - HH/NURS 4535 3.00 Nursing Care of Adults in High Acuity Settings II
 - HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
 - HH/NURS 4533 8.00 Integrated Practicum: Stream (8.00 credit integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option)

Refer to the calendar copy in Appendix I

Eligibility and selection process: All students entering an undergraduate stream must have successfully completed all prior program requirements: for 4-year Direct Entry students, all courses normally taken in Terms 1 – 5 must have been successfully completed prior to entering the stream; for students in the 2nd Entry and Post-RN IEN programs, all courses normally taken in Terms 1 – 3 must have been successfully completed.

Students who express interest in participating in the Nursing Practice in High Acuity and Critical Care Settings (Adult) undergraduate stream will be required to indicate

interest by the designated deadline. For the 4-year Direct Entry program, the deadline is the end of 4th term; for the 2nd Entry program, the deadline is the end of 2nd term; and, for the Post_RN IEN program, the deadline is the end of 3rd term. A MACH form will be sent to all students prior to each designated deadline for the particular undergraduate program. Students interested in this stream will need to demonstrate additional eligibility criteria. Specifically, students entering a stream related to high acuity/critical care (i.e., intensive care units, emergency departments, post anaesthesia care units) will be required to meet criteria outlined in the SON's existing policy for placement in specialty areas¹⁷. The criteria are: a minimum of B+ (77-79/GPA 3.3) grade in all previous clinical courses, no course failures in the program, and an overall B+ (77-79/GPA 3.3) average. Interested students will also be asked to provide a 250-word Statement of Interest for a stream option.

Any student not meeting the eligibility requirements will continue in the original program pathway to complete the BScN requirements.

Students who are interested will submit their request to be in this stream to the SoN before the designated deadline. The School will review applications based on overall GPA and select the students. Should the number of interested students exceed the number of anticipated available placements the process of selection will be based on cumulative GPA of students' applying and review of Statement of Interest by the School of Nursing Undergraduate Program Committee. Eligibility will be based on overall cumulative GPA and a strong and well-structured Statement of Interest. If students are not successful in completing the two high acuity/critical care stream specified courses with a minimum of a B+ (77-79/GPA 3.3) average, they will not be eligible for a high acuity/critical care stream integrated practicum experience. Those who are not selected will continue to complete the BScN program requirements for non-stream students and can indicate a preference for their integrated practicum experience using the normal procedure at the SON. Please note, only students who have enrolled in the Nursing Practice in High Acuity and Critical Care Setting stream and who have successfully completed the relevant stream electives will be eligible for high acuity/critical care stream integrated practicum experiences (i.e., intensive care units, emergency departments, post anaesthesia care units).

Once opting for and enrolling in a stream, a student may withdraw from the stream at any time. Please note, there is a policy that each student can only submit a program change (i.e. declare a stream or switch to regular BScN program) every 12 months. Students must consider carefully before submitting any request. A student who decides to withdraw from the stream and/or in the middle of a term or required stream course will receive academic advising accordingly from their Undergraduate Program Director / Coordinator and may be required to retake courses to fulfil the program requirements.

¹⁷ York University School of Nursing. (2011). Requesting a specialty placement. <https://nursing.info.yorku.ca/npc-forms/requesting-a-specialty-area-practicum/>

ii) Nursing Practice in Mental Health, Illness and Addictions Care

This area was designated as high-need in the province and by clinical partners, and generated interest from both faculty and student groups. The NPCO has confirmed that placements for students in clinical agencies supporting mental health care will continue to be available in the foreseeable future.

Units that may be considered for integrated practicum assignments and that could support capstone topics in this stream include ambulatory and community mental health units, mental health units for acutely or chronically ill adults or youth, forensic mental health units, and any other unit/agency that focuses specifically on mental health, illness, and addiction-related healthcare (depending on availability).

To meet the full BScN degree requirements and to meet the requirements for completion an undergraduate stream, the following is required:

4-year Direct Entry and 2nd Entry BScN Programs

- Successful completion of the core BScN, general education and non-major requirements for the 4-year Direct Entry program, or the core BScN requirements for the 2nd Entry program;
- Successful completion of the following specific 18 credits:
 - HH/NURS 4536 3.00 Critical Perspectives in Mental Health Nursing
 - HH/NURS 4537 3.00 Therapeutic Modalities in Mental Health Nursing
 - HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
 - HH/NURS 4533 8.00 Integrated Practicum: Stream

Refer to the calendar copy in Appendix I

Post-RN IEN BScN Program

- Successful completion of the core BScN requirements
- Successful completion of the additional specific 12 credits in an additional academic term:
 - HH/NURS 4536 3.00 Critical Perspectives in Mental Health Nursing
 - HH/NURS 4537 3.00 Therapeutic Modalities in Mental Health Nursing
 - HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
 - HH/NURS 4533 8.00 Integrated Practicum: Stream (8.00 credit integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option)

Refer to the calendar copy in Appendix I

Eligibility and selection process: All students entering an undergraduate stream must have successfully completed all prior program requirements: for 4-year Direct Entry students, all courses normally taken in Terms 1 – 5 must have been successfully completed prior to entering the stream; for students in the 2nd Entry and Post-RN IEN programs, all courses normally taken in Terms 1 – 3 must have been successfully completed.

Students who express interest in participating in the Nursing Practice in Mental Health, Illness and Addictions Care undergraduate stream will be required to indicate interest by the designated deadline. For the 4-year Direct Entry program, the deadline is the end of 4th term; for the 2nd Entry program, the deadline is the end of 2nd term; and, for the Post_RN IEN program, the deadline is the end of 3rd term. A MACH form will be sent to all students prior to each designated deadline for the particular undergraduate program. Students entering the stream will be required to meet the following criteria: a minimum of B+ (77-79/GPA 3.3) grade in all previous clinical courses, no course failures in the program, and an overall B+ (77-79/GPA 3.3) average. Interested students will also be asked to provide a 250-word Statement of Interest for a stream option.

Any student not meeting the eligibility requirements will continue in the generalist pathway to complete the BScN requirements.

Students who are interested will submit their request to be in this stream to the SoN before the designated deadline. The School will review applications based on overall GPA and select the students. Should the number of interested students exceed the number of anticipated available placements the process of selection will be based on cumulative GPA of students' applying and review of Statement of Interest by the School of Nursing Undergraduate Program Committee. Eligibility will be based on overall cumulative GPA and a strong and well-structured Statement of Interest. If students are not successful in completing the two required mental health specified courses with a minimum of a B+ (77-79/GPA 3.3) average, they will not be eligible for a mental health, illness and addictions stream integrated practicum experience. Those who are not selected will continue to complete the BScN program requirements for non-stream students and can indicate a preference for their integrated practicum experience using the normal procedure at the SON. Please note, only students who have enrolled in the Nursing Practice in Mental Health, Illness and Addictions Care stream and who have successfully completed the Mental Health, Illness and Addictions Care stream electives will be eligible for mental health, illness and addictions care stream integrated practicum experiences.

Once opting for and enrolling in a stream, a student may withdraw from the stream at any time. Please note, there is a policy that each student can only submit a program change (i.e declare a stream or switch to regular BSCN program) every 12 months. Students must consider carefully before submitting any request. A student who decides to withdraw from the stream and/or in the middle of a term or required stream course will receive academic advising accordingly from their Undergraduate Program Director / Coordinator and may be required to retake courses to fulfil the program

requirements.

d) Summary of BScN requirements that include the undergraduate stream options:

For the 4-year Direct Entry BScN program, the requirements for the 120 credit Specialized Honours BScN program, comprising 96 credits required in the major (78 core credits and **18 credits taken outside the core**), and 24 credits in science and general education, are retained. It is proposed that the **18 credits** required in the major be revised as follows, for the stream options only:

- Two (2) 3.00-credit nursing (NURS) electives: students must enroll in and successfully complete 2 electives from the specific stream requirements;
- Capstone course in the stream topic (4.00);
- Integrated practicum course in the stream practice area (8.00).

For the 2nd Entry BScN program, the requirements for the 150 credit Specialized Honours BScN program, comprising 90 credits required in the major (72 core credits and **18 credits taken outside the core**), and 60 credits upon admission, are retained. As for the 4-year Direct Entry program, it is proposed that the **18 credits** required in the major be revised as follows for the stream options only:

- Two (2) 3.00-credit nursing (NURS) electives: students must enroll in and successfully complete 2 electives from the specific stream requirements;
- Capstone course in the stream topic (4.00);
- Integrated practicum course in the stream practice area (8.00).

For the Post-RN IEN BScN program, 60 core credits are required in the major and 60 credits are transferred upon admission. For the stream option, students would need to complete an **additional 12 credits taken in an additional academic term (Term 6)** comprised of:

- Two (2) nursing (NURS) electives from the specific stream requirements (6.00 credits in total);
- One capstone course in the stream topic (4.00 credits);
- A more extensive (8.00 credits) integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option.

Summary: The proposed revisions continue to meet the requirements for a Specialized Honours BScN program. The NURS courses are presented in [Table 2](#), in comparison with the current program offerings. The full mapping of UDLEs to program outcomes to proposed required courses in the 4-year Direct Entry and 2nd Entry program has been completed and is unaffected by these proposed additions; this mapping can be found in [Appendix B](#) (includes the proposed courses in the undergraduate streams option). Again, these changes do not reduce the ability of students to achieve intended BScN program outcomes; the proposed changes occur outside the core required courses and within the major.

For a summary of the programs' course sequencing and how undergraduate stream

requirements occur in this sequencing, please refer to [Appendix C](#). For a summary of all proposed brief course descriptions, see [Appendix D](#). For new course proposals, refer to [Appendix E](#). Library support documentation is included as a requirement for each of the new course proposals.

- 5. 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.**

No consultation with other academic units at the University were required at this time.

The SON consulted with major healthcare institutions that partner in providing practicum placement opportunities for our students. Ongoing communications have occurred with the Program Advisory Committee. Input has been sought from key agencies (e.g., Baycrest Health Sciences, Centre for Addictions and Mental Health, and Mackenzie Health) on issues and future collaborations for student placements and the benefits of undergraduate streams for supporting graduates' transition to practice environments. Support for the proposed curriculum changes and the undergraduate streams option is documented in [Appendix F](#) and [Appendix G](#).

- 6. Describe Changes to any Admission Requirements and the appropriateness of the revised requirements for the achievement of the program learning outcomes.**

At this time, no changes to the admission requirements for any of the undergraduate BScN programs are proposed.

- 7. Resource Implications (e.g., addressed through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

The projected enrolment for each of the stream options will be between 30-50 students. The intention is to commence with small numbers in the BScN programs to ensure that enrolment, communication with the NPCO and clinical partners, and the roll-out of the specified stream course offerings, capstone and integrated practicum stream courses are smooth.

A designated number of seats in specific courses will be reserved for those in the streams to ensure they are able to access the required course/credits for their particular stream.

Early planning and communication with designated clinical partners in advance of the students' final term will be necessary and will be a major consideration for setting the enrollment for each undergraduate stream. First offerings of the two streams will be capped at 30-50 students to allow for availability of specialty practicum experiences.

In subsequent offerings, intake could be increased and would be driven primarily by the availability of placements and clinical agency needs, faculty expertise (Table 3) and level of student interest. Recent hiring activities are supportive of the SON's capacity to teach students in the revised curriculum proposal. In addition, the development of agreements with clinical agencies and their ability to provide qualified designate nursing personnel who can support teaching and learning within the undergraduate stream structure, specifically in the capstone project and integrated practicum.

The course sequencing in the 4-Year Direct Entry and 2nd Entry programs will be retained and will not change. During the implementation phase, the stream-specific courses (see Appendix E) will be first offered in Fall 2023 for the 2nd Entry program and in Winter 2025 for the 4-Year Direct Entry program.

The course sequencing for the Post-RN IEN program will change for those students who wish to pursue a stream option (see Appendix C). The program length will be increased by one term (from 5 to 6 terms) . During the implementation phase, the stream-specific elective courses (see Appendix E) will be first offered in Fall 2023. The following courses will be sequenced differently:

- HH/NURS 4526 will move from Term 4 to Term 5;
- HH/NURS 4529 (Term 5) will be replaced with HH NURS 4533 (Term 6);
- HH/NURS 4528 will move from Term 5 to Term 6;
- HH/NURS 4532 will be offered in Term 6

The additional academic term required for the Post RN IEN BScN program stream option will be amalgamated with the 2nd entry BScN program's Term 6. Additional faculty will be required to meet the requirements of the added student enrolment in the stream option.

Table 3: Current Faculty Capacity to Inform and Support Undergraduate Streams

Stream Option	Faculty with Related Clinical or Research Background
Nursing Practice in Acute/Critical Care	A. Phillips, S. Evans, B. Oraziotti, I. Aslam, S. Peniston, R. Robbio, K. Page-Cuttrara, J. Nilsen-Berec, C. Buick, K. Pederal
Nursing Practice in Mental Health, Illness and Addictions	A. Pottinger, M. Gola, G. Ross, S. Adam, E. Jensen, A. Paul

8. Mode(s) of Delivery for the achievement of the program learning outcomes.

All programs will continue to be offered as full-time programs, with no part-time options. The primary mode of delivery for all revised BScN programs will remain face-to-face. This remains unchanged with the addition of undergraduate streams as an option, and program and course learning outcomes will continue to be met.

Continued flexibility is offered in some nursing electives including the proposed stream electives. These course experiences include online or blended delivery, flipped classroom structures, and to supplement practicum experiences using screen-based simulation resources, as in the current programs. Faculty have the experience to adapt to various modes of delivery in these instances.

9. Changes to Assessment of Teaching and Learning within the program. If changing, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

The assessment of teaching and learning within all BScN programs *will remain the same*. Exemplars of assessment activities of proposed coursework, most of which are currently used, are included in Table 4, in relation to the program outcomes.

Table 4: Alignment of Stream-Specific Course Assessment Exemplars with Program Outcomes

<i>Program Outcomes</i>	<i>Related Assessment Methodologies</i>
1. Provide competent, ethical, and culturally responsive nursing care according to professional nursing standards.	<ul style="list-style-type: none"> • Practicum evaluation of demonstrated nursing care delivery in the healthcare setting (<i>HH/NURS 4533 practicum course</i>) • Case study analysis of ethical competencies in counselling for trauma informed and recovery-oriented care of with reference to code of ethics (<i>HH/NURS 4536; HH/NURS 4537</i>)
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	<ul style="list-style-type: none"> • Demonstration of content knowledge in science disciplines via exams (<i>HH/NURS 4534; HH/NURS 4535</i>) • Evaluation of demonstrated nursing practice/ beginning knowledge of mental health of families, individuals, and groups (<i>HH/NURS 4536</i>)
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice	<ul style="list-style-type: none"> • Grading of critical reflection and analysis of decision-making using clinical judgement model and advanced clinical reasoning(<i>HH/NURS 4533 practicum course; HH/NURS 4534; HH/NURS 4535</i>) • Critical analysis of mental treatment modalities to support well-being, coping, distress management and safety (<i>HH/NURS 4537</i>)
4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	<ul style="list-style-type: none"> • Critical analysis of therapeutic techniques and modalities for different client clinical presentation (<i>HH/NURS 4537</i>) • Evaluate outcomes of clear communication during capstone project (<i>HH/NURS 4532 capstone</i>)
5. Engage in collaborative relationships with	<ul style="list-style-type: none"> • Practicum evaluation of interprofessional

<i>Program Outcomes</i>	<i>Related Assessment Methodologies</i>
clients* and interprofessional health care teams that respects diverse perspectives.	relationship building in the healthcare setting (<i>HH/NURS 4533 practicum course</i>) <ul style="list-style-type: none"> Critical examination of mental health through various lenses, principles and social determinants of health (<i>HH/NURS 4536</i>)
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	<ul style="list-style-type: none"> Evaluation of capstone project by course director with input from peers and healthcare agency staff (<i>HH/NURS 4532 capstone</i>) Scholarly paper related to nurse led therapeutic modalities for clients with mental health and addictions (<i>HH/NURS 4537</i>)
7. Advocate for health equity and social justice in client* care, organizations, and public policy in response to changing needs of society.	<ul style="list-style-type: none"> Short paper or case study of nursing advocacy in a mental health dilemma (<i>HH/NURS 4536; HH/NURS 4537</i>) Group facilitated discussion re: awareness campaigns that challenge stereotypes, myths, and stigma and support health, well-being and quality of life (<i>HH/NURS 4536</i>)
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	<ul style="list-style-type: none"> Self-reflective analysis of professional development and potential for transformative nursing practice in advancing mental health promotion (<i>HH/NURS 4536</i>) Discussion and paper on application of research/study to client care and nursing practice (<i>HH/NURS 4532 capstone</i>) Reflective Analysis Paper (<i>HH/NURS 4534</i>)
9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	<ul style="list-style-type: none"> Group grand rounds / Case study analysis / presentation (<i>HH/NURS 4535</i>) Completion of portfolio for evaluation by clinical instructor and self, that reflects plans for learning (<i>HH/NURS 4533</i>)

*Clients are defined as individuals, families, communities, and populations

10. Accommodation of Current Students During Program Changes

The undergraduate stream option within the newly revised 4-Year Direct Entry, 2nd Entry, and Post-RN IEN BScN programs is a new additional option to an existing undergraduate curriculum. Students will not require accommodation for this program change.

Students who are enrolled in the Collaborative BScN program entering Year 3 at York University in Fall 2022 and Fall 2023 can request consideration for the streams option.

11. Appendices Summaries

The following appendices, cited in the proposal, are listed below:

- [Appendix A](#): Alignment of BScN Program Outcomes with Courses in Two Proposed Streams
- [Appendix B](#): Undergraduate Degree Level Expectations (UDLEs) Mapped Against Program Outcomes and Courses in the 4-year Direct Entry and 2nd Entry BScN Programs

- [Appendix C](#): Comparison of Course Sequencing for Undergraduate Non-stream and Stream Options
- [Appendix D](#): Summary of Proposed Brief Descriptions for Nursing Elective, Capstone Stream and Integrated Practicum Stream Courses
- [Appendix E](#): New Course Proposals
- Appendix F: Letters of Support from FOH
- Appendix G: Letters of Support from External Healthcare Partners
- Appendix H: Summary of Timeline for Development of Undergraduate Streams
- Appendix I: Side-by-side Calendar Copy for Undergraduate BScN Programs

Appendix A

Alignment of BScN Program Outcomes with Courses in Two Proposed Streams

End-Program Outcomes Graduates of a York University BScN program will:	Nursing Practice in High Acuity and Critical Care Settings	Nursing Practice in Mental Health, Illness and Addictions
	NURS 4534 3.00 NURS 4535 3.00	NURS 4536 3.00 NURS 4537 3.00
1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	NURS 4534 3.00 Learning outcome (1,2) NURS 4535 3.00 Learning outcome (1)	NURS 4536 3.00 Learning outcome (1) NURS 4537 3.00 Learning outcome (2,5)
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	NURS 4534 3.00 Learning outcome (1) NURS 4535 3.00 Learning outcome	NURS 4536 3.00 Learning outcome (2) NURS 4537 3.00 Learning outcome (1,3)
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	NURS 4534 3.00 Learning outcome (1,3) NURS 4535 3.00 Learning outcome (2)	NURS 4536 3.00 Learning outcome (1,3) NURS 4537 3.00 Learning outcome (1,3)
4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	NURS 4534 3.00 Learning outcome (1,2) NURS 4535 3.00 Learning outcome (1)	NURS 4536 3.00 Learning outcome (2,4) NURS 4537 3.00 Learning outcome (1,5)
5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	NURS 4534 3.00 Learning outcome (1,2) NURS 4535 3.00 Learning outcome (1)	NURS 4536 3.00 Learning outcome (4) NURS 4537 3.00 Learning outcome

End-Program Outcomes Graduates of a York University BScN program will:	Nursing Practice in High Acuity and Critical Care Settings	Nursing Practice in Mental Health, Illness and Addictions
	NURS 4534 3.00 NURS 4535 3.00	NURS 4536 3.00 NURS 4537 3.00
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	NURS 4534 3.00 Learning outcome (4) NURS 4535 3.00 Learning outcome (3)	NURS 4536 3.00 Learning outcome (5) NURS 4537 3.00 Learning outcome (2,4)
7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	NURS 4534 3.00 Learning outcome (2) NURS 4535 3.00 Learning outcome (1)	NURS 4536 3.00 Learning outcome (2,5,6) NURS 4537 3.00 Learning outcome
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	NURS 4534 3.00 Learning outcome (3,4) NURS 4535 3.00 Learning outcome (2,3)	NURS 4536 3.00 Learning outcome (1,3,4,5,6) NURS 4537 3.00 Learning outcome (3,4,5)
9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	NURS 4534 3.00 Learning outcome (1,4) NURS 4535 3.00 Learning outcome (3)	NURS 4536 3.00 Learning outcome (2,6) NURS 4537 3.00 Learning outcome

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

Appendix F



FACULTY OF
HEALTH

Office of the Dean

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 736 5031
Fax 416 736 5760
healthdn@yorku.ca
www.health.yorku.ca

December 2, 2021

Professor Shahirose Premji
Director, School of Nursing
York University

Dear Professor Premji,

I am writing to provide enthusiastic support for the School of Nursing's proposal to introduce focused streams into the curriculum of its three undergraduate BScN programs (direct entry, second entry and Internationally Educated Nurses). As you know, the School undertook a major revision of its curriculum when we signed an agreement to dissolve our collaborative nursing program and we received approval from the Ministry of Colleges and Universities and the York Senate to introduce a new direct entry program this coming fall. From the very beginning this new curriculum was specifically designed to enable the School to introduce focused pathways at a future date. I am pleased that the current proposal is a manifestation of your initial foresight.

Your proposal has several benefits. It makes our program truly distinctive at a time when the Government has approved other new BScN programs across the GTA and Ontario. The added value of enabling students to undertake focused study will help us to recruit more top students. Specifically, all current nursing degree programs in Ontario (and most of Canada) have been designed to provide generalist training. While the current proposal will be delivered to students who enroll in a BScN at York, it lays the foundation for us to create a micro credential in the future for graduate nurses who wish to upgrade and build upon their existing degree. Your proposal enables students to not only use electives to complete a cluster of courses in a focused stream, but to use their integrated practicum to further enhance their training. It will enhance job prospects for graduates by enabling them to immediately move into entry level positions within high demand areas such as complex and acute care, geriatrics/long term care, and mental health.

