York University Senate
Notice of Meeting

Thursday, 23 March 2023, 3:00– 5:00pm

Via videoconference

AGENDA

Page

York University Senate

8. Other Business

Consent Agenda

10. Closure of the Joint York – University of Toronto Collaborative PhD Program in Ancient Greek and Roman History, Graduate Program in History, Liberal Arts & Professional Studies

11. Closure of Graduate Diplomas in Voice Teaching (Types 2 and 3), Department of Theatre & Performance, School of Arts, Media, Performance & Design

12. Change in name of Acting stream and degree requirements for the Honours BFA degree program in Theatre, Department of Theatre & Performance, School of Arts, Media, Performance & Design

13. Minor change to degree requirements for the MA program in Interdisciplinary Studies, Liberal Arts & Professional Studies / Faculty of Graduate Studies

Information Item

P. Robichaud, Secretary

PRESIDENT'S KUDOS REPORT

MARCH 2023

Glendon College won a Gold award at the 2023 Educational Advertising Awards competition with its Virtual Decision Tree App (VDT). The VDT is an original and creative marketing resource, which was designed in-house to provide an interactive and fun way of exploring Glendon's campus and programs. It is set in a virtual Glendon Senate room, where "players" are invited to answer a series of questions about their academic profile, career objectives and campus life preferences. Once completed, the VDT generates a customized report identifying programs, certificates and activities most likely to match the answers submitted. This was made possible thanks to the Credit Transfer Institutional Grants funding envelope and the support of colleagues from both campuses.

APPOINTMENTS

As part of York's commitment to become one of the most sustainable universities in Canada, we welcome Mike Layton as our first chief sustainability officer to lead the institution and strengthen its impact in creating a more sustainable and inclusive world. Layton is a proven champion of climate action and equality with almost two decades of experience leading change in public policy in senior roles both inside and outside government. At York, Layton will lead the Office of Sustainability to integrate sustainability projects across all levels of the campus by engaging the collective community to ensure that sustainability continues to be a critical part of York's working, teaching, social and cultural spheres of campus.

Alice Pitt has been appointed as the interim vice-president of equity, people and culture for a term beginning April 1 to Dec. 31, 2023. A long-serving and dedicated member of the York community, Alice joined York as an assistant professor in the Faculty of Education in 1995, where she demonstrated outstanding leadership and advocacy for accessible post-secondary education in various capacities including as associate dean (2002-07) and dean (2008-12) of the Faculty of Education.

Andrea Kosavic has been appointed as interim dean, York University Libraries (YUL), effective July 1, 2023, for a period of one year. Joy Kirchner, current YUL dean, will be retiring from her role following an administrative leave which will commence on June 30, 2023. We are grateful to Ms. Kosavic for stepping into this critical position while a comprehensive search is undertaken for the next permanent dean. Andrea Kosavic is presently associate dean, digital engagement and strategy at York University Libraries, a position she has held since 2016, and prior to which she served the University for 10 years as a digital initiatives librarian.

This month, York University launched its new Microlecture Series in Sustainable Living. Launched during SDG Week Canada, this first-of-its-kind series offers faculty, staff, students and members of the public the opportunity to learn about sustainability from six of York's world-renowned experts. Recognized as a sustainability leader in post-secondary education, York designed the innovative series as a free, open access program featuring "microlectures" that focus on a diverse range of topics related to sustainability. The lectures feature the following York faculty:

- Shooka Karimpour, assistant professor, Lassonde School of Engineering
- Lina Brand-Correa, assistant professor, Faculty of Environmental and Urban Change
- Usman Khan, associate professor, Lassonde School of Engineering
- Eric Kennedy, associate professor, Faculty of Liberal Arts & Professional Studies
- Yvonne Su, assistant professor, Faculty of Liberal Arts & Professional Studies
- Sapna Sharma, associate professor, Faculty of Science

Four Osgoode alumni are recipients of 2023 medals and awards from the Law Society of Upper Canada (LSO). At a special awards ceremony in May, graduates Reva Devins '81 and Ena Chadha '08 (LLM) will receive the Law Society Medal, Tami Moscoe '96 will receive the J. Shirley Denison Award, and Courtney Harris '02 will be presented with the Laura Legge Award. All recipients were announced in an LSO news release dated March 10, 2023.
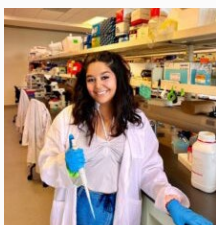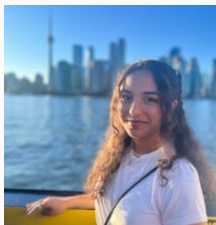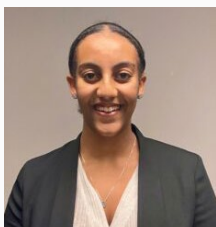
Van Thien Pham (BEng '23) and Essete Tesfaye (BA '23) are finalists for the first global cohort of McCall MacBain Scholars at McGill University. The scholarships are the result of a $200-million gift in 2019 from John and Marcy McCall MacBain – the second-largest single donation in Canadian history. Designed to encourage purposeful leadership, the scholarships enable students to pursue a fully funded master's or professional degree while participating in mentorship, coaching and a leadership development program.

In addition, the McCall MacBain Scholarships program also offered Regional Awards of $5,000 each to 38 more Canadian candidates who were among the top in their region. Biomedical science students Areeba Chaudhry and Aleeza Qayyum both earned Regional Awards, which are tenable at any public university in Canada.

The *Toronto Star* recently named Schulich School of Business alumnus [Peyvand Melati](#) (EMBA '18) one of Fourteen Canadian entrepreneurs to watch in 2023. Melati is the founder of QEA Tech, a company that focuses on reducing energy loss in buildings by using drones with high-definition visual and thermal cameras to spot building points that have cracks or moisture penetration. Melati pursued an EMBA for hard skills, and credits the Kellogg-Schulich Executive MBA program with assissting him as an entrepreneur.

The Lassonde School of Engineering's [kindergarten to industry (k2i) academy](#) has received $463,800 from the Ontario Ministry of Citizenship and Multiculturalism to create a unique micro-credentialed, Specialist High Skills Major (SHSM) educational program for Black youth in grades 7 to 12. Part of k2i's Bringing STEM to Life in Schools stream, the SHSM program will work with some of the largest and most diverse school boards in the Greater Toronto Area to implement a tailored initiative designed to reach more than 1,500 Black youth in science, technology, engineering and mathematics (STEM).

[Tony DeBono](#), a York alumnus with a PhD in clinical-developmental psychology, was appointed as the registrar and executive director of the College of Psychologists of Ontario, effective February 27, 2023. He has held a variety of clinical and leadership roles in academic health science, including chief of interprofessional practice and bioethics ethics consultant at Hamilton Health Sciences and on various hospital ethics committees. He is currently working on transformational initiatives at The Royal Ottawa Mental Health Centre.

York University's Lassonde School of Engineering has announced the results of its [2022 Innovation Awards](#), which acknowledge extraordinary research achievements, innovation and knowledge translation activities, and dedication to both science and engineering research at the Lassonde School of Engineering. The awards recognize research carried out in the last three years and each nominee must be a full-time or contract faculty member at Lassonde. Faculty are eligible to receive an award in each category only once every 10 years. This year's recipients are:

- Associate Professor Ali Sadeghi-Naini, Department of Electrical Engineering & Computer Science, Innovation Award (Early Researcher)
- Professor James Elder, Department of Electrical Engineering & Computer Science, Innovation Award (Established Researcher)
- Associate Professor Garrett Melenka, Department of Mechanical Engineering, Graduate Mentorship Award
- Associate Professor Usman Khan, Department of Civil Engineering, Public Engagement Award
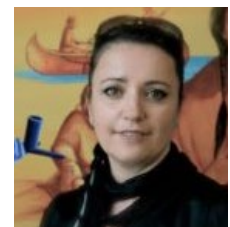
[Anishinaabe Professor Maya Chacaby and Continuing Ed Director Katie Ablett](#) are offering the six-week program, Indigenous Cultural Competency and Trauma-Informed Training, for a second time this winter, with over 100 participants signed up, and another cohort being offered later this spring. This is a concrete example of academic leadership and collaboration involving First Nation communities. The program is funded in part by the Donner Canadian Foundation.
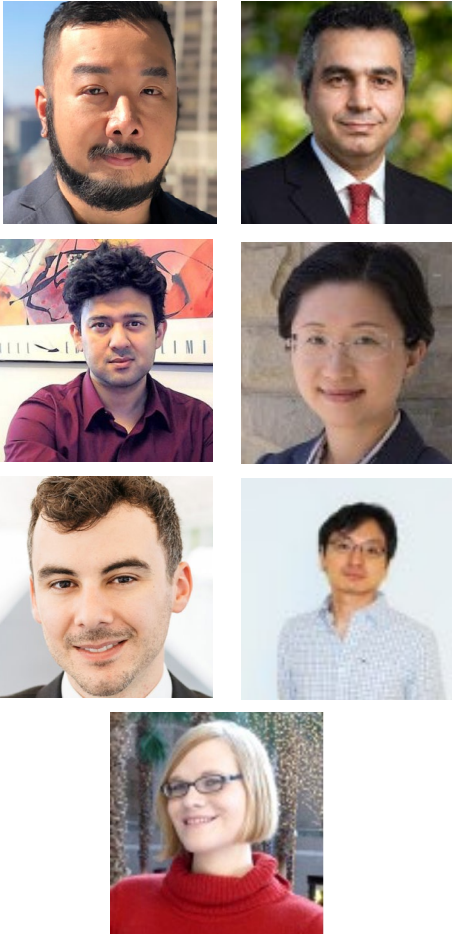
York University has gained four new and three renewed Canada Research Chairs (CRC). Professors Antony Chum, Arash Habibi Lashkari, Kohitij Kar and Liya Ma received new CRC appointments and Professors Christopher Caputo, Raymond W.M. Kwong and Regina Rini had their CRCs renewed. The announcement of the Canada Research Chair appointments was made by the Minister of Innovation, Science and Industry, François-Philippe Champagne, during his announcement on November 22, 2022 of an investment of more than $139 million to support 176 new and renewed Canada Research Chairs across 46 institutions in Canada.

York University Assistant Professor Agnès Berthelot-Raffard, Faculty of Health, has been selected as the Senior Muriel Gold Visiting Professor at McGill University's Institute of Gender, Sexuality and Feminist Studies, Faculty of Arts. During her research stay from March 13 to July 31, 2023, Berthelot-Raffard will work on a monograph on the interconnection between racial domination and epistemic injustices from a Black feminist perspective. As a political philosopher working in disability, Black health and ethics, Berthelot-Raffard's book will highlight Black women's experience in the health-care system and the barriers they face. Berthelot-Raffard holds the first Canadian academic position in Black disability studies and is leading research funded by the Public Health Agency to explore social determinants of racialized students' mental health and equity at universities.

Three York alumnae are among a list of 50 Canadian business people, artists, academics and activists recognized as emerging leaders in their pursuit to make the world a better place. Published in *The Globe and Mail*, the 2023 Changemakers list showcases those who endeavor to inspire and revolutionize their fields of expertise.

The three York alumnae highlighted in this year's Changemakers list are:

- Shukri Abdulle (BBA '18), scrum master and productivity manager at Bimbo Canada (formerly Canada Bread Company)
- Eva Lau (MBA '05), co-founder of Two Small Fish venture capital fund
- Teresa Marques (MA '03), president of the Rideau Hall Foundation

ELLA was chosen as a successful applicant of the Women Entrepreneurship Strategy Ecosystem Fund. The funding will help ELLA expand upon services developed as part of the 2018 project. ELLA Canada will provide a 360-degree, online and in-person support to women entrepreneurs at all stages in their entrepreneurial journey, from ideation to scaling. ELLA Express is a self-paced program designed to equip participants with the knowledge and tools to launch or grow their businesses. The ELLEvate program then provides access to business coaching, mentorship, workshops and co-development conversations. The ELLA Altitude program will support national and international scale-up and will be open to late-stage entrepreneurs, graduates of York's other programs or referrals by regional hub partners.

Sean Hillier, associate professor and York Research Chair in Indigenous Health Policy & One Health, was appointed to the Interagency Advisory Panel on Research Ethics. The Panel on Research Ethics (PRE) is composed of 12 members drawn from across the country to represent a wide spectrum of expertise and experience in the ethics of human research, such as research involving Indigenous peoples, ethics and ethics review, research administration, research in the health, natural and social sciences, humanities and engineering, law, as well as a lay perspective. Working in collaboration with and drawing support from expert groups, the Panel will add to the substantial base of ethics knowledge and ability that already exists in Canada.

Terry Sachlos, an assistant professor at the Lassonde School of Engineering, is the first principal investigator at the School to receive a grant from the Canadian Institutes of Health Research. Sachlos received a $730,575 project grant from CIHR to support his bone marrow transplant research, which opened the door to the further growth of biomedical research at the school.

Two York professors have each received $100,000 from the Canadian Institutes of Health Research (CIHR). Associate Professor Leeat Granek, of the Faculty of Health, received the grant to research the accessibility of pediatric palliative care for Canadian children and families. Associate Professor Fuminori Toyasaki, from the School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies received the grant to further his research on vaccine supply management through the Centre for Research on Pandemic Preparedness and Health Emergencies, which operates within the CIHR.

York's Department of Communication & Media Studies in the Faculty of Liberal Arts & Professional Studies recently hosted its annual Student Awards Ceremony for staff, faculty, family and friends to celebrate the notable achievements of students through-out 2022. This year's awards and winners include:

- Viki Posidis, Dalton Kehoe Scholarship
- Breton Severin, Eric Koch Award
- Francesca Cuda, Jerry Durlak Prize
- Maria Cedrone, Penny Jolliffe Scholarship
- Christine Cooling, Reva Orlicky Memorial
- Phuc Nguyen, York International Exchange Award
- Wendy Joyce Millen, Arthur Siegel Award

Osgoode Indigenous student group's Moose Hide Campaign aims to end domestic violence. The Osgoode Indigenous Students' Association's contribution to the Moose Hide Campaign is unique in that it emphasizes the role Indigenous and non-Indigenous men and boys can play against violence directed at women and children. "The idea is to get men and boys together talking about this issue and raising awareness for it and doing their part," says Levi Marshall, a third-year student at Osgoode Hall at York University and one of the campaign organizers at the law school.
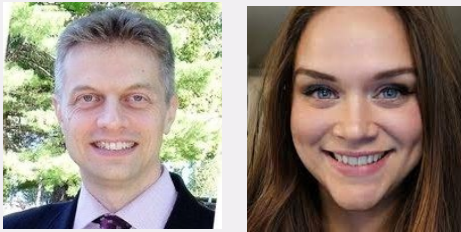
From the Faculty of Environmental & Urban Change's Ecological Footprint Initiative, Eric Miller and Katie Kish were awarded a grant by Shared Value Solutions to develop a Métis-focused Ecological Footprint Calculator for the Métis Nation of Ontario. The calculator helps Métis individuals and households estimate their Ecological Footprint, advises them on ways to conserve it, and provides comparisons to other members of the community and the average Ontarian.

Elizabeth Clare, assistant professor in York University's Faculty of Science, recently demonstrated the possibility of assessing the range of animal species inhabiting a given locale using environmental DNA sampled from the air – a breakthrough that placed her among Gizmodo Science Fair 2023 winners. The research paper from Clare's team, "Measuring biodiversity from DNA in the air," represents a significant leap forward in the applicability of environmental DNA (eDNA) sampling.

Sponsored by Ontario's Ministry of Colleges and Universities, the Minister's Awards of Excellence highlight the incredible work of professors, instructors, staff and graduate students on campus, in the community and beyond. Since it was announced on February 7, 2023 that the 2021-22 winners had been finalized, several York University faculty and initiatives have received recognition for their exceptional work. The winners are:

- Faculty of Health's School of Nursing Assistant professors Kristine Pedernal and Andria Phillips, Future-proofing Ontario's Students Award
- Department of Chemistry Assistant Professor Kyle Belozerov and Associate Professor Derek Jackson, Future-proofing Ontario's students Award
- Lassonde School of Engineering's kindergarten to industry (k2i) academy, Equality of Opportunity Award

Osgoode Hall Law School and Davies Ward Phillips & Vineberg LLP, one of Canada's leading law firms, have jointly announced a $1.2-million Davies Fellows Award that is designed to break down barriers to legal education. The new bursary is created with donations from Osgoode alumni at Davies with matching funds from the law school. Every year, the bursary will help support one first-year student in the law school's juris doctor (JD) program who has demonstrated financial need and exceptional promise.

York-based research duo, Sheila Colla and MES alumna Kennedy Halvorson, received new funding from Environment and Climate Change Canada to undertake knowledge mobilization and develop a priority area sampling framework for parasites and pathogens in native bees in Canada, with a focus on at-risk species. The project will create a platform for a nation-wide sampling protocol in priority areas and conservation hotspots to assess baseline wild bee parasite and pathogen levels.
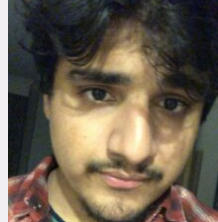
Rehan Rashid, a mechanical engineering student at York University's Lassonde School of Engineering, has set his sights on becoming an astronaut, and the Paulina Lau Scholars Program helped to pave his way. He has made progress toward his dream with two NASA internships in 2022 and another slated for summer 2023. Rashid credits the Paulina Lau Scholars Program for significantly helping him, allowing him to drop his part-time job and focus on his studies and axel at his Nasa internship. The Paulina Lau Scholars Program, an endowed award, was created to benefit undergraduate and graduate students travelling overseas to engage in coursework, research or internships. This scholarship program was established by York alums and life partners Hian Siang Chan and Paulina Lau and their family to inspire future generations of students to right the future.

At the International Economic Development Council Leadership Summit in February 2023, co-hosted by Development Counsellors International and Jorgenson Consulting, Faculty of Environmental & Urban Change alumna, Alia Abbas (MA in Geography 2017) was recognized as one of the Top 40 under 40 for demonstrating strong leadership, commitment and innovation every day in the workplace.

The 41st annual Ontario Japanese Speech Contest, where six York undergraduates secured podium positions, was held at the University of Toronto on March 4, 2023 and marked the first time that the event returned in person since 2020. In total, eight students from the Japanese Studies Program, in the Department of Languages, Literatures & Linguistics (DLLL) at the Faculty of Liberal Arts & Professional Studies (LA&PS), competed in front of a large crowd that was undeterred by the inclement weather earlier that day. Three York students will advance to the national contest. Those eight students collectively qualified for three competition categories: beginner, intermediate, and advanced level speech. Of the eight students, the six who were awarded for their speeches were:

- Risha Pelchat (AP/JP2010), Grand prize (Advanced first)
- Ava-karie Hislop (AP/JP2000), Intermediate first
- Arman Ahmed (AP/JP1000), Shinkikai-Sagamihara City Award (Beginners first)
- Chengsi Ma (AP/JP2000), Intermediate second
- Maximos Yao (AP/JP1000), Beginners second
- Afia Fobi (AP/JP2000), Intermediate third

Arts, Media, Performance and Design alumna Lenka Lichtenberg (MA '93) won a 2023 Juno Awards. Lenka Lichtenberg's album "Thieves of Dreams," released in 2022, won the Juno Award in the global music album of the year category.

Teaching stream faculty from York's Department of Economics, Faculty of Liberal Arts & Professional Studies, showcased their innovations in teaching and learning during the American Economics Association's (AEA's) annual meeting, held in January 2023.

The AEA annual meeting was held in conjunction with the Allied Social Sciences Associations and is the most prestigious economics conference of the year. York faculty, including Gordana Colby, Karen Bernhardt-Walther, and Tsvetanka Karagyozova, represented 10 per cent of the presentations, and discussed their work and teaching strategies with other interested economists during the three-hour Committee on Economic Education poster session.

Osgoode Alumna Shalene Curtis-Micallef (LLB '95) has been appointed by the Government of Canada as the new deputy minister of justice and deputy attorney general of Canada. Curtis-Micallef has served as associate deputy minister of the department of justice since September 1, 2021. She started her career with the department of justice in the tax law services portfolio as a tax litigation counsel. In 2008, she was appointed as deputy executive director and senior counsel.

The 2022-2023 Faculty of Graduate Studies' (FGS) Teaching Award recipient is Associate Professor Anne MacLennan, recognized for her outstanding instruction in the history, communication and culture, and interdisciplinary studies graduate programs. The award – bestowed annually on a member of the Faculty – recognizes the teaching and supervisory excellence, as well as the scholarly, professional and curricula development achievements of graduate program instructors at York University.

In February 2023, the Department of English presented its annual English Awards at the first in-person reception since before the pandemic. The reception was held in the Schulich Executive Learning Centre dining room. Each year the department offers seven prizes and scholarships, as well as recognition for outstanding essays written in courses offered at the 1000, 2000, 3000 and 4000 levels. The winners are:

- Sebastian Fess, The Avie Bennett Prize in Canadian Literature
- Adrian Grek, The Brian Hepworth Memorial Prize
- Jelem Cuary and Jordan Gionet, The Department of English Retirees' Scholarship
- Zoe Kavouris, The Elizabeth Sabiston Prize
- Robert Candoni, The June McMaster-Harrison Memorial Prize
- Tiger Thompson-Davidson, The H.K. Girling Literature Prize
- Caio Popovic, The Matthew Ahern Memorial Prize
- Abbie Mauno and Kaila Gallacher, The Lucille Herbert Memorial Scholarship
- John Batista, The Stephanie Stavro Scholarship in English
- Departmental Essay Prizes: 1000-level Essay Prize - Tia Buckeridge; 2000-level Essay Prize - Lisa Sterrett; 3000-level Essay Prize - Kirandeep Bhanot; 4000-level Essay Prize - Vanessa Spagnuolo

Executive Committee – Report to Senate

At its meeting of 23 March 2023

For Approval

a. Interim change to the Rules of Senate on Membership

Senate Executive recommends:

> **That Senate approve an interim change to section 2.19 of the Rules of Senate to permit a one-year membership of Senate for the period 1 July 2023 to 30 June 2024, based on the existing formula to calculate full-time faculty member allocations by Faculty, with a return to the two-year membership period stipulated in the Rules of Senate for 1 July 2024 - 30 June 2026.**

Rationale

Section 2, Paragraph 2.19 of the [Rules of Senate](#) (Periodic Review and Publication of Senate Membership Reviews) stipulate that "Senate Executive shall review changes in structures, faculty complements and student enrolments every two years...". Changes to Senate membership were last approved in February 2021 to cover the period 1 July 2021 to 30 June 2023. Being proposed is an interim change to this section of the Senate Rules to permit a one-year membership allocation for the 2023-2024 governance year versus two-years.

The Executive Committee began the membership review process in November in anticipation of presenting recommendations to Senate this spring for approval. With its launch in 2024, the exercise this year included the consideration of how to integrate representation from the Markham campus on the governing body. The review of possible membership models has been an ongoing item of business since November. Input on the membership models was requested from the four anchor Faculties who will be delivering programming at the Markham campus. At the February meeting of Executive, the Committee opted to extend the consultation exercise to all Faculty Councils to provide an opportunity for broad input on the important matter of the membership of Senate.

Noting the additional time needed for the Faculty consultation stage and the time-sensitivity to have the Senate membership allocations defined as of 1 July 2023 with sufficient lead time for Faculties to conduct elections, Executive is recommending a slight modification to the normal membership period to accommodate the ongoing exercise to integrate representation from Markham campus on Senate.

With approval to proceed with a one-year membership period at this time, Executive will:

- Continue its review of the membership models this governance year taking into consideration the input from Faculty Councils, with a recommendation for any

Executive Committee – Report to Senate

changes to the Senate membership to proceed to Senate for approval either this spring or the Fall

- Next year, in 2023-2024, determine for recommendation to Senate the allocation of seats for full-time faculty members and students employing the revised Senate membership model that integrates Markham campus membership for the usual two-year period stipulated in the Rules of Senate, for the period of 1 July 2024 - 30 June 2026.

Approvals: Senate Executive 14 March 2023

Notice of Statutory Motion

b. Senate Membership 2023-2024

Contingent on the approval of item 1a above, it is the intention of Senate Executive to put the following statutory motion to Senate:

> **That Senate approve the membership of Senate for the period 1 July 2023 to 30 June 2024 with a maximum of 169 and distribution as follows** (changes in red text)**:**

Members specified by the York Act (Total of 21)
Chancellor (1)
President (1)
Vice-Presidents (5)
Deans and Principal (12, including Dean of Libraries)
Two-to-four members of Board (2)

Faculty Members Elected by Faculty Councils (Total of 99)
Arts, Media, Performance and Design **7** (minimum of 2 chairs)
Education **4**
Environmental and Urban Change **4**
Glendon **7** (minimum of 1 Chair)
Health**13** (minimum of 2 Chairs)
Lassonde **9** (minimum of 1 Chair)
Liberal Arts & Professional Studies **34** (minimum 13 Chairs and 2 contract faculty members)
Osgoode **4**
Schulich **5**
Science **12** (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)
2 for each Faculty, except 6 for LA&PS
Graduate Student Association (1)
York Federation of Students (1)

Executive Committee – Report to Senate

Other Members (Total of 13)
Chair of Senate (1)
Vice-Chair of Senate (1)
Deputy Provost, Markham (1)
Academic Colleague (1)
President of YUFA (1)
YUSA Member (1)
Member of CUPE 3903 (1)
Alumni (2)
College Heads (1)
University Registrar (1)
Vice-Provost Academic (1)
Vice-Provost Students (1)

Chairs of Senate Committees who are not otherwise Senators (Estimated at a maximum of 5)

Ex-Officio, Non-Voting
Secretary of Senate (1)

Rationale
As noted in 1a above, the Committee embarked on the process of membership review this past autumn. With the support of Senate for a temporary change to the membership period, the proposed Senate allocations for 2023-2024 are presented in this Notice of Motion as the first stage for this statutory item of business.

The allocation of seats for full-time faculty members elected by Councils is determined by first calculating the proportion of the overall complement attributable to each Faculty (tenure stream, alternate stream and CLAs) based on the most recently available data (Quick Facts, OIPA Data Hub). Percentages are then applied to the full-time faculty member seats on Senate.

Minor adjustments to the Faculty seat allocations - noted in red above - are necessary based on the calculation referenced in the previous paragraph; specifically, the allocation of seats for Glendon and Health is decreased by 1 each, and increased by 1 for both the Lassonde School of Engineering and the Faculty of Science.

The following standing considerations were also factored into the proposed membership:

- it has been a long-standing rule that no Faculty shall have fewer than four faculty member seats, and three Faculties (Education, Environmental & Urban Change and Osgoode) received additional seats according to this stipulation.

- since 2013, Glendon has been allocated two more seats than a strictly proportional formula yields by virtue of its special nature (an allocation confirmed by Senate in 2015).

Executive Committee – Report to Senate

The Committee does not recommend any changes in student membership. The relatively large size of the student population in Liberal Arts and Professional Studies continues to justify the allocation of four seats more than other Faculties.

FOR INFORMATION

c. Approval of Members of Senate Committees Nominated by Faculty Council

The Executive Committee has approved the individual listed below as nominated by the Faculty Council of the Faculty of Graduate Studies to serve on the Senate committee, effective immediately for the balance of the three year term to 30 June 2025.

Academic Policy, Planning and Research

Saskia van Viegen, Associate Professor, Graduate Program in Linguistics & Applied Linguistics, Faculty of Graduate Studies

d. Review of Faculty Council Rules and Procedures

The Executive Committee approved changes to the rules and procedures for the *Faculty of Environmental and Urban Change* Faculty Council which will see the composition of its *Graduate Pedagogy, Academic Standards, and Awards Committee* revised for improved functionality.

e. 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 recommendations to add / renew individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with the recommendations, and, as a result, two new candidates have been deemed eligible for honorary degrees and one was renewed for the pool for an additional five-years.

f. Mode of delivery of Senate meetings for balance of Winter 2023 term

Executive has decided that the remaining meetings of Senate this term will be held virtually. The experience from the hybrid meeting in February identified the need for certain technical aspects to be improved upon to sustain the high quality of the delivery of Senate meetings. Time to assess options is needed. Executive will take up the issue in the fall in conjunction with planning for the 2023-2024 governance year.

Poonam Puri, Chair
Lauren Sergio, Vice-Chair

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 23 March 2023

FOR ACTION

a. Chartering of Organized Research Units[1]

 The Academic Policy, Planning and Research Committee recommends,

> **That Senate approve the chartering of the York University Centre on Aging Research and Education as an Organized Research Unit for a five-year period, commencing 1 July 2023.**

Rationale

APPRC proposes the chartering of this Faculty-based Organized Research Unit based on the recommendation from its Sub-Committee on ORUs, and its satisfaction that it is of high academic calibre, has a critical mass of researchers who are collectively cultivating a rich culture of intellectual engagement, knowledge mobilization and student mentorship, and has strategic plans to advance its vision and sustain its solid record of external funding.

Supporting documentation, including resource statements from the (then) Dean of the Faculty of Health, is attached as Appendix A.

Governance Approvals: APPRC 16 March 2023

FOR INFORMATION

b. Vice-President Research and Innovation Report

Having discussed it with APPRC earlier this month, Vice-President Asif will present his annual report on research to Senate at this meeting. The presentation slides are attached as Appendix B.

The report highlights and celebrates the recent achievements of York researchers, presents the 2020-2021 comparative performance on total external research funding and other scholarship metrics, discusses Tri-Council funding results to 30 April 2021, and details research intensification initiatives aligned with the 2018-2023 Strategic Research Plan and UAP priorities.

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[1] Senate is provided with the "Terms and Expectations" document for each charter proposal. As in the past, Senators may review the full dossier upon request. Members of APPRC who are actual or prospective members of an ORU under review absent themselves from discussions of charter recommendations.

Academic Policy, Planning and Research Committee
Report to Senate

In addition to providing advice to the Vice-President Research & Innovation on the form and content of the annual report to Senate, APPRC offered advice to inform research planning and the allocation of research resources towards enhancing the research culture and building on our research excellence. Suggestions conveyed include consideration of:

- the immediate and long-term benefits of providing resources and support for early-career faculty members to apply for research grants to support the establishment of their individual scholarship towards tenure, and also to set the stage for sustained funding success throughout their career at the University; and also targeted initiatives for mid-career faculty members who could benefit from this support

- defining differentiated, bottom-up strategies to address the recurring challenge on the research intensity metric

- identifying novel ways to communicate externally the information about the University's research success and strengths to support graduate student recruitment initiatives

- sharing information with faculty members on the expectations of and advantages to a research eco-system where faculty draw on external funding received to provide support for graduate student research and mentoring

Senators are encouraged to review the report in advance to prepare comments and questions for discussion at the Senate meeting.

c. Joint APPRC-ASCP Task Force on Pedagogy
As was shared with Senate and the community last week, the members of the *Joint APPRC-ASCP Task Force on the Future of Pedagogy* have been selected. An impressive pool of applicants produced a strong and diverse complement of senior and junior tenure-stream faculty members from across the Faculties and campuses, contract faculty members, a teaching and learning Librarian, an undergraduate student, a graduate student, and non-academic staff from the Teaching Commons and University Information Technology units.

The Task Force will be convened this month. It is hoped that faculty, staff and students will contribute input and ideas through planned focus group consultations to be undertaken by the Task Force. The collegium should watch for announcements of opportunities to collaborate in this way. Progress reports from APPRC and ASCP will be shared with Senate and the community at appropriate intervals.

Academic Policy, Planning and Research Committee
Report to Senate

d. Academic Planning Forum Postponed to the Autumn

Due to extenuating circumstances, the APPRC planning forum scheduled for 2 March 2023 had to be postponed. It is unfortunate but it was determined a postponement was necessary. APPRC will plan to host the event in the Fall term, maintaining the focus on *Seizing the Opportunities of a Multi-campus University,* ahead of the opening of the new Markham Campus in Fall 2024.

e. Markham Campus

APPRC continues to monitor and provide input into the preparation of the academic dimensions of the Markham campus, including research, curriculum, and pedagogy. The Committee receives a monthly progress report from the Deputy Provost Markham, Gordon Binsted. The discussions with the Deputy Provost keeps the Committee abreast of the preparations for the delivery of and support for the academic programming at the new campus and faculty engagement in research.

The issues discussed with the Deputy Provost in late February touched on the following:

- Progress on filling the non-academic staff positions to be based at the campus, particularly those to support the development of community and employer partnerships with the experential education, student placement and work-integrate-learning (WIL) components of the degree programs
- Under the leadership of the Director of Digital Services, the ongoing preparation of the facilities, equipment, and necessary forms of research support for faculty members on the campus
- the strong FW'23 applications for the new BASc Digital Technologies degree program to be offered by the Lassonde School of Engineering, initially at the IBM satellite site in Markham
- the ongoing development of the core digital literacy curriculum to be housed at the campus, and the searches underway for the three faculty who will deliver the courses
- the early development of campus committee structures, including a space committee for research space planning

f. Congress 2023: Scholarly plans report

Dr Andrea Davis shared with APPRC the exciting plans for Congress 2023 being hosted by York this spring. The Committee was inspired by the impressive strides being taken to make this event accessible to a broad range of voices and across disciplines, and to have it reflect the ethos and life of York University and its surrounding communities.

Members offered suggestions for consideration to support the success of the conference, including:

Academic Policy, Planning and Research Committee
Report to Senate

- Opportunities to showcase the ORUs at the University and encourage visits to them to learn more about the innovative and influential research being conducted by York faculty

- Maximizing the various sustainability options in the delivery of the event and its activities (e.g., transportation, benchmarking the carbon footprint to be used as a metric to improve upon going forward)

- Seeking ways to have the Glendon campus integrated in the sessions / activities

The Committee joins Dr Davis and the Provost in encouraging members of the York community to actively participate in Congress to bring to fruition its exciting and robust plans.

g. Research Data Management Strategy

In January, Senate was consulted about York's Research Data Management (RDM) strategy drafted to comply with the requirement in the *Tri-Agency Research Data Management Policy* for all Canadian universities to establish institutional RDM strategies. Dean Kirchner, Co-Chair of the *York University Open Access and Open Data Steering Committee*, advised APPRC this month that the University's [Research Data Management Strategy](#) was finalized and submitted to the Tri-Agency by the 1 March 2023 deadline as required. Dean Kirchner's report summarised the major themes that arose during the consultation process and shared several questions raised by the York University community for consideration by Tri-Council in its ongoing oversight in this domain.

Michael Moir
Chair

York University Centre for Aging Research and Education

Terms and Expectations

2023 – 2028 Charter

1. Mandate

The York University Centre for Aging Research and Education (YU-CARE) engages with a highly productive and interdisciplinary group of scholars and trainees within the Faculty of Health and with researchers from across the university. Our wide-ranging research foci is on aging, from cells to society, crossing from bench science to health services and policy research. Our members use a wide range of methods and approaches to understand real world challenges across a range of themes:

- Care practices, care work and care delivery
- Aging policy and healthy aging promotion
- Cognitive neuroscience of aging
- Physiology and biomechanics of aging
- Diverse populations and aging
- Psychology of aging

2. Lead Faculty

As the Lead Faculty, the Faculty of Health agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the YU-CARE in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

This support includes promoting membership in the Centre, supplying a decanal representative to serve as Vice-Chair of the Centre's Board, and facilitating selection and approval of Directors as warranted. The Lead Faculty further agrees to integrate YU-CARE's objectives into its strategic research planning and to champion the development of the Centre as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of YU-CARE will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas. The Faculty will also assist in establishing an advisory board.

3. Board

The Board for YU-CARE has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion the Centre with internal and external stakeholders as appropriate, and to serve as a resource for the

Director in assisting YU-CARE to achieve its objectives. Composition of the Board normally will be as follows:

a. Dean (or designate), Faculty of Health, Chair
b. VPRI (or designate), Vice-Chair

The Board may consult with the Executive or other governance or advisory bodies established by the Centre but is not intended to replace or take over the functions of those bodies.

