

Notice of Meeting

Meeting of LA&PS Faculty Council
January 9th, 2025 | 3:00 p.m.-5:00 p.m.
Zoom Meeting Room

AGENDA

<u>Item</u>	<u>Topic</u>	<u>Time</u>
1	Call to Order and Chair's Remarks	3:00-3:05
2	Approval of the Agenda	3:05-3:10
3	Business Arising from the Minutes	3:10-3:15
4	Reports of Standing Committees of Council <ul style="list-style-type: none">Executive Committee<ul style="list-style-type: none">Item for Information: Announce Election ResultsCommittee on Curriculum, Curricular Policy & Standards<ul style="list-style-type: none">Item for Action: School of Information Technology- <u>New Program Proposal</u> - PhD in Information ScienceItem for Action: Department of Languages, Literatures & Linguistics- <u>Undergraduate Cross-Disciplinary Certificate</u> – Global Languages and Culture	3:15-3:35
5	Dean's Report to Council <ul style="list-style-type: none">PresentationQuestions & Comments	3:35-3:45 3:45-3:55
6	BREAK	3:55-4:00
7	Item for Discussion: Consultation on Faculties of Future <ul style="list-style-type: none">Presentation Lisa Philipps, Senior Policy Advisor to the PresidentQuestions & Comments	4:00-4:15 4:15-4:50
8	Other Business	4:50- 4:55
9	Consent Agenda <ul style="list-style-type: none">Minutes: November 14th, 2024, Faculty Council MeetingCommittee on Curriculum, Curricular Policy & Standards: Minor Modifications and Course ProposalGraduate Committee: Minor Modifications and Course Proposal	4:55-5:00

Note: LA&PS Faculty Council Meetings are held on the second Thursday of each month from 3:00 pm-5:00 pm EST. Currently, Faculty Council meetings will be held virtually over Zoom. Hybrid meetings will be held for the months of April, May and June.

Executive Committee Report to Council

Report 1
January 2025

ITEM FOR INFORMATION (1):

1. Announcement of Election Results: Fall Round – Elections for Council Standing Committees, and Senate Honorary Degrees & Ceremonials Sub-Committee.

The Executive Committee recommends the following candidates to Senate Sub-Committee and Faculty Council and Standing Committees effective immediately.

We would like to thank you all for your support in populating the Standing Committees of Faculty Council and the Senate Committees.

Faculty Council Election Results for 2024-25 (Fall Round) are as follows:

Tenure and Promotions Committee

(Three Vacancies – 2 acclaimed, 1 elected)

- **Note: Nominations are open to all departments except ECON, HUMA and SSPA. Nominations of at least one faculty at the rank of Professor is encouraged.**
- Committee liaises with Senate and programs to review all tenure and promotions candidates in LA&PS and maintain T&P standards across the Faculty.
- Committee of the whole meets on the first Thursday of each month from 11:00am to 1:00pm.
- <https://www.yorku.ca/laps/faculty-council/committees/tenure-promotions/>

Election Results:

Andrea McKenzie, Writing Department

Current Membership:

*Susan Ingram, Department of Humanities
Ann Kim, Department of Sociology
Matias Cortes, Department of Economics
Mustafa Karakul, School of Administrative Studies
Stevie M. Bell, Writing Department
Mateusz Brzozowski, Department of Economics
Arthur Redding, Department of English
Daniel Cohn, School of Public Policy, and Administration*

Mark Cauchi, Department of Humanities
Laura Kwak, Department of Social Science
Sirvan Karimi, School of Public Policy and Administration
Deborah Neill, Department of History
Claudio Colaguori, Department of Equity Studies
Brian Huss, Department of Philosophy

Senate Election Results for 2024-25 are as follows:

Senate: Honorary Degrees & Ceremonials Sub-Committee

(One vacancy)

- Three (3) Year term
- Full-Time Faculty Members
- Further Details regarding meeting dates and times are posted on the Senate Website [Honorary Degrees and Ceremonials Subcommittee Terms of Reference and Composition - University Secretariat \(yorku.ca\)](#)

Election Results:

Hassan Qudrat-Ullah, School of Administrative Studies

Appendix A

2024-25 Faculty Council, Standing Committees, and Senate Membership

Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Kenedy	Robert	SOCI	Social Sciences	FT Faculty	July 1, 2024	June 30, 2025

Vice Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2024	June 30, 2025

Executive Committee (6 Faculty + 3 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Khaiter	Peter	ITEC	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	SAS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Ehrlich	Carl	HIST	HUMA	FT Faculty	July 1, 2024	June 30, 2025
O'Briain	Katarina	EN	HUMA	FT Faculty	July 1, 2024	June 30, 2026
Caravella	Elizabeth	WRIT	HUMA	FT Faculty	July 1, 2024	June 30, 2027
Vacancy				FT Faculty	July 1, 2024	June 30, 2027

Note: At least one nomination must be from one from Social Sciences.

Academic Policy and Planning Committee APPC (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Gekas	Athanatios (Sakis)	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Malik	Sadia Mariam	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Poon	Maurice	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Tremblay	Jean-Thomas	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Alexandrakis	Othon	ANTH	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027
Chuang	You-Ta	SAS	Professional Studies	FT Faculty	July 1, 2024	June 30, 2027
Yu	Xiaohui	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

Committee on Curriculum, Curricular Policy and Standards CCPS (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bernhardt- Walther	Karen	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Jiang	Ling	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Kar	Anirban	SAS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Makinina	Olga	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Roberge	Ian	SPPA	Social Science	FT Faculty	July 1, 2023	June 30, 2026

Allen	Laura	WRIT	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Reid	Kael	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027

General Education Sub-Committee (7 Faculty + 1 Student)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Rangwala	Sharma	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Davis	Hilary	PHIL	Modes of Reasoning	FT Faculty	July 1, 2024	June 30, 2027
Scott	Sonia	SOSC	Social Science	FT Faculty	July 1, 2024	June 30, 2027
Lee-Sevel	<i>Romi</i>	SAS	Professional Programs	FT Faculty	July 1, 2024	June 30, 2027
Berhardt-Walter	Karen	ECON	Social Sciences (appointed by CCPS)	FT Faculty-CCPS Member	July 1, 2023	June 30, 2026
Gang	Pan	DLLL	Liberal Arts Programs	FT Faculty	Dec 7, 2023	June 30, 2026
Metcalfe	Robin	Science	Natural Science	FT Faculty-Natural Science	July 1, 2022	June 30, 2025

Tenure and Promotions Committee T&P (15 Faculty + 6 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bell	Stevie M.	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Brzozowski	Mateusz	ECON	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cohn	Daniel	SPPA	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cortes	Matias	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Ingram	Susan	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Karakul	Mustafa	SAS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Kim	Ann	SOCI	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Redding	Arthur	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Cauchi	Mark	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Kwak	Laura	SOSC	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027
Karimi	Sirvan	SPPA	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027
Neill	Deborah	HIST	Humanities	FT Faculty	July 1, 2024	June 30, 2027
HussVacancy	Brian	PHIL	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Colaguori	Claudio	DES	Social Science	FT Faculty	July 1, 2024	June 30, 2026
McKenzie	Andrea	WRIT	Humanities	FT Faculty	July 1, 2024	June 30, 2027

Note: Nominations are open to all departments except from ECON, HUMA and SSPA.

Committee on Teaching, Learning and Student Success CTLSS (9 Full-Time Faculty + 1 Contract Faculty + 2 Teaching Assistants + 3 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Carra-Salsberg	Fernanda	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Damiloal	Adebayo	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Jammal	Manar	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Sarkar	Saikat	SAS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025

Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Carozza	Linda	PHIL	Humanities	Contract Faculty	July 1, 2024	June 30, 2025
Davidson	Lisa	ANTH	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027
Kaul	Kate	WRIT	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Juric	Tanja	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2027

Committee on Research Policy and Planning CRPP (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Easter	Brandee	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Maharaj	Gajindra	SAS	Professional Studies	Ft Faculty	July 1, 2022	June 30, 2025
Rehmani	Fareydoon	HREQ	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Ozyurt	Selcuk	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Kroker	Kenton	SOSC	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027
Blake	Sarah	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Canefe	Nergis	POLS	Social Sciences	FT Faculty	July 1, 2023	June 30, 2027

Committee on Student Academic Petitions and Appeals (20 + 8 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bhat	Sheetala	EN	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Bucemi	Matthew	WRIT	Humanities	FT Faculty	July 1, 2024	June 30, 2026
El Nabolsy	Zeyad	PHIL	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Feltes	Emma	ANTH	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Hooper	Tom	DES	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Joel	Marcus	SAS	Professional Studies	FT Faculty	July 1, 2024	June 30, 2026
Knouzi	Ibtissem	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Li	Na	SAS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Mackinnon	Kinnon Ross	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Martel	Marcel	HIST	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Morris	Christophe r	WRIT	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Murnaghan	Ann Marie	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Pyne	Jake	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Samuel	Ayana	PHIL	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Senderovich	Arik	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Sriskandarajah	Anuppiya	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Wicken	William	HIST	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Williams	Deanne	EN	Humanities	FT Faculty	July 1, 2024	June 30, 2026
De Jesús	Desirée	COMS	Social Sciences	FT Faculty	July 1, 2024	June 30, 2026
Hamann	Steffi	SOSC	Social Sciences	FT Faculty	July 1, 2024	June 30, 2026

Graduate Committee (6 Faculty + 4 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Gonzalez	Miguel	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Habibi	Arash	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Shea	Victor	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Spicer	Zachary	SPPA	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Carbonell- Foulquie	Pilar	SAS	Professional Studies	FT Faculty	July 1, 2024	June 30, 2027
Obar	Jonathan	COMS	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027

LA&PS Representative on the Senate (3-year term)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Green	Ruth	SOWK	Professional Studies	Acting Chair/Director	July 1, 2024	December 31, 2027
Alboiu	Gabriela	DLLL	Humanities	Chair	July 1, 2024	December 31, 2027
Latchford	Frances	GSWT	Humanities	Chair	July 1, 2024	June 30, 2026
Giudice	Michael	PHIL	Humanities	Chair	July 1, 2023	June 30, 2026
Waweru	Nelson	SAS	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Othon	Alexandrakis	ANTH	Social Sciences	Chair/Director	July 1, 2021	June 30, 2027
Langlois	Ganaele	COMN	Social Sciences	Chair/Director	July 1, 2021	June 30, 2025
Ouedraogo	Awalou	DES	Social Sciences	Chair/Director	July 1, 2021	June 30, 2027
Ho	Wai-Ming	ECON	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Weaver	Andrew	EN	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Lambert-Drache	Marilyn	FR	Humanities	Chair/Director	July 1, 2022	June 30, 2025
McPherson	Kathryn	HIST	Humanities	Chair/Director	July 1, 2024	June 30, 2025
Budworth	Marie-Hélène	HRM	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Clements	Elicia	HUMA	Humanities	Chair/Director	July 1, 2024	June 30, 2026
Prince	Enamul Hoque	ITEC	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Pilon	Dennis	POLS	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Couto	Naomi	SPPA	Social Sciences	Chair/Director	July 1, 2023	June 30, 2025
Kenedy	Robert	SOCI	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Abdel-Shehid	Gamel	SOSC	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
McKenzie	Andrea	WRIT	Humanities	Chair/Director	July 1, 2021	June 30, 2027
Kalmin	Andrea	SOSC	Social Sciences	Contract Faculty	July 1, 2024	June 30, 2025
Peacock	Sylvia	SOSC	Social Sciences	Contract Faculty	July 1, 2024	June 30, 2025
Magee	Joanne	SAS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	SAS	Professional Studies	FT Faculty	July 1, 2024	June 30, 2027
Valeo	Antonella	DLLL	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Spotton Visano	Brenda	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ehrlich	Carl	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Karimi	Sirvan	SPPA	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Wellen	Richard	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Bird	Kim	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Mekouar	Merouan	SOSC	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027

Senate: Academic Policy, Planning and Research Committee (3-year term)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Kimakova	Alena	SPPA	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027

Senate: Executive Committee (3-year term)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Spotton Visano	Brenda	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

Senate: Honorary Degrees & Ceremonials Sub-Committee (3-year term)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Qudrat-Ullah	Hassan	SAS	Professional Studies	FT Faculty	July 1, 2024	June 30, 2027

Appendix B

School/Department Area Affiliations

School/Department Full	Affiliation
Writing Department	Humanities
Department of Languages, Literatures & Linguistics	Humanities
Department of English	Humanities
Department of French Studies	Humanities
Department of History	Humanities
Department of Humanities	Humanities
Department of Philosophy	Humanities
School of Women's Studies	Humanities
School of Administrative Studies	Professional Studies
School of Human Resources Management	Professional Studies
School of Information Technology	Professional Studies
School of Social Work	Professional Studies
Department of Anthropology	Social Sciences
Department of Communication Studies	Social Sciences
Department of Economics	Social Sciences
Department of Equity Studies	Social Sciences
Department of Geography	Social Sciences
Department of Political Science	Social Sciences
School of Public Policy and Administration	Social Sciences
Department of Sociology	Social Sciences
Department of Social Science	Social Sciences

York University

New Program Proposal for the PhD in Information Science

Faculty: Liberal Arts and Professional Studies

Department: School of Information Technology

Degree Designation: PhD

Program: Information Science

Location: Keele Campus

Intended Start Date: September 2026

1. Program Overview

1.1 Provide a brief description of the proposed program.

The proposed Doctoral (Ph.D.) program in Information Science, set to be established within the School of Information Technology (SIT) at LA&PS, is designed to cultivate a new generation of scholars. This program focuses on fostering innovative research that intersects Information Science with diverse fields such as social sciences, humanities, business, and science and engineering. Its core objective is to enable students to develop insightful perspectives and practical applications. By exploring the multifaceted aspects of information creation, processing, organization, management, analysis, and dissemination, the program aims to deepen understanding of how information functions within and between various organizations, communities, and societies. This interdisciplinary approach is pivotal in shaping experts who can navigate and contribute to the rapidly evolving landscape of information science.

Building on the curricular and research strengths of the Master's Arts in Information Systems and Technology program housed in SIT, the proposed PhD program is structured around three key pillars:

1. Technological and Multidimensional Focus: At its core, the program integrates a strong technological focus, involving the development and evaluation of new technologies. However, it extends beyond this by incorporating a comprehensive analysis of the behavioral, societal, organizational, historical, geographical, and political dimensions of information. This multi-

layered approach is supported by specialized methods, such as system modeling and data visualization, tailored to research in these varied domains, providing a holistic view of the field.

2. Interdisciplinary Approach and Diversity: Emphasizing its interdisciplinary nature, the program actively welcomes a wide range of perspectives on information science. To accommodate students from diverse academic backgrounds—including those from social sciences, business, and beyond—it offers a broad spectrum of study options specifically designed to bridge gaps in information technology knowledge. This tailored approach not only enriches the learning environment but also ensures that all students, regardless of their prior specialization, can foster a pluralistic understanding of the field. By integrating various viewpoints and methodologies, the program enhances the overall educational experience, preparing students for a successful career in information science.

3. Experiential Learning and Professional Development: A distinctive feature of the program is its mandatory experiential components, such as research and industry internships. These practical elements are designed to equip students with the skills and experiences necessary for success in multiple sectors, including academia, industry, government, and non-profit organizations. By bridging the gap between theoretical knowledge and real-world application, the program aims to create professionals who are not only well-versed in their field but also highly attractive to a diverse range of employers.

1.2 Provide evidence as to why the program is needed. For example, provide evidence related to societal, and/or labor market need(s).

Societal and Labor Market Needs: There exists a significant global demand for graduates with PhD degrees in Information Sciences and closely related disciplines. The U.S. Bureau of Labor Statistics (BLS) reports that computer and information scientists are expected to see job growth of 19% during the 2016-2026 decade. This higher-than-average growth will result in the creation of more than 33,000 new jobs by 2026 in the U.S. alone^[1]. Lightcast Platform (<https://lightcast.io>) was used to project job market outlook for graduates of Information Science (CIP code 11.04). It is expected that jobs for this program category will increase by 43% from 2018 to 2028 with the Canadian economy expecting an additional 121,398 jobs to be created for this field.

Figure 1: Program (Information Science CIP 11.04) Job Growth 2018-2028

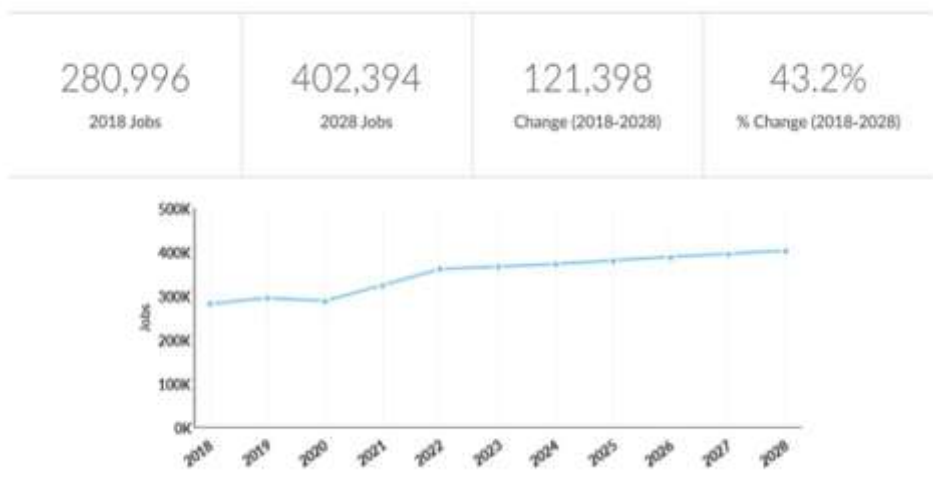


Figure 2 outlines target occupations along with their projections for graduates of Information Science programs. Information System Specialists (NOC 21222) and Computer and Information System Managers (NOC 20012) together account for 76% of the jobs in this program category.

Figure 2: Top Occupations and their Projections - 2018-2028

Occupation	2018 Jobs	2028 Jobs	Change	% Change
Supervisors, library, correspondence and related information workers (12012)	3,701	3,386	-315	-9%
Computer and information systems managers (20012)	71,535	90,265	18,730	26%
Data scientists (21211)	1,072	2,487	1,415	132%
Cybersecurity specialists (21220)	6,323	15,704	9,381	148%
Business systems specialists (21221)	10,371	24,980	14,609	141%
Information systems specialists (21222)	141,179	215,733	74,554	53%
Web designers (21233)	12,209	13,181	972	8%
Information systems testing technicians (22222)	14,041	17,855	3,814	27%
Librarians (51100)	11,970	12,148	178	1%
Library and public archive technicians (52100)	8,594	6,656	-1,938	-23%

A recent study based on an analysis of current and future Computer Science needs via advertised faculty searches for 2020 in the U.S. shows a 48% increase in the number of positions over the period of 2016-2020. Notably, some main research areas covered by the proposed program, including Data Science, Artificial Intelligence, Machine Learning, and Databases, account for 1/3 of all positions. Moreover, the study found that 22-58% of all hires are for areas that are, or maybe, interdisciplinary in nature. While these statistics are for the U.S., it is reasonable to assume that they hold for Canada as well. Our graduates will be well equipped to apply for these jobs.

Job postings Analysis has been conducted for Information System Specialists (NOC 21222) and Computer and Information System Managers (NOC 20012) with a **PhD requirement**.

Overall, 3,854 jobs were advertised from Jan 2012 to October 2023 which had a PhD requirement. Unique postings from last five years show an upward trend, with job postings more than doubling from 15 per month in Jan 2019 to 36 in 33 in October 2023.

Figure 3: Unique job postings - NOC 21222 and NOC 20012 with PhD Requirement

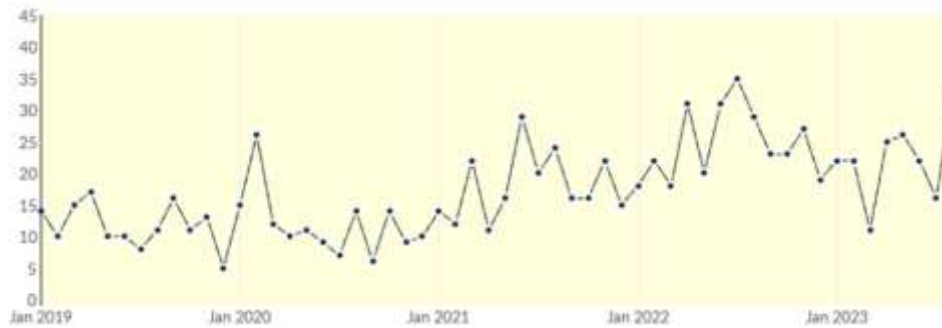


Figure 4: Job postings by industry, NOC 21222 and NIC 20012 with PhD Requirement

Industry	Total/Unique (Jan 2012 - Oct 2023)	Posting Intensity	Unique Postings Trend (Jan 2012 - Oct 2023)
Colleges, Universities, and Professional Schools	474 / 279	2:1	
Engineering Services	671 / 268	3:1	
Electronic Shopping and Mail-Order Houses	284 / 118	2:1	
Junior Colleges	75 / 47	2:1	
Pharmaceutical Preparation Manufacturing	64 / 44	1:1	
Commercial Banking	92 / 43	2:1	
Employment Placement Agencies	89 / 40	3:1	
All Other Information Services	84 / 36	2:1	

Figure 5: Top employers by job postings, Jan 2012-2023

Company	Total/Unique (Jan 2012 - Oct 2023)	Posting Intensity	Unique Postings Trend (Jan 2012 - Oct 2023)
J.D. Irving	621 / 238	3:1	
Amazon	284 / 118	2:1	
University Of Saskatchewan	102 / 53	2:1	
Irving Shipbuilding	102 / 34	3:1	
Google	80 / 33	2:1	
University of Toronto	55 / 32	2:1	
General Motors	24 / 20	1:1	
Scotiabank & Trust	50 / 19	3:1	
McMaster University	20 / 19	1:1	

The proposed program is closely aligned with global needs and societal impact, focusing on areas that range from cybersecurity and healthcare IT to sustainable technology and the impact of AI on society. For example, in cybersecurity, the program is poised to contribute significantly to global efforts in digital security, training scholars to develop innovative strategies for data and system protection. In healthcare IT, the program aims to enhance healthcare delivery and efficiency through advanced IT solutions, such as improving telemedicine and digital health records. Moreover, it emphasizes sustainable technology development, advocating for green computing and energy-efficient technologies, aligning with global initiatives for environmental responsibility. Additionally, the program places a strong emphasis on democratizing AI by developing technologies that facilitate equitable access and fair use, while also exploring its ethical and social implications and its integration into business processes and everyday life. This multifaceted approach ensures that graduates are equipped to address some of the most pressing global challenges and contribute to the responsible advancement of technology.

Alignment with Government Funding Priorities As shown in Figure 6, from 2012 to 2019, the direct investment by both levels of governments in Information and Communications Technology (ICT) has increased by 25-30%, with 24% of Ontario funding and 19% of NSERC funding in ICT. The proposed program addresses the need for more Highly Qualified Personnel (HQP) to carry out the research funded by these investments.

Figure 6: Ontario and NSERC Funding Investment in Information and Communications Technology, 2012-2020



Relationship to Existing Programs: An environmental scan has been conducted with more than 40 related programs in North America analyzed with respect to their similarity with our vision (see appendix). In particular, the proposed Doctoral (Ph.D.) program in Information

Science offers distinct advantages compared to other notable programs in Ontario, including those at Carleton University, the University of Toronto, Western University, and McMaster University:

- Broader Multidisciplinary Focus: The LA&PS program stands out with its comprehensive approach, integrating technological development with a wide array of behavioral, societal, organizational, historical, geographical, and political aspects of information. This contrasts with the more focused nature of programs at Carleton, Western, and McMaster, which primarily concentrate on information technology, computer science, or information systems and their direct applications.

- Enhanced Interdisciplinary Inclusivity: Unlike the more specialized programs at these universities, the proposed program is intentionally designed to be inclusive, welcoming students from a diverse array of academic backgrounds such as social sciences and business, in addition to information technology. It offers a range of study options that extend well beyond the traditional scope of information systems programs, ensuring a comprehensive and adaptable educational experience.

- Emphasis on Experiential Learning: A key distinction of the proposed program is its mandatory work-based experiential components, such as internships and case studies. This emphasis on practical, real-world experience is designed to prepare students for a variety of sectors, setting it apart from the more traditional academic focus of other programs.

The proposed program in Information Science clearly distinguishes itself from traditional Computer Science programs. While Computer Science programs typically focus on the technical aspects of computing, such as algorithms, programming, data structures, and systems design, the Information Science program at LA&PS embraces a broader, more interdisciplinary approach. It explores the creation, processing, management, and utilization of information across various contexts, integrating technological insights with a deep understanding of societal, organizational, and behavioral dynamics. This multidimensional perspective incorporates historical, geographical, and political dimensions of information, reaching well beyond the technical and computational focus of conventional Computer Science programs. Ultimately, the program is designed to cultivate not just technological expertise but a holistic understanding of the multifaceted role of information in society.

Industry Collaboration and Placement Opportunities: The proposed program is poised to offer significant opportunities for collaboration and career development through its connections with industry leaders. Key partnerships with prominent companies like IBM, Scotiabank, and Globe and Mail exemplify the program's strong industry ties and its commitment to bridging academic expertise with real-world applications.

Collaborative research initiatives with companies such as IBM and Scotiabank are a cornerstone of the program. These collaborations offer students the opportunity to engage in innovative research that addresses current industry challenges. By working alongside

professionals from these companies, students can contribute to advancements in information science, gaining insights that are both academically robust and industry relevant.

During consultation, these industry partners have expressed interest in hiring interns and graduates from the program, which is a testament to its relevance and the high regard in which its curriculum and faculty are held. This opens up pathways for potential funding opportunities for research projects and promising career prospects for graduates. The involvement of industry leaders like Scotiabank and Globe and Mail not only enhances the program's stature but also provides students with a direct line to employment opportunities in top-tier organizations.

^[1] <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

^[2] <https://web.cs.wpi.edu/~cew/papers/CSareas20.pdf>

1.3 Provide evidence that there is, or will be, significant student demand for the program.

Evidence suggests that there is a significant student demand for the proposed PhD program in Information Science, as indicated by the following:

1. Student Interest Survey: A key indicator of demand comes from a 2021 survey conducted during the Cyclic Program Review of the Master of Arts Program in Information Systems & Technology at York. This survey revealed that a substantial majority of participating students (63.3%) expressed a desire to pursue a PhD degree at York if such a program were offered. While these results are specific to our own students and used here as illustrative examples, it's important to note that potential applicants for the proposed PhD program are expected to come from diverse geographical backgrounds, attracting a global applicant pool and not limited to our Master's program.

2. Comparison with University of Toronto's Program: While specific enrollment numbers for similar programs are generally not publicly available, data from the University of Toronto's Ph.D. in Information program offers a valuable benchmark. In the 2020-2021 academic year, this program admitted 46 students, exceeding its planned intake of 42. This oversubscription is a testament to the high demand for doctoral programs in this field and suggests a similar potential for the proposed program at York.

The combination of direct student interest and the enrollment trends observed in comparable programs provides compelling evidence of a substantial and growing demand for the proposed program. This demand reflects the increasing recognition of the importance of information science in various sectors and the desire among students to engage in advanced study and research in this dynamic field.

1.4 Where appropriate, include additional elements relevant to the consultation, development, rationale, and/or implementation of the proposed program. For example, consideration of equity, diversity, and inclusion; special missions and mandates;

student populations that are being encouraged by governments, institutions; and other elements of note.

Consideration of Equity, Diversity, and Inclusion:

The proposed Ph.D. program is committed to fostering an environment of Equity, Diversity, and Inclusion (EDI) through several key initiatives:

Equity:

- We are dedicated to making the program accessible to all qualified students, regardless of financial background, by working with the Faculty of Graduate Studies and Student Financial Services to offer scholarships, grants, or tuition waivers for underrepresented or economically disadvantaged students.
- Our admissions process is designed to be both transparent and equitable, focusing on a holistic evaluation of each candidate to acknowledge their potential beyond traditional metrics like grades and test scores. We incorporate diverse criteria that include personal statements, which offer insights into the applicants' backgrounds and personal journeys, and recommendation letters that highlight their character and contributions to their communities. Special consideration is given to applicants from underrepresented or disadvantaged backgrounds to support diversity and inclusion. Additionally, interviews may be used to gauge resilience and motivation, ensuring that all candidates have a fair chance to demonstrate their unique strengths and capabilities.
- A range of support services, including mentorship, counseling, and academic assistance, will be available to meet the diverse needs of our student body through the Faculty of Graduate Studies.

Diversity:

- The program is deeply committed to fostering a diverse academic community and strongly encourages applications from individuals of all genders, ethnicities, socioeconomic statuses, and abilities. By valuing broad representation, we aim to create an enriching environment that reflects a wide range of perspectives and experiences, which is crucial for a robust learning and research experience.
- Our curriculum is strategically designed with a stronger emphasis on technical competencies while also addressing cultural competencies to provide a comprehensive education in Information Science. The program stresses the mastery and innovative application of computing and information technologies. This includes developing and implementing information systems, engaging in cutting-edge research, and solving complex real-world problems with advanced technical skills. Concurrently, we integrate cultural competencies by fostering an understanding of the societal impacts of technology, promoting effective communication across diverse audiences, and instilling ethical standards in technology use.

and research. This approach ensures our graduates are not only adept technologists but also informed and ethical contributors to society, equipped to lead in an increasingly complex technological landscape.

- The substantial interest from international applicants in our existing MA program, where we received about 200 applications for just 12 spots in 2023-2024, clearly demonstrates a strong demand for advanced studies in Information Systems & Technology at York. By leveraging our global partnerships and established support structures for international students, we can further enhance this appeal for the proposed PhD program. These elements not only increase the likelihood of attracting top talent from around the world but also support the university's strategic goals of diversity and international collaboration.

- Research topics within the program are strategically designed to cover a broad spectrum of interests and address vital societal needs, reflecting the diverse backgrounds and unique perspectives of our student population. Encouraging investigations into information encoding, system design, and the broader implications of technology on society, our program nurtures a dynamic research environment. This diversity-driven approach not only aligns with our goals of fostering cultural and technical competencies but also propels forward-thinking solutions that are informed by a variety of cultural insights and technical expertise. Through this method, we empower our students to make significant, impactful contributions to both local and global communities, ensuring that their work is both relevant and revolutionary.

Inclusion:

- Creating an inclusive learning environment is paramount; we will ensure all students feel welcome and supported, fostering a strong sense of belonging.

- Initiatives such as mentorship programs and community-building activities will be central to our approach to inclusion. We will also work the New College and the Founder's College, which have a mandate to support LA&PS graduate students and international students respectively, to provide co-curricular support to the students.

- The faculty's diversity will mirror our student body's varied backgrounds and research interests, enhancing the learning experience and providing diverse role models.

- Partnerships with diverse organizations will align with our commitment to EDI values.

- Continuous monitoring and improvement of our EDI efforts will be a priority, with regular feedback from students, faculty, and stakeholders to ensure our goals are met effectively.

By integrating these EDI considerations into the very fabric of our program, we aim to create not just an academically excellent environment but also one that enriches the learning experience for everyone involved. This commitment to EDI will enhance the program's reputation and attract a broad spectrum of talented individuals.

2. Objectives of the Program (QAF 2.1.2.1)

a. Describe the program's objectives (see [definition and guidance from Quality Council](#)).

- To immerse students in the fundamental theories and principles of information science, ensuring they understand how contextualized, categorized, and interpreted data—whether textual, numerical, or multimedia—forms the basis of generating, processing, organizing, managing, analyzing, and sharing information across various organizational and societal contexts, thereby laying the groundwork for advanced research and innovation in real-world applications.
- To promote interdisciplinary collaborations, allowing students to integrate insights from cognate fields and thereby extend the boundaries of traditional information science research.
- To integrate mandatory work-based experiential learning into the curriculum, enhancing practical experience and deepening understanding of how theoretical concepts in information management, analytics, user experience, and security apply to solving complex real-world challenges, ensuring our PhD graduates are skilled in translating academic research into actionable, impactful solutions across various fields.
- To cultivate responsibility and ethics in managing data and its transformation into information, emphasizing the vital role of information scientists in enhancing societal well-being in the digital age.
- To keep students abreast of cutting-edge technologies and methodologies, preparing them to be at the forefront of innovations in information systems and practices.
- To cultivate an environment where students see themselves as lifelong learners, appreciating the ever-evolving nature of the information science discipline and the need to adapt.
- To enhance students' abilities to convey complex information science concepts to both specialist audiences and the general public, bridging the gap between research and societal impact.
- To ensure students understand how various subfields within information science interconnect and contribute to the broader landscape of knowledge management, technology, and human interaction.

b. Describe the degree nomenclature given the program's objectives.

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- c. Describe the consistency of the program with the institution’s mission and academic plans.¹

The proposed program aligns with many of priorities identified in the University Academic Plan (UAP), including

- “Knowledge for the Future” as the program is meant to train researchers with diverse skills and interests and geared towards innovation,
- “21st Century Learning” and “Working in Partnership” as the program aims to have a strong experiential component and geared towards private and public sector employment.

The program aligns with most Academic Plan principles of the Faculty of Liberal Arts & Professional Studies, including but not limited to “#1– #4” (“Prioritize student learning, excellence, and success”, “Enhance connections and collaborations”, “Promote excellence in research”, and “Foster innovation in teaching and curriculum development”) through the strong intended interdisciplinarity of the proposed program, and its focus on relevance to non-academic contexts.

The program aligns with SMA3 expectations of growth #1-#3 (Graduate employment rate in a related field, institutional strength and focus, Graduation rate), and goals to motivate research funding including from private sector, through the strong application-orientation of the program.

3. Program Requirements (QAF 2.1.2.2) and Learning Outcomes

- 3.1 Identify the program requirements.

Brief Description

Overview

Candidates for the PhD degree in Information Science must complete at least 2 FCE graduate courses (4 three-credit courses). One of the courses can be an integrated graduate/undergraduate course. They must successfully complete a qualifying checkpoint which consists of submission and approval of a research proposal that includes a survey of the literature in the candidate’s field and a research plan for the dissertation. The qualifying checkpoint also includes successful oral defense of the proposal. Subsequently, candidates must present a dissertation proposal outlining in

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

more detail the exact scope, methodology, expected contribution, and so-far results of the dissertation project. Candidates must also complete an industrial internship. During the entire period candidates must conduct a significant amount of publishable original research under the supervision of a supervisory committee and successfully defend the resulting dissertation in their field of interest.

Program Entry

Entry is normally Fall term. Winter term entry is entertained in special cases and on a case-by-case basis.

Program Length

The PhD program can be completed on both a full-time and a part time basis.

For full-time students, the expected time to completion is four (4) years. Course requirements must be fulfilled within the first year and the qualifying examination must be completed within the second year. The dissertation proposal must be completed within the third year.

Full-time Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies' registration policies.

For part-time students, timelines are double the ones mentioned above.

Research Progress Checkpoints

Qualifying Examination and Research Proposal

The qualifying examination takes place at the end of the second year – normally end of Winter and at the latest end of Summer of the same year.

During the qualifying examination, the student meets with their supervisory committee and an optional additional member of the graduate program to present their research proposal. The research proposal is a report the student prepares before the examination. It serves the purpose of (a) conducting a literature review related to their dissertation research and (b) outlining their research plan for the next two years leading to the thesis proposal and final dissertation.

The supervisor may advise on the length of the research proposal, its coverage, content, and style requirements, as appropriate. The ideal research proposal includes a literature survey section that can be published as-is or with extensions in a conference

or a journal within the candidate's field as a systematic literature review. This section will likely be an early version of the corresponding chapter in the candidate's thesis. The student is responsible for identifying their area of interest, determining the scope of the proposal, conducting a thorough literature review, and writing a comprehensive and coherent survey that reflects a deep understanding of the material. The supervisor may offer general guidance and limited feedback on early versions of the proposal.

After finishing the research proposal report, the student submits it to the committee, and the latter assesses whether it meets the requirements for the examination. If it meets the standards, a meeting is scheduled where the student presents their paper for 30 minutes, followed by questions from the committee. The questions cover the proposal's content and other areas that the supervisory committee believes that the candidate must be aware of, including content from as the courses the student has taken. If the proposal does not meet the standards, the committee provides feedback to the student, outlining the revisions and extensions required to make it suitable for the examination.

To pass the qualifying examination, a candidate must submit a satisfactory report and successfully present it and respond to questions. The possible outcomes of the examination are as follows:

- Pass: The candidate is allowed to proceed with their dissertation proposal.
- Conditional pass: This outcome is only possible during the first examination. The candidate may need to perform additional work and return for a second examination. The additional work may include completing further readings, taking extra courses, revising the proposal, or any other activities as determined by the supervisory committee.
- Fail: The candidate does not pass the qualifying examination and must withdraw from the program.

Dissertation Proposal

The submission of dissertation proposal takes place at the end of the third year – normally end of Winter and at the latest end of Summer of the same year.

The dissertation proposal involves a report submission followed by a closed meeting of the student with the supervisory committee. In both the report and the meeting, the student presents their so far results, and the motivation, scope, methodology, and expected contribution of the research yet to be done for the dissertation. The goal of the proposal is to ensure that the path that the student is following is likely to lead to a successful thesis defense, i.e., the work is properly scoped, motivated, and relevant, the methodology followed sound and feasible, and the proposed work is of amount and depth that is sufficient to qualify for a doctoral degree. The student is expected to have

completed already a substantial amount of work, ideally published, submitted or ready to be submitted for publication, which is expected to be included in the Appendix of the report.

Dissertation Defense

The oral defense of the dissertation marks the culmination of the candidate's efforts in the program. It usually takes place at the end of their final year of study. The dissertation is a comprehensive document presenting a cohesive and complete description of the student's original research in Information Science. It must contain a significant body of high-quality research to meet the program's standards. A critical factor in evaluating the dissertation's research quality is whether it is substantial enough and sufficient to be published in prominent journals and conferences in the field or has already been published in such venues.

After the candidate submits their dissertation draft, an oral examination called the dissertation defense is scheduled and conducted. The defense is open to all faculty and graduate students in the program. The student presents their thesis during the examination, followed by a question-and-answer session with the committee and the audience. The exact rules and procedures for the dissertation defense, including schedules, committee membership, examination protocols, and possible outcomes, are outlined in specific program and FGS guidelines.

Courses and Course Structure

Course Requirements

Students are expected to complete four (4) half (3.0 – credit) courses, from the lists of new proposed and existing courses below. In addition, the following requirements must be met.

1. Student must have passed the following (as part of their MAIST or PhD requirements):

GS/ITEC 6310 (3.00) - Research Methods in Information Technology

The PhD program shares the same courses with the existing Master of Arts in Information Systems and Technologies (MAIST). Students who have passed GS/ITEC 6310 as part of their MAIST requirements are still expected to fulfill a full 12 credit requirement.

2. Students must pass the following 0-credit course:

GS/ITEC 6900 (0.00) Research Colloquium

3. *Preparatory Credit:* A technical preparatory course is defined as below for students lacking the necessary technical background.

GS/ITEC 5xxx/6010 (3.00) – Accelerated Introduction to Information Technologies

Such students may be required by the admissions committee, the graduate committee, and/or the advisor to take the course below. The course does not count towards the 12.0 credit requirements. The course is available to graduate or senior undergraduate non-ITEC students of LAPS or other faculties who can show that they have not taken a similar course.

New Proposed Courses

Code	Title	Description
GS/WRIT XXX (3.00)	Academic Communication for the Information Sciences	Offers an introduction to academic writing and oral presentation for research dissemination in the areas of Information Science. It introduces writing patterns for addressing common writing tasks including general-specific and specific-general texts, problem-process-solution, data commentary, summarization and literature review, critiques, argumentation, overall research paper structure. It further covers effective oral presentation techniques for research, industry, and teaching contexts. The coursework is equivalent to a 3.0 course and does not count towards the credit requirements.
GS/ITEC 5xxx/6010 (3.00)	Accelerated Introduction to Information Technologies	An intensive, accelerated introduction to information technologies and computer programming. The course consists of two parts. In the first part students learn basic programming constructs (variables, statements, loops, conditionals, functions, file IO, use of third-party libraries, use of lists, arrays, and queues) and apply them to assignments inspired by real world research tasks. The second part includes

		<p>a selection from a broad range of topics in information technology including, including: Basics of Computer Hardware and Software, Operating Systems and Cloud Computing, Networking and the Internet, Data and Knowledge Management. Coursework is highly personalized and partially tailored to the needs of specific students.</p> <p>AVAILABLE TO: (a) designated IS students, (b) senior undergraduate or graduate students with no prior experience in programming, as per instructor's permission.</p>
GS/ITEC 6900 (0.0)	Research Colloquium	<p>The purpose of this course is to introduce students to the wide range of research in the field of Information Science, conducted both within York University and by external researchers. The course will be organized around a series of research talks and discussions, featuring presentations from faculty members, visiting scholars, and experts from various institutions. These talks will highlight diverse disciplinary perspectives and cutting-edge research across subfields of Information Science. Through active participation in discussions and events, students will gain insight into the broader research landscape and reflect on how their own interests align with the evolving field. The colloquium fosters a collaborative learning environment, encouraging students to engage with scholars both within and beyond York, supporting their development as well-rounded researchers and scholars.</p>

Existing Courses

The following are courses already introduced in the Master of Arts in Information Systems and Technologies. They are all available to PhD students in Information Science. NOTE: Students are allowed to take at most 3.0 credits 5000-level courses during their studies. Therefore, if no

preparatory course is taken to satisfy the 12.0 credit requirement, at most one of ITEC5210 and ITEC5150 can be taken for credit; otherwise, neither can be taken.