The nature of healthcare has changed substantially over the last few years. For hospitals, demographics, changes in models of intervention and treatment, and other factors have resulted in an increase in patients with high acuity and the need for complex care. Patients admitted to hospital are sicker and often have multiple conditions. Hospitals stays are shorter, treatment is more intense, and throughput is higher. There is enormous pressure to move patients from acute care into long term and home care, both of which are also in dire need of RNs with advanced skills in acute and complex care, geriatrics, etc. Finally, the demand for mental health support far exceeds the available supply of services resulting in long waiting lists which put people at risk. These changes are occurring at a time when current nurses are starting to retire at an unprecedented rate. This is a problem for specialist areas where RNs have spent years developing advanced practice skills. For these reasons, healthcare agencies in the GTA and across Ontario have expressed the urgent need for nurses with advanced specialist skills. They have expressed enormous support for our proposal and are keen to partner with us. Our proposal will not only help fill their urgent gaps but create additional practicum opportunities for our students. Our ability to graduate nurses who can immediately move into entry level specialist roles gives us a competitive advantage. Our partners may give our program greater priority knowing that it will help solve their recruitment issues.



I suspect that your proposal may also be of great interest to the Ministry of Health who is increasingly aware of the nursing shortage, particularly in areas such as acute and complex care, long term care, and mental health. This presents a potential opportunity for us to seek and obtain additional funding beyond the usual operating grants.

The additional cost and demand on resources is minimal and more than offset by the various benefits described above, such as enhanced recruitment and retention, improved student and graduation outcomes, stronger partnerships with healthcare agencies, and the additional placements we desperately need. This proposal will truly make our nursing programs distinctive and improve our reputation as a University responding to urgent healthcare needs.

Kind regards,

A handwritten signature in blue ink, appearing to read 'Paul McDonald', with a stylized flourish at the end.

Paul McDonald, PhD, FRSPH, FCAHS
Professor and Dean

Appendix G

Letters of Support from External Healthcare Partners



1025 Queen Street West
B1 2nd Floor Room 2300
Toronto, ON M6J 1H4

December 8, 2021

Dr. Shahirose Sadrudin Premji
Director and Professor School of Nursing
Faculty of Health, York University
4700 Keele St.
Toronto, ON M3J 1P3

Re: Letter of support for the BScN Curriculum at York University

Dear Shahirose,

We are writing to convey our strong support for the updated undergraduate curriculum for the Bachelor of Science in Nursing program at York University. The revised curriculum will result in a new 4-year Direct Entry BScN program as well as revisions to the Second-degree Entry and Post-RN Internationally Educated Nurses BScN programs. These revisions respond to the current pressures in our sector by providing opportunities for specialty electives and experience within a generalist curriculum (i.e., streams such as mental health) and a final term consolidation experience that can support smoother transition to practice.

We are delighted that members of CAMH professional practice and education leadership were actively involved in the development of the proposed electives for the mental health stream and look forward to continuing to partner with the School of Nursing in the preparation of new RNs. As part of this partnership we commit to facilitating the integrated practicum placements for students in the mental health stream based on CAMH annual capacity. We will also coordinate and work with York University faculty to provide oversight of capstone opportunities for these students.

We are excited about the opportunity for graduate level prepared CAMH nurses to have status-only/adjunct appointments with York University and provide guest lecture support for electives as deemed appropriate.

We understand that the university and provincial review processes are a key part of the change and we are pleased to communicate our strong support for this necessary and positive change to the undergraduate nursing curriculum.

Sincerely,

Dionne Sinclair

Dr. Sanjeev Sockalingam
Vice-President, Education

Centre for Addiction and Mental Health
100 Stokes St.
Toronto ON M6J 1H4
www.camh.ca

Centre de toxicomanie et de santé mentale
100, rue Stokes
Toronto ON M6J 1H4
www.camh.ca/fr

#MentalHealthisHealth



Mackenzie Richmond Hill Hospital
10 Trench Street, Richmond Hill ON L4C 4Z3
905-883-1212

Corbellucci Vaughan Hospital
3200 Major Mackenzie Drive West, Vaughan ON L6A 4Z3
905-417-2000

December 7, 2021

Via Email

Dr. Shahirose Sadrudin Premji
Director and Professor
School of Nursing, York University
4700 Keele Street
Toronto, ON M3J 1P3

Re: York University's School of Nursing Stream Options

Dear Shahirose,

As the health care system is experiencing health human resource challenges that have been exacerbated by the COVID-19 pandemic, the need to recruit, train and retain large numbers of nursing staff has been essential. York University and Mackenzie Health have entered into a formal partnership to facilitate collaboration and exchange in teaching and research with the goal to improve health care practices and services.

Mackenzie Health is pleased to support the stream options offered by the School of Nursing to enhance students' knowledge and skills in specialized areas, such as high acuity, critical care, and mental health. Mackenzie Health's role as a clinical partner would be to support the clinical placements of students and their readiness for success.

We look forward to our collaboration and the opportunity to support in advancing nursing education for new graduates.

Sincerely,

Mary-Agnes Wilson, RN, PhD
Executive Vice President, Chief Operating Officer and Chief Nurse Executive
Mackenzie Health

c. Ms. Jackie Samimi, Interim Director, Professional Practice & Education, Mackenzie Health

Proposal for Major Modifications to the Cognitive Science Program

1. **Program:** Cognitive Science
2. **Degree Designation:** BA
3. **Type of Modification:** reorganizing the path through the major to create greater clarity for students.
4. **Effective Date:** Fall 2022
5. **Provide a general description of the proposed changes to the program.**

Note: Additional appendices are available upon request.

The Problem with the Status Quo

At present, Cognitive Science majors face three serious pitfalls as they try to navigate through the program.

- (1) *The Hidden Prerequisite Pitfall.* Many of the courses listed as part of the major have prerequisites that are not part of the major. As a result, students are surprised when they find that they cannot enroll in the courses that are part of the major, and often underestimate how many courses they need to complete the degree. This can add extra terms or even years to their undergraduate experience.

Example #1: The first computer science we course we offer from EECS is EECS 1022. But in order to take that class you first need to take EECS 1012, which is not part of our major, and in order to take EECS 1012 you either need two grade 12 math classes or else one University math class.

Example #2: We offer EECS 3401 as part of the major. In order to take that class you need not only EECS 1022, EECS 2030, and EECS 2011, all of which *are* part of the major, but also EECS 1012 (see above), EECS/MATH 1019, and MATH 1090, which are *not* part of our major.

Example #3: We offer ITEC 3230, but it has eight prerequisites, six of which are not part of the cognitive science major.

- (2) *The Missing Prerequisites Pitfall.* Currently, the major requires students to choose 6 credits from courses that are mostly at the 2000 level, 9 credits from courses that are mostly at the 3000 level, and 6 credits from courses that are mostly at the 4000 level. But apart from requiring that some of these courses come from two different disciplines, there are no further constraints. While many courses at the 4000 (and 3000) level have specific courses as prerequisites that are part of the major, students often don't notice this. As a result, they find that they

haven't satisfied the prerequisites for the courses they want to take at the 4000 level even when they have already satisfied all of the other requirements for the major. Many students thus wind up having to go back to take additional courses within the major, extending their time in the program.

Example: A student needs to take a PSYC course at the 4000 level, but satisfied all of the other requirements for the major without taking PSYC 2021 (Statistics) or PSYC 2030 (Research Methods), which are required courses for taking any 4000-level PSYC courses. The student thus spends an extra year in the program.

(3) The ITEC Pitfall. A student who starts off taking ITEC courses faces two problems. The first is that there are no ITEC courses that satisfy the final 6.0 credit requirement for the major, so if they use ITEC courses to fulfill their other requirements, they may not have the necessary prerequisites in other disciplines (e.g. PSYC) to satisfy that final 6.0 of credits. Second, the ITEC courses on offer aren't good fits for the major.

These three pitfalls are exacerbated by the growth of the major. When there were only 30 majors, the Coordinator could meet individually with students to help them evade these pitfalls. With 200+ majors, that is no longer possible.

These pitfalls have been noticed not only by the students, but also by Academic Advising, who seem to find the major bewildering, and recommended doing something to make the student's path through the major clearer.

The Solution

To address these pitfalls, two groups of themes will be introduced to the Cognitive Science Program.

- **Group A Themes:** Philosophy; Psychology; Linguistics.
- **Group B Themes:** Artificial Intelligence; Human-Computer Interaction; Machine Learning.

Each Theme is 15 credits. In addition to taking all of the Core Courses (27 credits), students will be required to choose two themes, one from Group A and one additional theme from either Group (A or B), for a total of 57 credits (27 + 15 + 15). This is a slight increase in total credits over the current major, but still less than many Specialized Honours Majors. For a summary of the path through the major, see Appendix A.

By incorporating most prerequisites into each theme, we can minimize the Hidden

Prerequisite Pitfall. Because each theme lays out the precise courses that students need to take, the Missing Prerequisite Pitfall would also be largely avoided. And by altering and enriching ITEC's offerings in the Artificial Intelligence Theme, we can eliminate the ITEC Pitfall.

Detailed Changes

In addition to this big structural change, the actual course offerings have been brought up to date and amended as follows:

- Core Courses:
 - Students can no longer choose between LING 1000 and LING/COGS 2800. Instead, they must take LING/COGS 2800. This course was specifically designed for the Cognitive Science Major and better fits our program. We used to be concerned that it would not be offered regularly, and so maintained LING 1000 as an alternative. But Linguistics now offers 2800 regularly and has assured us that it will continue to meet our demand in the future. This simplifies things greatly since LING 1000 is 6.0 credits and LING/COGS 2800 is 3.0 credits, which created confusion about the number of credits required for the major.
 - We eliminated PHIL 3260 (Philosophy of Psychology) from the Core Courses. Given that we are increasing the total number of credits in the major, we need to make a cut somewhere, and we felt that of all the Core Courses, this course is the least central to the major. The course is still available to students taking the Philosophy Theme.
- PSYC Offerings:
 - Students can no longer choose between PSYC 2020 (6.0 credits; full-year statistics) and PSYC 2021 (3.0 credits; half-year statistics). Instead, PSYC 2021 is now required for anyone who chooses the Psychology Theme. We thus avoid having a choice between 3.0 credits or 6.0 credits, which creates trouble when calculating the total credits for the major. To make room for students who want a more rigorous introduction to statistics, we've added PSYC 2022 (3.0 credits; the second half-year stats course) as an optional course. Taken together, PSYC 2021 and PSYC 2022 are equivalent to PSYC 2020.
 - In addition to PSYC 2021, we also made PSYC 2030 (Research Methods) a required course for anyone choosing the Psychology Theme. Because PSYC 2021 and PSYC 2030 are prerequisites for all 4000-level Psychology courses, this will help students who choose the Psychology Theme to avoid the Missing Prerequisites Pitfall.

- We added PSYC 3255 (Reasoning, Judgment, and Decision-Making), which is an excellent new course that fits the Cognitive Science major extremely well.
- We eliminated PSYC 4230 (Human Performance in Systems), which changed in content since it was first added to the major and no longer makes sense as an offering.
- PHIL Offerings:
 - Because logic plays a foundational role in philosophy, including philosophy of mind and philosophy of artificial intelligence, there was a consensus among the faculty that PHIL 2100 (Introduction to Logic) should be required for anyone who choose the Philosophy Theme.
 - As mentioned above, PHIL 3260 was moved from the Core Courses to the Philosophy Theme.
 - We enriched our Philosophy offerings by adding PHIL 4350 (Seminar in Philosophy of Language) and PHIL 4085 (Philosophy of Psychiatry) to the courses that students can choose who take the Philosophy Theme. The study of language is an important aspect of cognitive science, so PHIL 4350 fits well with the program. PHIL 4085 also fits well with the program and was already part of the COGS minor; adding it to the major creates more consistency throughout the program.
 - We removed PHIL 4600 because it isn't offered regularly and will not be offered regularly in the future.
- LING Offerings:
 - Apart from the elimination of LING 1000 from the Core Courses, the Linguistics offerings remain the same.
 - Linguistics has agreed to modify the prerequisites for their courses to make it easier for COGS majors. Most crucially, for COGS majors they allow COGS 2800 to serve in lieu of LING 1000 as a prerequisite for other courses. They also waive some requirements for other courses, as follows:

Course	Prerequisites for COGS Majors
AP/LING 2120	A grade of C or higher in AP/LING 2800 (AP/LING 1000 and AP/LING 2110 are NOT necessary)
AP/LING 2130	A grade of C or higher in AP/LING 2800 (AP/LING 1000 is NOT necessary)

AP/LING 2140	A grade of C or higher in AP/LING 2800 (AP/LING 1000 and AP/LING 2130 are NOT necessary)
AP/LING 3120	A grade of C or higher in AP/LING 2120
AP/LING 3140	A grade of C or higher in <i>either</i> AP/LING 2130 <i>or</i> AP/LING 2140
AP/LING 3150	A grade of C or higher in AP/LING 2800 (AP/LING 1000 is NOT necessary)
AP/LING 3210	A grade of C or higher in AP/LING 2800 (AP/LING 1000 is NOT necessary)
AP/LING 3220	A grade of C or higher in AP/LING 2800 (AP/LING 1000 is NOT necessary)
AP/LING 4120	A grade of C+ or higher in 3120 and a grade of C+ or higher in one other 3000-level LING course
AP/LING 4140	A grade of C+ or higher in 3140 and a grade of C+ or higher in one other 3000-level LING course
AP/LING 4150	A grade of C+ or higher in 3140 and a grade of C+ or higher in one other 3000-level LING course
AP/LING 4230	Can be taken with a grade of C+ or higher in 3220 and a grade of C+ or higher in one other 3000-level LING course
AP/LING 4250	Can be taken with a grade of C+ or higher in any two LING courses at the 3000-level)

- ITEC Offerings:

- We eliminated ITEC 1000 and ITEC 1010 because they aren't good fits for the program.
- We eliminated ITEC 3230 because it has too many prerequisites.
- In collaboration with ITEC, we designed the Artificial Intelligence Theme, which culminates in ITEC 4310: Applied Artificial Intelligence. All of the courses in this Theme are new.
- ITEC has agreed to waive all prerequisites for ITEC 3040 for COGS majors except for ITEC 1620, MATH 2565, and ITEC 2600, which are all part of the Artificial Intelligence Theme.

- EECS Offerings

- EECS 1012 is no longer a hidden prerequisite since it is now part of the Human-Computer Interaction Theme and the Machine Learning Theme.

- EECS 3461 (User Interfaces) was added because it's a prerequisite for EECS 4441 and fits well into the Human-Computer Interaction Theme.
 - EECS 4404 (Introduction to Machine Learning and Pattern Recognition) was added because machine learning has become a huge part of artificial intelligence in the past few years and because it fits well into a 15-credit theme.
 - MATH 1131 and MATH 2030 were added because one of them is needed as a prerequisite for EECS 4404.
 - EECS 2001 and EECS 2011 were eliminated because they don't fit into a coherent 15-credit theme.
 - EECS 3401, EECS 4401, EECS 4421, and EECS 4422 were all eliminated because they have too many prerequisites to fit into a 15-credit theme.
- The Minor
 - PHIL 4350 was added because it's a great fit for the program and because it was also added to the major.

6. Provide the rationale for the proposed changes.

The changes would clarify students' path through the major by avoiding the three pitfalls (see above).

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

The major modification of the Cognitive Science program aligns well with York University's Academic Plan (UAP 2020-2025). It aligns with the following priority, **21st Century Learning**, as this priority calls us 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 "build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media." The proposed program changes address this goal, as the program draws on various disciplines and fields of study (e.g., psychology, philosophy, and linguistics), and more specifically, takes traditional skills and (re) focuses them on emerging & current-day problems using new methods, solutions, and technologies in the fields of Artificial Intelligence, Human-Computer Interaction, and Machine Learning.

The goal of these curricular changes is to enhance the quality of the academic program and lessen the complexity of the degree requirements. Additionally, the program change will respond to one of the key Priority points, that is to “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.”

The proposed program change aligns with the principles outlined in 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...” and **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.” As stated above, the major revisions to the degree structure will enhance the student experience.

The program changes will be beneficial to students in the following ways:

- 1) The curricular change would be clearer for students – students are surprised when they find that they cannot enroll in the courses that are part of the major, and often underestimate how many courses they need to complete the degree.
- 2) Students would not need to go back and take additional courses, and will be able to graduate on time/earlier.
- 3) The major will be less confusing to students and academic advising; the changes will make the student’s path through the major clearer.

The proposed program changes will strengthen program quality. This aligns with the Strategic Mandate Agreement (SMA, 2020-25), as it states that “Our total enrolments in STEM areas have risen from 6500 to 12,600 since 2010, an increase of 94 per cent. These numbers will continue to grow as we launch new programs in technology, cybersecurity, neuroscience, applied health, environmental science, speech and language sciences and other emerging fields.” More so, the institution has identified cognitive science as one of the significant drivers of enrolment in the coming years.

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

There are some minor changes to the program's learning outcomes.

See Appendix C for details of the changes to the program learning outcomes.

See Appendix D for the curriculum maps.

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

Prior to drafting the proposed changes, the proponent met with Academic Advising and the UPDs of each potential thematic area (i.e., Philosophy, Psychology, Linguistics, Computer Science, and ITEC). The proposed changes were then drafted in consultation with these UPDs, who were Karen Fergus (Psychology), Gabriela Alboiu (Linguistics), Duff Waring (Philosophy), Eric Ruppert and Suprakash Datta (Computer Science), and Stephen Chen and Zijiang Yang (ITEC). Finally, approval was also sought and attained from Hyejin Ku (UPD Mathematics) to include the math courses listed in the computer science stream. See Appendix E for emails confirming the approval of each of these units.

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

The admission requirements to the program are as follows:

- Ontario Secondary School Diploma (OSSD)
- ENG4U And five additional 4U or M courses
- To gain admission to this program, the applicant's academic average should be in the mid- to high-70's. (This requirement is changing based on CPR feedback to align the Cognitive Science and Philosophy programs to the same standard).

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

No additional resources are required to accommodate this curricular change. The changes are primarily organizational in nature, to make the path through the major clearer.

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

The delivery of the program is not changing. The changes will adhere to the program as it is already delivered. The program is course-based. The material will be delivered in classroom (or online, as needed and according to the University's process for changing the delivery mode of existing courses) settings through structured course work. This will vary by course, as per the learning outcomes. While some courses will use primarily classroom instruction, other courses will be infused with significant experiential learning, including case analysis and discussion, simulations, and field visits. These delivery methods will help students achieve the learning outcomes.

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

The assessment of the program is not changing. The revised program will adhere to how the program is already assessed. Formative assessment will be used throughout and takes a wide variety of forms e.g. interaction in class; peer feedback on in-class presentations; workshop activity with feedback; online quizzes, and instructor feedback on project work.

The curriculum maps presented in Appendix D show that program learning outcomes are assessed throughout all years of the program to reflect that these courses provide students with opportunities to demonstrate higher-order learning—such as the ability to synthesize diverse concepts—in a culminative way (i.e. which requires students to have integrated what they have learned throughout the program to be successful in the third and fourth years).

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

Students who are currently enrolled in the program will have the option of continuing to follow the program requirements as they existed when they enrolled. Unless they choose to opt into the new requirements, there will be no change for them.

All students--current and new—will have to meet the Faculty's existing graduation requirements to complete the stream:

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 at the same time as the proposed program's launch. 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 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:

- Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University;
- Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 2.00 and a major grade point average of at least 2.3;
- 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.
- Upper-level credits: at least 36 credits at the 3000 or 4000 level including at least 18 credits at the 4000 level;
- Credits outside the major: at least 18 credits

15. Provide as an appendix a side-by-side comparison of the existing and

proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

See Appendix B.

COGS Major 57 credits

1. Complete all Core Courses
2. Choose one Group A Theme
3. Choose any additional Theme (Group A or B)

Core Courses

27 credits

PSYC 1010 COGS 2160 COGS 2800
 PHIL 2240 PSYC 2260 COGS 3750
 COGS 4750 or 4901

Group A Themes

15 credits

Psychology

PSYC 2021
 +
 PSYC 2030
 +
3 credits from
 PSYC 2022
 PSYC 2110
 PSYC 2120
 PSYC 2220
 PSYC 2240
 +
3 credits from
 PSYC 3250
 PSYC 3255
 PSYC 3265
 PSYC 3280
 PSYC 3290
 +
3 credits from
 PSYC 4010
 PSYC 4020
 PSYC 4080
 PSYC 4260
 PSYC 4270
 PSYC 4285

Philosophy

PHIL 2100
 +
12 credits from
 PHIL 3200
 PHIL 3260
 PHIL 3265
 PHIL 3635
 PHIL 4080
 PHIL 4082
 PHIL 4083
 PHIL 4084
 PHIL 4085
 PHIL 4350

Linguistics

6 credits from
 LING 2120
 LING 2130
 LING 2140
 +
6 credits from
 LING 3120
 LING 3140
 LING 3150
 LING 3210
 LING 3220
 +
3 credits from
 LING 4120
 LING 4140
 LING 4150
 LING 4230
 LING 4250

Group B Themes

15 credits

Artificial Intelligence

ITEC 1620
 MATH 2565*
 ITEC 2600
 ITEC 3040
 ITEC 4310

Human-Computer Interaction

EECS 1012*
 EECS 1022
 EECS 2030
 EECS 3461
 EECS 4441

Machine Learning

EECS 1012*
 EECS 1022
 EECS 2030
 MATH 1131* or 2030*
 EECS 4404

* note prerequisites

Appendix C: Program Learning Outcomes – Cognitive Science

By the end of this program, students will be able to:

Breadth and depth of knowledge	<ul style="list-style-type: none"> -present the philosophical positions about the nature of mind -present the psychological positions about the study of the mind -present the theoretical perspectives on the nature of mind given computer models of the mind -present theories about the relationship between language and thought -understand principles of language structure and interpretation -critically analyze the theories -critically analyze empirical research -engage in theoretical or empirical research aimed at discovering aspects of the mind -integrate research from psychology, philosophy, linguistics, artificial intelligence, human-computer interaction, and machine learning. -speak across disciplines and translate the technical terms of the disciplines so as to make research accessible to researchers and students in other areas
Knowledge of Methodologies	<ul style="list-style-type: none"> -engage in critical analysis of empirical and theoretical claims about the nature of mind -articulate theories about the nature of mind -discuss the current theories about the nature of mind, including evolution of mind; students should know the landscape and history of the various approaches to the study of mind -produce original research in philosophy, psychology, linguistics, artificial intelligence, human-computer interaction, and machine learning. -demonstration of the skills associated with some of the different methods used in cognitive science
Applications of knowledge	<ul style="list-style-type: none"> -engage in original research in other disciplines of cognitive science that incorporates the findings and methods of other disciplines (i.e., psychology, philosophy, linguistics, artificial

	intelligence, human-computer interaction, machine learning)
Communication skills	<ul style="list-style-type: none"> -give oral arguments and summaries of articles, including critical analysis -present original material to an audience in a conference setting
Awareness of limits of knowledge	<ul style="list-style-type: none"> -work with other students and professors in different disciplines -communicate their ideas to people from other academic backgrounds -realize the difficulties with communicating across disciplines given the different jargons in these disciplines
Autonomy and professional capacity	<ul style="list-style-type: none"> -design and complete an independent research project -communicate the findings of the research project to others in philosophy, psychology, linguistics, artificial intelligence, human-computer interaction, and machine learning.