4. Directorship

Director terms are typically 5-years in length. Upon the completion of a Directorship term, the Faculty will appoint / re-appoint a Director for a 5-year term, following re-application and review or a Director search process. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is normally re-chartered every 5 years.

5. Objectives and Expectations, 2023-2028

General nature of the research program to be pursued through the ORU

The key objective of a re-chartered YU-CARE is to support its *greenhouse eco-system model* – to germinate, cross-pollinate, grow and discover – new insights, approaches and promising policy and practice solutions in the area of aging research and education (Figure 1). A second key objective is to sustain its *knowledge sharing platform* that allows YU-CARE researchers and trainees to cooperate, sustain, launch and elevate its researchers at all career stages (from undergrad to senior faculty and retired faculty members) and to promote their findings to appropriate audiences. The objectives not only to contribute to the Faculty's and University's strategic areas of foci, and its research plans in ways that are aligned with the UN Sustainable Development Goals, but also to produce findings that speak to a variety of audiences, including other academics, policymakers, practitioners and the broader public.

Building on its critical mass of scholars conducting leading edge, local and international, inter- disciplinary aging research, and as a place for mentoring trainees to be the next generation of aging researchers the YU-CARE greenhouse eco-system model aims to strengthen, support and then amplify the work of YU-CARE researchers and to situate York as an important, leading and exciting centre for aging research. It is undergirded by a knowledge sharing platform – with its tools for sharing and collaboration – is intended to help support the greenhouse eco-system model in ways that spark cross- disciplinary ideas, promote cross-disciplinary thinking and create environments in which to develop and grow those ideas, train the next generation, and communicate results to a variety of academic and non-academic audiences.

YU-CARE members take interdisciplinary approaches to their applied, theoretical and creative scholarship. The research teams produce studies across multiple sites, engage in partnerships with other research centres and with community organizations, and provide cross-university opportunities for trainee mentorship. Amongst the variety of work being conducted, studies explore: ageism; aging policy; practices to promote healthy aging; approaches to aging equity; age-friendly communities; the social determinants of health; diverse populations and aging; gender; physiological and biomechanical processes; indigeneity and aging; chronic disease and aging; cognitive and psychological diseases and approaches; and promising policies and practices for care settings including hospital, home and long-term care.

Proposed Research Program

Given the interdisciplinary nature of our studies, YU- CARE plans to support members' existing funded research (currently funded until 2025) and grow future applications to Canadian tri-council calls (e.g., operating, discovery, development, team and partnership grants), joint special calls (CIHR, NSERC and SSHRC) and funding from governments, foundations and other jurisdictions (e.g., Australian Research Council, European Research on Aging).   To the extent that it makes sense, we will encourage research that involves international collaborations. Some of our studies are focused on pedagogy, and we may have opportunities to apply for institutional support to further develop the Certificate in Aging in ways that use promising curricular practices.

Research Themes:

- Care Practices, Care Work and Care Delivery
- Aging Policy and Healthy Aging Promotion
- Cognitive Neuroscience of Aging
- Physiology and Biomechanics of Aging
- Diverse Populations and Aging
- Psychology of Aging

While the existing research themes continue to resonate, new funded research as well as exciting new funding opportunities invite us to consider ways to expand or refine our themes. Adding themes as appropriate, such as Indigeneity and Aging, would present opportunities to collaborate with York's new ORU, The Centre for Indigenous Knowledges and Languages. It would also align with existing studies that are being conducted and fit with new funding opportunities. Currently, the SSHRC funded Imagine Aging study focuses on aging and urban Indigenous experiences as part of its 12-city, 7-year study of age-friendly communities. In addition, a newly funded study examines HIV as a chronic disease to see how gender and ageing impact on Indigenous people's experiences with access to supports and services.

In addition to supporting member's research programs, YU-CARE plans to support pooled research activity in the following ways:

- Support the germination of ideas and encourage members to submit to tri-council and to international funding opportunities.
- Provide Knowledge mobilization and grant application support as applicable.
- Submit a grant applications with YU-CARE members (to CIHR or another team-based opportunity) for an Aging Research Shared Platform that would enable York researchers to host an older adult participant pool and to conduct community-based research and training.
- Submit to MITACS and other funding opportunities to fund graduate and postdoctoral trainees to work with community partners.

Anticipated Sources of External Funding

YU-CARE plans to use a greenhouse model to cultivate aging research at York. First, we will host The Aging Research Collaboratory, which invites current and potential members into dialogue and conversation about aging research amongst researchers and trainees as a way of sparking ideas. The idea is to start with "how" we explore different aspects of aging research as way of seeing overlaps and gaps, and towards framing truly original and interdisciplinary studies. YU-CARE will support researchers to apply to Tri-Council council grants and create opportunities to pool resources and share knowledge. In addition, YU-CARE will work with community partners to identify opportunities for MITACS fellows. Working with advancement, YU-CARE will look for ways to attract targeted donations.

Plan for Enhancing the Training Environment

We plan to continue to slowly build the Certificate on Aging at the undergraduate level. We will explore the extent to which adding in graduate training to the certificate makes sense. We plan to continue to support the inter-disciplinary trainee network, and better understand how to support trainees in the context of a commuter university and look forward to when in-person time on campus resumes to enable trainees to spend time together. In the meantime, we have learned how to use ZOOM technology to bring trainees into inter-disciplinary conversations with researchers, and to expose trainees to different methods for studying aging. Our Aging Research Collaboratory seminar series also offers trainees with opportunities to present their own research as well as for co-authored projects, and we will continue to offer opportunities for trainees to present. Finally, we will explore the possibilities presented by MITACS to offer doctoral and postdoctoral opportunities in partnership with community agencies.

Plan for engaging in knowledge transfer or knowledge mobilization

YU-CARE plans to enhance knowledge sharing efforts, particularly in support of new, emerging and under-represented scholars. Some examples of activities could include the following:

- Expand Research Spotlights series (e.g. 1-page plain language summaries of articles / research) and continue to highlight research accomplishments, especially of emerging and under-represented scholars;
- Host the Imagine Aging on-line International Seminar Series;
- Maintain and update the YU-CARE Website + YU-CARE's Compendium (e.g. online compendium of articles written by members) regularly;
- Highlight media appearances on the website's news section;
- Host the Aging Research Collaboratory as a virtual seminar series that focuses on Members' and Trainees' Research Methods and Methodologies (e.g. 2 – 3 York seminars to speak about aging research methods / methodology)

Expectations, Projected Deliverables and Evaluation Metrics

Areas	Projected Deliverables	Evaluation Metrics
Build Capacity	Recruit students and postdocs Provide a concentrated training experience for undergraduate, graduate and postdoctoral trainees and junior faculty Provide support to research teams working with community stakeholders towards shared vision Develop partnerships with community organizations Pool resources (e.g., space, a centre coordinator, shared databases) Expand and maintain research compendium Attract private cash and in-kind donations (e.g., space)	Graduate student theses /major research papers in aging related research completed Postdoctoral fellows hired Seminars hosted partnerships including but not limited to Memorandum of understanding with academic and community individuals, research centres and organizations maintained and created Research compendium updated

Areas	Projected Deliverables	Evaluation Metrics
Develop Research	Support community partnerships Enable collaborations with researchers and trainees located within and outside York University Increase competitiveness in tri-council funded grants	Submitted grant applications along with York researchers, and strategic partners in community organizations and academic research centres Published journal articles and book chapters Email list of older adults to share information about study recruitment, study findings and seminars
Promote Research Findings	Exchange knowledge with other researchers and with community stakeholders Garner media attention to support research dissemination	Website traffic, unique users and time on the site Published research spotlights Events held within York and in the community Media engagement with York research findings

7. Resource Commitments

VPRI

The VPRI office will support YU-CARE with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Centre is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

The Faculty of Health

As the Lead Faculty, the Faculty of Health, commits to including in its strategic planning the development of YU-CARE in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities. The Faculty is committed to ensuring that the Centre has access to sufficient resources throughout

the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director. In terms of infrastructure, YU-CARE will have one office for the coordinator in HNES. Administrative support through a Centre Coordinator, shared with the Muscle Health Research Centre, will be supported by the Faculty of Health. The coordinator will devote 50% of their time to YU-CARE.

The Faculty of Health will also provide the Director's stiped and 1.0 course release as per the YUFA collective agreement. The release cannot be combined with other releases which would lower the Director's teaching load below 1.0 FCE. The total annual investment is $65,000.

The Faculty will also work with advancement to explore potential gifts, assist researchers to find external funding sources and advocate for contributions from other sources within and outside of York.

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of unrestricted overhead funds to be allocated to the ORU. The Faculty's allocation of overhead funds to the centre will use the VPRI model of 75% on contracts and non-Tri Council funding as a guide for consideration.

8. PIER

YU-CARE commits to consult and incorporate recommendations from the Plan for the Intensification and Enhancement of Research (PIER) into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Dr. Tamara Daly/YU-CARE Director
Dr. Mary Fox/Faculty Member, School of Nursing
Dr. Gary Turner/Faculty Member, Psychology
Dr. Brad Meisner/Faculty Member, KHS
Representative of the YURA, York University Retirees Association

YORK U
UNIVERSITÉ UNIVERSITY

September 30, 2021

RE: Faculty of Health's support for York University – Centre for Aging Research and Education (YU-CARE)

FACULTY OF HEALTH

Office of the Dean

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Fax 416 736 5760
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Dear Reviewers,

It is my pleasure to write this letter expressing the Faculty of Health's support for the re-chartering application of York University – Centre for Aging Research and Education (YU-CARE) Organized Research Unit (ORU). Health has been home to YU-CARE since its inception in 2014. The charter period was extended by one year to June 2021; therefore, this is the first re-chartering submission for this Centre. The Faculty of Health looks forward to continuing to host this important Centre for the period of 2022-2027.

The most recent pandemic has highlighted, once again, the many significant health challenges associated with older adulthood. Older adults experience some of the most profound health inequalities in Canada. Older adults are more likely to experience multiple chronic conditions (including dementia, diabetes, respiratory disease, arthritis, cardiovascular disease, mobility challenges, to name a few) which require management and treatment that are often at odds with the current health care systems focus on acute conditions. Too many older adults end up in institutionalized settings which amount to little more than a crude and undignified system of warehousing individuals who have spent their lives building the society the rest of us enjoy today. We have known about these challenges for decades. What we need are new, workable, dignified approaches to keeping older adults healthier for longer, and to provide them with accessible, responsive, effective care when it is required. This is effectively the mission of YU-CARE and why the ORU remains profoundly important. The opportunity to bring together leading researchers from multiple disciplines to develop and test solutions is essential and why I am highly supportive of re-chartering YU-CARE.

Broadly speaking, the mandate of YU-CARE is to build capacity in optimal aging research, education and practice. This has been achieved through the promotion of inter-disciplinary research and the development of a fertile training environment for highly qualified professionals and junior faculty. This focus on translating aging-related research across disciplines (from the cell to long-term care) and methods (from individual to society) is what sets it apart from similarly focussed research clusters in Canada. Located on York's Keele campus, the geographic location, and research and education space that YU-CARE occupies, provides a unique opportunity to participate in the revisioning of healthy, inclusive, aging and healthcare with partners in York Region, one of the most diverse regions in Canada. YU-CARE is well positioned to

continue carrying out timely research, providing expert insight, and contributing to guidelines and recommendations for innovative and evidence-informed solutions that will be needed to chart a new path forward from the failures in long-term and community-care.

York University's Strategic Research Plan in "building healthy lives and communities" and with the opportunities for research in "healthy individuals, communities and global health" are well-aligned with the Centre's mandate. Furthermore, YU-CARE's Aging *health-first* perspective has consistently been a strategic focus for the Faculty. The interdisciplinary linkages of YU-CARE members with focus on multicultural, mind, body, community and societal perspectives on aging aligns with the Faculty of Health whose mission is to enhance health, health equity, health care, and wellbeing through critical inquiry, creative world leading ideas, education, service and partnerships for the public good.

York's Senate policy and procedures for the chartering of ORUs articulate several performance expectations and set a high bar for research excellence. Strengths of YU-CARE include knowledge mobilization and its interdisciplinary approach to aging. YU-CARE effectively works with various community stakeholders to translate research knowledge into actionable outcomes that directly benefits seniors.

In light of the Centre's strong history of community engagement and forward-thinking to developing real-world solutions, I am committed to ensuring that YU-CARE has the necessary support to safeguard and grow its success. However, given the scope of opportunity the Faculty of Health cannot be the only source of support. We are prepared to commit support commensurate with other Faculty level ORUs, to work with Advancement to explore potential gifts, to assist researchers to find external funding sources, and advocate for contributions from other sources within and outside of York. As a starting point, over the next five years, the Faculty of Health is prepared to commit to the following:

- Leadership: The centre director will be provided with a stipend and 1.0 course release (a contribution of approximately $57,000 annually), consistent with the YUFA collective agreement provided the release is not combined with other releases to lower the Director's teaching load below 1.0 FCE.

- Governance: The Faculty of Health will support the governance of YU-CARE; the Associate Dean Research and Innovation will Chair the Centre's Board; and we will participate with the Office of the Vice-President Research & Innovation in the annual review process.

- Infrastructure: As YU-CARE is a virtual centre, the requirement for designated space is minimal. One office in HNES is allocated for use by the Centre Coordinator. The Centre coordinator will be shared with Muscle Health Research Centre (MHRC), another Faculty of Health ORU. The individual devotes 50% of effort to YU-CARE.

- University Strategic Research Plan (2018-2021): The objectives of YU-CARE are well integrated into the University's strategic research plan and UN Sustainable Development Goals, by informing public policy and engagement with key stakeholders.

- Financial sustainability: As this centre is a strategic research investment for the Faculty, an annual investment of $65,000 per year will be provided, inclusive of funding to support a Centre Coordinator.

In summary, YU-CARE plays an important role in the research culture of our Faculty, and we anticipate its continued growth and success over this charter period. We are in full support of the YU-CARE Centre re-chartering application.

Sincerely,

Paul W. McDonald, PhD, FRSPH, FCAHS
Dean, Faculty of Health

2022 Annual Research Report

Presentation to Senate
March 23, 2023

AMIR ASIF, VICE-PRESIDENT RESEARCH & INNOVATION

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VPRI Annual Update 2022

A. Sample of Recognition, Accolades, and Achievements

B. Supporting Inclusionary Research & Scholarship

C. Strengthen Interdisciplinary Research in Areas of Strategic Importance to York

D. Strategic Research Plan Update

E. University Research Output: 2022 Rankings*

F. Innovation York: Driving Engagement and Building Entrepreneurship

G. New & Upcoming

*All research income results correspond to the 2021 fiscal year – May 1, 2020 to April 30, 2021

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Recognition, Accolades, and Achievements

Royal Society of Canada

➤ 6 York University professors recognized by the Royal Society (Canada's National Academy) among the senior collegium of distinguished scholars, artists and scientists in the country, in the arts, the humanities and the natural and social sciences.

Celia Haig-Brown,
Education

"Collaborative Knowledge Production, Decolonizing Research and Practice"

Steven J. Hoffman,
Global Health, Law and Political Science

"Global Health Law and Global Governance of Health Threats"

Linda Peake,
EUC

"Urbanization and Gendered Urban Insecurities"

Jianhong Wu,
Science

"Bifurcation Theory, Disease Modelling"

Sandra Rehan,
Department of Biology, Science

"Molecular Biology, Behavioural Genetics of Bees"

Sapna Sharma,
Department of Biology, Science

"Predicting the Effects of Environmental Stressors on Lakes"

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Royal Society of Canada

➤ In recognition of 25 years of unwavering dedication to the academy, the Royal Society of Canada has named Hédi Bouraoui, professor emeritus and writer in residence in the Department of French Studies (DoFS) at York University, Life Member of the Society.

Hédi Bouraoui

Bouraoui's commitment to studying Franco Canadian, as well as Mediterranean, cultures and enriching the reputation of Canada's academic tradition is apparent in view of the breadth of his life's work.

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Canada Research Chairs

➤ 4 new and 3 renewed Canada Research Chair (CRC) appointments

Antony Chum

School of Kinesiology & Health Science, Faculty of Health Tier II in Population Health Data Science

Arash Habibi Lashkari

School of Information Technology, LA&PS Tier II in Cybersecurity

Kohitij Kar

Biology, Faculty of Science Tier II in Visual Neuroscience

Liya Ma

Psychology, Faculty of Health Tier II in Cognitive Neurophysiology

Christopher Caputo

Chemistry, Faculty of Science Tier II (renewed) in Main-Group Catalysis and Sustainable Chemistry

Raymond Kwong

Biology, Faculty of Science Tier II (renewed) in Environmental Toxicology

Regina Rini
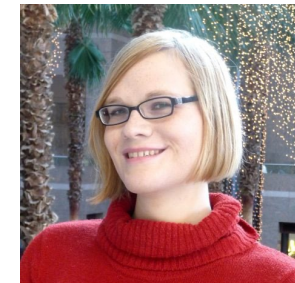
Philosophy, LA&PS Tier II (renewed) in Social Reasoning

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York Research Chairs 2022 – Tier 1

Kristin Andrews
LA&PS,
Philosophy of Animal Minds
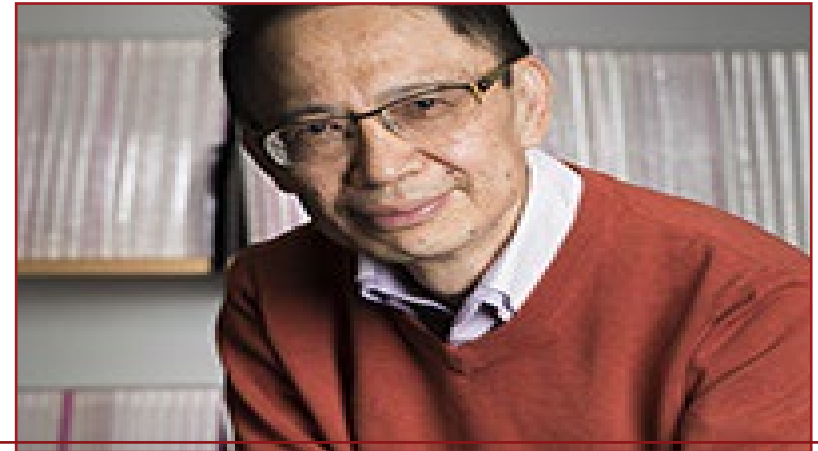
Jianhong Wu
Science,
Industrial and Applied Mathematics

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York Research Chairs 2022 – Tier 2

Joey Cheng
Health,
Leadership, Collaboration and Teams

Jane Heffernan
Science, Mathematics of Immunity and
Infectious Disease

Emily Laxer
Glendon,
Populism, Rights, and Legality

Adam Diamant
Schulich, Managing AI-Driven Technologies in
Health Care

Shital Desai
 AMPD, Accessible Interaction Design

Adrian Viens
Health,Population Health Ethics and Law

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Minister's Awards of Excellence 2021-22

Recipients of the Minister of Colleges and Universities' Award of Excellence 2021-22. This award spotlights the incredible work being done at Ontario's postsecondary institutions.

Future Proofing Ontario's Students

Kyle Belozerov, Science

Derek Jackson, Science

Developed a variety of interactive VR activities designed to help students manipulate molecules

Future Proofing Ontario's Students

Kristine Pedernal, Nursing

Andria Phillips, Nursing

Used the concept of cooperative gameplay to create virtual escape rooms simulating clinical scenarios

Equality of Opportunity

Lisa Cole, k2i academy, Lassonde

Recognized for work inspiring underrepresented youth in STEM

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President's Research Awards 2022

➢ Committed to the University's mission and vision to advance academic and research excellence for the benefit of all. Recipients help to establish York among the country's leading research-intensive universities through their visionary research, leadership and mentorship.

John Moores,
Lassonde

"Planetary Sciences"

Amy Muise,
Health

"Successful Maintenance of Romantic Relationships"

Seyed Moghadas,
Science

"Mathematical and Computational Modelling in Epidemiology and Immunology

Zheng Hong (George) Zhu,
Lassonde
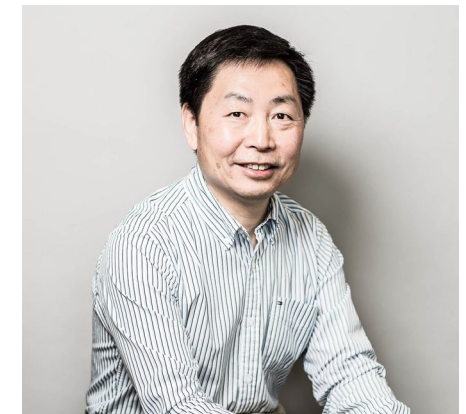
"Space Technology"

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Recognizing Research Success

PHILIP GIRARD

David Walter Mundell Medal

Awarded to Philip Girard, Osgoode Hall Law School, for excellence in legal writing. (This is the second year in a row that York U has won this award).

CARL JAMES

Killam Prize in Social Science

Carl James, Faculty of Education one of five recipients of the 2022 Killam Prize. He was awarded with the honour for his research on identity, race, class, gender, immigration and creating more equitable societies.

PRIATHAYINI SRIKANTHA

Ontario Society of Professional Engineers Awards Engineering

Engineering Medal – Young Professional category to Pirathayini Srikantha, Department of Electrical Engineering & Computer Science, Lassonde School of Engineering
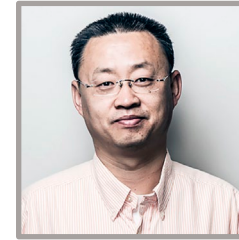
JINJUN SHAN

Fellow of the American Astronautical Society

Jinjun Shan, Department of Earth & Space Science, Lassonde School of Engineering, in recognition of his significant scientific, engineering, academic and management contributions to AAS and the space industry

BRIDGET STUTCHBURY

American Ornithological Society 2022 Elliot Coues Award

Bridget Stutchbury, Biology, Faculty of Science, who has made innovative contributions to understanding the ecology and conservation of migratory and neotropical songbirds.

SUNDAR VISWANATHAN

JUNO Award, Jazz Album of the Year

Group category: Sundar Viswanathan, with his band Avataar, Department of Music, AMPD

New Frontiers: Jianhong Wu elected for Fellowship in the Canadian Academy of Health Sciences - the first epidemiological math modeller to be elected.

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Sample Publications: Glendon College

Academic Books:

Maria Costanza Guzman

Negotiating Linguistic Plurality: Translation and Multilingualism in Canada and Beyond. Co-edited with Şehnaz Tahir Gürçağlar. Montreal: McGill-Queen's University Press, 2022.

Joanna Robinson

Routledge Handbook on the Green New Deal. Tienhaara, Kyla and Joanna Robinson (eds.). New York: Routledge, 2022.

Dan Berbecel

Presidential Power in Latin America: Examining the Cases of Argentina and Chile. New York: Routledge, 2022.

Willem Maas

Cities and the Contentious Politics of Migration, special issue of Globalizations (first online June 2022). Co-edited with Kelsey Norman and Hans Schattle

Sample Expressions of York's Scholarly & Creative Leadership

York University distinguished 5 AMPD faculty for their remarkable creative and artistic accomplishments. The 2022 York Research Award winners enriched creative and cultural expression and understanding.

- *Patrick Alcedo:* received the Cannes Indies Cinema Awards' Best Short Documentary for the film, They Call Me Dax and received an award at the All-Asian International Independent Film Festival for the film, A Will to Dream

- *Michael Greyeyes*: won the Performance by an Actor in a Leading Role at the 2021 Canadian Screen Awards for his work in the film, Blood Quantum

- *John Greyson, FRSC:* won the Teddy Award for the Best Short Film at the 71st Berlin International Film Festival's Berlinale Shorts for his work, International Dawn Chorus Day

- *Katherine Knight*: received the Rogers Audience Award at the 2021 Hot Docs Festival for her film, Still Max

- *Christina Petrowska Quilico*: elected as a Fellow for her celebrated career as a classical and contemporary pianist and for championing Canadian music

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Supporting Inclusionary Research & Scholarship

Supporting Research Equity, Diversity & Inclusion

› **Indigenous Research Ethics Board (IREB):** represents an important step in York's journey towards decolonizing research and will ensure that appropriate sensitivity to cultural and community rights, roles and responsibilities is applied to all research projects conducted at York. The first IREB in Canada.

› **Indigenous Research Officer:** New position supporting both research of Indigenous researchers as well as research activities of non-Indigenous faculty working in Indigenous contexts

› **Centre for Indigenous Student Services:** A Full Time Traditional Counsellor position has been created and reviewed by Indigenous Council.

› **Hiring and Retention:**

- Increasing the number of Indigenous hires
- Supporting pre-tenure Indigenous colleagues with course release
- POLARIS for virtual training of all hiring committees.
- Second recruitment cycle for the Provost's Indigenous Postdoctoral Program

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Equitable, Diverse and Inclusive Research Enterprise

- **Places of Online Learning for the Adjudication of Researchers Inclusively and Supportively** (POLARIS) is a first-in-Canada online training program to reduce unconscious bias and systemic barriers that offers rich and informative tools.

- **Seed Grants**: Addressing structural barriers in research by investing
  - $250K in Indigenous Research Seed Grants,
  - $50K in research funding plus enhanced administrative supports to each of Tubman and CERLAC research centres
  - as well as an additional $150K in Black Research Seed Grants to complement the research funding to Tubman and CERLAC.
  - Projects will be funded for next three years in Black community engagement and research, Indigenous community engagement and research, and sex-gender and disability research and knowledge mobilization

16

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Black and Indigenous Scholars: Provost PDFs

Sylvester Aboagye (Lassonde School of Engineering)
Aboagye is completing his PhD in electrical engineering at Memorial University of Newfoundland. His stimulating research investigates how humans can improve the achievable data rate, coverage and energy efficiency performances of communication technologies. Specifically, his project focuses on wireless communication networks.

Landing Badji (Glendon College)
Badji earned a PhD in ecology and ecosystem management from Cheikh Anta Diop University in Senegal. Badji's cutting-edge research focuses on Chimpanzee self-medication, hormones and human-chimpanzee interactions.

Leora Gansworth (Osgoode Hall Law School)
Gansworth holds a PhD in critical human geography from York University. Her innovative project investigates the environmental health priorities in the Algonquin territory.

Graeme Reed (Centre for Indigenous Knowledges and Languages)
Reed is a PhD candidate in rural studies at the University of Guelph. He will be advancing his work on Indigenous visions for self-determined climate solutions by working with the Center for Indigenous Knowledges and Languages (CIKL) catalyst project "Indigenous Climate Leadership and Self-Determination Futures."

This annual two-year award, valued at $70,000 per year, seeks to address underrepresentation in many disciplines and fields by providing Black and Indigenous scholars with the ability to dedicate their time to pursuing new research.

YORK U

Strengthen Interdisciplinary Research in Areas of Strategic Importance to York

Catalyzing Interdisciplinary Research Clusters

LOIs Invited to submit Full Proposals

Legend:
- Good Health & Well-Being
- Reduced Inequalities
- Clean Water & Sanitation
- Climate Action
- Peace, Justice & Strong Institutions
- Industry, Innovation & Infrastructure

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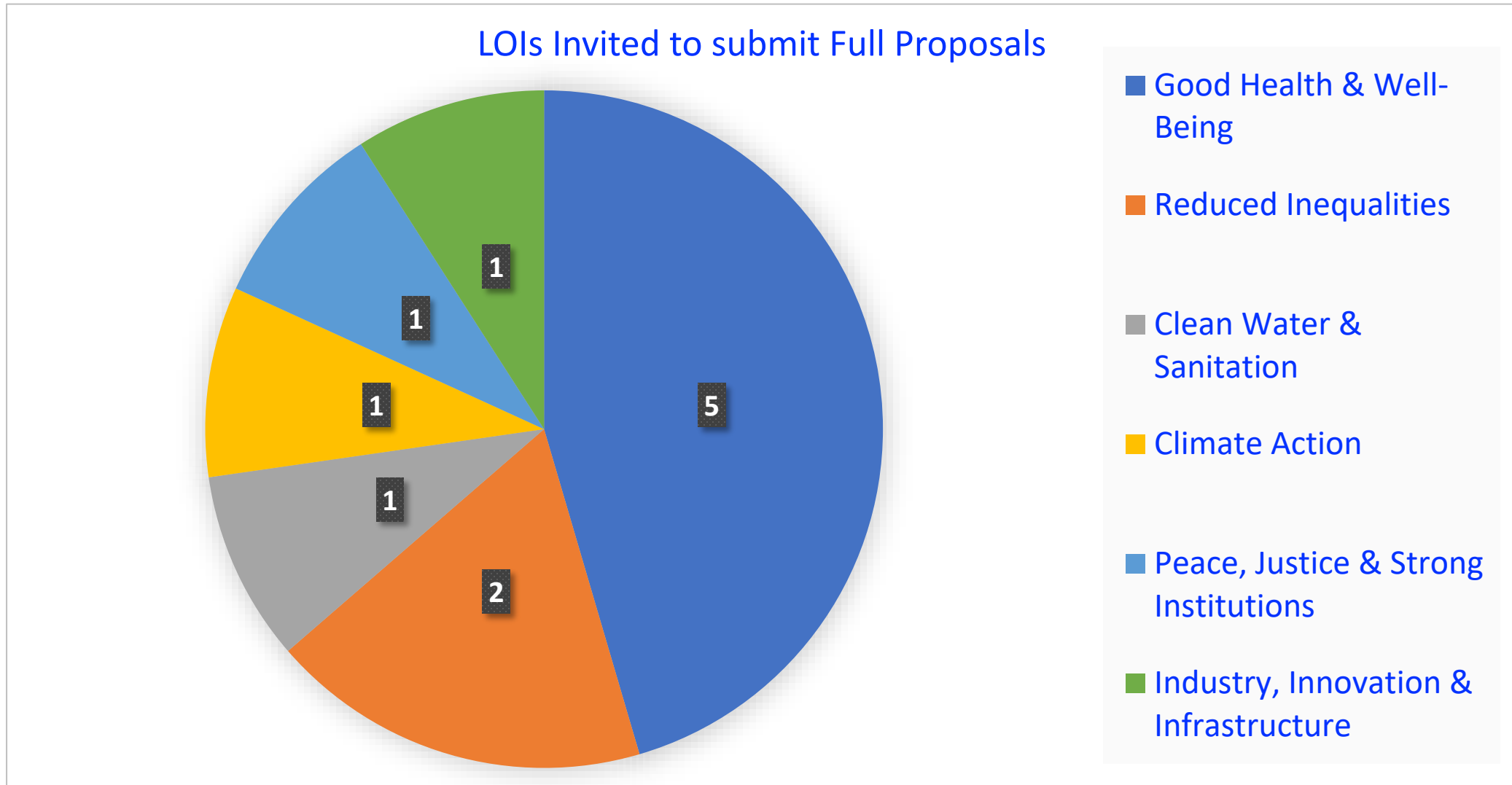
Catalyzing Interdisciplinary Research Clusters (CIRC) program

Supporting formation and growth of interdisciplinary research excellence clusters in areas of strategic importance. 7 projects awarded $150,000 per year for three years

Catalyzing Interdisciplinary Research Cluster for Detection and Remediation of Water Contaminants	• **Satinder Brar**, Lassonde with co-PIs **Pouya Rezai** (Lassonde), **James Orbinski** (Health), **Sylvie Morin (Science),** and **Ali Asgary** (LA&PS)
Catalyzing Collective Action at the Intersection of Global Health and the Arts	• **Caitlin Fisher,** AMPD with co-PIs **Steven Hoffman** (Health), and **Sharon Hayashi** (AMPD)
From Colonial Genocide to Just Relationships	• **Luann Good Gingrich**, LA&PS with co-PI **Heidi Matthews** (Osgoode)
Geomatics for Analyzing Climate Change Effects on Ecosystems and Human Populations	• **Tarmo Remmel**, EUC
Translating Brain Signals Across Scales, Species, Sex and Lifespan	• **Jeff Schall**, Science with co-PI **Shayna Rosenbaum,** Health
Education, Designing Sound Futures: Inclusive Design and Transdisciplinary STEAM Learning	• **Kurt Thumlert**, Education with co-PI **Andreas Kitzmann** (LA&PS)
Technologies for Identification and Control of Infectious Diseases	• **Sergey Krylov,** Science

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Catalyzing Interdisciplinary Research Clusters (CIRC) program

In addition, 6 other proposals that were highly ranked by external reviewers will each be awarded two-year funding of $100,000 per year for two years for a total of $200,000 each.

Biomedical Engineering Cluster	• Alex Czekanski (Lassonde) and co-PI Peter Backx (Science)
Towards Inclusive and Accessible Data Visualizations and Analytics	• Enamul Prince (LA&PS)
Overcoming Epidemics: Transnational Black Communities' Response, Recovery and Resilience	• Mohamed Sesay (LA&PS) and co-Pis Sylvia Bawa (LA&PS) and Oghenowede Eyawo (Health)
Research Cluster on Data Economy, aligned with UN SDG: Industry, Innovation & Infrastructure	• Xiaohui Yu (LA&PS) and co-Pis Giuseppina D'Agostino (Osgoode) and Jennifer Pybus (LA&PS)
*Social and Business Implications of Introducing Micro-mobility Vehicles (at York) Implications for Disruptive Technologies and Experiential Education	• Andrew Maxwell (Lassonde) and co-PIs Marina Freire-Gormaly (Lassonde), Pilar F Carbonell (LA&PS), Manos Papangelis (Lassonde) and Jose Etcheverry (EUC)
*Towards Sustainable Extraction in the North, aligned with UN SDG: Responsible Consumption and Production	• Laura McKinnon (Glendon) and co-PIs Kamelia Atefi-Monfared (Lassonde), Gabrielle Slowey (LA&PS) and Zachary Spicer (LA&PS)

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Facilitating Large Scale Grants- Recent Successes

NSERC/Mitacs: Ed Furman, Math & Stats, Faculty of Science
NSERC Alliance & Mitacs Alliance: New order of risk management: Theory and application in the era of systemic risk
Funding: $1.485M from NSERC but includes total contributions of $5.5M in cash and $5.2M in-kind.

NSERC Alliance: Jianhong Wu, Math & Stats, Faculty of Science
Advanced Mathematical Technologies for Respiratory Infection Risk Assessment & Pharmaceutical Intervention Scenario Analysis. Funding : $563,244

Krylov, Sergey (Science): NSERC Create $1.65M Technology-Enhanced Pharmaceutical Discovery

SSHRC Partnership Grant (Submitted fall 2022): 6 submissions invited to submit full applications totaling $15M combined. Results pending, expected end of March/ early April

ELLA: Women Entrepreneurship Strategy Ecosystem Fund, $3M

Expanding on services to women entrepreneurs as part of the 2018 project. ELLA program will provide a 360 degree, online and in-person support to women entrepreneurs at all stages in their entrepreneurial journey, from ideation to scaling. ELLA programs include: ELLA Express, ELLA Altitude and ELLEvate

YORK U

Facilitating Large Scale Grants-CFREF

Canada First Research Excellence Funds (CFREF)

Aims to boost the strengths of Canadian postsecondary institutions so that they can achieve global success in research areas that create long-term social and economic advantages for Canada.

There is no prescribed award value for competition.

York has submitted **Connected Minds: Neural & Machine Systems for a Healthy, Just Society** with a request of $106M, with a $126M of University matching funds. Total contribution value of $321M

Connected Minds will integrate York's existing science and technology research ecosystem, enhanced through current CFREF funding (VISTA), with longstanding institutional strengths in the social sciences, arts, humanities, and law, along with academic, non-academic, and community partners.