ITEC COURSES		
ITEC 6310	Research Methods in Information Technology	This course provides a foundation in scientific inquiry applied to both practical and theoretical IT related problems. Students formulate research questions, select appropriate research design to collect and analyze data, prepare reports, and evaluate research proposals and projects.
ITEC 5210	Systems Analysis and Design	The course discusses concepts, theories, and techniques for analysis, design and implementation of software systems. The focus is on distributed applications, with special emphasis on requirements gathering, modeling techniques and design trade-off analysis.
ITEC 5150	Enterprise Architecture	This course examines the concept of architecture and its different meanings within Information Technology, focussing on Enterprise Architecture (EA). The role and necessity of the EA practice for modern organizations is first discussed. Dominant frameworks for developing EA are presented. The course then zeroes-in on two specific EA practice and modelling frameworks and investigates their components in depth. Through this exercise students are exposed to a variety of theories and techniques related to the EA practice including decision making, portfolio management, strategic planning, IT governance, risk and security management, service management, service orientation, enterprise integration and enterprise resource planning.
ITEC 6110	Business Process Management and Service Oriented Architecture	This course introduces recent advances in business process management and related technology. Key topics covered include (i) the main lines of research conducted in this area of information technology, (ii) the business process management lifecycle and (iii) related methodologies, standards, applications and architectures (including the Service Oriented Architecture).
ITEC 6120	Systems Requirements Management	This course covers advanced and emerging methods and techniques used to elicit, model, analyze, and manage software requirements. Students will also acquire skills and knowledge necessary for conducting research in the field.
ITEC 6130	Service Oriented Computing	This course discusses concepts, theories, and techniques for web services, service oriented computing and services science. Examines architectures for Web applications based on the classic publish, find, and bind triangle. Key topics include semantics, transactions, Web service composition and the concept of self-managing.

ITEC 6160	Cloud Computing Systems	Cloud computing refers to a computation model where information technology resources, such as computer networks, servers, storage, applications, are shared and offered as services over the Internet. This course introduces service models, virtualization technologies, management tools and interfaces. Students learn advanced design issues that include provisioning, security, privacy, economies of scale, reliability and elasticity.
ITEC 6205	Advanced Web Mining	This course explores how Web mining technology can be applied to solve problems in real-world applications, introducing advanced techniques from Web mining, information retrieval and their applications in e-commerce and Web information systems.
ITEC 6210	Advanced Information Retrieval Systems	This course focuses on the design, development, and study of interactive visualization techniques for the analysis, comprehension, exploration, and explanation of large collections of datasets. Topics covered include principles of visual perception, data and task abstractions, visual encodings of data, interaction methods, visual analytics, and evaluation techniques. Students get hands-on experience through projects.
ITEC 6220	Advanced Information Management	This course covers advanced information management system design principles and techniques. The focus is on non-textbook material originating from research literature and industry. Programming projects are required.
ITEC 6230	Health Information Systems	One of the major aims of Health Information Management is to help health professionals make better decisions. This course reviews theories, methods, technologies and systems currently used for aiding the decision making process.
ITEC 6320	Information Technology and Organizational Strategy	This course examines the use of information technology (IT) for supporting organizational strategies. An organization's long term dynamic plan drives its use of IT such as enterprise resource planning and customer relationship management systems. This course will examine the symbiotic relationship between IT and strategy.
ITEC 6330	Designing and Building E-Business Applications	This course introduces students to advanced techniques for designing and building e-business applications, exposing students to core technologies for analyzing, designing and implementing e-business applications. Students develop an understanding of how these core technologies can be applied to solve real-world problems.

ITEC 6340	Application and Design and Metaheuristics	A broad and in-depth survey of metaheuristics for numerical and combinatorial optimization. Core considerations such as representations and objective functions are covered before key single-solution techniques (e.g. simulated annealing) and population-based techniques (e.g. evolutionary algorithms and swarm intelligence methods). Discussions include state-of-the-art issues such as multi-objective optimization, large scale global optimization, and parallel implementations. Projects and discussions will focus on real-world applications.
ITEC 6510	Applied Optimization Techniques in Information Systems	Introduces students to the idea of optimal solutions. A survey of selected topics in operations research (OR) is provided emphasizing on practical applications rather than on the mathematical properties as well as on their integration into information systems. Students engage in term-long projects and conduct an in-depth study of a topic through readings and paper reviews.
ITEC 6520	Agent-based Information Technology	Discusses concepts, theories and techniques for agent-based applications. Examines agent-based methodologies, modeling process and modeling languages. Key topics include agent-based architectures, standards for agent-based development, designing and building an agent-based system with examples from e-health, environmental management and other application domains. Students engage in term-long implementation projects conduct an in-depth study of a topic through readings and paper reviews.
ITEC 6710	Blockchain and Financial Technologies	This course offers an introduction to the field of financial technologies with a strong emphasis on blockchain and cryptocurrency technologies and platforms. Following a short overview of disruptive use of information technologies in the financial sector, the course proceeds with a technical introduction to blockchain platforms and networks and smart contracts. Students engage in term long projects at various levels of technical depth. Prerequisite: AP/ITEC5210/4010 or permission by instructor.
ITEC 6170	Information Visualization	This course focuses on the design, development, and study of interactive visualization techniques for the analysis, comprehension, exploration, and explanation of large collections of datasets. Topics covered include principles of visual perception, data and task abstractions, visual encodings of data, interaction methods, visual analytics, and evaluation techniques. Students get hands-on experience through projects.

ITEC 6970	Advanced Topics in Information Technology	This course introduces emerging and “hot” topics in information technology discussed in the research literature. Topics will rotate annually and will focus on a specific area of interest to the instructor that is not covered in existing courses. Proposed topics include information systems security, service-oriented architecture, management of IT, web services.
ITEC 6180	Business Analytics in Information Systems	This course focuses on business analytics, employing data-driven approaches including AI, ML, and Data Analytics, to aid decision-making within organizations. Students will gain practical skills in business process modeling, data-driven analytics, and process mining, utilizing these advanced tools to analyze real-world business scenarios through hands-on projects and case studies.
ITEC 6810	Introduction to Computational Social Science	The course introduces students to computational techniques and their applications to social science. This course equips students with knowledge and skills on how computational techniques derive insights about human behavior and society from digital data. Students will gain practical experiences of applying computational techniques to addressing social questions through collecting, processing, and analyzing large-scale data using the R programming language.
COURSES OUTSIDE ITEC (3 credits max)		
CMCT 6500	Advanced Communication Technology	This course is an exploration of the major current issues for communication and culture raised by contemporary and emerging communication technologies and their applications. It builds on the more basic materials covered in Communication & Culture: Understanding Communication Technologies.
CMCT 6504	Social and Cultural Implications of New Media	This course focuses on the changes brought about by changes in communication technology for individuals, groups and organizations, and the challenges and opportunities presented by them. This course may be offered as part of an experiment in interuniversity collaboration.
CMCT 6537	Digital Games and Learning	Examines play as it is currently developed and popularly imagined in commercial computer- and console-based games in order to more closely examine what is "learned" in those immersive environments and ask how they might more productively be harnessed for educative ends.

STS 6006	Digital Technoscience	The course examines the social, political, economic, and cultural shaping of digital technoscience - ranging from digital platforms through smart cities to self-driving cars - paying particular attention to how different visions of and expectations about the future are enrolled in the deployment of digital technoscience in the present.
SOCI 6060	Qualitative Methods Of Research	This course is intended to introduce students to a range of methods currently being used in sociological field research. It will include interviewing techniques, content analysis and selected ethnographic techniques. Instruction will be through demonstration, role-playing and field study experience, as well as the critical reading of selected texts.

Internship and Experiential Education

Experiential Learning: All PhD candidates are required to satisfy the experiential learning requirement in one of the following forms (listed in the order of preference):

- Research internship on a topic related to their program but distinct from their thesis topic (e.g., a summer research internship at one of the established industry or government research labs)
- Industry internship that is non-research in nature and on a topic unrelated to their thesis (e.g., software development, business analysis)
- Research internship under the supervision of the thesis supervisor involving an industry partner but unrelated to their thesis topic (e.g., a project supported by MITACS Accelerate or NSERC Alliance programs)

The minimum duration of the internship is 12 weeks. The internships will be arranged by the student, possibly with assistance from the supervisor. All internships require the prior approval of the supervisor and the Graduate Program Director.

In exceptional cases, the following options are also acceptable:

- Teaching practicum (teaching a course at York or another recognized university)
- Courses outside those offered by the program (excluding directed readings) with a strong experiential education component or a professional orientation that can be construed as sources of professional experience (e.g., a project-based course on entrepreneurship, hackathons).

Such exceptions require a formal application by the student with a detailed rationale and require the prior approval of the Graduate Program Director.

In the duration of the internship, students engage in self-reflection and reporting activities aimed at consolidating their experience. In particular, students write:

- In the middle of the internships engagement, an interim report in which they (a) describe learning, competence, and professional goals they have achieved up to that point in the internship, (b) list/describe their professional, technical, and research strengths and weaknesses as they emerged during their involvement, (c) identify goals and points of improvement to be pursued in the remaining of the term.
- A final report at the conclusion of the internship with format similar to the above, (a) assessing whether their goals set have been attained, to what extent and, if not, why not, and (b) listing the lessons learned from the internship experience, (c) devising a longer-term strategy for self-learning and –improvement on matters pertaining to professional, research, and technical competence, and (d) describing the kinds of research projects that their industrial involvement inspired.

Ideally, industrial supervisors/managers, read the aforementioned reports and add their commentary. Internships are monitored by the student’s supervisory committee who ensure that the above work is done and provide feedback along the way.

3.2 Identify the Program Learning Outcomes.²

Program Outcome Title	Program Outcome Description
<i>PO1. Knowledge of Technologies</i>	Identify, analyze, compare, apply in novel ways and evaluate the application of fundamental concepts, methodologies, theoretical approaches, techniques, technologies, and assumptions in computing and information technologies for solving real world problems.
<i>PO2. Information, Organizations and Societies</i>	Describe, analyze, compare and apply advanced theories and practices by which information is or can be encoded, structured, organized, modelled, processed, stored, archived, transmitted in societies and organizations.
<i>PO3. Knowledge of Information Systems</i>	Describe, compare and apply established theories and research techniques to investigate, analyze, and describe information systems, their structures, processes, governance and dynamics and the role of information and computing technologies in their function.
<i>PO4. Development of Information Systems</i>	Describe, analyze, compare and apply advanced theories and techniques to identify business and societal needs, and to conceptualize, design, implement or acquire, deploy and evaluate a computing-based solution to meet a such needs.

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario’s [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

<i>PO5. IT and Society</i>	<i>Describe, analyse, and evaluate the effect of existing and emerging information technologies to the welfare of individuals, communities, and societies and subgroups therein.</i>
<i>PO6. Kinds of Research</i>	Conceptualize, design, and implement original research for the generation of new information technologies, evaluations or novel applications of existing information technologies, and/or new knowledge about behavioral, societal and organizational phenomena relating to the development and use of information technologies.
<i>PO7. Qualities of research</i>	<i>Produce original research of a quality to satisfy peer review and merit publication in key journals in the broad Information Sciences area, and to contribute to the development and improvement of the state of the art in terms of academic or professional skills, techniques, technologies, tools, industrial practices, ideas, theories, approaches, and/or materials.</i>
<i>PO8. Employability</i>	Apply research/investigation methods and advanced learned or invented techniques, methods and tools, for identifying and solving real word problems of direct industrial and/or societal interest using evidence-based and literature-informed approaches, to the effect of being widely employable both inside and outside of academia.
<i>PO9. Professional Independence</i>	<i>Ability to develop and execute an independent research program, through staying current with research community and societal needs, identifying research problems, organizing their investigation in accordance with ethical norms and with awareness of its broader implications, identifying resources and organizing their acquisition, building collaboration networks, and devising dissemination strategies.</i>
<i>PO10. Communication</i>	Prepare and deliver written and oral presentations for communicating the state of the art in their area of specialization for a variety of audiences and contexts including but not limited to peer scholars, post-secondary students, industrial stakeholders, the media and the public.
<i>PO11. Limitations</i>	<i>Explain the assumptions, limitations, and validity threats of followed research methodologies, techniques, designs, tools, and processes, and objectively and dispassionately acknowledge, describe, and analyze existing or future points of view and evidence that may oppose or potentially falsify ones' own work.</i>

3.3 Describe and/or map how your Program Learning Outcomes map onto Ontario's [Degree Level Expectations](#).

	DLE.1 Depth and Breadth of Knowledge	DLE.2 Research and Scholarship	DLE.3 Level of application of Knowledge	DLE.4 Professional Capacity and Autonomy	DLE.5 Level of communi- cation skills	DLE.6 Awareness of limits of knowledge
PO1. Knowledge of Technologies	x					x
PO2. Information, Organizations and Societies	x					x
PO3. Knowledge of Information Systems	x					
PO4. Development of Information Systems	x					
PO5. IT and Society	x		x			
PO6. Kinds of Research		x				x
PO7. Qualities of research		x	x	x		x
PO8. Employability	x		x	x	x	
PO9. Professional Independence				x	x	x
PO10. Communication		x		x	x	
PO11. Limitations						x

3.4 Describe how the program’s structure and requirements meet the program objectives and Program Learning Outcomes.³ Provide a curriculum map as an appendix.

[Please see Appendix A for mapping]

3.5 Describe how your program reflects the current state of the discipline or area of study.

The field of Information Science is broad, and its scope is often subject to multiple and conflicting interpretations. For this proposal, sources of information for scoping the area included: the ACM Model curricula⁴, specifically information systems, information

³ The proposal should make a clear distinction between Degree Level Expectations, program objectives, and Program Learning Outcomes (See Quality Council’s website for [definition and guidance](#) in differentiating these program elements).

⁴ <https://www.acm.org/education/curricula-recommendations>

technology and data science, topics from iSchool conference proceedings⁵, similar successful programs⁶, as well as the program's immediate context, i.e., scholarship and research strengths within ITEC, LA&PS, and York University in general, such that the program also offers a unique and differentiated view of the field.

The interpretation of the field adopted in this proposal involves a focus on interdisciplinarity, through combining the study of technical (as prescribed in PO1, PO3, PO4) and non-technical (PO2, PO5) aspects of information, encouraging a diversity of research methods and cultures (PO6), and enabling industry readiness (PO8, PO9, PO10).

- 3.6** Does your program involve any significant innovative or creative approaches to content and/or delivery, especially relative to other such programs in Ontario or Canada? If so, what are they?

The proposed program is innovative in the following ways:

- Offers preparatory credits for allowing students of non-IT backgrounds to join the program and conduct meaningful research in the field.
 - Makes the internship a central part of its offering aimed at (a) increasing industrial (not only academic) employability of graduates, (b) steering students' attention towards research problems that are relevant now in industrial practice, (c) promoting an engaged research program that can inspire students to bring positive change in the real world while being cognizant of and overcoming practical, economic, and societal constraints.
- 3.7** Describe how the proposed mode(s) of delivery facilitate students' successful completion of the Program Learning Outcomes.
- Each of the for-credit courses support Program Outcomes (POs) in their own unique way. Courses utilize activities such as research projects, research papers, surveys, and research presentations to enhance competence in research (POs: 6,7) and its communication (POs: 8, 9, 10) and limitations (PO: 11). In addition, they utilize methods such as assignments, tests, quizzes, and exams to support acquisition of technical knowledge and skill (POs: 1-5). Most courses offer a mix of the above approaches.
 - The courses will primarily be delivered in person, ensuring a high level of engagement and interaction that is crucial for student success in achieving the Program Learning Outcomes. A small portion of the courses (less than 25%) is expected to be delivered in a hybrid mode, combining in-person and online elements to provide flexibility while still maintaining rigorous learning standards.

⁵ E.g., Proceedings of the 17th International Conference, iConference 2022, Feb. 28 – Mar. 4, 2022 (<https://www.ischools.org/proceedings>)

⁶ For example PhD in Information Science at Drexel University: <https://drexel.edu/cc/academics/doctoral-programs/phd-information-science/>

- The dissertation-related research effort aims at further supporting research ability (POs: 6,7,10,11) with a stronger emphasis on autonomy and independence (PO: 9) and development of professional maturity (PO: 9, 11).
- The internship monitoring component promotes exercise of and reflection on students' technical (POs: 1-5) and professional (PO: 8, 9, 10) skills. Depending on the type of internship it also forces them to think of the relationship between academic theory and industrial practice and possibly devise research goals based on real-world industry needs (PO: 6-7).

Program Requirements for Graduate Programs Only (QAF 2.1.2.3)

- 3.8** Provide a clear rationale for program length that ensures that students can complete the Program Learning Outcomes and requirements within the proposed time period.

Full Time Students

The length of the program is 4 years with a maximum of 6 years. The following is the expected and

Checkpoint	Expected	Maximum
Supervisor Assignment	Before admittance	
Supervisory committee selection	2 terms (W of 1 st year)	3 terms (S of 1 st year)
Course requirement	2 terms (W of 1 st year)	5 terms (W of 2 nd year)
Qualifying examination	4 terms (F of 2 nd year)	6 terms (S of 2 nd year)
Dissertation proposal	7 terms (F of 3 rd year)	8 terms (W of 3 rd year)
Internship requirement	12 terms (S of 4 th year)	18 terms (S of 6 th year)
Dissertation defence	12 terms (S of 4 th year)	18 terms (S of 6 th year)

Students are to complete course requirements (12.0 Cr) by Summer of 1st year, while being free from other degree-related responsibilities except for acquiring a supervisory committee. Based on the experience in the MA program (MAIST - 15.0 Cr the first year) this is a feasible course completion schedule.

The research checkpoint progression schedule is otherwise in-line with common practice including as applied in existing York University PhD programs (e.g. EECS).

Part-Time Students

The program allows for domestic students specifically to join on a part-time basis. For such students, timelines are generally twice as long as the ones for full-time students namely:

Checkpoint	Expected Part Time	Maximum Part Time
Supervisor Assignment	Before admittance	
Supervisory committee selection	2 terms (W of 1 st year)	3 terms (S of 1 st year)
Course requirement	5 terms (W of 2 nd year)	10 terms (F of 4 th year)
Qualifying examination	11 terms (W of 4 th year)	12 terms (S of 4 th year)
Dissertation proposal	17 terms (W of 6 th year)	18 terms (S of 6 th year)
Internship requirement(*)	23 terms (W of 8 th year)	24 terms (S of 8 th year)
Dissertation defense	23 terms (W of 8 th year)	24 terms (S of 8 th year)

(*) If the student is employed in an Information Science role, the internship requirement may be waived.

- 3.9** Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

Course requirements for this PhD program is 12.0 Cr. No more than 3.0 out of these 12.0 can be used for 5000-level courses of either the regular list or the preparatory courses.

- 3.10** For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

The student's effort to complete their dissertation research is organized around the milestones mentioned in earlier sections. Such milestones (qualification exam, thesis proposal, defense, etc.) and the timing thereof are common among institutions in North America and almost the same as those found in other PhD programs at York University. Additional requirements considered in this program, namely: (a) internship requirement, and (b) writing/communications training, substantially enhance the learning outcomes by promoting employability skills and strengthening the relevance of the students research perspective. Other PhD programs at York University also include an industrial internship component, substitutable by a teaching practicum.

4. Assessment of Teaching and Learning ([QAF 2.1.2.4](#))

- 4.1 Describe the methods for assessing student achievement of the Program Learning Outcomes and [Degree Level Expectations](#) and the appropriateness of these methods.⁷

The student's progress is overseen by a PhD Advisory Committee (PhD-AC), which conducts annual assessments to evaluate the student's progress, as detailed above. This assessment includes the student's research progress, academic performance, and mastery of program-level learning outcomes. The assessing is based on the following measurements:

1. Coursework and Grades: In the initial three years, students must complete the minimum required courses established by the program.
2. Comprehensive Examinations: As a first research milestone students are required to take comprehensive exams, which consist of written and oral components. These exams assess the student's knowledge and understanding of core concepts and theories within their field of study. The exams evaluate students' ability to synthesize information, critically analyze research literature, and apply theoretical frameworks.
3. Dissertation Proposal: Students must defend their dissertation proposal as a last milestone before the defense. Successfully passing this milestone implies that the student has developed strong research acumen that earned the trust of the supervisory committee that the student and their progress is on good path towards a successful defense.
4. Publications and Presentations: The student's ability to effectively communicate research findings is demonstrated through a minimum combination of peer-reviewed journal publications and conference presentations. These achievements will play a role in the evaluation of the thesis, which is the culmination of the student's effort.
5. Thesis defense: After a minimum of three years, students are required to defend their final thesis. These defenses evaluate the student's depth of knowledge, critical thinking skills, and ability to articulate their research effectively.

As part of the outcome of every meeting, the advisory committee and the student's supervisor(s) provide feedback to the student, and if necessary, the student may be directed to campus resources for further development in specific areas. For instance, they may be advised to take additional courses. Upon the committee's request, students may need to incorporate feedback and repeat specific exercises until the committee deems the student's performance appropriate. Once completed, these milestones are recorded as completed on the student's transcript. The PhD degree can only be granted once the comprehensive assessment is satisfactorily completed, as determined by the advisory committee.

⁷ Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled in the program, as well as post graduation metrics for alumni. Please see guide on [Assessment of Teaching and Learning](#) from Quality Council on how to satisfy these criteria.

This individual achievement will also be monitored in relation to the assessment of the overall quality of the program, as specified below.

4.2 Describe the program's plans to monitor and assess the overall quality of the program.

The program's commitment to ensuring and enhancing quality extends to a robust governance structure. The PhD Advisory Committee (PhD-AC) plays a pivotal role in program governance, overseeing the student's progress through a series of meticulous annual assessments. This committee, comprised of experienced faculty members, conducts detailed evaluations encompassing research progress, academic achievements, and the mastery of program-level learning outcomes.

Within this governance framework, specific measurements assess various aspects of the student's journey.

- Coursework and grades are closely monitored during the initial three years to ensure students complete the requisite foundational courses.
- The end of the first year marks a crucial milestone with comprehensive examinations, evaluating the student's depth of knowledge and understanding of core concepts within their field.

On the research progress, the milestones are carefully defined, including the defense of their dissertation proposal and the culmination of their research efforts in the form of publications, presentations, and, ultimately, the proposal defense after two years and the thesis defense after a minimum of three years. These milestones are key indicators in the governance process, reflecting the program's commitment to academic excellence and ensuring students' progress toward completing their doctoral studies.

Also, the governance structure extends beyond individual assessments to the comprehensive Program Evaluation and Feedback Loop system. This system, part of the program's commitment to continuous improvement, gathers valuable feedback from students and alumni annually. The insights obtained are then shared with faculty members, creating a dynamic feedback loop that facilitates ongoing refinement of teaching methods, instructional materials, and assessment strategies. This meticulous governance framework ensures that the program maintains and enhances its quality standards, providing a robust and supportive environment for doctoral candidates.

4.3 Describe the program's plans to monitor and assess whether the program is achieving in practice its proposed objectives.

The program has devised a strategic and proactive approach to monitor and assess the attainment of its proposed objectives in practice. The cornerstone of this monitoring system is the meticulous annual assessments conducted by the PhD Advisory Committee (PhD-AC). These assessments comprehensively evaluate students' progress, academic achievements,

and mastery of program-level learning outcomes, providing real-time insights into the program's effectiveness in meeting its objectives.

A key component of this monitoring strategy is utilizing specific measurements and milestones that align with the program's objectives. For instance, the coursework and grades during the initial three years are indicators of students' adherence to foundational courses directly tied to the program's objective of providing a robust academic foundation. Comprehensive examinations at the end of the first-year gauge students' knowledge and understanding of core concepts, ensuring alignment with the program's educational objectives.

Moreover, the assessment of dissertation proposal defense, publications, presentations, and subsequent defenses serves as tangible evidence of progress toward the program's objective of producing well-rounded and research-capable graduates. The meticulous feedback provided by the advisory committee and supervisors in each assessment meeting further informs the program's ability to meet its objectives and allows for timely interventions or adjustments.

Apart from individual evaluations, the program utilizes a System of Program Evaluation and Feedback Loops. This system involves collecting feedback annually from both students and alumni. This feedback serves as a valuable resource for evaluating the program's effectiveness in achieving its objectives, as perceived by those actively participating in the learning experience. The cyclical feedback loop ensures the timely implementation of any required adjustments to instructional approaches, materials, or the program's overall structure.

4.4 Describe the program's plans to monitor and assess whether its students are achieving the Program Learning Outcomes.

The program employs a multifaceted strategy to thoroughly monitor and assess students' attainment of Program Learning Outcomes (PLOs). The annual assessments conducted by the PhD Advisory Committee (PhD-AC) are a cornerstone of this strategy, providing a detailed examination of students' mastery of program-level learning outcomes. Within this framework, the assessment process incorporates specific measurements directly aligned with the PLOs.

During the initial three years, coursework and grades are scrutinized to evaluate students' academic performance, linking directly to the PLOs associated with foundational knowledge and academic excellence. The comprehensive examinations at the end of the first year serve as a crucial milestone to gauge students' understanding of core concepts as a robust measure of progress toward specific learning outcomes.

Furthermore, assessing dissertation proposal defense, publications, presentations, and subsequent defenses serves as tangible evidence of student's ability to synthesize information, critically analyze research literature, and apply theoretical frameworks—essentials of the PLOs. These elements of the assessment process, including the more frequent Comprehensive Progress Reviews (CPR), provide a continuous and detailed

monitoring mechanism, ensuring that students remain on track with the Program Learning Outcomes.

The iterative feedback the advisory committee and supervisors provide after each assessment meeting is instrumental in continually assessing students' alignment with the PLOs. This feedback loop guides students on areas of improvement and directs them to campus resources, including more frequent CPR sessions, for targeted development.

4.5 Describe the program's plans for how the resulting information will be documented and subsequently used to inform continuous program improvement.

The resulting information from the assessment process will be documented and used to inform continuous program improvement. Specifically:

- Feedback from the PhD Advisory Committee and any directed student development efforts will be recorded in students' transcripts to track their progress and areas of improvement.
- The Program Evaluation and Feedback Loops system collects feedback from students and alumni, which is shared with faculty members. This feedback informs faculty members about areas where they can improve teaching methods, instructional materials, and assessment strategies.
- The iterative nature of these assessments ensures that the program continuously adapts to serve its students better and meet its objectives. The program's commitment to ongoing evaluation and improvement is integral to its success.

5. Admission Requirements (QAF 2.1.2.5)

5.1 Describe the program's admission requirements and their appropriateness, given the program objectives and Program Learning Outcomes.

The following are the minimum (necessary not sufficient) requirements for admission:

- Any of:
 - A master's degree in any of: Information Systems, Information Science, Computer Science, Information Technology, Informatics, Software Engineering, or closely related field, equivalent to an MA in Information Systems or Information Technologies.
 - A master's or doctoral degree in a field outside Information Systems or Information Technologies as described above. Possibilities include but are not limited to: Science, Engineering, Business, Finance, Health, Psychology, Social and Political Science, Library Science, Liberal Arts.
 - Applicants with no prior background in IS/IT may be requested to pass any subset of preparatory courses or offered admission to the MAIST program as recommended by admissions committee.

5.2 Describe any applicable alternative admission requirements (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.)

- Master’s degree must be thesis-based or the candidate must have a regular-length publication that is based on a thesis-scale graduate project.
- Minimum B+ in graduate coursework.
- English Language requirements (if required): TOEFL: 90-91 (iBT) or IELTS 7.
- International Applicants: Graduate Records Examination (GRE) general test not mandatory but strongly recommended.
- Candidates lacking a formal academic background may still qualify for admission by demonstrating:
 - Professional Experience: Significant work in a related field, supported by a resume, recommendations, and possibly a work portfolio.
 - Continuing Education: Engagement in relevant courses, workshops, and certifications that enhance professional skills.
 - Research and Publications: Contributions to research, scholarly articles, or presentations that showcase expertise and knowledge in the field.

6. Resources (QAF 2.1.2.6)

6.1 Describe the planned/anticipated class sizes.

For each cohort, the planned class sizes are 10, including 5 domestic and 5 international students.

6.2 Given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment. Note that it may be helpful to create a table or map detailing faculty teaching assignments.

- Core Faculty

The following table lists the core faculty members who will be involved in the PhD program. The table identifies their field of research expertise and indicates their supervisory privileges and teaching.

Table * Core Faculty Members

Faculty Name and Rank	Home Unit	Field6	Supervisory Privileges7
Category 1			

Benslimane, Younes – Associate Professor	ITEC, LAPS1	1,2,3	Full
Campeanu, Radu – Professor	ITEC, LAPS	3,9	Full
Chen, Stephen – Associate Professor	ITEC, LAPS	3,4,10	Full
Erechtchouova, Marina – Associate Professor	ITEC, LAPS	3,10	Full
Habibi Lashkari, Arash – Associate Professor	ITEC, LAPS	3, 6	Full
Huang, Jimmy - Professor	ITEC, LAPS	3,5,12	Full
Jammal, Manar – Assistant Professor	ITEC, LAPS	2,4	Full
Jiang, Ling – Assistant Professor	ITEC, LAPS	1,3, 11	Full
Khaiteer, Peter – Associate Professor	ITEC, LAPS	1,3,10	Full
Liaskos, Sotirios – Associate Professor	ITEC, LAPS	3,8	Full
Litoiu, Marin – Professor	ITEC, LAPS	4,10	Full
Prince, Enamul Hoque – Associate Professor	ITEC, LAPS	3,7	Full
Senderovich, Arik – Assistant Professor	ITEC, LAPS	1,3,10	Full
Yang, Zijiang – Professor	ITEC, LAPS	1, 3	Full
Yu, Xiaohui – Associate Professor	ITEC, LAPS	1,3,5	Full
Category 2			
Desai, Shital – Assistant Professor	Department of Design, AMPD ²	7	Full
Diamant, Adam – Associate Professor	Schulich	1,3,10	Full
Lesperance, Yves – Professor	EECS, Lassonde ³	3,4	Full

Maqsood, Sana – Assistant Professor	EECS, Lassonde ³	7	Full
Pybus, Jennifer – Assistant Professor	Department of Politics, LAPS	11	Full
Sergio, Lauren Elisabeth – Professor	School of Kinesiology & Health Science, Faculty of Health	12	Full
Spraakman, Gary – Professor	ADMS, LAPS ⁴	1	Full
Szlichta, Jarek – Associate Professor	EECS, Lassonde ³	3,5	Full
Zhu, Huaiping – Professor	Math, Science ⁵	3	Full

¹ ITEC, LAPS: School of Information Technology, Faculty of Liberal and Professional Studies

² AMPD: School of the Arts, Media, Performance and Design (AMPD)

³ EECS, Lassonde: Department of Electrical Engineering and Computer Science, Lassonde School of Engineering

⁴ AMDS, LAPS: School of Administrative Studies, Faculty of Liberal and Professional Studies

⁵ Math, Science: Department of Mathematics and Statistics, Faculty of Science

⁶ 1 = Information Systems, Knowledge Management and Business Analysis

2 = Distributed Systems and Cloud Computing

3 = Information Analytics and Artificial Intelligence

4 = Software Engineering

5 = Database Systems and Big Data Management

6 = Information Security and Risk Management

7 = Human-Computer Interaction

8 = Financial Technologies

9 = Computational Atomic Physics and Quantum Computing

10 = Operations Research and Optimization

11 = Digital and Algorithmic Cultures and Social Artificial Intelligence

12 = eHealth

⁷ Indicate the level of supervisory privileges held by each faculty member: e.g., full, master's only, co-supervision only, etc

Category 1: tenured or tenure-track core faculty members who are affiliated to the School of Information Technology, Faculty of Liberal and Professional Studies.

Category 2: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

- Faculty Graduate Teaching Experience

The table below lists the graduate courses offered by the School of Information Technology (ITEC) during the past three years with their enrolments and faculty members. All courses will be open to PhD students.

Table * Graduate Courses Taught by Faculty Members

Grad course	Faculty instructor(s)	2020/21	2021/22	2022/23
ITEC 5210 System Analysis and Design	Khaiter, Peter	5	9	8
ITEC 6002 Directed Readings	ITEC faculty	9	14	8
ITEC 6120 Systems Requirements Management	Cysneiros, Luiz Marcio	8	7	
ITEC 6170 Information Visualization	Prince, Enamul Hoque	9	15	
ITEC 6180 Business Analytics in Information Systems	Senderovich, Arik			12
ITEC 6210 Advanced Information Retrieval Systems	Huang, Jimmy	13	11	7
ITEC 6220 Advanced Information Management	Yu, Xiaohui		13	10
ITEC 6240 Machine Learning and its Applications	Jammal, Manar			15
ITEC 6310 Research Methods in Information Technology	Yang, Zijiang	18	15	19
ITEC 6510 Applied Optimization Techniques in Information Systems	Khaiter, Peter		12	8
ITEC 6970 Advanced Topics in Information Technology	Jammal, Manar Jiang, Ling	14	12	11

In addition to the existing graduate courses, the faculty members in the School of ITEC are also proposing the following new graduate courses that are open to PhD students, including

- ITEC 6340 Cyber Threat Intelligence and Adversarial Risk Analysis proposed by Lashkari, Arash Habibi

- Faculty Experience with Graduate Supervision

The following table summarizes the experience of the core faculty in the program with the supervision of graduate students. (See Appendix * for letters from the appropriate Deans supporting faculty teaching in the program).

Table * Completed and Current Numbers of Graduate Supervision by Faculty Member

Faculty Member	Career			Current		
	Master	PhD	PDF	Master	PhD	PDF
Category 1						
Benslimane, Younes – Associate Professor	4					
Campeanu, Radu – Professor	10	1				
Chen, Stephen – Associate Professor	6	1	6	2		
Erechtchouova, Marina – Associate Professor	6			3		
Habibi Lashkari, Arash – Associate Professor	20	4	1	11	1	
Huang, Jimmy – Professor						
Jammal, Manar – Assistant Professor	4			4		
Jiang, Ling – Assistant Professor	6			1		
Khaiter, Peter – Associate Professor	51		1	2		
Liaskos, Sotirios – Associate Professor	14			2		1
Litoiu, Marin – Professor	21	6	10	6	4	3
Prince, Enamul Hoque – Assistant Professor	6	1		5		
Senderovich, Arik – Assistant Professor	7		2	2	2	
Yang, Zijiang – Professor	13	2	5	2	1	

Yu, Xiaohui – Associate Professor	10	5	3	5		1
Category 2						
Desai, Shital – Assistant Professor	14			7	1	2
Diamant, Adam – Associate Professor		3	2	1	1	2
Lesperance, Yves – Professor	13	5		2	2	
Pybus, Jennifer – Assistant Professor	30	1		1	5	
Sergio, Lauren Elisabeth – Professor	23	9	8	6	4	
Spraakman, Gary – Professor	1	1		2	1	
Zhu, Huaiping – Professor	6	9	21	1	5	2

Faculty members have advised or co-advised significant numbers of Master’s and PhD students and postdocs, showing their considerable experiences in graduate student supervision.

- 6.3** As applicable, and given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments⁸ used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience.

The IT discipline has witnessed growing prominence and collaboration between academia and industry. To enrich PhD students’ exposure to the cutting-edge research and development (R&D) in industry, the proposed program plans to invite practitioners (e.g., data scientists, computational researchers) working in leading IT companies (e.g., IBM) as part-time faculty to give talks at research seminars and/or host workshops for PhD students.

⁸ For programs in which sessional/adjunct faculty have a large role, provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the Program Learning Outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.

Regarding specific research themes in Information Science (e.g., machine learning, big data management), the proposed program also intends to appoint industry researchers with limited term as practitioner-instructors working with full-time faculty members to develop and offer graduate courses revolving around state-of-the-art research topics, techniques, and methodologies.

While engaging industry researchers to impart their knowledge to PhD students, the proposed program provides students with the opportunities of making connections with practitioners, exploring research questions confronted by industry, experimenting research innovations in practice, and soliciting feedback from practitioners. Such two-way communications and interactions between PhD students and industry researchers also enhance the experiential education of the proposed program.

- 6.4** If applicable, given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, describe the program’s experiential learning components (this includes classroom-based activities, community-based learning, and internships and placements) as well as the provision of supervision of these components.

In line with the experiential learning requirement, the proposed program will provide the supervision helping PhD candidates navigate a pathway through a series of experiential learning activities. The provision of supervision experiential learning supervision will correspond to the various forms of experiential learning, from which PhD candidates need to choose at least one option.

- **Research internship under the supervision of PI in industry**
PhD candidates will participate in research projects in industry (e.g., tech companies or government research labs) and be co-supervised by both the PhD supervisor and PI of the research projects. As the topic of the project for research internship should be different from PhD candidates’ thesis topic, the PI will take a leading role in the supervision including setting the goals, assigning the research responsibilities, keeping track of progress, and providing feedback, and consider PhD candidates as project members. Meanwhile, the PhD supervisor will also have regular meetings with the student to monitor the status of the internship and provide feedback on the progress.
- **Industry internship under the supervision of supervisor in industry**
PhD candidates will work as an intern in industry and engage with non-research activities (e.g., IT infrastructure operation, software development, business analysis, etc.). The industry mentor will take the full responsibility of supervising PhD candidates in terms of task assignment and performance evaluation. The focus of the industry internship supervision is to expose students to the applications of technologies in the real-life setting and help them acquire firsthand industrial experiences.
- **Research internship under the supervision of PhD supervisor**

PhD candidates will be supervised by their PhD supervisor to work on the research project involving an industry partner (e.g., a project supported by MITACS Accelerate or NSERC Alliance programs). Given that the research internship is unrelated to student's thesis topic, the supervision will strive to broaden student's domain knowledge with the exposure to different topics, literature, and research methods. Through the research collaboration with the industry, the supervisor will also guide student how to conduct research in the industrial context and how research findings inform the industrial practices.

- Teaching practicum

The supervision for teaching practicum, in which PhD candidates will teach a course at York or another recognized university, will be provided by the area coordinator and course director and. Once the teaching is scheduled, the area coordinator will familiarize the student with the university regulations, policies, and procedures related to teaching and learning. The course director will assist the student in developing the course syllabus and preparing the teaching materials and share teaching experience and tips. Throughout the teaching term, the area coordinator will visit the class from time to time to provide feedback, helping student improve the teaching skill.

- Courses on entrepreneurship

For PhD candidates who are interested in leadership or developing a start-up, they can take courses on entrepreneurship to equip themselves with relevant knowledge and skills. The supervision will be provided by the course instructor. Leveraging the problem-based learning, the supervision will take a student-centered approach to cultivate student's system thinking, strategic planning, project management, and leadership.

- 6.5** Describe the administrative unit's planned use of existing human, physical, and financial resources, including implications for other existing programs at the university as well as any additional institutional resource commitments to support the program in step with its ongoing implementation.

The proposed PhD program will be administered by the existing Graduate Program Director at the School of Information Technology. The Director will serve a three-year term. The program will be guided by the Executive Committee, composed of program faculty representatives, a student representative, and the existing Graduate Program Assistant. At least initially, this committee will serve as the program's admissions committee.

- 6.6** Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

- Library Resources

The School of Information Technology has well-established undergraduate and graduate programs in Information Technology. York University Libraries hold extensive resources in support of these programs and in support of faculty research, which fulfill the needs of library resources for the proposed program (see Appendix * for a statement from the university librarian).

- Laboratory and Computer Facilities

The DB building currently has over 189 seats in multi-mode labs that support undergraduate and graduate programs in ITEC. They are equipped with resources such as WebSphere, Rational Software Architect, Oracle, DB2 and Okapi and are currently used for undergraduate and graduate drop-in study when not occupied for teaching. These labs have unused capacity during peak hours of 10-20% and have over 40% unused capacity during non-peak hours. Graduate students will be assigned a pass enabling them to access the labs until 10 pm during the week, from 10:30 am to 5 pm on Saturday and from 12 pm to 5 pm on Sunday. The existing labs will provide the infrastructure necessary to support students in their coursework, including access to specialised software, such as MedLab and specific statistical applications, and operating systems, such as Linux.

A number of specific graduate computer labs also currently exists in the School of Information Technology. One such lab (2039) will have 10 workstations funded by a \$50,000 NSERC Research Tools and Instruments grant awarded to an ITEC faculty member. This lab will be accessible to all PhD students.

- Space

There will be guaranteed an on-campus desk for each PhD student of the proposed program. The program will be housed on the 3rd floor of the DB building, where the School of Information Technology is located. The School of Information Technology has four existing offices with four carrels. These offices can be shared to accommodate up to 64 graduate students and are currently outfitted with workstations that will provide full access to necessary software and operating systems. These spaces, combined with the mixed-mode labs in the DB building and the NSERC lab discussed above, will amply accommodate the immediate needs of the program.

- Administrative support for student affairs and services

All of the usual student facilities and services will be available to the students of the new PhD program; these include health services, housing, transportation, job opportunities, program administration, etc.

- 6.7** If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.

To support this new PhD program and facilitate a smooth launch and operation, additional institutional resource commitments will be needed from the Faculty and university.

- Grad labs and facilities

Additional budgets will be needed for periodic renovations (e.g., new furniture, network upgrades) of the existing and new spaces and hardware upgrades for the existing computer labs.