Curriculum Map – Cognitive Science

The Cognitive Science degree is composed of **57 credits, 27 Cr** of which are core, including **15** additional credits from Group A themes and **15** additional credits from either (Group A or B) (i.e., students are required to choose **two themes**, one from Group A and one additional theme from either Group A or B).

- 1) **Curriculum Map – Core (27 Cr.)**
- 2) **Curriculum Map A – Group A Themes (15 Cr., Psychology, Philosophy, Linguistics)**
- 3) **Curriculum Map B – Group B Themes (15 Cr., Artificial Intelligence, Human-Computer Interaction, Machine Learning)**

i. Curriculum Map – Core

Program Learning Outcomes	Core Courses (27 credits)							Group A Themes Courses (15 credits)	Group B Themes Courses (15 credits)
	PSYC 1010	COGS 2160	COGS 2800	PHIL 2240	PSYC 2260	COGS 3750	COGS 4750 or COGS 4901	See Curriculum Map A	See Curriculum Map B.
Depth and Breadth of Knowledge									
-present the philosophical positions about the nature of mind		I	I/D	I/D	I/D	D	D/A		
-present the psychological positions about the study of the mind	I	I	I		I/D	D	D/A		

I	Introduce
D	Develop
A	Achieve/Assess

Program Learning Outcomes	Core Courses (27 credits)							Group A Themes Courses (15 credits)	Group B Themes Courses (15 credits)
	PSYC 1010	COGS 2160	COGS 2800	PHIL 2240	PSYC 2260	COGS 3750	COGS 4750 or COGS 4901	See Curriculum Map A	See Curriculum Map B.
-present the theoretical perspectives on the nature of mind given computer models of the mind	I	I/D	I/D	D	D	D/A	A		
-present theories about the relationship between language and thought	I	I/D	I/D	D	D	D/A	A		
-understand principles of language structure and interpretation	I	I/D	I/D	D	D	D/A	A		
-critically analyze the theories	I	I/D	I/D	D	D	D/A	A		
-critically analyze empirical research	I	I/D	I/D	D	D	D/A	A		
-engage in theoretical or empirical research aimed at discovering aspects of the mind	I	I/D	I/D	D	D	D/A	A		
-integrate research from psychology, philosophy,	I	I/D	I/D	D	D	D/A	A		

I	Introduce
D	Develop
A	Achieve/Assess

Program Learning Outcomes	Core Courses (27 credits)							Group A Themes Courses (15 credits)	Group B Themes Courses (15 credits)
	PSYC 1010	COGS 2160	COGS 2800	PHIL 2240	PSYC 2260	COGS 3750	COGS 4750 or COGS 4901	See Curriculum Map A	See Curriculum Map B.
linguistics, artificial intelligence, human-computer interaction, and machine learning.									
-speak across disciplines and translate the technical terms of the disciplines so as to make research accessible to researchers and students in other areas							D/A		
Knowledge of Methodologies									
-engage in critical analysis of empirical and theoretical claims about the nature of mind	I	I/D	I/D	D	D	D/A	A		
-articulate theories about the nature of mind	I	I/D	I/D	D	D	D/A	A		
-discuss the current theories about the nature of mind, including evolution of mind;	I	I/D	I/D	D	D	D/A	A		

I	Introduce
D	Develop
A	Achieve/Assess

Program Learning Outcomes	Core Courses (27 credits)							Group A Themes Courses (15 credits)	Group B Themes Courses (15 credits)
	PSYC 1010	COGS 2160	COGS 2800	PHIL 2240	PSYC 2260	COGS 3750	COGS 4750 or COGS 4901	See Curriculum Map A	See Curriculum Map B.
students should know the landscape and history of the various approaches to the study of mind									
-produce original research in philosophy, psychology, linguistics, artificial intelligence, human-computer interaction, and machine learning.							D/A		
-demonstration of the skills associated with some of the different methods used in cognitive science		I/D	I/D			D	A		
Application of Knowledge									
-engage in original research in other disciplines of cognitive science that incorporates the findings and methods of other disciplines (i.e.,	I	I/D	I/D	D	D	D/A	A		

I	Introduce
D	Develop
A	Achieve/Assess

Program Learning Outcomes	Core Courses (27 credits)							Group A Themes Courses (15 credits)	Group B Themes Courses (15 credits)
	PSYC 1010	COGS 2160	COGS 2800	PHIL 2240	PSYC 2260	COGS 3750	COGS 4750 or COGS 4901	See Curriculum Map A	See Curriculum Map B.
psychology, philosophy, linguistics, artificial intelligence, human-computer interaction, machine learning)									
Communication Skills									
-give oral arguments and summaries of articles, including critical analysis	I	I/D	I/D	D	D	D/A	A		
-present original material to an audience in a conference setting						D/A	A		
Awareness of Limits of Knowledge									
-work with other students and professors in different disciplines	I	I/D	I/D	D	D	D/A	A		
-communicate their ideas to people from other academic backgrounds	I	I/D	I/D	D	D	D/A	A		
-realize the difficulties with communicating across	I	I/D	I/D	D	D	D/A	A		

I	Introduce
D	Develop
A	Achieve/Assess

Program Learning Outcomes	Core Courses (27 credits)							Group A Themes Courses (15 credits)	Group B Themes Courses (15 credits)
	PSYC 1010	COGS 2160	COGS 2800	PHIL 2240	PSYC 2260	COGS 3750	COGS 4750 or COGS 4901	See Curriculum Map A	See Curriculum Map B.
disciplines given the different jargons in these disciplines									
Autonomy and Professional Capacity									
-design and complete an independent research project						D	A		
-communicate the findings of the research project to others in philosophy, psychology, linguistics, artificial intelligence, human-computer interaction, and machine learning.	I	I/D	I/D	D	D	D/A	A		

I	Introduce
D	Develop
A	Achieve/Assess

From: Duff R Waring dwaring@yorku.ca
Subject: Re: Official Approval for COGS changes
Date: June 9, 2020 at 8:44 AM
To: Jacob S. Beck jbeck@yorku.ca

DW

Hello Jake:

Yes.

This is to reconfirm the approval of the Philosophy Department's Curriculum Committee which approved these changes on March 3, 2020.

Best,

Duff R. Waring
Professor
Chair, Philosophy Dept. Curriculum Committee
Faculty of Liberal Arts and Professional Studies
York University

From: Jacob S. Beck <jbeck@yorku.ca>
Sent: Monday, June 8, 2020 12:23 PM
To: Duff R Waring <dwaring@yorku.ca>
Subject: Official Approval for COGS changes

Hi Duff,

Some time ago now, we discussed revisions I was hoping to make to the Cognitive Science major. I'm finally ready to submit those proposed changes for consideration to the Faculty Council and Senate. They want to make sure that all units that are involved with Cognitive Science are on board, and so I was hoping that you could **reply to this email with a simple "yes" to indicate your approval** (assuming that you do, in fact, approve—of course don't hesitate to let me know if there's anything that concerns you!). I know that you already sent me approval on behalf of the curriculum committee back in March, but for clarity's sake it will be better to have that approval in reply to this email.

I'm attaching the official proposal along with a pictorial summary of the new major. As we discussed, the main innovation is the introduction of tracks or "themes" to make the path through the major clearer, and in the case of the philosophy theme to require 2100.

Thanks for your help.

Yours,
Jake

Jacob Beck

York Research Chair in Philosophy of Visual Perception | Associate Professor | Cognitive Science Program Coordinator
Department of Philosophy & Centre for Vision Research | York University
www.jacobbeck.org

From: Karen Fergus updpsyc@yorku.ca
Subject: Re: Official Approval for COGS changes
Date: June 9, 2020 at 9:28 AM
To: Jacob S. Beck jbeck@yorku.ca



Hi Jake,

I'm happy to approve of the proposed changes. Regarding the suggested courses - your memory is much better than mine! But PSYC 3255 makes good sense. Because PSYC 4215 is cross-listed as a grad course, there are few spots for undergrads and we have found these past couple of years that it fills quickly and many students who want to take the course, cannot. Just wanted to flag this for you.

Hope all is well,

Karen

Dr. Karen Fergus
Undergraduate Program Director
York University – Department of Psychology
updpsyc@yorku.ca

On 2020-06-08 1:40 PM, Jacob S. Beck wrote:

Dear Karen,

Some time ago now, we discussed revisions I was hoping to make to the Cognitive Science major. I'm finally ready to submit those proposed changes for consideration to the Faculty Council and Senate. They want to make sure that all units that are involved with Cognitive Science are on board, and so I was hoping that you could **reply to this email with a simple “yes” to indicate your approval** (assuming that you do, in fact, approve—of course don't hesitate to let me know if there's anything that concerns you!).

I'm attaching the official proposal along with a pictorial summary of the new major. As we discussed, the main innovation is the introduction of tracks or “themes” to make the path through the major clearer. The only change in course offerings for Psychology is the addition of two new courses, PSYC 3255, which you had suggested we add when you and I met, and PSYC 4215, which I think you've already unofficially added as an offering for us.

Thanks for your help.

Yours,
Jake

Jacob Beck

York Research Chair in Philosophy of Visual Perception | Associate Professor | Cognitive Science Program Coordinator
Department of Philosophy & Centre for Vision Research | York University
www.jacobbeck.org

From: Gabriela Alboiu galboiu@yorku.ca
Subject: Re: Official Approval for COGS changes
Date: June 8, 2020 at 2:20 PM
To: Jacob S. Beck jbeck@yorku.ca



YES!

Best,
Gabriela

GABRIELA ALBOIU, PhD
Associate Professor of Linguistics
Director, Undergraduate Program of Linguistics
Department of Languages, Literatures, and Linguistics
Faculty of Liberal Arts and Professional Studies
York University
4700 Keele Street
Toronto, ON, M3J 1P3
Canada

Office: South Ross 570
E-mail: galboiu@yorku.ca
Website: <http://www.yorku.ca/galboiu>
Telephone: (1)-416-736-2100, extension 22574
Fax: (1)-416-736-5483

----- Original Message -----

From: "Jacob S. Beck" <jbeck@yorku.ca>
To: "Gabriela Alboiu" <galboiu@yorku.ca>
Sent: Mon, Jun 8, 2020, 1:46 PM
Subject: Official Approval for COGS changes

Dear Gabriela,

Some time ago now, we discussed revisions I was hoping to make to the Cognitive Science major. I'm finally ready to submit those proposed changes for consideration to the Faculty Council and Senate. They want to make sure that all units that are involved with Cognitive Science are on board, and so I was hoping that you could **reply to this email with a simple "yes" to indicate your approval** (assuming that you do, in fact, approve—of course don't hesitate to let me know if there's anything that concerns you!).

I'm attaching the official proposal along with a pictorial summary of the new major. As we discussed, the main innovation is the introduction of tracks or "themes" to make the path through the major clearer.

Thanks for your help.

Yours,
Jake

Jacob Beck

York Research Chair in Philosophy of Visual Perception | Associate Professor | Cognitive Science Program
Coordinator
Department of Philosophy & Centre for Vision Research | York University
www.jacobbeck.org

From: Zijiang Yang <zyang@yorku.ca>
Subject: RE: Official Approval for COGS Changes
Date: June 8, 2020 at 5:43 PM
To: Jacob S. Beck <jbeck@yorku.ca>



Hello Jake:

Yes. School of Information Technology discussed the proposed change about the Applied AI cluster in the school council meeting and approved it.

Thank you and let me know if more info is needed.

Zijiang

Zijiang Yang, PhD
Professor, Undergraduate Program Director
School of Information Technology
Faculty of Liberal Arts & Professional Studies
York University

From: Jacob S. Beck <jbeck@yorku.ca>
Sent: June-08-20 2:28 PM
To: Zijiang Yang <zyang@yorku.ca>
Subject: Official Approval for COGS Changes

Dear Zijiang,

Some time ago now, we discussed revisions I was hoping to make to the Cognitive Science major. I'm finally ready to submit those proposed changes for consideration to the Faculty Council and Senate. They want to make sure that all units that are involved with Cognitive Science are on board, and so I was hoping that you could **reply to this email with a simple "yes" to indicate your approval** (assuming that you do, in fact, approve—of course don't hesitate to let me know if there's anything that concerns you!).

I'm attaching the official proposal along with a pictorial summary of the new major. As we discussed, the main innovation is the introduction of tracks or "themes," along with "clusters" within the Computer Science theme, in order to make the path through the major clearer. The Applied AI cluster is the one I had developed in consultation with you and your colleagues from ITEC.

Thanks for your help.

Yours,
Jake

Jacob Beck

York Research Chair in Philosophy of Visual Perception | Associate Professor | Cognitive Science Program Coordinator
Department of Philosophy & Centre for Vision Research | York University
www.jacobbeck.org

From: Suprakash Datta datta@cse.yorku.ca
Subject: Re: Approval for COGS Changes
Date: September 15, 2020 at 9:45 PM
To: Jacob S. Beck jbeck@yorku.ca



Quoting "Jacob S. Beck" <jbeck@yorku.ca>:

Thanks so much. Just to clarify: 1520 was a typo and you mean 1530, correct?

Oops, you are right!
-Suprakash

Yours,
Jake

On Sep 15, 2020, at 9:12 PM, Suprakash Datta <datta@cse.yorku.ca<mailto:datta@cse.yorku.ca>> wrote:

Dear Jacob,

We (EECS dept) approve of the tracks that are relevant to us. The addition of EECS 1520 to the prerequisites of EECS 1022 is in the process of being approved at the faculty level. We do not anticipate any problems in this process.

Best regards
Suprakash Datta

vice chair (Science), EECS dept.

Quoting "Jacob S. Beck" <jbeck@yorku.ca<mailto:jbeck@yorku.ca>>:

Hi Suprakash,

I'm preparing to submit the revisions I made to the Cognitive Science major to the Faculty Council and Senate. They want to make sure that all units that are involved with Cognitive Science are on board, and so I was hoping that you could reply to this email with a simple "yes" to indicate that your curriculum committee and department approve of the changes to the computer science offerings (assuming that you do, in fact, approve—of course don't hesitate to let me know if there's anything that concerns you!). That way I can attach this email and your reply in my application.

I'm attaching the official proposal along with a pictorial summary of the new major. As we discussed, the main innovation is the introduction of tracks or "themes," along with different "clusters" within the Computer Science theme that I developed with you and Eric Ruppert, in order to make the path through the major clearer.

Thanks for your help.

Yours,
Jake

Jacob Beck
York Research Chair in Philosophy of Visual Perception | Associate Professor | Cognitive Science Program Coordinator
Department of Philosophy & Centre for Vision Research | York University
www.jacobbeck.org<<http://www.jacobbeck.org>><<http://www.jacobbeck.org>><<http://www.jacobbeck.org>>>

From: Hyejin Ku hku@mathstat.yorku.ca
Subject: Re: Courses for Cog Sci Major
Date: February 24, 2020 at 12:35 PM
To: Jacob S. Beck jbeck@yorku.ca
Cc: Madeline Salzarulo msalzar@yorku.ca



Hello Jake,

It looks fine to me.

Regards,

Hyejin

--

Hyejin Ku, Ph.D., Professor
Undergraduate Program Director/Associate Chair
Department of Mathematics & Statistics, N505 Ross Bldg.
York University, 4700 Keele St., Toronto, Canada
<http://hku.info.yorku.ca>

On 2020-02-21 2:54 p.m., Jacob S. Beck wrote:

Dear Hyejin,

I'm writing as Director of the Cognitive Science Program here at York. We're in the process of revamping the Cognitive Science major, and as part of that process I wanted to check in with you to see if we could include some math courses as part of the major. The courses are all part of our Computer Science Stream, and we need to offer them because EECS and ITEC require them for their courses. You can see the courses I'm referring to in the chart attached below.

We have about 200 majors, very few of whom pursue computer science courses (maybe 5% of our majors). So in terms of numbers, we're only talking about a few students per year who would be enrolled in these math courses.

Thanks so much for your help! Let me know if you have any questions.

Yours,
Jake

From: Michael G Giudice <giudice@yorku.ca>
Sent: Wednesday, September 15, 2021 7:41 PM
To: Kathryn M. Doyle <doyleka@yorku.ca>
Subject: RE: COGS Major Modification: Updated Proposal

Hi Kathryn,

Thanks for connecting about this. I think it's fine for the proposal to proceed. In Philosophy our practice for proposals is to have approval from the curriculum committee, the undergraduate program director, and the chair, though the chair exercises discretion about whether to bring a proposal before the entire department (it depends if it's just a modification to an existing course, an organizational change to a program like this COGS proposal, or a complete make-over of the PHIL programs, as we did in 2010). In this instance, the department is aware that some clarity was needed for the COGS specialized honours, so if my predecessor Bob Myers didn't give his approval prior to me becoming Chair in July 2020, I'm happy to do so now.

I hope this helps!

Best wishes,
Mike



University Policy

Senate Academic Forgiveness Policy

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	28 April 2022 (pending)
Effective Date:	FW 2022-2023
Last Revised:	N/A

1. Purpose and Principles

- 1.1. **This Policy establishes the criteria for a range of academic forgiveness measures aimed at supporting students' completion of their degree program at York through options that balance academic integrity and fairness to students. Provisions include Course Relief, Repeating Passed or Failed Courses for Academic Credit and the Withdrawn from Course (W) Option.**

2. Scope and Application

- 2.1. **Subject to limitations set out, this policy applies to all undergraduate students except for JD students in Osgoode Hall Law School.**

3. Definitions

- 3.1. **Attempt: In the context of this policy, attempt is defined as completed course for which a final grade has been recorded.**
- 3.2. **Repeat: In the context of this policy, repeat is defined as a subsequent enrolment in a course that has been attempted.**
- 3.3. **Sessional Grade Point Average (SGPA): The weighted average based on grades obtained in courses taken over a single academic session.**

3.4. All other applicable definitions are available in the Pan-University Academic Nomenclature.

4. Policy

4.1. Course Relief

- a. In order to support student success, eligible undergraduate students who transfer to a different major program or degree program may opt to exclude courses completed toward the prior major requirements from their Cumulative Graduate Point Average (CGPA) and credit accumulation for their new program of study.
- b. The policy is only applicable to:
 - i. continuing students who have completed fewer than 84 earned credits **from courses taken at York**, who meet the eligibility requirements for the new major program.
 - ii. students returning from a Required Withdrawal or Debarment who meet the eligibility requirements for the new major program and whose request for a program change has been approved by the new program.
 - iii. continuing students who have transferred to a new major program and have earned fewer than 84 credits in the new program. Such students may apply to their new home program to have Course Relief apply, whereby the courses completed toward their prior major requirements will be excluded from the CGPA and credit accumulation for their new major program.**
- c. Eligibility requirements for the new program may include the required high school courses. Programs may also consider and weigh students' GPA of their courses completed at York, including a calculation of the GPA that excludes the courses completed toward the prior major requirements.**
- d. The new major program will determine the effective date of the program change, which will either be the Fall/Winter or Summer sessions.**
- e. Course Relief is available to a student once **for a change to their major program initiated by the student while their first degree at York is in progress**. Petitions for subsequent applications are not permitted.
- f. Courses eligible to be excluded from the CGPA are all major courses taken previously that will not count as major credits in the new degree program.

Students are permitted to select former major courses to be counted as elective credits toward the new major program.

- g. The category of Undeclared Major is understood to be in effect the student's major. In such cases decisions about the relevant courses to exclude from the GPA calculation will be made in accordance with this Policy, and in consultation with the new major program.**
- h. Course Relief is applicable to students returning from a required withdrawal or debarment, or to students who have had a petition for waiver of a withdrawal granted. Course Relief on its own, however, does not set aside academic decisions such as debarment or required withdrawal. It is also not automatic grounds for a waiver to be granted by Petitions / Appeals Committees.**
- i. When Course Relief is granted to a student returning from a Required Withdrawal or Debarment, Academic Warning or Debarment Warning will apply as follows:**
 - If excluding the courses completed toward a student's prior major requirements does not raise the CGPA to the level required for continuing student status, the academic sanctions legislation will be applied to a returning student proceeding in the new program (with either an Academic Warning or Debarment Warning accordingly).**
 - If excluding the courses completed toward a student's prior major requirements raises the CGPA to the level required for continuing student status, the academic sanctions legislation will not be applied to a returning student proceeding in the new program.**
- j. A record of all completed courses and grades awarded remain on a student's transcript; courses that are excluded from a student's CGPA under this relief policy are denoted as such on the transcript.
- k. The Course Relief Policy does not apply to the following:
 - i. General Education and elective courses completed in the first major program
 - ii. Second or subsequent program changes
 - iii. Course(s) in which a penalty for a breach of academic honesty has been imposed
 - iv. Students pursuing second or subsequent degrees

v. Courses taken on a letter of permission or during an exchange program at another institution

4.2. Repeating Passed or Failed Courses for Academic Credit

- a. Students may repeat a passed or failed course twice for academic degree or certificate credit, for a maximum of three (3) attempts at a course. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.
- b. When a student repeats a course for academic degree or certificate credit, the grade of the latest attempt will be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative). A course shall be credited only once towards the satisfaction of degree or certificate academic credit requirements.
- c. The record of each attempt will appear on the student's transcript, with the prior attempt(s) designated as 'No Credit Retained'. The grade awarded in the prior attempts will continue to appear on the transcript beside the NCR designation but will not be included in the calculation of the student's grade point average.
- d. Cross-listed courses and course credit exclusions count as a course repeat and are subject to (c) above.
- e. Students who have been conferred a degree may repeat courses counted towards their degree thereafter as a Non-Degree Student. Such courses will have no impact on the student's completed degree program or the grade point average on record.
- f. The above items do not apply to graduate degree or diploma programs, the BEd degree program in the Faculty of Education, the JD degree program in the Osgoode Hall Law School, or the Bachelor of Science in Nursing (BScN) degree programs.
- g. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program.