CONNECTED MINDS: Neural & Machine Systems for a Healthy, Just Society
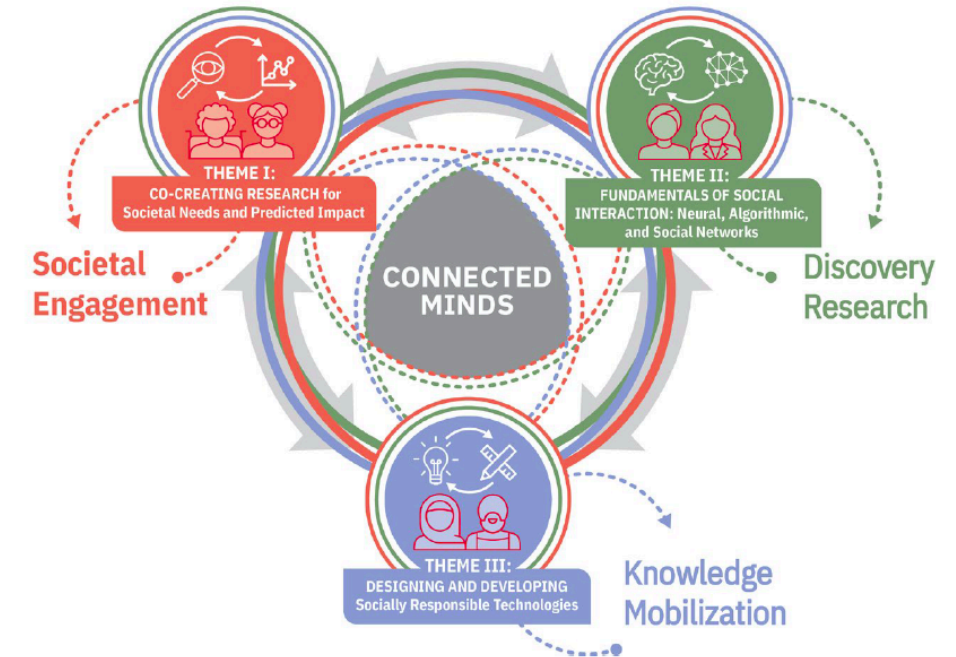
Figure 1. Research Themes. Our research will align with three core themes: **Theme I** (Co-creating Research for Societal Needs and Predicted Impact) projects will mobilize transdisciplinary academics expertise and non-academic partnerships (including Indigenous Communities) to co-create research topics, priorities, and approaches. **Theme II** (Fundamentals of Social Interaction: Neural, Algorithmic, and Social Networks) projects will study different levels and scales, from the local (e.g., cortical microcircuits, network modules, system components) to global (e.g., whole-brain functional connectivity, control systems), to the social networks composed of both humans and machines. **Theme III** (Designing and Developing Socially Responsible Technologies) projects will engage current and new partners in industry, healthcare, government and not-for-profit sectors to develop these intelligent technologies, and promulgate policies that promote a healthy, just society, and bench to world validation.

At its core, Connected Minds will function as a competitively funded program for activities that support our central mission: to understand and optimize human-machine interactions for a healthy, just society.

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New Organized Research Units

Organized Research Units (ORUs) serve as synergistic hubs for participatory research programs that bring together expertise from across disciplines. York is currently home to 30 ORUs, which have a strong history of collaborative, innovative and interdisciplinary research.

In 2022 6 new ORUs were launched as transdisciplinary research centres/ institutes as incubators of interdisciplinary scholarship, research & action

| Centre for Artificial Intelligence & Society | One WATER | Institute for Technoscience and Society | Centre for Integrative and Applied Neuroscience | York Emergency Mitigation, Engagement, Response and Governance Institute | Manufacturing Technology Entrepreneurship Centre |

Strategic Research Plan Update

Revised: Strategic Research Plan (2023-2028)

Who We Are: The depth and breadth of research at York, reflecting *our research strengths* across the institution across intersecting themes

| Advancing Fundamental, Discovery and Theoretical Research and Scholarship | Illuminating Cultures and Cultivating Creativity | Building Healthy Lives, Communities and Reimagining Futures | Reaching New Horizons in Science, Technology and Society | Pursuing a Just, Equitable and Sustainable World | Elevating Entrepreneurship Through Socially Responsible Innovation |

Where We Are Focused: Where research accomplishments, new developments, momentum and timing provide opportunities for building research success. This is where we see *areas of opportunity* to advance our research over the next 5 years

| Digital Cultures & Disruptive Technologies | Healthy Communities, Equity & Wellbeing | Climate Action for a Sustainable Planet | Indigenous Futurities | Studies in Equity & Social Justice | Catalyzing Inter & Transdisciplinary Research Opportunities |

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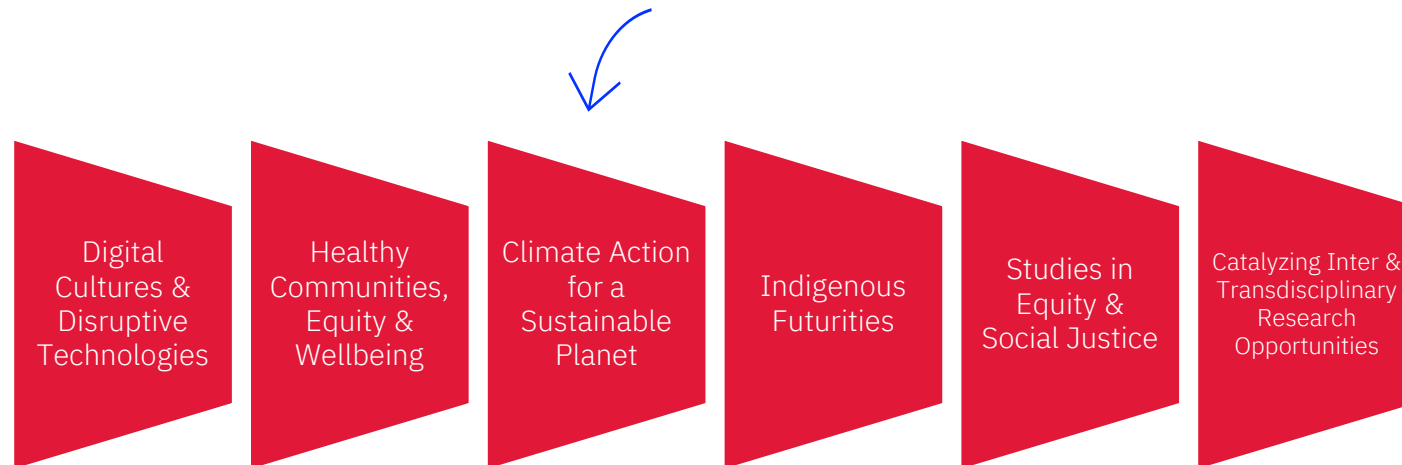
University Research Output: 2022 Rankings

National Rankings 2022 RE$EARCH Infosource

Rank		University	Sponsored Research Income		Intensity
2020	2021		FY 2021 $000	FY2020 $000	$ per Faculty $000
15	12	University of Manitoba	$231,904	$193,138	$187.9
11	13	Queen's University	$227,337	$228,092	$263.1
13	14	University of Waterloo	$221,029	$211,213	$179.8
14	15	Universite de Sherbrooke	$207,332	$205,176	$166.3
17	16	Dalhousie University	$183,746	$166,368	$166.1
18	17	University of Guelph	$182,768	$164,356	$216.3
29	18	Memorial University	$176,069	$162,922	$182.8
16	19	Simon Fraser University	$171,611	$167,256	$189.8
20	20	University of Victoria	$123,708	$124,972	$160.0
22	21	York University	$105,541	$100,416	$75.2
21	22	TMU	$102,357	$105,605	$111.5
23	23	Carleton University	$97,431	$86,468	$114.6
24	24	UQAM	$88,212	$83,567	$79.5
26	25	Concordia	$75,782	$60,536	$86.7

*Sponsored research income: includes all funds to support research received in the form of a grant, contribution or contract from all sources external to the institution.

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Comprehensive Category Annual Research Income FY2017-2021
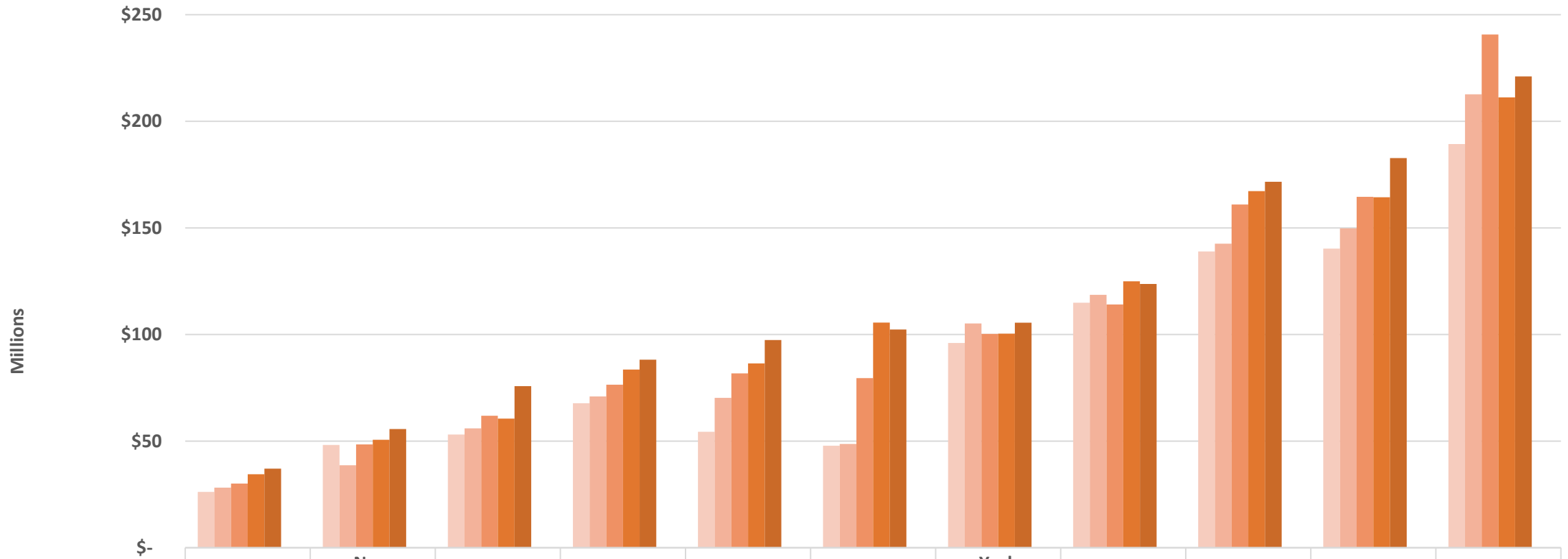
	Windsor	New Brunswick	Concordia	UQAM	Carleton	Ryerson	York University	Victoria	Simon Fraser	Guelph	Waterloo
FY2017	$26,198,000	$48,206,000	$53,099,000	$67,790,000	$54,369,000	$47,832,000	$96,030,000	$114,922,000	$138,964,000	$140,294,000	$189,333,000
FY2018	$28,207,000	$38,694,000	$55,999,000	$70,947,000	$70,298,000	$48,664,000	$105,168,000	$118,599,000	$142,598,000	$149,829,000	$212,649,000
FY2019	$30,067,000	$48,474,000	$61,899,000	$76,485,000	$81,760,000	$79,574,000	$100,304,000	$114,083,000	$160,988,000	$164,591,000	$240,726,000
FY2020	$34,469,000	$50,609,000	$60,536,000	$83,567,000	$86,468,000	$105,605,000	$100,416,000	$124,972,000	$167,256,000	$164,356,000	$211,213,000
FY2021	$37,069,000	$55,666,000	$75,782,000	$88,212,000	$97,431,000	$102,357,000	$105,541,000	$123,708,000	$171,611,000	$182,768,000	$221,029,000
$ per Faculty $000	$72.0	$122.1	$86.7	$79.5	$114.6	$111.5	$75.2	$160.0	$189.8	$216.3	$179.8

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York Tri-Council Research Funding

With CFREF and NCE values for consistency with previous years

	SSHRC	CIHR	NSERC
2015-16	$15,821,888	$4,820,227	$11,280,424
2016-17	$14,637,534	$5,793,773	$15,263,109
2017-18	$14,105,055	$9,025,416	$14,391,370
2018-19	$14,337,746	$8,418,110	$17,193,110
2019-20	$15,902,690	$6,652,595	$13,660,477
2020-21	$17,183,901	$8,154,248	$18,705,480

$17.4M $18.5M $9.2M $10.8M $17.7M $22.8M

Total values for the three agencies under sponsored research are the amount which Research Accounting provides for fund 500 revenue plus the SSHRC and NSERC scholarships in fund 600

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Research Performance
Building Capacity for Research Success

Record levels of research funding – highest level achieved for all councils (NSERC, CIHR, & SSHRC).

✓ **SSHRC:** Highest SSHRC funding ever in York's history.
  - **SSHRC Partnership Grants:** 2021: 100% success rate (4/4).
    National success rate of 84%. Funding of $10M (or 20%) out of the total of $52M. Best results ever for York University.
  - **SSHRC Partnership Development Grants:** Highest success rate and funding ever.
    2021: 100% success rate (6/6). National success rate of 74.6%. Funding of $1,074,481.
  - **SSHRC Connection Grants:** 2021: 100% success rate (5/5). National success rate of 83.3%. Funding of $319,642.
  - **SSHRC Insight Grants:** Highest success rate ever. 2021: 54% success (30/56). National success rate of 51.7%. Funding of $5,281,503.

✓ **NSERC:** Highest NSERC funding ever in York's history.
  - **NSERC Discovery Grants:** 2021 - 38 grants awarded with a total funding of $6.8M and a success rate of 74.51%
  - **NSERC Alliance Missions**: 2021: 4 applications funded for $1.1M and 80% success rate

✓ **CIHR** Highest CIHR funding and success rate ever in York's history.
  - **CIHR Project Grants:** 2 grants in Sept. 2021 competition, 3 grants in Apr. 2021 competition, with $1.8M in funding and a 42.8% success rate
  - **CIHR Health Research Training Platform (HRTP):** Pilot project started by CIHR this year. $2.55M to the Digital, Inclusive, Virtual, and Equitable Research Training in Mental Health Platform (DIVERT Mental Health Platform). 1 out of 13 proposals selected across Canada.

Research Productivity – Number of Publications 2022

Source SciVal 2023

Chart showing number of publications by university:
- Memorial University of Newfoundland: 2184
- Concordia University: 2295
- University of Victoria BC: 2418
- Carleton University: 2607
- Gueph University: 2736
- Simon Fraser: 2896
- York University: 2993 (#18)
- University of Saskatchewan: 3424
- University of Manitoba: 4060
- Queen's University: 4184
- Dalhousie University: 4204

Ranking out of 50 universities *SciVal publications include articles, conference papers, reviews, books and book chapters

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FY2017-FY2021 Granting Council Research Income Performance Comprehensive Category

York University FY2017-FY2021 Comprehensive Category (/11)	Research Income	Research Income as a % of Total University Research Income
Social Science & Humanities Research Council of Canada (SSHRC)	#1 ($76,166,000)	#1 (15%)
Canadian Institutes of Health Research (CIHR)	#2 ($38,044,000)	#1 (7.5%)
Natural Sciences & Engineering Research Council of Canada (NSERC)	#6 ($80,943,000)	#5 (16.0%)

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Opportunities

Research Funds: Focus on More Inclusion and Diversification

➢ York's Faculty research intensity ($ per faculty member) is $75,200 versus the sector average of $127,700 for Comprehensive Universities for FY2021 .

➢ York's Graduate Student research intensity ($ per graduate student) is $16,800 versus the sector average of $24,300 for Comprehensive Universities for FY2021 .

Research Partnerships: Increased Corporate Partners and Non-Profitable Organization

➢ York's Corporate research income and York's Not-For-Profit research income is below the sector average for FY2021.

Externally Sponsored Research Income: Large Scale Growth versus Incremental Growth

➢ York has maintained its externally sponsored research income at a level exceeding $100M for 4 years in succession with a 6% increase in FY2021.

➢ York continues to focus on a large scale increase in its externally sponsored research income. Some of the initiatives include Canada First Research Excellence Fund proposal: *Connected Minds* (~$110M); School of Medicine; Internal Catalyzing Interdisciplinary Research Cluster Competition; and Inauguration of new Organized Research Units, UN Centers of Excellence, etc.

YORK U

Innovation York: Driving Engagement & Building Entrepreneurship

Growth in Innovation

Establishing York as a recognized leader in Entrepreneurial programming:

Enabling York to be the first of a kind entrepreneurship hub in delivering unique programs that are first of a kind in the industry, i.e. programming dedicated towards scaling agri-food ventures, women led professional services ventures, and Northern York Region's first entrepreneurial hub

- York University now operates Ontario's first Food and Beverage Accelerator and Ontario's first accelerator for women-led profession service ventures.
- Began early-stage conversations with Fed Dev on developing a proposal for the Regional Innovation Ecosystem stream to build a national program that supports food and beverage companies scaling up into mass retail and export.
- In the past three cohorts of the Food and Beverage Accelerator, we have supported 36 ventures that have generated $2.93 million in revenue, raised over $1.7 million and created 34 new job opportunities within the 5 months of their program participation
- Creating York Region's first incubator/accelerator program in Northern York Region by partnering with the Town of Georgina & East Gwillimbury to deliver the Business Bounce Back program for 75 professional services and brick and mortar businesses through a Skills Development Fund

ySpace
YORK UNIVERSITY

ySpace Digital

ySpace Markham

ySpace Georgina

Yspace @ York U

ySpace Vaughan

APPROVED IN PRINCIPLE

YSpace Digital is an online community that offers a variety of **virtual support** and programming for students, faculty, and community ventures.

YSpace Markham is physical incubator located in Downtown Markham supporting **technology and food & beverage** start-up ventures primarily.

YSpace Gerorgina will be a **sector agnostic** physical incubator, making entrepreneurship support and space available to the northern York Region.

YSpace Vaughan would be a physical incubator, located in the Vaughan Metropolitan Centre with a focus on **Smart Cities**.

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YSpace Georgina- Northern York Region's first entrepreneurial hub

This project will create an ecosystem of entrepreneurial resources, including mentorship, access to networks and co-working space for collaboration. It will foster new business opportunities as well as personal and professional development for new and existing entrepreneurs. A combination of on-demand business support and programming within Georgina and East Gwillimbury, both in-person and virtually, will be offered. Programs will be refined and augmented to address the specific needs of each business community.

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https://www.georgina.ca/yspace

The Town of Georgina and the Town of East Gwillimbury are continuing a partnership with York University's YSpace to deliver a two-year Business Incubator/Accelerator pilot project to support entrepreneurs and economic growth during the recovery phase of the COVID-19 pandemic and beyond.

YSpace Vaughan
A physical incubator in the VMC, specializing in smart cities.

> Located at the one end of the Innovation Corridor, YSpace Vaughan will become a connected ecosystem, from Vaughan to the downtown core.

> Partnering with the City of Vaughan, YSpace Vaughan will be a smart cities living lab, not only connecting start-ups and scale-ups with researchers and talent, but facilitating the testing and integration of solutions within City infrastructure.

> Companies will access funds to test protypes in real-life settings with the goal of market entry or expansion upon completion.

> YSpace Vaughan will leverage other existing YSpace programs to support other companies outside the smart cities sector.
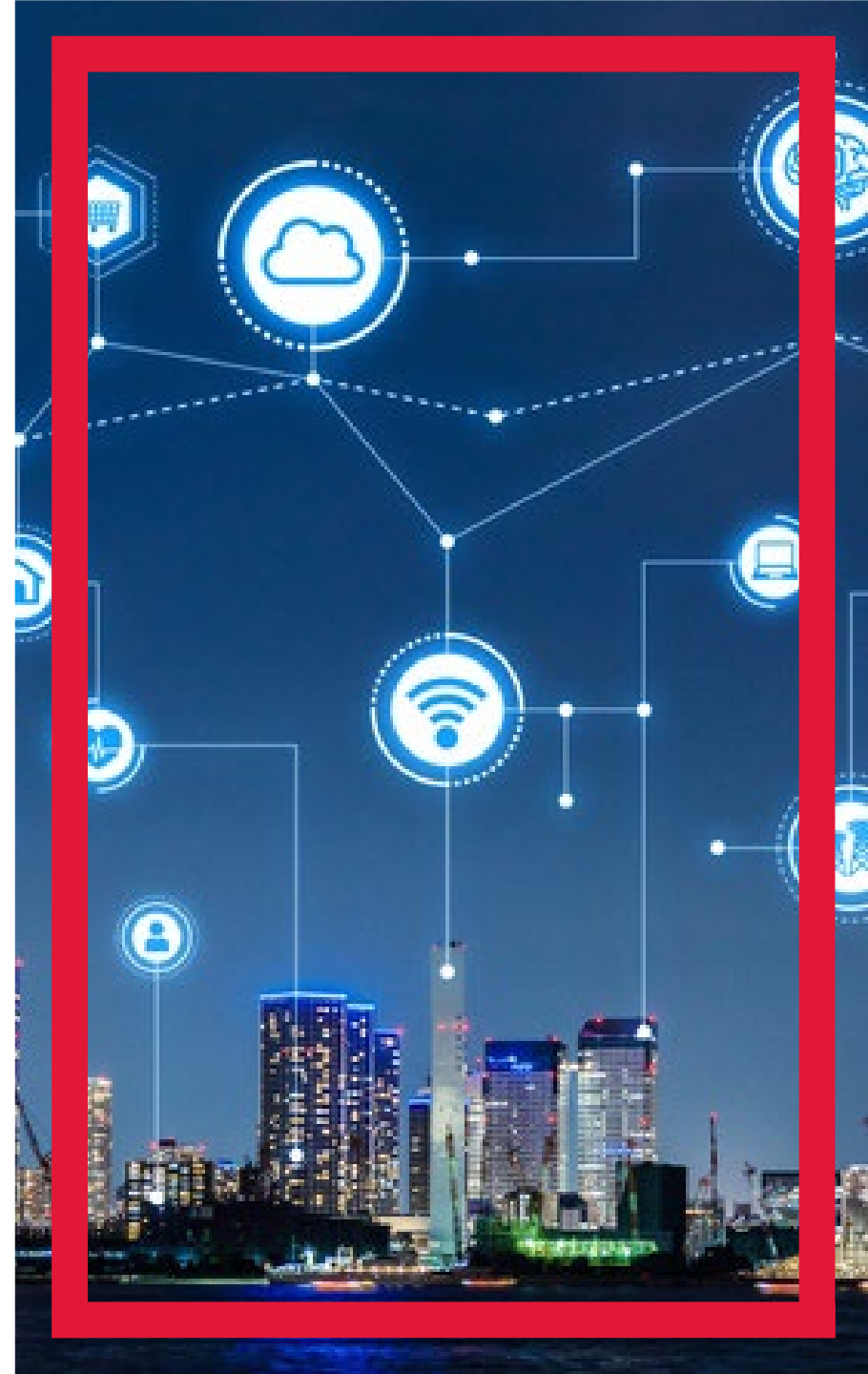
Provincial Commercialization Mandate Policy Framework

Commercialization Mandate Policy Framework Reporting System Snapshot

Customized "blueprint" for institutions to help improve commercialization outcomes

Commercialization Mandate Policy Framework

Commercialization Policy Posted by April 29, 2022

(Submitted to MCU)

First Annual Commercialization Plan Posted by December 15, 2022

(Submitted to MCU)

Subsequent Annual Commercialization Plans Posted by November 30

Initial workplan to refine/ implement all elements of the Commercialization Policy

Provides updates on workplan and sets a data baseline

YORK U

New & Upcoming

Fostering Innovation & Research Partnerships

SOME UPCOMING EXTERNAL RESEARCH COLLABORATIONS BEING PLANNED

SIEMENS

Exploring the viability of research collaborations in a variety of opportunity areas including-Sustainability, Microgrid, eMobility, Digital Transformations/Digital Twin. Co-creation workshop scheduled for late September.

Cortellucci Vaughan Hospital

In discussions with Cortellucci Vaughan Hospital to establish potential collaboration in the areas of Allied Health and Nursing as well as Advancing Health Informatics, health intelligence, population analytics etc. which would involve multiple Faculties including Health and Engineering.

AGA KHAN MUSEUM

A huddle being planned to bring researchers from both organizations together to discuss areas of potential collaboration. Exploring an MOU, hosting a future course or module at the Museum focused on Islamic Arts and Architecture.

YORK U

Enabling Research Success; Top 10 Initiatives

New Strategic Research Plan for Spring 2023

Catalyzing Interdisciplinary Research Clusters

York School of Medicine & Vaughan Healthcare Precinct (VHCP community research lecture series)

Research Service Excellence- research tables

SRP related Operational Implementation Plan to follow

Markham Campus Research Excellence

New Sustainability Framework and Strategy

Expanded innovation and commercialization strategy and annual commercialization plan with the Province

eCV community rollout and implementation; research data management; research security

Research Commons 2.0: new programming

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Questions, Comments, Discussion:

YORK U

Academic Standards, Curriculum and Pedagogy

Report to Senate

Meeting of 23 March 2023

FOR ACTION

a. **Addition of a Co-operative Education option within the Digital Media BA degree program, Lassonde School of Engineering and School of Arts, Media, Performance & Design**

ASCP recommends:

> that Senate approve the addition of a Co-operative Education option in the joint Digital Media Specialized Honours BA degree program, housed in the Lassonde School of Engineering and the School of Arts, Media, Performance and Design, effective Fall 2023.

Rationale

The full proposal and supporting documentation are available at Appendix A. A co-operative education option allows students to gain work experience that complements their academic studies. Students enrolled in the co-operative option will gain work experience in two work periods in paid jobs related to their field of study. Between the two work periods, the student must return to full-time academic studies at the university. These work periods will typically be a short (4-month) period for the summer term between the student's second and third year of studies, and a longer work period after the student's third year. After the second work period, the student will return to York for the completion of academic studies.

Co-operative work experience helps provide a well-rounded education, through:

- Money earned during work placements can help our students finance their education.
- Job experience may open more employment opportunities to graduates
- Work experience will help students make informed decisions about their career paths.

This proposal aligns with the SMA's Skills and job outcomes priority area that "seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy." The addition of the co-op option to the Digital Media program will require deepening the network of York's relationships with employers in the technology and arts sector and will likely cause a significant increase in the numbers of students enrolled in co-op positions.

Approvals: LSE Faculty Council 3 February 2023; AMPD Faculty Council 11 January 2023 • ASCP 1 March 2023

ASCP – Report to Senate

b. Revisions to general education requirements for undergraduate degree programs, Glendon

ASCP recommends:

> that Senate approve the Faculty-wide degree requirements in General Education, for the BA and BSc degree programs housed in Glendon, as set out in Appendix B, effective FW 2024.

Rationale

The proposal is to modify the BA and BSc general education requirements at Glendon as follows:

- revised to a new Glendon Core Curriculum (GCC) requirement.
- BSc programs General Education requirement revised as a combined General Education requirement and Core Curriculum requirement.

The proposed Glendon Core Curriculum necessitates: i) the creation of a slate of mandatory first-year courses for all incoming Glendon undergraduates; ii) the adaptation and cross-listing of some existing General Education courses and the creation of new courses as a Breadth Component at the 1000, 2000, and 3000 levels; and iii) the creation of new Big Ideas and Capstone seminars at the 4000 level.

Glendon College is proposing to revise its Faculty-wide degree requirement in general education for its BA and BSc degree programs into an outcomes-based core curriculum scaffolded across all years of study. As such, the proposed GCC is a prescribed set of courses, offered in English, French, and bilingually, that Glendon undergraduate students must complete over the course of their programs of study. Once fully implemented, the proposed GCC would not directly affect the program-specific degree requirements of major or minor programs, nor would it impede the delivery of certificate programs.

The proposed GCC has developed over many years as part of faculty-wide reform efforts to revitalize Glendon's academic mission and improve student enrolment and retention. Extensive consultations and committee findings conducted since early 2019 have determined that, from a student-centered pedagogical perspective, developing the current general education requirement into a core curriculum would be the most effective means to: aid the transition of incoming cohorts of Glendon students into university study; foster their sense of cohort identity and community-belonging; improve their academic success and university experience; impart transferable and marketable skills to prepare them for the workforce; provide summative learning experiences to prepare their transition to professional or graduate studies or to their careers; and cultivate graduate attributes consistent with Glendon's global focus and its commitments to the liberal arts and bilingualism and multilingualism.

The ultimate goal of the GCC is to advance Glendon's academic mission, as expressed in Glendon's Academic Plan 2020-2025. The proposed GCC furthers York University's

unique commitment to inter- and multidisciplinary educational enrichment in general education courses outside the major. The creation of the proposed GCC is the result of a multi-year process of reflection and consultation at Glendon. The proposed GCC does not affect current admission requirements, and it will maintain Glendon's current residency requirement.

 Approvals: Faculty Council 3 February 2023 • ASCP 1 March 2023

c. **Revisions to name and degree requirements for the Specialized Honours BA and iBA degree programs in Translation, School of Translation, Glendon**

ASCP recommends:

> that Senate approve the revision to the program name, from *Translation* to *Professional Translation*, and degree requirements for the Specialized Honours BA and iBA degree programs in Translation, Glendon, as set out in Appendix C, effective FW 2023.

Rationale

The name change allows the program to be better differentiated from the University of Ottawa's translation program, which is the only other undergraduate translation degree program offered in Ontario. Reducing the number of required credits will increase opportunities for students to pursue minors and certificates and better align requirements with those of other Specialized Honours BA programs offered at Glendon. Many such programs (CDNS, HIST, PHIL, POLS, SOCI) require 54 to 57 credits in the major rather than 60. Removing the specific English course requirements will ensure that students have more flexibility in choosing English courses that fit their interests and needs while working toward achieving degree outcomes. The program continues to be closely aligned with the six priorities outlined in the UAP. These proposed changes will allow Glendon to specifically target 21st Century Learning: Diversifying Whom, What, and How We Teach: by making more courses available online and in hybrid mode, the program would become more accessible to a wider number of students. Combining sections will enable offering French-language courses more consistently, and therefore better meet the needs of Glendon's French-dominant students. No new resources are required, and the assessment of teaching and learning is not changing.

Approvals: GL Faculty Council 3 March 2023 • ASCP 15 March 2023.

ASCP – Report to Senate

d. Revisions to name, degree requirements and mode of delivery for the Accelerated BA in Translation, School of Translation, Glendon

ASCP recommends:

> that Senate approve for the Honours BA Accelerated program in Translation housed in the School of Translation at Glendon, a revision in the name from *Translation* to *Professional Translation*, and changes to degree requirements as set out in Appendix D, effective FW 2023.

Rationale

The rationale for the proposed changes is similar to the rationale provided in the preceding proposal – Revisions to the BA and iBA degree programs in Translation, Glendon. While translators do not need accreditation by a professional body in order to work, some clients do prefer to hire certified translators, and so many translators do pursue accreditation. The Specialized Honours BA program is recognized by the Association of Translators and Interpreters of Ontario, and the proposed program changes will not affect this recognition.

Approvals: GL Faculty Council 3 March 2023 • ASCP 15 March 2023.

Consent Agenda

e. Closure of Joint York - University of Toronto Collaborative PhD Program in Ancient Greek and Roman History, Liberal Arts & Professional Studies

ASCP recommends:

> that Senate approve the closure of the Joint Collaborative PhD Program in Ancient Greek and Roman History (ColPAH), housed in LA&PS, effective W2023.

Rationale

Since the decision to terminate the Collaborative PhD Program in Ancient Greek and Roman History was taken by the Department of Classics at the University of Toronto, York University is completing its governance process through the proposed closure. The Department of Classics at U of T reached its decision following a program review and restructuring of its programs in 2013-2014, after which it proposed that the Memorandum of Agreement between York and the University of Toronto governing the ColPAH not be renewed. Admissions to the program were suspended as of FW 2016.

Approvals: LA&PS Faculty Council 9 February 2023 • ASCP 1 March 2023.

ASCP – Report to Senate

f. Closure of Graduate Diplomas in Voice Teaching (Type 2 and Type 3), School of Arts, Media, Performance and Design

ASCP recommends:

> that Senate approve the closure of the diplomas in Voice Teaching (Concurrent Type 2 and Consecutive Type 3), housed in the Department of Theatre & Performance, AMPD, effective Winter 2023.

Rationale

Both diploma types have been on hiatus for several years. Faculty complement plans in recent years necessitate winding up this programming. No graduate students are affected with the closures.

Approvals: AMPD Faculty Council 8 February 2023 • ASCP 1 March 2023

g. Change in name of the Acting stream and degree requirements for the Honours BFA degree program in Theatre, Department of Theatre & Performance, School of Arts, Media, Performance & Design

ASCP recommends:

> that Senate approve the change of the name of the stream in Acting, from *Acting* to *Acting & Performance*, and changes to degree requirements for the Honours BFA degree program in Theatre as set out in Appendix E, Department of Theatre & Performance, School of Arts, Media, Performance and Design, effective FW 2023.

Rationale

The changes to the degree requirements for the BFA program create a new model in which Acting & Devising come together in the fall term of second year in a revised course (with two sections), and allows all performance students access to many different pathways. In terms of the Program Learning Objectives, this will allow students to develop a much greater *breadth and depth of Knowledge* (1), as well as greater *Knowledge of methodologies* (2) in areas of performance which were heretofore closed to them. The changes take up suggestions rooted in the past two Cyclical Program Reviews.

Approvals: FC 11 January 2023 • ASCP 1 March 2023

ASCP – Report to Senate

For Information

h. Minor Modifications

The following minor modifications to curriculum were approved by ASCP.

Liberal Arts & Professional Studies

- Minor change in degree requirements for the PhD program in Gender, Feminist and Women's Studies

- Minor change to the comprehensive exam requirements for the PhD program in History

- Change in program field name for the PhD program in Political Science (effective SU' 2023)

- Minor change to BA Business Economics, and Honours BA Financial and Business Economics degree programs, Department of Economics

- Minor change to the Professional Certificate in Public Administration and Law, School of Public Policy and Administration

- Minor changes in TESOL Certificate program, Department of Languages, Literature and Linguistics

- Change in course rubric from COMN to CMDS, Department of Communications and Media Studies

- Minor changes to Business and Society Honours BA degree program, Department of Social Science

- Renaming of a stream in the Business and Society Honours BA degree program, Department of Social Science

- Minor change to graduate degree program in Interdisciplinary Studies

- Correction to degree requirements for the Honours BA programs, Political Science

Science

- Change in requirement for International Dual Degree BSc Honours program in Mathematics and Statistics

- Change in requirement for BSc Applied Mathematics program.

- Changes in MSc and PhD Biology program requirements

- Changes in MA, MSc and PhD Mathematics and Statistics admission requirements

Lassonde

- Change to the BEng Complementary Studies degree requirements.
- Change to degree requirements for BEng program in Computer Engineering

ASCP – Report to Senate

- Change to degree requirements for BEng program in Electrical Engineering and Computer Science
- Change to MSc Computer Science degree requirement.
- Minor changes to the degree requirements for the BEng program in Civil Engineering
- Minor changes to the engineering program core for Honours BEng programs

Education

- Clarification of requirements for the Certificate in Educational Development

Health

- Clarification of continuation requirements for Honours BA/BSc Kinesiology degree program

- Deferred implementation of approved (Senate) change to Kinesiology and Health Science BA and BSc practicum program (to FW 2024)

Faculty of Environmental and Urban Change

- Minor Change to MES program

Faculty of Graduate Studies

- Change in FGS Regulations – Work Focused Experiential Education
- Updates to Regulations governing courses and grading, effective May 2023

Glendon

- Minor change to degree requirements for the BA degree programs in History

i. Sessional Dates for 2023-2029

ASCP receives sessional dates as prepared by the Office of the University Registrar to fulfill its responsibility to confirm that the beginning, end and suspension dates are consistent with the guidelines governing the determination of dates as established in the *Senate Policy on Sessional Dates and Scheduling of Examinations*. Earlier this year, the University Registrar and ASCP agreed that it is beneficial for long-term planning at the University to map the sessional dates on a five-year horizon.