- Administrative support for student affairs and services

In future years when the program is in full swing, additional administrative support and budgets from the Faculty may be required to assist with organizing the activities specific for the PhD students, such as student research seminars, field trips, and social events.

- Internship resources

To make sure that all PhD students have the internship opportunity, additional resources and supports from the Faculty are needed to maintain the existing partnership and develop new ones with industrial and governmental organizations.

- Financial aid/fellowship

To make the new PhD program competitive and attractive for prospective students, the financial aid should match the similar programs offered by the referred disciplines. e.g., annual funding of \$27,000 for domestic and \$38,000 for international offer by EECS's PhD program. While the School of IT plans to sustain the PhD program financially in the long run, we expect that the financial resources from the Faculty (e.g., fellowship) accounts for a higher percentage in the financial formula to ensure a successful and cold start and smooth launch in the first few years (e.g., first five years).

- Teaching support

To enhance student's teaching and learning capabilities, additional resources and supports (e.g., workshops, trainings, mentoring) are anticipated to be available to PhD students.

Resources for Graduate Programs Only (QAF 2.1.2.7)

- 6.8** Given the program's planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

- Faculty Scholarly Publications

The following table summarizes the numbers of faculty members' recent scholarly publications by year and fields (see the fields in the table of core faculty) in the past five years.

Table * Faculty Scholarly Publications by Year and Field

Year	Publication	
	Journal Article	Conference Proceedings
2023 (partial)	8	8
2022	26	31
2021	24	30
2020	24	39
2019	25	24
2018	22	39
2017	36	34

Information Technology faculty currently collaborate with colleagues across campus in areas of common interest including design science, political science, health science, administrative studies, operational research, and data mining in the social sciences. This level of collaboration has resulted in over 300 journal articles and peer-reviewed conference papers co-authored with researchers from different disciplines in the recent five years.

- Faculty Editorial Activities

Year	Faculty Member	Editorial Role
2023	Benslimane, Younes	Conference reviewer
	Stephen Chen	Conference program committee member
	Habibi Lashkari, Arash	Associate editor, journal/conferences reviewer, grant reviewer
	Prince, Enamul Hoque	Conference program committee member
	Erechtchouova, Marina	Conference program committee member, conference session organizer, journal editor, reviewer, technical society member,
	Huang, Jimmy	Conference program member, technical society chair, reviewer, associate editor
	Yu, Xiaohui	Associate Editor, technical committee member, conference organizer, reviewer
	Khaiter, Peter	Conference program committee member, conference session organizer, book and journal reviewer, scientific society board member
	Liaskos, Sotirios	Associate editor

	Litoiu, Marin	Conference chair, member of technical council/society, associate editor
	Senderovich, Arik	Conference program chair
	Jammal, Manar	Technical committee member, student travel award chair, associate editor, review editor, reviewer
2022	Benslimane, Younes	Conference reviewer
	Stephen Chen	Conference program committee member, grant reviewer
	Habibi Lashkari, Arash	Conference technical committee member (session chair), grant reviewer
	Prince, Enamul Hoque	Conference program committee member, reviewer, grant reviewer
	Erechtchouova, Marina	Conference and technical society committee member, conference session organizer, journal editor, reviewer
	Huang, Jimmy	Conference program member, technical society chair, reviewer, associate editor, vice president for technical society, conference chair
	Jiang, Ling	Journal and conference reviewer
	Yu, Xiaohui	Technical society committee member, conference committee member, workshop co-chair
	Khaiter, Peter	Conference program committee member, conference session organizer, book and journal reviewer, scientific society board member
	Liaskos, Sotirios	Associate editor, Editorial board member
	Litoiu, Marin	Technical society chair, member of technical council/society/conference, associate editor
	Yang, Zijiang	Guest editor, Conference program committee member
	Jammal, Manar	Summit advisory board member, associate editor, review editor, reviewer, grant reviewer
2021	Benslimane, Younes	Conference reviewer
	Stephen Chen	Conference program committee member, grant reviewer
	Habibi Lashkari, Arash	Conference technical committee member (session chair), reviewer
	Prince, Enamul Hoque	Conference program committee member, reviewer, grant reviewer
	Erechtchouova, Marina	Conference and technical society member, conference session organizer, journal editor, reviewer
	Huang, Jimmy	Conference program member, symposium co-chair, reviewer, associate editor, editor
	Jiang, Ling	Associate editor, reviewer
	Yu, Xiaohui	Technical society committee member, conference committee member, member of editorial board

	Khaiter, Peter	Scientific society vice president, congress session chair, reviewer, journal reviewer
	Liaskos, Sotirios	Workshop co-organizer, reviewer, associate editor, editorial board member
	Litoiu, Marin	Member of technical council/society/conference, associate editor
	Yang, Zijiang	Conference program committee member
	Jammal, Manar	Research committee chair of academic forum, conference sponsorship chair, Technical society board member, associate editosymposiar, review editor, doctoral sympoisa co-chair, reviewer
2020	Benslimane, Younes	Conference reviewer
	Stephen Chen	Conference program committee member, reviewer, grant reviewer
	Habibi Lashkari, Arash	Conference technical committee member (session chair), reviewer
	Prince, Enamul Hoque	Conference program committee member, reviewer, grant reviewer
	Erechtchouova, Marina	Conference program committee member, conference session organizer, editor, reviewer, technical society member,
	Huang, Jimmy	Conference program member, reviewer, associate editor, editor, conference chair
	Yu, Xiaohui	Technical society committee member, conference co-chair, conference publicity co-chair, conference local organization co-chair, editorial board member
	Khaiter, Peter	Scientific society vice president and board member, congress session co-chair, reviewer, book editor in chief
	Liaskos, Sotirios	Associate editor, Editorial board member, conference program committee member, reviewer
	Litoiu, Marin	Member of technical council/society/conference, associate editor
	Yang, Zijiang	Conference program committee member and advisory chair
	Senderovich, Arik	Workshop program committee member
Jammal, Manar	Research committee chair of the academic forum, Virtual committee conference chair, professional society chair, symposiar, review editor, doctoral sympoisa co-chair, reviewer	
2019	Benslimane, Younes	Conference reviewer, grant reviewer
	Stephen Chen	Conference program committee member, reviewer
	Habibi Lashkari, Arash	Conference technical committee member, grant reviewer, reviewer
	Prince, Enamul Hoque	Conference program committee member, reviewer, grant reviewer
	Erechtchouova, Marina	Conference program committee member, technical society member, editor, reviewer
	Huang, Jimmy	Vice chair technical society, symposium chair, steering committee member technical society, associate editor, reviewer
	Yu, Xiaohui	Technical society committee member, editorial advisory board

	Khaiter, Peter	Scientific society board member, congress session chair/organiser, reviewer, member of international conference scientific committee, book editor in chief, journal reviewer
	Liaskos, Sotirios	Workshop co-organizer, reviewer, associate editor, Editorial board member
	Litoiu, Marin	Conference program co-chair, member of technical society, associate editor,
	Yang, Zijiang	Guest editor, Conference program committee member
	Senderovich, Arik	Conference program committee member, program chair, workshop chair
	Jammal, Manar	Professional society chair, reviewer
2018	Benslimane, Younes	Conference reviewer
	Stephen Chen	Conference program committee member, reviewer
	Habibi Lashkari, Arash	Reviewer
	Prince, Enamul Hoque	Conference program committee member, reviewer, grant reviewer
	Erechtchouova, Marina	Technical society member, editor, reviewer
	Huang, Jimmy	Symposium program member, conference sponsor chair, conference treasurer, editorial board member, associate editor, editor, reviewer
	Jiang, Ling	Reveiwer
	Yu, Xiaohui	Editorial advisory board
	Khaiter, Peter	Scientific society board member and vice president, reviewer, congress session chair/organizer, member of conference international scientific committee, book editor in chief, journal reviewer
	Liaskos, Sotirios	Workshop co-organzier, reviewer, editorial board member
	Litoiu, Marin	Workshop program co chair, technical society vice chair/member, associate editor,
	Yang, Zijiang	Publicity conference chair, Conference program committee member
	Jammal, Manar	Professional society chair, summit co-chair, reviewer

Faculty members also actively serve as reviewers and taking up editorial positions in peer-reviewed prestigious conferences and journals, making significant contributions to research communities and associations of various research fields. The above demonstrate that the faculty already has the interdisciplinary momentum and experience to successfully launch the proposed PhD program.

- 6.9** Where appropriate to the program and given the program’s planned/anticipated class sizes and cohorts, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

Students will be funded following the LAPS funding model for PhD program, probably with increased guarantees. The model will be based on a 4-year guaranteed and competitive (for example, \$40K/year, 2023 levels) PhD annual stipend made of: a) York fellowship, b) supervisor RAship, and c) TAsip.

DOCTORAL (PhD)			
DOMESTIC (per year)		INTERNATIONAL (per year)	
Funding	Value	Funding	Value
TA & RA (including grant in aid, graduate financial, assistance)	12,352	TA & RA (including grant-in aid, graduate financial, assistance and international tuition offset)	24,122
Fellowship	5,403	Fellowship	8,467
Faculty Enhanced Funding	8,749	Faculty Enhanced Funding	8,338
Package Total	26,504	Package Total	40,927
Program and Registration Fees	5,190	Program and Registration Fees	19,639
Take-home pay per year	21,314	Take-home pay per year	21,288

6.10 Where appropriate to the program, and given the program’s planned/anticipated class sizes and cohorts, provide evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty who will provide instruction and supervision.

Table * Faculty Involvement in the Program

Faculty Member	Teaching			Graduate Supervision
	Annual	Bi-annual	As scheduled	
Category 1				
Benslimane, Younes – Associate Professor	x			x
Campeanu, Radu – Professor	x			x
Chen, Stephen – Associate Professor	x			x
Erechtchouova, Marina – Associate Professor	x			x
Habibi Lashkari, Arash – Associate Professor	x			x
Huang, Jimmy - Professor	x			x
Jammal, Manar – Assistant Professor	x			x
Jiang, Ling – Assistant Professor	x			x
Khaiter, Peter – Associate Professor	x			x

Liaskos, Sotirios – Associate Professor	x			x
Litoiu, Marin –Professor	x			x
Prince, Enamul Hoque – Associate Professor	x			x
Senderovich, Arik – Assistant Professor	x			x
Yang, Zijiang –Professor		x		x
Yu, Xiaohui – Associate Professor	x			x
Category 2				
Desai, Shital – Assistant Professor			x	x
Diamant, Adam – Associate Professor			x	x
Lesperance, Yves – Professor			x	x
Pybus, Jennifer – Assistant Professor			x	x
Sergio, Lauren Elisabeth – Professor			x	x
Spraakman, Gary – Professor			x	x
Zhu, Huaiping – Professor			x	x

7. Quality and Other Indicators (QAF 2.1.2.8)

7.1 Provide evidence of quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)⁹ and staff to achieve the goals of the program.

- Faculty Research Funding

Table 1 below shows the amount of funding that faculty members have secured to support their research and potentially available to support PhD students' work, either through the provision of stipends or materials for the conduct of the research.

The following table presents the annual aggregate value of research grants received by the faculty since 2018 (excluding grants solely for travel and publication). The footnotes below clarify funding sources in years where amounts increase dramatically;

⁹ This section is distinguished from the section on [Resources](#) (questions 25-31) ([QAF 2.1.2.6 a](#)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas questions 25-31 ([QAF 2.1.2.6 a](#)) addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

further details can be found in the CVs of individual faculty. In cases where grants are shared with other ITEC faculty, and with faculty members outside of the proposed program, the amounts in the table reflect the percentage of total shared funding individual ITEC faculty estimate they received.

Table 1 Research Funding by Source and Year

Year	Granting Councils ¹	Government ²	Foundations ³	Contracts & Others ⁴	Total ⁵
2018/2019	2,486,000	0	0	45,000	2,531,000
2019/2020	219,500	0	107,200	584,000	910,700
2020/2021	1,684,740	4,692,000	117,000	105,000	6,598,740
2021/2022	220,000	329,452	0	1,778,975	2,328,427
2022/2023	1,772,951	140,000	208,395	913,000	3,034,346

- ¹ Includes: NSERC, SSHRC, CIHR, NCE (MITACS), CRC, etc. In 2002-2003, 4 MAIST faculty members were awarded NSERC grants (\$17,000; \$13,000; \$32,900; \$14,000), 2 faculty members were awarded significant SSHRC grants (\$251,000; \$300,000) and another faculty member was awarded a \$25,000 MITACS grant. In 2006-2007, 4 MAIST faculty received NSERC grants (\$85,000; \$19,000; \$50,000; \$23,000) and another received a \$144,900 MITACS award. In 2007-2008, one MAIST faculty member received \$200,000 from NSERC and \$470,000 from NCE (MITACS).
- ² Includes: Ontario Ministry of Research and Innovation, Ontario Ministry of Long-term Health and Care, Ontario Innovation Trust, Ontario Ministry of Education, Ontario Centres of Excellence, Canada Foundation for Innovation, Public Health Agency of Canada, Health Canada, CANARIE, Public Safety and Emergency Preparedness Canada, etc. In 2004-2005, one MAIST faculty member was awarded \$182,000 from the Ontario Ministry of Education. In 2006-2007, one MAIST faculty member was awarded \$150,000 from the Ontario Ministry of Research and Innovation.
- ³ Includes: Andrew W. Mellon Foundation, Appleton Foundation, Canadian Health Services Research Foundation, Michael Smith Foundation for Health Research, and the Canadian Foundation for Innovation. In 2002-2003, three MAIST faculty members received a total grant of \$250,000 from the Canadian Foundation for Innovation. In 2005-2006 and 2006-2007, one MAIST faculty member received \$302,000 per year from the Andrew W. Mellon Foundation.
- ⁴ Includes contracts and grants that cannot be classified under any other categories. In 2003-2004, one MAIST faculty member received \$45,000 from Microsoft Canada and \$30,000 from the Ontario Science Centre Student Innovation Project. In 2006-2007, one MAIST faculty member received 89,837 from Precarn; another received \$20,000 from the US Centre for Disease Control and Prevention; another received \$20,000 from Certified Management Accountants of Ontario and \$10,000 from SAP Canada.
- ⁵ Totals include funding from grants that are shared with faculty members outside of the proposed program.

The faculty has a good track record in successfully securing substantial amounts of research funding from a variety of sources, including NSERC, SSHRC, CIHR, NCE (MITACS), CRC, etc, providing the proposed PhD program with sufficient and sustained funding.

- Faculty Honors and Awards

Table * Honors and Awards by Faculty Member

Faculty Member	Year	Honor/Award/Recognition	Amount (if applicable)
Marin Litoiu	2022	YorkU Research Leadership award	7500 CAD
	2021	YorkU Research Leadership award	7500 CAD
	2021	Fellow, Canadian Academy of Engineering	
	2020	IBM Faculty of the Year Award	
	2020	YorkU Research Leadership award	7500 CAD
	2021	Most Influential Paper @ CASCON 2022	
	2019	Most Influential Paper	
	2019	YorkU Research Leadership award	7500 CAD
Stephen Chen	2022	Best paper nomination @ CEC	
Arash Habibi Lashkari	2022	Canada Research Chair	
	2020	Canadian Online Publishing Golden Medal (Best Blog Column)	
	2019	The Cybersecurity Research and Academic Leadership Award (ICSIC)	
Marina G. Erechtkoukova	2022	Recognition of Valuable Editorial Board Member, Environmental Modelling and Software	
	2019	iEMS fellow	
	2017, 2014	Outstanding Reviewer Award, Environmental Modelling and Software	
Jimmy Huang	2021	ACM Recognition of Service Award	
	2017	ACM Distinguished Scientist	
	2011	IEEE Senior Member	
Manar Jammal	2021	Medal of Honor, Neuroscience Research Center at Lebanese University	
	2018	IEEE Canada Women in Engineering Prize	1000 CAD
Ling Jiang	2019	Overseas High-Caliber Personnel (Peacock Plan) in Shenzhen, China	
Peter Khaiteer	2022	iEMS fellow	

	2020	Dean's Recognition of Research Achievements in 2019-2020	
Enamul Hoque Prince	2022	Dean's award for Distinction in Research, LA&PS, York University	
	2022	Research Leaders Release Program (RLRP) award, LA&PS, York University	
	2021	Best Paper Honorable Mention Award in ACM Conference on Designing Interactive Systems (DIS)	
	2021	Best Paper in CVPR workshop	
	2021	Special Recognitions for Outstanding Reviews at CHI	
Arik Senderovich	2022	IBM Faculty of the Year Award	
Adam Diamant	2023	YorkU Research Chair (Tier-II)	100000 CAD
	2022	Schulich Research Fellow	12000 CAD
	2021	Schulich Research Fellow	12000 CAD
	2020	Schulich Research Award	2500 CAD
	2018	Schulich Research Award	2500 CAD
	2017	Junior Faculty Research Award	850 CAD
	2018	Best Queueing Paper Award (Canadian Operations Research Society Conference)	
	2020	Best Paper Award (Journal of Operations Management)	
	2020	Editor's Choice (Medical Physics Journal)	
	2021	Special Issue: Management Science in the Fight Against COVID-19	
Gary Spraakman	2023	Hour Glass Award, Accounting History Section, American Accounting Association	
	2023	Life Membership Award, Accounting History Section, American Accounting Association	
	2016	Barbara D. Merino Award for Excellence in Accounting History Publication, Accounting History Section, American Accounting Association	
	2012-2020	Content expert, Public Accounting Council, Province of Ontario	
Lauren Sergio	2018	YorkU Research Chair (Tier-1)	100000 CAD
	2020	YorkU Faculty of Health Research Award	
	2023	YorkU Research Chair (Tier-1)	100000 CAD

- Distinguished Achievements of Graduate Students

The following table below lists the distinguished achievements of graduate students supervised by faculty members.

Table * Distinguished Achievements of Graduate Students Supervised by Faculty Members

Year	Achievement Type	Graduate Student	Faculty Supervisor
2020	Best thesis award	Justin Gaudet	Arash Habibi Lashkari
2020	Best report award	David Sean Keyes	
2023	Nomination for thesis/dissertation prize	Alfred Ofosu	Marina Erechtchoukova
2022	Nomination for thesis/dissertation prize	Rim Mhedhbi	
2021	Nomination for thesis/dissertation prize	Akshay Kohli	
2018	Nomination for thesis/dissertation prize	Marina Zistler	
2020	Industry Placement: Senior Business Intelligence Consultant, Siemens	Marina Zistler	
2020	Nomination for thesis/dissertation prize	Tahmid Rahman Laskar	Jimmy Huang
2019	Nomination for thesis/dissertation prize	Juan Carlos Barrera Vazquez	
2023	Nomination for thesis/dissertation prize	Polina Sysoeva	Peter Khaiter
2022	PhD Program (U of T)	Eshta Bhardwaj	
2022	Nomination for thesis/dissertation prize	Eshta Bhardwaj	
2021	Nomination for thesis/dissertation prize	Bahareh Teimouri Lotfabadi	
2021	Best paper	Mahmood Jasim	Enamul Hoque Prince
2021	Best paper	Ahmed Masry	
2021	Faculty placement	Joydeep Mukherjee	Marin Litoiu, Lauren Sergio
2021	Faculty placement	Sumona Mukhopadhyay	
2022	Faculty placement (U of Ottawa)	Rafid Mahmood	Adam Diamant
2018	Best paper award	Rafid Mahmood	
2021	Faculty placement (Alba University)	Eugene Furman	
2019	Best paper award	Eugene Furman	
2022	Faculty placement (TMU)	Aliaa Alnaggar	
2021	NSERC Postdoctoral Fellowship	Aliaa Alnaggar	
2022	Industry Placement (Deloitte)	Ortac Onder	
2020	Faculty placement (U of T Mississauga, teaching stream)	Masoud Ataei	co-supervisor: Zijiang Yang
2014	Faculty placement (Tenured associate professor at Texas A & M University)	Michael Opara	Gary P Spraakman

2006	Faculty placement (Univ. of Northern British Columbia)	Billijohn Tippet	Lauren Sergio
2018	Faculty placement (Univ. Michigan)	Michael Vesia	
2019	Faculty placement (Camosun, Victoria BC)	Johanna Hurtubise	
2016	Faculty placement (Louisiana State Univ)	Marc Dalecki	
2017	Hospital Research Faculty placement (VUMC Amsterdam)	Casper de Boer	
2023	Faculty placement (U of T)	Danille Dobney	
2019	Top article of the year, European J. Sport Science	Marc Dalecki	
2016	Nomination for thesis/dissertation prize	Kara Hawkins	
2014	Nomination for thesis/dissertation prize	Patricia Sayegh	

The achievements of faculty members have been widely recognized by research associations, the University, government, and country. These honors and awards further provide evidence for the high quality of the faculty. Meanwhile, the graduate students who preciously graduated from our Master of Arts in Information Systems and Technologies (MAIST) program also demonstrate remarkable achievements, including thesis award, job placement in leading companies in industry, and continuous graduate study in renowned PhD programs.

7.2 Provide evidence of additional elements of the program and faculty that will ensure the intellectual quality of the student experience.

The proposed program promotes student-faculty interaction through one-on-one supervision and close mentorship and collaboration between PhD students and faculty members. With the consensus reached between prospective PhD students and faculty members, each PhD student is supervised by a full-time faculty member (or co-supervised by two full-time faculty members in special case). Given the nature of the IT discipline, faculty members will provide PhD students with intense and hands-on mentorship in terms of various research and writing skills. Supervisors work closely with their PhD students on research projects, helping them develop their ideas, acquire research skills, provide constructive feedback, and write academic papers. Such an interactive supervisory relationship ensures that students receive high quality intellectual guidance and mentoring from the proposed program.

To keep PhD students abreast of ever-developing research in the IT discipline, the proposed program organizes research seminars inviting both internal and external

researchers to share their ongoing work on a regular basis. Exposed to a wide range of research topics and methodologies involved in the seminars, PhD students have the opportunities of expanding horizon, learning new research methods, exchanging ideas with peers and senior researchers, and seeking potential collaborations, which are beneficial for the intellectual quality of the student experience.

In addition, the proposed program also promotes knowledge mobilization and enhances the intellectual quality of the student experience through encouraging PhD students to present their research in academic conferences. For students who have papers accepted by peer-reviewed academic conferences, the proposed program offers them financial support for attending the conferences. To help PhD students secure more resources to accomplish their research goals and conduct field research, the proposed program also provides students with guidelines and tutorials in terms of applying for research grants.

ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:

- A curriculum map
- Library Statement
- Dean’s Letter of Support
- Provost’s Letter of Support
- Ensure that Faculty CVs are submitted as a separate document.

CURRICULUM MAP

Program: Information Science			LEARNING OUTCOMES										
Degree Type: PhD			PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COURSE REQUIREMENTS													
Core Courses													
Code	Course Name	Credits											
ITEC 6310	Research Methods in Information Technology	3					o	o			o	o	..
ITEC 6311	Basics of Social Science Research	3	..	..			o	o	o		o	o	..
ITEC 5210	Systems Analysis and Design	3	..	..	..	o						..	
ITEC 5150	Entreprise Architecture	3		o	..	o	..					..	..
ITEC 6110	Business Process Management and Service Oriented Architecture	3		o	..	..		..				..	..
ITEC 6120	Systems Requirements Management	3		..	..	o	..	..				..	..
ITEC 6130	Service Oriented Computing	3	o	..	..	..				
ITEC 6160	Cloud Computing Systems	3	o										
ITEC 6205	Advanced Web Mining	3	o										
ITEC 6210	Advanced Information Retrieval Systems	3	o										
ITEC 6220	Advanced Information Management	3	o										
ITEC 6230	Health Information Systems	3	..	o	o	o	..	..			
ITEC 6320	Information Technology and Organizational Strategy	3		o	o	..	..	..				..	..
ITEC 6330	Designing and Building E-Business Applications	3	..	..	..	o						..	..
ITEC 6340	Application and Design and Metaheuristics	3	o										
ITEC 6510	Applied Optimization Techniques in Information Systems	3	o										
ITEC 6520	Agent-based Informtion Technology	3	o	..	..	..				
ITEC 6710	Blockchain and Financial Technologies	3	o				..	..					..
ITEC 6170	Information Visualization	3	o						..	..	
ITEC 6810	Introduction to Computational Social Science	3	..	o	..		o	..				..	..
ITEC 6970	Advanced Topics in Information Technology	3											
Additional Courses													
WRIT xxxx	Academic Communication for the Information Sciences	0											o
ITEC 6010	Computer Programming for Information Sciences	3	o		..								
ITEC 6020	Advanced Mathematics for Information Sciences	3	o										
ITEC 6030	Modern Information Technologies	3	o	..	o								
Dissertation Components													
Thesis	Thesis Checkpoints and Dissertation	0	..	..	..	..	..	..	o	o	..	o	o
Experiential Components													
ITEC 69xx	Internship	0										o	..

Other Programs

University	Degree Title
CMU	Ph.D. Studies in Information Systems & Management
MIT	Ph.D. in Social and Engineering Systems
Berkeley	Ph.D. in Information Management and Systems
UCLA	PhD in Information Studies
NUS	Integrative Sciences and Engineering Programme (ISEP)
NUS	PhD in Data Science
UTexas	PhD in Information Studies
Cornel	PhD in Information Science
Drexel	PhD in Information Science
Wisconsin	iSchool PhD
University of Washington	PhD in Information Science
University at Buffalo	PhD in Information Science
University of Colorado Boulder	PhD in Information Science
University of Pittsburgh	PhD in Information Science
Northwestern	PhD in Technology and Social Behavior
UCSB	Information Technology & Society Ph.D. Emphasis Program
NYU	PhD in Information Systems
UBC	PhD in Management Information Systems
UToronto	PhD in Information
McGill	PhD in Information Studies
McMaster	PhD in Information Systems
HEC Montreal	PhD in Administration - Information Technology
Concordia	PHD in Information Systems Engineering
NUS	PhD in Information Systems
DSU	PhD in Information Systems
University of Auckland	PhD in Information Systems
INDIANA University	PhD in Information Systems
NJIT	PhD in Information Systems
Uni of Alberta	PhD in Operations & Information Systems
Carleton University	PhD in Informaiton Technology
Wharton University	PhD in Information Systems with Specialization
UMASS	PhD in Information Systems
NCU	PhD in Information Systems
University of Nebraska	PhD in Information Technology
Georg Mason University	PhD in Information Technology
CGU	PhD for Information Systems and Technology
RMU	PhD of Information Systems and Communicaitons

Ivey Business School UWO	PhD in Information Systems
Monash University	PhD in Information Technology
<i>Highlighted are Ontario Universities</i>	

Subject: Re: GLRC | Request for Feedback on Proposed PhD Program in Information Science
Date: Thursday, July 4, 2024 at 9:49:25 AM Eastern Daylight Saving Time
From: Carlo Fanelli
To: Xiaohui Yu
CC: GLRC Global Labour Research Centre

Dear Xiaohui,

Thank you for sending this to the GLRC. The proposed new PhD looks like a valuable and welcome addition to students, faculty and the research focus of the GLRC. We do not envision any conflicts, and would welcome collaboration related to one of our areas of specialization related to artificial intelligence and platform technologies. We look forward to working with you and would welcome any future discussions.

Very best,
Carlo

[Carlo Fanelli](#), PhD

Interim Director, [Global Labour Research Centre](#)

Associate Professor, Work and Labour Studies Program, Department of Social Science

Graduate Programs in Sociology, and Politics, Faculty of Liberal Arts & Professional Studies

Editor, [Alternate Routes: A Journal of Critical Social Research](#)

PI, SSHRC PEG - Austerity Urbanism and Its Alternatives

PI, SSHRC PEG - Low-Waged Work and Living Wage Movements

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From: GLRC Global Labour Research Centre <glrc@yorku.ca>

Sent: Wednesday, July 3, 2024 5:18 PM

To: Carlo Fanelli <fanelli@yorku.ca>

Subject: GLRC | Request for Feedback on Proposed PhD Program in Information Science

Subject: Re: Request for Feedback on Proposed PhD Program in Information Science
Date: Friday, August 23, 2024 at 4:03:23 PM Eastern Daylight Saving Time
From: Patrick M. Ingram
To: Xiaohui Yu

Dear Xiaohui,

Sorry, I intended to reply to this sooner, but it sort of slipped through the cracks.

The proposal looks great, from my perspective. I don't think we have anything that overlaps with this in any significant way. We do a tiny bit of information theory in Math 4161 (Mathematical Cryptography), but only in a very minor way. We are also considering developing one or two graduate-level cryptography courses, but these would be very much on the fundamentals of crypto from a math perspective, so no real overlap with the topics in the courses listed here.

One small thing: in the bottom-left cell of the table on page 17, I think there is a typo (the space is in the wrong place, so the course number breaks across a line?)

Good luck with the process for this proposal!

Best wishes,
Patrick

From: Xiaohui Yu <xhyu@yorku.ca>
Date: Friday, July 5, 2024 at 4:06 PM
To: Patrick M. Ingram <pingram@yorku.ca>
Subject: Re: Request for Feedback on Proposed PhD Program in Information Science

Dear Patrick,

Thank you so much for your quick response! Looking forward to your detailed feedback.

Enjoy the weekend!

Best,
Xiaohui

On Fri, Jul 5, 2024 at 4:05 PM Patrick M. Ingram <pingram@yorku.ca> wrote:

>

> Dear Xiaohui,

>

>

>

> I have had a quick look over the proposal and it looks great. I would be happy to offer a bit more of a detailed commentary and send it to you in the next two weeks.

Subject: proposed programme in information science: soc. meeting late September
Date: Thursday, August 8, 2024 at 5:40:18 PM Eastern Daylight Saving Time
From: GPD Department of Sociology LA&PS
To: Xiaohui Yu

Professor Xiaohui Yu:

I just wanted to follow up viz your proposed programme in information science to say that, in fact, the Sociology department graduate programme executive will not meet until September and therefore, I will be unable to provide graduate programme level feedback until after that meeting.

In my new role, I had assumed we might be able to discuss this earlier!

Apologies for the delay and best wishes to you over the summer,

Elaine Coburn
Associate Professor
Graduate Programme Director

York University
Department of Sociology
Vari Hall 2084
4700 Keele Street, Toronto, ON
Canada
M3J 1P3

Subject: RE: Request for Feedback on Proposed PhD Program in Information Science
Date: Thursday, August 15, 2024 at 12:41:13 PM Eastern Daylight Saving Time
From: gpdsts
To: Xiaohui Yu
Attachments: image001.png

Dear Xiaohui,

Thank you for inviting the Graduate Program in Science & Technology Studies to comment on the School of Information Technology's proposal for a PhD program in Information Science.

I've reviewed the proposal and have a few suggestions that I'd like to offer for your consideration. But because I just stepped into the position of Graduate Program Director of STS at the beginning of July and am currently away, I'll take up your offer for additional time to respond more fully. Would receiving that response during the first week of September be feasible?

With best wishes,

Leslie

--

Leslie Korrick, Ph.D.
Associate Professor
Department of Visual Art and Art History
School of the Arts, Media, Performance and Design
Graduate Program Director, Science & Technology Studies
York University, Toronto, Canada
<https://ampd.yorku.ca/profile/leslie-korrick/>



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

From: Xiaohui Yu <xhyu@yorku.ca>
Sent: Tuesday, July 2, 2024 4:27 PM
To: gpdsts <gpdsts@yorku.ca>
Subject: Request for Feedback on Proposed PhD Program in Information Science

Dear Professor Korricktt,

Potential Conflicts & Strategies to Mitigate Them

There are some potential conflicts that could arise between the newly proposed PhD program in Information Science and the PhD program in EECS.

1. Overlapping Research Areas

Conflict: Both programs may focus on similar research domains such as data science, machine learning, AI, cybersecurity, and human-computer interaction. This overlap could create competition for resources, faculty expertise, and student recruitment.

Impact: Faculty and students from both programs might compete for the same research grants, lab space, and other university resources, which could lead to tensions if not carefully managed.

2. Student Recruitment Competition

Conflict: A new Information Science PhD program might attract applicants who would have otherwise applied to the EECS program. Both programs could compete for top-tier students, particularly those interested in interdisciplinary work related to data science, AI, or human-computer interaction.

Impact: This competition could dilute the talent pool for the EECS program or lead to confusion among prospective students about which program is better suited to their career goals.

3. Resource Allocation and Funding

Conflict: University resources, such as research funding, lab equipment, and administrative support, may become stretched as both programs grow. If both programs require significant funding, there could be conflicts over how to allocate limited institutional resources.

Impact: If the EECS program feels that it is losing resources to the new Information Science program, it could lead to tension among faculty and students. Additionally, if joint faculty members feel overburdened, it could reduce the quality of mentorship and research.

4. Faculty Workload and Cross-Listed Courses

Conflict: If many faculty members are involved in both programs, they may experience increased teaching and supervision loads. Furthermore, if courses are cross listed between the two programs, it may lead to scheduling conflicts or disagreements about course content and curriculum focus.

Impact: Faculty members may feel overwhelmed, and the quality of student supervision and course instruction could suffer. This could also lead to issues in designing curricula that cater effectively to the needs of both programs.

5. Conflicting Faculty Interests

Conflict: Faculty members who are cross-listed or involved in both programs might face conflicting interests. Some faculty may feel a stronger commitment to one program and neglect responsibilities in the other. Additionally, disputes could arise over where faculty should direct their research efforts, or which program's students should be prioritized for mentoring.

Impact: If faculty feel torn between two programs, they may be less effective in their teaching and supervision roles. This could also lead to strained relationships among faculty if there is a perception of favoritism or unequal commitment to each program.

6. Distinct Identity and Branding

Conflict: Both programs may struggle to establish clear, distinct identities. For example, Information Science might focus on interdisciplinary approaches and societal impacts of technology, while EECS focuses more on technical rigor. However, blurring these lines could lead to confusion in how the programs are marketed and perceived both internally and externally.

Impact: Lack of clear branding could result in difficulties in attracting the right students, faculty, and industry partners. If both programs appear too similar, prospective students might not understand the distinct advantages of each, leading to reduced enrollment.

Strategies to Mitigate Conflicts

- **Clear Program Differentiation:** Ensure each program has a distinct focus and vision to minimize overlap and competition.
- **Resource Management:** Develop a clear plan for resource allocation and establish mechanisms for managing lab spaces, equipment, and administrative support.
- **Collaborative Opportunities:** Create structured opportunities for joint projects, seminars, and events to encourage cooperation and prevent isolation of either program.
- **Student Guidance:** Clearly define each program's target student population and career outcomes, helping applicants choose the best fit for their academic and professional goals.

Opportunities for Collaboration

There are several collaborative ventures or interdisciplinary projects that could enhance both educational and research outcomes for the proposed PhD program in Information Science and the PhD program in EECS (with emphasis on the Computer Science aspect of it).

1. Joint Research Centers and Labs

Proposal: Establish a joint research center or laboratory focused on areas that bridge Information Science and Computer Science, such as:

- **AI and Human-Centered Computing Lab:** Explore the development of AI systems that interact with humans in socially aware and ethical ways, incorporating research in natural language processing, ethics, and human-computer interaction.
- **Data Science and Big Data Analytics Center:** Tackle challenges in data mining, data visualization, and scalable processing by bringing together the strengths of both disciplines.

Outcome: The center can promote interdisciplinary research, attract funding, and provide students from both programs opportunities to work on high-impact projects.

2. Cybersecurity and Privacy Initiative

Proposal: Create a collaborative initiative focusing on cybersecurity, privacy, and data ethics. This can include research into encryption algorithms (Computer Science) and data governance and policy frameworks (Information Science).

Outcome: Students can engage in both technical development and policy analysis, preparing them for roles in both academia and industry while addressing critical societal issues.

3. Health Informatics and Biomedical Research

Proposal: Launch a research program that integrates data science, computer science, and information science in healthcare. Projects could focus on:

- **AI-driven diagnostic tools** (Computer Science) and **data privacy in health information systems** (Information Science).
- Wearable technologies and smart health systems that leverage **IoT and data analysis** (CS) along with **ethical considerations and data management** (IS).

Outcome: This could lead to breakthroughs in personalized medicine, data-driven healthcare solutions, and privacy-compliant health records management.

4. Smart Cities and Urban Informatics

Proposal: Initiate collaborative research on smart city technology that combines the technical expertise in computer networks, IoT, and distributed systems (Computer Science) with the data-driven insights and policy frameworks (Information Science). Projects might include:

- Urban transportation systems leveraging real-time data.
- Predictive analytics for city planning and infrastructure maintenance.

Outcome: This could provide students with the opportunity to work on interdisciplinary projects with real-world impact, fostering collaboration with government agencies and industry.

5. AI Ethics and Fairness in Machine Learning

Proposal: Set up a joint project exploring **fairness, accountability, and transparency in AI systems**. Computer Science students could develop models and algorithms, while Information Science students analyze the ethical, legal, and social implications of these technologies.

Outcome: This could contribute to the growing body of work on responsible AI and prepare students to lead in ethical technology development, positioning the university as a thought leader in this critical area.

6. Digital Humanities and Computational Social Science

Proposal: Create interdisciplinary research projects focusing on digital humanities or computational social science. Computer Science students can work on developing algorithms for large-scale text and data analysis, while Information Science students analyze the impact of digital technologies on society, culture, and human behavior.

Outcome: This collaboration could open new research areas and attract students from diverse backgrounds, leading to unique educational experiences and research outputs.

7. Joint Courses and Interdisciplinary Seminars

Proposal: Develop interdisciplinary courses and seminars that bridge both programs. For example:

- **Data Ethics and Governance:** Combining technical aspects of data science with ethical and policy discussions.
- **AI and Society:** Exploring the technical foundations of AI alongside its societal impacts.

Outcome: Such courses can promote a collaborative academic environment and provide students with a well-rounded education, equipping them with both technical expertise and an understanding of societal issues.

8. Collaborative Industry Partnerships

Proposal: Establish joint industry partnerships focused on areas where Computer Science and Information Science intersect, such as:

- **AI and Data Analytics for Business Solutions:** Collaborate with tech companies or startups on developing AI-driven business intelligence tools.
- **Data Security for Finance and Healthcare:** Partner with financial institutions or health organizations to conduct research on data security, privacy, and regulatory compliance.

Outcome: These partnerships can provide real-world experience for students, attract industry funding, and lead to cutting-edge research collaborations.

9. Smart Education Systems

Proposal: Develop smart, adaptive education systems that combine expertise from both fields. Computer Science students can focus on building AI-driven systems for personalized learning, while Information Science students contribute insights on user data privacy, human-centered design, and educational policy.

Outcome: Such systems could revolutionize education technology, making it more accessible, efficient, and tailored to individual needs, while also leading to research outputs in both fields.

10. Social Media and Digital Influence

Proposal: Create interdisciplinary projects that study the impact of social media on society. Computer Science students can work on algorithms for social media data analysis, while Information Science students explore the societal and ethical implications of digital influence, misinformation, and data privacy.

Outcome: The research could contribute to understanding and mitigating issues like fake news, echo chambers, and digital manipulation, which have widespread societal impacts.

These collaborative ventures can significantly enhance the **educational** and **research outcomes** by providing students with rich, interdisciplinary experiences and expanding the research portfolio of both programs.

General Comments/Suggestions

Entry to the Program – Direct Admission to PhD Option?

Our EECS program is exploring the option of offering a direct entry to the PhD program (without a requirement for a MSc thesis) for exceptionally strong candidates. This approach is increasingly popular at nearby institutions and in other countries. You might want to consider this addition now (than later).

Lassonde's Quota on International PhD students

Considering that many faculty members from the School of Information Technology (SIT) at LA&PS, are cross listed with the EECS graduate program, and that Lassonde now imposes limits on the number of international students admitted, do you think the new PhD program could help offset this cap by allowing some of the admitted PhD students to transfer to your program?

Focus on Ethics

- Maybe you want to emphasize more the focus on Ethics and Responsible AI aspect of the program: As data (science) and AI become pervasive, the program should instill a strong foundation in ethics, data privacy, and responsible AI practices, preparing graduates to lead in a socially responsible manner.
- Related to the above, how this can be implemented? Through courses, seminars, focused workshops, training, ...?

Program Length

- **4 three-credit courses:** You may want to establish a minimum requirement of three three-credit courses to prevent delays. Some students might opt to take additional courses if they believe it would enhance the quality of their research.
- Related to the previous point, recall that these students are already graduates of a master's program (as per the PhD admission requirement), where they likely completed a significant number of graduate-level courses.

Internship and Experiential Education

- Requiring an industrial internship can be challenging, as some students may face difficulties in completing it, particularly due to issues related to student or work visas.
- I found it unusual that the internship topic is required to be separate from the thesis topic. In many PhD programs worldwide, it's common for internships to be related to and expand upon a student's PhD research.
- Requiring students to 'self-reflect and report activities' during the internship to be of low value. I consider it unnecessary as it potentially distracts from the core objectives of the PhD program, potentially contributing to further delays in program completion.

Financial Aid/Fellowship

Page 40 mentions: 'e.g., annual funding of \$27,000 for domestic and \$38,000 for international offer by EECS's PhD program.' There is an update on these numbers. For 2024 incoming students in the EECS's PhD Program are as follows:

- **PhD domestic:** \$31,145/yr for 4 years (up to \$35,000/yr for students with external financial support).
- **PhD International:** \$44,857/yr for 4 years.

Response to EECS Feedback on PhD Program Proposal

We appreciate the detailed feedback from the EECS program regarding the proposed PhD in Information Science. Below, we address each concern raised, following the structure of the EECS feedback. We believe that through clear differentiation, collaboration, and planning, the proposed PhD in Information Science will complement the PhD in EECS while avoiding conflicts related to resources, recruitment, and faculty workload.