4.3. Withdrawn from Course (W) Option

- a. The Withdrawn from Course Option **may be selected by students or granted by Petitions / Appeals Committees as a decision, in accordance with the provisions outlined below and the associated Guidelines in section 5.**

- b. Course Withdrawal and Transcript Notation: Student Selection
- i. In the period between the last day to drop a course without receiving a grade and the final day of classes in a term, undergraduate students are permitted to withdraw from a course with the condition that the course enrolment remains on a student's transcript, denoted by a "W" in the University's records and on the student's transcript as the grade decision.
 - ii. **In rare circumstances, such as a disruption to University operations as defined by the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes, restrictions around the use of the W option may be eased in accordance with directives provided by the Senate Executive Committee.**
 - iii. No credit value will be retained for the course and no value will be included in the calculation of a student's CGPA.
 - iv. Petitions for the removal of the W notation from the transcript are not permitted.
 - v. No refund of tuition fees shall be provided for courses dropped through the W option.
 - vi. Courses with this decision recorded will not be considered an attempt as defined in this Policy.
 - vii. Student selection of the Withdrawn from Course option does not apply for the following:
 - Graduate programs
 - JD program
 - Practica / internships / co-op or other experiential learning placements
 - Exchange, Co-registration **and letter of permission** courses taken at another institution
- c. Withdrawn from Course as a Petition / Appeal Decision
- i. Withdrawn from Course shall be a decision available to Faculty Petitions / Appeals Committees and the Senate Appeals Committee for petitions for late withdrawal from a course. When Withdrawn from Course is granted by a committee the course(s) in question remains on a student's

transcript, denoted by a “W” in the University’s records and on the student’s transcript as the grade decision.

- ii. No credit value will be retained for the course and no value will be included in the calculation of a student’s CGPA.
- iii. No refund of tuition fees shall be provided for courses dropped through the W option.
- iv. Courses with this decision recorded will not be considered an attempt as defined in this Policy.
- v. Standards governing late withdrawal decisions are set out in the Guidelines below. They are also included in the Senate Appeals Committee’s Guidelines for the Consideration of Petitions / Appeals by Faculty Committees.

5. Guidelines on the Withdrawn from Course Option

5.1. Guidelines to Committees for Granting *Withdrawn from Course* as a Petition / Appeal Decision

- a. Consistent with this Policy, the option of Withdrawn from Course is available to Petitions / Appeals Committees as a decision for a petition / appeal for late withdrawal from a course on the ground of hardship. Decisions to grant Withdrawn from Course shall be guided by the following considerations:
 - i. the hardship can reasonably be seen to have caused the student’s decision to not drop, or inability to drop the course, before the last day to drop a course without receiving a grade
 - ii. the hardship includes transition difficulties experienced by students in their first University session
 - iii. the hardship is clearly documented
 - iv. the petition is filed promptly following the last day to drop a course without receiving a grade, “promptly” to be defined by the period affected by the hardship

5.2. Guidelines to Committees for Granting *Removal of a Course from the Transcript* as a Petition / Appeal Decision

- a. Removing a course from a transcript represents a significant alteration of a student’s academic record. Accordingly, it should be granted infrequently only in recognition of exceptional circumstances, or to

correct an error. Decisions to grant *Removal of a Course from the Transcript* should be guided by the following circumstances and considerations:

- b. Removal on grounds of non-participation in a course
 - i. the instructor confirms that to their knowledge the student never attended the course and submitted no assignments
 - ii. the student has not previously petitioned on same grounds, or received prior written warning concerning withdrawal deadlines
- c. Removal on grounds that the academic feedback provided before the last day to drop a course without receiving a grade is less than required by the *Senate Policy on Grading Scheme and Feedback*
 - i. it is confirmed by the instructor that they did not provide the required feedback to the class before the withdrawal deadline (not intended to cover cases where students do not receive feedback as a result of not completing work without extenuating circumstances, attending class or contacting the course director)
 - ii. the petition is filed promptly following return of the first piece of graded work by the instructor
- d. Removal on grounds of severe and prolonged hardship
 - i. the severe hardship (e.g., critical illness, overwhelming life circumstances) prevented a student from continuing their participation in a course(s) after the last day to drop a course without receiving a grade
 - ii. the hardship is clearly documented

6. Roles and Responsibilities

6.1. It is the responsibility of students to:

- a. Be informed about the degree requirements of their program and monitor their academic standing in consultation with academic advising staff as needed.**
- b. Carefully review notifications from the Office of the University Registrar, their Faculty, Department, program and/or Course Director about their standing in a course and/or their program.**
- c. Confirm their eligibility for the measures outlined in this Policy.**

- d. **Submit applications for any of the measures outlined above by applicable deadlines.**
- 6.2. **It is the responsibility of the Office of the University Registrar, Faculties, Departments, and academic programs to:**
- a. **Provide clear communications to students about the academic forgiveness measures laid out in this Policy.**
- 6.3. **It is the responsibility of Petitions and Appeals Committees to:**
- a. **Ensure decisions are made in accordance with the provisions of this Policy.**

7. Review

- 7.1. **This policy shall be reviewed every five years.**

Legislative history:	Approved by Senate 28 April 2022 [pending]
Date of next review:	2027
Related policies, procedures and guidelines:	Pan-University Academic Nomenclature Senate Policy on Grading Scheme and Feedback
Policies superseded by this policy:	Policy on Course Relief Policy on Repeating Passed or Failed Courses for Academic Credit Policy and Guidelines on the Withdrawn From Course (W) Option



University Policy

Senate Policy on Sessional Dates and the Scheduling of Examinations

Topic:	Class and Examination Scheduling, Academic Activities Disruption, Emergencies
Approval Authority:	Senate
Approval Date:	26 September 1996
Effective Date:	26 September 1996; proposed revisions to take effect for FW 2022-2023
Last Revised:	28 April 2022 (pending)

1. Purpose

This Policy sets out the requirements regarding sessional dates and the scheduling of examinations at the University. Sessional dates refer to the permitted days of instruction, specific milestones and formal examination period within a term.

2. Applicability to All Faculties

This legislation will apply to all Faculties and programs unless otherwise noted.

3. Exceptions

Elements of this policy governing the setting of dates and schedules as expressed in **5, 6, and 7** ~~4, 5, and 6~~ will not apply to Osgoode Hall Law School, Faculty of Education (Bachelor of Education, Consecutive Program only), ~~and~~ Schulich School of Business (Master's Programs and Graduate Diplomas only) **and the Faculty of Graduate Studies.**

4. Definitions

For the purposes of this policy:

- a. **Examination shall mean an oral, written, or practical assessment that contributes toward the determination of an examination candidate’s final grade or standing in the respective course, and that is scheduled by the University Registrar and time-limited, with invigilation provided.**
- b. **Formal examination period shall mean the period when formal examinations are scheduled (normally, in December, April, and August) as delineated in the Academic Year as scheduled by the University Registrar.**
- c. **Term shall mean an academic period during the calendar year. There are three Terms: Fall (September to December), Winter (January to April), and Summer (May to August). Start and end dates for each Term are published annually. Other Terms may exist at the University but are not addressed in this Policy; details may be found in program or departmental rules and regulations.**

5. Days When Classes and Examinations Will Not Be Held

Classes and examinations will not be held on public **statutory** holidays or at other times as directed by the University Senate, administration, or Board of Governors.

6. Beginning, End and Suspension Dates: Fall Term (~~effective 2018-2019~~)

The following guidelines will govern the determination of dates by the **University Registrar** for the Fall Term:

- a. Sessional dates will be scheduled to provide a ~~12-week~~ teaching term **of between 60 and 63 days** (~~12 weeks of instruction~~) and an appropriate examination schedule (as defined in Section ~~68~~).
- b. Classes will begin no later than the Monday following the public holiday of Labour Day.
- c. A minimum of one day shall be reserved for student orientation programming before classes begin, normally the Tuesday following Labour Day.
- d. Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Thanksgiving. These days shall be designated Fall Reading Week.
- e. A minimum one-day study break will occur between a student’s final class and their first examination in the examination period. No classes, tests or examinations shall be scheduled for a student on their study break.

7. Beginning, End and Suspension Dates: Winter Term

The following guidelines will govern the determination of dates by the **University** Registrar for the Winter Term:

- a. Sessional dates will be scheduled to provide a ~~12-week~~ teaching term of between **60 and 63 days** (~~12 weeks of instruction~~) and an appropriate examination schedule (as defined in Section **78**).
- b. Classes will begin no later than the Monday following the statutory holiday of New Year's Day.
- c. Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Family Day. These days shall be designated as 'Winter Reading Week'.
- d. A minimum one-day study break will occur between the end of the teaching term and the start of the examination period. No classes, tests or examinations shall be scheduled on this day.

8. Formal Examination Periods

Examination schedules for end of term formal examination periods will be set by the **University** Registrar in accordance with the following guidelines:

- a. Examination schedules and room allocations for examinations will be coordinated among all Faculties.
- b. Examination schedules will not overlap with teaching dates.
- c. A formal examination period should be no fewer than 14 consecutive days for teaching terms that are 60-63 days**
- d. Examination schedules will be set in a manner that provides the longest interval possible between the last day of examinations in the Fall Term and the closure of the University for the December-January holidays.
- e. Examinations will be set in a manner that provides the longest interval possible between the last day of examinations and the beginning of summer sessions.
- f. Examination schedules will make the maximum use possible of available facilities and times, including evening sittings for day courses.
- g. All other guidelines and principles, will continue in effect, including the Senate Policy and Guidelines on the Conduct of Examinations and the following factors influencing the scheduling of examinations:
 - i. Students will be protected from direct examination conflicts.
 - ii. Students will be protected from having to write three consecutive examinations within a 24-hour period.
 - iii. There will be a maximum of three examination periods of three hours duration each day.

- iv. Special requests for exam date or time placements will be accommodated only with the approval of the designated Associate Dean of the concerned Faculty.

9. Religious Observances

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. The [Senate Policy, Guidelines and Procedures on Academic Accommodation for Students’ Religious Observances](#) govern this matter.

10. Beginning, End and Suspension Dates: Summer Sessions and Other Terms

The setting of dates for summer sessions and other teaching periods will be coordinated to the fullest possible extent with other terms.

11. Review

This policy shall be reviewed every five years.

Legislative history:	Approved by CCAS: 1996/06/06; Notice of Motion reported to Senate: 1996/06/26; Approved by Senate: 1996/09/26; Date Effective: 1996/09/26; supersedes Length of Term and Common Start Dates policies approved by Senate 1990/09/27 and 1990/10/25; Amended 2008/10/23; Amended 2011/06/23; Amended 2014/06/26; Amended 2017/10/26; Amended 2018/01/25
Date of next review:	2027
Policies superseded by this policy:	
Related policies, procedures and guidelines:	Pan-University Academic Nomenclature Policy, Guidelines and Procedures on Academic Accommodation for Students’ Religious Observances Policy on the Limits on the Worth of Examinations in the Final Classes of a Term

Side-by-Side: Revisions to Senate policies and regulations to reflect the new grading schemes

Bridging Courses Policy and Guidelines

Current Policy / Guidelines	Proposed Revision
<p>Role of Bridging Courses in the Admissions Process</p> <p>For mature students with no previous post-secondary school record, completion of an approved bridging course with a grade of B or better shall be recognized as one of the bases of admission for mature students applying to undergraduate Faculties provided that other general requirements for mature student admission to the relevant Faculty have been met.</p> <p>Senate Approved Guidelines</p> <p>3. Grades must be based on tested performance, and must signify skills adequate for university-level courses which demand essays and/or essay type examinations, and a grade of B or better is necessary to have the result recognized for the purpose of admission.</p>	<p>Role of Bridging Courses in the Admissions Process</p> <p>For mature students with no previous post-secondary school record, completion of an approved bridging course with a grade of B- / 70% or better shall be recognized as one of the bases of admission for mature students applying to undergraduate Faculties provided that other general requirements for mature student admission to the relevant Faculty have been met.</p> <p>Senate Approved Guidelines</p> <p>3. Grades must be based on tested performance, and must signify skills adequate for university-level courses which demand essays and/or essay type examinations, and a grade of B- / 70% or better is necessary to have the result recognized for the purpose of admission.</p>

Bridging Programs at York University Policy and Guidelines

Current Policy / Guidelines	Proposed Revision
<p>4. Guidelines</p> <p>4.1 Role of Bridging Programs</p> <p>Bridging programs at York University provide access to University degree and certificate programs for various cohorts of students. Specifically, programs may be structured to provide one of the following specific outcomes:</p> <p>b) a pathway for admission to a university degree program for CAAT diploma graduates with academic credits granted toward the completion of a degree program</p> <p>4.2 Categories and Criteria of Bridging Programs</p> <p>4.2.1 Bridging Program to University Degree Studies</p> <p>Criteria: Students must achieve a minimum cumulative grade point average of C (4.0) in the academic credit courses and a “pass” in the non-credit activities to be eligible for admission to a degree program at York, and to have the academic credits counted towards a degree program.</p> <p>4.2.3 Pathway Programs into University Degree Programs</p> <p>Definition: A program consisting of academic credits for qualified graduates of a college (or equivalent) offering a pathway for admission to the second or third year of an undergraduate degree</p>	<p>4. Guidelines</p> <p>4.1 Role of Bridging Programs</p> <p>Bridging programs at York University provide access to University degree and certificate programs for various cohorts of students. Specifically, programs may be structured to provide one of the following specific outcomes:</p> <p>b) a pathway for admission to a university degree program for CAAT diploma graduates with academic credits granted toward the completion of a degree program</p> <p>4.2 Categories and Criteria of Bridging Programs</p> <p>4.2.1 Bridging Program to University Degree Studies</p> <p>Criteria: Students must achieve a minimum grade of C- / 60% in the academic credit courses and a “pass” in the non-credit activities to be eligible for admission to a degree program at York, and to have the academic credits counted towards a degree program.</p> <p>4.2.3 Pathway Programs into University Degree Programs</p> <p>Definition: A program consisting of academic credits for qualified graduates of a college (or equivalent) offering a pathway for admission to the second or third year of an undergraduate degree program at York with transfer credits.</p>

Current Policy / Guidelines	Proposed Revision
<p>program at York with transfer credits. The focus of Pathway Bridging programs is to address the gap between the program learning outcomes of the college diploma and the university degree program to ensure students meet the degree level expectations of the degree program. In such programs, students are granted academic credits toward the completion of a degree at York in recognition of the earned College diploma, completion of the academic credits at York, and the satisfaction of the learning outcomes gap between the diploma and the degree. Typically such programs are offered as a Certificate of Completion program (see Senate Certificate Legislation).</p> <p>Criteria: The minimum grade point average (GPA) required in the bridging program for admission to the degree program at York shall normally be the GPA required for eligibility to continue in the specific degree program.</p> <p>4.2.4 Bridging Programs for Internationally Educated Professionals</p> <p>Criteria: Students must achieve a cumulative GPA of 4.0 or greater for successful completion of the bridging program.</p>	<p>The focus of Pathway Bridging programs is to address the gap between the program learning outcomes of the college diploma and the university degree program to ensure students meet the degree level expectations of the degree program. In such programs, students are granted academic credits toward the completion of a degree at York in recognition of the earned College diploma, completion of the academic credits at York, and the satisfaction of the learning outcomes gap between the diploma and the degree. Typically such programs are offered as a Certificate of Completion program (see Undergraduate Certificate Guidelines and Procedures).</p> <p>Criteria: The minimum grade point average (GPA) required in the bridging program for admission to the degree program at York shall normally be the GPA required for eligibility to continue in the specific degree program.</p> <p>4.2.4 Bridging Programs for Internationally Educated Professionals</p> <p>Criteria: Students must achieve a cumulative GPA of 1.70 or greater for successful completion of the bridging program.</p>

Regulation on Granting Degree Credit for Pre-University Courses

Current Regulation	Proposed Revision
<p>The non-degree studies Pre-University (Pre-U) Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses offered through the Faculty of Liberal Arts & Professional Studies (LA&PS), completed with a grade of “B” or better, are counted as 3.0 elective degree-credits upon the admission of the student to York University.</p>	<p>The non-degree studies Pre-University (Pre-U) Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses offered through the Faculty of Liberal Arts & Professional Studies (LA&PS), completed with a grade of B- / 70% or better, are counted as 3.0 elective degree-credits upon the admission of the student to York University.</p>

Regulation on Transfer Credit Limits for Advanced Secondary Studies

Current Regulation	Proposed Revision
<p>Advanced Secondary Studies and Required Grade Levels York University Pre-U Academic Bridging Courses Completion of an Admissions Credential Course with a minimum grade of B.</p>	<p>Advanced Secondary Studies and Required Grade Levels York University Pre-U Academic Bridging Courses Completion of an Admissions Credential Course with a minimum grade of B- / 70%.</p>

Senate Policy on Visiting Students

Current Policy	Proposed Revision
<p>a) hold an undergraduate degree (three-year Bachelor's degree minimum) from an accredited university/university-level institution,</p> <p>c) are currently attending another recognized university and wish to take York courses on a Letter of Permission issued by their home institution.</p>	<p>a) hold an undergraduate degree (three-year Bachelor's degree minimum) from a recognized postsecondary institution,</p> <p>c) are currently attending another recognized postsecondary institution and wish to take York courses on a Letter of Permission issued by their home institution.</p>
<p>Continuation Requirements</p> <p>Visiting students under categories (a) and (b) whose overall cumulative grade point average (OCGPA) falls below 4.0 on at least 24 credits attempted will not be allowed to enrol automatically in any subsequent session as visiting students. Students who are not permitted to re-enrol must apply for readmission through the Admissions Office.</p> <p>Repeated course legislation does not apply to visiting students but only to academic degrees and certificates. Therefore, all courses attempted or taken will count in the OCGPA.</p> <p>Visiting students who do not hold undergraduate degrees, have maintained an OCGPA of 4.0 throughout their studies and who have completed 30 credits will not be allowed to enroll in subsequent sessions and must reactivate to proceed as visiting students or may choose to apply for admission to a degree or certificate program.</p>	<p>Continuation Requirements</p> <p>Visiting students under categories (a) and (b) whose overall cumulative grade point average (OCGPA) falls below 1.70 on at least 24 credits attempted will not be allowed to enrol automatically in any subsequent session as visiting students. Students who are not permitted to re-enrol must apply for readmission through the Admissions Office.</p> <p>The Repeating Passed or Failed Courses for Academic Credit section of the Academic Forgiveness Policy does not apply to visiting students but only to academic degrees and certificates. Therefore, all courses attempted or taken will count in the OCGPA.</p> <p>Visiting students who do not hold undergraduate degrees, have maintained an OCGPA of 1.70 throughout their studies and who have completed 30 credits will not be allowed to enroll in subsequent sessions and must reactivate to proceed as visiting students or may choose to apply for admission to a degree or certificate program.</p>

Senate Policy on Visiting Students

Individuals who wish to enrol in undergraduate credit courses, but who do not intend to complete a degree or a certificate may be admitted to York as a Visiting Student. Visiting students are individuals who:

- a) hold an undergraduate degree (three-year Bachelor's degree minimum) from **a recognized postsecondary institution, or**
- b) do not hold an undergraduate degree but wish to enrol in York courses to fulfill the academic, upgrading or professional development requirements of a professional designation **or**
- c) are currently attending another recognized **postsecondary institution** and wish to take York courses on a *Letter of Permission* issued by their home institution.

Admissions criteria for category “a”; those with a completed undergraduate degree:

1. Official transcript issued by post-secondary institution(s) showing that the degree has been conferred.
2. Proof of language proficiency requirements will apply if students do not meet the criteria for exemption as outlined in the “Language Proficiency Requirements” published in the York Undergraduate Calendar.

Admissions criteria for category “b”; those wishing to professionally upgrade without having previously obtained an undergraduate degree:

1. Proof of membership (whether full, associate, or student membership however formally designated) in a professional association or body recognized by legislation in Canada or another country **and** approval through the Admissions Office in consultation with the Faculties;

Or

Official transcripts of (or academic assessments accepted by and prepared on behalf of) a professional association or body recognized by legislation in Canada or another country **and** approval through the Admissions Office in consultation with the Faculties.

2. Proof of language proficiency requirements will apply if students do not meet the criteria for exemption as outlined in the “Language Proficiency Requirements” published in the York Undergraduate Calendar.

Continuation Requirements

Visiting students under categories (a) and (b) whose overall cumulative grade point average (OCGPA) falls below **1.70** on at least 24 credits attempted will not be allowed to enrol automatically in any subsequent session as visiting students. Students who are not permitted to re-enrol must apply for readmission through the Admissions Office.

The Repeating Passed or Failed Courses for Academic Credit section of the Academic Forgiveness Policy does not apply to visiting students but only to academic degrees and certificates. Therefore, all courses attempted or taken will count in the OCGPA.

Visiting students who do not hold undergraduate degrees, have maintained an OCGPA of **1.70** throughout their studies and who have completed 30 credits will not be allowed to enroll

in subsequent sessions and must reactivate to proceed as visiting students or may choose to apply for admission to a degree or certificate program. The purpose of having visiting students pause and potentially reactivate after reaching 30 credits is to allow them an opportunity to reconsider options as they may wish to apply to degree studies given the transfer credit implications. Additionally and for enrolment management reasons, it provides the Faculty with an opportunity to reconsider course availability and access.

Visiting students who are subsequently admitted to degree studies will receive a maximum of 60 credits towards a BA and a maximum of 90 credits towards an honours degree in accordance with current transfer credit policies. They will be subject to program and residency requirements and Faculty/Senate legislation as it exists at the point of admission to a degree program.

Approved by Senate 15 December 2005

(On recommendation by SCARSA)

Revisions proposed 28 April 2022

Bridging Courses (Policy and Guidelines)

Legislative History:

Approved by SCARSA, Approved by Senate: 1992/05/28, Date Effective: 1992/05/28

Approval Authority: Senate

Signature: Malcolm Ransom

Definition

A bridging course is a university-preparation course with an academic curriculum that is offered to mature students as a means of preparing for the intellectual challenges of a university education, successful completion of which is recognized as a basis of admission to the University.

Role of Bridging Courses in the Admissions Process

For mature students with no previous post-secondary school record, completion of an approved bridging course with a grade of **B- / 70%** or better shall be recognized as one of the bases of admission for mature students applying to undergraduate Faculties provided that other general requirements for mature student admission to the relevant Faculty have been met.

For students who have previously attended post-secondary institutions, successful completion of a bridging course is but one factor that may be considered when the entire academic record is reviewed at the time of application.

Approval of Bridging Courses

In order for the successful completion of a university-preparation course to be considered a basis of admission the course must be approved as a bridging course through the normal route for course approval in the department, Faculty, or non-Faculty based institute offering the course. Approval should be granted only to a university-preparation course that meets the requirements set out in the regulations that follow. Academic Standards, Curriculum and Pedagogy should be informed of any decisions regarding the granting of approval of any university-preparation course. In this way, ASCP will be able to monitor decisions to ensure the consistent application of Senate policy.

Senate Approved Guidelines

Only university-preparation courses that comply with the following guidelines will be approved as bridging courses for the purpose of mature student application and admission:

1. The course must be taught over the Senate prescribed duration.
2. The course curriculum must be academic in content. The course must use university-level materials and provide instruction and significant practice in literate critical skills. A course with a predominantly non-academic curriculum, such as a course designed to upgrade basic English language skills, shall not qualify as a bridging course. However, a course may incorporate non-academic preparation as an ancillary or add-on component of the curriculum and still qualify as a bridging course, so long as the focus remains on academic matters for the required minimum duration.
3. Grades must be based on tested performance, and must signify skills adequate for university-level courses which demand essays and/or essay type examinations, and a grade of **B- / 70%** or better is necessary to have the result recognized for the purpose of admission.