To that end, the sessional dates for each of the five academic years between FW2023-2024 to FW 2028-2029 are transmitted to Senate for information, attached as Appendix F to this report. ASCP confirmed that the dates are in alignment with the requirements of the Senate *Policy on Sessional Dates and the Scheduling of Examinations*.

Martin Bunch
Chair

Major Modifications Proposal

1. Faculty**:** Lassonde and AMPD

2. Department**:** Electrical Engineering and Computer Science (Lassonde); and Computational Arts (AMPD)

3. Program: Digital Media

4. Degree Designation: Specialized Honours Bachelor of Arts

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)

   The addition of a new option (Co-operative Education Option) within an existing program.

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

   Keele

7. Effective Date: Fall 2023

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

   Changes to the Digital Media Honours Bachelor degree (a joint program between AMPD and Lassonde) to convert from the current Technology Internship Program (TIP) to an Co-operative Education Option. A co-operative education option allows students to gain work experience that complements their academic studies.

   Students enrolled in the co-operative option will gain work experience in two work periods in paid jobs related to their field of study. **Each work period will last from 4 to 16 months**, for a total of at least 12 months and at most 20 months. Each 4-month term will be considered a work term. Between the two work periods, the student must return to full-time academic studies at the university. **The first work period will typically begin** the summer term after the students' second year of study, and a longer work period after the student's third year. After the second work period, the student will return to York for the completion of academic studies.

9. Provide the rationale for the proposed changes.

Such an option would be an attractive addition to our program for a number of reasons:
   - Co-operative work experience helps provide a well-rounded education.

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- Money earned during work placements can help our students finance their education.

- Job experience may open more employment opportunities to graduates of our pro- grammes.

- Work experience will help our students make informed decisions about their career paths.

- Unlike the current Internship program, it can be taken in 2nd-year instead of 3rd year.

- Co-operative Education Options are well-known through the province and the rest of Canada, Technology Internship Programs are not, making it a much more attractive option for potential students and employers alike.

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

This proposal aligns with the SMA's Skills and job outcomes priority area that "seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy." The Co-Op program will increase opportunities for Digital Media students to gain skills essential for employment including, increased experiential learning opportunities, improve graduate employment rate in a related field, graduate employment earnings, and skills and competencies within the Digital Media program. Having a Co-Op option will improve recruitment, retention, and graduation rates in the program by strengthening pathways for students with industry within the program. And it will help improve the programs strength and focus by providing greater programmatic opportunities to connect with industry partners.
This initiative also aligns with the UAP's "Six priorities for action," in particular: "Digital inter-connectivity and physical mobility of people generate complexity but also immense possibilities to accelerate collaboration and problem solving," by greatly expanding experiential education pathways and employment opportunities to students in the Digital Media program.

"Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, as well as revolutionizing how we all learn, think, and create." In the Co-Op program students will be faced with real world problems and learn how to navigate our changing workplace environments in the constantly shifting and evolving technology industry.

11. If applicable, provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes. Programs should have eight to twelve program learning outcomes. Describe how the achievement of the

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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).

Students enrolled in the co-operative option will gain work experience in two work periods in paid jobs related to their field of study. Each work period will last from 4 to 16 months, for a total of at least 12 months and at most 20 months. Each 4-month term will be considered a work term. Between the two work periods, the student must return to full-time academic studies at the university. These work periods will typically be a short (4-month) period for the summer term between the student's second and third year of studies, and a longer work period after the student's third year. After the second work period, the student will return to York for the completion of academic studies.

Prior to the *first* work period, a student must satisfy the following requirements:

- A cumulative GPA of 5.0.

- Completion of 50 credits, including at least four of the 2000-level Digital Media core courses (DATT 2100, DATT 2040, DATT 2050, EECS 2030, EECS 2101, EECS, 2031, EECS 2311).

- Attendance at a co-op info session.

- Completion of a resume and cover letter writing workshop.

- Completion of an interview skills workshop.

- An intention to return to academic studies for at least three terms (i.e., there should be at least 45 credits of the student's degree to be completed after the work terms).

Students apply for positions, with the help of the co-op office, and must successfully interview for a position.

Students must register for COOP 2109 0.0 during each term of the first work period. As part of this course, students must submit a work term report. Students are also evaluated by their employer. During the first term of the first work period, students must also complete COOP 2100 2.0, an online course designed to help students with their professional development. (See Appendix A for calendar descriptions of COOP courses.)

Prior to the *second* work period, a student must satisfy the following requirements.

- A cumulative GPA of 5.0.

- Completion of at least 9 Digital Media credits at the 3000 level. (DATT 3700 or DATT 3701 must be among these 9 credits.)

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- Completion of at least one academic term since the end of the previous work placement.

- Successful completion of COOP2100 2.0 (Professional Development for Co-op Students).

- An intention to return to academic studies after the completion of the second work term (i.e., there should be at least 9 credits of the student's program to be completed after the work peroid).

Students must register for COOP 3109 0.0 during each term of the second work peroid. This course is similar to COOP 2109 0.0. During the last term of the second work peroid, students must complete the course COOP 3100 2.0, which is intended to help students reflect upon their work experience and integrate the knowledge gained during their work peroids into their academic studies.

There is a transcript notation for students who successfully complete all of the co-operative option requirements.

Although the timeline for work peroids is somewhat flexible, the following schedule is a typical example.

	Fall	Winter	Summer
Year 1	Academic Term 1	Academic Term 2	Free
Year 2	Academic Term 3	Academic Term 4	Work Period 1, Work Term 1 of 3 (COOP2100, 2109)
Year 3	Academic Term 5	Academic Term 6	Free
Year 4	Work Period 2, Work Term 2 of 3 (COOP3109)	Work Period 2, Work term 3 of 3 (COOP3100, 3109)	Free
Year 5	Academic Term 7	Academic Term 8	

The second work period may extend into the summer term of Year 4 or Year 3 or both. At present, the department does not offer enough courses to guarantee that students would be able to take a full load of courses towards their degree in summer terms, so there would be no guarantee that students could complete a degree with the co-op option in less than 4 years and 8 months. If a large percentage of students take the co-op option, it may lead to increased demand for

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the department to offer courses more frequently so that students could make progress towards their degree in all three terms of the year.

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

Consultation have taken place primarily through the following approval channels at the committee, department, faculty and university levels:

In Fall-Winter 2021-2022 this proposal was developed in consultation with the Lassonde Co-Op office. The proposal has been discussed and approved in the Digital Media Program Council in April 2022. The Digital Media Program Council consists of a joint committee consisting of three members from Electrical Engineering and Computer Science (Lassonde) and Computational Arts (AMPD). The proposal was then taken to the respective department curriculum committees for discussion and approval.

Consultations through the School of Arts, Media, Performance and Design begin in the Computational Arts curriculum sub-committee on September 15th, 2022. Then the proposal went to the Department meeting for approval on September 22nd, 2022. Once the NOI is approved the proposal is ready to go to the faculty's Academic/Administrative Policy and Planning Committee (AAPPC) in November 2022. Proposals are then approved at the AMPD Faculty Council in December 2023.

Consultations through Lassonde begin in the EECS Digital Media sub-committee in October 2022 and then to the EECS curriculum committee in November 2022 (at this point it was noted that a Major Modification is needed to go forward). The next stage is for the proposal to go to the Department meeting for approval in November 2022, then the Lassonde Curriculum Committee in December 2022. Proposals are then approved at the Lassonde Faculty Council in January, 2023.

Once the changes have cleared the Faculty Council they move on to Academic Standards, Curriculum and Pedagogy (ASCP) committee of Senate in February 2023, and then to Senate for final approval.

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

N/A

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

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The infrastructure for the co-op option has already been developed for other programs with the Lassonde School of Engineering. The co-op program would be available to Digital Media students in both Lassonde School of Engineering and the School of Arts, Media, Performance, and Design. The Lassonde Co-op office administers the co-op information sessions and workshops, drop-in hours for students to get information about the co-op option, resources to help students find work placements, and the teaching of COOP 2100 and COOP 3100.

The addition of the co-op option to the Digital Media program will require deepening the network of York's relationships with employers in the technology and arts sector, and will likely cause a significant increase in the numbers of students enrolled in co-op positions. The additional costs of running this program will be offset by the following student fees:

- $200 one-time registration fee when a student first enrols in the co-op option.

- $500 associated course fee per enrolment in COOP2109 0.0 or COOP3109 0.0 (once per work term).

- Standard tuition for COOP2100 2.0 and COOP3100 2.0.

In addition, there would be an additional workload for faculty members, who would be responsible for evaluating students' work term reports for the courses COOP 2109 and COOP 3109. In the short term, it may be possible to assign this extra workload to the coordinator of the project courses (EECS 4700 and related courses). If the number of students participating in work terms increases, it will become necessary to include the evaluation of work term reports in a revised departmental workload document.

Once enrolments in the co-op option are sufficiently high, it may be desirable to provide added flexibility to co-op students to take courses in any term when they are not engaged in a work period. This could require offering more sections of courses (particularly core required courses) in more terms per year, including summer terms. This would have the added benefit of allowing all students in our program to make progress towards the completion of their degrees more quickly.

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

    N/A

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

    N/A

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

18. Provide the following appendices:

    A) Program Learning Outcomes (eight to twelve)

APPENDIX B

A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Change from:	Change to:
All Specialized Honours BA degree candidates must complete the following: • FA/DATT 1010 3.00; FA/DATT 1020 3.00; FA/DATT 1100 3.00; FA/DATT 1200 3.0; FA/DATT 2050 3.00; FA/DATT 2100 3.00; • LE/EECS 1015 3.00; LE/EECS 1019 3.00; LE/EECS 1710 3.00; LE/EECS 1720 3.00; LE/EECS 2030 3.00; LE/EECS 4700 6.00; • six credits chosen from FA/DATT 2xxx, not including DATT 2050 and DATT 2100; • six credits at the 3000 level or above in AP/COMN, SC/STS, or FA/ARTH; • six credits in the School of the Arts, Media, Performance and Design (not DATT); • six credits from the 1900-series of AMPD courses not including DATT 1900 ** **In addition to the courses listed above all Specialized Honours BA degree candidates must complete the courses in one of the following streams:** **SPECIALIZED HONOURS BA PROGRAM (DIGITAL MEDIA DEVELOPMENT)**	**All Specialized Honours BA degree candidates must complete the following:** • FA/DATT 1010 3.00; FA/DATT 1020 3.00; FA/DATT 1100 3.00; FA/DATT 1200 3.0; FA/DATT 2050 3.00; FA/DATT 2100 3.00; • LE/EECS 1015 3.00; LE/EECS 1019 3.00; LE/EECS 1710 3.00; LE/EECS 1720 3.00; LE/EECS 2030 3.00; LE/EECS 4700 6.00; • six credits chosen from FA/DATT 2xxx, not including DATT 2050 and DATT 2100; • six credits at the 3000 level or above in AP/COMN, SC/STS, or FA/ARTH; • six credits in the School of the Arts, Media, Performance and Design (not DATT); • six credits from the 1900-series of AMPD courses not including DATT 1900 ** **In addition to the courses listed above all Specialized Honours BA degree candidates must complete the courses in one of the following streams:** **SPECIALIZED HONOURS BA PROGRAM (DIGITAL MEDIA DEVELOPMENT)**

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- FA/DATT 3700 6.00;
- EECS 2101; LE/EECS 2031 3.00;

- SC/MATH 1025; SC/MATH 1131 3.00 or SC/MATH 2565 3.00;
- three credits chosen from FA/DATT 3xxx, not including FA/DATT 3700 and FA/DATT 3701;

- six credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00, LE/EECS 3461 3.00;
- nine credits chosen from: LE/EECS 4431 3.00*, LE/EECS 4441 3.00, LE/EECS 4443 3.00, LE/EECS 4461 3.00, LE/EECS 4462 3.0, LE/EECS 4471 3.00*, LE/EECS 4491 3.00*

SPECIALIZED HONOURS BA PROGRAM (DIGITAL MEDIA ARTS)

- FA/DATT 2040 3.0; FA/DATT 3700 6.00;
- LE/EECS 3461 3.00;
- Three credits chosen from EECS 2101; EECS 2031; EECS 2311;
- nine credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00; or any FA/DATT 3xxx with the exception of FA/DATT 3701 6.00 and FA/DATT 3700;
- nine credits chosen from: LE/EECS 4431 3.00*, LE/EECS 4441 3.00, LE/EECS 4443 3.00, LE/EECS 4461 3.00, LE/EECS 4462 3.0, LE/EECS 4471 3.00*, LE/EECS 4491 3.00*, or any FA/DATT 4xxx.

SPECIALIZED HONOURS BA PROGRAMS (DIGITAL MEDIA GAME ARTS)

- FA/DATT 2040 3.0; FA/DATT 2300 3.00; FA/DATT 2310 3.00; FA/DATT 3300 3.00; FA/DATT 3701 6.00; FA/DATT 4301 3.00;

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- Three credits chosen from EECS 2101; EECS 2031; EECS 2311;
- nine credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00, LE/EECS 3461 3.00; or any FA/DATT 3xxx with the exception of FA/DATT 3300 3.00, FA/DATT 3701 6.00 and FA/DATT 3700;
- six credits chosen from: LE/EECS 4431 3.00*, LE/EECS 4441 3.00, LE/EECS 4443 3.00, LE/EECS 4461 3.00, LE/EECS 4462 3.0, LE/EECS 4471 3.00*, LE/EECS 4491 3.00*, or any FA/DATT 4xxx with the exception of FA/DATT 4301.

NOTES:
- Six credits in COMN/STS can be used to satisfy both part of the general education requirements and the six credits in COMN/STS requirement. However, Art History courses (FA/ARTH) can NOT be used to as part of the general education requirements.
- Upper-level credits: a minimum of 36 credits must be at the 3000 or 4000 level, at least 18 credits of which must be at the 4000 level.
- Additional elective credits must be completed, as required, for an overall total of at least 120 credits. Some students may be required to take more than 120 credits.
- * These courses require prerequisites that are not part of the program requirements.
- ** These six credits can be used to satisfy the humanities area general education requirement in both AMPD and LE.

- ~~An optional Internship of 4,8,12 or 16 months is open to DIGM majors via the Lassonde Program.~~
- The requirement for 18 elective credits is met due to the

- Three credits chosen from EECS 2031; EECS 2101; EECS 2311;
- nine credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00, LE/EECS 3461 3.00; or any FA/DATT 3xxx with the exception of FA/DATT 3300 3.00, FA/DATT 3701 6.00 and FA/DATT 3700;
- six credits chosen from: LE/EECS 4431 3.00*, LE/EECS 4441 3.00, LE/EECS 4443 3.00, LE/EECS 4461 3.00, LE/EECS 4462 3.0, LE/EECS 4471 3.00*, LE/EECS 4491 3.00*, or any FA/DATT 4xxx with the exception of FA/DATT 4301.

NOTES:
- Six credits in COMN/STS can be used to satisfy both part of the general education requirements and the six credits in COMN/STS requirement. However, Art History courses (FA/ARTH) can NOT be used to as part of the general education requirements.
- Upper-level credits: a minimum of 36 credits must be at the 3000 or 4000 level, at least 18 credits of which must be at the 4000 level.
- Additional elective credits must be completed, as required, for an overall total of at least 120 credits. Some students may be required to take more than 120 credits.
- * These courses require prerequisites that are not part of the program requirements.
- ** These six credits can be used to satisfy the humanities area general education requirement in both AMPD and LE.

- The requirement for 18 elective credits is met due to the

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multidisciplinary nature of the program.	multidisciplinary nature of the program.
Graduating in an Honours Program To graduate in an Honours program requires successful completion of all degree requirements and a minimum cumulative credit-weighted grade point average of 5.00 (C+) over all courses completed. Students must obtain a minimum of 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. Of these, 12 credits at the 4000 level must be in the major.	**Graduating in an Honours Program** To graduate in an Honours program requires successful completion of all degree requirements and a minimum cumulative credit-weighted grade point average of 5.00 (C+) over all courses completed. Students must obtain a minimum of 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. Of these, 12 credits at the 4000 level must be in the major. **Participation in the co-op option is available to all Honours Digital Media students, but is not a degree requirement. The additional requirements for the co-op option are:** **two work placements, for a total of at least 12 months,** **LE/COOP 2100 2.00; LE/COOP 2109 0.00; LE/COOP 3100 2.00; LE/COOP 3109 0.00. Participation in the co-op option requires maintaining a cumulative GPA of 5.0, completion of job skills workshops, the completion of 50 credits, including at least four of the 2000-level Digital Media core courses (DATT 2100, DATT 2040, DATT 2050, EECS 2030, EECS, 2031, EECS 2101, EECS 2311) before the first work period, and the completion of 9.0 Digital Media credits at the 3000 level (DATT 3700 or DATT 3701 must be among these 9.0 credits) before the second work placement. The two work periods must be separated by at least one term of academic studies, and the second work period must be followed by at least one term of academic studies.**
Courses in Electrical Engineering & Computer Science A supplemental calendar detailing EECS courses and department policies is available from the department's web page under Program Information: http://eecs.lassonde.yorku.ca/current-students/undergrads-courses/ For the purpose of satisfying departmental degree requirements, major credits taken	**Courses in Electrical Engineering & Computer Science** A supplemental calendar detailing EECS courses and department policies is available from the department's web page under Program Information: http://eecs.lassonde.yorku.ca/current-students/undergrads-courses/ For the purpose of satisfying departmental degree requirements, major credits taken

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outside York University may not exceed six credits in core areas (here defined to be 1000- and 2000-level major courses, 3000-level major courses satisfying the breadth requirement and, for Specialized Honours students, any required 3000- and 4000-level major courses) and 12 credits in total.	outside York University may not exceed six credits in core areas (here defined to be 1000- and 2000-level major courses, 3000-level major courses satisfying the breadth requirement and, for Specialized Honours students, any required 3000- and 4000-level major courses) and 12 credits in total.

APPENDIX C

Calendar Descriptions of COOP Courses

The calendar description of COOP2100 will have to be changed to implement this proposal. (See the accompanying course change proposal.) Their proposed revised descriptions appear below, together with the existing descriptions of COOP 2109, COOP3100 and COOP3109, which do not require alteration.

COOP 2100 2.0 Professional Development for Co-op Students

Developing an effective e-Portfolio for engineering co-op students as a tool for professional development and job finding. Learning from, and adapting to, the transition from university to the workplace. Offered online. Estimated time in required learning activities: 3 hours per week.
Prerequisites: Enrolment in the Lassonde Co-op Option, requiring a GPA of 5.0 and completion of:

- Engineering: 60 credits of core engineering courses, of which at least 30 credits must be at the 2000-level and include LE/ENG 1101 4.00, LE/ENG 1102 4.00, and LE/ENG 2001 3.00.

- Earth Science, Atmospheric Science: Completion of 60 credits including all core 1000 and 2000 level courses required for the relevant Honours stream.

- Honours Computer Science or Computer Security: Completion of 50 credits, including at least four of the 2000-level EECS core courses (EECS 2001, EECS 2101, EECS 2021, EECS 2030, EECS 2031).

- **Honours Digital Media: 50 credits, including at least four of the 2000-level Digital Media core courses (DATT 2100, DATT**

- **2040, DATT 2050, EECS 2030, EECS 2101, EECS, 2031, EECS 2311).**

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To qualify, the student must have attended all mandatory preparatory sessions required by the Engineering Co-op Stream. This course must be taken during the students first work-term. Co-requisites: LE/COOP 2109 0.0 Lassonde Co-op Work-term.

COOP 2109 0.0 Lassonde Co-op Work Term

Students enrol in this course during their work term. In addition to the work, students reflect on the relationship of their academic learning to the Co-op work experience. Employers also provide their evaluation of the student's performance. Successful completion of at least three work term courses is a requirement of the Co-op option. **Prerequisites:** Open only to students with good standing in the Lassonde Co-op option. This will typically include completion of appropriate required courses in the program, and/or completion of a required number of credits with a specific GPA requirement. Taken during their first period of work.

COOP 3100 2.0 Critical Reflection on Work Experience Using Professional Portfolios
Learning from the co-op experience and integrating that knowledge into academic studies. Use of the co-op e-Portfolio for targeted discussion topics focusing on professionalism, continuous learning, communications, and the workplace. Offered online. Estimated time in required learning activities: 3 hours per week. **Prerequisites:** LE/COOP 2100 2.00. This course must be taken during the student's last co-op work-term. Enrolment in the Lassonde Co-op Option, requiring a GPA of 5.0. Co-requisites: LE/COOP 3109 0.00, or LE/COOP 4109 0.00.

COOP 3109 0.0 Lassonde Co-op Work Term

Students enrol in this course during their work term. In addition to the work, students reflect on the relationship of their academic learning to the Co-op work experience. Employers also provide their evaluation of the student's performance. Successful completion of at least three work term courses is a requirement of the Co-op option.

Prerequisites: Open only to students with good standing in the Lassonde Co-op option. This will typically include completion of appropriate required courses in the program, and/or completion of a required number of credits with a specific GPA requirement. Taken during their second period of work, after 90 credits (102 credits for students in the BEng).

Revised November 3, 2020

MEMO

To: Pamela Persaud, Secretary, ASCP

cc.:   Julie Parna

From: James Pratt, Secretary, AMPD Faculty Council

Date: February 23, 2023

Subject: Major modifications to the Spec. Hons, BA Digital Media

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This memorandum confirms that major modifications to the Specialized Honours BA Digital Media were approved by AMPD Faculty Council at its meeting of January 11, 2023.

Please feel free to contact me if you have any questions.

2022

YORK
UNIVERSITY

GLENDON
COLLEGE

MAJOR MODIFICATION: FACULTY-WIDE DEGREE REQUIREMENT IN GENERAL EDUCATION

Major Modifications Proposal

1. **Faculty:** Glendon

2. **Department:** All

3. **Program:** All

4. **Degree Designation:**

   All Glendon BA and BSc degrees, excluding the Business Administration and International Studies Dual Degree program (iBBA).

5. **Type of Modification:**

   - The proposed major modification revises the current general education requirement for BA degree programs at Glendon as the Glendon Core Curriculum requirement (GCC; in French, Tronc Commun de Glendon, TCG). For BSc degree programs at Glendon, the current general education requirement is to be revised as a combined general education requirement and Glendon Core Curriculum requirement. These revisions entail changes in academic legislation pertaining to the current general education requirement outlined in the faculty-wide degree requirements and program-specific degree requirements for both the BA and BSc degree programs in the Glendon Faculty.

   - The proposed Glendon Core Curriculum necessitates: i) the creation of a slate of mandatory first-year courses for all incoming Glendon undergraduates; ii) the adaptation and cross-listing of some existing general education courses and the creation of new courses as a Breadth Component at the 1000, 2000, and 3000 levels; and iii) the creation of new Big Ideas and capstone seminars at the 4000 level.

   - The proposed Glendon Core Curriculum also requires the creation of a new program rubric, CORE, by the Registrar's Office.[1] This new rubric will allow students to clearly identify Glendon Core Curriculum courses as part of an integrated, faculty-wide curriculum. It is also proposed that the GCC be housed within the Department of Multidisciplinary Studies, which is already responsible for a significant number of general education courses at Glendon.[2]

6. **Location:** Glendon College

7. **Effective Date:** September 2024

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1. The Registrar's Office has confirmed that the rubric CORE is practicable and has authorized its use by the Glendon Faculty.
2. This proposal to house the GCC in the Department of Multidisciplinary Studies may be subject to change in light of Glendon's current reforms. In any case, the GCC will be housed in an academic unit similar or equivalent to said unit and remain collegially governed by Faculty Council.

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8. **General description of the proposed changes to the program:**

Glendon College is proposing to revise its faculty-wide degree requirement in general education for its BA and BSc degree programs into an outcomes-based core curriculum scaffolded across all years of study. As such, the proposed GCC is a prescribed set of courses, offered in English, French, and bilingually, that Glendon undergraduate students must complete over the course of their programs of study. Once fully implemented, the proposed GCC would not directly affect the program-specific degree requirements of major or minor programs, nor would it impede the delivery of certificate programs.[3]

The proposed GCC comprises 18 credits for 90-credit BA and BSc programs, and 21 credits for 120-credit Honours or Specialized Honours BA, iBA, BSc and iBSc programs. Included in these revised credit minima are six credits that all Glendon students in normal progress take in the non-dominant official language (L2) at the level of placement in their first year,[4] a requirement that recognizes language learning as general education and its prominence within Glendon's institutional profile. These six credits in L2 also count independently towards the language requirements of the BA and BSc degree programs at Glendon, fulfilling entirely that of the Glendon BA.[5] While offering students more flexibility in their degree programs, the structure of the proposed GCC conforms to both the qualitative and quantitative frameworks for breadth in York's existing pan-university degree structures.[6]

The current general education requirement for all BA programs is 18 credits, six of which must be completed in each of the three of four general education divisions: Humanities (HUMA), Modes of Reasoning (MODR), Natural Science (NATS), and Social Science (SOSC). Glendon CORE courses will continue to use these four rubrics as cross-listings to accommodate transfer students and students from other faculties wishing to enroll in them. The proposed Glendon Core Curriculum requirement would replace the current BA general education requirement as follows:

1) For the 90-credit <u>Bachelor of Arts</u>, 18 credits:
   - Six (6) credits taken towards the language requirement;
   - GL/CORE 1630 3.0: Becoming a Scholar: Glendon and You;
   - GL/CORE 1635 3.0: Introduction to Academic Research in the Humanities and Social Sciences; or, for students in science-related BA programs (Business Economics, Economics, Mathematics, Political Science, and Psychology), GL/CORE 1625 3.0: Introduction to Computing and Programming; and

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3. Currently, the learning outcomes of the proposed GCC's course GL/CORE 1635 3.0 Introduction to Academic Research in the Humanities and Social Sciences overlap with those of GL/EN 1902 3.0 Beyond Google: Research Methods in English Studies. These two courses are similar enough that the latter must be listed as a course substitute in the proposed changes to program requirements, as outlined in Appendix B.

4. The GCC requirement stipulates that students following normal progress take these six L2 credits in their first year. Courses that qualify as satisfying the language requirement are determined by the language requirement itself.

5. "The Glendon BA" refers specifically to one of Glendon's BA options, which imposes a language requirement of six credits of L2 at the level of placement. L2, or the non-dominant official languages discussed throughout this Major Modification Proposal, refers to English and French in accordance with the language requirements of Glendon's degree programs.

6. That is, York University's Matrix of the Bachelor of Arts Degree (or "BA Matrix") and the Pan-University Bachelor of Science Degree Structure (or "BSc Matrix").

- Six (6) GL/CORE credits cross-listed outside the major at the 1000, 2000, or 3000 level.

2) For the 120-credit <u>Honours Bachelor of Arts</u>, <u>Specialized Honours Bachelor of Arts</u>, <u>Honours International Bachelor of Arts</u>, and <u>Specialized Honours International Bachelor of Arts</u>, 21 credits:
   - Six (6) credits taken towards the language requirement;
   - GL/CORE 1630 3.0: Becoming a Scholar: Glendon and You;
   - GL/CORE 1635 3.0: Introduction to Academic Research in the Humanities and Social Sciences; or, for students in science-related BA programs (Business Economics, Economics, Mathematics, Political Science, and Psychology), GL/CORE 1625 3.0: Introduction to Computing and Programming;
   - Six (6) GL/CORE credits cross-listed outside the major at the 1000, 2000, or 3000 level; and
   - Three (3) GL/CORE credits cross-listed outside the major at the 4000 level.

The current general education requirement for all BSc programs is 27 credits: 12 credits from HUMA, MODR, NATS, and SOSC, with at least six credits from HUMA and/or SOSC; six credits in mathematics at the 1000 level, excluding remedial courses; three credits in computer science at the 1000 level; and six credits outside the major discipline in foundational science with laboratories at the 1000 level in chemistry, physics, or biology. The proposed Glendon Core Curriculum requirement would revise the current BSc general education requirement as follows:

3) For the 90-credit <u>Bachelor of Science</u>:
   a. General Education, 12 credits:
      - Six credits in mathematics at the 1000 level, excluding remedial courses; and
      - Six credits from courses with laboratories at the 1000 level in any of the following areas outside the major: biology, chemistry, and physics.
   b. Glendon Core Curriculum, 18 credits:
      - Six (6) credits taken towards the language requirement;
      - GL/CORE 1630 3.0: Becoming a Scholar: Glendon and You;
      - GL/CORE 1625 3.0: Introduction to Computing and Programming; and
      - Six GL/CORE credits cross-listed outside the major at the 1000, 2000, or 3000 level.

4) For the 120-credit <u>Honours Bachelor of Science</u>, <u>Specialized Honours Bachelor of Science</u>, <u>Honours International Bachelor of Science</u>, and <u>Specialized Honours International Bachelor of Science</u>:
   a. General Education, 12 credits:
      - Six (6) credits in mathematics at the 1000 level, excluding remedial courses; and
      - Six (6) credits from courses with laboratories at the 1000 level in any of the following areas outside the major: biology, chemistry, and physics.

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b. Glendon Core Curriculum, 21 credits:
- Six (6) credits taken towards the language requirement;
- GL/CORE 1630 3.0: Becoming a Scholar: Glendon and You;
- GL/CORE 1625 3.0: Introduction to Computing and Programming
- Six (6) GL/CORE credits cross-listed outside the major at the 1000, 2000, or 3000 level; and
- Three (3) GL/CORE credits cross-listed outside the major at the 4000 level.

The mandatory three-credit course in computer science of the BSc general education requirement is proposed to be transferred into the Glendon Core Curriculum requirement both to ensure credit-parity within the Glendon Core Curriculum requirement across the BSc and BA programs, and because this required course will be offered to Glendon students in both the BSc programs and science-related BA programs.

The Business Administration and International Studies dual degree program (iBA/BBA) comprises 60 credits taken at Glendon and 60 taken at emlyon business school in France. The unique structure of this iBA, whose students complete all 60 of their York University credits, including the general education requirement, within their major program, necessitates special consideration. Its students will continue to fulfill their general education requirement in this manner, as set out in the current contractual agreement between York University and emlyon business school. The iBA/BBA program is therefore not subject to the proposed GCC at this time.

9. **Rationale for the proposed changes:**

The proposed GCC has developed over many years as part of faculty-wide reform efforts to revitalize Glendon's academic mission and improve student enrolment and retention. Extensive consultations and committee findings conducted since early 2019 have determined that, from a student-centered pedagogical perspective, developing the current general education requirement into a core curriculum would be the most effective means to: aid the transition of incoming cohorts of Glendon students into university study; foster their sense of cohort identity and community-belonging; improve their academic success and university experience; impart transferable and marketable skills to prepare them for the workforce; provide summative learning experiences to prepare their transition to professional or graduate studies or to their careers; and cultivate graduate attributes consistent with Glendon's global focus and its commitments to the liberal arts and bilingualism and multilingualism.

10. **Alignment between the program changes with Faculty and/or University academic plans:**

The ultimate goal of the GCC is to advance Glendon's academic mission, as expressed in Glendon's Academic Plan 2020-2025, "to cultivate in our students a sense of curiosity, inquiry, empathy, the ability to work together and solve problems, and the skills, appetites, and habits of mind for lifelong learning—including the abilities to read and think critically, to write and speak convincingly, to work towards and serve ideals and values that make for a just and sustainable world, and to bring social and ethical reasoning into every aspect of our

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increasingly connected, digital lives."[7] Reorganizing Glendon's general education requirement as a core curriculum would also allow Glendon to maximize its current resources and build its capacity to address York University's Six Priorities for Action, as outlined in the University Academic Plan 2020-2025.[8] As well, the proposed GCC aligns with York University's 2020-2025 Strategic Mandate Agreement, in particular its obligations to the agreement's priority areas and performance metrics.[9] For further information, see Appendix A.

11. **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:**

The proposed GCC furthers York University's unique commitment to inter- and multidisciplinary educational enrichment in general education courses outside the major. The proposed GCC is designed to establish and promote a foundational breadth of skills, knowledge, and values as both ends in themselves and to foster successful learning within Glendon's major disciplines.

Curriculum-Level Learning Outcomes

To uphold the BA and BSc Degree Level Expectations regarding general education, achieve pedagogical coherence, and promote Glendon's academic mission, the proposed GCC encompasses three common criteria: 1) transferable skills-development, 2) defined curriculum areas, and 3) model graduate attributes. Each of these common criteria corresponds to the domains of learning outlined in the revised Bloom's Taxonomy of Educational Objectives, that is, the cognitive domain – cognitive process dimension (doing/competencies), cognitive domain – knowledge dimension (thinking/knowledge), and affective domain (feeling/attitude).

In terms of the first of these domains—the cognitive domain – cognitive process dimension (doing/competencies)—with particular emphasis on those offered in the first year, GL/CORE courses are focused on teaching transferable skills and competencies not only to promote academic acculturation and success, but also to prepare students for their eventual transition into the workforce. The following skills have been identified in the final reports of both the Common First Year Ad-Hoc Committee and the Common First Year Design Ad-Hoc Committee as needing to be addressed in the GCC:

- University-level written and oral communication skills in the first official language
- Basic written and oral communication skills in the second official language
- Critical thinking
- Reading skills
- Research skills
- Academic integrity
- Interdisciplinary learning
- Technological competence
- Scientific literacy

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7. See Glendon Academic Plan 2020-2025, page 3.
8. See the York University Academic Plan 2020-2025.
9. See York University's 2020-2025 Strategic Mandate Agreement (SMA3).

The second feature of the proposed GCC pertains to the cognitive domain – knowledge dimension (thinking/knowledge). GL/CORE courses will be thematically coordinated in terms of defined curriculum areas, which have been developed during the proposed GCC's multi-year consultation process. As consistently and clearly articulated in York University governance and planning documents, the following proposed GCC curriculum areas reflect York University's core values and the shared intellectual and social engagements of the Glendon community:

- Gender and Racial Equity and Social Justice
- Decolonization and Indigenization
- Climate Change and Environmental Sustainability
- Global Citizenship and Engagement

The third element of the GCC relates to the affective domain (feeling/attitude). All GL/CORE courses—whether skills- or topics-focused—strive to cultivate a set of graduate attributes first identified in the 2019 Report on Graduate Attributes at Glendon College. The overall learning outcomes of the GCC are therefore linked to both the degree-level expectations of the programs the GCC complements and to Glendon's broader academic objectives. These graduate attributes provide a student-centred description of the key benefits at the core of a comprehensive postsecondary education:

- Adaptability
- Intercultural and social skills
- Skills for being agents of social change
- Self-skills and empathy

The proposed GCC's resulting fifteen specific curriculum-level learning outcomes can be expressed concretely in a list that categorizes them by learning domain. As outlined in Appendix C, by the end of their program of study students will be able to demonstrate a coherent set of skills, knowledge, and values reflecting Glendon's core academic mission.

As well, in order to facilitate inter-faculty enrollment and transfer, all GL/CORE courses beyond the Common First Year will be cross-listed to the current general education rubrics of GL/HUMA, GL/MODR, GL/NATS, and/or GL/SOSC.[10] Thus, by design all GL/CORE courses will also fulfill the four common criteria to which every general education course must conform, in accordance with the regulations approved by Glendon Faculty Council on 24 March 2006.[11] An integrated curriculum map of the GCC's curriculum-level learning outcomes across all years of study is included in this proposal as Appendix C, and the GCC's course-level learning outcomes for each course category are provided in Appendix J.