1. Overlapping Research Areas

EECS Concern: Both programs may focus on similar research domains, such as data science, AI, cybersecurity, and human-computer interaction, potentially leading to competition for resources, faculty, and students.

Response: While there are some overlapping research areas, the PhD in Information Science and PhD in EECS have distinct focuses. The PhD in EECS emphasizes deep technical expertise in areas such as algorithms, system architecture, machine learning, optimization, and cybersecurity. The PhD in Information Science will focus on applied aspects of information systems and technology in interdisciplinary domains, addressing societal, ethical, and policy-related aspects of these technologies.

The history of the MAIST program, the foundation of the proposed PhD program in Information Science, demonstrates that overlapping research areas have not led to competition for resources. MAIST has operated successfully alongside EECS programs for years without conflicts regarding faculty expertise, student recruitment, or research focus. Both programs can continue to thrive by targeting different cohorts of students, research areas and addressing distinct societal needs.

2. Student Recruitment Competition

EECS Concern: The new PhD program might attract students who would have otherwise applied to EECS, potentially leading to competition for top-tier applicants.

Response: The PhD in Information Science and PhD in EECS target different student demographics, reducing the likelihood of competition for top-tier applicants. The PhD in EECS will continue to attract students interested in technical, foundational areas of computing. In contrast, the PhD in Information Science will appeal to students focused on interdisciplinary applications of technology, particularly in areas like policy-making, digital ethics, and data governance. The proposed program is designed to attract students from diverse backgrounds, including those with non-technical experience. Although these students may not align with the typical admission criteria of EECS, the program is intentionally structured to accommodate a wider range of skills and perspectives, recognizing this diversity as a central strength.

Moreover, the MAIST program has demonstrated that coexistence is possible without creating competition for students. MAIST and EECS programs have both maintained strong applicant pools, with no significant overlap in student recruitment. The PhD in Information Science will continue this trend, serving a different cohort of students and offering more options for prospective applicants and supervisors.

3. Resource Allocation and Funding

EECS Concern: Both programs may compete for university resources, such as research funding, lab space, and administrative support, potentially leading to resource strain.

Response: The PhD program in Information Science and the PhD program in EECS are resourced from two different faculties, with EECS from Lassonde and Information Science from LA&PS. This separation ensures that the two programs will not compete for the same resources. The PhD in EECS will continue to focus on advanced technical infrastructure, specialized labs, and computing resources, while the PhD in Information Science will seek funding from interdisciplinary sources that prioritize societal impact, ethics, and governance.

Furthermore, the new LA&PS program will expand available resources, including student quotas, rather than extracting resources from EECS. Both programs will benefit from interdisciplinary research opportunities and joint projects, such as those related to AI governance, ethical AI, and data privacy, which will attract new funding streams.

After years of successful operation, MAIST has shown that interdisciplinary programs can coexist without drawing resources from EECS, and we expect the same will be the case with the new PhD program in Information Science.

4. Faculty Workload and Cross-Listed Courses

EECS Concern: Faculty involved in both programs might face increased teaching and supervision loads, and cross-listed courses could lead to scheduling conflicts or disagreements about curriculum focus.

Response: We do not foresee any cross-listing of courses between the PhD in Information Science and PhD in EECS, just as there was no cross-listing between MAIST and the EECS master's programs. The two PhD programs are resourced from different faculties (EECS from Lassonde and Information Science from LA&PS), which further reduces the likelihood of shared course loads or curriculum conflicts.

Faculty participation in either program will be voluntary, and faculty members will have the flexibility to choose where they want to focus their teaching and supervision. The distinct nature of the two programs will ensure that faculty workload is managed effectively and aligned with their areas of expertise.

5. Conflicting Faculty Interests

EECS Concern: Faculty members who are involved in both programs might face conflicting interests, leading to reduced commitment to one program or the other.

Response: Faculty will not be required to participate in both programs unless they choose to do so. Each program will have clearly defined research and administrative goals and expectations, allowing faculty to dedicate their time and efforts based on their professional interests. By maintaining clear boundaries between the programs, we will ensure that there is no conflict of interest or reduced commitment to either program.

The MAIST experience has shown that faculty can successfully manage their responsibilities across programs without conflicts, and we expect similar success with the new PhD in Information Science. Participation in both programs is optional and will not impose additional mandatory workload.

6. Distinct Identity and Branding

EECS Concern: Both programs may struggle to establish clear, distinct identities, leading to confusion for prospective students and stakeholders.

Response: The PhD in Information Science and PhD in EECS have distinct identities that will be clearly communicated to students, faculty, and industry partners. The PhD in EECS will maintain its focus on technical computing, algorithms, and AI, while the PhD in Information Science will emphasize the societal impacts of technology, interdisciplinary research, and ethical AI governance.

The MAIST program has successfully coexisted with EECS programs, maintaining a clear identity while operating in related fields. We will follow a similar approach for the PhD in Information Science to ensure both programs are distinct and attractive to the appropriate student and faculty demographics.

Conclusion

The proposed PhD in Information Science will complement the PhD in EECS by focusing on different aspects of technology research, student recruitment, and resource needs. After years of successful operation, MAIST has shown that interdisciplinary programs can coexist with EECS without competition for resources or cross-listing concerns. The PhD in Information Science will expand available resources and enhance research opportunities for both programs, while maintaining clear distinctions in focus and managing faculty workload effectively. We are confident that both programs will thrive together, benefiting from collaboration and shared academic goals.

October 14, 2024

FACULTY OF
LIBERAL ARTS &
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Xiaohui Yu
School of Information Technology
Graduate Program Director
3050 Victor Phillip Dahdaleh Building

Email: xhyu@yorku.ca

Dear Professor Yu,

Re: Decanal Support for the Major Modification for the New PhD Program in Information Science

I am pleased to provide you with a letter in support of this proposal of a new Doctoral (Ph.D) degree program in Information Science, to be offered by the School of Information Technology (ITEC) in the Faculty of Liberal Arts & Professional Studies. I have reviewed the proposal and am satisfied that the degree is timely and innovative, is carefully informed by labour market and economic realities and trends, and will draw significant interest from outstanding domestic and international applicants.

A Ph.D in Information Science helps us build these interdisciplinary connections. It advances the Faculty's **Academic Plan** (2021-2026), embodying its core Principles, by enhancing connections and collaborations with community and industry, promoting excellence in research, and centering student learning and success. The proposal includes faculty members from eight departments and six Faculties, and all bring considerable experience in supervising doctoral students and postdoctoral fellows.

This degree also supports the goals of the University **Academic Plan** (2020-2025), by promoting fundamental inquiry and the critical application of knowledge to contemporary real-world challenges. It aligns with our University's Strategic Mandate Agreement (SMA) priorities, establishing robust pathways to professional roles that connect research with practical job outcomes. The proposed curriculum includes an internship with industry, ensuring graduates have enhanced employability and access to professional networks.

ITEC is now one of the Faculty's most research active units by income and bibliometric measures, and is a leading contributor to the University's non-Tri Agency income. In the Fall of 2024, LA&PS is supporting more NSERC Discovery Grant applications than in the history of the Faculty. Strong undergraduate interest has supported renewal and growth of the faculty complement, resulting



in outstanding recent faculty hiring. ITEC colleagues consistently apply for and secure major awards and recognitions. In the last 5 years the Department has welcome a new CRC Tier 2 and YRC Tier 1, with colleagues receiving three CFI-JELF awards, and significant industry and public funding. The research leadership of ITEC colleagues' now enables York to host major international conferences. With the Faculty's support, we have been selected to host the most important meeting of scholars working at the intersection of business and IT, in Business Process Management. BPM 2026 will bring the leading scholars for the first time to North America, provide a forum for deeper engagement with industry, while helping to establish the field and building our reputation.

However, these research programs, and the relationships and collaborations they create, depend on the recruitment of high quality trainees. ITEC faculty provide funding for every MAIST admission, and the School is home to the Faculty's largest cohort of postdoctoral fellows, all funded by external and competitive programs. Being able to recruit outstanding trainees at the doctoral level is not only the goals of ITEC colleagues, it is a strategic necessity for our Faculty.

The Program has consulted across the University in developing this proposal and we acknowledge and appreciate the wide support and feedback we have received. From the outset, both the Program and the Dean's Office has been focused on ensuring that this new Ph.D in Information Science does not compete with any of York's existing programs and will complement and build on our strengths. We are therefore grateful to the Graduate Program in Electrical Engineering and Computer Science in the Lassonde School of Engineering, for sharing its collegial concerns and advice as well as its encouragement for this proposal, as all faculty members in ITEC are also members of the Graduate Program in EECS.

However, the proposal for a PhD in Information Science does not duplicate that of EECS but responds to new opportunities in the labour market as well as the global research landscape, particularly the growing prioritization of projects such as the CF-REF that require strong STEM and technical participation, as well as research excellence in the social sciences, humanities and business. It will enable the recruitment of a different cohort of trainees who are seeking an interdisciplinary and applied education, that provides fosters an understanding of the societal impacts of technology, promoting effective communication across diverse audiences, and instilling ethical standards in technology use and innovation. The response from the ITEC colleagues to the EECS feedback sets out the different characteristics of the Ph.D in Information Science from the existing degree.

In terms of resources, ITEC is well placed to offer the new Program. Core faculty have active funded projects that will support competitive student funding packages for a balanced cohort of domestic and international students, and we expect students will also contribute to the undergraduate program as part of that

funding. Students will have access to a range of opportunities for training as TAs and professional development support from FGS and New College LA&PS has also recently invested in new training facilities for several ITEC researchers through CFI funding and will continue to do so. The proposal also confirms that existing administrative and academic staff (GPA and GPD) will take responsibility for the PhD degree along with the MAIST as part of an expanded Graduate Program. I note you are proposing to create three new courses and will rely to a great extent on existing course offerings, and will not require the hiring of new faculty. I also note that the additional internship requirement will depend on leveraging the strong relationships that ITEC faculty have with industry partners, and we will work with the colleagues and VPRI to continue to build these connections. I can confirm that the Faculty is prepared to support the resourcing of your program plan appropriate to its needs and enrolment demand.

The proposal is the fruit of more than three years of collegial discussion, planning and consultation with the Dean's Office. Of vital importance for LA&PS is to support new collaborations "across the ampersand", connecting our established strengths in the social sciences and humanities with our growing research excellence in professional fields, and we have hired staff and created programs to support that that goal. The addition of a doctoral degree to the existing Bachelor's and Master's options in the field ensures the ongoing curricular and programmatic currency of the School of Information Technology and ensures that graduates of the existing programs have a robust option for continuing their studies at York University.

This is a proposal of the highest quality and the Dean's Office is in full support.

Sincerely,



J.J. McMurtry
Dean

York University

New Undergraduate Cross-Disciplinary Certificate Proposal

Global Languages and Cultures

Housed in the Department of Languages, Literatures & Linguistics

Faculty of Liberal Arts and Professional Studies

Original Submission: June, 2022; Revision submitted May, 2024

Undergraduate Cross-Disciplinary Certificate Proposal – Global Languages and Cultures

1. Introduction

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

Global Languages and Cultures brings together language and cultural literacy that prepares students to live and work in linguistically and culturally diverse settings. Through the examination of multiple languages, cultures and literatures, students gain nuanced perspectives on various world issues that transcend single regions, nation-states or linguistic zones and learn how to understand and navigate the intersections between language and culture that are key to global and local communication. With its language requirement and courses exploring translingual and transcultural aspects of diverse global communities, the certificate offers a more multilingual approach to cultural studies.

The certificate will be housed in the LA&PS faculty's department of Languages, Literatures & Linguistics (DLLL), and offered as a concurrent and as a standalone option. It will build on existing courses in order to provide intercultural competencies and cultural fluency design to internationalize to any degree.

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

Emphasis on languages and cultures aligns with the naming of cognate departments at other institutions: e.g., TMU, Queens, Windsor, Department of Languages, Literatures and Cultures; Saint Mary's, Western, Department of Languages and Cultures.

1.3 Indicate the intended start date for the certificate.

Fall of 2025

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

While the cognitive advantages of learning a second/additional language have been widely documented, by learning about other languages and cultural systems that include art and literary traditions for instance, we gain access to other worldviews and a vast set of skills that not only enhance our translingual and intercultural fluency, but also make students more accepting, more open-minded and more receptive to other perspectives.

This certificate allows students to combine area studies in two distinct global regions to promote analysis of transnational and cross-cultural connections and provides an institutional platform for cultural studies that transcend national or monolingual frameworks. Regardless of the individual student's program of studies, this certificate provides a flexible path to combine the study of languages, cultures and literatures with significant experiential learning, local and global immersive opportunities, necessary skills to succeed in global environments. Although study-abroad experiences are also available and encouraged, this certificate enables all students to internationalize their degree 'at home'.

The general objectives of this certificate are designed to enable students to:

- Adapt successfully to linguistically and culturally diverse and rapidly changing communities
- Develop a competitive advantage for multilingual and multicultural careers
- Enhance linguistic and intercultural competence

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

This certificate complements and is part of larger cross-cultural consultation and curricular innovation taking place in the department, including the development of a multi- and interdisciplinary degree in the areas of global languages, cultures and literatures.

This certificate addresses several points defined in the University's academic plan. By educating global-minded professionals, the certificate aligns itself with the advancement of diversity, inclusivity, social justice and equity. In particular, this certificate aims to meet the following priorities: "to prepare our students to live, work, and act **meaningfully** in the world", as well as "pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews." Considering the nature of the disciplines across DLLL, the department is well-suited to champion goals of global engagement as outlined in the University Academic Plan, namely in the area of "global outlook and fluency informing curricula and global learning, while leveraging our own diversity." In terms of SMA, the certificate offers a set of enhanced skills that will not only contribute to success in the global knowledge economy, it will also allow for individuals to thrive as citizens and leaders who value diversity and who foster open-minded, inclusive and positive-thinking environments.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

There are no other certificates of this nature at York University. Although there are a few similar certificates in other universities, ours is particularly innovative due to the wide range of global language areas that the department offers – one of the largest in a Canadian university. In addition, and due to the various synergies and established relationships with multiple associations and communities in the GTA, students pursuing our certificate are exceptionally positioned to access and experience a range of experiential learning via service, community and work placements within authentic cultural and linguistic environments. Our certificate provides enhanced flexibility designed to enable students to combine the study of languages, literatures and cultures in two distinct global regions of their choice. Students can therefore build pathways that best serve their personal and international career needs.

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

The certificate recognizes the need for a global-oriented curriculum to provide graduates with critical, reflective and well-informed global perspectives as well as the competitive edge that is required for global careers and international markets. The certificate can provide a gateway to international opportunities such as internships and scholarships that can be accessed during undergraduate study at York. Examples include the DAAD Research Internships in Science and Engineering (RISE program), and The Japan Exchange and Teaching (JET) Programme, among other international opportunities.

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

The department anticipates that the initial projected in-take would be from students already pursuing majors in our existing degrees and in French, but also from students registered in global-minded programs, from

Humanities and International Studies to Politics, Engineering and Health. Due to the global scope of this certificate and the flexible pathways it offers to students, our certificate will be an attractive option for any degree internationalization, and we are expecting a growth of interest after its inception.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

This cross-disciplinary certificate is composed of 24 credits; 18 of which must be at the 2000-level or above, including 6 credits at the 3000- or 4000-level, with the requirement of a 4.0 GPA or greater (C in the new grading scheme). Students must take a minimum of 6 credits, up to a maximum of 12 credits in language courses. The 24 credits will draw on the rich complement of language and courses that examine cultural production in a wide variety of media offered in DLLL in four clusters: Africa & the Middle East, Asia, Europe and The Americas.

The certificate is designed specifically to create learning pathways for students to focus their interests on specific global regions. Students will choose two areas in which to complete the certificate and will select 12 credits from each area. This will bring together knowledge and skills that establish a foundation for language development and cultural competence. This design allows students in degree programs and faculties across the university to self-direct the content of their certificate for a focused but also cross-cultural and linguistically diverse experience. Students will be able to select a suite of courses that are relevant and complimentary to their current studies, professional and personal ambitions.

Learning Outcomes:

1. Identify, challenge and critically engage with one's linguistic and cultural situatedness and how it relates to world views and perspectives.
2. Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.
3. Describe and engage critically with world issues through the examination of two global areas.
4. Identify and examine key events, cultural developments, artistic movements, and intercultural and interlinguistic connections that have shaped these two areas.
5. Complement degrees in any discipline with expanded breadth of insight into wider global issues.

The learning outcomes described here will be addressed through specific course work as well as through the self-directed nature of the program. Courses in DLLL, and in particular those included in this Certificate, approach the study of the specific cultural context by drawing on individual students' experiences and relating them to both current and historical socio-cultural and socio-political events and contexts. Commonly, courses in languages, literatures, and cultural studies draw on diaspora and create and support engagement for students in local communities. Recognizing that language is an integral part of understanding and engaging with culture, students in the program will become develop a foundational level of proficiency in two languages situated across regional areas of the world.

Consultation with Anthropology:

Based on input gathered through consultation with colleagues in the Department of Anthropology, the proposal was revised to strengthen the focus on language and culture throughout and in this way address concerns regarding any overlap with courses in the Department of Anthropology.

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

Required skills will be measured through our existing assessments; progression through the levels in the language courses are measured by various assessments that test oral, written and listening comprehension as well as several immersive opportunities for practicing and assessing fluency and cultural competence. Experiential education in authentic settings, followed by guided reflections will enable students to assess the limits of their knowledge while accessing other ways of viewing and experiencing the world. The combination of cultural / literary criticism with humanities-based research methodologies provides the basis for research papers and other forms of critical engagement. Students apply their studies in culturally-informed contexts acquired in 3rd and/or 4th level courses.

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

While not all courses from the list of courses below are offered every year, the department offers all language courses regularly while the remaining courses are offered on a rotating basis ensuring that there is a wide range of choice and flexibility for students at different stages. Although English and Global Political Studies have offered to support with their courses, at this stage this certificate will mostly include the courses provided in the list below. Also, see Appendix A for a detailed list of courses.

In order to earn a certificate in Global Languages and Cultures, students must:

- Select two areas of regional focus from the following clusters: Africa & Middle East, Americas, Asia and Europe
- Complete 12 credits in each regional area for a total of 24 credits
- 18 credits must be at the 2000-level or above, including 6 credits at the 3000- or 4000-level
- A minimum of 6 up to a maximum of 12 credits can be taken in language courses. Students with prior knowledge of any foreign language must take that language placement test to determine which level to enrol.

Note that some courses require pre-requisites.

Sample of potential pathways:

1. Student A elects to focus on Africa & Middle East and Europe:

Year 1: IT1000 (6.0) and ARB2700 (6.0)

Year 2: PERS2700 (6.0)

Year 3: GER3989 (6.0)

2. Student B elects to focus on Asia and Americas:

Year 1: CH1000 (6.0) and SP2200 (6.0)

Year 2: CH2000 (6.0)

Year 3: POR3650 (3.0) and POR4630 (3.0)

AFRICA & MIDDLE EAST

AP	ARB	1000	Cr=6.00	Introduction to Modern Standard Arabic
AP	ARB	1010	Cr=6.00	Advanced Introduction to Standard Arabic
AP	ARB	1020	Cr=6.00	Introduction to Colloquial Arabic
AP	ARB	2000	Cr=6.00	Intermediate Arabic
AP	ARB	2010	Cr=6.00	Intermediate Arabic (Heritage Students)
AP	ARB	3000	Cr=6.00	Advanced Standard Arabic
AP	ARB	2700	Cr=6.00	Introduction to Arab Culture
AP	HEB	1000	Cr=6.00	Elementary Modern Hebrew, Level I
AP	HEB	1020	Cr=6.00	Elementary Biblical Hebrew I & II
AP	HEB	1030	Cr=3.00	Elementary Biblical Hebrew, Level I
AP	HEB	1040	Cr=3.00	Elementary Biblical Hebrew, Level II
AP	HEB	2000	Cr=6.00	Intermediate Modern Hebrew
AP	HEB	3000	Cr=6.00	Advanced Modern Hebrew
AP	HEB	4000	Cr=6.00	Advanced Modern Hebrew, Level II
AP	HEB	3210	Cr=3.00	Hebrew Biblical Texts: Reading, Analysis
AP	HEB	3211	Cr=3.00	Sel. from Hebrew Legal-Religious Texts
AP	HEB	3220	Cr=3.00	Hebrew Liturgical Texts
AP	HEB	3221	Cr=3.00	Hebrew Liturgical Texts (trans)
AP	HEB	3230	Cr=3.00	Lit. Of Celebration & Commemoration
AP	HEB	3231	Cr=3.00	Celebration & Commemoration Lit. (trans)
AP	HEB	3320	Cr=3.00	Exodus: Text & Classical Interpretation
AP	HEB	3330	Cr=3.00	Deuteronomy: Text & Classical Interpre.
AP	HEB	3370	Cr=3.00	Hagiographical Lit.:Text & Cl. Interp.
AP	HEB	3600	Cr=6.00	Themes In Modern Israeli Lit.& Society
AP	HEB	3630	Cr=6.00	Israeli Cinema
AP	HEB	3710	Cr=3.00	Modern Jewish Women's Literature
AP	HEB	3770	Cr=3.00	Inventing Israel: Modern Israeli Lit.
AP	HEB	4710	Cr=3.00	Modern Jewish Women's Literature
AP	PERS	1000	Cr=6.00	Elementary Persian
AP	PERS	2000	Cr=6.00	Intermediate Persian
AP	PERS	2010	Cr=3.00	Intermediate Persian Part One
AP	PERS	2020	Cr=3.00	Intermediate Persian Part Two
AP	PERS	3000	Cr=6.00	Advanced Persian
AP	PERS	3010	Cr=3.00	Advanced Persian Part One
AP	PERS	3020	Cr=3.00	Advanced Persian Part Two
AP	PERS	2700	Cr=6.00	Persian Literature and Culture
AP	PERS	2800	Cr=6.00	Iranian Cinema
AP	PERS	3801	Cr=3.00	Middle Eastern Cinema Gender Rep.
AP	POR	3660	Cr=3.00	Readings in Mozambican Literature
AP	SWAH	1000	Cr=6.00	Introduction to Swahili

AMERICAS

AP	ASL	1000	Cr=6.00	Introduction to Sign Language Studies
AP	ASL	2000	Cr=6.00	American Sign Language, Level II
AP	ASL	3000	Cr=6.00	American Sign Language, Level III
AP	JC	1000	Cr=6.00	Introduction to Jamaican Creole
AP	JC	2000	Cr=6.00	Intermediate Jamaican Creole
AP	JC	2701	Cr=3.00	Jamaican Language and Culture
AP	POR	1000	Cr=6.00	Elementary Portuguese
AP	POR	2000	Cr=6.00	Intermediate Portuguese
AP	POR	3000	Cr=6.00	Advanced Portuguese
AP	POR	2600	Cr=6.00	Luso-Brazilian Cultures and Cinemas
AP	POR	3650	Cr=3.00	Cannibal Brazil
AP	POR	3900	Cr=6.00	Independent Reading and Research
AP	POR	4010	Cr=3.00	Language in Context: Portuguese in GTA
AP	POR	4630	Cr=3.00	Mapping Brazilian Identity
AP	SP	1000	Cr=6.00	Elementary Spanish
AP	SP	1001	Cr=3.00	Elementary Spanish for Communication
AP	SP	1002	Cr=3.00	Elementary Spanish Grammar & Writing
AP	SP	2000	Cr=6.00	Intermediate Spanish
AP	SP	2010	Cr=6.00	Spanish for Heritage Speakers
AP	SP	2020	Cr=6.00	Intermediate Spanish Abroad
AP	SP	3000	Cr=6.00	Advanced Spanish Language and Grammar
AP	SP	4000	Cr=6.00	Advanced Spanish Grammar and Composition
AP	SP	2200	Cr=6.00	Introduction to Literature
AP	SP	2700	Cr=3.00	Myths and Legends of the Hispanic World
AP	SP	2880	Cr=6.00	(Re)Viewing Latin America
AP	SP	3100	Cr=3.00	Aspects of Spanish Linguistics
AP	SP	3130	Cr=3.00	Academic Writing in Spanish
AP	SP	3150	Cr=3.00	Spanish Applied Linguistics
AP	SP	3210	Cr=6.00	Aspects of Spanish-American Literature
AP	SP	3220	Cr=3.00	Hispanic Caribbean Literature
AP	SP	3800	Cr=3.00	Child and Adolescent Migrant Memoirs
AP	SP	4120	Cr=3.00	History of the Spanish Language
AP	SP	4130	Cr=3.00	Varieties of Spanish Worldwide
AP	SP	4140	Cr=3.00	Spanish Sociolinguistics
AP	SP	4360	Cr=6.00	Epics of the Indies
AP	SP	4580	Cr=3.00	Spanish-American Modernismo
AP	SP	4640	Cr=6.00	Spanish-American Novel Of The 20th C.
AP	SP	4650	Cr=6.00	Literature and Music in Spanish America
AP	SP	4690	Cr=6.00	Writing Identity and Mestizaje
AP	SP	4880	Cr=3.00	Nos/otras
AP	SP	4990	Cr=3.00	Foreign Language and Digital Media

ASIA

AP	CH	1000	Cr=6.00	Elementary Modern Standard Chinese
AP	CH	1010	Cr=6.00	Elementary Chinese for Advanced Beginner
AP	CH	2000	Cr=6.00	Intermediate Modern Standard Chinese
AP	CH	2030	Cr=6.00	Intermediate Chinese Language & Culture
AP	CH	3000	Cr=6.00	Advanced Modern Standard Chinese
AP	CH	3010	Cr=6.00	Mod.Stand.Ch: Cantonese or Other Dialect
AP	CH	3050	Cr=6.00	Advanced Chinese Language & Culture
AP	CH	4000	Cr=6.00	Classical Chinese Language
AP	CH	4050	Cr=6.00	Advanced Chinese for Business
AP	CH	2200	Cr=6.00	Introduction to Chinese Literature
AP	CH	3400	Cr=3.00	Women in Contemporary Chinese Culture
AP	CH	3600	Cr=6.00	Lu Xun: Representative Works
AP	CH	3660	Cr=6.00	Modern Chinese Drama
AP	CH	3711	Cr=3.00	Women Writers in Contemporary China
AP	CH	3790	Cr=6.00	Contemporary Chinese Culture
AP	CH	3791	Cr=6.00	Contemporary Chinese Culture (Trans)
AP	CH	3800	Cr=6.00	Chinese Canadian Literature
AP	CH	3810	Cr=3.00	Chinese-American Literature
AP	CH	3820	Cr=6.00	Modern Chinese Literature
AP	CH	3850	Cr=3.00	Christianity and Chinese Culture
AP	CH	3860	Cr=6.00	Eileen Chang
AP	CH	4300	Cr=6.00	Classical Chinese Fiction
AP	CH	4800	Cr=6.00	Humor/Satire in Chinese Literature
AP	CH	4810	Cr=6.00	English-Chinese Translation
AP	CH	4870	Cr=6.00	Chinese Martial Arts Culture
AP	CH	4880	Cr=6.00	Cultural Trans. & Chinese Modernities
AP	HND	1000	Cr=6.00	Elementary Hindi-Urdu
AP	HND	1010	Cr=6.00	Intro Hindi-Urdu for Heritage Speakers
AP	HND	2000	Cr=6.00	Intermediate Hindi-Urdu
AP	HND	2700	Cr=6.00	South Asian Literature and Culture
AP	HND	3600	Cr=3.00	Self-Identified Female Literary Activism
AP	HND	3610	Cr=3.00	Writings of Premchand (1880-1936)
AP	HND	3710	Cr=3.00	South Asian Diaspora Literature
AP	JP	1000	Cr=6.00	Elementary Modern Standard Japanese
AP	JP	2000	Cr=6.00	Intermediate Modern Standard Japanese
AP	JP	2010	Cr=6.00	Written Communication in Japanese
AP	JP	3000	Cr=6.00	Advanced Modern Standard Japanese
AP	JP	4000	Cr=6.00	Post-Advanced Japanese
AP	JP	4010	Cr=6.00	Classical Japanese
AP	JP	2700	Cr=6.00	Contemporary Japanese Culture & Society
AP	JP	3070	Cr=3.00	Japanese Language in the Media
AP	JP	3080	Cr=3.00	Food and the Japanese Language
AP	JP	3100	Cr=3.00	Japanese Linguistics I
AP	JP	3200	Cr=3.00	Japanese Linguistics II
AP	JP	3600	Cr=3.00	Japanese Popular Culture: manga & anime
AP	JP	3610	Cr=3.00	Japanese Pop Culture
AP	JP	3620	Cr=3.00	Japanese Religions in Canada
AP	JP	3751	Cr=3.00	Japanese Business Culture
AP	JP	4100	Cr=6.00	Teaching Japanese As Foreign 2nd Lang.
AP	JP	4120	Cr=6.00	Translation: Jp-En; En-Jp
AP	JP	4600	Cr=3.00	The Japanese Immigration Experience
AP	KOR	1000	Cr=6.00	Elementary Modern Standard Korean
AP	KOR	2000	Cr=6.00	Intermediate Modern Standard Korean
AP	KOR	2010	Cr=6.00	Accelerated Korean
AP	KOR	3000	Cr=6.00	Advanced Modern Standard Korean
AP	KOR	4000	Cr=6.00	Advanced Readings in Korean
AP	KOR	4050	Cr=6.00	Advanced Korean for Business
AP	KOR	3150	Cr=3.00	Korean Linguistics
AP	KOR	3600	Cr=3.00	Contemporary Korea
AP	KOR	3610	Cr=3.00	Contemporary Korea: Korean Pop Culture
AP	KOR	3610	Cr=6.00	Korean Popular Culture & the Korean Wave
AP	KOR	3650	Cr=3.00	Understanding Korea through Korean Films
AP	KOR	3700	Cr=3.00	Understanding Korea through Literature
AP	KOR	3800	Cr=3.00	Language and Society in Korea
AP	KOR	4500	Cr=3.00	Korean Foodways
AP	KOR	4600	Cr=3.00	Korean Immigrant Experience and Culture
AP	KOR	4700	Cr=3.00	K-pop as cultural phenomenon

EUROPE

AP	GER	1000	Cr=6.00	Elementary German
AP	GER	2000	Cr=6.00	Intermediate German
AP	GER	2020	Cr=6.00	Intermediate German in Berlin
AP	GER	3001	Cr=3.00	Advanced Level German, Level IA
AP	GER	3002	Cr=3.00	Advanced Level German, Level IB
AP	GER	4001	Cr=3.00	Advanced German, Level IIA
AP	GER	4002	Cr=3.00	Advanced German, Level IIB
AP	GER	1790	Cr=9.00	Perspectives on German Culture & Society
AP	GER	1791	Cr=6.00	The Fairy Tale
AP	GER	2200	Cr=6.00	Modern and Contemporary German Writers
AP	GER	2201	Cr=6.00	Modern & Contemp. German Writers (trans)
AP	GER	2791	Cr=6.00	German Cinema and Hollywood
AP	GER	3200	Cr=6.00	Modern & Contemp. German Writers (trans)
AP	GER	3600	Cr=3.00	Berlin: History and Memory
AP	GER	3601	Cr=3.00	Vienna in the Early 20th Century (trans)
AP	GER	3640	Cr=3.00	Women in German Literature and Culture
AP	GER	3750	Cr=3.00	Inventing the Museum
AP	GER	3751	Cr=3.00	Visions of the Future in German Culture
AP	GER	3791	Cr=3.00	Early German Cinema
AP	GER	3792	Cr=3.00	Recent German Film and Culture
AP	GER	3793	Cr=3.00	German History in Film
AP	GER	3794	Cr=3.00	Narrating the Family in German Cinema
AP	GER	3840	Cr=3.00	German Romanticism
AP	GER	3989	Cr=6.00	Germany and the Global Imaginary
AP	GER	4200	Cr=6.00	Modern and Contemporary German Writers
AP	GER	4600	Cr=3.00	Berlin: History and Memory
AP	GER	4640	Cr=3.00	Women in German Literature and Culture
AP	GER	4725	Cr=6.00	Reading Bildung: Humanities in German
AP	GER	4750	Cr=3.00	Inventing the Museum
AP	GER	4751	Cr=3.00	Visions of the Future in German Culture
AP	GER	4752	Cr=3.00	German History and Memory in Comics
AP	GK	1000	Cr=6.00	Elementary Classical Greek
AP	GKM	1000	Cr=6.00	Elementary Modern Greek
AP	GKM	2000	Cr=6.00	Intermediate Modern Greek
AP	GKM	2010	Cr=3.00	Intermediate Modern Greek Part One
AP	GKM	2011	Cr=3.00	Intermediate Modern Greek Part Two
AP	GKM	3600	Cr=6.00	Mod.Greek Lit. & Cult. after Independence
AP	GKM	4600	Cr=6.00	Mod. Greek Culture: Lit, Culture, Cinema
AP	IT	1000	Cr=6.00	Elementary Italian
AP	IT	1001	Cr=3.00	Italian, Level 1, Part I
AP	IT	1002	Cr=3.00	Italian, Level 1, Part II
AP	IT	1003	Cr=3.00	Italian, Level 1, Part III
AP	IT	2000	Cr=6.00	Intermediate Italian
AP	IT	2030	Cr=6.00	Intermed. It. Lang. & Culture in Italy
AP	IT	3000	Cr=6.00	Advanced Italian, Level I
AP	IT	3001	Cr=3.00	Advanced Level Italian, Level 1A
AP	IT	3002	Cr=3.00	Advanced Level Italian, Level 1B
AP	IT	3030	Cr=3.00	Advanced It. I Lang. and Culture: Italy
AP	IT	3030	Cr=6.00	Advanced It. Lang. & Culture in Italy
AP	IT	3050	Cr=3.00	Italian for the Business Environment
AP	IT	1751	Cr=6.00	The Great Ideas and the Masterworks
AP	IT	1761	Cr=9.00	Italian Cinema, Literature and Society
AP	IT	1791	Cr=6.00	Italians in North America
AP	IT	2100	Cr=3.00	Introduction to Italian Linguistics
AP	IT	2200	Cr=3.00	Gateways to Italian Literature
AP	IT	3200	Cr=3.00	Italian Opera from Monteverdi to Puccini
AP	IT	3221	Cr=3.00	Italian Political & Philosophical Thought
AP	IT	3360	Cr=3.00	Petrarch: Love, Women and Power
AP	IT	3370	Cr=3.00	Boccaccio
AP	IT	3371	Cr=3.00	The Italian Short-Story
AP	IT	3550	Cr=3.00	19th-Century Italian Literature
AP	IT	3721	Cr=3.00	Saints' Lives and Black Madonnas
AP	IT	3750	Cr=6.00	Modern Italian Culture (in translation)
AP	IT	3761	Cr=3.00	Italian Medieval & Renaissance Civil.
AP	IT	3771	Cr=3.00	Modern and Contemporary Italian Culture
AP	IT	3775	Cr=6.00	Media and the Idea of Italy
AP	IT	4030	Cr=3.00	Advanced It. II Lang. and Culture: Italy
AP	IT	4120	Cr=3.00	Written Translation

EUROPE

AP	IT	4140	Cr=3.00	Cross-Cultural Communication
AP	IT	4150	Cr=3.00	Italian Regional Linguistic Varieties
AP	IT	4160	Cr=3.00	The Study of the Italian Lexicon
AP	IT	4170	Cr=3.00	The Language of Food in Italy
AP	IT	4171	Cr=3.00	Food in Italian Literature
AP	IT	4180	Cr=3.00	Selected Topics in Italian Linguistics
AP	IT	4190	Cr=3.00	The History of the Italian Language
AP	IT	4300	Cr=3.00	Italian Renaissance Literature
AP	IT	4330	Cr=3.00	The Divina Commedia of Dante Alighieri
AP	IT	4350	Cr=3.00	Women Poets of the Italian Renaissance
AP	IT	4400	Cr=3.00	Orlando Furioso: Renaissance Bestseller
AP	IT	4620	Cr=3.00	20th Century Italian Poetry
AP	IT	4651	Cr=3.00	Landmarks of Modern Italian Narrative
AP	IT	4652	Cr=3.00	Modern & Contemporary Italian Narrative
AP	IT	4653	Cr=3.00	Women Writers of Modern Italy
AP	IT	4750	Cr=6.00	Modern Italian Culture (in translation)
AP	IT	4775	Cr=6.00	Media and the Idea of Italy
AP	LA	1000	Cr=6.00	Elementary Latin
AP	LA	1020	Cr=3.00	Spoken Latin
AP	LA	1010	Cr=3.00	Word Power
AP	POR	1000	Cr=6.00	Elementary Portuguese
AP	POR	2000	Cr=6.00	Intermediate Portuguese
AP	POR	3000	Cr=6.00	Advanced Portuguese
AP	POR	2600	Cr=6.00	Luso-Brazilian Cultures and Cinemas
AP	POR	3600	Cr=6.00	Contemporary Portuguese Culture & Cinema
AP	POR	3640	Cr=3.00	The Culture and Literature of the Azores
AP	POR	3800	Cr=3.00	Heroes, Marvels, Monsters and Beauties
AP	POR	3900	Cr=6.00	Independent Reading and Research
AP	POR	4010	Cr=3.00	Language in Context: Portuguese in GTA
AP	POR	4620	Cr=3.00	From Camões to Pessoa
AP	POR	4630	Cr=3.00	Mapping Brazilian Identity
AP	SP	1000	Cr=6.00	Elementary Spanish
AP	SP	1001	Cr=3.00	Elementary Spanish for Communication
AP	SP	1002	Cr=3.00	Elementary Spanish Grammar & Writing
AP	SP	2000	Cr=6.00	Intermediate Spanish
AP	SP	2010	Cr=6.00	Spanish for Heritage Speakers
AP	SP	2020	Cr=6.00	Intermediate Spanish Abroad
AP	SP	3000	Cr=6.00	Advanced Spanish Language and Grammar
AP	SP	4000	Cr=6.00	Advanced Spanish Grammar and Composition
AP	SP	2200	Cr=6.00	Introduction to Literature
AP	SP	2700	Cr=3.00	Myths and Legends of the Hispanic World
AP	SP	3100	Cr=3.00	Aspects of Spanish Linguistics
AP	SP	3130	Cr=3.00	Academic Writing in Spanish
AP	SP	3150	Cr=3.00	Spanish Applied Linguistics
AP	SP	3210	Cr=6.00	Aspects of Spanish-American Literature
AP	SP	3360	Cr=3.00	Spanish Poetry of the Golden Age
AP	SP	3370	Cr=3.00	Spanish Theatre of the Golden Age
AP	SP	3540	Cr=3.00	El mal de siglo: 19th-C. Spanish Poetry
AP	SP	3560	Cr=3.00	19th-Century Spanish Theatre
AP	SP	3570	Cr=6.00	Spanish Prose of the 19th-Century
AP	SP	3800	Cr=3.00	Child and Adolescent Migrant Memoirs
AP	SP	4120	Cr=3.00	History of the Spanish Language
AP	SP	4130	Cr=3.00	Varieties of Spanish Worldwide
AP	SP	4140	Cr=3.00	Spanish Sociolinguistics
AP	SP	4350	Cr=6.00	Spanish Prose of the Golden Age
AP	SP	4670	Cr=3.00	The Spanish Post-Civil War Novel
AP	SP	4680	Cr=3.00	Short Fiction in 20th-Century Spain
AP	SP	4810	Cr=3.00	Otherness in Spanish Literature & Film
AP	SP	4990	Cr=3.00	Foreign Language and Digital Media

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

Modes of delivery offered through this certificate will range from in-person lectures and seminars, blended seminars, and remote or fully online course options, allowing students to experience a range of formats that will provide flexibility and accommodate specific learning goals and preferences.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

The certificate is offered to all students in any degree program. It is open to students who have already been admitted to an undergraduate program and to students who have completed a post-secondary degree from a recognized institution. It is therefore concurrent and standalone.

6. Resources

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

The Certificate will be maintained without additional resources. It is supported by existing courses taught by current faculty in the department. The faculty teaching the certificate are those already teaching in the department and who hold expertise in the various areas. The list of eligible courses will be updated as needed as per the normal curriculum processes.

