YORK UNIVERSITY

Final Assessment Report – Executive Summary

Cyclical Program Review – 2015 to 2023

Bachelor of Arts, Educational Studies
Master of Leadership and Community Engagement, Faculty of Education

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the program listed below:

- Bachelor of Arts, Educational Studies
- Master of Leadership and Community Engagement

Reviewers appointed by the Vice-Provost Academic:

External Reviewers:

- Dr. Amanda Cooper, Dean and Professor, Faculty of Education, Ontario Tech University
- Dr. Ann Lopez, Professor, Department of Leadership, Higher and Adult Education, Ontario Institute for Studies in Education, University of Toronto

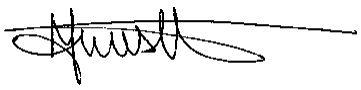
Internal Reviewer:

- Dr. Maggie Quirt, Associate Professor, Teaching Stream, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 2023
Self-studies submitted to Vice-Provost Academic: November 19, 2024
Date of the Site Visit: April 29-30, 2025
Review Report received: September 1, 2025
Program and Dean's Responses received: November 6, 2025

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, June 2026.



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, January 2023.

SITE VISIT: April 29 – 30, 2025

The agenda for the in-person site visit provided an opportunity to meet with members of upper administration, faculty, program administrators, staff and students.

The first day of the site visit focused on the MLCE program and included the following meetings, as well as a campus tour:

- Vice-Provost Academic, Marcia Annisette
- Dean of Graduate Studies, Alice MacLachlan
- Dean, Faculty of Education, Robert Savage
- Graduate Program Director, Gabby Moser
- Director of Academic Affairs & Operations, Laura Crane
- Associate Director, Experiential Education, Lindsay LaMorre
- Graduate Program Assistant, Loretta Fiorini
- Full-time faculty (MLCE)
- Part-time faculty (MLCE)
- Associate Dean, Research & Open Scholarship, Teresa YH Lee
- Indigenous Teaching & Learning Librarian, Cora Coady
- Students/Alumni (MLSE and ES)

The second day of the site visit focused on the Educational Studies program and included the following meetings:

- Dean, Faculty of Education, Robert Savage
- Undergraduate Program Director, Darren Hoeg
- Academic Programs Office Support Team
- Director of Academic Affairs & Operations, Dr. Laura Crane
- Associate Director, Experiential Education, Lindsay LaMorre
- Manager, Student Services, Vanessa Grafi
- Customer Service & Program Assistant, Yolanda Reid
- Program & Academic Resource Coordinator, Zoe Cuijie Chen
- Full-time faculty (BA Educational Studies)
- Part-time faculty (BA Educational Studies)
- Students/Alumni & Faculty of Education Student Association President

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University

Joint Sub-Committee on Quality Assurance. The Follow-Up Report will be due in December 2027.

The next Cyclical Program Review will begin in the Fall of 2031 with a site visit expected in the Fall of 2032 or Winter 2033.

PROGRAM DESCRIPTION AND STRENGTHS:

The Bachelor of Arts (Educational Studies) is in its seventh year in the Faculty of Education; it is a four-year undergraduate degree that incorporates experiential learning and foundational knowledge in teaching/learning. Rather than training classroom educators, the program is intentionally designed to meet the growing societal demand for educational professionals in non-school contexts - such as educational developers, program coordinators, curriculum consultants, and advocates working in community organizations, postsecondary institutions, and government agencies. Students are encouraged to explore education as a dynamic and interdisciplinary field, with a strong emphasis on social justice, equity, and systemic transformation. Many of the students in this degree program go on to join the Bachelor of Education (BEd) program in years five and six of their educational paths.

The Master of Leadership and Community Engagement (MLCE) program is tailored for mid-career professionals working across education, public service, and non-profit sectors who seek to expand their capacity for transformative leadership. Grounded in principles of equity, inclusion, and social justice, the program's core objectives include enhancing community engagement practices, developing critically reflective leadership skills, and fostering interdisciplinary collaboration to address complex social challenges. Through a blend of academic coursework, community-based placements, and a culminating capstone project, the MLCE offers a rigorous yet flexible learning environment that enables students to integrate theory with real-world practice. This structure not only supports continued professional activity during the program but also encourages students to apply their learning directly to the communities they serve. At the time of the review, admissions were paused to the MLCE to allow the faculty to consider changes to the curriculum, delivery, and recruitment to better position the program in a competitive landscape.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2026.

Recommendation	Internal Response	Action	Timeline	Person(s) responsible
Bachelor of Arts Educational Studies (BA EDST)				
1. Expand and formalize career development supports (i.e., help students better articulate career pathways by partnering with York's Career Centre to integrate career programming into program; leverage the Educational Development Certificate as a flexible credential option, and expand marketing on degree's benefits beyond K–12).	Agree ☒ Agree if resources permit ☐ Agree in principle ☐ Do not agree ☐	a) The Program will continue to explore the addition of cooperative education placements for students and will increase utilization of York University's Career Centre. b) The program will invite program alumni to share career pathways as guest speakers. c) Career pathways via the existing educational evaluation course will be augmented with the proposed new professional master's in educational development.	Summer 2027, to allow time for governance processes.	Undergraduate Program Director
2. Enhance experiential learning with better support and scaffolding (i.e., set clearer expectations, provide earlier preparation and more feedback from faculty and community partners; consider pre-placement course or portfolio requirement).	Agree☒ Agree if resources permit ☐ Agree in principle ☐ Do not agree ☐	The Program will continue exploring the addition of cooperative education placements for students. The team will review EDST 3999, EDST 4999 and other courses to enhance the integration of career development, including a possible dedicated course for preparing students for the workplace.	Summer 2027	Associate Dean, Academic; Undergraduate Program Director
3. Address student misunderstanding about teacher certification (i.e., ensure students are aware of how the BA	Agree☒ Agree if resources permit ☐	The Program will continue to communicate the distinction between the BA EDST and the BEd difference through the application process and during new student orientation.	Ongoing	Associate Dean, Academic Programs; Manager of Student Services;