Course-Level Learning Outcomes

The proposed GCC's coherence is realized by ensuring that each of its individual courses meet the curriculum's learning outcomes. The horizontal alignment of the curriculum is ensured by

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10. Additionally, within the Common First Year GL/CORE 1625 is cross-listed as LE/EECS 1580 3.0: Introduction to Computing and Programming to satisfy the general-education provision in the Pan-University Bachelor of Science Degree Structure for 3 credits of 1000-level computation.

11. See Glendon's approved criteria for General Education.

both the GCC's set curriculum areas, and by having all courses within each of the proposed GCC's course categories (the Glendon Common First Year, Breadth Component, and Glendon Honours Year) share a comparable set of learning outcomes. That is, regardless of which combination of courses students may take as they move through the core curriculum, they will all acquire a comparable set of skills, knowledge, and values. The proposed GCC is also vertically aligned across course levels by introducing skills, knowledge, and values before reinforcing and then emphasizing them in subsequent course levels. These course levels are broken down as follows: 1000-level courses cover instruction in fundamentals, 2000-level courses deliver surveys, 3000-level courses provide focused topics, and 4000-level courses offer summative experiences for honours students. The proposed GCC is further aligned by its inter- and multidisciplinary coherence, which introduces skills and methods applicable across the disciplines before reinforcing and emphasizing inter- and multidisciplinary approaches to academic topics in subsequent courses.

Glendon Common First Year

The proposed GCC's first course category comprises courses taken (in normal progress) in the first year of study. To foreground the centrality of language learning in Glendon's academic mission, all students admitted to Glendon in first year will take six credits in their non-dominant official language (L2) at the level of placement. As well, all incoming first-year students will take a three-credit first-year experience course in the fall term designed to help facilitate their transition to university and create a sense of cohort identity. While adhering thematically to the proposed GCC's curriculum areas, this course foregrounds critical self-reflection and academic integrity, while fostering persistence into the winter term and the second year (see Appendix E). In the winter term, the majority of Glendon BA students will take a three-credit course in academic research (see Appendix F), and all Glendon BSc students will complete a three-credit course in computer science (see Appendix G). The Glendon BA students enrolled in a science-related degree program (i.e., Business Economics, Economics, Mathematics, Political Science, and Psychology) will have the option to take either of these courses. These first-year courses recognize the importance of foundational skills-development in preparing students for their upper-level courses both within and outside their majors, and they all share learning outcomes to prepare students for their transition into second year. The L2 courses of the Glendon Common First Year count towards both the Glendon Core Curriculum requirement and the language requirement of Glendon's BA and BSc degrees; however, courses with the rubric CORE cannot be double counted towards a major or minor credit requirement.[12] As with the current delivery model of other multi-section courses at Glendon, 1000-level GCC course directors and teaching teams will ensure that course learning outcomes are consistent across sections.

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12. While the proposed GCC does not permit double counting for either new or adapted GL/CORE courses, it does allow for double cohorting. That is, a cross-listed GL/CORE course can be offered simultaneously to cohorts of students counting it *either* towards their Glendon Core Curriculum requirement *or* a major or minor credit requirement. Only specific disciplinary courses that include course-level learning outcomes consistent with the learning outcomes of the proposed GCC can be cross-listed as GL/CORE courses. This ensures that all GL/CORE courses beyond the Common First Year meet the learning outcomes of all of their student cohorts.

Breadth Component

The proposed GCC's second course category, the Breadth Component, comprises six credits at the 1000, 2000, or 3000 levels taken (in normal progress) at any point over the second and third years of study. These courses reinforce the skills, knowledge, and values introduced in the first year. They are taken outside the major and cannot be double counted towards a major or minor credit requirement. Maintaining a focus on the proposed GCC's curriculum areas, they are offered in French, English, or bilingually, and students self-select courses covering topics in digital literacies, natural science, quantitative and/or qualitative reasoning, and intercultural contact. As well, in keeping with a thematic focus on intercultural contact and a curriculum area of Global Citizenship and Engagement, the proposed GCC can additionally include courses taught in the other languages of instruction offered at Glendon. The flexibility of the Breadth Component, both in terms of which courses students wish to take and at what point they wish to take them, accommodates iBA and iBSc students and others wishing to spend one or more terms studying on an academic exchange.

Glendon Honours Year

The Glendon Honours Year courses comprise the proposed GCC's third and final course category. In their final year of study (in normal progress), students in 120-credit degree programs take a three-credit GL/CORE course at the 4000 level outside their major, which emphasizes inter- and multidisciplinary research competencies. Students have the option of taking either a Big Ideas Seminar or an Honours Glendon Capstone, both of which are summative in scope, align with the proposed GCC's curriculum areas, and are offered in French, English, or bilingually. The Honours Glendon Capstones are project-based and intended for the most motivated students. As with the GL/CORE courses of the Common First Year and Breadth Component, Glendon Honours Year courses are taken outside the major and cannot be double counted towards a major or minor credit requirement.

12. **Consultation Summary:**

The creation of the proposed GCC is the result of a multi-year process of reflection and consultation at Glendon. In 2018-2019, the Policy, Planning and Nominations Committee (PPNC) of Glendon Faculty Council began discussions on a proposed "common first year" at Glendon. Following consultations involving the Principal's Office, PPNC, and department chairs and program coordinators in April 2019, Faculty Council approved the creation of the Ad-Hoc Committee on a Common First Year. The committee's Final Report, submitted to Council in the fall of 2019, recommended expanding the common first year into a core curriculum encompassing all years of study. This recommendation was based on an extensive analysis of common first year programs and core curricula at over 30 peer institutions in Canada and the United States, and on scholarly research on the efficacy of such programs.[13] The committee's report met with support from the Glendon community, and in 2019 Faculty Council approved the creation of the Common First Year Design Ad-Hoc Committee. Its report, submitted to Council in the spring of 2020, proposed a number of possible structures for a Glendon Core Curriculum, some of which included the possibility of the proposed GCC

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13. "Final Report," Common First Year Ad-Hoc Committee, 3 September 2019.

satisfying the general education requirement and counting towards Glendon's bilingual requirement.[14]

In the spring of 2020, Faculty Council approved the appointment of two "Common Core Curriculum Leads" (one contract faculty member, Lee Frew, and one permanent member, Lyse Hébert), who were tasked with designing the GCC and submitting a proposal to the standing committees of Council for approval in September 2020. Drawing on the final reports of the previous two ad-hoc committees—both of which had consulted widely with Glendon students and faculty members—the GCC Leads held further rounds of extensive consultations with numerous stakeholders including the Glendon Principal's Office; the Associate Principal, Academic; department chairs and program coordinators; Glendon students; the Glendon Caucus d'équité racial Race Equity Caucus (CERREC); the Recruitment and Retention Working Group; the BA Option Leads; Glendon Academic Services; and the Office of the Vice-Provost Academic. In August 2020, the GCC Leads submitted a Notice of Intention to create the GCC to the Office of the Vice-Provost Academic, to which they received a memorandum in reply supporting this initiative on 29 September 2020 (included here as Appendix A).[15] Soon after, in October 2020, the GCC Leads presented their GCC proposal to Faculty Council,[16] which then passed the following motions: 1) to approve the framework and principles of the GCC as presented, namely credit minima and normal progress for 90- and 120-credit BA and BSc degree programs; 2) that the GCC Leads continue their work with the aim of launching the GCC in September 2022; and 3) that Faculty Council determine and establish, through its relevant standing committees, the appropriate mechanisms, policies, and procedures that will govern the selection and design of GL/CORE courses, and the ongoing oversight of the GCC.[17]

In further coordination with Glendon's Associate Principal Academic, the BA Option Leads, the Bilingualism Architecture Leads, York University Libraries, Glendon Academic Services, and Glendon's department chairs and program coordinators, over the course of 2021-22 the original GCC Leads completed the first draft of this Major Modification Proposal and facilitated the design of the proposed GCC's 1000-level courses needed for a prospective launch of the GCC in 2023 (see Appendices E-G). The Digital Engagement Librarian, Sarah Coysh, was elected to a Lead position in January 2022 as a sabbatical replacement for Lyse Hébert. With the support of Glendon's Associate Principal Academic, the GCC Leads then completed this Major Modification Proposal and submitted it to Glendon's Committee on Academic Standards, Teaching and Learning (CASTL) for approval at its meeting of 10

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14. "Final Report," Common First Year Design Ad-Hoc Committee, April 2020.

15. Like other degree requirements, (such as those pertaining to general education, language, credit distributions, residency, etc.), a core curriculum constitutes a "unit of study" within a degree program. As such, the proposed Glendon Core Curriculum falls outside the direct scope of YUQAP, whose protocols ensure York's compliance with the Quality Assurance Framework of the Ontario Universities Council on Quality. That is, the proposed GCC does not require appraisal or approval by the Quality Council because at the undergraduate level YUQAP pertains exclusively to three- and four-year major programs, and minor programs only in cases where a degree program does not already exist. Despite that core curricula have yet to be considered by the Quality Council (as innovative as they would be in Ontario), the GCC is being presented within a Major Modification Proposal in recognition of both its implications to academic legislation within the Glendon Faculty and the importance of YUQAP principles as a whole. For more information, see the Quality Assurance Framework and YUQAP.

16. "Proposal: Glendon Core Curriculum," Glendon Faculty Council, September 2020.

17. Minutes, Glendon Faculty Council, October 23, 2020,

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January 2023, so that it could be considered and approved by Faculty Council at its meeting of 27 January 2023. This Major Modification Proposal reflects the comments and recommendations received from all parties consulted throughout this extensive multi-year process, and its letters of support are included as Appendix M.

13. **Changes to admission requirements and the appropriateness of the revised requirements for the achievement of the program learning outcomes:**

The proposed GCC does not affect current admission requirements, and it will maintain Glendon's current residency requirement. As well, current university-wide practice for transfer credit assessment for general education will be adapted to the proposed GCC. A proposal prepared by Glendon Academic Services is included as Appendix K.

14. **Resource implications:**

Because the proposed Glendon Core Curriculum requirement represents a reorganization of the current general education requirement, Glendon's current facilities (such as classroom, library, computer lab, and administrative spaces), human resources (in terms of both qualified staff and faculty), and financial resources can accommodate the modifications outlined in this Proposal. A statement from the York University Libraries supporting this Major Modification Proposal is included as Appendix L.

The proposed GCC is expected to trigger some modifications in programs wishing to adjust their foundation-set courses, remove courses from their major programs, and/or de- or re-cross-list certain courses in their offerings. Such modifications will be coordinated between programs and the Associate Principal Academic as part of Glendon's ongoing course planning and Cyclical Program Review exercises. Course planning for the GCC itself will be coordinated by the Chair of Multidisciplinary Studies, the GCC Sub-Committee, and the Associate Principal Academic.

During its phased rollout, the proposed GCC will result in a modest year-over-year reduction in the number of courses currently offered at Glendon as general education options, as they are adapted as, or replaced by, new GL/CORE courses mounted by individual programs. However, there will be no change to the language course offerings in the ENSL, FSL, or FRAN programs, as Glendon's language assessment testing will continue to determine the placement of incoming students in their non-dominant official language courses. Course-level learning outcomes for each course category of the proposed GCC are laid out in Appendix J.

Recognizing the proposed GCC as a priority for Glendon College, the Office of the Principal and the Office of the Vice Principal Academic guarantee the approval and offering of a base operational slate of GL/CORE courses in advance of the first GCC student cohort's eligibility to take such courses. A selection of 1000, 2000-, 3000-, and 4000-level GL/CORE courses will be available as early as the 2025-2026 academic year to allow eligible students at any stage in their programs of study to satisfy their GCC requirement. Once the proposed GCC is approved by Senate, new Breadth Component courses, Big Ideas Seminars, and Honours Glendon Capstones will be progressively developed over the subsequent seven academic terms (Winter 2023 through Spring/Summer 2025) by members of Glendon's faculty, in coordination with the Chair of the Department of Multidisciplinary Studies (overseeing GL/HUMA, GL/NATS, and

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GL/SOSC), the Chair of Philosophy (overseeing GL/MODR), the Associate Principal Academic, the GCC Sub-Committee, and the Curriculum Committee of Faculty Council, for inclusion in the GCC's offerings. This process will be completed well in advance of the proposed GCC's full implementation in the academic year 2027-2028.

Glendon First Year

The proposed GCC's three mandatory first-year courses have been designed (see Appendices E-G) and were submitted as new course proposals to Glendon's Curriculum Committee for review at its meeting of 30 November 2022, with the aim of receiving approval by the Glendon Faculty Council at its meeting of 16 December 2022. These three courses—GL/CORE 1625, GL/CORE 1630, and GL/CORE 1635—will be included by the Associate Principal Academic in the course planning for Fall-Winter 2024.

Breadth Component and Glendon Honours Year

From the point of Senate approval of the proposed GCC until the Fall of 2024, some pre-existing GL/HUMA, GL/MODR, GL/NATS, and GL/SOSC courses will be adapted to the GCC and cross-listed as GL/CORE courses. As well, programs wishing to adapt any disciplinary courses currently cross-listed to a general education division may additionally cross-list them as GL/CORE courses. Several general education courses currently offered at Glendon have been identified as candidates for expedient adaptation into GL/CORE courses, a list of which is provided in Appendix H. Checklists to assist faculty members in the adaptation of existing courses and the design of new courses are included in this proposal as Appendix I. These adapted and cross-listed GL/CORE courses will be offered starting in Summer 2025.

As well, new GL/CORE courses fulfilling the learning outcomes of both the proposed Glendon Core Curriculum requirement and the current general education requirement will be created using the CORE rubric cross-listed with the rubric(s) of the appropriate general education division(s). A particular focus here will be on creating Breadth Component courses, Big Ideas Seminars, and Glendon Capstones to ensure students fulfill their degree requirements, as set out in the Matrix of the Bachelor of Arts Degree and the Pan-University Bachelor of Science Degree Structure. These GL/CORE courses will also be offered starting in Summer 2025, by the time that the first cohort of students in the GCC following normal progress will first be eligible to enrol in them.

15. **Appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes:**

As a modification of the general education requirement, the proposed GCC does not revise any current mode(s) of delivery.

16. **Changes to the assessment of teaching and learning within the program:**

The proposed GCC is innovative in that it creates curriculum-level learning outcomes for general education at York University for the first time. It will therefore be possible to define such learning outcomes more readily and specifically, and it will also be possible to effectively

coordinate, assess, and review their delivery via individual outcomes-based GL/CORE courses for quality assurance.

17. **Accommodation for currently enrolled students:**

Current Glendon students will be legacied under the degree requirements in effect at the time of their admission.

18. **Appendices:**

The following appendices are attached below:

Appendix A: Notice of Intention and Related Documents from the Office of the Vice-Provost Academic - *Not copied for Senate, available upon request*

Appendix B: Side-by-side comparison of the calendar copy - *Not copied for Senate, available upon request*

Appendix C: Curriculum-Level Learning Outcomes

Appendix D: Integrated Curriculum Map

Appendix E: Glendon Common First Year: The First-Year Experience

Appendix F: Glendon Common First Year: Academic Research

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Appendix H: Preliminary List of Candidate General Education and Disciplinary Courses for Adaptation to the Glendon Core Curriculum

Appendix I: Proposed Checklists for the Adaptation of Existing Courses and the Design of New Courses (without Prejudice)

Appendix J: Course-Level Learning Outcomes

Appendix K: Proposal for Transfer Credit Assessment in the GCC

Appendix L: Library Statement *Not copied for Senate, available upon request*

Appendix M: Letters of Support

Appendix C: Curriculum-Level Learning Outcomes

Glendon Core Curriculum		
Curriculum-Level Learning Outcomes		
Domain of Learning	**Learning Expectations**	**Learning Outcomes**
I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)	1. Written Communication	Communicate information, arguments, and analyses with clarity and precision in written assignments to a range of audiences
	2. Oral Communication	Communicate information, arguments, and analyses accurately and in an engaging manner in oral presentations; embody professional standards of behaviour in responding to audience feedback
	4. Critical Reading	Assess various forms of texts broadly defined to determine viewpoint, distinguish fact from opinion, make inferences, evaluate strengths of arguments and textual validity; engage in literal, intertextual, rhetorical, and esoteric forms of reading
	3. Critical Thinking and Reasoning	Observe, analyze, interpret, evaluate, synthesize, explain, and reflect upon ideas, information, data, images, and texts broadly defined to develop arguments, derive conclusions, and make decisions; understand, interpret, and apply mathematical, statistical, and logical concepts as they relate to ideas, problems, and research topics
	5. Information Literacy	Identify information needs; develop ideas and research topics by locating, accessing, and evaluating scholarly and other resources; and embody professional standards of behaviour in the ethical and legal use of information
	6. Problem Solving	Identify and evaluate problems and their surrounding contexts; identify and evaluate multiple strategies to address problems; develop, propose, evaluate, and implement solutions; and evaluate and critically reflect upon outcomes

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	7. Teamwork and Interpersonal Skills	Exhibit team-based communication skills in negotiation, delegation, active listening, and conflict management; develop and apply project-based skills in collaboration, problem solving, time management, and personal responsibility; and embody professional standards of behaviour in working in diverse teams
II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)	8. Social Justice, including Gender and Race Equity	Identify, describe, and analyze contemporary gender- and race-equity and social-justice issues from intersectional perspectives; understand the historical contexts of these issues; analyze institutional forms of power and evaluate their roles in maintaining social disempowerment and privilege; understand the ways in which communities both locally and globally respond to inequality, stigma, prejudice, and discrimination; assess own cultural norms and biases to determine how these affect worldview; and demonstrate analytical research and writing skills that integrate theoretical approaches to gender and race equity and social justice
	9. Decolonization and Indigenization	Identify, describe, and analyze contemporary social-justice and gender- and race-equity issues facing Indigenous peoples in Canada and globally; understand and analyze the histories of imperialism and colonialism; understand and analyze the Canadian context, including Indigenous sovereignty and Aboriginal Title, the residential school system, Crown treaty obligations, the land claims process, and Indigenous peoples' continuing contributions to Canada; define reconciliation and similar processes, and evaluate ways in which they could be achieved; critically reflect on own cultural norms and biases to determine how these affect worldview; integrate Indigenous perspectives on learning, inclusion, and diversity; and demonstrate analytical research and writing skills that integrate theoretical approaches to issues of decolonization and indigenization
	10. Climate Change and Environmental Sustainability	Identify, describe, and analyze the scientific and social responses to climate change and environmental sustainability, including associated international-relations forums and legal instruments and mechanisms; understand the scientific basis of climate change and human impacts on the environment; analyze climate change and environmental sustainability issues from intersectional perspectives and demonstrate an understanding of their impacts in

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		terms of justice and equity; define environmental sustainability and critically evaluate how it is approached across disciplines and diverse worldviews; critically evaluate mitigation models and climate science scepticism; and demonstrate analytical research and writing skills
	11. Global Citizenship and Engagement	Identify, describe, and analyze local, national, and global issues and the global interdependency of countries and populations; demonstrate knowledge of the cultural, demographic, economic, historical, technological, political, linguistic, environmental, and religious forces that shape the world; analyze and critically evaluate unjust practices in local and global systems from intersectional perspectives; communicate and problem-solve while minimizing assumptions made about others; critically reflect on own cultural norms and biases to determine how these affect worldview; apply second language skills and cross-cultural knowledge to comprehend and express information, observations, and experiences; and demonstrate analytical research and writing skills
III. Affective Domain (Feeling/Attitude)	12. Intercultural Contact and Awareness	Develop attitudes of respect, openness, and curiosity for cultural differences and diversity; gain culture-relative perspective, including cultural self-awareness, and sociolinguistic awareness; and exhibit flexibility, adaptability, and empathy
	13. Community Engagement	Develop awareness of social responsibility, personal integrity, and efficacy; enhanced appreciation for different perspectives and diversity; gain greater comfort and competence in interacting with others
	14. Ethical Reasoning	Develop sense of ethical values and perspectives as they relate to personal, social, and public interests; critically assess ethical issues and their potential ramifications; demonstrate balanced approaches to making ethical decisions
	15. Self-Regulated Learning	Develop capacity for self-understanding and persistence; habituate lifelong learning strategies, such as goal-setting, progress-monitoring, time-management, and self-reflection; gain awareness of lifestyle choices that promote physical and mental well-being

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Appendix D: Integrated Curriculum Map

Learning Outcomes	COMMON FIRST YEAR				BREADTH COMPONENT				GLENDON HONOURS YEAR	
	GL/CORE 1630 3.0: Intro to University Studies	Second Language Courses	BA — GL/CORE 1635 3.0: Intro to Research	BSc/BA — GL/CORE 1625 3.0: Intro to Computing	1000, 2000, and 3000 level — Quantitative and/or Qualitative Reasoning	Natural Sciences	Digital Literacies	Intercultural Contact	4000 level — Big Ideas Seminars	Glendon Capstones
I. Cognitive Domain — Cognitive Process Dimension (Doing/Competencies)										
Written Communication • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference	I	IR	R	R	RE	RE	RE	RE	E	E
Oral Communication • Organization, audio/visual aids, professionalism, articulation, listening	I	IR	R	R	RE	RE	RE	RE	E	E
Critical Reading • Viewpoint, factuality, inference, argument, textual validity	I	I	IR	IR	RE	RE	RE	RE	E	E
Critical Thinking and Reasoning • Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making	I	I	IR	IR	E	RE	RE	RE	E	E
Information Literacy • Scholarly retrieval, evaluation, organization; software application proficiency	I	I	RE	RE	RE	RE	E	RE	E	E
Problem Solving • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction	I	I	IR	IR	RE	RE	RE	RE	E	E
Teamwork and Interpersonal Skills • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy	I	IR	R	R	RE	RE	RE	RE	E	E

I = Introduced; R = Reinforced; E = Emphasized

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Glendon Core Curriculum Map

Learning Outcomes	COMMON FIRST YEAR				BREADTH COMPONENT				GLENDON HONOURS YEAR	
			BA	BSc/ BA	1000, 2000, and 3000 level				4000 level	
	GL/CORE 1630 3.0: Intro to University Studies	Second Language Courses	GL/CORE 1635 3.0: Intro to Research	GL/CORE 1625 3.0: Intro to Computing	Quantitative and/or Qualitative Reasoning	Natural Sciences	Digital Literacies	Intercultural Contact	Big Ideas Seminars	Glendon Capstones
II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)										
Social Justice, including Gender and Race Equity • Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives	I	IR	IR	I	R	R	R	E	E	E
and/or										
Decolonization and Indigenization • Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives	I	IR	IR	I	R	R	R	E	E	E
and/or										
Climate Change and Environmental Sustainability • Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives	I	IR	IR	I	R	R	R	E	E	E
and/or										
Global Citizenship and Engagement • Critical consciousness, intercultural competence, linguistic and cultural diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives	I	IR	IR	I	R	R	R	E	E	E

I = Introduced; R = Reinforced; E = Emphasized

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Glendon Core Curriculum Map

Learning Outcomes	COMMON FIRST YEAR				BREADTH COMPONENT				GLENDON HONOURS YEAR	
			BA	BSc/ BA	1000, 2000, and 3000 level				4000 level	
	GL/CORE 1630 3.0: Intro to University Studies	Second Language Courses	GL/CORE 1635 3.0: Intro to Research	GL/CORE 1625 3.0: Intro to Computing	Quantitative and/or Qualitative Reasoning	Natural Sciences	Digital Literacies	Intercultural Contact	Big Ideas Seminars	Glendon Capstones
III. Affective Domain (Feeling/Attitude)										
Intercultural Contact and Awareness • Respect, openness, curiosity, diverse ways of knowing, discovery	I	IR	IR	IR	R	R	R	E	E	E
Community Engagement • Responsibility, service, leadership, local and global learning, experiential learning	I	I			IR	IR	IR	IR	RE	E
Ethical Reasoning • Empathy, collaboration, personal integrity, social and public interests	IRE	IR	R	R	RE	RE	RE	RE	E	E
Self-Regulation • Metacognition, planning, monitoring, assessing, correcting, reflection, persistence	IRE	IR	R	R	RE	RE	RE	RE	E	E

I = Introduced; R = Reinforced; E = Emphasized

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Appendix E: Glendon Common First Year: The First-Year Experience

GL/CORE 1630 3.0: Becoming a Scholar: Glendon and You
GL/CORE 1630 3.0 : Devenir universitaire : Glendon et vous

Calendar Description

This course examines the competencies and strategies that help students thrive at university and beyond. By taking as its primary objects of study both Glendon and its incoming cohort of students, this course aims to uncover the challenges and rewards of academic study. Engaging in practical and creative learning activities, students will reflect on their own motivations and study routines as they envision their pathways towards graduation. Topics covered include critical thinking and academic writing; skills in note-taking, reading, study, interviewing, and oral presentations; and goal setting, self-regulation, stress and time management, and financial planning. This course achieves the learning outcomes of the Glendon Core Curriculum through assigned readings and class participation, as well as multiple small-scale assignments such as quizzes, research summaries, reading responses, interviews, and group presentations. It also includes a Signature Assignment, which comprises a series of scaffolded writing projects over the course of the term leading to a summative reflection essay.

Brief Calendar Description

This course examines the competencies and strategies that help students thrive at university and beyond. Engaging in practical and creative learning activities, students will reflect on their own motivations and study routines as they envision their pathways towards graduation.

Description du cours

Ce cours examine les compétences et les stratégies qui aident les étudiants.es à s'épanouir à l'université et au-delà. En prenant comme ses principaux objets d'étude à la fois Glendon et sa cohorte d'étudiants.es débutants.es, ce cours vise à mettre en lumière les défis et les récompenses des études universitaires. En s'engageant dans des activités d'apprentissage pratiques et créatives, les étudiants.es réfléchiront à leurs propres motivations et à leurs propres routines d'étude alors qu'ils/elles envisagent leur cheminement vers l'obtention du diplôme. Les sujets abordés comprennent la pensée critique et la rédaction universitaire; des stratégies de prise de notes, de lecture et d'étude ; des méthodes d'interview et de présentation ; l'établissement d'objectifs, l'autorégulation, la gestion du stress et du temps et la planification financière. Les étudiants.es atteignent les résultats d'apprentissage du Tronc commun de Glendon par le biais de lectures et de leur participation en classe, ainsi que par la réalisation de plusieurs tâches à petite échelle (tests, rapports de recherche, résumés de lecture, entrevues et présentations de groupe). Le cours inclut aussi un travail final, qui comprend une série de projets d'écriture échafaudés au cours du trimestre et menant à un travail de réflexion sommative.

Brève description du cours

Ce cours examine les compétences et les stratégies qui aident les étudiants.es à s'épanouir à l'université et au-delà. En s'engageant dans des activités d'apprentissage pratiques et créatives, les étudiants.es réfléchiront à leurs propres motivations et à leurs propres routines d'étude alors qu'ils/elles envisagent leur cheminement vers l'obtention du diplôme.

Course Learning Outcomes (may include but not limited to)
By the end of this course students should be able to:

- Identify, describe, and apply skills in goal setting, time management, and critical self-reflection
- Develop and demonstrate metacognitive capacities for self-understanding, motivation, resilience, and persistence
- Identify and assess ethical principles as they pertain to academic study
- Identify, describe, and apply interpersonal and project-based skills in collaborative learning contexts
- Identify, describe, and apply learning strategies as they pertain to self-care, physical recreation, and mental health
- Identify, describe, and analyze issues related to at least one curriculum area of the GCC
- Critically evaluate the reliability and suitability of information sources
- Apply research reading skills including textual evaluation, close reading, and notetaking
- Identify, develop, and critique arguments and counter-arguments
- Document, manage, and cite information in an academically recognized format
- Demonstrate academic writing skills including paragraph structure and editing

Example Modules	Learning Outcomes By the end of each example module, students will be able to:	Example Readings	Glendon Liaisons
Transitioning to University	Reflect on their reasons for attending Glendon and describe the significance of a liberal arts education and language learning, particularly in terms of the social mission of the university Define their responsibilities for their own education and how it relates to their academic interests and personal development	Harrington, Chapter 1, "Discovering the Value of Education and Sharpening Key Thinking Skills" Ostergard and Fisher, Chapter 1, "Where to Start? The Basics of the Classroom"	JumpStart; Accessibility, Well-Being and Counselling; Residence Life; Glendon College Student Union

	Understand and engage with the concepts and spirit of Glendon's academic mission and the Code of Student Rights & Responsibilities		
Administrative Orientation and Academic Planning	Identify and utilize the programs, resources, and services in place to support student success and wellbeing at Glendon and York

Investigate degree requirements and faculty rules

Develop a plan for the completion of their program of study | Harrington, Chapter 6, "Mapping Your Path to Success: Plans and Action Steps"

Drew and Bingham, Chapter 18, "Personal/Professional Development Planning (PDP)" | Student Affairs; Academic Services; Experiential Education; York International; Accessibility, Well-Being and Counselling |
| Critical Thinking | Identify and evaluate diverse types of textual sources to determine viewpoint, distinguish fact from opinion, make critical inferences, and evaluate arguments and textual validity

Analyze and evaluate the strengths and weaknesses of an argument

Compare and contrast two or more sources addressing a given topic or argument | Halpern, Chapter 4, "Reasoning: Drawing Deductively Valid Conclusions," Chapter 5, "Analyzing Arguments," and Chapter 7, "Likelihood and Uncertainty: Understanding Problems"

Harrington, Chapter 1, "Discovering the Value of Education and Sharpening Key Thinking Skills" | Writing Centre; Frost Library |
| Problem Solving | Identify and evaluate problems and their surrounding contexts

Identify and evaluate multiple strategies to address problems

Develop, propose, evaluate, and implement solutions

Evaluate and critically reflect upon outcomes | Halpern, Chapter 9, "Development of Problem-Solving Skills"

Harrington, Chapter 3, "Building Academic Skills"

Drew and Bingham, Chapter 16, "Solving Problems and Making Decisions" | Writing Centre; Frost Library |
| Information Literacy | Recall and describe research terminology in the Humanities and Social Sciences

Develop a research question and locate, summarize and evaluate scholarly and popular sources | Harrington, Chapter 1, "Discovering the Value of Education and Sharpening Key Thinking Skills"

Ostergard and Fisher, Chapter 4, "Finding Your Curiosity and | Writing Centre; Frost Library |

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	Locate and select appropriate information sources (scholarly and popular) in a variety of formats and from a variety of print and electronic sources	Research Zen: Skills and the Projects that Build Them" and Chapter 5 "Can You Google That?" Drew and Bingham, Chapter 5, "Doing a Project" and Chapter 7, "Finding, Using and Analysing Information and Evidence"	
Note-Taking Skills	Identify and describe established learning strategies Reflect on and integrate established learning strategies into their own study routine	Harrington, Chapter 3, "Building Academic Skills" and Chapter 5, "Demonstrating Knowledge and Skills" Ostergard and Fisher, Chapter 2, "So You Thought You Knew How to Read? Readings and Notes for Class" Drew and Bingham, Chapter 9, "Making Notes"	JumpStart; Writing Centre
Reading and Study Skills	Summarize and articulate the main ideas of a given text Identify and evaluate diverse types of textual sources to determine viewpoint, distinguish fact from opinion, make critical inferences, and evaluate arguments and textual validity Identify and describe established learning strategies Reflect on and integrate established learning strategies into their own study routine	Harrington, Chapter 3, "Building Academic Skills" and Chapter 5, "Demonstrating Knowledge and Skills" Drew and Bingham, Chapter 7, "Finding, Using and Analysing Information for Evidence," and Chapter 15, "Handling Time and Pressure"	JumpStart
Test and Exam Preparation and Taking	Identify and describe established learning strategies Reflect on and integrate established learning strategies into their own study routine	Harrington, Chapter 5, "Demonstrating Knowledge and Skills" Ostergard and Fisher, Chapter 3, "On the Midterm Grind"	JumpStart

		Drew and Bingham, Chapter 6, "Succeeding with Exams (or Tests)"	
Academic Writing	Develop, organize, and refine ideas around a central topic Create, clarify, and present ideas that are supported with appropriate evidence Identify and utilize analytical and rhetorical strategies to produce articulate and persuasive writing Demonstrate academic writing standards, including paragraph and sentence structure, tone, and diction	Harrington, Chapter 5, "Demonstrating Knowledge and Skills" Drew and Bingham, Chapter 1, "Writing Essays and Dissertations," Chapter 2, "Writing Reports," Chapter 3, "Producing Portfolios and Journals (including Diaries, Blogs, etc.)" and Chapter 10, "Presenting Your Work; Making it Look Good"	Writing Centre
Academic Integrity	Identify and describe what constitutes plagiarism Evaluate the ethical principles and challenges of research and knowledge production including intellectual property, copyright, and creative commons licences Document, manage, and cite information in academically recognized styles, such as APA, Chicago, and MLA Complete the academic integrity module on SPARK	Harrington, Chapter 5, "Demonstrating Knowledge and Skills" Drew and Bingham, Chapter 8, "Plagiarism and Referencing" Ostergard and Fisher, Chapter 5, "Can You Google That?"	Writing Centre; Frost Library
Academic Interviews, Questionnaires, and Presentations	Identify and describe scholarly and professional standards relating to ethics and decorum Design effective interviews, questionnaires, and presentations, including forms, handouts, and slide decks	Harrington, Chapter 5, "Demonstrating Knowledge and Skills" Drew and Bingham, Chapter 4, "Giving a Presentation, Viva or Being Observed" and Chapter 10, "Presenting Your Work; Making it Look Good"	Writing Centre
Self-Regulation and Time Management	Identify and describe established learning strategies	Harrington, Chapter 4, "Strengthening Soft Skills"	JumpStart; Student Affairs

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	Reflect on and integrate established learning strategies into their own study routine	Drew and Bingham, Chapter 14, "Action Planning: Identifying Actions; Making Recommendations," and Chapter 15, "Handling Time and Pressure"	
Group Work and Teamwork Dynamics and Interpersonal Skills	Participate in respectful, thoughtful discussions Identify and describe established group work and teamwork best practices, including role assignment and collaborative goal setting Engage in and reflect on constructive forms of critique and peer review	Harrington, Chapter 3, "Building Academic Skills," Chapter 4, "Strengthening Soft Skills," and Chapter 5, "Demonstrating Knowledge and Skills" Ostergard and Fisher, Chapter 3, "On the Midterm Grind" and Chapter 4 "Finding Your Curiosity and Research Zen: Skills and the Projects that Build Them" Drew and Bingham, Chapter 11, "Discussions: Face-to-Face and On-line (in seminars, groups, etc.)," Chapter 12, "Working in a Group or Team," and Chapter 13, "Dealing with Other People"	JumpStart; Career Centre; Student Affairs; Glendon College Student Union
Motivation and Resilience	Identify and describe established learning strategies Identify and utilize a growth mindset to help reframe the learning experience Reflect on and integrate established learning strategies into their own study routine	Harrington, Chapter 7, "Staying on Track and Celebrating Success" Drew and Bingham, Chapter 14, "Action Planning: Identifying Actions; Making Recommendations"	JumpStart; Accessibility, Well-Being and Counselling; Career Centre; Residence Life
Stress Management, Metacognition, and Self-Reflection	Describe the importance of physical recreation and co-curricular activities to enhanced academic study and wellbeing Identify and utilize the programs, resources, and services in place to support student success and wellbeing at Glendon and York	Harrington, Chapter 7, "Staying on Track and Celebrating Success" Drew and Bingham, Chapter 15, "Handling Time and Pressure" and Chapter 17, "Reflecting on Your Learning Experience (including Feedback)"	Student Affairs; Accessibility, Well-Being and Counselling; Career Centre; Glendon Athletic Centre
Financial Planning	Identify and describe short- and long-term financial goals and the challenges of financing post-secondary education	Harrington, Chapter 7, "Staying on Track and Celebrating Success"	JumpStart; Student Affairs; Career Centre; Student

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	Demonstrate an understanding of managing personal finances, including budgeting, saving, borrowing, credit, spending, and repayment costs	Pratt, Rhodes, and Weitzel, Chapter 3, "Financial Planning," Chapter 4, "Time Value of Money," Chapter 8, "Risk Management," and Chapter 9, "Credit"	Financial Services
Goal Setting and Career Planning	Identify and utilize the programs, resources, and services in place to support student success and wellbeing at Glendon and York Identify and utilize established goal-setting strategies to foster student success	Harrington, Chapter 2, "Setting Goals and Choosing a Career Path" Drew and Bingham, Chapter 18, "Personal/Professional Development Planning (PDP)"	Academic Services; Career Centre

Sample Evaluation Scheme (for informational purposes only, without prejudice)

Reading Responses	15%
Group Presentation	15%
Academic Planning Assignment	15%
Signature Assignment	
Design and Conduct an Interview	10%
Interview Report	10%
Literature Review (Research)	10%
Summative Reflection Essay	10%
Class Participation	15%

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Appendix F: Glendon Common First Year: Academic Research

GL/CORE 1635 3.0 Introduction to Academic Research in the Humanities and Social Sciences
GL/CORE 1635 3.0 Introduction à la recherche universitaire en sciences humaines et sociales

Calendar Description

This course focuses on the academic and research competencies required for active engagement in the disciplines of the Humanities and Social Sciences at the university level. Students will learn the fundamentals of the research cycle: research design, research methodologies (quantitative, qualitative, mixed methods, art-based, and community-based participatory research), data collection and analysis, and the communication of research findings. Guest speakers will introduce students to a wide range of research, including new and emerging fields such as digital scholarship, by sharing their current research projects and the abilities they rely on to complete them. Through lectures, hands-on labs, and other methods, students will learn how to identify, locate, evaluate, and cite relevant sources, as well as how to structure research questions, build and manage projects, and communicate ideas effectively. While engaging students in reflective academic research and writing, this course aims to encourage them to understand themselves as critical learners as they weigh the ethical principles and challenges of academic work and explore the social and cultural implications of the Humanities and Social Sciences, both locally and globally. This course achieves the learning outcomes of the Glendon Core Curriculum through assigned readings and class participation, quizzes and/or a mid-term exam, in-class labs/tutorials, group discussions and presentations, and a summative final project.