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

N/A

7. Support Statements

Department of French Studies
Department of English
Department of Politics
Faculty of Environmental and Urban Change (Associate Dean, Teaching and Learning)
Department of Anthropology
[Glendon was contacted but there was no response]

Appendix A

List of Courses:

AFRICA AND MIDDLE EAST

Course Rubric	Course Number	Unit	Credit Value	Course Title	Short Description	Status
AP/ARB	1000	DLLL	6	Introduction To Modern Standard Arabic	An introduction to standard written and formal spoken Arabic for true beginners.	
AP/ARB	1010	DLLL	6	Advanced Introduction to Standard Arabic	This course is designed for students with minimal previous knowledge of spoken and/or written Arabic and focuses on developing proficiency in reading, writing, listening, and speaking the standard Arabic language. By the end of this course, students are expected to be able to read and understand short texts of Arabic and translate them from Arabic into English, and vice versa.	
AP/ARB	1020	LAPS	6	Introduction to Colloquial Arabic	introduces students to colloquial Arabic through conversation. Students who have competence at the beginners' level in the grammar of standard Arabic study the colloquial in order to function in real life situations where formal (standard) Arabic is not used, i.e. outside of the institutional settings of formal language.	
AP/ARB	2000	LAPS	6	Intermediate Arabic	This course focuses on the acquisition of more complex grammatical structures, expanding vocabulary and discourse skills, and on developing competence in a wide range of	

					communicative situations in Arabic.	
AP/ARB	2010	DLLL	6	Intermediate Arabic (Heritage Students)	Designed for students with knowledge of spoken and/or written Arabic exceeding that of a student who took the Introduction course for beginners. Students in this course will have taken the Introduction for Advanced Beginners or will have equivalent knowledge of the language. This course focuses on developing proficiency in reading, writing, listening and speaking the standard Arabic language. By its end, students are expected to be able to read and understand long texts, from a variety of genres of Arabic and translate them from Arabic into English, and vice versa.	
AP/ARB	3000	DLLL	6	Advanced Standard Arabic	This course builds on the listening, speaking, reading and writing skills developed in AP/ARB 2000 6.00. Students study passages from different disciplines, present short dialogues, and lead prepared discussions on different topics. This course also helps students develop translation skills. Prerequisite: AP/ARB 2000 6.00 or permission of the department.	
AP/ARB	2700	DLLL	6	Introduction to Arab Culture	Introduces the diversity of Arab cultures: their values, practices, and cultural products, such as literature, music, Internet and cinema, from the 19th century to present day. No knowledge of Arabic is required.	
AP/HEB	1000	DLLL	6	Elementary Modern Hebrew, Level 1	A course in beginning Hebrew, teaching elementary speaking and writing skills, emphasizing oral production and comprehension. Note:	

					This course is not open to anyone who has studied Hebrew before, either formally or informally.	
AP/HEB	1020	DLLL	6	Elementary Biblical Hebrew I & II	Introduces students to the basic vocabulary, grammar, and syntax of "Biblical" Hebrew as represented in the Bible and in ancient Hebrew inscriptions. Students are introduced to the Hebrew writing system, basic vocabulary, grammar, and syntax. The focus of the grammar is on the Hebrew noun and verb, their various forms and uses. In this introductory course an attempt will be made to introduce students to the reading of biblical Hebrew through small selected units of text. As students' skills improve, the ability to read "original" documents increases; and, class by class, students will read longer and more sophisticated examples of ancient Hebrew prose.	
AP/HEB	1030	DLLL	6	Elementary Biblical Hebrew, Level I	This course introduces students to the basic vocabulary, grammar and syntax of Biblical Hebrew. The class also reads simple narrative prose from the Bible, such as segments from the Joseph story in Genesis.	
AP/HEB	1040	DLLL	6	Elementary Biblical Hebrew, Level II	This course builds on the skills that the students acquired in AP/HEB 1030 3.00. More advanced issues of grammar and syntax are addressed and students acquire a much larger vocabulary thus allowing more extensive readings of biblical texts.	
AP/HEB	2000	DLLL	6	Intermediate Modern Hebrew	Review and consolidation of grammar topics to achieve a	

					balance in the students' competence in written and oral skills. Further development in speaking, reading and writing. Course material deals with everyday situations, Jewish history, culture and aspects of life in Israel.	
AP/HEB	3000	DLLL	6	Advanced Modern Hebrew	A course in modern Hebrew, emphasizing the study of contemporary Israeli language as seen in a wide variety of writings (education, business, military and religious literature, as well as newspapers, periodicals and some belles lettres). This course includes practice in writing and composition.	
AP/HEB	4000	DLLL	6	Advanced Modern Hebrew, Level II	An intensive course designed to acquaint students with advanced aspects of Hebrew grammar, to improve their reading skills and their ability to express themselves fluently in conversation and in written form. Not open to native speakers who have completed Grade 9 in Israel.	
AP/HEB	3210	DLLL	3	Hebrew Biblical Texts; Reading, Analysis	This course surveys the structure and contents of TaNaKh, the Hebrew Bible, using selections from its three major sections: Pentateuch, Prophets and Writings. It further examines major trends in biblical exegesis, such as peshat and derash, through representative samplings of ancient midrash and medieval Hebrew commentaries. The language of instruction, texts, discussion and coursework is Hebrew.	
AP/HEB	3211	DLLL	3	Sel. From Hebrew Legal-Religious Texts	This course provides an overview of the beginnings and development of Jewish law. Starting with Biblical	

					materials, we progress through the centuries to the modern world. Attention is paid to process development and the impact of historical/sociological settings on the Jewish legal framework.	
AP/HEB	3220	DLLL	3	Hebrew Liturgical Texts	This course introduces a specialized genre of Hebrew literature: liturgical texts. The texts analyzed will include a variety of ancient, medieval and modern Jewish liturgies.	
AP/HEB	3221	DLLL	3	Hebrew Liturgical Texts (Trans)	This course addresses both the geography of the classical Jewish Hebrew prayer text, the Siddur, as well as the overall structure of the text. It focuses also on selected prayers and their internal structures, histories and meanings.	
AP/HEB	3230	DLLL	3	Lit. Of Celebration & Commemoration	This course analyzes a variety of texts, classical and modern, in which aspects of major Jewish festivals and memorial days are explored.	
AP/HEB	3231	DLLL	3	Celebration & Commemoration Lit (trans)	This course focuses on Jewish holidays and the weekly Sabbath. Ancient text is studied along with modern philosophical and thematic materials. This course traces the development of some traditions from ancient text through modern practice.	
AP/HEB	3320	DLLL	3	Exodus; Text & Classical Interpretation	A close textual analysis of the book of Exodus in the original Hebrew and of interpretations of the book written in Hebrew throughout the ages.	
AP/HEB	3330	DLLL	3	Deuteronomy: Text & Classical Interpre.	A close textual analysis of the book of Deuteronomy and of interpretations of the book written in Hebrew throughout the ages.	

AP/HEB	3370	DLLL	3	Hagiographical Lit.:Text & Cl. Interp.	A close textual analysis of selected passages from the later books of the Bible; Esther, Lamentations and Ecclesiastes, and interpretations of these books written in Hebrew throughout the ages.	
AP/HEB	3600	DLLL	6	Themes in Modern Israeli Lit. & Society	An exploration of some major currents in contemporary Hebrew literature; how do Israeli writers respond and reflect upon the daily challenges of Israeli life? Internationally acclaimed, gifted Israeli authors help us better understand the moral, social and cultural challenges confronting the Israeli nation; its joys and sorrows, hope and despair, solidarity and conflict, pride and shame, confidence and fear.	
AP/HEB	3630	DLLL	6	Israeli cinema	Introduces students to Israeli cinema as it evolved from the 1930s to the present. By studying feature films and documentaries, this course looks at film as a vehicle through which to explore questions of history, identity, conflict and reconciliation, war and peace, gender, ethnicity, the holocaust, and the tensions between individual and collective values.	
AP/HEB	3710	DLLL	3	Modern Jewish Womens's Literature	What is "Jewish" and "modern" about modern Jewish women's literature, and how does it reflect the experiences and perceptions of women? Examining a variety of literary genres, the course compares Israeli women's literature in translation with contemporary writing by other Jewish women.	

AP/HEB	3770	DLLL	3	Investing Israel: Modern Israeli Lit.	Modern Hebrew writers faced the challenge of reinventing a language and culture during a century of upheaval and change. Examining fiction, poetry, memoirs and film (in translation), this course addresses such issues as personal and collective identities and relationships with the past.	
AP/HEB	4710	DLLL	3	Modern Jewish Womens's Literature	What is "Jewish" and "modern" about modern Jewish women's literature, and how does it reflect the experiences and perceptions of women? Examining a variety of literary genres, the course compares Israeli women's literature with contemporary writing by other Jewish women.	
AP/PERS	1000	PERS	6	Elementary Persian	An introduction to Modern Persian and is intended for students with no active ability in reading and writing the standard language. It will develop basic aural, conversational, reading, and writing skills in the language.	
AP/PERS	2000	PERS	6	Intermediate Persian	This course continues the work covered at the introductory level. Focus is on acquiring more complex grammatical structures, expanding vocabulary and discourse skills, and on developing competence in a wide range of communicative situations. Open to students with some knowledge of Modern Persian.	
AP/PERS	2010	PERS	3	Intermediate Persian Part One	This course continues the work covered at the introductory level. Focus is on acquiring more complex grammatical structures, expanding vocabulary and discourse skills, and on	

					developing competence in a wide range of communicative situations.	
AP/PERS	2020	PERS	3	Intermediate Persian Part Two	This course continues the work covered at the introductory level. Focus is on acquiring more complex grammatical structures, expanding vocabulary and discourse skills, and on developing competence in a wide range of communicative situations.	
AP/PERS	3000	PERS	6	Advanced Persian	This course continues the work covered at the intermediate level. Focus is on acquiring more advanced vocabulary, discourse skills and on analyzing communicative situations, especially in formal and literary situations. Prerequisite: AP/PERS 2000 6.00 or by permission of the department	
AP/PERS	3010	PERS	3	Advanced Persian Part One	This course continues the work covered at the intermediate level. Focus is on acquiring more advanced vocabulary, discourse skills and on analyzing communicative situations, especially in formal and literary situations	
AP/PERS	3020	PERS	3	Advanced Persian Part Two	This course continues the work covered at the intermediate level and the Advanced Persian Part One. Focus is on acquiring more advanced vocabulary, discourse skills and on analyzing communicative situations, especially in formal and literary situations.	
AP/PERS	2700	PERS	6	Persian Literature and Culture	Examines historical, cultural and social processes that have formed Iranian culture and civilization, ranging from ancient Persia to contemporary Iran. The	

					course studies and analyzes Persian literature in translation. Texts are read in their historical, social, and political contexts to gain a thorough understanding of the history of Iran and the way culture is produced.	
AP/PERS	2800	PERS	6	Iranian Cinema	This course is designed to introduce students to Iranian cinema. Students study the aesthetics and the socio-cultural impact of Iranian films. The Iranian national film industry is critically analyzed from historical and comparative perspectives.	
AP/PERS	3801	PERS	3	Middle Eastern Cinema Gender Rep.	Explores the representation of femininity, masculinity, gender conventions, misconceptions and relations in modern Middle Eastern cinemas. Students study the confluence of film and culture in selected Middle Eastern countries. Cinematic works are examined in their multicultural, multi-ethnic and cross-national contexts. The course concentrates on the aesthetic representation of contemporary issues such as nationalist movements, women's movements, decolonization and neo-colonization, foreign occupation, war and revolutions that have affected gender roles and sexual attitudes in the region.	
AP/PR	3660	DLLL	3	Reading in Mozambican Culture	This course focuses on the significance of the Mozambican short-story in defining a national literary tradition. It is based on historically and socially contextualized readings of Mozambican short stories. Note: Students are given the	

					option of writing their essays in Portuguese or in English.	
AP/SWAH	1000	SOSC	6	Introduction To Swahili	An introduction to spoken and written Swahili intended for beginners.	

AMERICA

Course Rubric	Course Number	Unit	Credit Value	Course Title	Short Description	Status
AP/ASL	1000	DLLL	6	Introduction to Sign Language Studies	American Sign Language (ASL) is a language with its own linguistic attributes and roots in the deaf community. Activities focus on using hands, face and other body parts to represent lexical and grammatical aspects of ASL, and on comprehension skills in elementary ASL-based conversation.	
AP/ASL	2000	DLLL	6	American Sign Language, Level I	Activities include lessons on ASL II vocabulary, advanced sentence structures, manual and non-manual grammar, conversation strategies, development of viewing and signing skills and familiarization with genres of ASL literature. By year end, students will be able to discuss basic information in ASL.	
AP/ASL	3000	DLLL	6	American Sign Language, Level II	In this course students apply advanced grammatical features and rehearse new vocabulary through classroom exercises and homework assignments.	
AP/JC	1000	DLLL	6	Introduction to Jamaican Creole	This course serves as an introduction to Jamaican Creole and is meant for students with no background	

					in the language. It will develop basic oral, conversational, reading, and writing skills in the language.	
AP/JC	2000	DLLL	6	Intermediate Jamaican Creole	This course is specifically designed for individuals who have some knowledge of Jamaican Creole. It seeks to develop further students' proficiency in the language as well as to provide students with a deeper understanding of how the language works.	
AP/JC	2701	DLLL	3	Jamaican Language and Culture	Examines the relationship between Jamaican discourse and several of its artforms, including, but not limited to oral folklore, literature and music. Participants critically investigate the language heritage of Jamaica specifically from the perspective of some of its cultural artforms.	
AP/POR	1000	DLLL	6	Elementary Portuguese	This course is designed for absolute beginners, with no formal training in Portuguese. The course introduces the Portuguese language within its cultural contexts worldwide, including European and Brazilian Portuguese. The skills of listening, speaking, reading and writing are emphasized. This course offers a range of multimedia learning platforms such as aural/oral and written web-based activities, access to audio and video resources as well as experiential learning activities. Students acquire a functional competence in elementary written and spoken Portuguese.	
AP/POR	2000	DLLL	6	Intermediate Portuguese	This course is intended for students who have some oral and written knowledge of Portuguese - as determined by the placement test or	

					successful completion of the prerequisite AP/POR 1000 or equivalent - and who wish to improve their command of the language within its cultural contexts worldwide. This course includes European and Brazilian Portuguese variants. Further development of speaking, listening, reading and writing skills; additional study of grammar; vocabulary building. This course offers a range of multimedia learning platforms such as aural/oral and written web-based activities, access to audio and video resources as well as experiential learning activities.	
AP/POR	3000	DLLL	6	Advanced Portuguese	Offers students a more in-depth development of communicative skills, namely, the ability to listen and to communicate in various contexts, to read according to different purposes and to write several texts in standard Portuguese - including the European and the Brazilian variants. Students acquire an advanced level of competence in order to (inter)act in a wide range of daily situations (personal, public, educational, professional domains). The course also addresses wide cultural contexts representative of the entire Lusophone world with enhanced experiential learning activities and multimedia learning platforms. Special attention is given to subtler points of grammar, idiomatic and context specific language, as well as thematically structured vocabulary.	

AP/POR	2600	DLLL	6	Luso Brazilian Cultures and Cinema	This course presents a thematic overview of Luso-Brazilian Cultures and Cinema productions ranging from early civilization, nation building and colonialism to modern cultural diversity and emerging world powers.	
AP/POR	3650	DLLL	3	Cannibal Brazil	This course presents cannibalism as a fundamental category in the understanding of Brazilian culture and identity. The theme is explored from colonial times to present, especially the contributions of the Brazilian Modernist movement and New Cinema (Cinema Novo).	
AP/POR	3900	DLL	6	Independent Reading and Researching	A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.	
AP/POR	4010	DLLL	3	Language in Context: Portuguese in GTA	This advanced Experiential Education language course engages students in a learning process blending theory and coursework with practical, hands-on, real-life experience. Students refine their language skills, especially those specific to professional environments.	

					The experiential education component enables students to participate in a wide variety of community-based projects assigned by the community partner in consultation with the Instructor.	
AP/POR	4630	DLLL	3	Mapping Brazilian Identity	This course explores the literary works of Brazilian Northeast novelists with emphasis on Jorge Amado, Brazil's best selling author. Other writers include Graciliano Ramos and Rachel de Queiroz. Several films and television series inspired by the northeast novelists are also considered.	
AP/SP	1000	DLLL	6	Elementary Spanish	his is an intensive introductory course to the language and culture of the Hispanic world. Equal attention is paid to the four skills of listening, speaking, reading and writing. In addition, students acquire a command of all the essential grammatical structures of Spanish and a vocabulary of a minimum of 2,500 items. This course is designed for students with no knowledge of Spanish	
AP/SP	1001	DLLL	3	Elementary Spanish for Communication	This comprehensive course introduces students to the language and culture of the Spanish-speaking world. It focuses on building students language skills including understanding, speaking, reading and writing Spanish. AP/SP 1001 3.00 covers basic grammar and vocabulary, offering students the knowledge to communicate and interact at an introductory elementary level.	
AP/SP	1002	DLLL	3	Elementary Spanish Grammar and writing	This comprehensive course exposes students to the language and culture of the Spanish-speaking world at a mid-elementary level. It	

					focuses on building students' language skills including understanding, speaking, reading and writing Spanish. AP/SP1002 3.00 covers essential grammar and vocabulary. Students completing this course will have the ability to communicate in Spanish on a variety of topics in everyday contexts. Prerequisite: Basic knowledge of Spanish gained at high school level or in other language training, according to Placement Testing procedures of the program; AP/SP1001 3.00.	
AP/SP	2000	DLLL	6	Intermediate Spanish	This course is an extensive review of the fundamentals of Spanish grammar and emphasizes the four skills, listening, speaking, reading and writing through compositions, written exercises, oral presentations and conversations.	
AP/SP	2010	DLLL	6	Spanish for Heritage Speakers	A specially-designed course for students of Hispanic heritage with no formal Spanish-language training. This course involves a comprehensive study of grammar and vocabulary, as well as assignments on aspects of Hispanic culture, in order for heritage learners to strengthen their oral fluency and to develop academic Spanish-language skills that will enable them to identify, select from, and appropriately deploy a variety of spoken and written registers and expand their ability to communicate in informal and formal, colloquial and academic settings. Prerequisite: Heritage knowledge of Spanish. Placement into this course is	

					determined by a departmental placement questionnaire.	
AP/SP	2020	DLLL	6	Intermediate Spanish Board	This course involves the intensive study of the Spanish language at the intermediate level as well as of the culture of the Spanish-speaking country of immersion, four weeks at York University and four weeks in the Spanish-language locale. Interaction with native speakers through cultural activities and excursions complements in-class development of listening, speaking, reading, and writing skills through written exercises, compositions, oral presentations, and conversations. Course materials highlight the history and socio-cultural context of the destination country.	
AP/SP	3000	DLLL	6	Advanced Spanish Language And Grammar	This course covers extensively the fundamentals of Spanish grammar and emphasizes listening, speaking, reading and writing through written exercises, essays, conversations, presentations and active participation. Students develop command of the target language through analysis and discussion, as well as formal and informal written responses to selected readings and short movies	
AP/SP	4000	DLLL	6	Advanced Spanish Grammar and Composition	Continues to build upon the language skills and compositional abilities of advanced usage of the Spanish language, following in sequence after AP/SP 3000. It prepares students to reach the level required for further advanced studies in the target language, either in graduate	

					programs or in professional fields.	
AP/SP	2200	DLLL	6	Introduction to Literature	This course offers a thematic, historical and social introduction of literature from the Spanish-speaking world, studying narrative, poetry, drama and essays from the medieval period to the present. The basic tools and techniques of literary analysis are emphasized and practiced in order to prepare students to proceed to more advanced courses in Ibero-American literature and culture. It is taught in English and required for all students who intend to major or minor in Spanish.	
AP/SP	2700	DLLL	3	Myths and Legends of the Hispanic world	This course presents a panorama of legends from the Hispanic world. By illustrating the blending of cultures (Spanish, Indigenous, Mestizo, Jewish, African, Arab) in the creation of new legends, examples from Argentina, Bolivia, Colombia, Cuba, El Salvador, Guatemala, Mexico, Paraguay, Peru, Spain and Uruguay reveal how these stories are compelling or universal, while also convey 60 significant aspects about each culture.	

AP/SP	2880	DLLL	6	(Re)viewing Latina America	Introduces students to the debates that are redefining Latin America, including disputes about racial and sexual categories of differentiation, state-sponsored violence, extractive economies, women's rights, or a new understanding of our relationship to the natural world. This course uses recent films and documentaries to examine the intersection between social imaginaries, cultural practices, and Latin America's conflicted version of modernity.	
AP/SP	3100	DLLL	3	Aspects of Spanish Linguistics	This course presents linguistic concepts, terminology and analyses, focusing on the Spanish language. It offers a foundation in the systems of language including phonetics, phonology, morphology, syntax, semantics as well as linguistics fields such as historical linguistics, sociolinguistics, and Spanish teaching and learning.	
AP/SP	3130	DLLL	3	Academic Writing in Spanish	This course is designed to develop academic writing proficiency in the Spanish language through an analysis of selected models of writing, further work on Spanish syntax and style, and systematic guidance through the composition process.	
AP/SP	3150	DLLL	3	Spanish Applied Linguistics	This course introduces students to concepts in applied linguistics, with an emphasis on the teaching of Spanish as a foreign language. It addresses aspects of Spanish linguistics as they apply to second language acquisition, foreign language learning and	

					teaching. Language of Instruction: Spanish.	
AP/SP	3210	DLLL	6	Aspects of Spanish American Literature	An intensive study of prose and poetry from colonial times to the 20th century, with some reference to historical and social influences on the development of literature.	
AP/SP	3220	DLLL	3	Hispanic Caribbean Literature	Examines the construction of the Caribbean (Hispanic Caribbean) as a geographic and cultural space whose boundaries have been charted by imperial rivalries. Topics under consideration may include Early Modern European expansion, the search for 'El Dorado' and the 'Fountain of Youth,' colonization, piracy, migration, slavery, the New World Baroque, transculturation, identity, race relations, revolutions, and nation building. Special attention is given to the representation of cities like Habana (Cuba), Santo Domingo (Dominican Republic), San Juan (Puerto Rico), Veracruz (México), and Cartagena (Colombia) in the works of writers like José Lezama Lima, Roberto Burgos Cantor, José Martí, Germán Espinosa, Reinaldo Arenas, Junot Díaz, Alejo Carpentier and others.	
AP/SP	3800	DLLL	3	Child and Adolescent Migrant Memoirs	This course takes a psychoanalytic, semiotic and philosophical approach to the interpretation of migrant memoirs. It provides a theoretical foundation for the interpretation of writer translingual condition. It examines the fluidity of identity formations, and the restorative properties of triangulating experiences through the recollection and reconstruction of written	

					truths. Spanish Majors' formal and informal submissions are written in Spanish.	
AP/SP	4120	DLLL	3	History of Spanish language	Explores the history of the Spanish language from its Latin origins. We focus on phonological and grammatical developments, the socio-historical factors that contribute to these changes, and analyze texts in which they are evident	
AP/SP	4130	DLLL	3	Varieties of Spanish Worldwide	Explores regional varieties of Spanish from the Iberian Peninsula and Latin American, including indigenous and African contributions to Latin America Spanish, and contact varieties in the United States and elsewhere.	
AP/SP	4140	DLLL	3	Spanish Sociolinguistics	This course introduces students to the study of language in its social context, with an emphasis on Spanish. Topics include: social factors contributing to variation and change, issues of identity, contact with other languages, language planning and policy.	
AP/SP	4360	DLLL	6	Epics of the Indies	This course examines the representation of the encounter between Europe and its "Others" in the epic and heroic poems written by Iberian poets in the XVI and XVII centuries. Topics may include the epic tradition in Western civilization, the Renaissance practice of poetic imitation, the campaigns of exploration and conquest of America, the epic topos of literary mapamundi, the first literary representations of Amerindian cultures, and narratives of shipwreck and captivity.	
AP/SP	4580	DLLL	3	Spanish-American Modernism	A survey of the poetry of the major Spanish-American modernists Jose Marti, Ruben Dario, Julian del Casal and	

					Manuel Gutierrez Najera. In addition, the course considers the social and literary milieu of the period.	
AP/SP	4640	DLLL	6	Spanish-American Novel of the 20 th C.	A close study of the novel in 20th-century Spanish America, based on works of some of the major novelists.	
AP/SP	4650	DLLL	6	Literature and Music in Spanish America	This course studies significant movements and interactions between literature and music as authentic expressions of cultural identity in Spanish America, by examining the textual and performative contexts in which musical forms are adopted in literature and literature is set to music.	
AP/SP	4690	DLLL	6	Writing Identify and Mestiza je	This course focuses on the pivotal role of language, writing, images and texts in the construction of shifting identities in Spanish America. It explores the intersection among subjectivity, ethnicity, narrative, and colonialism by analyzing how indigenous, mestizo or Afro-American subjects appropriate the Spanish language to resist colonial practices and to construct a shared cultural memory. In so doing, the course traces an alternate literary tradition that challenges both the Early Modern paradigm of Christian expansion and more contemporary expressions of national ideology.	
AP/SP	4880	DLLL	3	Nos/otras	Analyzes how Spanish American women poets (such as A. Basualto, O. Leiva, D.M. Loynaz, I. Vitale, C. Peri Rossi, A. Pizarnik, N. Prado, M. Urriol) since the 1980s have employed varied creative and receptive practices to shape	

					new tendencies in poetic language. Examines their poems in tandem with selected films and electronic media created by these writers to reveal the cultural, historical and social threads emerging from the literary works.	
AP/SP	4990	DLLL	6	Foreign Language and Digital Media	In this capstone course, students engage in high-impact Community Focused Experiential Education. Activities focus on writing, researching, editing and publishing works for an online university undergraduate magazine. Students complete individual and collaborative assignments centered on current matters affecting the Spanish Speaking world - within and outside of Canada. A final, collaborative project involves the magazine's yearly academic publication. Taught in English.	

ASIA

Course Rubric	Course Number	Unit	Credit Value	Course Title	Short Description	Status
AP/CH	1000	DLLL	6	Elementary Modern Standard Chinese	Introductory course for English speakers who have no knowledge of Chinese. Students are expected to learn to carry on simple everyday conversations in the national language and to read and write approximately 500 Chinese characters. Pattern drills are used primarily in addition to grammatical analysis.	
AP/CH	1010	DLLL	6	Elementary Chinese for	This course presents three aspects of Modern Standard	

				Advanced Beginner	Chinese: pronunciation, grammar, and writing system. Lectures, classroom practice, audio tapes, and interactive computer programs. Pinyin (Chinese Romanization) is used in teaching approximately 500 characters by the end of the course.	
AP/CH	2000	DLLL	6	Intermediate Modern Standard Chinese	This course continues the work of AP/CH 1000 6.00 so that students can hold discussions on contemporary China and can read and write approximately 1100 characters.	
AP/CH	2030	DLLL	6	Intermediate Chinese Language & Culture	This is an intensive intermediate Chinese language and culture course, taught on the York campus and followed by a stay at Fudan University in Shanghai. The course covers language structures and functions, vocabulary and topics on Chinese culture and civilization.	
AP/CH	3000	DLLL	6	Advanced Modern Standard Chinese	This course entails reading, writing, discussion, use of dictionaries and translation practice. The student should, with the aid of dictionaries, be able to read and translate newspaper articles from the People's Republic, modern fiction and non-specialist articles.	
AP/CH	3010	DLLL	6	Mod.Stand.C h: Cantonese or Other Dialect	This course provides training in the standard pronunciation, phonetic system and simplified script, and discussions of the debate on language reform and style as embodied in the classics of modern vernacular literature. Prerequisite: Permission of the department; not open to speakers of Mandarin.	
AP/CH	3050	DLLL	6	Advanced Chinese	Set at York and Nanjing Universities, this summer course aims at improving students Chinese language	

				Language & Culture	ability and introduces them to basic aspects of classical and modern Chinese civilization. The course begins with three weeks of language training at York U, and is followed by a months program in Nanjing, China, where students will be immersed in intensive language studies in a local environment, as well as exposed to various historical sites of the city, and will gain transnational life experience	
AP/CH	4000	DLLL	6	Classical Chinese Language	This course serves as an introduction to Chinese classical language-- a bearer of Chinese traditional thoughts, philosophy, literature, arts, and culture in general. Selected readings are works by masters of ancient Chinese philosophy, and by historians, poets and essayists, which display a variety of styles of Classical Chinese. Students will be introduced to basic Classical Chinese grammar, syntax, and rhetoric expressions.	
AP/CH	4050	DLLL	6	Advanced Chinese for Business	The course deals with the specialized language of business-related subjects, including business etiquette. Materials include a text of formal conversations on typical business transactions, newspaper and journal articles, as well as TV news broadcasts on foreign trade and economic development.	
AP/CH	2200	DLLL	6	Introduction to Chinese Literature	This course surveys the many genres of Chinese literature from its origins to the present to show the evolution of the literary tradition and its interplay with history, philosophy and politics. The focus is on major works and how to discover their meaning.	

AP/CH	3400	DLLL	3	Women in Contemporary Chinese Culture	The major developments and changes in the lives of women in contemporary China will be analyzed and discussed, themes such as gender, class, nationalism, and Confucianism as they relate to the lives of Chinese women in contemporary Chinese culture will be examined critically. Various approaches are used to deepen the understanding of women's lives in the contemporary culture in China and to encourage critical thinking within a contemporary context.	
AP/CH	3600	DLLL	6	Lu Xun: Representative Works	This course deals with the creative works of Lu Xun, China's leading 20th-century writer. It focuses on textual analysis of his short stories, prose poems and selected satirical essays. Modern Standard Chinese (Mandarin) is used in class.	
AP/CH	3660	DLLL	6	Modern Chinese Drama	Through an analysis of some of the representative works by Cao Yu and by other major playwrights this course offers a picture of the main thematic and formal patterns of modern Chinese drama (Huaju) as they developed in the Republican era (1911-1949).	
AP/CH	3711	DLLL	3	Women Writers in Contemporary China	This course studies fiction by major women writers from the literary revolution of the 1920s to the present; themes, forms and styles are explored in the context of modern China. Discussions are guided by feminist scholarship on modern Chinese literature. Note: Students who are proficient in Chinese may submit their written work in Chinese.	

AP/CH	3790	DLLL	6	Contemporary Chinese Culture	Explores the relationship between ideology and art. Focusing on such aspects as narrative technique and allegory and by investigating the film versions of some of the literary texts under discussion, this course offers insights into contemporary China.	
AP/CH	3791	DLLL	6	Contemporary Chinese Culture (Trans)	Explores the relationship between ideology and art. Focusing on such aspects as narrative technique and allegory and by investigating the film versions of some of the literary texts under discussion, this course offers insights into contemporary China.	
AP/CH	3800	DLLL	6	Chinese Canadian Literature	This blended course combines both online teaching and face-to-face instruction to study Chinese-Canadian literature from as early as the 1890 to contemporary times written by descendants of early Chinese immigrants as well as new Chinese immigrants. It focuses mainly on fiction but including also poetry, prose essays, and drama both in English and Chinese. While examining these works' artistic qualities, it provides an overview of Chinese Canadian history and explores diasporic topics of social and cultural identity, the interaction between traditional roots and the new environment, and between cultural assimilation and resistance, and between Chinese immigrants and other ethnic communities, as reflected in these works.	

AP/CH	3810	DLLL	3	Chinese-American Literature	The course studies Chinese-American literature from its origins in the mid-nineteenth century to recent times, focusing on fiction and biography. It examines its literary developments, as well as its representative writers and works. Both literary characteristics and socio-historical values of some representative works will be explored in the course.	
AP/CH	3820	DLLL	6	Modern Chinese Literature	An introduction to modern Chinese literature from 1900 to the present, concentrating on fiction but including also poetry, prose essays and drama, both in Chinese and English translation. The course explores the development and variety of the literature over the period. Emphasis will be given to how the change has affected both the content and shape of literary writing.	
AP/CH	3850		3	Christianity and Chinese Culture		
AP/CH	3860	DLLL	6	Eileen Chang	This course examines the major works of Eileen Chang, one of the greatest modern Chinese writers of the twentieth century. Using different literary theories, students analyze her short stories, essays and novels, as well as their recreations into various media in the socio-historical and geopolitical context of the modern and contemporary Chinese society. All texts are available in English. No Chinese required.	
AP/CH	4300	DLLL	6	Classical Chinese Fiction	Examines major developments in traditional Chinese fiction. Selected works written in classical and vernacular language that represent a	

					variety of narrative forms. The literary approach focuses on plot construction, characterization, narrative stance, techniques of conveying meaning, and historical and cultural connotations.	
AP/CH	4800	DLLL	6	Humor/Satire in Chinese Literature	Introduces the world's oldest tradition of humor and satire, and focuses on their characteristics in both written and oral works in modern and contemporary Chinese. Students learn the theory and the relationship between humor and satire, as well as their particular artistic devices. Through reading, acting and analysis of the selected works they experience how the Chinese language is creatively, colourfully and skillfully used and understand why such works are highly appreciated by the Chinese people in their daily lives. Throughout the course, the students are encouraged to bring examples of humor/satire encountered in their own daily lives or reading, and to experiment with composing their own creative humorous and satirical works in Chinese.	
AP/CH	4810		6	English-Chinese Translation		
AP/CH	4870	DLLL	6	Chinese Martial Arts Culture	This course explores how Chinese martial arts are defined as a distinct cultural form through literature and film. Students are presented with the historical background of martial arts as a cultural practice and a genre and then, using different theoretical approaches, analyze some major issues involved in their representation. All texts are available in English. No	

					Chinese language required. Students who are proficient in Mandarin, are allowed to submit their written assignments in Chinese.	
AP/CH	4880	DLLL	6	Cultural Trans. & Chinese Modernities	Analyzes what meanings of modern and contemporary Chinese literature from the 1900s to the present have both been produced and lost through cultural and media translation. Applies postmodern theories to examine fiction with their recreations into different cultures and into various media of stage productions, TV dramas and films. Investigates the cultures, history, and social conditions in Chinese modernities, both on the mainland and in the diasporas.	
AP/HIND	1000	LAPS	6	Elementary Hindi-Urdu	This course is an introduction to standard written and spoken Hindi-Urdu designed for students with no formal training in or knowledge of Hindi or Urdu. Introduction to both Hindi and Urdu vocabulary, but only the Hindi (Nagari) script is used.	
AP/HIND	1010	LAPS	6	Intro to Hindi-Urdu for heritage Speakers	Introduces students who are able to communicate in colloquial Hindi and/or Urdu to the Nagari writing system and to the basic grammar of Hindi-Urdu. In order to introduce the reading and writing skills, it builds on students' existing speaking and listening competency.	
AP/HIND	2000	LAPS	6	Intermediate Hindi Urdu	This course focuses on more complex grammatical structures, expanding vocabulary, and on developing competence in a wide range of communicative situations in Hindi-Urdu. The Hindi (Deva Nagari) script is used, however,	

					students are also introduced to the Urdu (Nastaliq) script.	
AP/HIND	2700	SOSC	6	South Asian Literature and Culture	Introduces students to South Asian literature and culture through prose, poetry, music and film. Texts originally written in Hindi and Urdu are emphasized. All readings in English.	
AP/HIND	3600	SOSC	3	Self-Identified Female Literacy Activism	The course explores the various forms of literary and filmic expression, of self-identified women, including queer women, from India, Pakistan, Bangladesh and the South Asian Diaspora in the last century and the present day. All texts are in English Translation.	
AP/HIND	3610	SOSC	3	Writing of Premchand (1880-1936)	Premchand (1880-1936) is one of the most eminent writers of modern Hindi-Urdu fiction. The course introduces students to his oeuvre as it emerged in a period of heightened nationalist consciousness and anti-colonial activism. Note: Knowledge of Hindi and/or Urdu is not required. All readings are available in English translations. Students with advanced knowledge of Hindi and/or Urdu are encouraged to read the original text.	
AP/HIND	3710	LAPS	3	South Asian Diaspora Literature	This course investigates the phenomenon of South Asian diaspora in modern, postcolonial, and global contexts. It examines an interdisciplinary literature from the Humanities and Social Sciences in order to establish the social features of diaspora and the cultural expressions of the diasporic condition through a consideration of theoretical, literary, and ethnographic texts.	
AP/JP	1000	DLLL	6	Elementary Modern	Basics of spoken Japanese, with strong emphasis on immediate practical usefulness	

				Standard Japanese	in everyday situations, the two kana syllabaries, approximately 150 Kanji (Sino-Japanese characters) and elementary reading are covered. Simple sentence grammar is focused on. No previous knowledge of the language is assumed.	
AP/JP	2000	DLLL	6	Intermediate Modern Standard Japanese	Further study of common grammatical forms and structures. Situation and task oriented conversation, strategy-centred reading and structure-based writing are involved with emphasis on complex sentence grammar. Approximately 300 additional Kanji (Sino-Japanese characters) are introduced	
AP/JP	2010	DLLL	6	Written Communication in Japanese	This course is intended for students with basic knowledge of structures and writing systems of Japanese who wish to advance their skills by engaging in communication with the Japanese-speaking community outside of the classroom context, using on-line platforms.	
AP/JP	3000	DLLL	6	Advanced Modern Standard Japanese	The course focuses on continuous texts; edited texts on various topics are read, summarized, translated and discussed with emphasis on discourse grammar. All Kanji (Sino-Japanese characters) in Education Characters (881) will be covered.	
AP/JP	4000	DLLL	6	Post-Advanced Japanese	In this course, students are expected to put their acquired knowledge and competence to use. Interpretation, translation, summarization, discussion, debate and web presentation will enable students to become familiar with various topics and use a wide variety of Japanese materials independently. This course requires rather heavy preparation, and many assignments are given.	