Policy and Guidelines on Bridging Programs at York University

1. Definitions

1.1 *Bridging Program*

A bridging program has one of two purposes; it provides either:

- academic preparation and support, language skills and/or experiential knowledge necessary to enter and succeed in a post-secondary education program;
- a mode of career-path education for students who hold degrees from abroad and require professional experience in the Canadian context.

Bridging programs contain courses for academic credit and may be supplemented by non-credit activities. Such programs are normally housed in an academic unit at the University.

1.2 *Bridging Course*

A bridging course is a university-preparation course with an academic curriculum that is offered to mature students as a means of preparing for the intellectual challenges of a university education, successful completion of which is recognized as a basis of admission to a degree program at the University. See the *Senate Policy on Bridging Courses* (<http://www.yorku.ca/secretariat/policies/document.php?document=75>)

1.3 *Courses for Academic Credit:*

Courses for academic credit in a bridging program are courses which have been otherwise approved for academic credit. Each Bridging Program is responsible for determining which courses are acceptable and satisfy the program requirements.

1.4 *Non-credit Activities*

Non-credit activities are designed to supplement the courses for academic credit in a bridging program or provide instruction for students to help meet the necessary level of performance. Each bridging program is responsible for determining its non-credit content.

2. Policy Statement

York University is a socially responsive university committed to accessible education and social justice. It shall be the policy of the University to offer bridging programs (i) as a means of providing access to, or furthering prior, post-secondary studies; and (ii) providing program supports for internationally educated professionals.

3. Approval Authority

Bridging programs as defined in Section 1 above and categorized in Section 4.1 below are established upon approval by Senate on recommendations from its Committee on *Academic Standards, Curriculum and Pedagogy* (ASCP), which oversees the application and evolution of this policy. Consistent with the *York University Quality Assurance Protocols and Procedures* (YUQAP), proposals for new bridging programs fall under the category of Major Modifications and require the submission of a Proposal Brief as outlined in the YUQAP.

4. Guidelines

4.1 *Role of Bridging Programs*

Bridging programs at York University provide access to University degree and certificate programs for various cohorts of students. Specifically, programs may be structured to provide one of the following specific outcomes:

- i. a basis of admission to a university degree program by bridging the gap between prior education and requirements for admission to the degree program;
- ii. a pathway for admission to a university degree program for CAAT diploma graduates with academic credits granted toward the completion of a degree program;
- iii. an opportunity for internationally educated professionals seeking to augment their prior education in the Canadian context.

The programs may be designed as either a combination of courses for academic credit and non-academic activities, or consist solely of academic credits. The academic credits will be counted towards a degree upon students' admission / confirmation of admission to a degree program. They may be offered as either full or part-time programs.

The structure and academic standards of individual programs shall be established in accordance with the Categories and Criteria of Bridging Programs, Section 4.2 below.

4.2 Categories and Criteria of Bridging Programs

The four categories of bridging programs currently offered by York University are the following:

4.2.1 Bridging Program to University Degree Studies

Definition: Normally a one-year (two-term) program that provides access to degree programs for mature students who do not otherwise have the academic qualifications required for admission. Typically such programs are offered as a Certificate of Completion program (see *Senate Certificate Legislation*).

Criteria: Programs include a combination of courses for academic credit and non-credit activities. There shall be a minimum of 12.0 and a maximum of 18 academic credits. Students must achieve a minimum grade of **C- / 60%** in the academic credit courses and a "pass" in the non-credit activities to be eligible for admission to a degree program at York, and to have the academic credits counted towards a degree program.

4.2.2 Provisional Admission Bridging Program to Enhance Language Proficiency

Definition: Normally a one-year (two-term) program that provides provisional admission to degree programs for direct-entry students who require further language instruction to achieve the level of English required for the University's admission requirements. Students are admitted to the University with the condition of satisfying the English language requirements within the next 12 months.

Criteria: Programs include a combination of courses for academic credit and non-credit language instruction. Applicants must achieve a minimum score of 5.0 on the IELTS (or equivalent) to be eligible for the bridging program. A maximum of 9 academic credits may be taken during the program. Upon satisfaction of the language proficiency requirements, students' admission to the degree program is confirmed. The courses for academic credits will be counted towards degree program requirements.

4.2.3 Pathway Programs into University Degree Programs

Definition: A program consisting of academic credits for qualified graduates of a college (or equivalent) offering a pathway for admission to the second or third year of an undergraduate degree program at York with transfer credits. The focus of Pathway Bridging programs is to address the gap between the program learning outcomes of the college diploma and the university degree program to ensure students meet the degree level expectations of the degree program. In such programs, students are granted academic credits toward the completion of a degree at York in recognition of the earned College diploma, completion of the academic credits at York, and the satisfaction of the learning outcomes gap between the diploma and the degree. Typically such programs are offered as a

Certificate of Completion program (see *Undergraduate Certificate Guidelines and Procedures*).

Criteria: Individual programs define:

- i. The number of academic course credits necessary to address the gap between the learning outcomes of the college transfer credits and the university degree program, with a minimum of 12 academic credits required;
- ii. The total number of academic credits granted towards the completion of the degree upon successful completion of the bridge program. University Residency Requirements for degree programs must be met.

The minimum grade point average (GPA) required in the bridging program for admission to the degree program at York shall normally be the GPA required for eligibility to continue in the specific degree program.

4.2.4 Bridging Programs for Internationally Educated Professionals

Definition: A program consisting of courses for academic credits for internationally educated professionals (IEP) to gain foundation skills and an orientation to the Canadian context to help obtain employment commensurate with their qualifications. Typically they will be offered as an undergraduate stand-alone Professional Certificate program.

Criteria: Programs consist of a minimum of 24 academic credits, 18 of which must be at the 3000-level or above. Variations to the minimum standards may be approved for programs designed to meet specialized needs or requirements of particular professions. Candidates for admission will hold a degree from a recognized non-Canadian university. Students must achieve a cumulative GPA of **1.70** or greater for successful completion of the bridging program.

Note: Other kinds of bridging programs may be subject to Senate approval. The University Secretariat, in consultation with the Senate Academic Standards Curriculum & Pedagogy Committee, will advise on the application of this policy.

4.3 General Regulations

4.3.1 Academic Regulations Applicable to Bridging Programs

With the exception of the *Provisional Admission Bridging Program*, the University's bridging programs are offered as non-degree certificate programs. As non-degree programs, they fall outside of the academic rules which govern degree programs. Thus, the following academic regulations apply to bridging programs, with the exception of the *Provisional Admission Bridging Program* which is governed by the students' degree program rules and regulations.

4.3.1 (i) Enrolling in Additional Courses for Academic Credit to Meet GPA Requirements

Upon conclusion of a bridging program, students whose grade point average is below the standard required will be permitted to enrol in a maximum of 9 additional credits to meet the program's required GPA. New courses, repeated courses, passed courses and failed courses will count towards the total maximum number of attempted course credits. These courses must be taken at York University.

4.3.1 (ii) Senate Pass / Fail Policy

The *Senate Pass / Fail Policy* is not applicable to courses for academic credit in a University bridging program.

4.3.1 (iii) Senate Policy on Repeating Passed or Failed Courses for Academic Credit

The *Senate Policy on Repeating Passed or Failed Courses for Academic Credit* is applicable to courses for academic credit in a University bridging program.

4.3.1 (iv) *Deferred Standing*

Students in bridging programs are eligible to apply for deferred standing in courses for academic credit when they are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. In such cases, students complete a *Final Exam/Assignment Deferred Standing Agreement* form and reach an agreement directly with the course director for an alternate final examination date or for an extension to the deadline.

4.3.1 (v) *Academic Petitions*

Students in bridging programs are eligible to submit petitions pertaining to a course for academic credit (e.g., for late withdrawal / late enrolment) to the Faculty offering the course in question.

4.3.3 (vi) *Grade Reappraisals*

Students in bridging programs may with sufficient academic grounds request to the relevant department that a final grade in a course be reappraised. The *Senate Principles Regarding Grade Reappraisals* shall apply.

4.3.1 (vii) *Religious Observance and Accommodation*

The Senate Policy on Religious Observance and the companion Accommodation Guidelines apply to University bridging programs.

4.3.1 (viii) *Residency Requirements*

Students will complete all courses for academic credit and non-credit activities for bridging programs at York.

4.4 Admissions Applications

Students seeking admission to a bridging program must submit a written application to the University's Office of Admissions.

4.5 Transcript Notation

The successful completion of a bridging program certificates will be noted on a student's transcript.

Granting Degree-Credit for Pre-University Courses (Approved by Senate 25 October 2012)

The non-degree studies Pre-University (Pre-U) Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses offered through the Faculty of Liberal Arts & Professional Studies (LA&PS), completed with a grade of **B- / 70%** or better, are counted as 3.0 elective degree-credits upon the admission of the student to York University.

Transfer Credit Limits for Advanced Secondary Studies

Notes: Approved by Senate Committee on Admissions, Recruitment and Student Assistance: 1996; Approved by Senate: 1996/10/24; Date Effective: 1996/10/24; Revisions by Senate: Various dates; see table below.

Approval Authority: Senate

Signature: "Harriet Lewis"

Transfer Credit Limits for Advanced Secondary Studies

At York, "advanced secondary studies" refers to standardized qualifications or studies that offer students an opportunity to study in an academically challenging program or courses to prepare them for postsecondary studies. Programs or courses completed with specific grades or averages are eligible for transfer credit. Eligible programs or courses include:

- Caribbean Advanced Proficiency Examinations (CAPE) Diploma
- College Board Advanced Placement (AP)
- Diplôme d'études collégiale (CEGEP)
- French Baccalaureate
- General Certificate of Education (GCE) A levels
- International Baccalaureate (IB) Diploma

The maximum number of transfer credits for each is set out below.

Advanced Secondary Studies and Required Grade Levels	Maximum Number of Transfer Credits	Senate Approved
Caribbean Advanced Proficiency Examinations (i) CAPE diploma with a total of at least 6 units, including the prerequisites for their intended program, and with grades of 1, 2 or 3 in each unit and a minimum overall average of 3 out of 7. (ii) courses passed at the two-unit level with grades of 1, 2 or 3. (iii) With both the GCE 'A' level or the IB credentials in combination with the CAPE diploma.	(i) Eligible for admission to York (ii) 18 credits (iii) 18 credits	May 2004
College Board Advanced Placement (AP) Courses with a final result of 4 or 5.	30 credits	September 2008
Diplôme d'études collégiale (CEGEP) Upon completion of the <i>Diplôme</i> with a minimum 70% overall GPA. If the DEC has not been completed, credit may be awarded for courses taken beyond the first 12 academic courses with grades of 60% or better when an overall average is 70% or better.	30 credits	
French Baccalaureate le Baccalauréat français général (Série Littéraire, Scientifique, or Sciences économiques et sociales) - <i>Terminale</i> level passed with a grade of twelve or higher.	30 credits	May 2001
General Certificate of Education (CGE) For most Advanced Level courses with final grades of "C" or better.	18 credits	October 1996
International Baccalaureate (IB) For most Higher Level IB courses with grades of 5 or better.	30 credits	June 2012
York University Pre-U Academic Bridging Courses Completion of an Admissions Credential Course with a minimum grade of B- / 70% .	3 credits	October 2012

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 28 April 2022

For Information

a. Academic Planning Forum 2022

APPRC held the annual spring planning forum on 7 April 2022, on the topic of *Challenges and opportunities for diversifying whom, how and what we teach*. There was good community participation in the event and very constructive small group discussions that surfaced valuable insights stemming from the community's experience with the virtual delivery of programming over the past two years. The Committee has begun to reflect on the input received and is considering what next steps and governance processes should follow to advance the ideas and suggestions that emerged from the session.

An overarching observation from the forum conversations is that the experimentation with online program delivery over the past two years was not an intentional exercise with a defined scope; it was a required shift in response to extenuating circumstances. The community feeling is that the experiences from the period should be recognized and assessed, but the crisis should not be relied upon as a pilot project from concrete strategies and program delivery decisions can be drawn. To be certain, the experience has highlighted possibilities for pedagogical innovation to explore further. The lived-experience has confirmed that much more information needs to be gathered to support evidence-based decision-making on modes of teaching and pedagogical practices. Specifically, we need to collect and assess the views of students on their experiences with online delivery. Interest in and capability to participate in digital learning modes varies considerably within the student population, and that is a critical area to be mined to inform University and Faculty teaching plans going forward.

From the valuable community feedback that the forum surfaced, APPRC is assessing what can be taken up by Senate and its various committees, and by what processes. Early thoughts include the possibility of a pan-university working group / task force on the topic. Further information will be shared with Senate in a fuller report at a subsequent meeting.

On behalf of the Committee, thanks and appreciation are extended to all Senators who attended the forum, and especially members of Academic Standards, Curriculum and Pedagogy in whose domain oversight of Senate policies on pedagogy reside.

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

b. Markham Campus

In its role to provide oversight of major academic initiatives, APPRC continues to monitor and track the progress on the new Markham campus. The Committee met with President Lenton at its meeting on 21 April to discuss recent developments with the initiative. The University was very recently advised that the Markham Campus opening is being delayed, due to construction delays related to supply chain issues and staff availability challenges caused by the pandemic. The development and Senate approval of the new programming to be offered at the campus has continued to progress, and individual consultations are now occurring with the four Faculties and Deans (LA&PS, AMPD, Lassonde and Science) to explore options on the timing to launch the programs in view of the delay in opening the campus.

Careful consideration is being given to the program launch options. APPRC provided input on academic planning and resource allocation matters to be weighed in decisions on program planning timelines, including:

- providing a successful student experience is a paramount concern and should be a guiding principle in determining the program launch timelines; consider the risk of student dissatisfaction with unavailable facilities / amenities needed for their program
- explore the option for partial occupancy of finished space in the campus building to offer some of the new programs on original timelines, drawing on the experience with this scenario used with the Bergeron Building for the Lassonde School of Engineering
- include the Libraries in the consultation on the timelines for program offerings
- review how programs could proceed ahead of the campus launch with the planned common curriculum for MC programs
- ensure firm arrangements for all resource elements for new programs could be provided with any alternate Markham location arrangements considered (i.e., physical space, computer / lab facilities, student supports and faculty complement)
- maximize the use of the additional time needed to launch the campus to take up additional cross-Faculty planning matters for some MC programs

The President will speak further about the delayed campus opening at the Senate meeting. Senators' reflections are welcome.

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

c. Concurrence with Recommendation to Establish a Chair

The Committee concurred with the recommendation of the Provost to establish the *CIBC Chair in Sustainable Finance*, within the Schulich School of Business to be funded by a term gift from CIBC for a period of five years with the possibility for renewal. The Chair-holder will be an established scholar and researcher in sustainability and responsible business and will contribute to Schulich through a combination of teaching, research and program development. The tenure-stream position will expand the School's expertise in the field of sustainable finance and enhance its established reputation in the field of sustainability.

APPRC is pleased to see the alignment of the new chairship with several UAP priorities, most notably *21st Century Learning: Diversifying Whom, What, and How We Teach*, and *Knowledge for the Future: From Creation to Application*, and also the UN SDGs. Additionally, the Chair will align with Schulich's Integrated Research Plan in the areas of maintaining and intensifying research culture within and across the School's units and throughout the University.

In accordance with the joint Senate-Board *Policy on the Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships*, the Committee is required to inform Senate of its decision and to convey confirmation to the Academic Resources Committee of the Board of Governors, which is responsible for recommending the formal establishment or renaming of chairs to the Board.

d. Equity Sub-committee Report

APPRC designates a member to participate on Senate Executive's Sub-committee on Equity. Accordingly, the Committee receives regular updates on the work of the Sub-committee. At its meeting on 21 April, the Committee received the March 2022 report of the Sub-committee.

Brenda Spotton Visano
Chair of APPRC

Senate Committee on Awards

Report to Senate

At its meeting of 28 April 2022

FOR INFORMATION

1. 2022 President's Research Award Recipients

2022 President's Research Excellence Award

This award recognizes senior full-time faculty at the rank of Professor, with distinguished scholarly achievements who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. The Award is conferred annually on an alternating basis between the two disciplinary clusters introduced in the 2019 competition: 1) Engineering, Science, Technology, Health and Biomedicine, and 2) Social Sciences, Art & Design, Humanities, Business, Law and Education. This year, the Award was open to researchers in Cluster 1.

Professor Zheng Hong (George) Zhu of the **Lassonde School of Engineering** was selected as the recipient of the PREA. Professor Zhu has demonstrated international leadership in pushing the boundary of space technology across multiple frontiers: propellant-less propulsion technologies using electrodynamic tethers and electric solar wind sail, multiphysics modeling and dynamic control of space tether systems, space debris removal for sustainable use of outer space, space robotics, and made-in-space 3D printing technology. His leadership has shaped and continues to shape the international research agenda in space technology in Canada and internationally. Throughout his career, Dr. Zhu has combined theoretical innovation with unparalleled experimental research to push the boundary of existing space technology for United Nation's Sustainable Development Goals. Currently, Professor Zhu is leading a second York satellite mission as a Principal Investigator. This mission is to train a team of undergraduate students to design, build and operate a cubesatellite to monitor permafrost thawing in northern Canada from space using a low-cost CubeSat, which will be launched in late 2022. If successful, the technology will lower the access barrier for communities in remote areas to monitor the effect of global climate change

Senate Committee on Awards

Report to Senate (cont'd)

on the thaw of permafrost and the associated impact on infrastructure such as roads, bridges, powerlines and buildings in indigenous communities.

2022 President's Research Impact Award

Introduced in 2019, the York University President's Research Impact Award recognizes full-time, active faculty members whose body of research or scholarship has translated into a notable impact on communities, individuals, public policies or practice beyond academe, or translated successfully into impactful commercial or other applications, while significantly and positively contributing to the University's research culture and reputation.

Professor Seyed Moghadas of the **Faculty of Science** was selected as the recipient of the PRIA. Professor Moghadas research is influential in targeting the development of disease control policies and his demonstrated leadership in advancing public health capacity to detect and manage emerging Canadian and global health crises. He has achieved a stellar reputation in his field and is making exceptional contributions to York's research culture and beyond. Professor Moghadas has established himself as a global leader in the use of mathematical and computational models of disease epidemics and vaccination to advance knowledge and inform policy in applied settings. During the ongoing COVID-19 pandemic, his expertise has been in high demand and instrumental to setting and improving health policies both in Canada and the USA. Professor Moghadas served in an advisory role to the Public Health Agency of Canada as an expert on modelling approaches and to the Science Advisor of Canada as part of the COVID-19 Modelling Expert Group. He is also a member of the research team established by the Commonwealth Fund, which provides regular updates on the impact of COVID-19 interventions to the US administration and the Centre for Disease Control and Prevention. His findings have influenced both Provincial and Federal government public policies, and have been applied globally by international corporations.

2022 President's Emerging Research Leadership Award

This award recognizes full-time faculty members within 10 years of their first academic appointment, who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the

Senate Committee on Awards

Report to Senate (cont'd)

York community's intellectual life. Starting with the 2019 competition, the Award is conferred annually to two recipients, one from each of the two disciplinary clusters described above.

Professor John Moores of the **Lassonde School of Engineering** was selected as the recipient of the PERLA Cluster 1. Professor Moores has originated impactful ideas about organic chemistry, volatile ices, geomorphology and atmospheric processes on other planets that have changed the way that the field thinks about these subjects. His work has been published across numerous impactful journals such as *Science* and *Nature*. In addition to participating in science and operations teams of five international space missions, he is working with two companies to develop instruments to fly in space. This includes a novel Extreme Ultraviolet Camera that can detect ice on the moon in shadow by looking for reflected starlight and a sensitive Methane Spectrometer that has the potential to revolutionize how Mars and its potential for life is understood. Professor Moores has built a diverse and inclusive research group and always seeks out opportunities to lift up his trainees. His trainees serve on international space mission teams through his competitively awarded space agency grants and conduct international and industrial internships that prepare them for their careers post-degree as part of his NSERC CREATE grant which he serves as director (TEPS; Technologies for Exo-Planetary Science). Over his time at York, members of his group have been awarded the NASA Group Achievement Award 16 times and alumni from his group have gone on to professorial positions at other universities, held research roles with space agencies, and obtained technical positions in both space industry and the non-profit research sector.

Professor Amy Muise of the **Faculty of Health** was confirmed as the recipient of the PERLA Cluster 2. Professor Muise has demonstrated research excellence and innovation and has received international recognition for her scholarship. Professor Muise's research focuses on the successful maintenance of romantic relationships which is a key contributor to overall health and well-being. Her work uses diverse methods in order to best approximate couples' daily experiences and relationship trajectories over time, including dyadic, daily experience and longitudinal methods, and focuses on diverse populations, including long-term couples, new parents, clinical populations, and people in intercultural relationships. Dr. Muise has a thriving lab (the SHaRe lab) in which she investigates three interrelated lines of research on the motivations, perceptions, and behaviours that inform how couples can maintain desire and relationship satisfaction and successfully navigate conflicts of interest. This research has resulted in 96 empirical papers and book chapters to date (61 since being at York), many in top journals in her field, such as the *Journal of Personality and Social*

Senate Committee on Awards

Report to Senate (cont'd)

Psychology and Psychological Bulletin. Her graduate students and postdoctoral fellows have been awarded top scholarships and recognitions and have been successful in securing fellowships and academic positions.

2. 2020-2021 Graduate Award Disbursement Report

The Senate Committee on Awards received the annual report from the Faculty of Graduate Studies on Graduate Awards for 2020-2021, with comparative data for the previous 4 years. The full report is attached as Awards Appendix A.

In presenting the Report to the Committee, FGS representative Associate Dean Academic Mark Hayward highlighted the following.