Brief Calendar Description

This course focuses on academic and research competencies required at the university level. Students will learn how to identify, locate, evaluate, and cite relevant sources, as well as how to structure research questions, build and manage projects, and communicate ideas effectively.

Description du cours

Ce cours se concentre sur les compétences universitaires et de recherche requises pour un engagement actif dans les disciplines des sciences humaines et sociales et pour réussir des études. Les étudiants.es apprendront les principes fondamentaux du cycle de recherche : la conception de la recherche, les méthodologies de recherche (méthodes quantitatives, qualitatives, mixtes, recherche participative et communautaire basée sur l'art), la collection et l'analyse des données, et la communication des résultats de la recherche. Des conférenciers.es invités.es présenteront un large éventail de recherches, y compris dans des domaines nouveaux et émergents tels que la culture numérique, en partageant leurs projets de recherche en cours et les compétences sur lesquelles ils/elles s'appuient pour les mener à bien. Par le biais de cours magistraux, de laboratoires pratiques, et d'autres méthodes, les étudiants.es apprendront à identifier, trouver, évaluer et citer des sources pertinentes, ainsi qu'à structurer les questions de recherche, à construire et gérer des projets, et à communiquer efficacement des idées. Tout en engageant les étudiants.es dans la recherche universitaire et la rédaction réflexive, ce cours vise à les encourager à se considérer comme apprenants.es critiques alors qu'ils/elles évaluent les principes éthiques et les défis du travail universitaire et explorent les retombées sociales et culturelles des sciences humaines et sociales, aux paliers local et mondial. Ce cours atteint les

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résultats d'apprentissage du Tronc commun de Glendon grâce à des lectures assignées et à la participation en classe, à des quiz et/ou à un examen de mi-trimestre, à des laboratoires/tutoriels en classe, à des discussions de groupe et à des présentations, et à la préparation d'un projet final sommatif.

Brève description du cours

Ce cours met l'accent sur les compétences universitaires et en recherche requises pour réussir des études. Les étudiants.es apprendront à identifier, trouver, évaluer et citer des sources pertinentes, ainsi qu'à structurer les questions de recherche, construire et gérer des projets, et communiquer efficacement des idées.

Course Learning Outcomes (may include but not limited to)
By the end of this course students should be able to:

- Recall and describe research terminology in the Humanities and Social Sciences
- Identify the ethical principles and challenges of research and knowledge production including intellectual property, copyright, and creative commons licences
- Describe quantitative, qualitative, mixed methods, art-based, and community-based participatory research methodologies
- Identify, describe, and analyze issues related to at least one curriculum area of the GCC
- Identify the components of a literature review process
- Compare and contrast different search techniques and develop effective search strategies
- Locate and select appropriate information sources (scholarly and popular) in a variety of formats and from a variety of print and electronic sources
- Critically evaluate the reliability and suitability of information sources
- Apply research reading competencies including textual evaluation, close reading, and notetaking
- Identify, develop, and critique arguments and counter-arguments
- Document, manage, and cite information in an academically recognized format
- Demonstrate academic writing skills including paragraph structure and editing

Example Modules	Learning Outcomes By the end of each module, students will be able to:	Example Readings	Example Glendon Liaisons
The Research Cycle	Articulate the capabilities and constraints of information developed through various research creation processes Recall and describe research terminology in the Humanities and Social Sciences	Klarer, Mario. *"What Is Literature, What Is a Text?"* An Introduction to Literary Studies, 3rd ed., Routledge, 2013, pp. 1–8. Sheppard, Valerie. *"Introduction to Research Methods"* Research Methods for the Social Sciences: An Introduction, 2020, licensed under a Creative Commons Attribution-NonCommercial-Share-Alike 4.0 International Licencse https://pressbooks.bccampus.ca/jibcresearchmethods/	Guest speakers: Glendon Humanities researcher; Glendon Social Sciences researcher; digital scholarship librarian

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Research Ethics	Identify the ethical principles and challenges of research and knowledge production including intellectual property, copyright, and creative commons licences Understand the importance and reasoning behind academic integrity and the expectations of the University around Academic Honesty, including plagiarism	(videos from SPARK or a new video/interview with Associate Principal Research and Graduate Studies) Haviland, Carol Peterson, and Joan A. Mullin. *"Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits."* Who Owns This Text?, University Press of Colorado, 2009, pp. 1–19. JSTOR, http://www.jstor.org/stable/j.ctt4cgn56.3. Modern Language Association of America. *"Documenting sources: An overview."* MLA Handbook, Ninth edition., The Modern Language Association of America, 2021. *Publication Manual of the American Psychological Association: The Official Guide to APA Style.* Seventh edition., American Psychological Association, 2020.	Guest speakers: Glendon representative on the Human Participant Research Sub-Committee, or a Research Officer from Glendon Research Services; APAR
Research Strategies	Identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information Identify the components of a literature review process Understand the fundamentals of developing research questions, thesis statements, and research plans	Badke, William. *Research Strategies: Finding Your Way through the Information Fog.* 7th ed. iUniverse, 2021. Sheppard, Valerie. *"The Literature Review"* Research Methods for the Social Sciences: An Introduction, 2020, licensed under a Creative Commons Attribution-NonCommercial-Share-Alike 4.0 International Licencse https://pressbooks.bccampus.ca/jibcresearchmethods/	Guest Speakers: Representative from the Glendon Research Office
Research Design	Describe and apply quantitative, qualitative, mixed methods, art-based, and community-based participatory research methodologies	Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Art-Based, and Community-Based Participatory Research Approaches.* Guildford, 2017. Hudson, Pat. *"Numbers and Words: Quantitative Methods for Scholars of Texts."* Research Methods for English Studies, NED - New edition, 2, Edinburgh University Press, 2013, pp. 133–59.	Guest speakers: Glendon art-based research; C4-Space launch project
Data Collection and Critical Analysis	Locate and select appropriate information sources (scholarly and popular) in a variety of	Mann, Thomas, Oxford Scholarship Online - York University. *"Reference Sources: Searching by Types of Literature."* The Oxford Guide to Library	Guest speakers: York University Archives

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| | formats and from a variety of print and electronic sources

Critically evaluate the reliability and suitability of information sources | Research, Oxford University Press, 2005, pp. 261–73.

Ramsey, Alexis E., et al. *"Viewing the Archives: The Hidden and the Digital."* Working in the Archives: Practical Research Methods for Rhetoric and Composition, Southern Illinois University Press, 2009.

Badke, William. *Research Strategies: Metadata and the power of controlled vocabularies*. 7th ed. iUniverse, 2021. | |
|---|---|---|---|
| Effective Research Communication | Develop complex arguments and demonstrate standards of formal writing, including correct paragraph and sentence structuring

Engage in processes of drafting and editing

Articulate ideas and information with accuracy and clarity

Understand and create effective slide decks following best practices

Demonstrate professional standards of behaviour in giving and receiving critical feedback; assess and reflect on feedback as a learning strategy | (SPARK modules on Writing Strategies and Essay Editing)

Badke, William. *Research Strategies: Tips on research writing*. 7th ed. iUniverse, 2021.

Rowe, Nicholas. *Academic and Scientific Poster Presentation: A Modern Comprehensive Guide.* Springer International Publishing AG, 2017. | Writing Centre |

Sample Evaluation Scheme (for informational purposes only, without prejudice)

Reading Quizzes	20%
Mid-Term Exam	15%
Group Presentation	15%
Writing Assignment	15%
Final Project	25%
Participation	10%

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Appendix G: Glendon Common First Year: Computing and Programming

GL/CORE 1625 3.0; LE/EECS 1580 3.0: Introduction to Computing and Programming
GL/CORE 1625 3.0 ; LE/EECS 1580 3.0 : Introduction à l'informatique et à la programmation

Calendar Description

This is an introductory course in computer science and programming languages for the science programs at the Glendon campus. The course is designed to train students to use the popular programming platforms R and Python to solve computational problems arising in the sciences.

As part of that, students will learn to organize and manipulate data sets relevant to their majors. The bulk of the course will be taught in R. In the last two weeks Python will be introduced to give students familiarity with that platform.

Brief Calendar Description

This is an introductory course in computer science and programming languages for the science programs at the Glendon campus. The course is designed to train students to use the popular programming platforms R and Python to solve computational problems arising in the sciences.

Description du cours

Il s'agit d'un cours d'introduction à l'informatique et aux langages de programmation pour les programmes scientifiques du campus Glendon. Le cours est conçu pour former les étudiants à l'utilisation des plates-formes de programmation populaires R et Python pour résoudre les problèmes de calcul qui se posent dans les sciences.

Dans ce cadre, les étudiants apprendront à organiser et à manipuler des ensembles de données pertinents pour leurs majeures. La partie principale du cours sera axée sur le langage de programmation R. Au cours des deux dernières semaines, Python sera introduit pour familiariser les étudiants avec cette plate-forme.

Brève description du cours

Il s'agit d'un cours d'introduction à l'informatique et aux langages de programmation pour les programmes scientifiques du campus Glendon. Le cours est conçu pour former les étudiants à l'utilisation des plates-formes de programmation populaires R et Python pour résoudre les problèmes de calcul qui se posent dans les sciences.

Course Learning Outcomes (may include but not limited to)
By the end of this course students should be able to:

Upon completion of the course, each student should be able to do the following in R or Python:

1. Import and export data
2. Create and manage dataframes
3. Visually present data (graphing)
4. Download and use various libraries to solve problems
5. Develop simple functions

Tentative Lecture Schedule

1. Introduction
2. Simple manipulations; numbers and vectors
3. Objects
4. Ordered and unordered factors
5. Arrays and matrices
6. READING WEEK
7. Lists and data frames
8. Reading data from files
9. Grouping, loops and conditional execution
10. Writing your own functions
11. Graphical procedures
12. Intro Python
13. Python cont'd

Sample Evaluation Scheme (for informational purposes only, without prejudice)

Programming Exercises   70%
- Weekly Assignments

Independent Projects   30%
- Data projects that are specific to each student's home program. Having students gather, manipulate, and summarize data using R libraries that are common and/or specific to their programs (Biology, Psychology, Mathematics, Economics). No knowledge of Statistics is needed as students will not have these skills.

Bibliography

1. An Introduction to R. Notes on R: A Programming Environment for Data Analysis and Graphics Version 4.0.3 (2020-10-10) W. N. Venables, D. M. Smith and the R Core Team (free online)

2. R for Data Science (https://r4ds.had.co.nz/)

3. Introduction to programming by Python, Robert Sedgewick, Kevin Wayne, and Robert Dondero, ISBN-13: 978-0134076430, Addison-Wesley Professional, 2015

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Appendix H: Preliminary List of Candidate General Education and Disciplinary Courses for Adaptation to the Glendon Core Curriculum

GL/HUMA 1820 6.0 Art in Society
GL/HUMA 2400 6.0 Design in Society
GL/HUMA 2500 6.0 Lignes et formes
GL/HUMA 2655 3.0 Introduction to Computer Music and Digital Audio Editing
GL/HUMA 3200 6.0 Photographie numérique
GL/HUMA 3400 6.0 Art et peinture
GL/HUMA 3641 3.0 Les droits humains
GL/HUMA 3644 3.0 Asylum
GL/HUMA 3644 3.0 L'asile
GL/HUMA 3670 6.0 Le multiculturalisme et l'ethnicité au Canada
GL/HUMA 3674 3.0 Cultures québécoise et francophone canadienne

GL/NATS 1200 6.0 La vie sauvage de Toronto : Écologie urbaine et restauration
GL/NATS 1500 6.0 Nutrition, santé et société
GL/NATS 1605 6.0 Communication, Health and Environment
GL/NATS 1770 6.0 Heredity and Society
GL/NATS 1890 6.0 Introduction to Science, Technology and Society
GL/NATS 2910 6.0 La technologie au Moyen Âge : théorie et pratique
GL/NATS 2920 6.0 Medieval Science: Thought and Practice
GL/NATS 4205 3.0 Human-Insect Interactions

GL/MODR 1711 6.0 Critical Thinking
GL/MODR 1716 6.0 Logique formelle et informelle

GL/SOSC 3205 6.0 Leadership, Influence and Change
GL/SOSC 3670 6.0 Le multiculturalisme et l'ethnicité au Canada

GL/ILST 3260 3.0 The Environment and International Relations

GL/HIST 1615 6.0 Roots of World Civilizations
GL/HIST 2625 3.0 Introduction aux études africaines
GL/HIST 2930 6.0 The Twentieth Century: A Global Perspective

GL/PSYC 2635 3.0 Health Psychology
GL/PSYC 2625 3.0 Psychologie de la santé

GL/SP 1605 6.00 Hispanic Culture: Art, Literature and Cinema

In consultation with the Chair of Multidisciplinary Studies and the Curriculum Committee of the Glendon Faculty Council, individual Departments and Programs will determine which of their courses currently cross-listed as general education are to be adapted to meet the learning outcomes of the proposed Glendon Core Curriculum. As with proposed new courses, any adapted courses will subsequently be subject to committee review for final approval by Faculty Council.

Appendix I: Proposed Checklists for the Adaptation of Existing Courses and the Design of New Courses (without Prejudice)

<table>
<tr><td colspan="3" style="text-align:center">GLENDON CORE CURRICULUM</td></tr>
</table>

ADAPTATION OF AN EXISTING COURSE

Use this checklist to help prepare your submission to Curriculum Committee

	Current	Proposed
Date of submission *(dd/mm/yy)*		
	Current	**Proposed**
Department or Program		Glendon Core Curriculum
Course number	GL/	GL/CORE
Course title		
Short Course title		
☐ Re-activate course		
Language of instruction		
Prerequisite(s)		NONE
Corequisite(s)		NONE
GL Cross-listing(s) *Check appropriate box to ensure GL/CORE courses can also be taken by students legacied under the general education requirement until Fall 2028.*	GL/	☐ GL/HUMA ☐ GL/MODR ☐ GL/NATS ☐ GL/SOSC
Non-GL Cross-listing(s) *Check appropriate box and highlight or circle relevant faculty*	AP/ES/FA/HH/SC/	☐ AP/ES/FA/HH/SC/HUMA ☐ AP/ES/FA/HH/SC/MODR ☐ AP/ES/FA/HH/SC/NATS ☐ AP/ES/FA/HH/SC/SOSC
Course credit exclusion(s)	GL/AP/ES/FA/HH/SC/	GL/AP/ES/FA/HH/SC/

Course specific category

		BREADTH COMPONENT	HONOURS YEAR
Course specific category	☐ COMMON FIRST YEAR	☐ Quantitative and/or Qualitative Reasoning	☐ Big Ideas Seminar
		☐ Natural Sciences	☐ Glendon Honours Capstone
		☐ Digital Literacies	
		☐ Intercultural Contact	

	Course Level	
Course Level	☐ 1000 ☐ 2000 ☐ 3000 ☐ 4000	☐ GL/CORE 1000 ☐ GL/CORE 2000 ☐ GL/CORE 3000 ☐ GL/CORE 4000

Course-Level Rationale: *Please provide a brief statement explaining how this course aligns vertically with the learning expectations of the core curriculum (i.e., the 1000 level delivers fundamentals; the 2000 level, surveys; the 3000 level, focused topics; and the 4000 level, summative Honours experiences.)*	

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Proposed Brief Course Description (40 words max.) *Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of...," rather than "This course <u>will analyze</u>...")*	

Learning Outcomes Statements: *Please indicate how this adapted course is designed to meet the learning outcomes of the core curriculum. Please refer to the appropriate Glendon Core Curriculum Course-Level Learning Outcomes document and Curriculum Map for specific learning outcomes and specify whether they are to be introduced, reinforced, or emphasized in this course.*

Cognitive Domain – Cognitive Process Dimension *Indicate how learning outcomes associated with the cognitive domain – cognitive process dimension (doing/competencies) are achieved, where applicable, in assignments and learning activities (e.g., written work, oral presentations, research projects, team-based learning, groupwork, group discussion, peer-review exercises, etc.).*	

Cognitive Domain – Knowledge Dimension *Indicate how learning outcomes pertaining to the cognitive domain – knowledge dimension (thinking/knowledge) are reflected in course content (e.g., lectures, readings, assignment topics, etc.) and related to at least <u>one</u> of the GCC's four curriculum areas. Please also check at right which curriculum area(s) relates to the course's topic.*		☐ Gender and Race Equity and Social Justice ☐ Decolonization and Indigenization ☐ Climate Change and Environmental Sustainability ☐ Global Citizenship and Engagement

Affective Domain *Indicate how learning outcomes pertaining to the affective domain (feeling/attitude) derive from learning experiences in which students connect course content to previous knowledge and engage in structured reflection in formative and/or summative exercises or assignments.*	

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New Course Proposal

Use this checklist to help prepare your submission to Curriculum Committee

Date of submission *(dd/mm/yy)*	
Course number	GL/CORE
Course title	
Short Course title	
Language of instruction	
Academic Term *(e.g., Fall 2023)*	

GL Cross-listing(s) *Check appropriate box to ensure GL/CORE courses can also be taken by students legacied under the general education requirement until Fall 2028.*	☐ GL/HUMA ☐ GL/MODR ☐ GL/NATS ☐ GL/SOSC	☐ Confirmation that, in meeting the learning outcomes of the Glendon Core Curriculum, this new course also meets the criteria for general education courses, as set out by Glendon Faculty Council in its meeting of 24 March 2006.
Non-GL Cross-listing(s) *Check appropriate box and highlight or circle relevant faculty*	☐ AP/ES/FA/HH/SC/HUMA ☐ AP/ES/FA/HH/SC/MODR ☐ AP/ES/FA/HH/SC/NATS ☐ AP/ES/FA/HH/SC/SOSC	

Course credit exclusion(s)	GL/AP/ES/FA/HH/SC/		

Course specific category	☐ COMMON FIRST YEAR	**BREADTH COMPONENT**	**HONOURS YEAR**
		☐ Quantitative and/or Qualitative Reasoning	☐ Big Ideas Seminar
		☐ Natural Sciences	☐ Glendon Honours Capstone
		☐ Digital Literacies	
		☐ Intercultural Contact	

Course Level	☐ GL/CORE 1000 ☐ GL/CORE 2000 ☐ GL/CORE 3000 ☐ GL/CORE 4000

Course-Level Rationale: *Please provide a brief statement explaining how this course aligns vertically with the learning expectations of the core curriculum (i.e., the 1000 level delivers fundamentals; the 2000 level, surveys; the 3000 level, focused topics; and the 4000 level, summative Honours experiences.)*	
Proposed Brief Course Description (40 words max.) *Verbs should be in the present tense (i.e., "This course underlines the nature and extent of...," rather than "This course will analyze...")*	

Learning Outcomes Statements: *Please indicate how this new course is designed to meet the learning outcomes of the core curriculum. Please refer to the appropriate Glendon Core Curriculum Course-Level Learning Outcomes document and Curriculum Map for specific learning outcomes and specify whether they are to be introduced, reinforced, or emphasized in this course.*

Cognitive Domain – Cognitive Process Dimension *Indicate how learning outcomes associated with the cognitive domain – cognitive process dimension (doing/competencies) are achieved, where applicable, in assignments and learning activities (e.g., written work, oral presentations, research projects, team-based learning, groupwork, group discussion, peer-review exercises, etc.).*	
Cognitive Domain – Knowledge Dimension *Indicate how learning outcomes pertaining to the cognitive domain – knowledge dimension (thinking/knowledge) are reflected in course content (e.g., lectures, readings, assignment topics, etc.) and related to at least <u>one</u> of the GCC's four curriculum areas. Please also check at right which curriculum area(s) relates to the course's topic.*	☐ Gender and Race Equity and Social Justice ☐ Decolonization and Indigenization ☐ Climate Change and Environmental Sustainability ☐ Global Citizenship and Engagement
Affective Domain *Indicate how learning outcomes pertaining to the affective domain (feeling/attitude) derive from learning experiences in which students connect course content to previous knowledge and engage in structured reflection in formative and/or summative exercises or assignments.*	

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Appendix J: Course-Level Learning Outcomes

Glendon Core Curriculum Course-Level Learning Outcomes		
1000 Level		
GL/CORE 1630 3.0: **Becoming a Scholar: Glendon and You**	**I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)**	
	I	Written Communication • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference
	I	Oral Communication • Organization, audio/visual aids, professionalism, articulation, listening
	I	Critical Reading • Viewpoint, factuality, inference, argument, textual validity
	I	Critical Thinking and Reasoning • Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making
	I	Information Literacy • Scholarly retrieval, evaluation, organization; software application proficiency
	I	Problem Solving • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction
	I	Teamwork and Interpersonal Skills • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy
	II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)	
	I	Social Justice, including Gender and Race Equity Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
	and/or	
	I	Decolonization and Indigenization Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
	and/or	
	I	Climate Change and Environmental Sustainability Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives
	and/or	
	I	Global Citizenship and Engagement Critical consciousness, intercultural competence, diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives
	III. Affective Domain (Feeling/Attitude)	
	I	Intercultural Contact and Awareness Respect, openness, curiosity, diverse ways of knowing
	I	Community Engagement Responsibility, service, leadership, local and global learning, experiential learning
	IRE	Ethical Reasoning Empathy, collaboration, personal integrity, social and public interests, sustainability
	IRE	Self-Regulation Metacognition, planning, monitoring, assessing, correcting, reflection, persistence

I = Introduced; R = Reinforced; E = Emphasized

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Glendon Core Curriculum
Course-Level Learning Outcomes

1000 Level

		I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)
Second-Language Courses	**IR**	**Written Communication** • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference
	IR	**Oral Communication** • Organization, audio/visual aids, professionalism, articulation, listening
	I	**Critical Reading** • Viewpoint, factuality, inference, argument, textual validity
	I	**Critical Thinking and Reasoning** • Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making
	I	**Information Literacy** • Scholarly retrieval, evaluation, organization; software application proficiency
	I	**Problem Solving** • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction
	IR	**Teamwork and Interpersonal Skills** • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy
		II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)
	IR	**Social Justice, including Gender and Race Equity** Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	IR	**Decolonization and Indigenization** Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	IR	**Climate Change and Environmental Sustainability** Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives
		and/or
	IR	**Global Citizenship and Engagement** Critical consciousness, intercultural competence, diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives
		III. Affective Domain (Feeling/Attitude)
	IR	**Intercultural Contact and Awareness** Respect, openness, curiosity, diverse ways of knowing
		Community Engagement Responsibility, service, leadership, local and global learning, experiential learning
	IR	**Ethical Reasoning** Empathy, collaboration, personal integrity, social and public interests, sustainability
		Self-Regulation Metacognition, planning, monitoring, assessing, correcting, reflection, persistence

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Glendon Core Curriculum

Course-Level Learning Outcomes

1000 Level: BA Programs

GL/CORE 1635 3.0: Introduction to Academic Research in the Humanities and Social Sciences		**I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)**
	R	Written Communication • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference
	R	Oral Communication • Organization, audio/visual aids, professionalism, articulation, listening
	R	Critical Reading • Viewpoint, factuality, inference, argument, textual validity
	R	Critical Thinking and Reasoning → Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making
	RE	Information Literacy • Scholarly retrieval, evaluation, organization; software application proficiency
	RE	Problem Solving • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction
	R	Teamwork and Interpersonal Skills • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy
		II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)
	IR	Social Justice, including Gender and Race Equity Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	IR	Decolonization and Indigenization Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	IR	Climate Change and Environmental Sustainability Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives
		and/or
	IR	Global Citizenship and Engagement Critical consciousness, intercultural competence, diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives
		III. Affective Domain (Feeling/Attitude)
	IR	Intercultural Contact and Awareness Respect, openness, curiosity, diverse ways of knowing
		Community Engagement Responsibility, service, leadership, local and global learning, experiential learning
	R	Ethical Reasoning Empathy, collaboration, personal integrity, social and public interests, sustainability
	R	Self-Regulation Metacognition, planning, monitoring, assessing, correcting, reflection, persistence

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Glendon Core Curriculum

Course-Level Learning Outcomes

1000 Level: Science-Based and Science-Related BA and BSc Programs

		I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)
GL/CORE 1625 3.0: Introduction to Computing and Programming	**R**	**Written Communication** • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference
	R	**Oral Communication** • Organization, audio/visual aids, professionalism, articulation, listening
	IR	**Critical Reading** • Viewpoint, factuality, inference, argument, textual validity
	IR	**Critical Thinking and Reasoning** • Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making
	RE	**Information Literacy** • Scholarly retrieval, evaluation, organization; software application proficiency
	IR	**Problem Solving** • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction
	R	**Teamwork and Interpersonal Skills** • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy
		II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)
	I	**Social Justice, including Gender and Race Equity** Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	I	**Decolonization and Indigenization** Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	I	**Climate Change and Environmental Sustainability** Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives
		and/or
	I	**Global Citizenship and Engagement** Critical consciousness, intercultural competence, diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives
		III. Affective Domain (Feeling/Attitude)
	IR	**Intercultural Contact and Awareness** Respect, openness, curiosity, diverse ways of knowing
		Community Engagement Responsibility, service, leadership, local and global learning, experiential learning
	R	**Ethical Reasoning** Empathy, collaboration, personal integrity, social and public interests, sustainability
	R	**Self-Regulation** Metacognition, planning, monitoring, assessing, correcting, reflection, persistence

I = Introduced; R = Reinforced; E = Emphasized

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Glendon Core Curriculum

Course-Level Learning Outcomes

1000, 2000, and 3000 Levels

3.0 or 6.0 Breadth Component Courses	I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)	

	I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)	
RE	Written Communication • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference	
RE	Oral Communication • Organization, audio/visual aids, professionalism, articulation, listening	
RE	Critical Reading • Viewpoint, factuality, inference, argument, textual validity	
E	Critical Thinking and Reasoning • Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making	
RE	Information Literacy • Scholarly retrieval, evaluation, organization; software application proficiency	
RE	Problem Solving • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction	
RE	Teamwork and Interpersonal Skills • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy	
	II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)	
R	Social Justice, including Gender and Race Equity Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives	
	and/or	
R	Decolonization and Indigenization Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives	
	and/or	
R	Climate Change and Environmental Sustainability Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives	
	and/or	
R	Global Citizenship and Engagement Critical consciousness, intercultural competence, diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives	
	III. Affective Domain (Feeling/Attitude)	
R	Intercultural Contact and Awareness Respect, openness, curiosity, diverse ways of knowing	
IR	Community Engagement Responsibility, service, leadership, local and global learning, experiential learning	
RE	Ethical Reasoning Empathy, collaboration, personal integrity, social and public interests, sustainability	
RE	Self-Regulation Metacognition, planning, monitoring, assessing, correcting, reflection, persistence	

I = Introduced; R = Reinforced; E = Emphasized

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Glendon Core Curriculum
Course-Level Learning Outcomes

4000 Level		

3.0 **Big Ideas Seminars**		**I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)**
	E	Written Communication • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference
	E	Oral Communication • Organization, audio/visual aids, professionalism, articulation, listening
	E	Critical Reading • Viewpoint, factuality, inference, argument, textual validity
	E	Critical Thinking and Reasoning • Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making
	E	Information Literacy • Scholarly retrieval, evaluation, organization; software application proficiency
	E	Problem Solving • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction
	E	Teamwork and Interpersonal Skills • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy
		II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)
	E	Social Justice, including Gender and Race Equity Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	E	Decolonization and Indigenization Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	E	Climate Change and Environmental Sustainability Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives
		and/or
	E	Global Citizenship and Engagement Critical consciousness, intercultural competence, diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives
		III. Affective Domain (Feeling/Attitude)
	E	Intercultural Contact and Awareness Respect, openness, curiosity, diverse ways of knowing
	RE	Community Engagement Responsibility, service, leadership, local and global learning, experiential learning
	E	Ethical Reasoning Empathy, collaboration, personal integrity, social and public interests, sustainability
	E	Self-Regulation Metacognition, planning, monitoring, assessing, correcting, reflection, persistence

I = Introduced; R = Reinforced; E = Emphasized

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Glendon Core Curriculum
Course-Level Learning Outcomes

4000 Level

		I. Cognitive Domain – Cognitive Process Dimension (Doing/Competencies)
3.0 Honours Glendon Capstones	E	**Written Communication** • Thesis, argument, coherence, grammar, vocabulary, quotation, citation, reference
	E	**Oral Communication** • Organization, audio/visual aids, professionalism, articulation, listening
	E	**Critical Reading** • Viewpoint, factuality, inference, argument, textual validity
	E	**Critical Thinking and Reasoning** • Quantitative and qualitative forms of reasoning, analysis, inference, argumentation, decision-making
	E	**Information Literacy** • Scholarly retrieval, evaluation, organization; software application proficiency
	E	**Problem Solving** • Brainstorming, creativity, hypothesis, counterfactual thinking, abstraction
	E	**Teamwork and Interpersonal Skills** • Active listening, communication, flexibility, responsibility, delegation, conflict management, empathy

		II. Cognitive Domain – Knowledge Dimension (Thinking/Knowledge)
	E	**Social Justice, including Gender and Race Equity** Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	E	**Decolonization and Indigenization** Critical consciousness, intercultural competence, ethical competence, intersectionality, systemic thinking, responsibility, local and global challenges, interdisciplinary perspectives
		and/or
	E	**Climate Change and Environmental Sustainability** Critical consciousness, climate literacy, action competence learning, ecology literacy, equity issues, local and global challenges, interdisciplinary perspectives
		and/or
	E	**Global Citizenship and Engagement** Critical consciousness, intercultural competence, diversity, sustainability, responsibility, local and global challenges, interdisciplinary perspectives

		III. Affective Domain (Feeling/Attitude)
	E	**Intercultural Contact and Awareness** Respect, openness, curiosity, diverse ways of knowing
	E	**Community Engagement** Responsibility, service, leadership, local and global learning, experiential learning
	E	**Ethical Reasoning** Empathy, collaboration, personal integrity, social and public interests, sustainability
	E	**Self-Regulation** Metacognition, planning, monitoring, assessing, correcting, reflection, persistence

I = Introduced; R = Reinforced; E = Emphasized

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Appendix K: Proposal for Transfer Credit Assessment in the GCC

****The "six credits in the non-dominant official language at the level of placement taken in the first year" will NOT be granted through transfer credit, unless the student in question has already completed a degree (and therefore the language requirement) at Glendon****

GCC REQUIREMENTS FOR BA

NUMBER OF TRANSFER CREDITS GRANTED	WHAT IS WAIVED/GRANTED UNDER EXISTING GENED	PROPOSAL: WHAT WOULD BE WAIVED/GRANTED UNDER GCC
<24	0 credits by default; some GenEd credits may be granted on a course-by-course basis	0 credits by default Potential CORE 1630 and/or 1635/1625 could be granted on a course-by-course basis if the student has similar course experience
24-35	6 credits GenEd (the GenEd to be determined by the student's previous studies)	6 credits GCC granted – specifically, 6 credits CORE at the 1000/2000 level Potential CORE 1630 and/or 1635/1625 could be granted on a course-by-course basis if the student has similar course experience, but the total GCC credits earned would still be 6 credits.
36-47	12 credits GenEd	12 credits GCC granted -- waive CORE 1630 and 1635/1625 automatically; grant 6 additional GL/CORE credits at the 1000/2000 level *This means that students in a 90-credit BA program with 36 or more transfer credits will complete only the second language portion of the GCC
48+	GenEd requirement waived	15 credits GCC granted – waive all GL/CORE courses. *This means that students in a 120-credit BA program with 48 or more transfer credits will complete only the second language portion of the GCC

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GCC REQUIREMENTS FOR BSc

NUMBER OF TRANSFER CREDITS GRANTED	WHAT IS WAIVED/GRANTED UNDER EXISTING GENED	PROPOSAL: WHAT WOULD BE WAIVED/GRANTED UNDER GCC
<24	0 credits by default; some GenEd credits may be granted on a course-by-course basis	0 credits by default Potential CORE 1630 and/or 1625 and/or GenEds could be granted on a course-by-course basis if the student has similar course experience
24-35	6 credits GenEd from the HUMA/SOSC/MODR/NATS requirement; some science GenEd credits may be granted on a course-by-course basis	6 credits GCC granted – specifically, 6 credits CORE at the 1000/2000 level Potential CORE 1630 and/or 1625 and/or GenEds could be granted on a course-by-course basis if the student has similar course experience, but the total GCC credits earned would still be 6 credits.
36-47	12 credits GenEd	9 credits GCC granted -- waive CORE 1630 automatically; grant 6 additional GL/CORE credits at the 1000/2000 level Potential CORE 1625 and/or GenEds could be granted on a course-by-course basis if the student has similar course experience. This would be *in addition* to the 9 GCC credits granted.
48+	GenEd requirement waived	12 credits GCC granted – waive GL/CORE 1630 3.0, six credits GL/CORE at the 1000/2000 level, three GL/CORE at the 4000 level. Potential CORE 1625 and/or GenEds could be granted on a course-by-course basis if the student has similar course experience. This would be *in addition* to the 12 GCC credits granted.