AP/JP	4010	DLLL	6	Classical Japanese	In this course, classical Japanese language is studied using a wide range of Japanese texts.	
AP/JP	2700	DLLL	6	Contemporary Japanese Culture & Society	Provides an overview of contemporary Japanese culture and society, to help students in understanding Japan and its people in the age of globalization and cross-cultural communication.	
AP/JP	3070	DLLL	3	Japanese Language in the Media	This course introduces students to an overview of the use of the Japanese language in Japan's current media. It analyzes how and why specific vocabulary, expressions, and styles are used characteristically in the media, such as advertisements, manga, TV shows, and social media. The language is also compared with examples of similar contexts in English. Through analyses, students explore social and cultural aspects (e.g.; gender issues, "role language" phenomena, and age-related issues) that manifest in media discourse in Japanese	
AP/JP	3080	DLLL	3	Food and the Japanese Language	This course investigates language use for food and foodways in Japanese, drawing on concepts and methods from theoretical linguistics. The topics covered include the structure of menus and recipes, semantic characteristics of the food vocabulary, and descriptions of culinary and gastronomical experiences. The course is taught in English.	
AP/JP	3100	DLLL	3	Japanese Linguistics I	Examines the linguistic structure of the modern standard Japanese language. Topics include lexicon, phonology (sound structure), morphology (word structure),	

					and syntax (sentence structure)	
AP/JP	3200	DLLL	3	Japanese Linguistics II	<p>This course is the continuation of AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language. Whilst AP/JP 3100 3.00 examines the structure of the Japanese language applying the methods and theories commonly used in five major subfields of linguistics (i.e., phonetics, phonology, morphology, syntax, and semantics), this course focuses on changes in and usage of the Japanese language, treating selected topics from linguistic subfields of historical linguistics, sociolinguistics, and pragmatics. The topics include: (i) diachronic change, (ii) writing, (iii) loanwords, (iv) language usage that signals social status and solidarity, (v) variations in male/female language, and (vi) youth language. The course aims to provide a theoretical and descriptive foundation for students who hope to advance their knowledge of the Japanese language and linguistics and apply the gained knowledge to the analysis of non-Japanese data. The language of instruction is English. The course requires no proficiency in the Japanese language. Readings may include texts written in Japanese but these will be glossed in English.</p>	
AP/JP	3600	DLLL	3	Japanese Popular Culture: manga & anime	<p>Examines manga and anime, two of the most popular and influential genres of popular Japanese culture not only in Japan, but also in Asia and the West. These popular mediums are studied in a historical</p>	

					context with respect to their origins and development as commercial industries and cultural commodities.	
AP/JP	3610	DLLL	3	Japanese Pop Culture	This course examines contemporary Japanese popular culture and its influence not only on its Asian neighbours, especially China and Korea, but also on the West. Not only are genres such as film, television, and popular literature examined, but also particularly Japanese phenomenon such as otaku, moe, shoshoku danshi ("herbivore men") and the Japanese penchant for "cuteness."	
AP/JP	3620	DLLL	3	Japanese Religions in Canada	Examines not only how Japanese religious/philosophical traditions were utilized for practical concerns by Japanese immigrants, but also how they came to inform the identity of Japanese Canadians in the context of a broader understanding of the role religion has played in the East	
AP/JP	3751	DLLL	3	Japanese Business Culture	Examines characteristics of Japanese corporate culture and aspects of management styles as well as patterns of Japanese communication styles, drawing on concepts from linguistics, communication, and cultural studies.	
AP/JP	4100	DLLL	6	Teaching Japanese As Foreign 2nd Lang	This course offers comprehensive teacher education and training for the Japanese language. The main objective is to familiarize teachers with current theories, methodologies, and their practical applications developed in the relevant areas, with strong focus on the communicative approach, and	

					computer assisted language learning and teaching.	
AP/JP	4120	DLLL	6	Translation: Jp-En; En-Jp	This course stresses translation practice from and into Japanese, dealing with texts taken from various fields and sources. The focus is on discourse organization, cross-cultural differences and stylistics. Note: This course requires Internet access.	
AP/JP	4600	DLLL	3	The Japanese Immigration Experience	This course examines the Japanese immigration experience within the context of Canada's Asian diaspora focusing not only on first generation immigrants, but also on their descendants. It will take the form of a chronological survey of Japanese immigration to Canada as there can be no meaningful understanding of this experience without a historical context.	
AP/KOR	1000	DLLL	6	Elementary Modern Standard Korean	An introductory Korean language course for absolute beginners and those with a very limited knowledge of Korean. This course stresses the skills of listening, speaking, reading and writing, and includes some lectures and readings on various aspects of Korean culture. Language of Instruction: Korean/English.	
AP/KOR	2000	DLLL	6	Intermediate Modern Standard Korean	An introductory Korean language course for absolute beginners and those with a very limited knowledge of Korean. This course stresses the skills of listening, speaking, reading and writing, and includes some lectures and readings on various aspects of Korean culture. Language of Instruction: Korean/English.	
AP/KOR	2010	DLLL	6	Accelerated Korean	The course is designed for students with previous knowledge in communicative Korean from family	

					background and/or prior studies, and students with appreciation for fast-paced language learning. Students are expected to learn important grammatical structures from the first- and second-year Korean and to reach the intermediate level in Korean by the end of the semester.	
AP/KOR	3000	DLLL	6	Advanced Modern Standard Korean	This course focuses on discourse structure in all four-skill areas. Original and edited texts are read, summarized, translated and discussed. Socio-cultural aspects are particularly emphasized to deepen the understanding of Korean society and culture.	
AP/KOR	4000	DLLL	6	Advanced Readings in Korean	This course focuses on developing students' Korean proficiency to the extent that the students attain professional and academic level of Korean proficiency by fostering fluency, accuracy, and comprehension in reading authentic texts as well as advancing language skills for formal presentation, discussion, and academic writing.	
AP/KOR	4050	DLLL	6	Advanced Korean for Business	The goal of the course is to provide students with Korean linguistic proficiency at a level that allows them to conduct business activities. This course aims to enhance students proficiency to the advanced level while covering specialized vocabulary and expressions used in a wide range of business settings in Korea.	
AP/KOR	3150	DLLL	3	Korean Linguistics	Examines the linguistic structure of the modern standard Korean language. Topics include phonology (sound structure), morphology (word structure), and syntax (sentence structure), providing	

					a working knowledge of the fundamental principles of linguistic analysis. AP/LING 1000 6.00, AP/KOR 1000 6.00, or by Departmental permit.	
AP/KOR	3600	DLLL	3	Contemporary Korea	Introduces students to contemporary Korean culture, identity, and society. It seeks to help students develop a dynamic understanding of contemporary Korea by taking an interdisciplinary approach to cultural and socio-political issues of Korean society.	
AP/KOR	3610	DLLL	3	Contemporary Korea: Korean Pop Culture	Examines the socio-culture meaning of the Korean popular cultural phenomenon in terms of Korea's globalization and of the processes of production, transnational distribution, and consumption of Korean popular culture.	
AP/KOR	3610	DLLL	6	Korean Popular Culture & the Korean Wave	This course examines the socio-culture meaning of the Korean popular cultural phenomenon in terms of Korea's globalization and of the transnational processes of production, distribution, and consumption of Korean popular culture	
AP/KOR	3650	DLLL	3	Understanding Korea through Korean Films	This course aims to enhance students' understanding of a variety of historical, social, cultural issues of Korean society by analyzing relevant Korean films. It examines close relationships between cinematic representations and modern Korean history and society. Following the historical trajectory of Korean cinema from 1990s to the present, the course provides opportunities to engage a critical thinking of the dynamics between nation, history, society, and cinema.	
AP/KOR	3700	DLLL	3	Understanding Korea	This course aims to enhance students' understanding of Korea through an overview of	

				through Literature	modern Korean literature from the twentieth century to the present. Students will examine literary texts in their relationship with socio-historical contexts of Korea as well as global literary trends. Through the analysis of the texts, students will understand Korea and its literary production as a unique lived experience. All course materials are in English.	
AP/KOR	3800	DLLL	3	Language and Society in Korea	Provides students in diverse majors with a general overview of the connections between language and society in Korea and investigates how the language has reflected the dynamics of Korean society throughout its history. In particular, we examine language use in broad social, cultural and historical contexts and also compare and contrast the range of sociolinguistic practices in Korea with other language communities. Although the Korean language is the main focus, other languages coexisting in Korean society will be discussed.	
AP/KOR	4500		3	Language and Society in Korea		
AP/KOR	4600	DLLL	3	Korean Immigrant Experience and Culture	This course explores the experiences of Korean immigrants and Korean culture in Canada and beyond in terms of two major themes: 1) immigration and the adaptation process and 2) multiplicity of ethnic and cultural identity.	
AP/KOR	4700	DLLL	3	K-non as cultural phenomenon	This course develops an informed perspective on K-pop (Korean popular music) as a tool for more critical understanding of contemporary South Korean	

					society and its place in the global context. It explores elements of K-pop in relation to social, cultural, political, and technological developments in contemporary South Korea as well as in transnational contexts.	
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EUROPE

Course Rubric	Course Number	Unit	Credit Value	Course Title	Short Description	Status
AP/GER	1000	DLLL	6	Elementary German	In this course students acquire basic functional competence in oral and written German. This course also introduces students to aspects of contemporary German culture. No previous knowledge of German is assumed.	
AP/GER	2000	DLLL	6	Intermediate German	Development of oral and written skills, intensive grammar review, introduction to cultural and literary readings.	
AP/GER	2020	LAPS	6	Intermediate German in Berlin	Development of oral and written skills, intensive grammar review, introduction to cultural and literary readings.	
AP/GER	3001	DLLL	3	Advanced Level	This course further develops the student's ability to write and speak correct and idiomatic German. Through	

				German, Level IA	reading and discussion, in German, of materials on current affairs, the student is also given an understanding of the cultural context of modern German.	
AP/GER	3002	DLLL	3	Advanced Level German, Level IB	This course further develops the student's ability to write and speak correct and idiomatic German. Through reading and discussion, in German, of materials on current affairs, the student is also given an understanding of the cultural context of modern German	
AP/GER	4001	LAPS	3	Advanced German, Level IIA	Review of aspects of grammar and idiomatic expressions; introduction to the principles and practice of essay writing; oral reports on assigned readings on current affairs, with an emphasis of vocabulary building	
AP/GER	4002	LAPS	3	Advanced German, Level IIB	Further review of aspects of grammar and idiomatic expressions; translation; class discussions on topics of general interest and current affairs, with an emphasis on vocabulary building.	
AP/GER	1790	DLLL	9	Perspectives on German Culture & Society	Germany might exemplify the problems, conflicts, and possibilities of the modern world better than any other single state. It has careened from an open democracy to brutal dictatorship, been united, divided, and united again in a little over 100 years, embraced the rational optimism of the Enlightenment and the racism of Nazi Germany culminating in the Holocaust. This course examines cultural representations of contemporary and historical Germany from an	

					interdisciplinary perspective. Examining cultural, political and social discourses, we will consider the tensions that have characterized ""Germany"" historically and in the present day through the lens of texts that include e.g. literature, film, art, journalistic and political writing. Particular attention will be paid to: Nationalism and multiculturalism, authority and resistance, competing visions of democracy or freedom, religion and rationalism, the role of Germany in Europe and the world, and the effect of the past on contemporary German society.	
AP/GER	1791	DLLL	6	The Fairy Tale	Pervasive in most cultures across the globe, fairy tales thrive because of their universal nature. Fairy tales are more than just children's literature. They encapsulate in (usually) succinct form many of the most pressing concerns of human existence: family conflict, the struggle for survival, sexual desire, the quest for happiness, among many others. Published about 200 years ago, Brothers Grimms Fairy Tales remains one of the most iconic pieces of literature and has had significant influence on modern pop culture. This course examines fairy tales in the context of their longevity, their origins, and their ever changing roles in media and popular culture.	
AP/GER	2200	LAPS	6	Modern and Contemporar	An introduction to German literary texts in their cultural context. The course provides the basis for further work in	

				y German Writers	German literature and the broader field of German studies. Note: Students have the option to write essays, assignments and tests in either English or German; however, students are required to write several assignments as well as respond to several test questions in German	
AP/GER	2201	LAPS	6	Modern & Contemp. German Writers (trans)	An introduction to German literary texts in their cultural context. The course provides the basis for further work in German literature and the broader field of German studies. No knowledge of German is necessary.	
AP/GER	2791	DLLL	6	German Cinema and Hollywood	This course introduces students to German cinema and explores its interaction with Hollywood. Through the study of artistically and commercially successful films, this course traces the influence of German cinema on Hollywood films and, in turn, the response of German cinema towards the dominance of popular Hollywood cinema and the effects of globalization on film production.	
AP/GER	3200	LAPS	6	Modern & Contemp. German Writers (trans)	Introduces some of the major German-language writers and works of the 20th and 21st centuries. Applies various approaches to establish the historical conditions under which these texts were produced and to discuss the particular pressures and concerns to which they represent a response. Writers may include Nietzsche, Freud, Mann, Kafka, Brecht, Zweig, Benjamin, Bachmann, Wolf, Schlink and Sebald.	

AP/GER	3600	DLLL	3	Berlin: History and Memory	This course examines the city of Berlin from its emergence as a major metropolis in the early 20th century to the present.	
AP/GER	3601	LAPS	3	Vienna in the Early 20th Century (trans)	A major centre of European modernism, Vienna was home to some of the 20th century's most influential artists and thinkers: Freud, Wittgenstein, Klimt, Schnitzler, Hofmannsthal, Strauss. This course investigates Viennese intellectual and cultural production in this period of socio-political change. Note: Students enrolling in the German (AP/GER) version of this course are required to do the readings and assignments in German. For students enrolling in the Humanities (AP/HUMA) version of this course, all readings and assignments are in English.	
AP/GER	3640	LAPS	3	Women in German Literature and Culture	Explores the rich cultural history of women writers, filmmakers and artists from German-speaking Europe, their roles and identities, and the formation of gender-specific national and intercultural models in literary works and other forms of cultural representation. Students enrolling through German, are required to complete most readings in German and write some assignments in German. Note: For students enrolling through Humanities there is no prerequisite; knowledge of German is not required.	
AP/GER	3750	LAPS	3	Inventing the Museum	This course examines how the creation of the museum	

					in Germany and Austria formed an exemplary moment of how the museum more generally led to a reinvention of modern Western culture. Note: Students are expected to prepare all readings and assignments in their own time in preparation for class discussion.	
AP/GER	3751	LAPS	3	Visions of the Future in German Culture	This course examines utopian and dystopian discourses in Modern German culture. Studying a variety of texts from literature, cinema and other forms of cultural production, students will examine the texts' visions for the future within the context of prevailing discourses on science, technology, and modernity's promise and destructive potential.	
AP/GER	3791	LAPS	3	Early German Cinema	The course focuses on German films until the 1970s: the silent film, the late 1930s, the Nazi-period, the early postwar cinema, and the different development in East- and West-Germany.	
AP/GER	3792	DLLL	3	Recent German Film and Culture	The course focuses on major filmmakers and trends in German film after 1989. Topics include film and authorship, art vs. popular cinema, approaches to history and memory, cinematic responses to contemporary social and political developments.	
AP/GER	3793	DLLL	3	German History in Film	The course investigates the relation between German cinema and history. It examines reconstructions of history in twentieth- and twenty-first century films from Germany and German cinema's contribution to the	

					shaping of national and collective identities.	
AP/GER	3794	DLLL	3	Narrating the Family in German Cinema	Examines the construction of the family as a social unit in German-language cinema. Students will investigate cinematic family narratives, discuss their function in different genres and examine the strategies used to intervene in discourses on social hierarchies, gender politics, sexuality etc.	
AP/GER	3840	LAPS	3	German Romanticism	Examines one of the most fascinating philosophical, literary, and cultural movements in German and European history. Students will explore the aesthetic, philosophical, cultural, political and historical contexts of German Romanticism. Note: Students enrolling through German, are required to complete most readings in German and write some assignments in German. For students enrolling through English there is no prerequisite; knowledge of German is not required.	
AP/GER	3989	DLLL	6	Germany and the Global Imaginary	Investigates the international cultural, artistic, intellectual, and social links that have informed German self-definition and the German imagination of spaces and peoples beyond the German-speaking world. Considers how this international exchange has influenced cultural production in a variety of media, such as literature, film, visual arts, music, architecture and theatre.	
AP/GER	4200	LAPS	6	Modern and Contemporar	Introduces some of the major German-language writers and works of the 20th and 21st centuries. Applies	

				y German Writers	various approaches to establish the historical conditions under which these texts were produced and to discuss the particular pressures and concerns to which they represent a response. Writers may include Nietzsche, Freud, Mann, Kafka, Brecht, Zweig, Benjamin, Bachmann, Wolf, Schlink and Sebald.	
AP/GER	4600	DLLL	3	Berlin: History and Memory	This course examines the city of Berlin from its emergence as a major metropolis in the early 20th century to the present.	
AP/GER	4640	LAPS	3	Women in German Literature and Culture	Explores the rich cultural history of women writers, filmmakers and artists from German-speaking Europe, their roles and identities, and the formation of gender specific national and intercultural models in literary works and other forms of cultural representation. Students are required to do readings in German and write assignments in German.	
AP/GER	4725	LAPS	6	Reading Bildung: Humanities in German	Explores the rich cultural history of women writers, filmmakers and artists from German-speaking Europe, their roles and identities, and the formation of gender specific national and intercultural models in literary works and other forms of cultural representation. Students are required to do readings in German and write assignments in German.	
AP/GER	4750	LAPS	3	Inventing the Museum	This course examines how the creation of the museum in Germany and Austria formed an exemplary moment of how the museum	

					<p>more generally led to a reinvention of modern Western culture. Note: Language of instruction: English, all readings in English, however, students enrolling through German, are required to complete most readings in German and write some assignments in German. Note: For students enrolling through Humanities there is no prerequisite; knowledge of German is not required. Note: Students are expected to prepare all readings and assignments in their own time in preparation for class discussion.</p>	
AP/GER	4751	DLLL	3	Visions of the Future in German Culture	<p>This course examines utopian and dystopian discourses in Modern German culture. Studying a variety of texts from literature, cinema and other forms of cultural production, students will examine the texts' visions for the future within the context of prevailing discourses on science, technology, and modernity's promise and destructive potential. C</p>	
AP/GER	4752	DLLL	3	German History and Memory in Comics	<p>This course analyzes representations of 20th-century German history in comics produced in Germany, Europe, North America and Japan. Students examine various genres to determine how artists employ comics' special narrative possibilities to recount the past, investigate the workings of memory, and make interventions into national and transnational memory</p>	

					discourses. No German is required.	
AP/GK	1000	DLLL	6	Elementary Classic Greek	An introduction to classical Greek. No knowledge of the language is assumed.	
AP/GKM	1000	LAPS	6	Elementary Modern Greek	This course teaches the fundamentals of modern Greek: the writing system, pronunciation, basic forms and syntax. It also introduces simple conversation, reading and writing. Note: Not open to students who obtained their high school graduation (apolytirion) from Greece and Cyprus, nor to students with Grade 12 U or M Modern Greek (or equivalent).	
AP/GKM	2000	HUM A	6	Intermediate Modern Greek	This course is designed to improve the student's oral and written command of the modern Greek language. Short texts relevant to modern Greek culture will be read and analyzed	
AP/GKM	2010	LAPS	3	Intermediate Modern Greek Part One	This course is designed to improve the student's oral and written command of the modern Greek language. Short texts relevant to modern Greek culture will be read and analyzed.	
AP/GKM	2011	LAPS	3	Intermediate Modern Greek Part Two	This course complements AP/GKM 2010 3.0 Intermediate Greek Part One and is designed to continue to improve the student's oral and written command of the Modern Greek language. Short texts relevant to Modern Greek culture will be read and analyzed.	
AP/GKM	3600	HUM A	6	Mod. Greek Lit & Cult. After Independence	A general survey of the development of Greek literature and culture from the early 19th century, as they related to contemporary Greek consciousness.	

					Further practice and study of modern Greek.	
AP/GKM	4600	HUM A	6	Mod. Greek Culture: Lit, Culture, Cinema	Reading of selected modern Greek short stories, novels and dramas from the 20th century. This course focuses on the interrelationship between Greek cinema and literature.	
AP/IT	1000	DLLL	6	Elementary Italian	In this course, students will develop basic grammar, listening, reading, writing, and speaking skills in standard Italian and acquire familiarity with aspects of contemporary Italian culture. Upon completion of this university elementary level, students will have also achieved the structural and pragmatic competencies of levels A1 & A2 as determined by the Common European Framework of Reference for language learning.	
AP/IT	1001	DLLL	3	Italian, Level 1, Part I	This course is designed for students with no previous formal training in Standard Italian and begins in the Winter as the first of two 3.00 courses. It introduces all basic language structures, vocabulary, intonation and pronunciation.	
AP/IT	1002	DLLL	3	Italian, Level 1, Part II	This course is designed for students who have completed AP/IT 1001 3.00. It is offered in the S1 term as the second of two 3.00 courses. It completes the introduction to elementary level Italian using the structural communicative approach.	
AP/IT	1003	DLLL	3	Italian, Level 1, Part III	This course is designed for students who have completed AP/IT 1000 6.00 or AP/IT 1001 3.00 and AP/IT 1002 3.00 and provides reinforcement with	

					readings and conversation on culture and life in contemporary Italy. It is offered in the S2 term. Note: The combination of AP/IT 1001 3.00 and 1002 3.00 is equivalent to AP/IT 1000 6.00 Y Term. Students must complete AP/IT 1003 3.00, S2 Term, with a minimum grade of B, in order to fulfill the requirements for the Level One Certificate of Proficiency. Internet access required.	
AP/IT	2000	DLLL	6	Intermediate Italian	In this course, students will develop grammar, listening, reading, writing, and speaking skills through innovated curricula and interactive digital platforms. Upon completion of this university intermediate level, students will have also achieved the structural and pragmatic competencies of level B1 in standard Italian, as determined by the Common European Framework of Reference for language learning.	
AP/IT	2030	DLLL	6	Intermed. It. Lang. & Culture in Italy		
AP/IT	3000	DLLL	6	Advanced Italian, Level I	This course enhances the student's command of standard Italian. The course's main objective is to advance the students' oral and writing skills through innovated curricula, interactive digital platforms, and abundant in-class practice. Upon completion of this university advanced level, students will have also achieved the structural and pragmatic competencies of level B2, as determined by	

					the Common European Framework of Reference for language learning.	
AP/IT	3001	DLLL	3	Advanced Level Italian, Level 1A	This course further develops the student's ability to read and understand Standard Italian by introducing advanced-level texts and by focusing on all remaining advanced-level structures including coordination, subordination and sequencing of tenses. Students read and interpret authentic narrative and descriptive texts on a variety of cultural topics on Modern Italy through vocabulary analysis and short summaries.	
AP/IT	3002	DLLL	3	Advanced Level Italian, Level 1B	This course further develops the student's ability to listen to and comprehend Standard Italian by continuing the analysis of advanced-level texts. The focus is on listening and summarizing authentic narrative and descriptive materials orally on a variety of cultural topics on Modern Italy. Tapes, short films and other multimedia materials are used.	
AP/IT	3030	DLLL	3	Advanced It. I Lang. and Culture: Italy	An advanced immersion course taught in Italy, this course involves a comprehensive study of the linguistic structures of Italian (with particular emphasis on morphology) aimed at further developing students' knowledge of the target language through in-class instruction and interaction with native speakers while immersed in cultural activities in Bologna (both in the city and at the University) and during weekly excursions to nearby places	

					such as Ravenna, Florence, Parma, etc. Course materials and assignments will focus on both the sociocultural and sociolinguistic aspects of the city of Bologna.	
AP/IT	3030	DLLL	6	Advanced It. Lang & Culture in Italy	An intensive advanced Italian language and culture course taught on the York campus, followed by a stay at the University of Bologna, covering language structures, vocabulary, language functions and Italian culture and civilization. Excursions complement lectures on cultural topics.	
AP/IT	3050	DLLL	3	Italian for the Business Environment	The course provides a foundation in social and cultural concepts relevant to the business world in Italy. Reading of articles and essays on contemporary Italy, as well as short stories. Students gain communicative and grammatical skills - appropriate for an Italian-speaking commercial environment.	
AP/IT	1751	DLLL	6	The Great Ideas and the Masterworks	This interdisciplinary course examines Italy's contribution to the development of Western culture from the Middle Ages to the Age of Romanticism. We study representative works which illustrate three main aspects of Italian civilization: artistic creation (literature and the visual arts), politics, and philosophy. The focus is on the role played by Italian writers, thinkers, artists, and scientists in shaping the tradition of liberty at the heart of the cultural heritage of the West.	

AP/IT	1761	DLLL	9	Italian Cinema, Literature and Society	The course focuses on 12 of the most significant films since the Second World War in the context of the radical changes that have taken place in Italy from the fall of Fascism to the present, and as critical statements on the phenomena connected with the rapid transformation of Italian society: industrialization and the economic miracle, urbanization, the crisis of traditional values, and postmodern fragmentation.	
AP/IT	1791	DLLL	6	Italians in North America	This course investigates the effects North American culture and language has on the lives of Italian immigrants and their descendants.	
AP/IT	2100	DLLL	3	Introduction to Italian Linguistics	This course deals with linguistic descriptions of the Italian language: its sounds, morphosyntactic features, lexicon, texts and varieties. It provides an overview of linguistic theories as applied to Italian. It requires students to engage in linguistic analyses. Previously offered as: AP/IT 2100 6.00. All Italian terminology and terms will be explained and translated.	
AP/IT	2200	DLLL	3	Gateways to Italian Literature	General historical and thematic survey from the medieval period to the present. The basic tools of literary analysis are emphasized. Students enrolled in a Major or Minor in Italian Studies may be required to complete some coursework in Italian language.	
AP/IT	3200	DLLL	3	Italian Opera from	This course studies selected librettos by the most celebrated Italian dramatic poets from the early Baroque	

				Monteverdi to Puccini	to the early 20th century, in the context of the theatrical and aesthetic developments in Europe, and against the background of the cultural and political history of the chief centres of theatrical life.	
AP/IT	3221	DLLL	3	Italian Political & Philosophical Thought	An exploration of Italian philosophical and political thought from the medieval to the contemporary period. Topics include humanism, cosmology, philosophy of history, Marxism, existentialism, phenomenology and post-modernism.	
AP/IT	3360	DLLL	3	Petrarch: Love, Women and Power	An exploration of Petrarch's Canzoniere and its influence on European poetry. This course analyzes the way the life of women at the end of the Middle Ages is represented by Petrarch and by the different traditions of European poetry.	
AP/IT	3370	DLLL	3	Boccaccio	The study of Boccaccio's Decameron, and selections from some of the minor works; their link with the new bourgeois culture and their importance in the context of humanistic literature. Students enrolled in a Major or Minor in Italian Studies are required to complete coursework in Italian language.	
AP/IT	3371	DLLL	3	The Italian Short-Story	From works influenced by the oral tradition to modern fragmented narratives, the Italian novella, the short story, has delighted wide audiences with uncensored richness of adventure, humour, love, and forbidden erotic liaisons. This course explores the Italian novella, which covers crude, religious, and philosophical	

					themes in selected works from Boccaccio to Calvino, highlighting those by influential female writers. Course reader is bilingual (Italian-English).	
AP/IT	3550	DLLL	3	19th-Century Italian Literature	The main trends in Italian literature of the 19th century from the Pre-Romantics to Verismo. Works by major authors such as Foscolo, Leopardi, Manzoni, Carducci and Verga are studied in depth.	
AP/IT	3721	DLLL	3	Saints' Lives and Black Madonnas	The study of the Italian experience in Canada as expressed in representative works from various genres: narrative, poetry, theatre and film. The significance of these works is examined in the social and political context.	
AP/IT	3750	DLLL	6	Modern Italian Culture (in translation)	Introduces students to cultural, social and political issues which form the fabric of Italian civilization from unification to the present. Note: Students who are taking Italian as a major or minor subject are required to do the readings and assignments for this course in Italian.	
AP/IT	3761	DLLL	3	Italian Medieval & Renaissance Civil.	This course examines the main aspects of the Italian Renaissance focusing on the Florentine contribution to the great transformation in literature and the arts in the context of the social and political changes taking place from the 14th to the 16th centuries.	
AP/IT	3771	DLLL	3	Modern and Contemporary Italian Culture	Key issues of Italian culture, with a focus on unification and national identity; Fascism and the Resistance; political parties and intellectuals; the role of the Church; the economy and the	

					shifts in social values, youth revolts and feminism, visual arts, cinema, literature, and design.	
AP/IT	3775	DLLL	6	Media and the Idea of Italy	Examines the history of the idea of Italy by studying the role of media in the evolution of Italian cultural and national identity from the Renaissance to the present.	
AP/IT	4030	DLLL	3	Advanced It. II Lang. And Culture: Italy	An intensive immersion advanced level II Italian language and culture course taught in Italy applying, in context, language structures and vocabulary appropriate to the advanced level II around three major cultural themes focusing on the city of Bologna as classroom. Excursions complement lectures on cultural topics.	
AP/IT	4120	DLLL	3	Written Translation	Translation from and into Italian of non-literary texts on a variety of topics (politics, economics, arts, music, psychology, travel).	
AP/IT	4140	DLLL	3	Cross Cultural Communication	This course deals, both at the theoretical and applied level, with some important aspects of sociolinguistic interaction in Italian. Students learn about rules of speaking, speech acts, the notion of "face", pragmatic transfer and pragmatic failure as they apply to the Italian language.	
AP/IT	4150	DLLL	3	Italian Regional Linguistic Varieties	This course deals with the complex linguistic situation of Italy. Its aim is to acquaint students with methods and issues in dialectology in Italy. The main phonetic, morphological, syntactic and lexical features of the dialects of Italy and regional varieties are discussed. Field work techniques will be presented and discussed. Dialect literature will also be	

					considered along with the linguistic features of Italian.	
AP/IT	4160	DLLL	3	The Study of the Italian Lexicon	The course examines the Italian lexicon using the concepts and analytical tools of modern Semantics.	
AP/IT	4170	DLLL	3	The Language of Food in Italy	Italy, a land rich in linguistic diversity from north to south and on its islands, is also world renowned for its exquisite cuisine. This course focusses on the "linguaggio del cibo" (the language of food) while tracing the linguistic and cultural history of food items, recipes, rituals and traditions across the Italian peninsula from the origins to today.	
AP/IT	4171	DLLL	3	Food in Italian Literature	This course examines the notion of food in Italian culture, in Italy and beyond. Themes will focus on the representation of food in Italian literature and cinema; the historical factors that have contributed to shaping national, regional, and individual culinary identities; and, finally, ways in which Italian cuisine has been adapted into Canadian culture. Language of Instruction: English. Prerequisites: None. Students enrolled in a Major or Minor in Italian Studies will be required to complete coursework in Italian language.	
AP/IT	4180	DLLL	3	Selected Topics in Italian Linguistics	The purpose of this course is to acquaint students with a selected number of topics in Italian linguistics. Topics may include selected areas of phonetics, phonology, morphology, syntax, English-Italian contrastive grammar and pragmatics.	

AP/IT	4190	DLLL	3	The History of the Italian Language	This course traces the history of the Italian language from its Indo-European roots to the present. Topics analyzed include, among others, linguistic aspects of pre-Roman Italy, the transformation of Latin, the 16th-century linguistic controversy ("la questione della lingua"), borrowings from other languages, the standardization of modern Italian.	
AP/IT	4300	DLLL	3	Italian Renaissance Literature	This course examines the main authors and literary trends from the age of Lorenzo de' Medici to the death of Tasso. This may include the revolutionary political concepts elaborated by Machiavelli and Guicciardini, as well as new approaches to literary theory and practice.	
AP/IT	4330	DLLL	3	The Divina Commedia of Dante Alighieri	Selected cantos from Dante's Divine Comedy, the supreme poetic expression of the Middle Ages and of Italian literature; its ethical and political vision, and its meaning in the context of the medieval and classical theological/philosophical traditions.	
AP/IT	4350	DLLL	3	Women Poets of the Italian Renaissance	In this course emphasis is placed on the self-awareness of 16th-century women writers in a predominately male world, and their intellectual and social self-understanding in relation to the Renaissance concept of the individual.	
AP/IT	4400	DLLL	3	Orlando Furioso: Renaissance Bestseller	This course examines Ludovico Ariosto's Orlando Furioso in the context of Italian Renaissance culture. Following an interdisciplinary approach, we will consider	

					the poem's place in the chivalric tradition, investigate the material conditions of its reception, and examine its widespread influence on the literature and art of the Cinquecento.	
AP/IT	4620	DLLL	3	20th Century Italian Poetry	Modern and contemporary Italian poetry from well-established figures of the turn of the century to emerging younger poets. Great works by D'Annunzio, Ungaretti, Montale and Quasimodo, Pasolini, Sanguineti, Zanzotto, Rosselli, Niccolai and others.	
AP/IT	4651	DLLL	3	Landmarks of Modern Italian Narrative	Masterpieces of Italian narrative from the turn of the 1900s to 1950s. Personal identity, social conditioning, and political aspirations explored through the novels of Pirandello, Svevo, Moravia, Vittorini, Pavese.	
AP/IT	4652	DLLL	3	Modern & Contemporary Italian Narrative	This course focuses on the Italian narrative from the 1950s to the present. Shifts in cultural and ideological paradigms, consumer society, feminism, technology, globalization, identity and cognitive issues are discussed. Works by Pasolini, Calvino, Maraini, Tabucchi, Celati, Nove are studied.	
AP/IT	4653	DLLL	3	Women Writers of Modern Italy	Explores the writings of some of the most prominent women authors from 1960 to the present addressing their voices and experiences within the family, whether as mother, wife, or daughter. The works of both feminist and non-feminist authors are analysed in their historical and literary contexts. Authors may include Ginzburg, Maraini, Fallaci,	

					Rame, and Ferrante, among others	
AP/IT	4750	DLLL	6	Modern Italian Culture (in translation)	Introduces students to Italian culture and its transformations from unification to the present. National identity and regional differences, the influence of the Church, Fascism and Resistance, industrialization, mafia and the southern problem, youth revolts and feminism, shifts in social values and practices, present-day political, social and economic issues, cinema, literature, design, and the visual arts are discussed	
AP/IT	4775	DLLL	6	Media and the Idea of Italy	This interdisciplinary course examines the history of the idea of Italy by studying the role of media in the evolution of Italian cultural and national identity from the Renaissance to the present.	
AP/LA	1000	DLLL	6	Elementary Latin	This course is intended for students with no previous training in Latin. Note: Further courses in Latin are listed under Classical Studies.	
AP/LA	1020	DLLL	3	Spoken Latin	This course is intended for students seeking a basic introduction to Latin or experience in spoken Latin. No prior knowledge of Latin is assumed. Emphasis is on the acquisition of Latin through speaking, hearing, and understanding, not translation. In order to enliven the learning experience for students, classes will be conducted as much as possible in Latin.	
AP/LA	1010	DLLL	3	Word power	This course is designed to teach students how to build their vocabulary systematically through the study of Latin and Greek	

					elements in essential English words in a variety of fields and to learn how to use this knowledge in a practical way in their academic courses and later for the advancement of their chosen careers. Emphasis is placed on important Latin and Greek elements used in current scientific, medical, legal, literary, and artistic contexts.	
AP/POR	1000	DLLL	6	Elementary Portuguese	This course is designed for absolute beginners, with no formal training in Portuguese. The course introduces the Portuguese language within its cultural contexts worldwide, including European and Brazilian Portuguese. The skills of listening, speaking, reading and writing are emphasized. This course offers a range of multimedia learning platforms such as aural/oral and written web-based activities, access to audio and video resources as well as experiential learning activities. Students acquire a functional competence in elementary written and spoken Portuguese.	
AP/POR	2000	DLLL	6	Intermediate Portuguese	This course is intended for students who have some oral and written knowledge of Portuguese - as determined by the placement test or successful completion of the prerequisite AP/POR 1000 or equivalent - and who wish to improve their command of the language within its cultural contexts worldwide. This course includes European and Brazilian Portuguese variants. Further development of speaking,	

					listening, reading and writing skills; additional study of grammar; vocabulary building. This course offers a range of multimedia learning platforms such as aural/oral and written web-based activities, access to audio and video resources as well as experiential learning activities.	
AP/POR	3000	DLLL	6	Advanced Portuguese	Offers students a more in-depth development of communicative skills, namely, the ability to listen and to communicate in various contexts, to read according to different purposes and to write several texts in standard Portuguese - including the European and the Brazilian variants. Students acquire an advanced level of competence in order to (inter)act in a wide range of daily situations (personal, public, educational, professional domains). The course also addresses wide cultural contexts representative of the entire Lusophone world with enhanced experiential learning activities and multimedia learning platforms. Special attention is given to subtler points of grammar, idiomatic and context specific language, as well as thematically structured vocabulary.	
AP/POR	2600	DLLL	6	Luso Brazilian Cultures and Cinema	This course presents a thematic overview of Luso-Brazilian Cultures and Cinema productions ranging from early civilization, nation building and colonialism to modern cultural diversity and emerging world powers.	

AP/POR	3600	DLLL	6	Contemporary Portuguese Culture AND Cinema	Through various literary works and films, this course explores the ideological, economic and social changes that occurred in Portugal following the April 1974 Carnation Revolution. Notes: Assignments may be completed in Portuguese or English.	
AP/POR	3640	DLLL	3	The Culture and Literature of the Azores	This course presents the unique literary production in the Portuguese Atlantic islands of the Azores within its cultural context. The themes of identity, isolation and migration give students an understanding of this archipelago's distinct identity.	
AP/POR	3800	DLLL	3	Heroes, Marvels, Monsters and Beauties	Introduces students to the literary representations of heroes, marvels, monsters and beauties in Portuguese literature. Analyses the nature and extent of these themes in different epochs and in relation to the country's historical, cultural, and ideological realities.	
AP/POR	3900	DLL	6	Independent Reading and Researching	A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies	

					Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.	
AP/POR	4010	DLLL	3	Language in Context: Portuguese in GTA	This advanced Experiential Education language course engages students in a learning process blending theory and coursework with practical, hands-on, real-life experience. Students refine their language skills, especially those specific to professional environments. The experiential education component enables students to participate in a wide variety of community-based projects assigned by the community partner in consultation with the Instructor.	
AP/POR	4620	DLLL	3	From Camões to Pessoa	Through the 16th-century literature of Luis de Camões and the 20th-century literature of Fernando Pessoa, this course explores two high points in Portuguese literary development as well as the development of Portugal as a nation.	
AP/POR	4630	DLLL	3	Mapping Brazilian Identity	This course explores the literary works of Brazilian Northeast novelists with emphasis on Jorge Amado, Brazil's best selling author. Other writers include Graciliano Ramos and Rachel de Queiroz. Several films and television series inspired by the northeast novelists are also considered.	
AP/SP	1000	DLLL	6	Elementary Spanish	This is an intensive introductory course to the language and culture of the Hispanic world. Equal attention is paid to the four	

					skills of listening, speaking, reading and writing. In addition, students acquire a command of all the essential grammatical structures of Spanish and a vocabulary of a minimum of 2,500 items. This course is designed for students with no knowledge of Spanish	
AP/SP	1001	DLLL	3	Elementary Spanish for Communication	This comprehensive course introduces students to the language and culture of the Spanish-speaking world. It focuses on building students language skills including understanding, speaking, reading and writing Spanish. AP/SP 1001 3.00 covers basic grammar and vocabulary, offering students the knowledge to communicate and interact at an introductory elementary level.	
AP/SP	1002	DLLL	3	Elementary Spanish Grammar and writing	This comprehensive course exposes students to the language and culture of the Spanish-speaking world at a mid-elementary level. It focuses on building students' language skills including understanding, speaking, reading and writing Spanish. AP/SP1002 3.00 covers essential grammar and vocabulary. Students completing this course will have the ability to communicate in Spanish on a variety of topics in everyday contexts. Prerequisite: Basic knowledge of Spanish gained at high school level or in other language training, according to Placement Testing procedures of the program; AP/SP1001 3.00.	
AP/SP	2000	DLLL	6	Intermediate Spanish	This course is an extensive review of the fundamentals	

					of Spanish grammar and emphasizes the four skills, listening, speaking, reading and writing through compositions, written exercises, oral presentations and conversations.	
AP/SP	2010	DLLL	6	Spanish for Heritage Speakers	A specially-designed course for students of Hispanic heritage with no formal Spanish-language training. This course involves a comprehensive study of grammar and vocabulary, as well as assignments on aspects of Hispanic culture, in order for heritage learners to strengthen their oral fluency and to develop academic Spanish-language skills that will enable them to identify, select from, and appropriately deploy a variety of spoken and written registers and expand their ability to communicate in informal and formal, colloquial and academic settings. Prerequisite: Heritage knowledge of Spanish. Placement into this course is determined by a departmental placement questionnaire.	
AP/SP	2020	DLLL	6	Intermediate Spanish Board	This course involves the intensive study of the Spanish language at the intermediate level as well as of the culture of the Spanish-speaking country of immersion, four weeks at York University and four weeks in the Spanish-language locale. Interaction with native speakers through cultural activities and excursions complements in-class development of listening, speaking, reading, and writing skills through	

					written exercises, compositions, oral presentations, and conversations. Course materials highlight the history and socio-cultural context of the destination country.	
AP/SP	3000	DLLL	6	Advanced Spanish Language And Grammar	This course covers extensively the fundamentals of Spanish grammar and emphasizes listening, speaking, reading and writing through written exercises, essays, conversations, presentations and active participation. Students develop command of the target language through analysis and discussion, as well as formal and informal written responses to selected readings and short movies	
AP/SP	4000	DLLL	6	Advanced Spanish Grammar and Composition	Continues to build upon the language skills and compositional abilities of advanced usage of the Spanish language, following in sequence after AP/SP 3000. It prepares students to reach the level required for further advanced studies in the target language, either in graduate programs or in professional fields.	
AP/SP	2200	DLLL	6	Introduction to Literature	This course offers a thematic, historical and social introduction of literature from the Spanish-speaking world, studying narrative, poetry, drama and essays from the medieval period to the present. The basic tools and techniques of literary analysis are emphasized and practiced in order to prepare students to proceed to more advanced	

					courses in Ibero-American literature and culture. It is taught in English and required for all students who intend to major or minor in Spanish.	
AP/SP	2700	DLLL	3	Myths and Legends of the Hispanic world	This course presents a panorama of legends from the Hispanic world. By illustrating the blending of cultures (Spanish, Indigenous, Mestizo, Jewish, African, Arab) in the creation of new legends, examples from Argentina, Bolivia, Colombia, Cuba, El Salvador, Guatemala, Mexico, Paraguay, Peru, Spain and Uruguay reveal how these stories are compelling or universal, while also convey 60 significant aspects about each culture.	
AP/SP	3100	DLLL	3	Aspects of Spanish Linguistics	This course presents linguistic concepts, terminology and analyses, focusing on the Spanish language. It offers a foundation in the systems of language including phonetics, phonology, morphology, syntax, semantics as well as linguistics fields such as historical linguistics, sociolinguistics, and Spanish teaching and learning.	
AP/SP	3130	DLLL	3	Academic Writing in Spanish	This course is designed to develop academic writing proficiency in the Spanish language through an analysis of selected models of writing, further work on Spanish syntax and style, and systematic guidance through the composition process.	

AP/SP	3150	DLLL	3	Spanish Applied Linguistics	This course introduces students to concepts in applied linguistics, with an emphasis on the teaching of Spanish as a foreign language. It addresses aspects of Spanish linguistics as they apply to second language acquisition, foreign language learning and teaching. Language of Instruction: Spanish.	
AP/SP	3210	DLLL	6	Aspects of Spanish American Literature	An intensive study of prose and poetry from colonial times to the 20th century, with some reference to historical and social influences on the development of literature.	
AP/SP	3360		3	Spanish Poetry of the Golden Age	A study of selected poetry from the Renaissance and Baroque periods. Works by Garcilaso, Fray Luis de Leon, Herrera, Ercilla y Zuniga, San Juan de la Cruz, Gongora, Lope de Vega and Quevedo	
AP/SP	3370	DLLL	3	Spanish Theatre of the Golden Age	The rise and development of the Spanish theatre in the Renaissance and Baroque periods.	
AP/SP	3540	DLLL	3	El mal de siglo: 19th-Century Spanish Romantic Poetry	Studies representative works of important Spanish poets from the Romantic period to the end of the 19th century, that may include el Duque de Rivas, Espronceda, Bécquer, and Rosalía de Castro.	
AP/SP	3560	DLLL	3	Passion & Pragmatism in 19th-Century Spanish Theatre	Considers the thematic tensions between representative works of important Spanish playwrights of the Romantic, Post-Romantic and Realistic schools. Playwrights may include: de la Rosa, García Gutiérrez, Zorrilla, Galdós, Echegaray, and Hartzbusch.	
AP/SP	3570	DLLL	6	Realism and Naturalism in	Examines realist and naturalist movements	

				19th-Century Spanish Prose	through a study of the short story, literary sketch, and novella by outstanding writers including, Larra, E. Pardo Bazán, Clarín, F. Ayala.	
AP/SP	3800	DLLL	3	Child and Adolescent Migrant Memoirs	This course takes a psychoanalytic, semiotic and philosophical approach to the interpretation of migrant memoirs. It provides a theoretical foundation for the interpretation of writer translingual condition. It examines the fluidity of identity formations, and the restorative properties of triangulating experiences through the recollection and reconstruction of written truths. Spanish Majors' formal and informal submissions are written in Spanish.	
AP/SP	4120	DLLL	3	History of Spanish language	Explores the history of the Spanish language from its Latin origins. We focus on phonological and grammatical developments, the socio-historical factors that contribute to these changes, and analyze texts in which they are evident	
AP/SP	4130	DLLL	3	Varieties of Spanish Worldwide	Explores regional varieties of Spanish from the Iberian Peninsula and Latin American, including indigenous and African contributions to Latin America Spanish, and contact varieties in the United States and elsewhere.	
AP/SP	4140	DLLL	3	Spanish Sociolinguistics	This course introduces students to the study of language in its social context, with an emphasis on Spanish. Topics include: social factors contributing to variation and change, issues of identity, contact with other languages, language planning and policy.	