- In 2020-2021, external award disbursements, from the Tri-Councils, Ontario Graduate Scholarships (OGS) and other sources, totaled \$11.2M indicating an increase in the total value compared to the previous year, while the number of awards also increased.
- While relatively stable, CIHR funding comprises the smallest source from among the Tri-Councils due to the formula used to determine York's Master's funding allocation and to the smaller number of doctoral awards in comparison to the other agencies. A quota system has been introduced for the doctoral awards starting in the 2020-2021 year which may result in improved outcomes for York going forward. Both the number and value of NSERC awards increased this year, as did the value of the SSHRC awards.
- The quota for CIHR, NSERC and SSHRC scholarships for master's students (Canada Graduate Scholarships – Master's) is linked to an institution's proportion of the total sum of grant and award funding received by both faculty and students at all institutions. A quota system also is used for NSERC and SSHRC doctoral scholarships, with those scholarships linked to the success of York doctoral students over the preceding years. As noted above, a quota system will be introduced for CIHR doctoral scholarships starting in 2020-2021.
- The value of OGS awards declined slightly in 2020-2021 as did the number of awards as York's allocation for this award is correlated to enrolments which have experienced fluctuations in recent years.
- Graduate Studies has been involved in several discussions aiming to increase access to graduate education for historically disadvantaged groups, including

Senate Committee on Awards

Report to Senate (cont'd)

Black and Indigenous students. We have been working with the Advancement offices to identify priorities and seek opportunities to increase support in the high priority areas. The Faculty of Graduate Studies continues to be committed to supporting graduate students through the promotion of merit-based internal and external scholarships as well as through need-based bursaries.

- The Tri-agency continues to work towards achieving a more equitable, diverse, and inclusive Canadian research enterprise and has implemented several initiatives in its support. At the university level, FGS has also focused on ensuring that our adjudication processes are aligned with the EDI principles. All review committee members currently are expected complete the EDI training module produced by the Tri-agencies for their adjudication committee members (with a request to repeat the training every 24 months). It is hoped that FGS will be able to integrate some of the new materials produced as part of the Polaris training modules into reviewer orientation next year.

Shayna Rosenbaum, Chair

Faculty of Graduate Studies

Report on Graduate Awards, 2020-21

March 31, 2022

Overview

This report provides a summary of graduate award disbursement for fiscal year 2020 - 2021 (May 1, 2020, to April 30, 2021), as well as the statistics of major external graduate scholarship and post-doctoral fellowship adjudication (competitions taking place in 2020 - 2021). Where possible, we included the data for the five previous years to show trends. Disbursement data (Sections 1 and 2 of External Award Trends as well as Internal Award Trends) are compiled from statistics provided by OIPA, while competition results are based on FGS internal data.

External Award Trends

1. General Overview of Disbursement

Table 1 shows the value of external awards held by York University graduate students in 2020 - 21. There is a 5% increase in the total value compared to the previous year, where we saw a decline. Most external scholarships span several years, therefore a decrease in the total disbursement is not always a reflection of success rates in the scholarship competitions in that year. The competition data will be presented in Section 4, External Awards – Competition Results 2020 - 2021.

Chart 2 shows the breakdown of disbursement by funding agency. SSHRC scholarships accounted for more than half of all external graduate awards in 2019-20, followed by the Ontario Graduate Scholarships at 33% of the total.

Table 1: External Awards - all

All awards					
Fiscal Year	2016-17	2017-18	2018-19	2019-2020	2020-2021
Total Value of Awards	\$ 11,081,878	\$ 11,107,148	\$ 11,255,020	\$ 10,846,050	\$ 11,435,306
Percentage Change	5.6%	0.2%	1.3%	-3.6%	5%
# of Awards	818	809	826	842	830

Chart 1: External Awards – All Graduate, 2016-2021

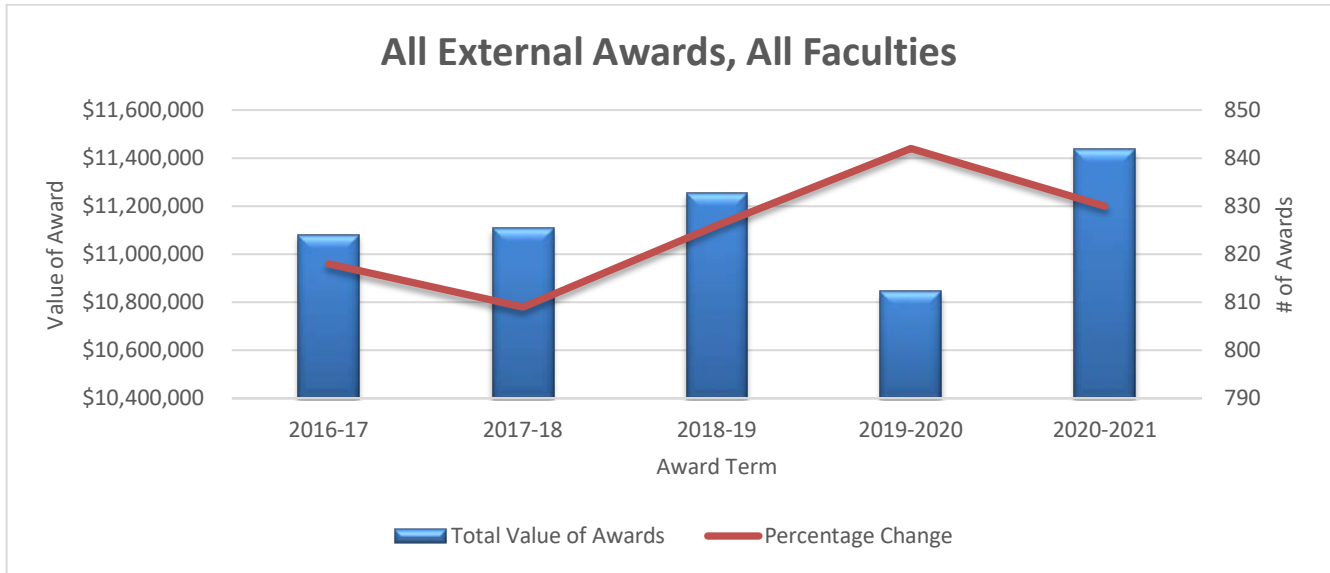


Chart 2: External Awards by Funding Agency, 2020 - 2021



2. External Awards by Agency

CIHR:

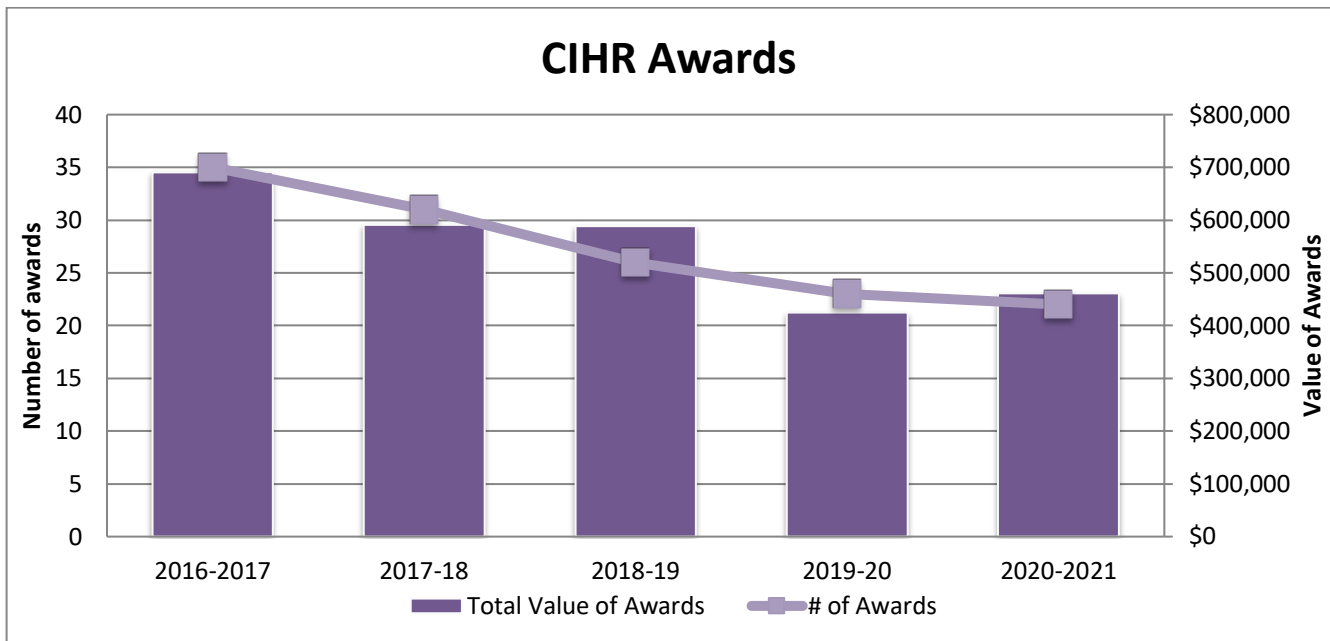
CIHR scholarships primarily consist of the CIHR Doctoral Award (\$35,000 per year for three years) and the Canada Graduate Scholarship Masters – CIHR (\$17,500 for one year). CIHR also offers other small travel and project specific grant opportunities. CIHR is the smallest source of Triagency funding at the national and institutional level. As with other Master’s level federal awards, CGS-Masters CIHR awards are based on institutional allocations determined by the granting agencies (please see p. 10, section on Canada Graduate Scholarships – Masters for more detail). At the Doctoral level, the number of awards available is relatively

small, which limits the number of Doctoral scholarships that are accessible to York students in the CIHR stream. In 2019, CIHR changed its procedures and introduced quotas for the number of doctoral applications that can be forwarded for national adjudication by each institution, based on a formula that incorporates the institution's past performance. FGS continues to work to increase support for health research including working with the Office of the Vice-President Research and Innovation to expand the visibility of health research at York and drawing on expertise from the Faculty of Health and other Health researchers across campus to review applications.

Table 2: CIHR Awards 2016 - 2021

Award	CIHR					
	Fiscal Year	2016-2017	2017-18	2018-19	2019-20	2020-2021
Total Value of Awards		\$689,970	\$590,834	\$588,332	\$424,997	\$460,832
# of Awards		35	31	26	23	22

Chart 3: CIHR Awards, 2016 – 2021



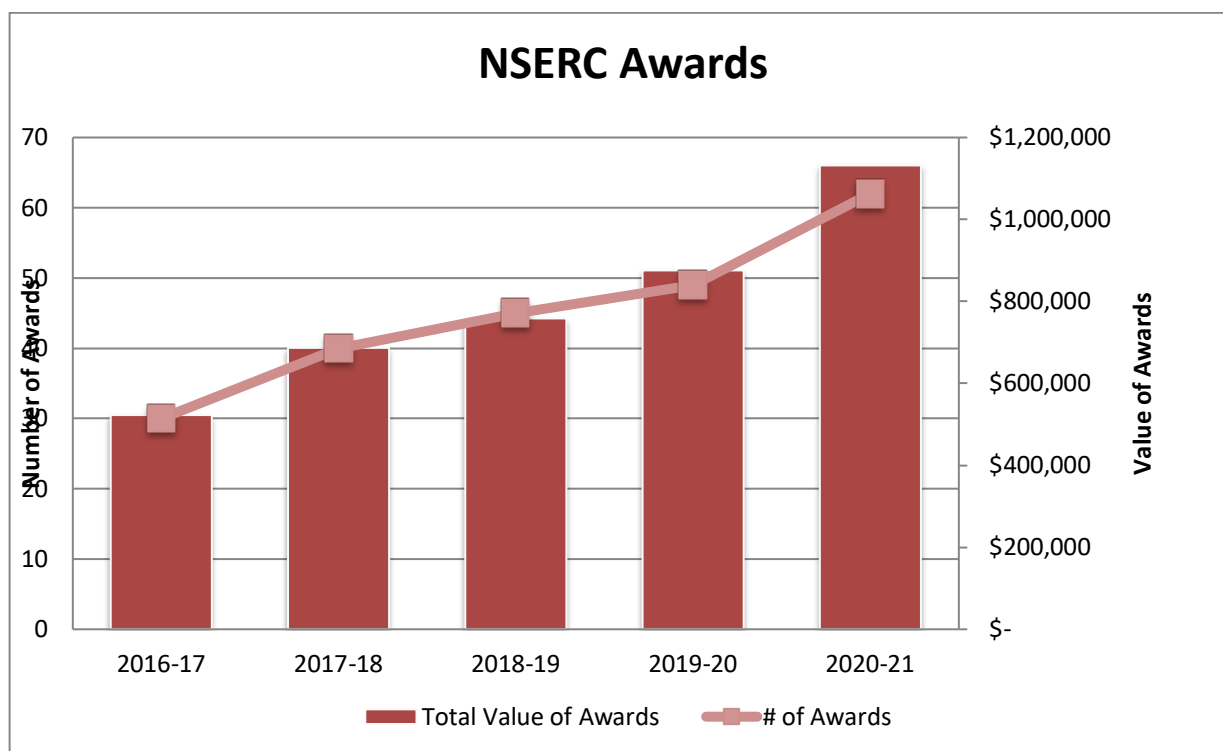
NSERC:

We have seen an increase in the number of NSERC scholarship applications and we have had a high rate of success among our natural science students. Table 3 below shows the number and value of awards over the last five years, both of which have consistently increased. There are three main NSERC awards that account for the numbers below: the NSERC Canada Graduate Scholarship Doctoral (\$35,000 per year for three years), NSERC Postgraduate Scholarships (\$21,000 per year for three years), and NSERC Masters (CGS-M, \$17,500 for one year). FGS continues to promote the award opportunities to graduate programs and their students through our website, FGS newsletter, and various grant-writing workshops, we also occasionally invite NSERC representatives from Ottawa to host workshops on campus.

Table 3: NSERC Awards, 2016 - 2021

Award	NSERC				
Fiscal Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total Value of Awards	\$ 522,670	\$ 686,498	\$ 758,985	\$ 875,976	\$ 1,130,991.00
# of Awards	30	40	45	49	62

Chart 4: NSERC Awards, 2016 - 2021



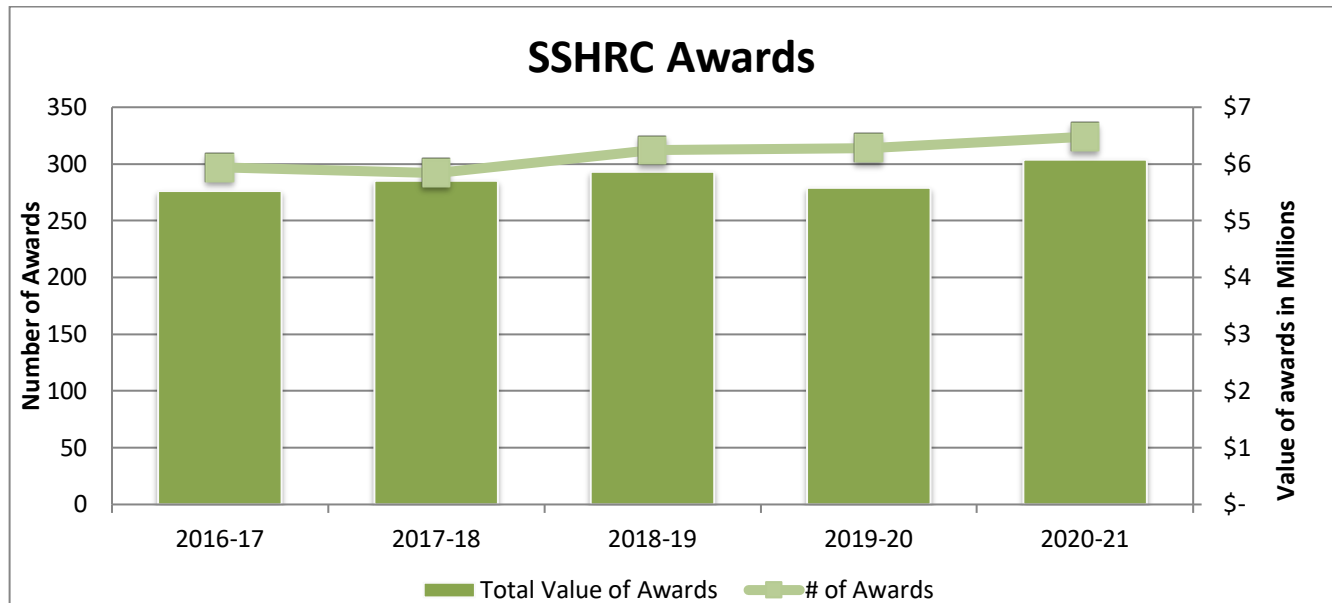
SSHRC:

The Social Sciences and Humanities Research Council (SSHRC) awards falls into three main categories: SSHRC Canada Graduate Scholarship Doctoral (\$35,000 per year for three years), SSHRC Doctoral Fellowship (\$20,000 per year for up to four years), and SSHRC Masters (CGS-M, \$17,500 for one year). SSHRC awards are the largest in terms of the number of allocations and the total value of all Tri-Council graduate awards at York. It accounts for slightly over 50% of the total value of external awards. The total value of disbursements increased significantly in 2020 -2021, our competition results were strong and we anticipate that this will continuously improve in the upcoming years.

Table 4: External Awards – SSHRC, 2016 - 2021

Award	SSHRC				
Fiscal Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total Value of Awards	\$ 5,526,710	\$ 5,698,335	\$ 5,864,850	\$ 5,575,946	\$ 6,079,047
# of Awards	297	292	312	314	324

Chart 5: SSHRC Awards, 2016 - 2021



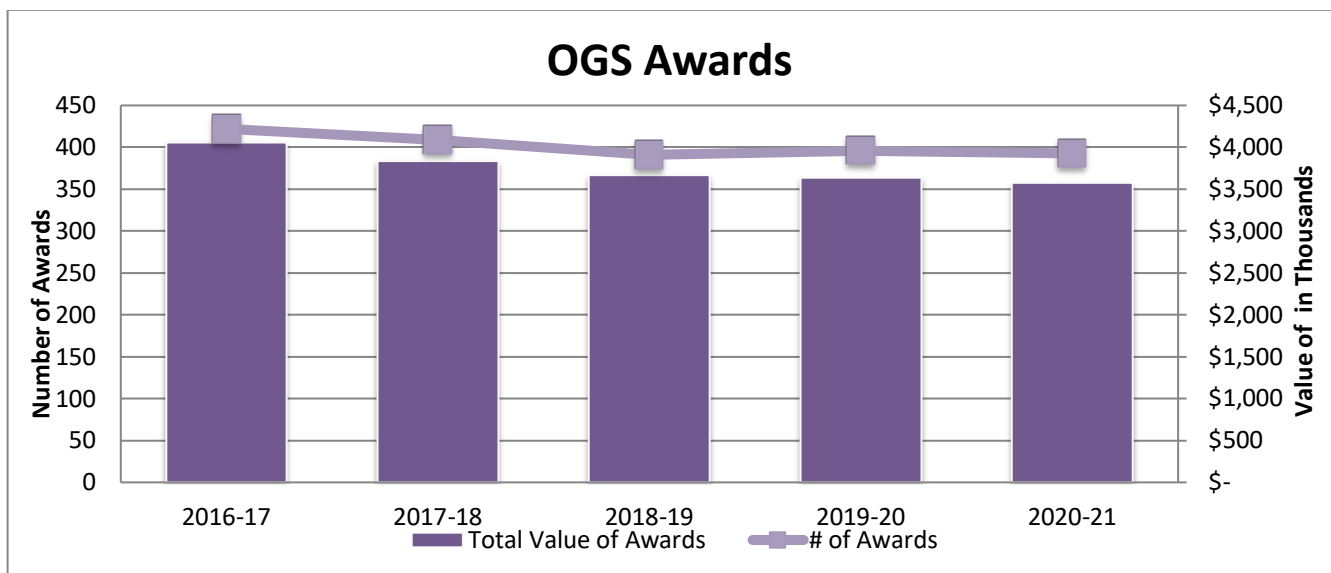
Ontario Graduate Scholarships (OGS):

The Ontario Graduate Scholarships are the main provincial funding open to all full-time graduate students. Each Ontario university is allocated a quota for the number of awards that may be offered each year based on enrollment. Recipients are selected through an internal adjudication process co-ordinated by the Faculty of Graduate Studies.

Table 5: OGS Awards, 2016 - 2021

Award	OGS				
Fiscal Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total Value of Awards	\$ 4,059,320	\$ 3,833,314	\$ 3,666,131	\$ 3,635,019	\$3,576,677
# of Awards	422	409	391	396	393

Chart 6: OGS Awards, 2016 - 2021



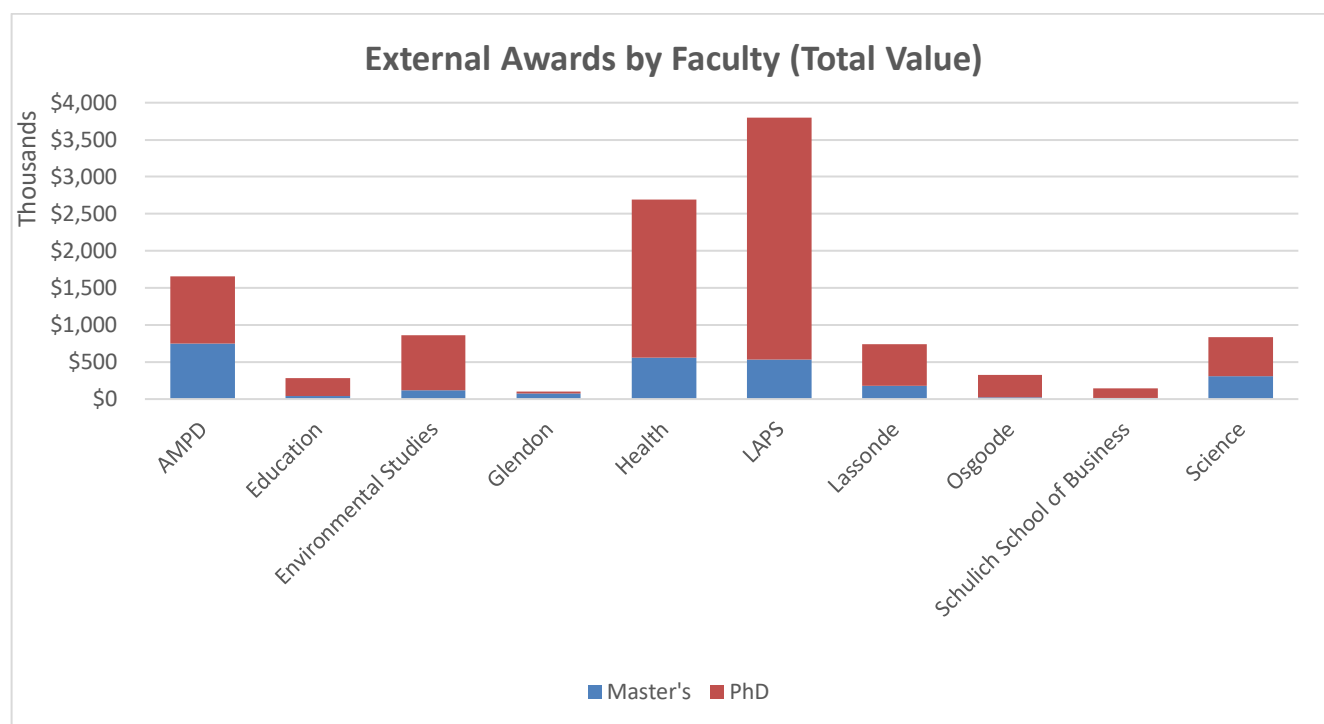
3. External Awards by Faculty and by Study Level

Table 6 below shows the external awards data per degree level and faculty. The table shows a large proportion (77%) of external funding is held by doctoral students, a trend that has been consistent over the years. Students in the Faculty of Liberal Arts and Professional Studies received the most in external awards measured by total value, while the Faculty of Environmental and Urban Change and the School of the Arts, Media, Performance & Design are the top two faculties based on per student (FTE) funding amount. We note, however, that the FTE count in the table includes students in research-based programs as well as professional programs whereas external awards are typically only open to full-time research-based programs. Accordingly, a large proportion of professional students in programs such as the MBA and Osgoode Professional Development (OPD) will impact the per student funding amount in their respective faculties.