NOTES:

1. course-by-course here means that if a student has taken a course that seems similar to a specifically-required GCC course (i.e., CORE 1630, 1635 or 1625), the case would be forwarded to the GCC coordinator for potential approval to grant an equivalency to the Glendon course. No course-by-course equivalency for GL/CORE would be determined without the coordinator's approval, which matches the practice for course equivalencies in any major. For BSc students, course-by-course equivalencies for GenEds (i.e., 6 credits MATH at the 1000 level, 6 credits BIOL/CHEM/PHYS at the 1000 level) will be determined by Academic Services.
2. Granting a course equivalency means that the student will not be required to take the course, because the student completed a similar course in his or her previous studies. Should the student still choose to take the course that has been granted, their transfer credits will be reduced accordingly
3. Waiving a course means that the student will not be required to take the course, even if the student has not completed a similar course in his or her previous studies. The student can, however, choose to take the waived course without losing transfer credits.
   For students with 48 or more transfer credits, who are waived the 4000-level GL/CORE course, it should be noted that they have not been *granted* any 4000-level credits, and the upper-level requirement still applies. 78

Appendix M: Letters of Support

GLENDON
COLLEGE

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UNIVERSITAIRE
GLENDON

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Principal

Bureau du
Principal

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October 27, 2022

Re. Glendon Core Curriculum

Dear Chair of ASCP,

I am writing to offer an enthusiastic support for the creation of a core curriculum at Glendon. It provides a focus on student success by teaching skills required throughout their university experience, prepare them for studies in their degree programs, and life-long learning. The Core Curriculum will provide a more coherent approach to general education courses with a clear curriculum map and learning objectives. Mandatory first-year courses will help build a sense of cohort among our students and strengthen our campus experience. This modernization of our general education course offering is a radical change as it embeds our faculty-wide language requirements in this core curriculum.

This proposal is in alignment with the upcoming proposal for a faculty-wide modification to bilingualism requirements and the previously approved Glendon BA. The first-year language courses form the basis of for the language requirements in our faculty. The Glendon Core Curriculum also embraces interdisciplinarity, an approach at the heart of the faculty's vision.

The Principal's Office has planned for resources. Some pre-existing General Education FCEs will be transferred to the Core curriculum courses. All programs in our faculty will have an opportunity to contribute to core curriculum courses. The Principal's Office will support the transition from the current general education requirements to the core curriculum and coordinate the adaptation and creation of courses listed under the CORE rubric.

The Core Curriculum will be hosted in the Multidisciplinary Department, which already administers many of our General Education courses. This central overview will allow some quality control and will help coordinate course content across course sections.

These changes will help us improve retention and graduation rates, two priorities from the University Academic Plan, 21st Century Learning and From Access to Success, and the three pillars of Glendon Academic Plan, Liberal Arts Redefined for the 21st Century, Bilingualism and Beyond, and Student-Centered Campus and Community.

I look forward to the implementation the proposed changes to general education.

Sincerely,

Marco Fiola

**GLENDON
COLLEGE**

**COLLÈGE
UNIVERSITAIRE
GLENDON**

School of Translation
York Hall, 241
2275 BAYVIEW AVE
TORONTO ON
CANADA M4N 3M6
T 416 123 4567
EXT 12345
F 416 123 4567
translation@glendon.yorku.ca
www.glendon.yorku.ca/translation

15 November 2022

To whom it may concern:

The School of Translation would like to express its support for the Major Modification Proposal to create the Glendon Core Curriculum, which will be submitted to CASTL for committee review at its meeting on 29 November 2022.

The proposal clarifies and simplifies which courses undergraduate students enrolled in BA, BSc and (specialized) honours programs must complete to satisfy both general education and bilingual requirements at Glendon. This, in turn, should reduce the confusion felt by students who are nearing the end of their programs and want to ensure they have completed all Faculty degree requirements in order to graduate on time.

Given that the Glendon Core Curriculum structure includes common 1000-level CORE courses for all students, along with a common Glendon Capstone course or Big Ideas seminar for students in 120-credit degree programs, the proposed curriculum should also help students form peer networks outside of their fields of study and forge a shared sense of community with the faculty.

Incorporating a common University Studies course for students in the first year of their BA programs should also help ensure that students begin to develop critical reading, problem-solving, information literacy and written and oral communication skills early on in their degrees.

Sincerely,

Julie McDonough Dolmaya, on behalf of

The School of Translation

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28 November 2022

Re: Glendon Core Curriculum Proposal

Dear Co-Leads of the Glendon Core Curriculum:

The English Department is grateful for your consultation with us in the process of designing your Proposal for the Glendon Core Curriculum and its introductory course CORE1635. Having considered the Proposal, the faculty of the English Department are unanimous in voicing their support for it. We believe that the GCC promises to be an exciting addition, and a vast improvement, to the student experience at Glendon once a new slate of courses has been developed at all levels to incorporate your vision.

We look forward to continued cooperation with you and hope that you will contact us directly, should you be interested in developing new courses for the GCC with the expertise of our Department's faculty.

Yours most sincerely,

Igor Djordjevic
Chair and Associate Professor

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November 29, 2022

To the Glendon Core Curriculum leads and Faculty Council,

On behalf of the Program in Drama and Creative Arts/Théatre et arts visuels (DRCA), I am writing to express our support for the Glendon Core Curriculum, as expressed in the proposal submitted to Council.

This initiative will help prepare students for university study, build a sense of cohort, and establish core skills in language study and academic research. We especially support the thematic orientation towards questions of equity, decolonization, sustainability, and intercultural understanding. We also appreciate that an introduction to artistic research will be included in the first-year course for students in the humanities and social sciences.

As this initiative develops, DRCA will be happy to contribute several of our courses toward the CORE course selections.

We hope the implementation process goes smoothly and offer our assistance as needed.

Sincerely,

Gabriel Levine, PhD

Coordonnateur et professeur assistant adjoint/Coordinator and Sessional Assistant Professor
Programme de Théâtre et arts visuels/Drama and Creative Arts Program
Campus Glendon, Université York/Glendon Campus, York University

GLENDON COLLEGE

COLLÈGE UNIVERSITAIRE GLENDON

Drama & Creative Arts Program

Programme de Théâtre et arts visuels

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Memorandum

To: Lee Frew

From: Joy Kirchner, Dean of Libraries

Date: November 30, 2022

Subject: Glendon Core Curriculum Dean Letter

York University Libraries (YUL) is will-positioned to support the curriculum needs of students, instructors, and researchers in the proposed Glendon Core Curriculum at York University. As noted in the Statement of Library Support prepared by Sarah Coysh, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty involved in the Glendon Core Curriculum. Our collaborative collection building with other universities and e-preferred principle has enabled us to provide multidisciplinary and accessible collections for the faculty-wide degree requirement in General Education at Glendon Campus.

YUL's new organizational structure has also enabled YUL to provide Glendon College with a breadth of expertise from all areas of our Libraries including archivist expertise, knowledge mobilization infrastructure and emerging needs around resource accessibility, open education, repositories, data management and data visualization to name but a few areas.

We look forward to contributing to the success of students and faculty in the Glendon Core Curriculum at York University.

cc: Patti Ryan, Director, Content Development and Analysis,
    Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
    Andrea Kosavic, Associate Dean of Libraries, Digital Engagement and Strategy
    Sarah Coysh, Interim Director Digital Scholarship Infrastructure

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Date :   30 novembre 2022

À :   Lee Frew, Common Core Curriculum Co-Lead

De :   Département de psychologie, Josée Rivest, Directrice

Objet :   Common Core Curriculum

Le département de psychologie soutien la proposition du « Common Core Curriculum » dans la mesure où il est assuré que son implémentation (l'offre des cours et leurs plages horaires) soit réalisée en considérant les exigences de cours et les horaires déterminés de nos étudiantes[1]. Notre département doit être considéré car nos étudiantes doivent accomplir plusieurs cours dans une séquence donnée, et les étudiantes en psychologie représentent 25% de tous les étudiants du collège Glendon.

Afin d'obtenir leur crédits de psychologie, toutes nos étudiantes doivent réaliser plusieurs cours obligatoires dans un ordre déterminé. Sans exception, toutes doivent faire *Introduction à la psychologie* (6 crédits ; sessions d'automne et d'hiver) et *Statistiques I* (3 crédits ; session d'hiver) durant la première année. Toutes doivent faire *Statistiques II* et *Introduction à la psychologie expérimentale* (3 crédits chacun ; session d'automne) en deuxième année. Selon le type de diplôme considéré (e.g., BA, BSc, Spécialisé ou non), plusieures doivent réaliser d'autres cours obligatoires dans un ordre déterminé (e.g., *Intermediate Experimental Psychology, Séminaire avancé*). Les étudiantes qui font la concentration en neuropsychologie cognitive doivent prendre plusieurs cours de 3 et 4ième années dans un ordre donné. Ces étudiantes sont souvent celles inscrites dans le BSc, un bacc qui demande lui-aussi de réaliser des cours dans un suite déterminée (soient des cours de mathématiques et des laboratoires scientifiques).

En temps opportun, il nous fera plaisir de fournir tous les détails essentiels à la bonne planification de l'horaire des cours afin d'accomoder tous nos étudiantes.

Cordialement,
Au nom du département de psychologie.

Josée Rivest, Ph.D., C.Psych.
Directrice du département de psychologie

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[1] « Étudiante » est utilisée dans ce mémo puisque la majorité des élèves de psychologie s'identifie au genre féminin et que cette utilisation allège le texte.

December 7, 2022

GLENDON CAMPUS

CAMPUS UNIVERSITAIRE
GLENDON

Communications Program
Programme de
communications

2275 BAYVIEW AVE.
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alison1h@yorku.ca

Re: Glendon Core Curriculum

On behalf of the Communications Program, I am pleased to write this letter of support for the Glendon Core Curriculum. As a revision to the existing general education requirement, the proposed major modification will provide for students a slate of mandatory first year courses enabling vital foundational skills to be learned across the entire cohort, and will, as courses are developed, provide a clear trajectory through the second, third, and fourth years. The proposed breadth components and Big Ideas and capstone seminars are exciting opportunities for students to engage in cross- and inter-disciplinary learning, and the CORE rubric will streamline curricular requirements for students.

Within COMS we look forward to collaborating with the Department of Multidisciplinary Studies about including existing and new courses into the framework in the future.

Sincerely,

Dr. Alison Harvey

Associate Professor and Coordinator,

Communications Program, Glendon College

York University, Toronto, Ontario

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Toronto, December 8th 2022

Support of Glendon Core Curriculum requirement (GCC)

To: Lee Frew, Chair of ASCP, Department of English, Glendon College, York University

From: French Studies Department

The French Studies Department recognizes the proposal to revise Glendon faculty-wide degree requirement in general education for its BA and BSc degree programs into an outcomes-based core curriculum. The French Studies Department considers that the new Glendon Core Curriculum requirement (GCC) will contribute to more clarity and structure for our students in their degree programs. The Department also applaud the fact that learning a second language will now be clearly recognized as an endeavour contributing to a student breath of knowledge within their BA degree.

The Department confirms its support to the GCC Major Modification Proposal.

Best regards,

Marie-Hélène Larochelle

Chair, French Studies Department
Associate Professor
Glendon Campus, York University

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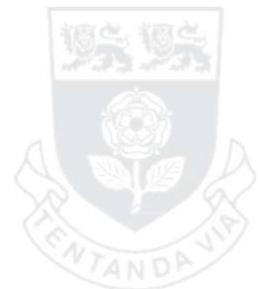
CAMPUS GLENDON

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12 December 2022

Lee Frew
Common Core Curriculum Co-Lead

Dear Professor Frew,

The department of International Studies has reviewed the final version of the GCC Major Modification Proposal that was submitted on November 18, 2022. The Department has no concerns or questions and supports the progression of the GCC Proposal to committee review at CASTL.

We thank you and other committee members for your hard work on this proposal.

Yours truly,

Hossam Ali-Hassan
Associate Professor and Chair
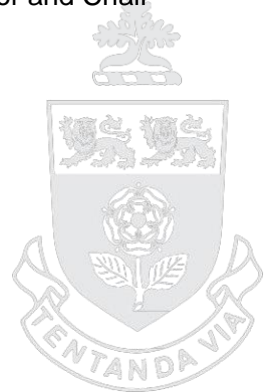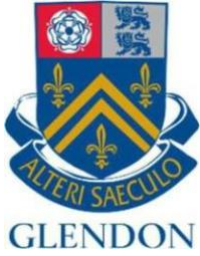
December 12, 2022

Dear Co-Leads of the Glendon Core Curriculum:

As the incoming 2022-23 Program Coordinator for Women's and Gender Studies/Sexuality Studies, I am writing to offer my full support for the Glendon Core Curriculum.

It is clear that the Glendon Core Curriculum is the outcome of considerable work and consultation on the part of the committee. These kinds of faculty-led initiatives are extremely welcome.

As other colleagues have noted in their own letters of support, this innovative initiative will enrich the student experience, develop core academic skills, and extend the framework of equity, anti-racism, and de-colonization that is significant for all our intellectual work.

We also look forward to learning how our own two introductory courses might be incorporated into the GCC.

Thank you again for your extensive outreach and consultation. We are pleased to support this initiative and look forward to cooperating more in the future.

Sincerely yours,

Cynthia Wright

Associate Professor
Gender, Sexuality and Women's Studies
229 Founders College
York University
4700 Keele Street • Toronto M3J 1P3
cynthiaw@yorku.ca

Coordinator/Coordonnatrice
Etudes des femmes et de genre/Etudes sur la sexualité
Collège universitaire Glendon/Université York
2275 Bayview Avenue • Toronto M4N 3N6

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Memorandum

To**:** **Lyndon Martin, Vice Provost, Academic**

From**:** Sean Kheraj, Vice Dean and Associate Dean, Programs, LA&PS

Date**:** December 12, 2022

Subject**:** Glendon College Major Modification Proposal – Faculty-Wide Degree Requirement in General Education

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On behalf of Dean J.J. McMurtry of the Faculty of Liberal Arts & Professional Studies, I have reviewed the major modification proposal from Glendon College to change the faculty-wide degree requirement in General Education.

First, we commend the colleagues at Glendon College for preparing this well-considered and challenging major modification of their General Education requirements. There is much to admire in this new vision for General Education and common curriculum at Glendon.

Second, we support this proposal and have no substantial concerns from the perspective of LA&PS. The changes to Glendon's faculty-wide General Education requirements will have a minimal impact on LA&PS. Few Glendon students enrol in LA&PS General Education courses (humanities and social sciences). In recent enrolment data, Glendon students often make up less than 2% of enrolments in LA&PS General Education courses.

Third, the handful of existing humanities, social science, and natural science General Education courses offered by Glendon that qualify as General Education for LA&PS students will not be immediately changed by this new approach to General Education at Glendon. If those courses (humanities and social science) are modified in the future, we ask that the proponents submit a change to existing course proposal to the LA&PS General Education subcommittee. Changes to natural science General Education courses are reviewed by the relevant committee in the Faculty of Science.

Dear Lee,

Please accept this email as the equivalent of a "Letter of Support" from the Canadian Studies programme regarding the GCC Major Modification Proposal.

We do have some concerns, however, and we hope they will be addressed adequately.

The Chair of MDS will be taking on a considerable burden that will be more complicated than the current administrative responsibilities for Gen Ed courses, particularly in the initial years of implementation. Hopefully, there will be sufficient administrative support so that the responsibilities do not dissuade colleagues who would like to chair the department. We also hope that MDS will have sufficient flexibility in making routine decisions regarding, for example, the recognition of content courses taught in the student's non-dominant official language.

We trust that it will be possible to identify appropriate YUFA or long-standing CUPE colleagues who would be willing to teach the new CORE 1630 and CORE 1650 courses. Similarly, we hope that the CORE courses will not confuse students from other faculties and that these new courses will be recognized for their Gen Ed requirements. Some outreach to other faculties may be necessary to avoid this problem.

We would like to thank all the people who worked on this Proposal and we hope that it will be possible to hold a final vote at Faculty Council in January.

Best regards,
Michael

Michael Barutciski LLD
Coordinateur, Programme d'études canadiennes
Coordinator, Canadian Studies Programme
Collège universitaire Glendon, Université York
Glendon College, York University
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December 13, 2022.

Subject: Proposed Major Modification - Glendon Core Curriculum (GCC)

Dear GCC leads and members of Faculty Council,

On behalf of the Department of Multidisciplinary Studies (MDS), I am writing to express our support for the proposed Glendon Core Curriculum (GCC) as outlined in the submitted 2022 Major Modification of the Faculty Wide Degree Requirements of General Education at Glendon. I would like to commend the GCC leads on the amount of research, community consultation, and revisions they have undertaken throughout the evolution of the GCC proposal. Their efforts have resulted in an innovative and timely initiative that will no doubt serve as an important step towards revitalizing General Education at Glendon and improving the academic success and university experience of Glendon students.

As MDS currently administers the General Education courses at Glendon, it is logical to propose that MDS administer the new GCC. That said, members have some valid concerns regarding the potential for an increase to their already high administrative workload that the implementation and maintenance of the GCC may entail. Given that these details have not yet been confirmed, we move forward with the understanding that appropriate levels of support will be provided as needed. Another important concern of members, given the diversity of programs currently housed within MDS, is whether the anticipated advantages of the GCC, in relation to recruitment and retention, will be equally experienced across all programs. Again, we move forward based on the understanding that the above-mentioned concerns can be adequately addressed and that the success of the GCC initiative will be monitored and managed adaptively and iteratively as new concerns arise during implementation and long-term operations.

In summary, with a Faculty level change of this magnitude, there is much excitement, albeit some reservations. However, having closely monitored the evolution of this initiative over the past few years, I am confident that remaining concerns can be resolved and that we can push forward together to ensure the success of this transformative initiative for Glendon.

Sincerely,

Laura McKinnon, PhD.

Directrice | Chair
Département des études pluridisciplinaires | MDS Department
Professeure agrégée | Associate Professor
Programme bilingue en biologie (BSc) | Bilingual Biology Program (BSc)
Glendon CampusYork University/Université York Campus Glendon

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Department of
Multidisciplinary Studies
Département d'Études
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Department

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sociologie

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December 14th, 2022

Faculty Leads
Glendon Core Curriculum
Glendon College
York University

Re: Sociology – Letter of Support

Dear Professors Frew and Hébert,

It is my pleasure to provide this letter expressing the Department of Sociology's support for the Glendon Core Curriculum (GCC) initiative. The Department views the GCC proposal as having many potential benefits, including: easing the transition of incoming first-year students; cultivating a sense of belonging and community among students; and providing a base skill set that will assist students in successfully completing their degrees, in addition to marketable skills relevant to either the workforce or graduate school.

Furthermore, the Glendon Core Curriculum is in keeping with the tradition of York University of placing a strong emphasis on general education, which we interpret as one of the competitive advantages of pursuing an education at Glendon College. As such, the Department is hopeful that the new GCC will directly address some of the College's recruitment and retention concerns.

Sincerely,

Andrew Dawson
Associate Professor and Chair
Department of Sociology
York University, Glendon Campus

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January, 2023

To: Faculty leads
Glendon Common Core Curriculum

Dear colleagues,

In my capacity as Chair of the Department of Hispanic Studies, I am writing to communicate our Department's support for the Glendon Common Core Curriculum. Our Executive Committee met to review the proposal (*document version reviewed enclosed*).

We understand that it involves a revision of the current general education requirement for BA degree programs at Glendon, to be called the Glendon Core Curriculum requirement (GCC; in French, TCG). The changes will apply to faculty-wide and program-specific degree requirements for Glendon BA and BSc programs. As described, it necessitates: "i) the creation of a slate of mandatory first-year courses for all incoming Glendon undergraduates; ii) the adaptation and cross-listing of some existing general education courses and the creation of new courses as a Breadth Component at the 1000, 2000, and 3000 levels; and iii) the creation of new Big Ideas and capstone seminars at the 4000 level." The GCC will be housed within the Department of Multidisciplinary Studies, will have a new program rubric—CORE--, and is expected to be effective as of September 2024. We understand that the GCC has developed over many years, is informed by a student-centered perspective, and aligns with other faculty-wide plans. It includes a Glendon Common First year, a breadth component and an "Honours year" component.

As regards consultation, the leads met with our Executive Committee on November 13, 2020, to discuss the general scope of the initial proposal. They then shared with us the written version of the major modification. We are pleased to see that one of our courses, **GL/SP 1605 6.00 Hispanic Culture: Art, Literature and Cinema,** is listed among options that can be eligible for the GCC. It is very important for us, in endorsing the proposal, that courses in other languages beyond official ones—which would include Spanish—be recognized. This is to be expected for several reasons, including the language-related curricular options at Glendon, the GCC proposal's aim for breadth, and its alignment with a plurilingual and global perspective. **As such, the clause "the proposed GCC can additionally include courses taught in the other languages of instruction offered at Glendon" is crucial for our Department, future students, and Glendon at large.** We will continue to work toward integrating the new GCC in the current and future structure of our BAs, and look forward to participating actively in its implementation.

Cordially,

María Constanza Guzmán, PhD
Professor
Chair, Department of Hispanic Studies
York University, Glendon Campus
Toronto, Canada

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Major Modifications to Existing Programs
Proposal Template

Major Modifications Proposal

1. **Faculty:** Glendon

2. **Department:** School of Translation

3. **Program:** Translation

4. **Degree Designation:** Accelerated Specialized Honours BA in Professional Translation

5. **Type of Modification:** Changes to program requirements, changes to the program's mode of delivery

6. **Location:** Glendon

7. **Effective Date:** Fall 2023

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

We are proposing a major modification to the program requirements for the Accelerated BA in Translation. The modification will consist of five parts:

1. Changing the name of the *Accelerated BA in Translation* to *Accelerated Specialized Honours BA in Professional Translation*. The French name will change from *Baccalauréat ès arts spécialisé accéléré en traduction* to *Baccalauréat ès arts spécialisé approfondi accéléré en traduction professionnelle.* The program has always been a specialized honours degree; however, only the French name of the degree reflected this. The name will remain the same on the transcript regardless of the stream in which the student is enrolled.
2. Removing the specific 12-credit English course requirements (EN 1900, EN 1901, EN 2900, EN 2902) and instead requiring 6 credits in unspecified EN, WRIT or PRWR courses. Removing the requirement to complete 12 credits in specific FRAN courses (FRAN 2710, 2712, 3710, 3712, 3214, and 4212) and replacing these with 12 credits in TRAN courses designed to develop French reading and writing skills that are aligned with our degree outcomes.
   a. Two 3.00-credit 2000-level reading- and writing-intensive courses in French have been created (TRAN 2105, TRAN 2101). They have a TRAN rubric and

will be mandatory for all students in both streams. Although places will be reserved for TRAN students, these courses will also be open to students in other programs, which should help increase enrollment.

  b. One 3000-level 3.00-credit course (FRAN 3214), and one 4000-level 3.00-credit course (FRAN 4212) are being transferred over from the FRAN program, which will no longer be offering these courses. With the approval of the French Studies program, we have submitted a change to existing course form to Curriculum Committee to transform FRAN 3214 and FRAN 4212 into TRAN courses. They will be mandatory for all students in both streams and will also be open to students in other programs.

3. Modifying the requirements for practical translation courses. Currently, students are required to complete six applied translation courses (18 credits) in their dominant language, and one 3-credit applied course in their non-dominant language. All students will now be required to take 15 of their 21 practical translation credits in their dominant language, and 6 credits in their non-dominant language.

   Four of the seven required applied translation courses are currently taught in separate sections, one in English and one in French, and students are required to take only the courses taught in their dominant language. Students will now be required to take five of these seven courses in their dominant language and two in their non-dominant language, which will ensure that enrollment in the courses is higher. Most importantly, this change will bring together students in both streams, which will facilitate peer-learning. This change will also increase opportunities for English-dominant students to improve their translation skills into French, a crucial step aimed at better responding to labour market needs.

   This change will require us to renumber some of our courses, as we currently use the same course codes (e.g. TRAN 2210, TRAN 2220, TRAN 3210, TRAN 3220) for both the English and French sections, which means students are not able to enroll in both sections. We have submitted course change proposals to Curriculum Committee to change the numbers and titles of relevant courses so that students can now take, for instance, TRAN 2210: Introduction to Translation in English I as well as TRAN 2210: Traduction générale I. All French sections now end in a 1 instead of a 0: for instance, *TRAN 2210 Introduction to Translation into English I* and *TRAN 2211 Traduction générale I.*

   This change will also require the creation of course categories, as only some translation course focus on developing practical skills in either English-to-French or French-to-English translation. Such courses have been designated Group 1: Language Transfer. All other translation courses are now considered Group 2: Translation Theory and Practice.

4. Changing course delivery modes to ensure that students can complete the Accelerated BA either online, in person, or in a hybrid format to provide more flexibility to students. Therefore, all TRAN courses current in LECT format will be

offered in HyFlex classrooms, according to classroom availability, or will otherwise be redesigned to accommodate dual-mode students. Courses that are already offered online before the pandemic will continue to be given online. Some courses that are offered in person will be adapted for an online format if HyFlex classrooms are not available. A workshop will be scheduled during the summer term so that all TRAN instructors can discuss and share best practices for teaching translation in HyFlex classrooms.

9. *Provide the rationale for the proposed changes.*

   1) Changing the name of our program: We would like to change the name to better differentiate ourselves from the University of Ottawa's translation program, which is the only other university in Ontario to offer an undergraduate translation degree. The School of Translation and Interpretation at the University of Ottawa is planning to open a professional Master's degree in Translation and to transform its undergraduate translation degree into a non-professional major. By changing our name to *Accelerated Specialized Honours BA in Professional Translation*, we would be highlighting the fact that our program leads to certification with professional translator associations, whereas the BA program at the University of Ottawa does not.

   2) **Removing the specific English course requirements:** This will ensure that students have more flexibility in choosing English courses that fit their interests and needs while working toward achieving degree outcomes.

   3) **Removing the specific FRAN course requirements and replacing them with new TRAN courses:** Our past two CPR surveys have shown that our students consistently question the quality and relevance of the French courses required for the translation degree. Therefore, developing our own courses will help ensure that French courses respond to our students' needs, that the courses fit into our students' schedules, and that students can progress through the Accelerated BA program in two years. Both groups of students (English-dominant and French-dominant) will be enrolled in the courses mentioned below, which will foster peer learning and help achieve degree outcomes.

   4) **Changing the requirements to 15 of 21 practical translation courses in the dominant language and 6 credits in their non-dominant language:** These changes are necessary to help increase enrollment in our courses. A steady decline in the number of French-dominant students over the past several years has resulted in a decline in enrolments in the French sections of our mandatory applied translation courses. By having the English-to-French and French-to-English streams in the same courses, we will be able to increase enrollment in our applied translation classes. By providing more flexibility in the program requirements, we will ensure that we can cancel low-enrollment courses without jeopardizing a student's ability to progress or graduate.

The changes will also allow our English-dominant and French-dominant students to share classes together, which promotes peer learning and has proven beneficial for students in our other merged or bilingual courses. This will help develop a stronger sense of cohort, which may, in turn, lead to better student retention rates.

The Canadian translation labour market is flourishing for translators who work from English to French, while the demand for translators who work from French to English remains lower. Enhancing opportunities for English-dominant students to perfect their translation skills into French will help better prepare them for this specific market. It will also help increase their confidence in their second language.

5) **Changing the mode of delivery to bi-modal (online/in person):** Accelerated BA students, who must already hold a BA in another field, are mature students who typically already work full-time or have families and other commitments that prevent them from coming to campus regularly (or at all). According to the student survey produced as part of our most recent CPR, in 2020-2021 72.7% of our students worked while pursuing their studies; of these 65.2% worked 20 or more hours per week.

In the 2021 survey produced as part of our CPR, students were very divided in their support for online courses: more than one third of our undergraduate students wanted all or most of their courses online, while about half wanted only a few or no online courses. By offering the program in a bi-modal format, we hope to better respond to these differing needs. Students can complete the program entirely online if this is what best fits their schedule, they can choose to complete courses almost entirely in person if they do not like online courses, or they can choose to blend the online and in-person offerings by taking some courses entirely online and others in person, or by attending online on weeks when they cannot commute to campus.

Ensuring that our Accelerated BA program can be completed entirely online or largely in person will allow us to better accommodate these students while also recruiting students who are not willing to relocate to the GTA. Since all Accelerated BA students enroll in the same courses as our Honours BA students, we should be able to increase our class sizes, while also providing more flexibility to both groups (Accelerated BA and Honours BA).

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

Our program continues to be closely aligned with the six priorities outlined in the UAP, as discussed in our 2021 CPR self-study report. These proposed changes will allow us

to specifically target 2*1st Century Learning: Diversifying Whom, What, and How We Teach:* by making more courses available online and in hybrid mode, our program would become more accessible to a wider number of students. Moreover, by combining sections, we will be able to offer French-language courses more consistently, and therefore better meet the needs of our French-dominant students.

While translators do not require accreditation by a professional body in order to work, many translators do choose to pursue certification. Our Accelerated BA program is recognized by the Association of Translators and Interpreters of Ontario, and these program changes will not affect this recognition.

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

Please see Appendix A for the full program learning outcomes.

Below is a table outlining how the new course changes will fit into the existing program learning outcomes. Please note the bi-modal form of delivery will not adversely affect current learning objectives and program expectations but will enhance the objectives outlined below.

Program learning outcomes		
Program expectations. Degrees will be awarded to students who have demonstrated:	**Learning objectives**. By the end of the program students will be able to:	**New Courses/formats** developed for this major program modification
Depth and breadth of knowledge		
Knowledge and critical understanding of concepts, constructs and theories central to translation studies	Demonstrate knowledge of topics and conceptual frameworks in translation studies and related fields	
Awareness of links between culture, language, society, communication and translation	Demonstrate knowledge of strategies for effective cross-linguistic and cross-cultural communication	

Awareness of some of the methodologies used in translation and translation studies research	Identify and analyze translation issues using recognized methodologies	
Communication skills		
Understanding of the meta-language of translations studies	Demonstrate the ability to analyze a translation situation and describe the relevant issues for research	
Advanced linguistic competence in both working languages	Demonstrate the ability to communicate clearly and effectively in both verbal and written English and French	TRAN 2015, TRAN 2101, TRAN 3214, TRAN 4212, 12 credits in EN, WRIT or PRWR
Application of knowledge and skills		
Ability to apply theoretical and practical knowledge to in-class translation projects, practicums, internships, and other experiential learning opportunities	Be able to analyze a translation situation, identify relevant factors, and suggest relevant research or translation solutions.	
Ability to apply specialized knowledge in the practice of translation, writing, terminology, and other language- and communication-based fields	Demonstrate the ability to develop independent projects and work independently or in teams.	TRAN 2015, TRAN 2101, TRAN 3214, TRAN 4212, bi-modal form of delivery
Awareness of limits of knowledge		
Understanding that translation theories and practices, like all fields of human behaviour, will evolve as technology, policy, social organization, and intellectual understanding change	An awareness of the need to continuously seek out opportunities to expand and update their own knowledge and understanding of translation practice and theory.	

Awareness of the need for translators to constantly expend their knowledge in a variety of fields	Demonstrate the ability to assess their own needs for further studies and articulate plans for their own life-long learning	
Autonomy and professional capacity		
The ability and willingness to work independently and as a team	Demonstrate constructive and productive team relationships in translation projects, as well as autonomy in individual work.	Bi-modal form of delivery
The capacity for sensitivity to differences in language choice, language use, and expression of values.	Interact constructively and productively with a variety of interlocutors in French and English	TRAN 2015, TRAN 2101, TRAN 3214, TRAN 4212, bi-modal form of delivery

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

We have consulted with the French Studies and English programs. Attached are emails of support.

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

There will be no changes to admission requirements.

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

No new resources will be required. Instead, there will be a re-allocation of existing FCEs. Although the mode of delivery change will require HyFlex classrooms, all translation courses are offered in the evening, when fewer classes at Glendon are scheduled. The availability of classrooms has been confirmed with the Principal's Office. TRAN courses current in LECT format will be offered in HyFlex classrooms, according to classroom availability, and will be adapted for an online format when classrooms are not available.

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

As illustrated in the table under Question 11, the bimodal form of delivery will help achieve several of the program's learning outcomes, namely: The capacity for sensitivity to differences in language choice, language use, and expression of values; the ability and willingness to work independently and as a team; and the ability to apply specialized knowledge in the practice of translation, writing, terminology, and other language- and communication-based fields.

Students will need to collaborate with onsite and remote team members in courses, replicating the conditions under which professional translators and interpreters often work. Offering the option to complete the program online will allow a greater number of students from regions outside the GTA to attend the program, which should help students come in contact with a wider range of accents and varieties of English and French.

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

The assessment of teaching and learning is not changing.

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

As per York University Rules, the degree requirements in effect in the year of admission will apply to all currently enrolled students. The only change that will affect current students is the change to the FRAN requirements, but students will be able to take the new TRAN replacements. While one required course (TRAN 4225: Translation into B language) will be discontinued, students who have not yet completed this course will be able to take TRAN 2210 or TRAN 2220 in their B language instead.

Appendix A: Program Learning Outcomes (eight to twelve)

Program learning outcomes		
Program expectations. Degrees will be awarded to students who have demonstrated:	**Learning objectives**. By the end of the program students will be able to:	**Courses**
Depth and breadth of knowledge		
Knowledge and critical understanding of concepts, constructs and theories central to translation studies	Demonstrate knowledge of topics and conceptual frameworks in translation studies and related fields	TRAN 3270, TRAN 4636, TRAN 4638, TRAN 3275
Awareness of links between culture, language, society, communication and translation	Demonstrate knowledge of strategies for effective cross-linguistic and cross-cultural communication	TRAN 2210, TRAN 2220, TRAN 2250, TRAN 2280, TRAN 3210, TRAN 3220, TRAN 4210, TRAN 4225, TRAN 4230, TRAN 4235, TRAN 4510
Awareness of some of the methodologies used in translation and translation studies research	Identify and analyze translation issues using recognized methodologies	All mandatory and optional TRAN courses
Communication skills		
Understanding of the meta-language of translations studies	Demonstrate the ability to analyze a translation situation and describe the relevant issues for research	TRAN 3270, TRAN 3275, TRAN 4636, TRAN 4638
Advanced linguistic competence in both working languages	Demonstrate the ability to communicate clearly and effectively in both verbal and written English and French	All mandatory and optional TRAN courses
Application of knowledge and skills		
Ability to apply	Be able to analyze a	TRAN 2210, TRAN 2220,

theoretical and practical knowledge to in-class translation projects, practicums, internships, and other experiential learning opportunities	translation situation, identify relevant factors, and suggest relevant research or translation solutions.	TRAN 2280, TRAN 3210, TRAN 3220, TRAN 4210, TRAN 4225, TRAN 4230, TRAN 4235, TRAN 4210, TRAN 4250, TRAN 4510, TRAN 4525, TRAN 3900, TRAN 4900
Ability to apply specialized knowledge in the practice of translation, writing, terminology, and other language- and communication-based fields	Demonstrate the ability to develop independent projects and work independently or in teams.	All mandatory and optional TRAN courses
Awareness of limits of knowledge		
Understanding that translation theories and practices, like all fields of human behaviour, will evolve as technology, policy, social organization, and intellectual understanding change	An awareness of the need to continuously seek out opportunities to expand and update their own knowledge and understanding of translation practice and theory.	All mandatory and optional TRAN courses
Awareness of the need for translators to constantly expend their knowledge in a variety of fields	Demonstrate the ability to assess their own needs for further studies and articulate plans for their own life-long learning	TRAN 3900, TRAN 4900, TRAN 4510
Autonomy and professional capacity		
The ability and willingness to work independently and as a team	Demonstrate constructive and productive team relationships in translation projects, as well as autonomy in individual work.	TRAN 2210, TRAN 2220, TRAN 2280, TRAN 3210, TRAN 3220, TRAN 4210, TRAN 4225, TRAN 4230, TRAN 4235, TRAN 4210, TRAN 4250, TRAN 4510, TRAN 4525, TRAN TRAN

		3900, TRAN 4900
The capacity for sensitivity to differences in language choice, language use, and expression of values.	Interact constructively and productively with a variety of interlocutors in French and English	All mandatory TRAN and FRAN courses

Appendix B

Side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate Calendar.

Not copied for Senate, but available upon request from the University Secretariat.