AP/SP	4350	DLLL	6	Spanish Prose of the Golden Age	This course covers important aspects of Spain's intellectual life during the Golden Age. While most of the texts to be read are works of literature, some are expository works which reflect religious, philosophical and political ideas of the period.	
AP/SP	4670	DLLL	3	The Spanish Post-Civil War Novel	This course studies in detail the Spanish novel in francoist Spain as an artful representation of the cultural, economic, sociological, ideological, political, and esthetic underpinnings of the era.	
AP/SP	4680	DLLL	3	Short Fiction in 20th-Century Spain	Studies the impact of war, displacement, censorship, and repression on the Spanish short story of the 20th-Century. Writers may include: Unamuno, Azorín, Gómez de la Serna, Ayala, Chacel, Aub, Cela, Laforet, Aldecoa, Matute, Sueiro, Díaz-Más, Millás, Montero, García Benito, and Ortiz.	
AP/SP	4810	DLLL	3	Otherness in Spanish Literature & Film	Begins with a theoretical study of otherness and considers Spain's identity formation in opposition to others through the analysis of selected texts (1100-present) that may include: the Moor in Romances Fronterizos and Don Quijote; the Jew in El Cid and Quevedo; the Gypsy in Lorca's Romancero Gitano and Saura's film El amor brujo; and immigrants in contemporary short fiction and film.	
AP/SP	4990	DLLL	6	Foreign Language and Digital Media	In this capstone course, students engage in high-impact Community Focused Experiential Education. Activities focus on writing, researching, editing and	

					<p>publishing works for an online university undergraduate magazine. Students complete individual and collaborative assignments centered on current matters affecting the Spanish Speaking world - within and outside of Canada-. A final, collaborative project involves the magazine's yearly academic publication. Taught in English.</p>	
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New Calendar Copy

(Underline items to be added in revisions to existing programs)

Admission Requirements

Future Students

For Canadian High School Students or those who have never attended a college or university, please refer to the [Future Students Admission Requirements](#). The Future Students Section includes information for International High School Students, College/University Student, Mature Students, Indigenous Students, Visiting Students and Student returning to York to complete my degree.

Current Students

The certificate is offered to all students in any degree program. It is open to students who have already been admitted to an undergraduate program and to students who have completed a post-secondary degree from a recognized institution. It is therefore concurrent and standalone.

Certificate Requirements – Required Credits: 24

Credit Completion Requirements

Certificate Requirements

24 credits

- Complete all of the following
- **1. Select two areas of regional focus from the following clusters: Africa & Middle East, Americas, Asia and Europe**
- **2. Complete 12 credits in each regional area for a total of 24 credits**
 - Complete 2 of the following
 - Earned at least 12 credits from the following course sets:

AP - Global Languages and Cultures Certificate - Africa & Middle East

- AP/ARB 1000 - Introduction to Modern Standard Arabic (6.00)
- AP/ARB 1010 - Introduction to Modern Standard Arabic for Advanced Beginners (6.00)
- AP/ARB 1020 - Introduction to Colloquial Arabic (6.00)
- AP/ARB 2000 - Intermediate Arabic (6.00)
- AP/ARB 2010 - Intermediate Modern Standard Arabic for Heritage Students (6.00)
- AP/ARB 2700 - Introduction to Arab Culture (6.00)
- AP/ARB 3000 - Advanced Standard Arabic (6.00)
- AP/HEB 1000 - Elementary Modern Hebrew, Level I (6.00)
- AP/HEB 1020 - Elementary Biblical Hebrew I & II (6.00)
- AP/HEB 1030 - Elementary Biblical Hebrew, Level I (3.00)

- AP/HEB 1040 - Elementary Biblical Hebrew, Level II (3.00)
- AP/HEB 2000 - Intermediate Modern Hebrew (6.00)
- AP/HEB 3000 - Advanced Modern Hebrew (6.00)
- AP/HEB 3210 Cr=3.00 EN - SELECTIONS FROM BIBLICAL HEBREW TEXTS: READING AND ANALYSIS (3.00)
- AP/HEB 3211 - Selections from Hebrew Legal-Religious Texts: Reading and Analysis (3.00)
- AP/HEB 3220 - Hebrew Liturgical Texts: Origins, Contexts and Analysis (3.00)
- AP/HEB 3221 - Hebrew Liturgical Texts: Origins, Contexts and Analysis (in translation) (3.00)
- AP/HEB 3230 - The Literature of Celebration and Commemoration (3.00)
- AP/HEB 3231 - The Literature of Celebration and Commemoration (in translation) (3.00)
- AP/HEB 3320 - Exodus: Text and Classical Interpretation (3.00)
- AP/HEB 3330 - Deuteronomy: Text and Classical Interpretation (3.00)
- AP/HEB 3370 - Hagiographical Literature: Text and Classical Interpretation (3.00)
- AP/HEB 3600 - Themes in Modern Israeli Literature and Society (6.00)
- AP/HEB 3630 - Israeli Cinema: Culture, Values, Art (6.00)
- AP/HEB 3710 - Diaspora, Home, Nostalgia: Modern Jewish Women's Literature (3.00)
- AP/HEB 3770 - Inventing Israel: Culture, Crisis and Continuity in Israeli Literature (3.00)
- AP/HEB 4000 - Advanced Modern Hebrew, Level II (6.00)
- AP/HEB 4710 - Diaspora, Home, Nostalgia: Modern Jewish Women's Literature (3.00)
- AP/PERS1000 Cr=6.00 EN - Elementary Persian (6.00)
- AP/PERS2000 - Intermediate Persian (6.00)
- AP/PERS2010 - Intermediate Persian Part One (3.00)
- AP/PERS2020 - Intermediate Persian Part Two (3.00)
- AP/PERS2700 - Persian Literature and Culture (6.00)
- AP/PERS2800 - Iranian Cinema: Aesthetics and Culture (6.00)
- AP/PERS3000 - Advanced Persian (6.00)
- AP/PERS3010 - Advanced Persian Part One (3.00)
- AP/PERS3020 - Advanced Persian Part Two (3.00)
- AP/PERS3801 - The Representation of Femininity, Masculinity and Gender Roles in Modern Middle Eastern Cinemas (3.00)
- AP/POR 3660 - Readings in Mozambican Literature: Re-telling History through Fiction (3.00)
- AP/SWAH1000 - Introduction to Swahili (6.00)

- Earned at least 12 credits from the following course sets:

AP - Global Languages and Cultures Certificate - Americas

- AP/ASL 1000 Cr=6.00 EA - American Sign Language, Level I: Introduction to Sign Language Studies (6.00)
- AP/ASL 2000 Cr=6.00 EA - American Sign Language, Level II (6.00)
- AP/ASL 3000 Cr=6.00 EA - American Sign Language, Level III (6.00)
- AP/JC 1000 - Introduction to Jamaican Creole (6.00)
- AP/JC 2000 - Intermediate Jamaican Creole (6.00)
- AP/JC 2701 - Jamaican Language and Culture (3.00)
- AP/POR 1000 - Elementary Portuguese (6.00)

- AP/POR 2000 - Intermediate Portuguese (6.00)
- AP/POR 2600 - Luso-Brazilian Cultures and Cinemas (6.00)
- AP/POR 3000 - Advanced Portuguese (6.00)
- AP/POR 3650 Cr=3.00 EN - Cannibal Brazil: Cultural Encounters in Literature and Film. (3.00)
- AP/POR 3900 Cr=6.00 PO - Independent Reading and Research (6.00)
- AP/POR 4010 - Language in Context: Portuguese in the Greater Toronto Area (3.00)
- AP/POR 4630 Cr=3.00 EN - Mapping Brazilian Identity Through Fiction: History, Race and Gender (3.00)
- AP/SP 1000 - Elementary Spanish (6.00)
- AP/SP 1001 Cr=3.00 EN - Elementary Spanish for Professional Communication (3.00)
- AP/SP 1002 Cr=3.00 EN - Elementary Spanish Grammar & Writing (3.00)
- AP/SP 2000 - Intermediate Spanish (6.00)
- AP/SP 2010 - Spanish for Heritage Speakers (6.00)
- AP/SP 2020 Cr=6.00 EN - Intermediate Spanish Abroad (6.00)
- AP/SP 2200 Cr=6.00 EN - Hispanic Literature: Exploring Transformative Texts of the Hispanic World (6.00)
- AP/SP 2700 - Myths and Legends of the Hispanic World (3.00)
- AP/SP 2880 - (Re)Viewing Latin America: Film, Television, and Digital Media since 1950 (6.00)
- AP/SP 3000 - Advanced Spanish Language and Grammar (6.00)
- AP/SP 3100 - Aspects of Spanish Linguistics (3.00)
- AP/SP 3130 - Academic Writing in Spanish (3.00)
- AP/SP 3150 Cr=3.00 EN - Spanish Applied Linguistics (3.00)
- AP/SP 3210 - Aspects of Spanish-American Literature (6.00)
- AP/SP 3220 - Hispanic Caribbean Literature: The City, The Nation, and the Sea (3.00)
- AP/SP 3800 - Migrant Memoirs: Child and Adolescent Experiences at the Margins of Languages and Ethnic Spaces (3.00)
- AP/SP 4000 - Advanced Spanish Grammar and Composition (6.00)
- AP/SP 4120 - History of the Spanish Language (3.00)
- AP/SP 4130 - Varieties of Spanish Worldwide (3.00)
- AP/SP 4140 - Spanish Sociolinguistics (3.00)
- AP/SP 4360 - Epics of the Indies: Iberian Poetry of Exploration and Empire (6.00)
- AP/SP 4580 - Spanish-American Modernismo (3.00)
- AP/SP 4640 - The Spanish-American Novel of the 20th Century (6.00)
- AP/SP 4650 - Literature and Music in Spanish America (6.00)
- AP/SP 4690 - Writing Identity and Mestizaje: Discourses of Colonialism and Decolonization in Spanish American Literature (6.00)
- AP/SP 4880 - Nos/otras: Contemporary Poetic Expressions of Spanish American Women (3.00)
- AP/SP 4990 - Foreign Language and Digital Media: Developing Skills for Online, Spanish-English Publications (3.00)

- Earned at least 12 credits from the following course sets:

AP - Global Languages and Cultures Certificate - Asia

- AP/CH 1000 - Elementary Modern Standard Chinese (6.00)
- AP/CH 1010 - Elementary Chinese for Advanced Beginners (6.00)

- [AP/CH 2000](#) - Intermediate Modern Standard Chinese (6.00)
- [AP/CH 2030](#) - Intermediate Chinese Language and Culture in China: Shanghai as an International and Chinese Centre (6.00)
- [AP/CH 2200](#) - Introduction to Chinese Literature (6.00)
- [AP/CH 3000](#) - Advanced Modern Standard Chinese (6.00)
- [AP/CH 3010](#) - Modern Standard Chinese for Speakers of Cantonese or Other Dialects (6.00)
- [AP/CH 3050](#) - Advanced Modern Chinese Language and Culture (6.00)
- [AP/CH 3400](#) - Women in Contemporary Chinese Culture (3.00)
- [AP/CH 3600](#) - Lu Xun: Representative Works (6.00)
- [AP/CH 3660](#) - Modern Chinese Drama: Cao Yu and His Contemporaries (in Chinese) (6.00)
- [AP/CH 3711](#) - Women Writers in Modern and Contemporary China (3.00)
- [AP/CH 3790](#) - Contemporary Chinese Culture Through Literary Texts and Film (6.00)
- [AP/CH 3791](#) - Contemporary Chinese Culture Through Literary Texts and Film (in translation) (6.00)
- [AP/CH 3800 Cr=6.00 EN](#) - Chinese Canadian Diasporic Literature (6.00)
- [AP/CH 3810](#) - Chinese-American Diasporic Literature (3.00)
- [AP/CH 3820](#) - Modern and Contemporary Chinese Literature (6.00)
- [AP/CH 3850](#) - Christianity, Christian Culture and Modern Chinese Culture and Literature (3.00)
- [AP/CH 3860](#) - Eileen Chang: Major Author Studies in Modern Chinese Literature (6.00)
- [AP/CH 4000](#) - Classical Chinese Language (6.00)
- [AP/CH 4050](#) - Advanced Chinese for Business (6.00)
- [AP/CH 4300](#) - Classical Chinese Fiction (6.00)
- [AP/CH 4800](#) - Humor and Satire in Modern and Contemporary Chinese Literature (6.00)
- [AP/CH 4810](#) - Introduction to English-Chinese Translation (6.00)
- [AP/CH 4870](#) - Chinese Martial Arts Culture through Literary Texts and Film (6.00)
- [AP/CH 4880](#) - Cultural Translation and Chinese Modernities (6.00)
- [AP/HND 1000](#) - Elementary Hindi-Urdu (6.00)
- [AP/HND 1010](#) - Introductory Hindi-Urdu for Heritage Speakers (6.00)
- [AP/HND 2000](#) - Intermediate Hindi-Urdu (6.00)
- [AP/HND 2700](#) - South Asian Literature and Culture (6.00)
- [AP/HND 3600](#) - South Asian Literary Activism: Self-identified Women Writers and Filmmakers in South Asia and the Diaspora (3.00)
- [AP/HND 3610](#) - Writings of Premchand (1880-1936) (3.00)
- [AP/HND 3710](#) - Contemporary Literatures of the South Asian Diaspora (3.00)
- [AP/JP 1000](#) - Elementary Modern Standard Japanese (6.00)
- [AP/JP 2000](#) - Intermediate Modern Standard Japanese (6.00)
- [AP/JP 2010](#) - Intermediate Written Communication in Japanese (6.00)
- [AP/JP 2700](#) - Contemporary Japanese Culture and Society (6.00)
- [AP/JP 3000](#) - Advanced Modern Standard Japanese (6.00)
- [AP/JP 3070](#) - Japanese Language in the Media (3.00)

- AP/JP 3080 - Food, Foodways, and the Japanese Language: A Linguistics Perspective (3.00)
- AP/JP 3100 - Japanese Linguistics I: The Structure of Modern Japanese Language (3.00)
- AP/JP 3200 - Japanese Linguistics II: Language change and usage (3.00)
- AP/JP 3600 - Japanese Popular Culture: manga and anime (3.00)
- AP/JP 3610 - Japanese Popular Culture: beyond manga and anime (3.00)
- AP/JP 3620 - Japanese Religions in Canada (3.00)
- AP/JP 3751 - Japanese Business Culture and Communication (3.00)
- AP/JP 4000 - Post-Advanced Modern Standard Japanese (6.00)
- AP/JP 4010 - Classical Japanese (6.00)
- AP/JP 4100 - Teaching of Japanese as a Foreign/Second Language (6.00)
- AP/JP 4120 - Translation: Japanese-English; English-Japanese (6.00)
- AP/JP 4600 - The Japanese Immigration Experience in Canada (3.00)
- AP/KOR 1000 - Elementary Modern Standard Korean (6.00)
- AP/KOR 2000 - Intermediate Modern Standard Korean (6.00)
- AP/KOR 2010 - Accelerated Modern Standard Korean Language (6.00)
- AP/KOR 3000 - Advanced Modern Standard Korean (6.00)
- AP/KOR 3150 Cr=3.00 EN - Korean Linguistics (3.00)
- AP/KOR 3600 Cr=3.00 EN - Contemporary Korea: Identity, Society, and Culture (3.00)
- AP/KOR 3610 Cr=3.00 EN - Contemporary Korea: Korean Popular Culture and Korean Wave (3.00)
- AP/KOR 3610 Cr=6.00 EN - Contemporary Korea: Korean Popular Culture and the Korean Wave (6.00)
- AP/KOR 3650 - Understanding Korea through Korean Films (3.00)
- AP/KOR 3700 - Understanding Korea through Korean Literature (3.00)
- AP/KOR 3800 - Language and Society in Korea (3.00)
- AP/KOR 4000 - Advanced Readings in Korean (6.00)
- AP/KOR 4050 - Advanced Korean for Business (6.00)
- AP/KOR 4500 - A Taste of Korea: Korean Foodways and Culture (3.00)
- AP/KOR 4600 - Korean Immigrant Experience and Culture in Transnational Contexts (3.00)
- AP/KOR 4700 - Korean popular music as transnational cultural phenomenon (3.00)

- Earned at least 12 credits from the following course sets:

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AP - Global Languages and Cultures Certificate - Europe

- AP/GER 1000 - Elementary German (6.00)
- AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9.00)
- AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6.00)
- AP/GER 2000 - Intermediate German (6.00)
- AP/GER 2020 Cr=6.00 EN - Intermediate German in Berlin (6.00)
- AP/GER 2200 - Modern and Contemporary German Writers (6.00)

- [AP/GER 2201](#) - Modern and Contemporary German Writers (in translation) (6.00)
- [AP/GER 2791](#) - German Cinema and Hollywood: Competition and Cultural Exchange (6.00)
- [AP/GER 3001](#) - Advanced Level German, Level IA (3.00)
- [AP/GER 3002](#) - Advanced Level German, Level IB (3.00)
- [AP/GER 3200](#) - Modern and Contemporary German Writers (in translation) (6.00)
- [AP/GER 3600](#) - Berlin: History, Memory and the Contemporary City (3.00)
- [AP/GER 3601](#) - Vienna in the Early 20th Century: Literature, Art, Culture and Politics (in translation) (3.00)
- [AP/GER 3640](#) - Women in German Literature and Culture (3.00)
- [AP/GER 3750](#) - Inventing the Museum: Collecting, Culture and Modernity (3.00)
- [AP/GER 3751](#) - Utopias and Nightmares: Visions of the Future in Modern German Culture (3.00)
- [AP/GER 3791](#) - Early German Cinema (3.00)
- [AP/GER 3792](#) - Recent German Film and Culture (in translation) (3.00)
- [AP/GER 3793](#) - Screening the Past: Rewriting German History in Film (3.00)
- [AP/GER 3794](#) - Family Fictions: Narrating the Family in German Cinema (3.00)
- [AP/GER 3989](#) - Germany and the Global Imaginary (6.00)
- [AP/GER 4001](#) - Advanced German, Level IIA (3.00)
- [AP/GER 4002](#) - Advanced German, Level IIB (3.00)
- [AP/GER 4200](#) - Modern and Contemporary German Writers (6.00)
- [AP/GER 4600](#) - Berlin: History, Memory and the Contemporary City (3.00)
- [AP/GER 4640](#) - Women in German Literature and Culture (3.00)
- [AP/GER 4725](#) - Reading Bildung: The German-Language Humanities Tradition (6.00)
- [AP/GER 4750](#) - Inventing the Museum:Collecting, Culture and Modernity (3.00)
- [AP/GER 4751](#) - Utopias and Nightmares: Visions of the Future in Modern German Culture (3.00)
- [AP/GER 4752](#) - German History and Memory in Comics from around the Globe (3.00)
- [AP/GK 1000](#) - Elementary Classical Greek (6.00)
- [AP/GKM 1000](#) - Elementary Modern Greek (6.00)
- [AP/GKM 2000](#) - Intermediate Modern Greek (6.00)
- [AP/GKM 2010](#) - Intermediate Modern Greek Part One (3.00)
- [AP/GKM 2011](#) - Intermediate Modern Greek Part Two (3.00)
- [AP/GKM 3600](#) - Modern Greek Literature and Culture after Independence (6.00)
- [AP/GKM 4600](#) - Topics in Modern Greek Culture: Literature, Cinema and Theatre (6.00)
- [AP/IT 1000](#) - Elementary Italian (6.00)
- [AP/IT 1001](#) - Italian, Level 1, Part I (3.00)
- [AP/IT 1002](#) - Italian, Level 1, Part II (3.00)
- [AP/IT 1003](#) - Italian, Level 1, Part III (3.00)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6.00)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9.00)

- AP/IT 1791 Cr=6.00 EN - Migration, Immigration and Beyond: Italians in North America (6.00)
- AP/IT 2000 - Intermediate Italian (6.00)
- AP/IT 2030 Cr=6.00 IT - Intermediate Italian Language and Culture in Italy (6.00)
- AP/IT 2100 Cr=3.00 EN - Introduction to Italian Linguistics (3.00)
- AP/IT 2200 Cr=3.00 EN - Gateways to Italian Literature (3.00)
- AP/IT 3000 - Advanced Italian (6.00)
- AP/IT 3001 - Advanced Level Italian, Level IA: Reading and Comprehension (3.00)
- AP/IT 3002 - Advanced Level Italian, Level IB: Listening and Speaking (3.00)
- AP/IT 3030 Cr=3.00 EN - Advanced Italian Language and Culture in Italy: Examining Bologna, a City at the Crossroads of Italy and Europe (3.00)
- AP/IT 3030 Cr=6.00 IT - Advanced Italian Language and Culture in Italy: Examining Bologna, a City at the Crossroads of Italy and Europe (6.00)
- AP/IT 3050 Cr=3.00 EN - A Sociocultural Approach to Italian in the Business Environment (3.00)
- AP/IT 3200 Cr=3.00 EN - Italian Opera from Monteverdi to Puccini (3.00)
- AP/IT 3221 Cr=3.00 EN - Italian Political and Philosophical Thought From Pre-Humanism to Post-Modernism (3.00)
- AP/IT 3360 Cr=3.00 EN - Petrarch: Love, Women and Power (3.00)
- AP/IT 3370 Cr=3.00 EN - Boccaccio (3.00)
- AP/IT 3371 Cr=3.00 EN - The Italian Novella: The Art of Storytelling (in translation) (3.00)
- AP/IT 3550 Cr=3.00 EN - 19th-Century Italian Literature (3.00)
- AP/IT 3721 Cr=3.00 EN - Saints' Lives and Black Madonnas: The Literary and Cultural Experience of Italian Canadians (3.00)
- AP/IT 3750 - Modern Italian Culture (in translation) (6.00)
- AP/IT 3761 - Italian Medieval and Renaissance Civilization (3.00)
- AP/IT 3771 - Modern and Contemporary Italian Culture (3.00)
- AP/IT 3775 - Media and the Idea of Italy (6.00)
- AP/IT 4030 Cr=3.00 EN - Advanced Level II Language and Culture in Italy: Examining Bologna, a City at the Crossroads of Italy and Europe (3.00)
- AP/IT 4120 Cr=3.00 EN - Written Translation, Italian-English/English-Italian (3.00)
- AP/IT 4140 Cr=3.00 IE - Cross-Cultural Communication: An Italian Perspective (3.00)
- AP/IT 4150 Cr=3.00 EN - Italian Regional Linguistic Varieties (3.00)
- AP/IT 4160 Cr=3.00 IE - The Study of the Italian Lexicon: A Course in Applied Semantics (3.00)
- AP/IT 4170 - The Language of Food in Italy (3.00)
- AP/IT 4171 - Food in Italian Culture: From Regional Traditions to Global Impact (3.00)
- AP/IT 4180 Cr=3.00 IE - Selected Topics in Italian Linguistics (3.00)
- AP/IT 4190 Cr=3.00 IE - The History of the Italian Language (3.00)
- AP/IT 4300 Cr=3.00 EN - Italian Renaissance Literature (3.00)
- AP/IT 4330 Cr=3.00 EN - The Divina Commedia of Dante Alighieri (3.00)

- AP/IT 4350 Cr=3.00 EN - Women Poets of the Italian Renaissance (3.00)
- AP/IT 4400 Cr=3.00 EN - Orlando Furioso: Renaissance Bestseller (3.00)
- AP/IT 4620 Cr=3.00 EN - 20th Century Italian Poetry (3.00)
- AP/IT 4651 Cr=3.00 EN - Landmarks of Modern Italian Narrative: 1900-1950 (3.00)
- AP/IT 4652 Cr=3.00 EN - Modern and Contemporary Italian Narrative: 1950s to the Present (3.00)
- AP/IT 4653 - The Family of the Feminine: Women Writers of Modern Italy (3.00)
- AP/IT 4750 - Modern Italian Culture (in translation) (6.00)
- AP/IT 4775 - Media and the Idea of Italy (6.00)
- AP/LA 1000 - Elementary Latin (6.00)
- AP/LA 1010 - Word Power: Building Essential English Vocabulary Using Latin and Greek Roots (3.00)
- AP/LA 1020 - Spoken Latin (3.00)
- AP/POR 1000 - Elementary Portuguese (6.00)
- AP/POR 2000 - Intermediate Portuguese (6.00)
- AP/POR 2600 - Luso-Brazilian Cultures and Cinemas (6.00)
- AP/POR 3000 - Advanced Portuguese (6.00)
- AP/POR 3600 Cr=6.00 EN - Aspects of Contemporary Portugal: Culture and Cinema (6.00)
- AP/POR 3640 - The Culture and Literature of the Azores (3.00)
- AP/POR 3800 - Heroes, Marvels, Monsters and Beauties in Portuguese Literature (3.00)
- AP/POR 3900 Cr=6.00 PO - Independent Reading and Research (6.00)
- AP/POR 4010 - Language in Context: Portuguese in the Greater Toronto Area (3.00)
- AP/POR 4620 - From Camões to Pessoa (3.00)
- AP/POR 4630 Cr=3.00 EN - Mapping Brazilian Identity Through Fiction: History, Race and Gender (3.00)
- AP/SP 1000 - Elementary Spanish (6.00)
- AP/SP 1001 Cr=3.00 EN - Elementary Spanish for Professional Communication (3.00)
- AP/SP 1002 Cr=3.00 EN - Elementary Spanish Grammar & Writing (3.00)
- AP/SP 2000 - Intermediate Spanish (6.00)
- AP/SP 2010 - Spanish for Heritage Speakers (6.00)
- AP/SP 2020 Cr=6.00 SP - Intermediate Spanish Abroad (6.00)
- AP/SP 2200 Cr=6.00 EN - Hispanic Literature: Exploring Transformative Texts of the Hispanic World (6.00)
- AP/SP 2700 - Myths and Legends of the Hispanic World (3.00)
- AP/SP 3000 - Advanced Spanish Language and Grammar (6.00)
- AP/SP 3100 - Aspects of Spanish Linguistics (3.00)
- AP/SP 3130 - Academic Writing in Spanish (3.00)
- AP/SP 3150 Cr=3.00 SP - Spanish Applied Linguistics (3.00)
- AP/SP 3210 - Aspects of Spanish-American Literature (6.00)
- AP/SP 3360 - Spanish Poetry of the Golden Age (3.00)
- AP/SP 3370 - Spanish Theatre of the Golden Age (3.00)
- AP/SP 3540 - El mal de siglo: 19th-Century Spanish Romantic Poetry (3.00)
- AP/SP 3560 - Passion & Pragmatism in 19th-Century Spanish Theatre (3.00)

- AP/SP 3570 - Realism and Naturalism in 19th-Century Spanish Prose (6.00)
- AP/SP 3800 - Migrant Memoirs: Child and Adolescent Experiences at the Margins of Languages and Ethnic Spaces (3.00)
- AP/SP 4000 - Advanced Spanish Grammar and Composition (6.00)
- AP/SP 4120 - History of the Spanish Language (3.00)
- AP/SP 4130 - Varieties of Spanish Worldwide (3.00)
- AP/SP 4140 - Spanish Sociolinguistics (3.00)
- AP/SP 4350 - Spanish Prose of the Golden Age (6.00)
- AP/SP 4670 - The Spanish Post-Civil War Novel: Money, Desire and History (3.00)
- AP/SP 4810 - Otherness in Spanish Literature & Film (3.00)
- AP/SP 4990 - Foreign Language and Digital Media: Developing Skills for Online, Spanish-English Publications (3.00)

- Note: some courses require pre-requisites.

- 18 credits must be at the 2000-level or above, including 6 credits at the 3000- or 4000-level

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- A minimum of 6 up to a maximum of 12 credits can be taken in language courses. Students with prior knowledge of any foreign language must take that language placement test to determine which level to enrol.

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Grand Total Credits: 24

Grand Total Credit Count - 24

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
Africa & Middle East					
ARB 1000 cr= 6.00	I			I	I
ARB 1010 cr=6	I/D			D	I/D
ARB 1020 Cr=6.00	I/ D	D		D	I
ARB 2000 Cr=6.00	D/A		D	D/ A	I/D
ARB 2010 Cr=6.00	D/A		D	D/A	I/D
ARB 2700 Cr=6.00	I/A	I/D	I/D		I/D
ARB 3000 Cr=6.00	D/A	D	A	D/A	D/A
HEB 1000 Cr=6.00	I			I	I
HEB 1020 Cr=6.00	I/D			I/D	I
HEB 1030 Cr=3.00	I			I	I
HEB 1040 Cr=3.00	I/D			I/D	I/D
HEB 2000 Cr=6.00	D		I/D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
HEB 3000 Cr=6.00	D/A		D/A	D/A	D/A
HEB 4000 Cr=6.00	A		D/A	D/A	A
HEB 3210 Cr=3.00	A	D/A	D/A	D/A	
HEB3211 Cr=3.00	D	D	D		
HEB 3220 Cr=3.00	I/D		D/A	D/A	
HEB 3221 Cr=3.00	D/A		D/A	D/A	
HEB 3230 Cr=3.00	A	A	A	A	
HEB 3231 Cr=3.00	D/A	D/A	D/A		
HEB 3320 Cr=3.00	D/A	D/A	D/A		
HEB 3330 Cr=3.00	D/A	D/A	D/A	A	
HEB 3370 Cr=3.00	D	D/A	D/A	A	
HEB 3600 Cr= 6.00	D/A	D/A	D/A	D/A	
HEB 3630 Cr= 6.00	I/D	D/A	D/A	D/A	
HEB 3710 Cr=3.00	D/A	D/A	D/A		
HEB 3770 Cr=3.00	D/A	D/A	D/A	D/A	
HEB 4710 Cr=3.00	D/A	D/A	D/A	D/A	
PERS 1000 Cr=6.00	I			I	I

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
PERS 2000 Cr=6.00	I			I	I/D
PERS 2010 Cr=3.00	D/A		D/A		I/D
PERS 2020 Cr=3.00	D/A		D/A		I/D
PERS 3000 Cr=6.00	D/A		D/A	D/A	D/A
PERS 3010 Cr=3.00	D/A		D/A		D/A
PERS 3020 Cr=3.00	D/A		D/A		D/A
PERS 2700 Cr=6.00	D/A	D/A	D/A	D/A	
AMERICA					
ASL 1000 Cr=6.00	I				I
ASL 2000 Cr=6.00	I/D	I			I/D
ASL 3000 Cr=6.00	D				D/A
JC 1000 Cr=6.00	I			I	I
JC 2000 Cr= 6.00	D			D	I/D
JC 2701 Cr=3.00	D	D	D		I/D
POR 1000 Cr=6.00	I		I		I

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
POR 2000 Cr=6.00	D		D		D
POR 3000 Cr=6.00	D/A		D/A		A
POR 2600 Cr=6.00	D	D	D		
POR 3650 Cr=3.00	D/A	D/A	D/A		
POR 3900 Cr=6.00		D/A	D/A	D/A	
POR 4010 Cr=3.00		A	A	A	
POR 4630 Cr=3.00		A	A	A	
SP 1000 Cr=6.00	I	I			I
SP 1001 Cr=3.00	I	I			I
SP 1002 Cr=3.00	I/D		I/D		I
SP 2000 Cr=6.00	D				I/D
SP 2010 Cr=6.00	I/D		I/D		D
SP 2020 Cr=6.00	D		D		D/A
SP 3000 Cr=6.00	D/A		D/A		D/A
SP 4000 Cr=6.00	A		A		A
SP 2200 Cr=6.00	I		I		
SP 2700 Cr=3.00	D	D	D		

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
SP 2880 Cr=6.00	I	I	I		
SP 3100 Cr=3.00	D		D		
SP 3130 Cr=3.00	A		A	A	
SP 3150 Cr=3.00	I/D		I/D		
SP 3210 Cr=6.00	D/A	D/A	D/A		
SP 3220 Cr=3.00	D/A	D/A	D	D	
SP 3800 Cr=3.00	D/A	D/A	D/A	A	
SP 4120 Cr=3.00	A	A	A		
SP 4130 Cr=3.00	D	D	D		D/A
SP 4140 Cr=3.00	I/D		I/D		D/A
SP 4360 Cr=6.00	D	D	D		
SP 4580 Cr=3.00	D/A	D/A	D/A		
SP 4640 Cr=6.00	A		A		
SP 4650 Cr=6.00	A		A		
SP 4690 Cr=6.00	A	A	A		
SP 4880 Cr=3.00	A		A	A	
SP 4990 Cr=3.00	A	A	A	A	

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
Communication Skills					
CH 1000 Cr=6.00	I/D	D D	D D/A	A A A	I
CH 1010 Cr=6.00	I/D		I/D		I
CH 2000 Cr=6.00	D		D		I/D
CH 2030 Cr=6.00	D			A	I/D
CH 3000 Cr=6.00	D/A		D	A	D/A
CH 3010 Cr=6.00	D		D		D/A
CH 3050 Cr=6.00	D/A	D/A	D/A	D/A	D/A
CH 4000 Cr=6.00	D	D	D	D	A
CH 4050 Cr=6.00	D/A	D/A	D/A	D/A	A
CH 2200 Cr=6.00	I/D	I/D	I/D		
CH 3400 Cr=3.00	D/A	D/A	D/A	D/A	
CH 3600 Cr=6.00	D/A	D/A	D/A	D/A	
CH 3660 Cr=6.00	D/A	D/A	D/A	D/A	
CH 3711 Cr=3.00	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
CH 3790 Cr=6.00	D/A	D/A	D/A	D/A	
CH 3791 Cr=6.00	D/A	D/A	D/A	D/A	
CH 3800 Cr=6.00	D/A	D/A	D/A	D/A	
CH 3810 Cr=3.00	D/A	D/A	D/A	D/A	
CH 3820 Cr=6.00	D/A	D/A	D/A	D/A	
CH 3850 Cr=3.00	D/A	D/A	D/A	D/A	
CH 3860 Cr=6.00	D/A	D/A	D/A	D/A	
CH 4300 Cr=6.00	D/A	D/A	D/A	D/A	
CH 4800 Cr=6.00	D/A	D/A	D/A	D/A	
CH 4810 Cr=6.00	D/A	D/A	D/A	D/A	
CH 4870 Cr=6.00	D/A	D/A	D/A	D/A	
CH 4880 Cr=6.00	D/A	D/A	D/A	D/A	
HND 1000 Cr=6.00	I		I		I
HND 1010 Cr=6.00	I		I		I
HND 2000 Cr=6.00	I/D		I/D		I/A
HND 2700 Cr=6.00	I/D	I/D	I/D		
HND 3600 Cr=3.00	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
HND 3610 Cr=3.00	D/A	D/A	D/A	D/A	
HND 3710 Cr=3.00	D/A	D/A	D/A	D/A	
JP 1000 Cr=6.00	I		I		I
JP 2000 Cr=6.00	I/D		I/D		I/D
JP 2010 Cr=6.00	I/D		I/D		I/D
JP 3000 Cr=6.00	D/A	D/A	D/A	D/A	D/A
JP4000 Cr=6.00	D/A	D/A	D/A	D/A	A
JP 4010 Cr=6.00	D/A	D/A	D/A	D/A	D/A
JP 2700 Cr=6.00	D/A	D/A	D/A	D/A	
JP 3070 Cr=3.00	D/A	D/A	D/A	D/A	D/A
JP 3080 Cr=3.00	D/A	D/A	D/A	D/A	
JP 3100 Cr=3.00	D/A	D/A	D/A	D/A	D/A
JP 3200 Cr=3.00	D/A	D/A	D/A	D/A	A
JP3600 Cr=3.00	D/A	D/A	D/A	D/A	
JP 3610 Cr=3.00	D/A	D/A	D/A	D/A	
JP 3620 Cr=3.00	D/A	D/A	D/A	D/A	
JP 3751 Cr=3.00	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
JP 4100 C=6.00	D/A	D/A	D/A	D/A	
JP 4120 C=6.00	D/A	D/A	D/A	D/A	A
JP 4600 Cr=3.00	D/A	D/A	D/A	D/A	
KOR 1000 Cr=6.00	I		I		I
KOR 2000 Cr=6.00	I		I		I/D
KOR 2010 Cr=6.00	I/D		I/D		I/D
KOR 3000 Cr=6.00	D/A	D/A	D/A	D/A	D
KOR 4000 Cr=6.00	D/A	D/A	D/A	D/A	D/A
KOR 4050 Cr=6.00	D/A	D/A	D/A	D/A	A
KOR 3150 Cr=3.00	D/A	D/A	D/A	D/A	D/A
KOR 3600 Cr=3.00	D/A	D/A	D/A	D/A	
KOR 3610 Cr=3.00	D/A	D/A	D/A	D/A	
KOR 3650 Cr=3.00	D/A	D/A	D/A	D/A	
KOR 3700 Cr=3.00	D/A	D/A	D/A	D/A	
KOR 3800 Cr=3.00	D/A	D/A	D/A	D/A	
KOR 4500 Cr=3.00	D/A	D/A	D/A	D/A	
KOR 4600 Cr=3.00	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
KOR 4700 Cr=3.00	D/A	D/A	D/A	D/A	
GER 1000 Cr=6.00		I D	D	A A	I
GER 2000 Cr=6.00		I D	D	A A	I/D
GER 2020 Cr=6.00	I/D D	D D	D D	A A	I/D
GER 3001 Cr=3.00	D/A	D/A	D/A	D/A	D/A
GER 3002 Cr=3.00	D/A	D/A	D/A	D/A	D/A
GER 4001 Cr=3.00	D/A	D/A	D/A	D/A	A
GER 4002 Cr=3.00	D/A	D/A	D/A	D/A	A
GER 1790 Cr=9.00	I/D		I/D		
GER 1791 Cr=6.00	I/D		I/D		
GER 2200 Cr=6.00	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
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Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
GER 2201 Cr=6.00	D/A	D/A	D/A	D/A	
GER 2791 Cr=6.00	D/A	D/A	D/A	D/A	
GER 3200 Cr=6.00	D/A	D/A	D/A	D/A	
GER 3600 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3601 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3640 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3750 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3751 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3791 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3792 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3793 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3794 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3840 Cr=3.00	D/A	D/A	D/A	D/A	
GER 3989 Cr=6.00	D/A	D/A	D/A	D/A	
GER 4200 Cr=6.00	D/A	D/A	D/A	D/A	
GER 4600 Cr=3.00	D/A	D/A	D/A	D/A	
GER 4640 Cr=3.00	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
GER 4725 Cr=6.00	D/A	D/A	D/A	D/A	
GER 4750 Cr=3.00	D/A	D/A	D/A	D/A	
GER 4751 Cr=3.00	D/A	D/A	D/A	D/A	
GER 4752 Cr=3.00	D/A	D/A	D/A	D/A	
GK 1000 Cr=6.00	I	I	I		I
GKM1000 Cr=6.00	I	I	I		I
GKM 2000 Cr=6.00	I/D	I/D	I/D		I/D
GKM 2010 Cr=3.00	D	D	D		I/D
GKM 2011 Cr=3.00	D/A	D/A	D/A	D/A	D
GKM 3600 Cr=6.00	D/A	D/A	D/A	D/A	
GKM 4600 Cr=6.00	D/A	D/A	D/A	D/A	
IT 1000 Cr=6.00	I	I	I		I
IT 1001 Cr=3.00	I	I	I		I
IT 1002 Cr=3.00	I	I	I		I/D
IT 1003 Cr=3.00	I	I	I		D/A
IT 2000 Cr=6.00	I/D	I/D	I/D		D
IT 2030 Cr=6.00	D/A	D/A	D/A	D/A	D

I	Introduce
D	Develop
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Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
IT 3000 Cr=6.00	D/A	D/A	D/A	D/A	D/A
IT 3001 Cr=3.00	D/A	D/A	D/A	D/A	D/A
IT 3002 Cr=3.00	D/A	D/A	D/A	D/A	D/A
IT 3030 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 3030 Cr=6.00	D/A	D/A	D/A	D/A	A
IT 3050 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 1751 Cr=6.00	I/D	I/D	I/D		
IT 1761 Cr=9.00	I/D	I/D	I/D	I/D	
IT 1791 Cr=6.00	I/D	D	D	D	
IT 2100 Cr=3.00	I/D	I/D	I/D	I/D	I/D
IT 2200 Cr=3.00	D/A	D/A	D/A	D/A	I/D
IT 3200 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3221 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3360 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3370 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3371 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3550 Cr=3.00	D/A	D/A	D/A	D/A	

I	Introduce
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Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
IT 3721 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3750 Cr=6.00	D/A	D/A	D/A	D/A	
IT 3761 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3771 Cr=3.00	D/A	D/A	D/A	D/A	
IT 3775 Cr=6.00	D/A	D/A	D/A	D/A	
IT 4030 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 4120 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 4140 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 4150 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 4160 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 4170 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 4171 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4180 Cr=3.00	D/A	D/A	D/A	D/A	A
IT 4190 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4300 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4330 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4350 Cr=3.00	D/A	D/A	D/A	D/A	

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Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
IT 4400 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4620 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4651 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4652 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4653 Cr=3.00	D/A	D/A	D/A	D/A	
IT 4750 Cr=6.00	D/A	D/A	D/A	D/A	A
IT 4775 Cr=6.00	D/A	D/A	D/A	D/A	
LA 1000 Cr=6.00	I	I	I		
LA 1020 Cr=3.00	I	I	I		I
LA 1010 Cr=3.00	D/A	D/A	D/A		I/D
POR 1000 Cr=6.00	I		I		I
POR 2000 Cr=6.00	I/D	I/D	I/D		I/D
POR 3000 Cr=6.00	D/A	D/A	D/A	D/A	D/A
POR 2600 Cr=6.00	D/A	D/A	D/A	D/A	
POR 3600 Cr=6.00	D/A	D/A	D/A	D/A	
POR 3640 Cr=3.00	D/A	D/A	D/A	D/A	
POR 3800 Cr=3.00	D/A	D/A	D/A	D/A	

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Appendix C: Curriculum Map-Global Languages and Cultures

Courses	Program Learning Outcomes				
	<i>Identify, challenge and critically engage with one's cultural situatedness and how it relates to world views and perspectives (PLO1)</i>	<i>Describe and engage critically with world issues through the examination of two global areas (PLO2)</i>	<i>Identify and examine key events, cultural developments, artistic movements, and intercultural connections that have shaped these two areas. (PLO3)</i>	<i>Complement degrees in any discipline with expanded breadth of insight into wider global issues. (PLO4)</i>	<i>Value linguistic diversity within cultural contexts as well through developing a foundational level of language proficiency.</i>
POR 3900 Cr=6.00	D/A	D/A	D/A	D/A	
POR 4010 Cr=3.00	D/A	D/A	D/A	D/A	
POR 4620 Cr=3.00	D/A	D/A	D/A	D/A	
POR 4630 Cr=3.00	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
A	Achieve/Assess

August 31, 2021

Dear YUQAP,

I have reviewed the Notice of Intention to Develop a Curriculum Proposal for the DLLL proposal for a Certificate of Global Languages and Cultures.