Table 6: External Awards by Faculty and by Study Level, 2020 - 2021

Faculty	Award value			FTE Count			Per FTE Funding		
	MA	PhD	Total	MA	PhD	Total	MA	PhD	Total
AMPD	\$751,679	\$906,099	\$1,657,778	177.4	76.6	240.7	\$4,237.20	\$11,828.97	\$6,887.32
Education	\$37,501	\$243,330	\$280,831	134.9	144.3	275.7	\$277.99	\$1,686.28	\$1,018.61
Environmental Studies	\$121,666	\$738,728	\$860,394	168.5	96.4	333.9	\$722.05	\$7,663.15	\$2,576.80
Glendon	\$78,335	\$20,000	\$98,335	103.3	8.9	105.9	\$758.33	\$2,247.19	\$928.56
Health	\$556,666	\$2,135,630	\$2,692,296	238.8	258.0	517.1	\$2,331.10	\$8,277.64	\$5,206.53
LAPS	\$530,009	\$3,268,369	\$3,798,378	755.8	727.6	1501.5	\$701.26	\$4,491.99	\$2,529.72
Lassonde	\$181,767	\$557,664	\$739,431	183.1	199.6	293.8	\$992.72	\$2,793.91	\$2,516.78
Osgoode	\$22,500	\$306,098	\$328,598	384.6	42.0	313.7	\$58.50	\$7,288.05	\$1,047.49
Schulich School of Business	\$15,000	\$131,765	\$146,765	997.2	51.2	943.8	\$15.04	\$2,573.54	\$155.50
Science	\$307,001	\$525,498	\$832,499	169.1	202.5	375.5	\$1,815.50	\$2,595.05	\$2,217.04
Total (value)	\$2,602,124	\$8,833,181	\$11,435,305	3312.7	1807.1	5119.8	\$785.50	\$4,888.04	\$2,233.55
Total (%)	23%	77%	100%	65%	35%	100%			

Chart 7: External Awards by Faculty and by Study Level, 2020 – 2021



4. External Awards – Competition Results 2020 - 2021

Note: This section reports on the result of scholarship competitions based on the Faculty of Graduate Studies internal database, the information is based on the award competitions at both master's and doctoral levels.

Most competitions take place a year in advance of the actual award start date and recipients of 2020 - 2021 awards usually start to receive their funding in the fall term.

Master's Scholarships (Canada Graduate Scholarships – Master's)

The Canada Graduate Scholarships— Master's program, is the federal scholarship program for all research discipline, it is adjudicated at the university level based on the allocation of awards given to each institution by the Tri-council. The allocations are calculated using each institution's proportion of the total sum of the award received by both faculty and students at the institution over the last 3 years. We have seen a slight increase in the number of awards allocated to the institution for 2021.

Table 7: CGS-M Allocation, 2016-2021

CGS-Masters – Allocation	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
CIHR	8	3	3	3	4	4
NSERC	6	11	11	13	15	15
SSHRC	79	71	71	71	74	76
Total	93	85	85	87	93	95

Doctoral Scholarships

Tri-council doctoral scholarships continue to be adjudicated at the national level by each council. Each agency assigns the institution a quota for the number of files that may be forwarded for national adjudication. The Faculty of Graduate Studies often work with the Tri-council program officers as well as our internal adjudication committees, to ensure that the applications we put forward are the most competitive, in accordance with the council selection criteria.

This competition year saw a decrease in the amount of NSERC doctoral awards allocated and we continue to see steady growth in SSHRC both in total awarded dollars and submission quotas.

Table 8: Tri-council Doctoral Quota and Successful Awards, 2015-2021

Table 8: Tri-council Doctoral Quota and Successful Awards, 2014-2021									
		2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020	2020-2021	2021-2022
CIHR	<i>Submission Quota</i>	n/a	n/a	n/a	n/a	n/a	n/a	13	17
	<i>CIHR awards</i>	6	2	7	4	3	3	5	2
	<i>CIHR amount</i>	\$630,000	\$210,000	\$735,000	\$420,000	\$315,000	\$315,000	\$525,000	552,129.28
NSERC	<i>Submission Quota</i>	13	12	12	12	14	18	21	29
	<i>NSERC awards</i>	5	3	10	7	10	10	14	12
	<i>NSERC amount</i>	\$455,000	\$189,000	\$700,000	\$546,000	\$763,000	\$602,000	\$1,260,000	\$1,066,909
SSHRC	<i>Submission Quota</i>	101	102	102	105	108	108	119	109
	<i>SSHRC awards</i>	42	55	54	41	44	49	67	45
	<i>SSHRC amount</i>	\$2,975,000	\$4,395,000	\$4,145,000	\$3,080,000	\$3,055,000	\$3,570,000	\$4,710,000	\$5,703,647

Internal Award Trends: 2016 - 2021

Note: All financial data contained in this Internal Awards section of the report is supplied by the Office of Institutional Research and Analysis (OIPA). OIPA internal awards data includes awards as well as bursaries and prizes.

Internal awards included in this section can be grouped into three categories: 1) bursaries whose primary selection criterion is financial need; 2) needs-based awards whose adjudication includes both the consideration of financial need and merit; and 3) merit-based awards whose adjudication criteria includes academic excellence and/or other specific achievement.

Bursaries are adjudicated based on information submitted by the applicants in the Student Financial Profile, typically in the winter term. Awards are adjudicated throughout the year, by graduate programs, Faculties, Organized Research Units (ORUs) as well as the FGS Awards Committee. Each award is adjudicated based on the specific scope and criteria, and all eligible students are encouraged to apply. A number of awards are designated for recruitment and are offered to outstanding prospective students, with the aim of converting the offer of admissions into acceptance.

In 2016-2017, York University introduced the York Graduate Fellowship as a part of the standard funding package for research-based graduate students. Since the Fellowship is counted towards the total internal award disbursement, the table below includes two separate sets of data to provide comparable statistics. As the table below shows, the total value of awards and bursaries disbursed to graduate students declined marginally substantially in 2020 - 2021.

Table 9: Internal Awards - all graduate, 2016 - 2021

Internal Awards - MA and PhD					
Fiscal Year	2016-17	2017-18	2018-19	2019-20	2020 - 2021
Value of Awards - All	\$ 27,229,497	\$ 31,515,091	\$ 33,015,773	\$ 40,867,553	\$40,720,052
YU Graduate Fellowships	\$ 11,236,234	\$ 16,229,248	\$ 16,881,621	\$ 16,920,304	\$ 17,136,857
Value of Awards exclu. Fellowships	\$ 15,993,263	\$ 15,285,843	\$ 16,134,153	\$ 23,947,249	\$ 23,583,195
Percentage Change	-7.68%	-4.63%	5.26%	32.63%	-1.54%
# of Awards	7011	6987	6824	6920	6760

Chart 8: Internal awards – all graduate, 2016-2021

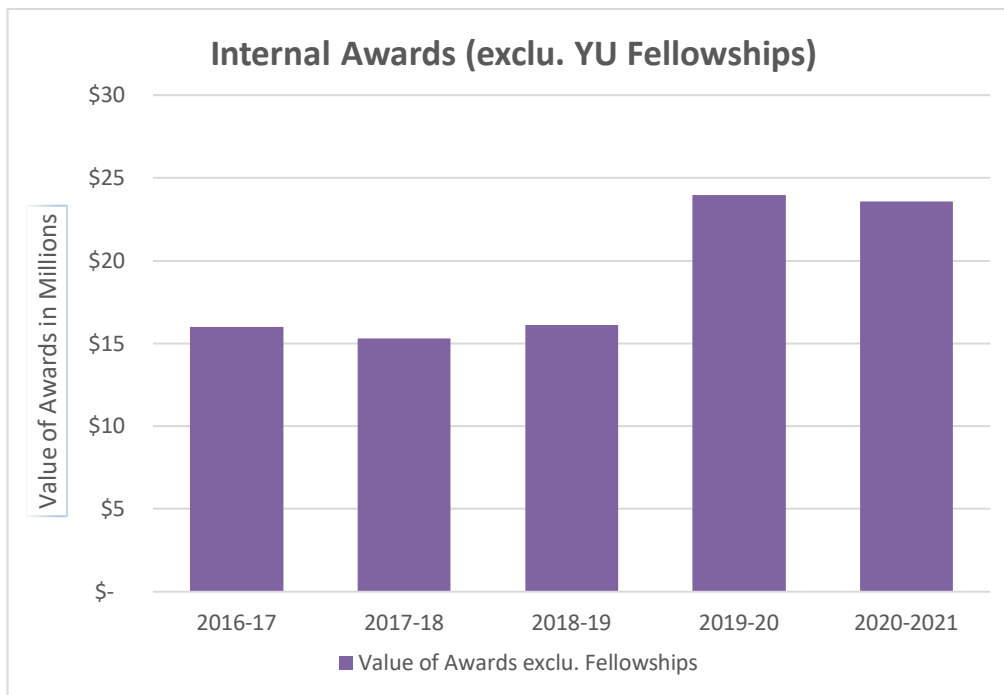


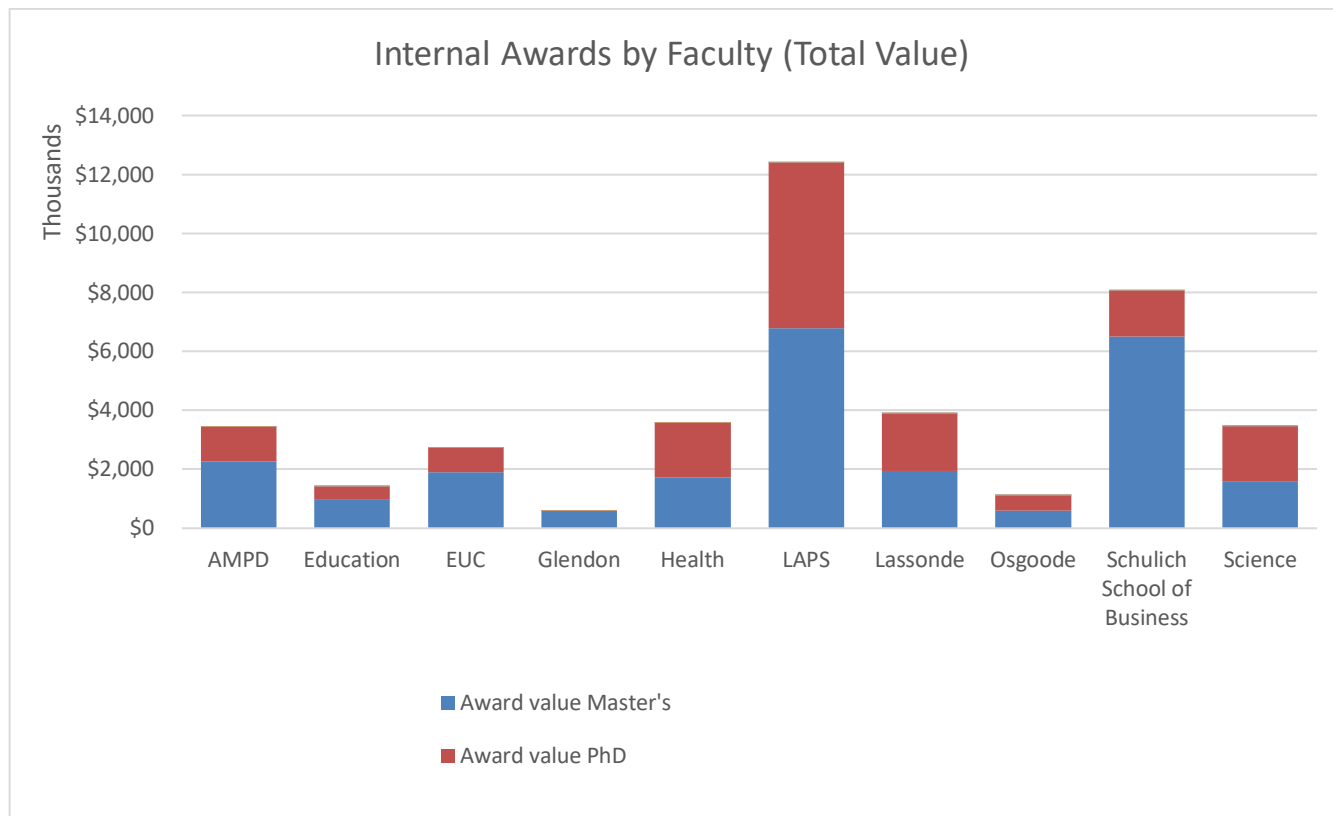
Table 10 below illustrates the internal funding level by Faculty and study level. The data shows that, in contrast to the distribution of external awards which are held predominantly by doctoral students, Master's students held 61% of the total internal funding. This is similar to the proportion of Master's students in overall enrollment (65%). The variance of the per student funding is in part due to the fact that some faculties, such as

Schulich School of Business, enrolls a large number of professional Master’s students who are mainly unfunded, while research-based full-time students are often funded through the York Graduate funding.

Table 10: Internal Funding by Faculty and by Study Level (including York Graduate Fellowships)

Faculty	Award value			FTE Count			Per FTE Funding		
	Master's	PhD	Total	Master's	PhD	Total	Master's	PhD	Total
AMPD	\$2,276,146	\$1,173,412	\$3,449,558	177.4	76.6	240.7	\$12,830.59	\$15,318.69	\$14,331.36
Education	\$996,821	\$435,413	\$1,432,234	134.9	144.3	333.9	\$7,389.33	\$3,017.42	\$4,289.41
EUC	\$1,900,096	\$816,972	\$2,717,068	168.5	96.4	275.7	\$11,276.53	\$8,474.81	\$9,855.16
Glendon	\$553,151	\$50,338	\$603,489	103.3	8.9	105.9	\$5,354.80	\$5,655.96	\$5,698.67
Health	\$1,732,304	\$1,845,004	\$3,577,308	238.8	258.0	517.1	\$7,254.20	\$7,151.18	\$6,918.02
LAPS	\$6,776,532	\$5,632,863	\$12,409,395	755.8	727.6	1501.5	\$8,966.04	\$7,741.70	\$8,264.67
Lassonde	\$1,946,816	\$1,942,548	\$3,889,364	183.1	199.6	293.8	\$10,632.53	\$9,732.20	\$13,238.13
Osgoode	\$593,856	\$525,433	\$1,119,289	384.6	42.0	313.7	\$1,544.09	\$12,510.31	\$3,568.02
Schulich School of Business	\$6,497,153	\$1,566,180	\$8,063,333	997.2	51.2	943.8	\$6,515.40	\$30,589.45	\$8,543.48
Science	\$1,591,601	\$1,867,413	\$3,459,014	169.1	202.5	375.5	\$9,412.19	\$9,221.79	\$9,211.75
Total (value)	\$24,864,476	\$15,855,576	\$40,720,052	3312.7	1807.1	5119.8	\$7,505.80	\$8,774.04	\$7,953.45
Total (%)	61%	39%		65%	35%	100%			

Chart 9: Internal Awards by Faculty (including York Graduate Fellowships)



The Faculty of Graduate Studies continues to work actively with the Offices of Advancement and Student Financial Services to coordinate the establishment of new donor-funded awards as well as effective management of current awards in order to increase funding opportunities for York graduate students.

Other Major External Awards

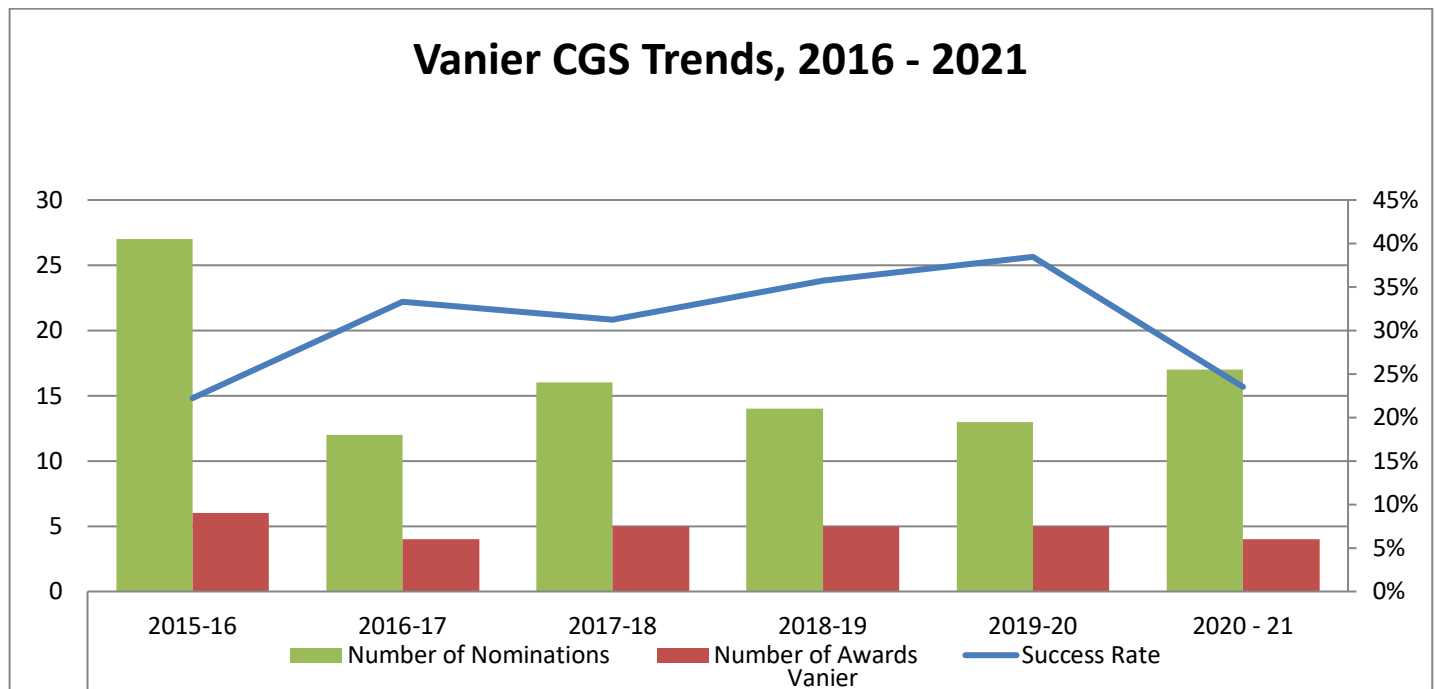
The Faculty of Graduate Studies plays an active role in the nomination and application development support for Canada's most prestigious doctoral awards: the Vanier Canada Graduate Scholarship (\$50,000 for 3 years) and the Trudeau Foundation Scholarship (up to \$60,000 for 3 years). We continue to support the nomination processes for other major external awards, including the SSHRC Impact Talent Award, Banting Post-doctoral Fellowships, Polanyi Prize, Ontario Women's Health Scholars Awards, and Autism Scholars Awards.

Table 11 shows the number of initial applications, final nominations and results of the Vanier CGS competition since 2016. Reflecting the trend of the regular Tri-council awards, most of the Vanier Scholars are from the SSHRC disciplines. We have seen a sharp decline in our Vanier recipients, we are committed to working with faculties and students to improve the quality of our nominees.

Table 11: Vanier CGS nomination data, 2016-2021

Award	Vanier					
	2016-17	2017-18	2018-19	2019-20	2020 - 21	2021 - 22
Year						
Number of Applications	93	95	93	88	84	84
Number of Nominations	12	16	14	13	17	14
Number of Awards	4	5	5	5	4	2
Success Rate	33%	31%	36%	38%	24%	14%

Chart 10: Vanier CGS nomination data, 2016 - 2021



Post-doctoral Fellows and Visitors

The Faculty of Graduate Studies is pleased to have postdoctoral scholars at York University as part of our mandate since January 2015.

FGS administers the Banting Postdoctoral Fellowship nomination process and supports the development, as appropriate, of CIHR, SSHRC and NSERC Postdoctoral Fellowships, among other postdoctoral opportunities. FGS is committed to increasing the number of post-doctoral fellows and visitors on our campus and supporting their funding and research pursuits. In support of this commitment, FGS has developed an online *Guide for Supervisors Supporting Applications for Externally-funded Postdoctoral Fellowships*.

Table 12: Banting PDF data, 2017 - 2022

Award Name	Banting PDF				
	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Applicants	23	28	23	36	25
Number of Nominations	8	9	7	9	9
Number of Fellowships Awarded	0	3	1	2	0

Table 12: Banting PDF data, 2017-2021

Table 13: Other Tri-council PDF data, 2016-2021

	2017	2018	2019	2020	2021
SSHRC PDF	9	4	10	6	4
NSERC PDF	1	0	1	0	1
CIHR PDF	1	1	1	2	1

*Numbers may include PDF awards that were subsequently declined.

Looking Forward: 2022 and Beyond

Pandemic Impact in the Long-term: The emergency forms of relief and accommodation put in place during the pandemic are mostly removed by this point in time. However, the long-term impact of Covid on student progress (and well-being more generally) and how this will affect future funding cycles remains unclear. There is an emerging body of research documenting the varied impact of the pandemic as measured through publication across different fields for faculty members, but how this will impact students at different phases of their degrees is not yet clear. FGS hopes to work with the VPRI in advocating for measures to be taken in evaluation processes at funding agencies to ensure that the pandemic does not create new, or exacerbate existing, forms of structural inequality in terms of access to research funding.

Tri-Agency Harmonization: The ongoing process of Tri-agency harmonization, which has been taking place for the last few years, has (according to representatives from the agencies) now been completed. The most significant outcome of this process affecting students has been the change in deadline for the submission of application. Now that the funding cycle norm is established, FGS will be working in the next year to re-structure the timeline for the submission of applications and their review to better support students and faculty members who serve as references and reviewers.