Major Modifications to Existing Programs
Proposal Template

Major Modifications Proposal

1. **Faculty:** Glendon

2. **Department:** School of Translation

3. **Program:** Translation

4. **Degree Designation:** Specialized Honours BA and iBA in Translation

5. **Type of Modification:** Changes to program requirements

6. **Location:** Glendon

7. **Effective Date:** Fall 2023

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

We are proposing a major modification to the program requirements for the Specialized Honours BA and iBA in Translation. The modification will consist of five parts:

1) Changing the name of the Specialized Honours BA in Translation to the Specialized Honours BA in Professional Translation. The name in French will change from Baccalauréat spécialisé approfondi en traduction to Baccalauréat spécialisé approfondi en traduction professionnelle. The name will remain the same on the transcript regardless of the stream in which the student is enrolled.
2) Reducing the number of required credits from 60 to 57.
3) Removing the specific 12-credit English course requirements (EN 1900, EN 1901, EN 2900, EN 2902) and instead requiring 6 credits in unspecified EN, WRIT or PRWR courses.
4) Removing the requirement to complete 12 credits in specific FRAN courses (FRAN 2710, 2712, 2810, 3710, 3712, 3214, and 4212) and replacing these with TRAN courses designed to develop French reading and writing skills that are aligned with our degree outcomes.
    a. Two 2000-level reading- and writing-intensive courses in French have been created (TRAN 2105, TRAN 2101). They have the TRAN rubric and will be mandatory for all students in both the English and French streams. Although places will be reserved for TRAN students,

these courses will also be open to students in other programs, which should help increase enrollment.

  b. One 3000-level 3.00-credit course (FRAN 3214), and one 4000-level 3.00-credit course (FRAN 4212) are being over from the FRAN program, which will no longer be offering these courses. With the approval of the French Studies program, we have submitted a change to existing course form to Curriculum Committee to transform FRAN 3214 and FRAN 4212 into TRAN courses. They will be mandatory for all students in both streams and will also be open to students in other programs.

5) Modifying the requirements for practical translation courses. Currently, students are required to complete six applied translation courses (18 credits) in their dominant language, and one 3-credit applied course in their non-dominant language. All students will now be required to take 15 of their 21 practical translation credits in their dominant language, and 6 credits in their non-dominant language.

Four of the seven required applied translation courses are currently taught in separate sections, one in English and one in French, and students are required to take only the courses taught in their dominant language. Students will now be required to take five of these seven courses in their dominant language and two in their non-dominant language, which will ensure that enrollment in the courses is higher. Most importantly, this change will bring together students in both streams, which will facilitate peer-learning. This change will also increase opportunities for English-dominant students to improve their translation skills into French, a crucial step aimed at better responding to labour market needs.

This change will require us to renumber some of our courses, as we currently use the same course codes (e.g. TRAN 2210, TRAN 2220, TRAN 3210, TRAN 3220) for both the English and French sections, which means students are not able to enroll in both sections. We have submitted course change proposals to Curriculum Committee to change the numbers and titles of relevant courses so that students can now take, for instance, TRAN 2210: Introduction to Translation in English I as well as TRAN 2210: Traduction générale I. All French sections now end in a 1 instead of a 0: for instance, *TRAN 2210 Introduction to Translation into English I* and *TRAN 2211 Traduction générale I.*

This change will also require the creation of course categories, as only some translation course focus on developing practical skills in either English-to-French or French-to-English translation. Such courses have been designated Group 1: Language Transfer. All other translation courses are now considered Group 2: Translation Theory and Practice.

6) Eliminating the mandatory qualifying exam at the end of the qualifying year (Year 1). Instead, we are requiring a minimum grade of B in the Year 1 qualifying courses. Students will still have the option to write the exam if they do not achieve the minimum grade.
7) Because the courses for the Specialized Honours BA and the Accelerated BA are shared, we would like to note that the proposed change to the mode of delivery of the Accelerated BA courses will mean that the mode of delivery of many of the Honours BA courses will change as well. Students enrolled in the Specialized Honours BA and iBA programs will not be able to complete their entire program online, although they will be able to choose to take many of their courses either online or in person.[1]
8) Reducing the number of required 4000-level credits from 18 to 12.
9) Cleaning up various inconsistencies in the French and English editions of the calendar copy.

9. **Provide the rationale for the proposed changes.**

   1) **Changing the name of our program:** We would like to change the name to better differentiate ourselves from the University of Ottawa's translation program, which is the only other university in Ontario to offer an undergraduate translation degree. The School of Translation and Interpretation at the University of Ottawa is planning to open a professional Master's degree in Translation and to transform its undergraduate translation degree into a non-professional major. By changing our name to *Specialized Honours BA in Professional Translation*, we would be highlighting the fact that our program leads to certification with professional translator associations, whereas the BA program at the University of Ottawa does not.

   2) **Reducing the number of required credits**: This will increase opportunities for students to pursue double majors, minors and certificates and better align our requirements with those of other Specialized Honours BA programs offered at Glendon. Many such programs (e.g. CDNS, HIST, PHIL, POLS, SOCI) require 54 to 57 credits in the major rather than 60. The learning outcomes will not change.

   3) **Removing the specific English course requirements:** This will ensure that students have more flexibility in choosing English courses that fit their interests and needs while working toward achieving degree outcomes.

   4) **Removing the specific FRAN course requirements and replacing them with new TRAN courses:** Our past two CPR surveys have shown that our students consistently question the quality and relevance of the French courses required for the translation degree. Therefore, developing our own courses will help

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[1] The Principal's office has confirmed that HyFlex classrooms will be available for relevant Translation courses.

ensure that French courses respond to our students' needs, that the courses fit into our students' schedules, and that students can progress through the Specialized Honours BA program in a timely fashion. Both groups of students (English-dominant and French-dominant) will be enrolled in the courses mentioned below, which will foster peer learning and help achieve degree outcomes.

5) **Changing the requirements to 15 of 21 practical translation courses in the dominant language and 6 credits in their non-dominant language:** These changes are necessary to help increase enrollment in our courses. A steady decline in the number of French-dominant students over the past several years has resulted in a decline in enrolments in the French sections of our mandatory applied translation courses. By having the English-to-French and French-to-English streams in the same courses, we will be able to increase enrollment in our applied translation classes. By providing more flexibility in the program requirements, we will ensure that we can cancel low-enrollment courses without jeopardizing a student's ability to progress or graduate.

The changes we will also allow our English-dominant and French-dominant students to share classes together, which promotes peer learning and has proven beneficial for students in our other merged or bilingual courses. This will help develop a stronger sense of cohort, which may, in turn, lead to better student retention rates.

The Canadian translation labour market is flourishing for translators who work from English to French, while the demand for translators who work from French to English remains lower. Enhancing opportunities for English-dominant students to perfect their translation skills into French will help better prepare them for this specific market. It will also help increase their confidence in their second language.

6) Eliminating the qualifying exam at the end of Year 1 will help streamline the process of moving from the qualifying year into the main program (Years 2, 3 and 4). Students will still have the option to write the qualifying exam at the end of Year 1 if they do not achieve the minimum grade in the Year 1 qualifying courses.

7) Reducing the number of required 4000-level courses is necessary for two reasons. First, this ensures that both the Specialized Honours BA and the Specialized Honours Accelerated BA have the same requirements. Second, we are eliminating two 4000-level Translation into B language courses and replacing them with the requirement to complete two translation course in the students non-dominant language. This means students may take courses at the 2000- or 3000- level to fulfill this requirement, which would reduce the number of 4000-level courses required to complete the program. The learning

outcomes will not change, as students will still be gaining experience translating into the second language, and it would take place during their third or fourth year in the program.

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

Our program continues to be closely aligned with the six priorities outlined in the UAP, as discussed in our 2021 CPR self-study report. These proposed changes will allow us to specifically target 2*1st Century Learning: Diversifying Whom, What, and How We Teach:* by making more courses available online and in hybrid mode, our program would become more accessible to a wider number of students. Moreover, by combining sections, we will be able to offer French-language courses more consistently, and therefore better meet the needs of our French-dominant students.

While translators do not need accreditation by a professional body in order to work, some clients do prefer to hire certified translators, and so many translators do pursue accreditation. Our Specialized Honours BA program is recognized by the Association of Translators and Interpreters of Ontario, and the proposed program changes will not affect this recognition.

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

Please see Appendix A for the full program learning outcomes.

Below is a table outlining how the new course changes will fit into the existing program learning outcomes.

Program learning outcomes		
Program expectations. Degrees will be awarded to students who have demonstrated:	**Learning objectives**. By the end of the program students will be able to:	**New Courses/formats** developed for this major program modification
Depth and breadth of knowledge		
Knowledge and critical understanding of concepts, constructs and theories central to translation studies	Demonstrate knowledge of topics and conceptual frameworks in translation studies and related fields	
Awareness of links between culture, language, society, communication and translation	Demonstrate knowledge of strategies for effective cross-linguistic and cross-cultural communication	
Awareness of some of the methodologies used in translation and translation studies research	Identify and analyze translation issues using recognized methodologies	
Communication skills		
Understanding of the meta-language of translations studies	Demonstrate the ability to analyze a translation situation and describe the relevant issues for research	
Advanced linguistic competence in both working languages	Demonstrate the ability to communicate clearly and effectively in both verbal and written English and French	TRAN 2015, TRAN 2101, TRAN 3214, TRAN 4212, 12 credits in EN, WRIT or PRWR
Application of knowledge and skills		
Ability to apply theoretical and practical knowledge to in-class translation projects, practicums, internships, and other experiential learning opportunities	Be able to analyze a translation situation, identify relevant factors, and suggest relevant research or translation solutions.	

Ability to apply specialized knowledge in the practice of translation, writing, terminology, and other language- and communication-based fields	Demonstrate the ability to develop independent projects and work independently or in teams.	TRAN 2015, TRAN 2101, TRAN 3214, TRAN 4212
Awareness of limits of knowledge		
Understanding that translation theories and practices, like all fields of human behaviour, will evolve as technology, policy, social organization, and intellectual understanding change	An awareness of the need to continuously seek out opportunities to expand and update their own knowledge and understanding of translation practice and theory.	
Awareness of the need for translators to constantly expend their knowledge in a variety of fields	Demonstrate the ability to assess their own needs for further studies and articulate plans for their own life-long learning	
Autonomy and professional capacity		
The ability and willingness to work independently and as a team	Demonstrate constructive and productive team relationships in translation projects, as well as autonomy in individual work.	
The capacity for sensitivity to differences in language choice, language use, and expression of values.	Interact constructively and productively with a variety of interlocutors in French and English	TRAN 2015, TRAN 2101, TRAN 3214, TRAN 4212

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

We have consulted with the French Studies and English programs. Attached are emails of support.

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

There will be no changes to admission requirements.

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

No new resources will be required. Instead, there will be a re-allocation of existing FCEs.

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

Not applicable

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

The assessment of teaching and learning is not changing.

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

As per York University Rules, the degree requirements in effect in the year of admission will apply to all currently enrolled students. The only change that will affect current students is the change to the FRAN requirements, but students will be able to take the new TRAN replacements. While one required course (TRAN 4225: Translation into B language) will be discontinued, students who have not yet completed this course will be able to take TRAN 2210 or TRAN 2220 in their B language instead.

Appendix A: Program Learning Outcomes (eight to twelve)

Program learning outcomes		
Program expectations. Degrees will be awarded to students who have demonstrated:	**Learning objectives**. By the end of the program students will be able to:	**Courses**
Depth and breadth of knowledge		
Knowledge and critical understanding of concepts, constructs and theories central to translation studies	Demonstrate knowledge of topics and conceptual frameworks in translation studies and related fields	TRAN 3270, TRAN 4636, TRAN 4638, TRAN 3275
Awareness of links between culture, language, society, communication and translation	Demonstrate knowledge of strategies for effective cross-linguistic and cross-cultural communication	TRAN 2210, TRAN 2220, TRAN 2250, TRAN 2280, TRAN 3210, TRAN 3220, TRAN 4210, TRAN 4225, TRAN 4230, TRAN 4235, TRAN 4510
Awareness of some of the methodologies used in translation and translation studies research	Identify and analyze translation issues using recognized methodologies	All mandatory and optional TRAN courses
Communication skills		
Understanding of the meta-language of translations studies	Demonstrate the ability to analyze a translation situation and describe the relevant issues for research	TRAN 3270, TRAN 3275, TRAN 4636, TRAN 4638
Advanced linguistic competence in both working languages	Demonstrate the ability to communicate clearly and effectively in both verbal and written English and French	All mandatory and optional TRAN courses
Application of knowledge and skills		
Ability to apply	Be able to analyze a	TRAN 2210, TRAN 2220,

theoretical and practical knowledge to in-class translation projects, practicums, internships, and other experiential learning opportunities	translation situation, identify relevant factors, and suggest relevant research or translation solutions.	TRAN 2280, TRAN 3210, TRAN 3220, TRAN 4210, TRAN 4225, TRAN 4230, TRAN 4235, TRAN 4210, TRAN 4250, TRAN 4510, TRAN 4525, TRAN 3900, TRAN 4900
Ability to apply specialized knowledge in the practice of translation, writing, terminology, and other language- and communication-based fields	Demonstrate the ability to develop independent projects and work independently or in teams.	All mandatory and optional TRAN courses
Awareness of limits of knowledge		
Understanding that translation theories and practices, like all fields of human behaviour, will evolve as technology, policy, social organization, and intellectual understanding change	An awareness of the need to continuously seek out opportunities to expand and update their own knowledge and understanding of translation practice and theory.	All mandatory and optional TRAN courses
Awareness of the need for translators to constantly expend their knowledge in a variety of fields	Demonstrate the ability to assess their own needs for further studies and articulate plans for their own life-long learning	TRAN 3900, TRAN 4900, TRAN 4510
Autonomy and professional capacity		
The ability and willingness to work independently and as a team	Demonstrate constructive and productive team relationships in translation projects, as well as autonomy in	TRAN 2210, TRAN 2220, TRAN 2280, TRAN 3210, TRAN 3220, TRAN 4210, TRAN 4225, TRAN 4230, TRAN 4235, TRAN 4210, TRAN 4250, TRAN 4510,

	individual work.	TRAN 4525, TRAN TRAN 3900, TRAN 4900
The capacity for sensitivity to differences in language choice, language use, and expression of values.	Interact constructively and productively with a variety of interlocutors in French and English	All mandatory TRAN and FRAN courses

Appendix B: Side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate Calendar.

Not copied for Senate, but available upon request from the University Secretariat

SIDE-BY-SIDE CREDIT-BY-CREDIT COMPARISON

CURRENT Specialization in Acting		NEW Specialization in Acting & Performance	
FA/THEA 1010 3.00 INTRO TO ACTING 1	3	FA/THEA 1010 3.00 INTRO TO ACTING 1	3
FA/THEA 1100 3.00 STAGECRAFT	3	FA/THEA 1100 3.00 STAGECRAFT	3
FA/THEA 1110 3.00 STAGECRAFT	3	FA/THEA 1110 3.00 STAGECRAFT	3
FA/THEA 1200 6.00 INTRO TO T&P	6	FA/THEA 1200 6.00 INTRO TO T&P	6
FA/THEA 2200 6.00 HISTORY OF T&P	6	FA/THEA 2200 6.00 HISTORY OF T&P	6
FA/THEA 3150 3.00 or 4150 3.00 MANAGEMENT	3	FA/THEA 3150 3.00 or 4150 3.00 MANAGEMENT	3
three additional credits at the 3000 or 4000 level.	3	three additional credits at the 3000 or 4000 level.	3
—	0	FA/THEA 1011 3.00 INTRO ACTING 2	3
FA/THEA 2010 3.00 VOICE	3	FA/THEA 2010 3.00 VOICE	3
FA/THEA 2011 3.00 VOICE	3	—	0
FA/THEA 2020 3.00 ACTING	3	FA/THEA 2020 3.00 (Change to Existing Course) ACTING & DEVISING	3
FA/THEA 2021 3.00 ACTING	3	FA/THEA 2021 3.00, OR FA/THEA 2051 3.00 ACTING OR DEVISING	3
FA/THEA 2030 3.00 MOVEMENT	3	FA/THEA 2030 3.00 MOVEMENT	3
FA/THEA 2031 3.00 MOVEMENT	3	—	0
—	0	FA/THEA 2210 3.00 THEATRE & SOCIAL JUSTICE	3
FA/THEA 3010 3.00, FA/THEA 3030 3.00, VOICE, MOVEMENT	6	FA/THEA 3010 3.00, FA/THEA 3030 3.00, VOICE, MOVEMENT	6
FA/THEA 3011 3.00, FA/THEA 3031 3.00, VOICE, MOVEMENT	6	FA/THEA 3011 3.00, FA/THEA 3031 3.00, VOICE, MOVEMENT	6
FA/THEA 3020 3.00 ACTING	3	FA/THEA 3020 3.00, OR FA/THEA 3050 3.0 ACTING OR DEVISING	3
FA/THEA 3021 3.00 ACTING	3	FA/THEA 3021 3.00, OR FA/THEA 3051 3.00 ACTING OR DEVISING	3
FA/THEA 4010 3.00, FA/THEA 4011 3.00, FA/THEA 4021 3.00 FA/THEA 4030 3.00 VOICE, MOVEMENT, ACTING	12	FA/THEA 4010 3.00, FA/THEA 4021 3.00, FA/THEA 4030 3.00, VOICE, MOVEMENT, On-Camera ACTING	9
FA/THEA 4020 3.00 ACTING	3	FA/THEA 4020 3.00, OR FA/THEA 4050 3.00 ACTING OR DEVISING	3
FA/THEA 4071 3.00 PERFORMANCE PRACTICUM	3	FA/THEA 4071 3.00, OR	3

York University Sessional Dates 2023-2029

	2023-2024	**2024-2025**	**2025-2026**
FALL			
Labour Day	Monday, September 4, 2023	Monday, September 2, 2024	Monday, September 1, 2025
Orientation Activities	Tuesday, September 5, 2023	Tuesday, September 3, 2024	Tuesday, September 2, 2025
Fall First Day of Classes	Wednesday, September 6, 2023	Wednesday, September 4, 2024	Wednesday, September 3, 2025
Thanksgiving	Monday, October 9, 2023	Monday, October 14, 2024	Monday, October 13, 2025
Fall Reading Week	Saturday, October 7 to Friday, October 13, 2023	Saturday, October 12 to Friday, October 18, 2024	Saturday, October 11 to Friday, October 17, 2025
Fall Last Day of Classes	Tuesday, December 5, 2023	Tuesday, December 3, 2024	Tuesday, December 2, 2025
Study Day	Wednesday, December 6, 2023	Wednesday, December 4, 2024	Wednesday, December 3, 2025
Fall Exam Start Date	Thursday, December 7, 2023	Thursday, December 5, 2024	Thursday, December 4, 2025
Fall Exam End Date	Wednesday, December 20, 2023	Thursday, December 19, 2024	Thursday, December 18, 2025
Fall Exam Reserve Day	Thursday, December 21, 2023	Friday, December 20, 2024	Friday, December 19, 2025
Note 1			
WINTER			
New Year's Day	Monday, January 1, 2024	Wednesday, January 1, 2025	Thursday, January 1, 2026
Winter First Day of Classes	Monday, January 8, 2024	Monday, January 6, 2025	Monday, January 5, 2026
Family Day	Monday, February 19, 2024	Monday, February 17, 2025	Monday, February 16, 2026
Winter Reading Week	Saturday, February 17 to Friday, February 23, 2024	Saturday, February 15 to Friday, February 21, 2025	Saturday, February 14 to Friday, February 20, 2026
Good Friday	Friday, March 29, 2024	Friday, April 18, 2025	Friday, April 3, 2026
Winter Last Day of Classes	Monday, April 8, 2024	Friday, April 4, 2025	Monday, April 6, 2026
Study Day	Tuesday, April 9, 2024	Monday April 7, 2025	Tuesday April 7, 2026
Winter Exam Start Date	Wednesday, April 10, 2024	Tuesday, April 8, 2025	Wednesday, April 8, 2026
Winter Exam End Date	Thursday, April 25, 2024	Friday, April 25, 2025	Friday, April 24, 2026
Winter Exam Reserve Day	Friday, April 26, 2024	Saturday, April 26, 2025	Saturday, April 25, 2026
Note 1	Passover begins at sundown Tuesday, April 22 and ends at nightfall on Tuesday April 30	Good Friday occurs during the Exam Period on Friday, April 18	Passover begins at sundown on Wednesday, 1 April and ends at nightfall on Thursday, 9 April
Note 2		Passover begins at sundown on Saturday, 12 April and ends at nightfall on Sunday, 20 April	
SUMMER			
First Day of Classes SU, S1	Monday May 6, 2024	Monday May 5, 2025	Monday May 4, 2026
Victoria Day	Monday May 20, 2024	Monday May 19, 2025	Monday May 18, 2026
Last day of classes S1	Monday June 17, 2024	Monday June 16, 2025	Monday June 15, 2026
SU break	Tuesday June 18 to Friday June 21, 2024	Tuesday June 17 to Friday June 20, 2025	Tuesday June 16 to Friday June 19, 2026
Study Day S1	Tuesday June 18, 2024	Tuesday June 17, 2025	Tuesday June 16, 2026
S1 Exam Start Date	Wednesday June 19, 2024	Wednesday June 18, 2025	Wednesday June 17, 2026
S1 Exam End Date	Friday June 21, 2024	Friday June 20, 2025	Friday June 19, 2026
First Day of classes S2	Monday June 24, 2024	Monday June 23, 2025	Monday June 22, 2026
Canada Day	Monday July 1, 2024	Tuesday July 1, 2025	Wednesday July 1, 2026
Civic Holiday	Monday August 5, 2024	Monday August 4, 2025	Monday August 3, 2026
Last day of classes SU, S2	Tuesday August 6, 2024[1]	Tuesday August 5, 2025[2]	Tuesday August 4, 2026[3]
Study Days SU, S2	Wednesday August 7, 2024	Wednesday August 6, 2025	Wednesday August 5, 2026
SU, S2 Exam Start Date	Thursday August 8, 2024	Thursday August 7, 2025	Thursday August 6, 2026
SU, S2 Exam End Date	Thursday August 15, 2024	Thursday August 14, 2025	Thursday August 13, 2026
Note 1			

York University Sessional Dates 2023-2029

FALL

FALL	2026-2027	2027-2028	2028-2029
Labour Day	Monday, September 7, 2026	Monday, September 6, 2027	Monday, September 4, 2028
Orientation Activities	Tuesday, September 8, 2026	Tuesday, September 7, 2027	Tuesday, September 5, 2028
Fall First Day of Classes	Wednesday, September 9, 2026	Wednesday, September 8, 2027	Wednesday, September 6, 2028
Thanksgiving	Monday, October 12, 2026	Monday, October 11, 2027	Monday, October 9, 2028
Fall Reading Week	Saturday, October 10 to Friday, October 16, 2026	Saturday, October 9 to Friday, October 15, 2027	Saturday, October 7 to Friday, October 13, 2028
Fall Last Day of Classes	Tuesday, December 8, 2026	Tuesday, December 7, 2027	Tuesday, December 5, 2028
Study Day	Wednesday, December 9, 2026	Wednesday, December 8, 2027	Wednesday, December 6, 2028
Fall Exam Start Date	Thursday, December 10, 2026	Thursday, December 9, 2027	Thursday, December 7, 2028
Fall Exam End Date	Tuesday, December 22, 2026	Wednesday, December 22, 2027	Thursday, December 21, 2028
Fall Exam Reserve Day	Wednesday, December 23, 2026	Thursday, December 23, 2027	Friday, December 22, 2028
Note 1	Exam Period 14 Days		

WINTER

WINTER	2026-2027	2027-2028	2028-2029
New Year's Day	Friday, January 1, 2027	Saturday, January 1, 2028	Monday, January 1, 2029
Winter First Day of Classes	Monday, January 4, 2027	Monday, January 10, 2028	Monday, January 8, 2029
Family Day	Monday, February 15, 2027	Monday, February 21, 2028	Monday, February 19, 2029
Winter Reading Week	Saturday, February 13 to Friday, February 19, 2027	Saturday, February 19 to Friday, February 24, 2028	Saturday, February 17 to Friday, February 23, 2029
Good Friday	Friday, March 26, 2027	Friday April 14, 2028	Friday, March 30, 2029
Winter Last Day of Classes	Monday, April 5, 2027	Friday, April 7, 2028	Monday, April 9, 2029
Study Day	Tuesday April 6, 2027	Monday April 10, 2028	Tuesday April 10, 2029
Winter Exam Start Date	Wednesday, April 7, 2027	Tuesday, April 11, 2028	Wednesday, April 11, 2029
Winter Exam End Date	Friday, April 23, 2027	Friday, April 28, 2028	Friday, April 27, 2029
Winter Exam Reserve Day	Saturday, April 24, 2027	Saturday, April 29, 2028	Saturday, April 28, 2029
Note 1	Passover begins at sundown on Wednesday, 21 April and ends at nightfall on Thursday, 29 April	Good Friday occurs during the Exam Period on Friday, April 14	Passover begins at sundown on Friday, 30 March and ends at nightfall on Saturday, 7 April
Note 2		Passover begins at sundown on Monday, 10 April and ends at nightfall on Tuesday, 18 April	

SUMMER

SUMMER	2026-2027	2027-2028	2028-2029
First Day of Classes SU, S1	Monday May 3, 2027	Monday May 8, 2028	Monday May 7, 2029
Victoria Day	Monday May 24, 2027	Monday May 22, 2028	Monday May 21, 2029
Last day of classes S1	Monday June 14, 2027	Monday June 19, 2028	Monday June 18, 2029
SU break	Tuesday June 15 to Friday June 18, 2027	Tuesday June 20 to Friday June 23, 2028	Tuesday June 19 to Friday June 22, 2029
Study Day S1	Tuesday June 15, 2027	Tuesday June 20, 2028	Tuesday June 19, 2029
S1 Exam Start Date	Wednesday June 16, 2027	Wednesday June 21, 2028	Wednesday June 20, 2029
S1 Exam End Date	Friday June 18, 2027	Friday June 23, 2028	Friday June 22, 2029
First Day of classes S2	Monday June 21, 2027	Monday June 26, 2028	Monday June 25, 2029
Canada Day	Thursday July 1, 2027	Saturday July 1, 2028	Sunday July 1, 2029
Civic Holiday	Monday August 2, 2027	Monday August 7, 2028	Monday August 6, 2029
Last day of classes SU, S2	Tuesday August 3, 20244	Tuesday August 8, 20245	Tuesday August 7, 20246
Study Days SU, S2	Wednesday August 4, 2027	Wednesday August 9, 2028	Wednesday August 8, 2029
SU, S2 Exam Start Date	Thursday August 5, 2027	Thursday August 10, 2028	Thursday August 9, 2029
SU, S2 Exam End Date	Thursday August 12, 2027	Thursday August 17, 2028	Thursday August 16, 2029
Note 1		Canada Day closure - Friday June 30	Canada Day closure - Monday July 2

The Senate of York University – Minutes

Meeting: Thursday, 16 February 2023, 3:00 pm
Via in-person and videoconference
Dr Robert Everett Senate Chamber, N940 Ross Building

P. Puri (Chair)	S. Gajic-Bruyea	P. Lynch	D. Scott
L. Sergio (Vice-Chair)	L. Gilbert	A. MacLennan	C. Steele
P. Robichaud (Secretary)	M. Guidice	A. Macpherson	D. Steinfeld
O. Alexandrakis	A. Glasbeek	J. Magee	K. Tasa
R. Allison	J. Goodyer	D. Matten	A. Taves
A. Amirfazli	J. Grant	A. McKenzie	S. Tchang
A. Asif	D. Gruspier	J.J McMurtry	T. Theophanidis
S. Bay Cheng	M. Guzman	R. Metcalfe	G. Tourlakis
D. Berbecel	M. Hamadeh	C. Mihaly	P. Tsaparis
M. Biehl	A. Hilliker	C. Steele	P. Tsasis
G. Binsted	R. Hornsey	A. Mishra-Tarc	R. Tsushima
M. Bloom	M.D. Hosale	M. Moir	W. van Wijngaarden
M. Budworth	A. Hovorka	M. Morrow	E. van Rensburg
M. Buttigieg	B. Hu	K. Murray	G. Vanstone
D. Cabianca	M. Karakul	R. Ophir	Rui. Wang
N. Cado	S. Karimi	A. Ouedraogo	S. Watson
E. Clements	P. Kohler	K. Ozowe	N. Zamisa
J. Conder	J. Kirchner	D. Palermo	G. Zhu
M. Condon	T. Knight	S. Paradis	
S. Cote-Meek	K. Krasny	V. Pavri	
N. Couto	C. Lamaison	D. Peters	
C. Da Silva	G. Langlois	L. Philipps	
S. Day	M-H Larochelle	P. Phillips	
M.J. Dodman	J. Lazenby	C. Popovic	
C. Ehrlich	R. Lee	J. Przychodzen	
O. Eyawo	V. Lehan	A. Pyée	
M. Fiola	N. Lemish	T. Remmel	
S. Farag	R. Lenton	N. Robinson	
S. Fitzpatrick	T. Loebel	V. Saridakis	

1. Chair's Remarks

The Chair of Senate, Professor Poonam Puri, welcomed Senators to the meeting.

On behalf of Senate, the Chair:

- extended thanks to Vice-President Sheila Cote-Meek for her contributions to Senate and for the initiatives undertaken to support the UAP priority of *Living Well Together*, notably the actions to support reconciliation through our Indigenous Framework, and integration of decolonization, equity, diversity, and inclusion considerations in

our collegial governance processes and structures; best wishes were extended to VP Cote-Meek in her new leadership role at Brock University

- acknowledged with sorrow the recent tragic earthquake in Turkey and Syria; Senate expressed its condolences to the families and the communities so deeply affected by the tragedy.

No requests were received to move any of the items on the consent agenda to regular business, as such the consent items were deemed to be approved.

2. Business Arising from the Minutes

There was no business arising from the minutes of the meeting of 26 January 2023.

3. Inquiries and Communications

Senator van Wijngaarden shared highlights of the Academic Colleague to COU report, included in the agenda package.

4. President's Items

President advised Senate on the following matters:

- The University is considering possible options for providing assistance to those members of the York community affected by the earthquake in Turkey and Syria, including the collaboration of members of the Disaster and Emergency Management program with external agencies were possible and appropriate.

- The strong FW'23 101 applications, noting that the domestic first choice application results show an increase over the previous year; focus on international recruitment will continue to bolster application results in this category

- On the School of Medicine, the ongoing conversations with the Province, City of Vaughan and other partners on planning, and anticipation of APPRC bringing forward a recommendation for approval in principle to proceed with next stage planning to ready the University to promptly respond following an authorization to proceed from the government

- The selection of York by the Ontario Auditor General as the next university in the province to undergo a value-for-money and governance audit

- Congress 2023 plans, with early indications of strong attendance from scholars and practitioners

- Following the completion of the budget consultation exercise with Faculties, the budget preparations underway to align resources to support the achievement of the UAP priorities, which will see investments for both key strategic academic initiatives for the long-term and meeting the immediate needs of units

Committee Reports

5. Executive Committee

The items in the information in the written report were *noted*. Highlighted for Senators' information was the change to the meeting date of Senate in June to 29 June 2023 to avoid a conflict with a convocation ceremony the prior week.

6. Academic Policy, Planning and Research Committee

The Chair of APPRC spoke briefly to the written report as circulated in the agenda.

7. Academic Standards, Curriculum and Pedagogy Committee

a. Change to name and degree requirements for the MA and PhD programs in Theatre and Performance Studies, Arts, Media, Performance and Design.

It was moved, seconded, and *carried* that **Senate approve the change in name of the Theatre and Performance Studies MA and PhD programs, from Theatre and Performance Studies, to Theatre, Dance and Performance Studies, and the change in related degree requirements, effective FW2023-2024.**

b. Change to name and degree requirements for the BA and iBA degree programs and options in Hispanic Studies, Glendon.

It was moved, seconded, and *carried* that **Senate approve the change in name for the Hispanic Studies program, from Hispanic Studies to Spanish and Latin American Cultures and Societies, and the change in related degree requirements, effective FW2023-2024.**

c. Changes to the Master of Marketing, Schulich School of Business

It was moved, seconded, and *carried* that **Senate approve the following major and minor program changes for the Master of Marketing (MMKG) Program, housed in the Schulich School of Business, effective Summer 2024:**

- **Change in admission criteria to note that one or more years of post-degree work experience is strongly recommended for those without a business degree (undergraduate or higher)**
- **Change in first term of the program from fall to summer term**
- **Reduction in total program credits required from 42 to 36**

8. Senate Appeals Committee (SAC)

Senator Fitzpatrick shared highlights of the Committee's Annual Report on petitions and appeals circulated with the agenda .

9. **Academic Policy, Planning and Research/Academic Standards, Curriculum and Pedagogy**

   The report of the Joint Sub-Committee on Quality Assurance transmitted by APPRC and ASCP was *noted*.

10. **Other Business**

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

Consent Agenda Items

11. **Minutes of the Meeting of 25 January 2023**

   The Minutes of the meeting of 25 January 2023 were *approved by consent*.

   Poonam Puri, Chair   _____

   Pascal Robichaud, Secretary   _____

York University Board of Governors

Synopsis

Appointments

Interim Vice President Equity, People and Culture

- Appointment of Alice Pitt as interim Vice President Equity, People and Culture commencing April 1, 2023.

Interim Dean, York University Libraries

- Appointment of Andrea Kosavic as Interim Dean, York University Libraries from July 1, 2023 to June 30, 2024.

Approvals

The *Emergency Management Policy* effective April 1, 2023 and the recission of the *Policy on Emergency Preparedness* and the *Policy on Weather Emergencies.*

The 2023-2024 domestic and international tuition fees, as follows:

Program	2023-24
Regular Arts & Science	
Domestic	Align to Tuition Fee Framework
International	4%
Professional Programs	
Domestic	Align to Tuition Fee Framework
International – UG	4%
International – Masters	2% - 10%
Research-based Graduate Programs	
Domestic	0%
International	0%
Full Cost Recovery Programs (Domestic)	
Diploma in Law for Law Enforcement	5%
Graduate Diploma in Professional Accounting	7%

York University Board of Governors

Synopsis

A 5.00% increase in centrally collected ancillary fees in 2023-2024, effective May 1, 2023.

- For undergraduate students, the recommended increase is $1.21 per credit, from $24.12 to $25.33, resulting in an increase from $723.60 to $759.90 ($36.30) for full-time students (enrolled in 30 credits).

- For graduate students in professional programs, the recommended increase is $18.09, from $361.73 to $379.82 for programs charged on a per-term fee basis. Part-time graduate students pay 50% of the full-time fee.

Amendments to the Long-Term Debt Policy.

Revisions to the Short Medium Term Fund (SMTF) Statement of Investment Guidelines.

Revisions to the Statement of Investment Policies and Procedures (SIPP) to include a benchmark for infrastructure of CPI + 6%.

Presentations

From the President an update on the University Academic Plan highlighting the importance of global engagement and internationalization. Updates on the Task Force on the Future of Pedagogy; the proposed School of Medicine at the Vaughan Healthcare Centre Precinct, the topping off ceremony at the Markham Campus, the DEDI strategy, Congress 2023 and on the University's financials, budget and enrolment.

From the President, Provost & Vice-President Academic, and Vice-President Finance & Administration on the Fall-Winter 2022-2023 Budget Consultation.

Reports

The Board Annual Survey Results.

Report of the Joint Sub-Committee on Quality Assurance.

Reports from each of the Executive, Academic Resources, External Relations, Finance and Audit, Governance and Human Resources, Land and Property and Investment committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website:
https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2023/02/Board-agenda-20230228.pdf

Pascal Robichaud, Secretary