EDST differs from the BEd by improving advising scripts, onboarding materials, and marketing collateral to state program's purpose and post-graduate options).	Agree in principle ☐ Do not agree ☐	Furthermore, the Program will continue to emphasize the difference between programs to instructors in the program and will provide them with information and encourage them to remind students of the difference between the BA and the BEd. The Program will also engage program alumni as part of the BA student career pathway work (see Recommendation 1).		
4. Stabilize course delivery through faculty continuity (i.e., to improve consistency, create course leads or coordinators to oversee multi-section courses; improve contract faculty onboarding and retention across years).	Agree☒ Agree if resources permit ☐ Agree in principle ☐ Do not agree ☐	The use of Kuali to increase consistency of course delivery will be promoted more broadly by including demonstrations of the system in new faculty orientation sessions, and by including reminders in the course director handbook, the annual faculty launch, and at Faculty Council. The Program will continue to build on existing work on the collaborative co-construction of learning sequences across faculty and mapping student pathways through course sequences, with a focus on assessments and expectations.	Aiming for all faculty to be aware of and using Kuali by September 2026; promotion over the current academic year	Director, Academic Affairs & Operations
5. Promote cross-faculty integration to broaden opportunities (i.e., encourage other departments to cross-list BA EDST electives; collaborate with units focused on equity, youth development, and education-adjacent sectors to expand program's reach).	Agree☒ Agree if resources permit ☐ Agree in principle ☐ Do not agree ☐	The program will initiate conversations with other faculties about creating Major/Minors and continue working on addressing technical issues so that students can seamlessly take courses from across the university. We will continue working on opening up our courses to be available as "General Education" courses for students outside of this faculty.	Conversations will begin in 2025/26, with possible governance processes in 2026-27; implementation for September 2028	Associate Dean, Academic Programs; Manager of Student Services

Masters of Leadership and Community Engagement (MLCE)				
1. Redesign course sequencing and placement structure (i.e., review and restructure courses and practicum sequencing so leadership theory is established before applied experiences).	Agree☐ Agree if resources permit ☒ Agree in principle ☐ Do not agree ☐	The program currently has suspended enrolments and will be re-envisioned through a major modification. As part of this we will continue work on a report (already nearly complete) outlining recommendations and an implementation strategy for revising the placement experience and course sequencing to be relevant to the needs of student future leaders.	Secure drafted report in the 2025-26 academic year	Graduate Program Director; Associate Dean, Academic Programs
2. Reframe the program's professional identity and target audience (i.e., clarify its focus on equity-based community leadership through refined branding, targeted marketing, and clearer articulation of graduate outcomes).	Agree☒ Agree if resources permit ☐ Agree in principle ☐ Do not agree ☐	Based on the approval process and 2028 launch timing, the Faculty's Communications, Marketing, and Outreach team will consider a marketing plan including a website refresh, digital campaign and other assets as appropriate to support the program. Potential versions of the revised program will be subject to OIPA market analysis and environmental scan to allow marketing to be informed by market demands.	After the revised program is determined; 2027 (for intake in 2028)	Graduate Program Director; Director, Strategic Communications, Marketing and Outreach
3. Develop a robust community partnership model (i.e., for placements, shift to developing relationships with community organizations; invite community partners to co-design program and provide feedback on student readiness and contributions; explore non-traditional approaches to community	Agree☐ Agree if resources permit ☐ Agree in principle ☒ Do not agree ☐ N/A	The proposal to revise the program will include the removal of the practicum. It would be replaced with a project that could be done in a workplace.	N/A	N/A

engagement).				

4. Embed leadership competencies across curriculum (i.e., integrate competencies such as conflict resolution, systems thinking, and equity-based leadership throughout courses, supported by a framework or rubric to scaffold and assess student growth over time).	Agree☐ Agree if resources permit ☐ Agree in principle ☒ Do not agree ☐	While the course that is dedicated to leadership is early in the existing (suspended) version of the program, the concept of leadership is examined, addressed, and critically studies throughout the program, culminating in a capstone project which addresses principles of leadership. In the revised program, leadership competencies will be similarly embedded throughout the curriculum. No further action to be take at this time.	N/A	N/A
5. Leverage institutional infrastructure for program sustainability (i.e., connect with York's Knowledge Mobilization unit and community-based research centres to support outreach, visibility, and applied research opportunities for students and faculty).	Agree☐ Agree if resources permit ☐ Agree in principle x Do not agree ☐	The issues around sustainability derive from the practicum, which is slated to be removed in the modified program. However, the program will consult with and learn from other existing professional master's programs that have implemented similar structures as the one being proposed.	After the revised program structure is finalized; 2027 (for intake in 2028)	Graduate Program Director; Associate Dean, Academic Programs
6. Focus on workload issues of faculty in the program (i.e., appoint a dedicated Program Coordinator to lead the program; assign dedicated personnel to market the program).	Agree☒ Agree if resources permit ☐ Agree in principle ☐ Do not agree ☐	Workload will be addressed fully as part of the revised program. Faculty roles will be clearly defined as teaching, and not as coordinating.	After the revised program is determined; 2027 (for intake in 2028)	Associate Dean, Academic Programs; Graduate Program Director