Equity, Diversity, and Inclusion (EDI): The Tri-agency continues to work towards achieving a more equitable, diverse, and inclusive Canadian research enterprise and has implemented several initiatives in its support. At the university level, FGS has also focused on ensuring that our adjudication processes are aligned with the EDI principles. All review committee members currently are expected complete the EDI training module produced by the Tri-agencies for their adjudication committee members (with a request to repeat the training every 24 months). It is hoped that FGS will be able to integrate some of the new materials produced as part of the Polaris training modules into reviewer orientation next year.

FGS also follows the Tri-agency guidelines for forwarding applications from Indigenous identified applicants and monitors the number of applicants and recipients of OGS who self-identify as Indigenous. We have increased our recruitment allocations as part of the institution's OGS allocation to support incoming Indigenous students. FGS is currently working with the Indigenous Council and the office of the Associate Vice-President Indigenous Initiatives in the implementation of this initiative.

New Award Priorities: FGS has been involved in several discussions aiming to increase access to graduate education for historically disadvantaged groups, including Black and Indigenous students. We have been working with the Advancement offices to identify priorities and seek opportunities to increase support in the high priority areas. The Faculty of Graduate Studies continues to be committed to supporting graduate students through the promotion of merit-based internal and external scholarships as well as through need-based bursaries.

The Senate of York University – Minutes

Meeting: Thursday, 24 March 2022, 3:00 pm via Zoom

M. Roy (Chair)	J. Grant	S. Murtha
C. Brushwood Rose (Vice-Chair)	R. Grinspun	N. Niell
P. Robichaud (Secretary)	M. Guzman	A. Norwood
S. Abbas	M. Hamadeh	R. Ophir
N. Agrawral	M. H. Larochelle	K. Ozowe
J. Allen	E. Hessels	D. Palermo
A. Amirfazi	A. Hilliker	V. Pavri
M. Annisette	R. Hornsey	L. Philipps
L. Appel	A. Hovorka	P. Phillips
J. Aryaan	B. Hu	M. Poon
A. Asif	I. Jamaa	C. Popovic
G. Audette	M. Karakul	A. Premji
A. Badruddin	S. Karimi	A. Pyée
T. Baumgartner	A. Kimakova	P. Rahimpoor-Marnani
S. Bay Cheng	J. Kirchner	S. Rehaag
A. Belastro	T. Knight	V. Saridakis
D. Berbecel	P. Kohler	R. Savage
K. Bird	L. Korrick	D. Scott
M. Bloom	A. Kraljevic	L. Sloniowski
S. Brooke	K. Krasny	B. Spotton Visano
M H. Budworth	A. Kusi	C. Steele
M. Bunch	P. Lakin-Thomas	K. Tasa
D. Cabianca	M. Lambert-Drache	A. M. Tarc
N. Canefe	G. Langlois	T. Theophanidis
T. Choi	H. Larochelle	M. Thomas
J. Clark	M F. Latchford	K. Thomson
E. Clements	J. Lazenby	G. Turlakis
J. Conder	N. Lemish	D. Triki
M. Condon	R. Lenton	P. Tsaparis
J. Connolly	S. Liaskos	R. Tsushima
S. Cote-Meek	T. Loebel	I. Uwanyiligira
M. Dodman	W. Maas	C. van Daalen Smith
S. Ehrlich	A. Macpherson	G. Vanstone
M. Elghobashy	J. Marchessault	A. Viens
J. Etcheverry	D. Matten	S. Watson
D. Fernandez	C. McAulay	N. Waweru
M. Fiola	P. McDonald	R. Wildes
L. Fromowitz	A. McKenzie	M. Winfield
S. Gajic-Brueya	J.J. McMurty	S. Winton
J. Gilbert	B. Meisner	P. Wood
M. Giudice	D. Mittal	G. Zhu
J. Goodyer	M. Morrow	D. Zwick
S. Grace	K. Murray	

The Senate of York University – Minutes

1. Chair’s Remarks

The Chair, Professor Mario Roy of Glendon College, welcomed Senators to the meeting. He acknowledged with sorrow the recent passing of Margaret Anne Waligora, a former clinical course director and practicum coordinator in the School of Nursing in the Faculty of Health. Also acknowledged was the passing of Professor Emeritus Hugh LeRoy, a prominent sculptor and educator at the School of Arts, Media, Performance and Design and senior scholar at the Graduate Program in Art History & Visual Culture.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were no Communications.

4. President’s Items

President Lenton reported on the following items:

- an update on the delivery of academic programming for the winter 2022 term and York’s continued prioritization of the advice of health and safety officials
- an update on the recently held community consultations on the initiative to establish a School of Medicine and the Vaughan Healthcare Precinct
- the Kudos report, highlighting that the York University Magazine received five Canadian Online Publishing Awards in recognition of its outstanding achievement in Canada’s digital media landscape

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

Committee Reports

5. Executive Committee

- a. Candidate for Senate-elected Position

The Vice-Chair reported that no further nominations had been received and presented the nominee to Senators. It was moved, seconded, and carried **“that nominations be closed”** for the election for the position of Vice-Chair of Senate. As a result of the vote, Professor Poonam Puri, Osgoode Hall Law School, was acclaimed to the position of Vice-

The Senate of York University – Minutes

Chair of Senate for the term of 1 April 2022 – 31 December 2022, to be followed by a term as Chair of Senate of 1 January 2023 – 30 June 2024.

b. 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
- an update on the recent meeting of the Sub-Committee on Equity, including its discussion on the draft *Equity, Diversity and Inclusivity Strategy* being developed for the University
- its receipt of a communication from the Vice-President, Equity, People and Culture on the Anti-Black Racism Framework and the associated Action Plan advising of the actions being taken following the hortative motion pertaining to the plans passed by Senate in January
- thanks and appreciation to Senator Brushwood Rose for her leadership and service as Vice-Chair of Senate

Responding to comments from a Senator regarding an active labour relations matter, the Chair ruled that the comments were outside the purview of Senate and exercised discretion to conclude the discussion. The Chair's ruling gave rise to a point of order maintaining that the Senator be permitted to put forward their comments.

It was moved and seconded **“that the ruling on the point of order by the Chair be appealed.”**

On a vote the ruling of the Chair was *upheld*.

6. Academic Standards, Curriculum and Pedagogy (ASCP)

a. Establishment of a Master of Biotechnology Management Degree Type

It was moved, seconded and carried, **“that Senate approve the establishment of the degree of Master of Biotechnology Management.”**

b. Establishment of a Biotechnology Management degree program, Faculty of Science, Markham Campus

It was moved, seconded and carried, **“that Senate approve the establishment of the Master of Biotechnology Management degree program at Markham Campus, housed in the Faculty of Science as set out in Appendix A, effective FW2023-2024.”**

The Senate of York University – Minutes

- c. Establishment of a Diploma in Biotechnology, Faculty of Science, Markham Campus

It was moved, seconded and carried, **“that Senate approve the establishment of the Graduate Diploma (Type 3) program in Biotechnology at Markham Campus, housed in the Faculty of Science as set out in Appendix B, effective FW2023-2024.”**

- d. Changes to degree requirements in Professional LLM in International Business Law

It was moved, seconded and carried, **“that Senate approve changes to the degree requirements for the Professional LLM in International Business Law in the Department of Osgoode Professional Development at Osgoode Hall Law School as set out in Appendix C, effective W2023.”**

- e. Changes to Faculty-level language requirements for BA programs, Glendon

It was moved, seconded and carried, **“that Senate approve changes to the Faculty language requirements for Bachelor degree programs at Glendon College, set out as Appendix D, effective FW2022-2023.”**

- f. Information Items

ASCP reported on the following items:

- the deferral of the implementation of the new Grading Scheme
- its approval of the following regulation changes and minor modifications to curriculum:

Faculty of Graduate Studies

Changes to the FGS Registration Legislation

School of the Arts, Media, Performance and Design

Changes to the degree requirements for the Specialized Honours BFA program in Cinema and Media Arts – Screenwriting

Minor changes to the Degree Requirements for Specialized Hons BFA in Cinema and Media Arts – Production

Minor changes to the Degree Requirements for the BFA program in Integrative Arts

Minor changes to the Degree Requirements for the for Specialized Hons BFA in Cinema and Media Arts – Media Arts

The Senate of York University – Minutes

Faculty of Science

Changes to the core program requirements for the Physics and Astronomy BSc, BSc Hons and Streams

Changes to the core program requirements for the Chemistry BSc, BSc Hons and Streams

7. Appeals

a. 2020-2021 Annual Report on Petitions and Appeals

The Student Appeals Committee transmitted its annual report on student appeals statistics for 2020-21, which addressed SAC's activities for the past year and data on Senate and Faculty-level cases.

8. Academic Policy, Planning and Research (APPRC)

a. Change to Name of Department of Theatre, School of Arts, Media, Performance and Design

It was moved, seconded and carried, **“that Senate approve a change in the name of the Department of Theatre in the School of Arts, Media, Performance and Design to the Department of Theatre and Performance, effectively immediately.”**

It was moved, seconded and *carried by the necessary two-thirds majority* **“that the meeting be extended by 30 minutes.”**

b. Facilitated consultation: School of Medicine

Under the auspices of the Academic Policy, Planning and Research Committee, a facilitated discussion was held on the University's conceptual plans for a School of Medicine.

A wide-ranging discussion ensued in which a number of themes surfaced, including the opportunities and partnerships a medical school can bring York, resource implications for the University, and the importance of continuing to engage Senate throughout the consultation process. Senators' input was gratefully received and, along with feedback from Faculty Councils and the University community, will inform future discussions regarding the establishment of a School of Medicine.

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c. Information Items

APPRC reported on the following items:

- the work and consultations underway to develop the high-level vision for a School of Medicine at York University and broad plans for the submission to the Province
- final preparations for the APPRC-sponsored spring planning forum on the *Future of Pedagogy*
- an update from the Vice-President Research & Innovation advising of the province’s *Commercialization mandate policy framework reporting system* and the *Research Security Framework*

9. Other Business

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

Consent Agenda Items

10. Minutes of 17 February 2022 Meeting

The minutes of the 17 February 2022 meeting were approved by consent.

11. Senators on the Board of Governors: 1 March 2022 Meeting of the Board

A synopsis of the Board meeting of 1 March 2022 as conveyed by Senators Etcheverry and Hamadeh was noted.

Mario Roy, Chair _____

Pascal Robichaud, Secretary _____

Senate Appeals Committee Report to Senate

At its meeting of March 24, 2022

FOR INFORMATION

1. Annual Student Appeals Statistics, 2020-21

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

Between July 1, 2020 and June 30, 2021, SAC received 52 new files. Eighteen (18) files were not completed by June 30; an additional 30 files initiated in 2019-20 were completed. Figure 1 presents the number of cases from the last five years. There were no requests for SAC to approve, on behalf Senate, the rescission of a degree as penalty for breach of academic honesty.

The total number of appeals declined from the previous year, likely due to the modifications to regulations that resulted from the declaration of a disruption due to the COVID-19 pandemic. The percentage of appeals granted was slightly higher than in previous years but remains within the range of the last five years. This slight increase in the percentage of appeals granted may also be related to the impact of the COVID-19 pandemic and the particular circumstances put forward by students in their appeals.

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

Figure 1

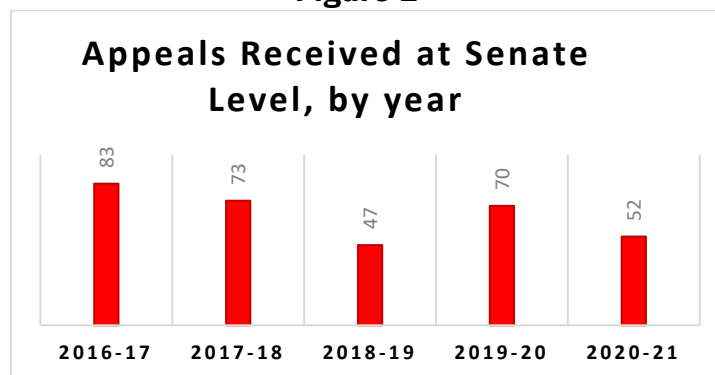


Table 1¹

**OUTCOME OF CONSIDERATION BY SAC,
BY YEAR AND DECISION
(procedures prior to 2016-17)**

	2012-13		2013-14		2014-15		2015-16	
	Grant	Deny	Grant	Deny	Grant	Deny	Grant	Deny
Leave to Appeal of Faculty Decisions	20	53	24	63	22	31	20	32
Appeal Hearing Decisions	16	4	18	8	22	4	15	4
Reconsideration of Leave to Appeal Decisions	0	12	3	15	6	8	1	9
Total	36	69	45	86	50	43	36	45

**Table 1A
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND
DECISION
(revised procedures)**

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss
Dismissal without a hearing	8	33	9	46	2	22	10	41	11	36
Appeal hearings	24	7	27	9	13	9	20	7	22	4
Reconsideration	5	4	3	14	2	9	1	15	2	12
Total	37	44	39	69	17	40	31	63	35	52

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

Figure 2
Percentage of Appeals Granted and Denied, by Year

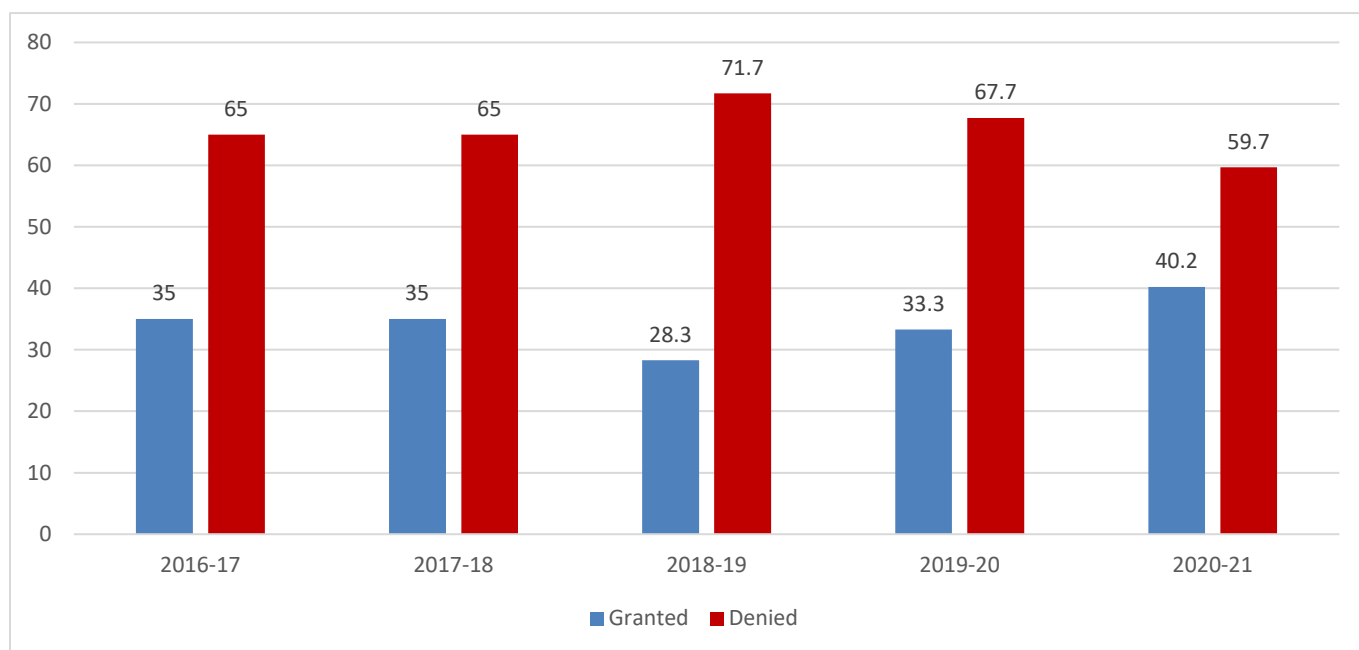


Table 2
SAC APPEALS BY TYPE, YEAR AND NUMBER²

Type of SAC Appeal	2016-17 69 Appeals	2017-18 84 Appeals	2018-19 46 Appeals	2019-20 70 Appeals	2020-21 52 Appeals
Course drop without receiving a grade	37	35	21	28	23
Reconsideration of SAC Decision	11	17	11	16	21
Deferment	3	6	4	3	1
Academic Honesty	7	16	8	10	11
Waiver of Required Withdrawal / Debarment	13	12	2	15	5
Grade Reappraisal	3	4	8	9	4
Late Enrolment	0	0	0	1	0
Other	5	2	0	0	5
Waiver of Degree/ Program requirement	1	6	2	4	3
Total	80	98	54	86	

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21
AMPD	1	1	1	0	0
Education	1	0	0	0	0
Environmental and Urban Change	0	0	0	0	0
Glendon	3	6	4	5	4
Graduate Studies	6	4	2	6	0
Health	14	28	8	13	15
Lassonde	3	2	6	7	3
LA&PS	16	19	12	15	13
Osgoode	0	2	4	9	5
Schulich	10	4	1	3	1
Science	15	18	8	12	11

2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2020-21

SAC is continuing its efforts to standardize reporting across the University. The data are for petitions initiated from July 1, 2020 to June 30, 2021. The data in Table 4 provide the big picture but are not entirely comparable across Faculties.

At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions which were appealed at the Faculty level is provided. The overall percentage of cases appealed is 3.7%, which is slightly lower than last year (4.9%). Over the past five years, the average has ranged between 3.7 and 6%.

The total number of petitions (5671) is comparable to the previous year (5664). Overall, most petitions continued to be granted, particularly in the smaller Faculties such as Education and Environmental and Urban Change that have few petitions overall.

Table 4

FACULTY-LEVEL PETITIONS BY TYPE 2020-21

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Petition Type	Reason												
Course Add	Enrol In Course(s) After The Faculty Deadline	2	10		4	22	7	26	4		5	4	84
Course Drop	Drop Course(s) After Faculty Deadline	42	20	1	25	81	243	1136	42		16	164	1770
	Granted W on transcript		12	15	32	3	340	215	13		1	9	640
Credit						2		45	5		5		57
Departmental/Program me Waiver	Advanced Standing: Course Substitute					1							1
	Advanced Standing: Course Waiver	1				1					9		11
	Advanced Standing: Course Transfer					52							52
	Course Substitution for Major or Minor Req. (s)			1		1							2
	Other			1		37					3		41
	Waiver Of Degree Credit Exclusion Legislation			1		5							6
	Waiver with replacement			34		13					2		49
	Take courses out of sequence - Schulich										1		1
	Promotion without satisfying year requirements - Schulich												99
	Reduced course load - Schulich										1		
Exemptions	Degree Exemption(s)												
Extension	Deferred Standing, extension of deferred standing	3	2		17	2	28	201	17		4		274
	Course extension					47							47
	Program extension					342					1		343
Grade Reappraisal	Grade Reappraisal					1				24	18		43
Leave	Leave of Absence					213					84		297
	LOA Medical/compassionate					122					10		132
	LOA No course available					98							98
	Maternity leave					88							88
	Strike-related - FGS												
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP	2					2		1				5
Other	Other					14	79		0		45		138
Overload	Course Overload	7	5			1	88	156	34		2		293

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Readmission													0
Relief against failure	Osgoode only												0
Repeat	Repeat Failed Course		29				9		18				56
	Repeat Passed Course						5						5
Status	Change degree stream		47			14							61
	Change to full-time					29					1		30
	Change to part-time					43					4		47
	Reinstatement		2			128					10		140
	Withdrawal		8			23							31
	Study at a location other than York												
Stop-out	Education only		6										6
Waiver	Graduate Without Min. Req'd G.P.A.										1		1
	Request For Waiver Of Req. Withdrawal*	11					86	84	19		56	18	274
	Request For Waiver Of Req. Debarment				6		25		2			1	34
	Upgrade G.P.A. In Attempt To Graduate						22		3			2	27
	Waiver Of Degree Credit Exclusion Legislation				3								3
	Waiver Of General Education Requirement	8				1	9		17			2	37
	Waiver Of Honours Standing Regulations	15		2		1	74	93	16				201
	Waiver Of In-Faculty Requirement	15			3	1	5		22		16	2	64
	Waiver Of Major Requirement(s)	33				4			23		2	2	64
	Waiver Of Upper Level Course Requirements	11										6	17
	Other	11	0	4	3	0	6			90		9	123
Total	TOTAL	148	141	49	93	1390	1028	1956	236	114	297	219	5671
Appeals		2	0	0	9	6	64	49	8	NA	15	57	210
Percentage of decisions appealed		1.35%	0.00%	0.00%	9.68%	0.00%	6.23%	2.51%	3.39%	NA	5.05%	26.03%	3.70%

3. Annual Faculty-Level Academic Honesty Statistics, 2020-21

SAC includes in its annual report statistics on Faculty considerations of charges of breaches of academic honesty. For 2020-21, there were 2,178 cases of breaches of academic honesty, an increase from 978 in 2019-20. See Table 5 for details.

This increase in cases can likely be traced back to the COVID-19 pandemic, with many Faculties reporting a large increase in online cheating and group cheating cases.

Table 5
ACADEMIC HONESTY CASES BY FACULTY
2016-17 TO 2020-21

Faculty	2016-17 N=664	2017-18 N=610	2018-19 N=817	2019-20 N=978	2020-21 N=2,178
AMPD	3	9	24	40	25
Education	0	8	9	8	6
Environmental Studies	9	8	8	17	10
Glendon	11	8	26	27	23
Graduate Studies	18	12	30	10	22
Health	72	23	49	78	248
Lassonde	111	36	209	239	406
LA&PS	276	257	357	390	620
Osgoode	6	5	3	11	10
Schulich	68	75	35	70	112
Science	90	169	67	88	696

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

4. Policies and Procedures

In Winter 2020, the Academic Standards, Curriculum and Pedagogy Committee of Senate (ASCP) and SAC convened the Academic Honesty Policy Review Working Group to develop a new policy framework. The Policy Review Working Group's efforts from February to June 2020 culminated in the development of the draft Academic Conduct Policy and Procedures, which were reviewed by ASCP and SAC in Fall 2020.

The University community was invited to review and provide input on the draft Policy and Procedures in Winter 2021. In Spring 2021, a new Working Group was convened to review the consultation input and finalize the Policy and Procedures. The Working Group continued its work through Fall 2021 and Winter 2022 under the leadership of Professor Jen Gilbert, Chair of SAC. Further consultations on this proposed draft are planned for Spring 2022, with Professor Chloë Brushwood Rose, who had led the Working Group in Spring 2021, stepping back into the role of Chair.

5. Hail and Farewell

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to the Senate Appeals Committee: Professors Brian Huss, Minas Spetsakis, Saskia Van Viegen, Alexander Bajic, and Giulia Rosano.

A warm welcome is extended to new members: Professors Scott Adler, Bridget Cauthery and Gabrielle Moser and students Ana Kraljević and Disha Mittel.

Jen Gilbert, Chair, 2021-22