I believe that the DLLL is a great place to host such a certificate program and that it is a strength of York University's. Indeed, "understanding people of other backgrounds" is an area where we score very well on the NSSE 2020 survey – perhaps an unsurprising fact.

I do believe that the certificate could be of interest to students in the Faculty of Environmental and Urban Change, especially – but not limited to – the Global Geography program and the Cities, Regions, Planning program. Indeed, some courses from these programs could be of interest to students in the proposed certificate program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Justin Podur', with a long horizontal line extending to the right.

Justin Podur
EUC Associate Dean Teaching and Learning

Memo

FACULTY OF
LIBERAL ARTS
AND
PROFESSIONAL
STUDIES

Department of
French Studies/
Études françaises

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3

lapsfren@yorku.ca
<https://www.yorku.ca/laps/fr/undergrad>

To: Maria João Dodman, Chair, DLLL, LA&PS

From: Marilyn Lambert-Drache, Chair, French Studies, LA&PS



Date: August 30, 2021

Re: DLLL Proposal for a Certificate of Global Languages and
Cultures

The Department of French Studies (LA&PS) is pleased to participate in the consultation conducted by DLLL regarding a proposal for a new undergraduate Certificate of Global Languages and Cultures.

The certificate is an innovative curricular initiative that promotes language learning while supporting the students' development of global citizenship. The proposal is well aligned with the new LA&PS academic plan that highlights the importance of *promoting the integration of global fluencies into LA&PS undergraduate education by supporting language learning and ethnocultural studies* (Principle 4.c)

The Department of French Studies (LA&PS) supports the proposal that represents a further step towards internationalizing the curriculum.

Should you have any questions, please do not hesitate to contact me.



12 August 2021

Professor M. J. Dodman
Chair, Department of Languages, Literatures and Linguistics
York University

LIBERAL ARTS AND
PROFESSIONAL STUDIES

Department of English

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T 416 736 5166
tinayc@yorku.ca
www.yorku.ca

Dear Professor Dodman,

After having reviewed the detailed Notice of Intention submitted to YUQAP on 19 March 2021, I'm pleased to write in support of the undergraduate Certificate of Global Languages and Culture being proposed by the Department of Languages, Literatures and Linguistics.

In completing the requirements for the Certificate, students will demonstrate that they've gained a more global perspective by studying the languages and cultures of Africa, the Americas, Asia, Europe, and the Middle East. This Certificate will complement the cross-cultural offerings in the Department of English, which include a range of courses in world, diasporic, and Indigenous literatures, taught in English. We envision that the Certificate will be an asset to the curricula of both units; where DLLL's Certificate and courses could appeal to EN students looking to enhance their literary studies through the study of global cultural contexts, our offerings in English might offer suitable core or elective options for DLLL's students interested in advanced critical and theoretical approaches to global literatures.

Sincerely,

A handwritten signature in black ink that reads "Tina Y. Choi".

Tina Y. Choi
Associate Professor and Chair, Department of English
York University



Antonella Valeo

From: Chair of Anthropology
Sent: Friday, May 31, 2024 7:57 AM
To: langlit; Antonella Valeo
Cc: Chair Department of Languages and Linguistics LA&PS
Subject: Re: Global Languages and Cultures Certificate - Consultation

Antonella,

So sorry about the delay. We reviewed the proposal and very much appreciate the changes made to the certificate. Colleagues felt the overlap with our program has been sufficiently addressed in the new proposal. We are in support of the Global Languages and Cultures Certificate.

Wishing you all the best,

Othon

From: langlit <langlit@yorku.ca>
Sent: Friday, May 31, 2024 7:19:40 AM
To: langlit <langlit@yorku.ca>; Chair of Anthropology <chranth@yorku.ca>; Antonella Valeo <antvaleo@yorku.ca>
Cc: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>
Subject: RE: Global Languages and Cultures Certificate - Consultation

Hi Othon,

I just wanted to let you know that I will be submitting the proposal today with a note that we have been in touch but that you have not been able to review the revised version and provide a letter. Thanks for trying.

Best,
Antonella

From: langlit <langlit@yorku.ca>
Sent: Monday, May 13, 2024 11:19 AM
To: Chair of Anthropology <chranth@yorku.ca>; Antonella Valeo <antvaleo@yorku.ca>; langlit <langlit@yorku.ca>
Cc: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>
Subject: RE: Global Languages and Cultures Certificate - Consultation

Absolutely – thank you for taking the time!

Antonella

From: Chair of Anthropology <chranth@yorku.ca>
Sent: Monday, May 13, 2024 11:08 AM
To: Antonella Valeo <antvaleo@yorku.ca>; langlit <langlit@yorku.ca>
Cc: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>
Subject: Re: Global Languages and Cultures Certificate - Consultation

Dear Antonella,

Thanks for following up! I've shared the documents with a few colleagues and I'm waiting to hear back. I'll get back to you by the end of the week—I hope that's ok.

Othon

From: Antonella Valeo <antvaleo@yorku.ca>

Date: Sunday, May 12, 2024 at 8:23 PM

To: langlit <langlit@yorku.ca>, Chair of Anthropology <chranth@yorku.ca>

Cc: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>

Subject: RE: Global Languages and Cultures Certificate - Consultation

Dear Othon,

I hope you're well. I am following up to confirm if you received my earlier email and to find out when you might be able to review and let us know your feedback and response.

Thank you,

Antonella

From: Antonella Valeo

Sent: Tuesday, April 30, 2024 1:27 PM

To: langlit <langlit@yorku.ca>; Chair of Anthropology <chranth@yorku.ca>

Cc: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>

Subject: RE: Global Languages and Cultures Certificate - Consultation

Dear Othon,

Hope you're well. I have sending you a revised draft of the proposal for your review. We have made revisions to strengthen the focus on language and culture throughout and we believe it addresses some of your concerns. I would appreciate your review and comment.

Please let me know when you believe you may a chance to do so. I'm happy to meet and discuss it as well.

With thanks,

Antonella

From: langlit <langlit@yorku.ca>

Sent: Monday, March 25, 2024 6:54 PM

To: Chair of Anthropology <chranth@yorku.ca>

Cc: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>; langlit <langlit@yorku.ca>; Antonella Valeo <antvaleo@yorku.ca>

Subject: Global Languages and Cultures Certificate - Consultation

Dear Othon,

Antonella Valeo

From: Antonella Valeo
Sent: Friday, February 23, 2024 9:02 AM
To: Vice-principale aux affaires académiques / Associate Principal Academics (Glendon)
Cc: Chair Department of Languages and Linguistics LA&PS; Associate Dean Programs LA&PS; Tanzina Tahereen
Subject: FW: Global Languages and Cultures Certificate - Consultation
Attachments: Global Languages and Cultures Certificate Proposal_November 28. 2023.pdf

Good morning, Audrey,

I am following up on our correspondence in December regarding the proposed Certificate in DLLL. I am preparing to submit the proposal and am reaching out for your input and consultation. Please let me know when you might be able to review it and provide a response.

Thank you,

Antonella

From: langlit
Sent: Wednesday, December 6, 2023 9:17 AM
To: Vice-principale aux affaires académiques / Associate Principal Academics (Glendon) <APAR@glendon.yorku.ca>
Cc: Associate Dean Programs LA&PS <adprog@yorku.ca>; Tanzina Tahereen <tahereen@yorku.ca>; Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>
Subject: FW: Global Languages and Cultures Certificate - Consultation

Good morning, Audrey,

Please see attached for the proposal. My urgency in the original email no longer applies. Your review and comments are very much appreciated when you are able to complete take this on.

Thank you again,

Antonella

From: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>
Sent: Tuesday, November 28, 2023 2:21 PM
To: Vice-principale aux affaires académiques / Associate Principal Academics (Glendon) <APAR@glendon.yorku.ca>
Cc: Chair Department of Languages and Linguistics LA&PS <lllchair@yorku.ca>; langlit <langlit@yorku.ca>
Subject: Global Languages and Cultures Certificate - Consultation

Dear Audrey,

I hope this message finds you well. I am writing to you regarding a new interdisciplinary Certificate in Global Languages and Cultures proposed by the Department of Languages, Literatures and Linguistics in LA&PS. This 24 credit certificate program offers students an opportunity to combine the study of languages with an exploration of world cultures across two global regions. Students will be able

to select a suite of courses from DLLL language and culture courses to create a self-directed pathway of cross-cultural and linguistically diverse studies.

As part of the process, we are contacting departments where global perspectives have been a focus or where there is some relevance to what we offer, to request your review and comment on the attached program. In keeping with the consultation process, we would appreciate it if you could respond with a brief letter / statement of support by **December 4th** with my **sincere apologies** for the very short timeline.

We appreciate your support. Please reach out with any questions you may have – and once again apologies for the tight timeline.

Best regards,

Antonella

Antonella Valeo, Ph.D
Associate Professor, Interim Chair
Department of Languages, Literatures & Linguistics

Faculty of Liberal Arts & Professional Studies
YORK UNIVERSITY
Ross South 561
4700 Keele Street Toronto ON, Canada M3J 1P3



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

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July 15, 2021

Professor Maria Joao Dodman
Chair
Dept of Languages, Literatures & Linguistics
Faculty of LA&PS

Dear Prof. Dodman,

The Department of Politics has reviewed your proposal for a Certificate in Languages and Cultures. The process of review included the Undergraduate Program Director, the Coordinator of the Global Political Studies Program, and the Chair of the Department.

The Department is pleased to support this initiative and we can CAS/reserve five (5) seats for DLLL students in the core courses in our Global Political Studies Program as noted below:

GLBL 1000 6.00 Introduction to Global Political Studies
GLBL 2000 3.00 Foundations of Global Political Studies
GLBL 3000 3.00 Advanced Global Political Studies: Approaches to Globalization
GLBL 4000 6.00 Global Political Studies Honours Colloquium

We wish you all the best in this endeavour and look forward to hearing more should the application be successful.

Sincerely,

Karen Murray
Chair



Faculties of the Future

Discussion Paper

Senior Policy Advisor to the President, and
Professor, Osgoode Hall Law School

December 2024

YORK **U**



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INTRODUCTION

The purpose of this paper is to launch a collegial discussion of how our academic unit structures at York University might be reinvented to propel us toward the vision and values expressed in our University Academic Plan (UAP) in a changing context for higher education. It is offered as a starting point to engender creative thinking and co-design of new organizational structures that will enable York to function as a more collaborative and adaptive university of the future, and that will showcase and amplify the unique strengths, values, and commitments that define us as a leading academic institution.

This discussion paper is only the first of many steps needed to determine collectively the organizational model that York University should move toward, to position us well to thrive in an era of disruptive change. To be successful this redesign must be driven by colleagues and units themselves coming up with the ideas that will not only remove current barriers, but also inspire and empower academic units to achieve leading scholarly and creative excellence in their respective fields.

It is worth remembering that York's current academic organization is the product of many past evolutions, driven by forces such as student interests, emerging academic priorities and opportunities, and a need to simplify structures that had become overly fragmented, duplicative, or labour-intensive to maintain. Whereas past restructuring initiatives typically focused on a subset of Faculties or departments, however, this one undertakes a more holistic review of the Academic Division and how it should evolve in light of the current challenges and opportunities facing post-secondary institutions.¹

A pan-institutional perspective is needed because no academic unit is an island. All of York's constituent parts are linked in terms of our institutional reputation, and the efforts and resources that contribute to it. The ability of any unit to provide world class scholarship and education depends on others thriving in their own fields of expertise. Units are crisscrossed by shared students, curricula, faculty networks, and fields of knowledge and creative activity, and moreover, they are financially interdependent. The *Faculties of the Future* initiative is inspired in part by examples of bold, macro-level restructuring at a number of universities internationally, as peer institutions ready themselves for the future of higher education and research.

The Provost & VP Academic will work with the Academic Policy, Planning, and Research Committee of Senate (APPRC) to design a fulsome consultation and co-design process jumping off from the ideas put forward in this paper. Particular efforts will be made to engage the many faculty members who have joined the University in recent years, so that we benefit from new perspective and ideas about what York could look like in future. Hearing from students will

¹ This paper uses "academic unit" to refer to both Faculties (led by a Dean or Principal and governed by a Faculty Council) and departments (formally established sub-units of a Faculty, led by a Chair or Director). It avoids the term "School" which is ambiguous as it can be used in the name of either a Faculty (e.g. the School of Arts, Media, Performance & Design is a Faculty), or a department (e.g. the School of Public Policy and Administration is a department within the Faculty of LA&PS). The paper focuses on the so-called "anchor" Faculties that offer academic programs. The Faculty of Graduate Studies plays a critical role in supporting graduate education and research across the University but does not have its own graduate degree enrolments.

also be crucial, in addition to collegial governance bodies, faculty who have experienced previous reorganizations, staff members, Deans, labour union executives, and others. It is worth emphasizing once again the central importance of a collaborative, collegial process of ideation and discussion.

Feedback emerging through this discussion will be synthesized to inform recommendations to APPRC on how the Academic Division could best re-organize itself to foster impactful learning and research programs that meet the evolving needs of students, minimize unhelpful barriers and costs, and project the distinctive strengths and identity of our Faculties and academic units. Implementing any actual changes to academic unit structures will require detailed proposals to be approved through normal governance processes engaging Faculty Councils, Senate and the Board of Governors, followed by implementation plans that respect collective agreements.

WHAT ABOUT THE GROWTH OF ADMINISTRATION?

Some readers will ask whether the answer to budget deficits lies not only in reorganizing Faculties, but in reducing administration. In asking this question, some have referenced the 2023 report of the Auditor General of Ontario. The limited data underlying that report including some unfortunate errors have been explained elsewhere.² Nonetheless, it is accurate to point out that the University's administrative apparatus will have to be streamlined and reorganized to be more affordable in a period of lower revenues. That work is already underway through the Administrative projects within the York U Forward Action Plan, designed to achieve efficiencies and reduce the total overhead cost of administration. In addition, compensation for management and senior executive employees is being reduced by 3.6% over the next year, with projected savings of approximately \$5 million.³

Yet the need to review administrative structures and costs does not remove the need to also review the organization of our Faculties and academic units.⁴ Neither administrative cost reduction, nor academic structure reorganization, can alone provide a full answer to our current challenges or position the University for future success. The Faculties are centred in this particular project because they drive the core academic mission, and are central to addressing the curricular and student experience issues raised here. This paper asks colleagues to think and talk about whether our current academic unit structures could be enhanced in order to better serve our core purposes of providing a world class research and learning environment.

² Inaccuracies in the OAGO report commentary on certain senior administrative roles are explained here: <https://www.yorku.ca/labour/wp-content/uploads/sites/105/2023/12/2023-12-08-York-University-Response-to-YUSA-News-Release.pdf>. Salary restraint measures have been announced for managerial and senior administrative employees of the University: <https://www.yorku.ca/forward/py-community-area/project-16/>.

³<https://www.yorku.ca/yfile/2024/07/17/york-u-forward-action-plan-website-launches/>.

WHY NOW?

The post-secondary landscape is being reshaped in dramatic ways that are likely to accelerate in the coming years. Emerging from the COVID pandemic, universities worldwide are facing stiffer competition to attract students who have more choices as to where and how they might gain the knowledge and skills they are looking for. Labour market needs and jobs are changing with technological disruption, boosting demand for programs in and around STEM (science, technology, engineering, and math) and health. Many learners, including a high proportion of those who attend York, are seeking an education that provides greater personalization and flexibility to manage work and other responsibilities, and credentials that will position them well for meaningful, high-quality employment, including opportunities to apply knowledge and gain practical experience through work integrated learning. In a precarious world, these needs must be met in order for students to pursue not just material security, but also their dreams and ambitions to create positive change for their families and communities.

Beyond enrolment trends, the research landscape is also changing with funding agencies dedicating more dollars to problem-oriented, impact-driven research that speaks to urgent social and economic imperatives, often requiring team based, interdisciplinary collaborations. Likewise, governments and the citizens who vote them in or out, are asking more questions about how well universities are serving the changing needs of their students, graduates, and communities.

These are among the key trends that have triggered a notable wave of university reorganizations internationally. New structures are being designed to profile strategic directions, bring disciplines together around pressing global challenges, and usually to create larger and more diversified units that can share a common administrative infrastructure. While financial stresses may often serve as the trigger for these initiatives, it need not limit their vision. It is true that York's current financial challenges increase the urgency of this review, as many areas of the academy come under intense pressure from declining enrolment revenue. However, this paper assumes that academic reorganization will be most successful if it is driven primarily by our aspirations to provide excellent student learning experiences, based on internationally recognized excellence and impact in research, scholarship, and creative activity. In rethinking our academic structures, we have an opportunity to protect what we most value while responding effectively to significant factors impacting the future of higher education, in fulfilling our vision as a leading university.

Like most of our peer institutions, York has a long history of redistributing revenues internally among academic units to account for differential funding formulae, tuition fees, and costs of teaching and research. Redistribution has also been used to help units adjust to declining demand for particular programs, until such time as enrolment can be recovered, or until the unit can bring down costs to match their smaller size. In recent years, internal redistribution was made possible by healthy budget surpluses at the institutional level, generating positive carry forwards of \$204.5M (2017-18) to \$316.8M (2020-21). However, 2023-24 saw a dramatic turn in the University's finances. The proximate causes of this turn have been discussed elsewhere, and amount to enrolment loss, declining real value of government grants

and tuition in Ontario, and increased operating costs in a period of inflation.⁵ Though each of our ten “anchor” Faculties has been impacted differently depending on its mix of students and disciplines, all are now experiencing financial challenges to some degree, and the size of in-year and cumulative deficits has grown rapidly in several. York has reached a critical juncture where our budget challenges are so widely shared across the Faculties, that sustainability can no longer be achieved through internal redistribution alone.

Just as no unit is an island, neither is any unit or group of colleagues to blame for the accumulation of external forces that has undermined the sustainability of our sector. Yet as an institution we must grapple with the question of why York has been harder hit by these forces of change than some of our competitors, and with the impact this is having on our resources and on the ability of academic units to be world leaders in their respective fields. By facing these challenges openly and collaboratively we can overcome them and emerge stronger. Rather than stabilizing or returning to a previous status quo, it is more likely that conditions of volatility, uncertainty, complexity, and ambiguity (“VUCA”) will bring further disruptive change that affects the well-being of universities. These challenges can feel overwhelming and many institutions will be tempted to shift into a defensive posture of internal competition over increasingly scarce resources, that risks leading them into a downward spiral. However the strength of collegial governance at York University gives us the ability instead to discuss openly how we are falling short in the current environment, and how we could take proactive steps to future-proof our graduates, and our institution. Being ready to adapt to changing conditions is essential if York is to continue having the positive social and economic impact that has defined us, for our students, campuses, and communities near and far.

Fortunately, York’s rise over the last decade means we are coming from a position of strength. Our collective successes have enabled us to attract outstanding new colleagues to bolster our faculty complement; to expand the number of research chairs and organized research units; to invest in facilities and infrastructure renewal across the University; to increase our community impact through innovation hubs and partnerships; to strengthen our global knowledge networks; and to build up our reputation as reflected in national and international rankings and prestigious awards for our scholars. All of these strengths, along with projections for continued population growth in the city of Toronto and York Region, put York University in an enviable position compared to many of our peers. In the short term, however, we are faced with a budget challenge that cannot easily be solved within our existing operating model.

Rearranging academic unit structures will not bring about recovery on its own, unless it facilitates other critical work on program innovation to appeal to learners of the future, enhances research excellence and reputation, improves our student experience, retention and outcomes post-graduation, and delivers administrative support services more effectively and efficiently.

⁵ See [York University’s three-year budget plan approved - YFile](#); [Actioning the University’s three-year budget plan approved by the Board of Governors - YFile \(yorku.ca\)](#); [York U Forward Action Plan website launches - YFile](#); [Progress towards a strong, stable future for York University - YFile](#).

A rethink of our academic structures is especially timely in the culminating year of the 2020-2025 University Academic Plan. Given the dramatic changes in the broader landscape since 2020, *Faculties of the Future* provides an opportunity for deeper analysis of the implications for York which can then inform the preparation of the next UAP for Senate approval.

This initiative is also well timed to inform planning for the proposed School of Medicine and opportunities to further expand York’s health-related offerings. Following confirmation by the province in spring 2024 that it is prepared to fund a new medical school at York University, a proposal is in development to establish the School. In consulting with APPRC and the Faculties on this forthcoming proposal, it will be helpful to consider the overall structure and relevant strengths of the University’s existing academic units.

To be clear, however, the need to reconsider academic unit structures exists separate and apart from any decisions on a future School of Medicine. The issues raised in this paper need to be thought through and pathways to sustained academic leadership and financial resiliency clarified for our current array of academic units, regardless of any new ones to be created. Once again, the best path to financial sustainability runs through the academic and research excellence that will draw talented people to York as the world changes around us.

WHAT WILL SUCCESS LOOK LIKE?

Considering the ideal *Faculties of the Future* is a major undertaking and any recommendations emerging this year would take more than one academic year to implement. Establishing goals and criteria for success at the outset can provide a guiding compass along the way. Feedback is invited on the following suggested goals and measures of success.

Goals of Academic Reorganization	Successful Outcomes
1. Facilitate the pursuit of academic excellence and impact, in a context of rapid change and uncertainty.	More organic formation of interdisciplinary clusters to pursue problem-based research and curricula as knowledge needs evolve. Increase adaptive program design. Increase York’s responsiveness in both research and teaching to urgent issues and topics of the day.
2. Create a leading value proposition for current students and diverse learners of the future.	Organizational structure makes it easier for students with diverse needs to succeed at York. Students have clear and flexible pathways to complete programs, with access to needed supports and advice. Students can easily combine any area of fundamental learning with professional skills that enhance career

	<p>opportunities. Units are supported to deliver on enriched pedagogies (eg flipped classrooms, co-op streams, capstone projects). Improve first choice applications, retention, graduation rates, student satisfaction, post-graduation career and graduate education outcomes. More students from populations underrepresented at universities are coming to York, and completing their programs.</p>
<p>3. Organizational structures promote collaboration among faculty and staff, along with equitable and efficient allocation of resources.</p>	<p>Reduce total number and increase average size of units to include larger clusters of faculty and staff. Increase tenure stream faculty time available for teaching and research while also enhancing collegial self-governance. Create more community for early career and underrepresented faculty members. Strengthen communication and co-planning within and across units. Faculty have better access to shared services. Staff work in larger groups with more back up. Administrative overhead costs are reduced. Internal competition/duplication is reduced. Units are empowered to create educational and research programs that compete externally with the best in the world.</p>
<p>4. Project and amplify York’s distinctive identity and values, including its commitments to social responsibility and decolonizing, equity, diversity, and inclusion.</p>	<p>Academic units are structured to raise profile of thematic strengths that differentiate York. Increased visibility of York’s commitments to inclusive and excellent interdisciplinary education and socially relevant research. Maintain offering of curriculum that centres DEDI. Reputational gains at both the subject/discipline and University levels. Increased competitiveness in attracting faculty, research funding, external partners.</p>

PRINCIPLES AND PROCESSES

Much has been learned from past restructuring efforts at York. One important lesson is that academic structures are linked to scholarly identities and communities that matter to people. The prospect of changing these structures understandably causes anxiety. However, it can also create excitement and commitment to an aspirational vision, if colleagues are engaged in a process that allows them to co-design new organizational structures. Gathering learnings from our own evolutionary history should be a priority as part of this process.

In addition, a core principle of this initiative should be that any option for change must be considered through the lens of its impact on institutional commitments to decolonizing, equity, diversity, and inclusion (DEDI). Beyond avoiding negative impacts, restructuring discussions should look for ways to enhance the conditions for DEDI in education, research, and collegial life.

Notably, principles to guide restructuring were set out in 2006 by the former Academic Planning and Policy Committee of Senate (APPC) and remain relevant today.⁶ APPC advised that a review of structures should attend to the following goals and outcomes:

“Resources: Changes of various kinds, including those relating to structures, must be sensitive to resource questions and further the cause of making the wisest possible use of academic resources in line with priorities. The sufficiency of resources is one aspect of proposals. Proponents must also be clear about the resource implications for other activities.

Differentiation: The University must continue to foster innovation and collaboration without creating direct competition.

Student accessibility: As our structures evolve, we must continue to offer a variety of pathways, harmonize Faculty requirements where appropriate, maximize student mobility and choice, and minimize bureaucratic barriers. Access includes the provision of appropriate academic supports for students.

Enhancing the University’s profile and impact: Changes in structure need to maximize clarity and visibility, for external audiences as well as current members of the University community.”

As for process, APPC noted this will vary depending on the particular context, but in keeping with principles of collegial self-governance, it said that restructuring proposals should be developed in a manner that emphasizes:

⁶ *Review of Academic Structures: Advisory Statement on Planning Principles*, APPC, June 4, 2006.

[start of quotation]

- early consultation among senior administrators and units most directly affected
- input from the ‘grassroots’, including faculty, students and staff most directly affected
- transparency regarding resource and workload implications, at the stage when concrete information can be generated;
- respect for collective bargaining agreements, and the needs of individual faculty members;
- opportunities for the wider community of students, faculty and staff to comment on proposals as they are refined;
- the need to keep Senate and its committees publicly informed of developments as they emerge;
- adequate recognition for those who undertake the work of implementing structural reform;
- careful attention to pacing, to avoid transitions that are either too protracted or too rushed.

[end of quotation]

A full process for engagement remains to be fleshed out with APPRC.

Finally, a good discussion of *Faculties of the Future* will require a commitment to open minded listening and dialogue, as well as mutual respect, fairness, empathy, and care. Those responsible for driving the process will need to be responsive to input received, and to questions that require additional research, data, and transparency. All participants are responsible to ensure that the time spent on this exercise enhances relationships and trust, rather than eroding them. Both the process and the shared vision that emerges should generate optimism that change will produce net positive benefits for the institution as a whole, while best supporting all of its constituent elements.

A discussion of possible restructuring must also proceed from an understanding of where we are starting from.

PURPOSE OF ACADEMIC UNIT STRUCTURES

Faculties and departments are often a taken-for-granted backdrop to academic life, with limited awareness by faculty, students, or staff of the basic purpose or functions of these structures. At its core, an academic unit is a mechanism to organize the work of faculty and staff in delivering a set of thematically linked educational and research programs. It is the structure through which collegial decisions are made about faculty appointments, degree requirements, admissions standards, course offerings, teaching assignments, and other matters that directly shape the delivery of the core academic mission. A Faculty is led by a Dean or Principal, the senior academic administrator, who is appointed by the Board of Governors on the recommendation of the President. The Dean or Principal holds fiduciary responsibility as an officer of the University including for the Faculty budget and resource allocation within it. A department is an academic unit within a Faculty, and is led by a Chair or

Director who is a member of the unit with some responsibilities to organize the academic operations of the department on behalf of colleagues, especially the mounting of courses and programs, subject to the Dean's or Principal's approval from a resource perspective, and with the responsibility of annually assigning teaching duties as the Dean's or Principal's designate.

Students typically are focused on their program first and foremost, both in deciding where to attend university and what courses they will take, in what order. The name or composition of the department or Faculty that delivers the program is generally of less interest to students, though it may affect where they obtain access to academic services such as advising or petitions for academic relief. It is expected that students will move across academic unit boundaries (departments and/or Faculties) to complete different degree requirements, or different credentials within their degree such as a major, minor, or certificate.

Both Faculties and departments generally reflect a concept of knowledge as divided into traditional disciplines (though some have sought to redefine themselves in more interdisciplinary ways). This longstanding concept of a discrete discipline has the value of being easily recognizable to many within and beyond the academy. However it can also have the disadvantage of creating artificial boundaries among fields of knowledge that are in reality quite fluid and constantly changing. Likewise, academic unit structures can create barriers to working across disciplines. This is important in an era when traditional fields of expertise are being broken down or combined in new ways to address emerging labour market and knowledge needs of society.

CURRENT ACADEMIC UNIT STRUCTURES AT YORK

The Academic Division of York University currently has ten Faculties offering degree programs at the undergraduate and graduate levels. Table 1 shows this is within the range characteristic of larger universities in Canada, but notably three of our peers – Carleton, Concordia, and McMaster – have only five or six Faculties. Internationally some universities have reduced this even further, such as the University of Exeter which recently moved from six Colleges with 40 departments, into three Faculties with 25 departments, each with 50 or more faculty members.⁷

These data suggest there is no one answer to the optimal number of academic units, for a university of York's size. However, they do suggest there is a range of different organizational models that can work, including ones with relatively fewer Faculties and departments.

⁷ See below for further discussion of the University of Exeter's restructuring, and the Data Appendix for additional presentations of data that underpin the discussion paper.

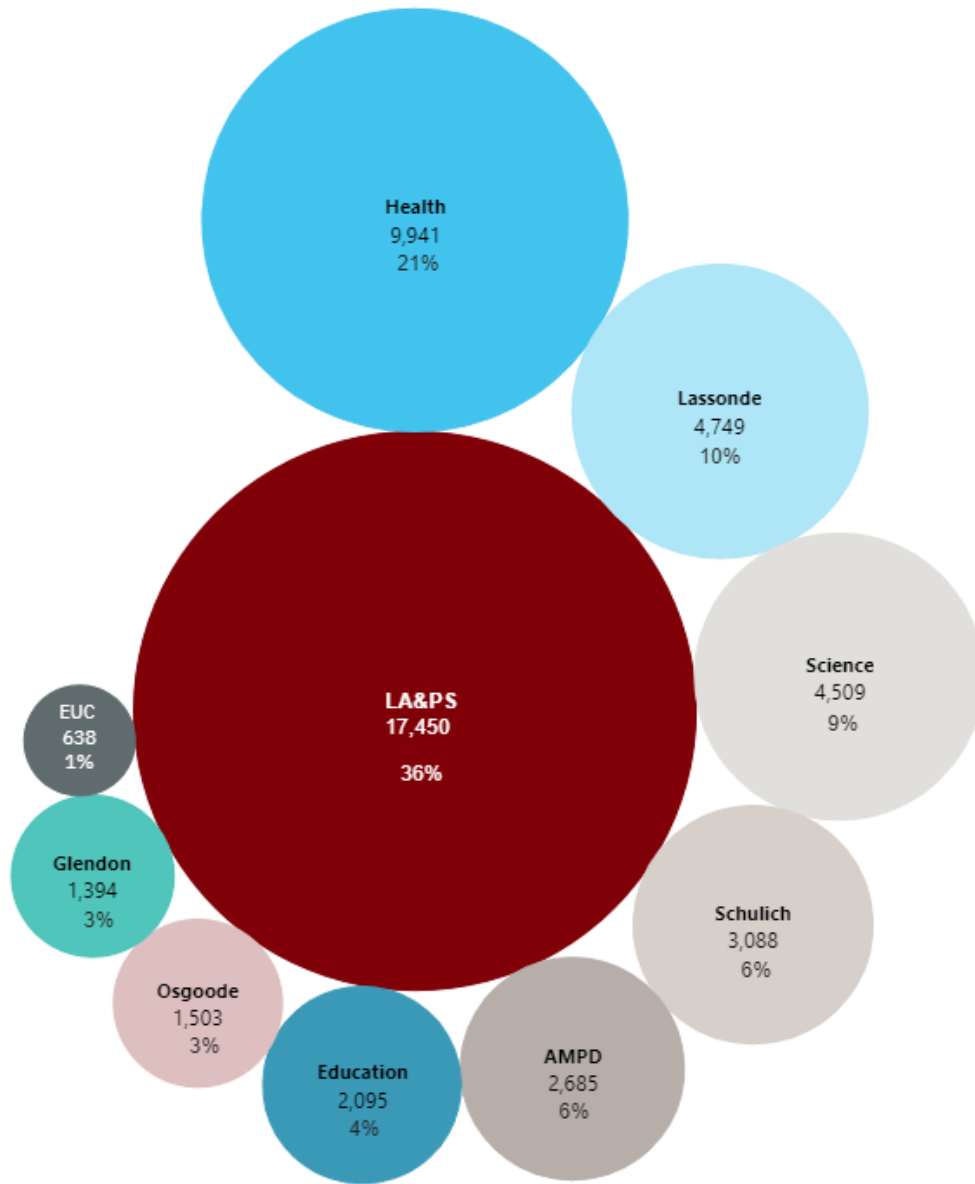
Table 1: Group of 12 University Comparisons, 2022-2023

University	# of Faculties	Students (UG and GR)	Academic FTE	Revenue (\$000's)
University of British Columbia	21	68,277	2,991	\$1,842,168
University of Toronto	19	95,874	2,901	\$2,914,385
Toronto Metropolitan University	9	48,783	1,173	\$742,665
Simon Fraser University	9	31,818	1,068	\$643,556
McGill University	11	38,118	1,989	\$874,035
University of Calgary	15	37,197	1,830	\$843,528
Western University	11	43,242	1,323	\$876,330
University of Alberta	13 Faculties organized into 3 Colleges, and 3 Standalone Faculties	43,902	1,536	\$1,117,239
McMaster University	6	37,875	939	\$851,697
Carleton University	5	31,374	1,008	\$531,476
Concordia University	5	38,763	1,077	\$563,388
York University	10	52,791	1,590	\$1,067,980
Overall Average	11	47,335	1,619	\$1,072,371

Divergent Scale and Complexity

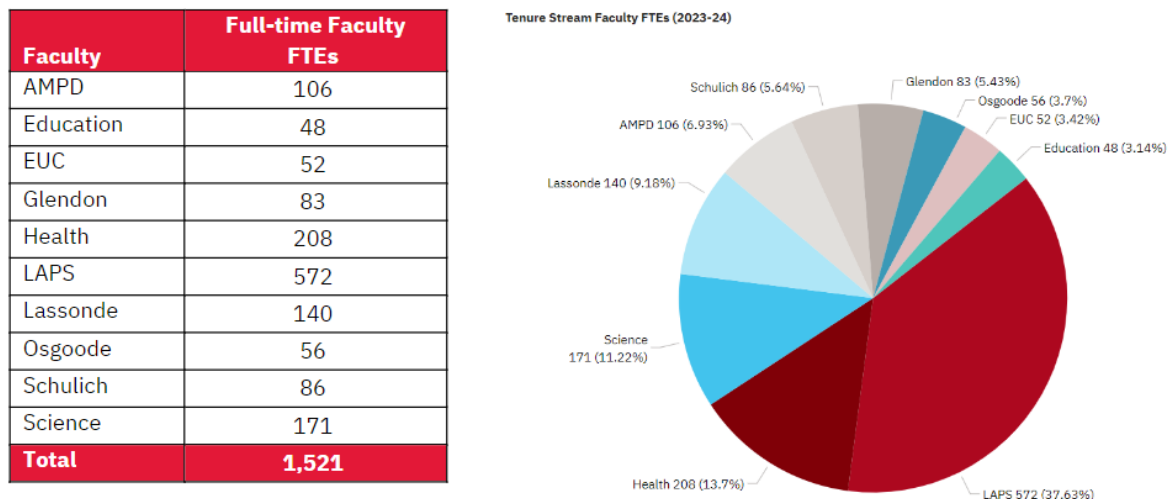
Some basic statistics show that our current Faculties are characterized by extremes of scale, whether measured by number of students or number of faculty members (note that faculty: student ratios are discussed below).

Figure 1: Current Faculties, Total Full-Time Equivalent Students 2023-24⁸



⁸ This table reflects all Faculty of Education enrolment. However, in several tables within this report, for the Faculty of Education, only BA enrolments are reported. However, the majority of the Faculty's undergraduate enrolments come from the BEd program. These BEd enrolments are typically excluded from new student headcount figures, as BEd students are often concurrently enrolled in another faculty or have completed a program in another faculty before continuing into the BEd. As a result, the exclusion of these enrolments may give the appearance of lower overall enrolment for the Faculty of Education, when in fact the Faculty consistently meets its enrolment targets. It should also be noted that the previous enrolment cap on BEd programs imposed by the Ministry of Colleges and Universities (MCU) no longer applies.

Figure 2: Tenure Stream Faculty FTEs per Faculty, 2023-24



Note: Tenure stream only. Full-time Faculty Adjusted FTEs are for the fiscal year. The data reflect FTE splits for cross or joint appointments.

Extremes of scale also characterize our departments. Four of York’s Faculties are non-departmentalized (Education, EUC, Osgoode, and Schulich). The six departmentalized Faculties had a total of 60 departments immediately prior to September 1, 2024, and this has declined to 48 as of September 1, 2024 with the implementation of departmental restructuring in AMPD and Glendon College.

Table 2: Number of Departments and Average Department Size (Faculty FTE) by Faculty, as of September 1, 2024

Faculty	Number of Departments	Average Dept Size
AMPD	6	20
Education	1	48
EUC	1	52
Glendon	4	22
Health	5	42
LAPS	20	29
Lassonde	4	35
Osgoode	1	56
Schulich	1	86
Science	5	34
Total	48	42

Averages can be deceiving, and a closer look shows even larger differences of scale between the smallest and largest academic units at York (see Figure 4 below).

Size matters here, on a number of levels. Small Faculties or departments may create tight knit communities of students, staff, and faculty. However, they also experience a number of challenges. A

lack of scale can mean that a minimalist staff complement must attempt to cover all the functions and serve all the constituencies that make up a Faculty, including the operations of Faculty Council and its committees, student recruitment and student services, preparation of

budgets, strategic plans, Integrated Resource Plans, advancement and other external engagement, communications, facilities, local IT services, etc. Staff may have no one to back up their roles, and a small Faculty has less opportunity than a department of equivalent size to access shared administrative supports and infrastructure. A small Faculty may feel that its staff resources are too constrained to pursue strategic goals the way they would like to, while at the same time administrative overhead costs take up a disproportionate share of its budget.

Further, in a smaller Faculty, academic colleagues tend to carry heavier service loads as they must populate a full suite of Faculty Council committees, as well as sending representatives to Senate and all of its Committees. Likewise, smaller departments have fewer colleagues to share the minimum responsibilities of being Chair, Undergraduate Program Director or Graduate Program Director and to populate departmental committees for faculty searches, curriculum development, adjudicating research release applications, or other purposes. At some point, these extra service burdens erode the tenure stream faculty's research and teaching capacity to a point that outweighs the benefits of additional time spent on service. Service commitments can be especially onerous for underrepresented faculty members. Those faculty who are early in career or who identify as part of an underrepresented or historically marginalized group, are also more likely to find themselves isolated as the "only one" within a smaller department.

Smaller scale also limits the degree to which curricular offerings can be diversified to appeal to changing student audiences, and limits the visibility and accessibility of the Faculty's course offerings to students elsewhere in the University. It is harder to be noticed by students in other Faculties, and harder to share curriculum across Faculty boundaries. These barriers are intensified, often to the detriment of smaller Faculties, by rules and requirements that limit the ability of students to broaden their education by taking courses outside their home Faculty.

Large size can create economies of scale and allow a more diverse program portfolio, but at some point, scale can also become detrimental. Departments in a large Faculty may not feel sufficiently connected to engage deeply with the overall Faculty or University Academic Plan, and collegial relationships among units may not be close enough to promote cooperation and collaboration for the benefit of students. Instead, there is a risk of units coming to see each other as competitors to the point of duplicating courses and programs, creating a maze of different program rules and requirements that frustrate student progression and harm retention efforts, and blocking new ideas for program innovation brought forward by other units. The more faculty and units that must be won over, the harder it will be to build consensus toward changes that are perceived as against the interests of any one unit, leading to a loss of student-centric thinking and agility to respond to fast changing external competition.

Internal Competition and Duplication of Efforts

There is good evidence that internal competition is currently getting in our way, both within Faculties and between them. The Keele campus alone has multiple academic units offering programs and courses in computer sciences/information technology, business and management, economics, film and media studies, health studies, statistics, philosophy,

literature, history, theatre, and Indigenous studies. There are no doubt differences in emphasis and approach that add intellectual depth and diversity for our students and our research culture. However, the proliferation of courses in a subject area can also prevent any one course section from attracting a critical mass of students. Especially in areas of the curriculum that tend to attract small but important audiences, there would be value in bringing those students together across units to form community. Further, the replication of similar-named courses in different units creates student confusion, progression challenges, and administrative burden.

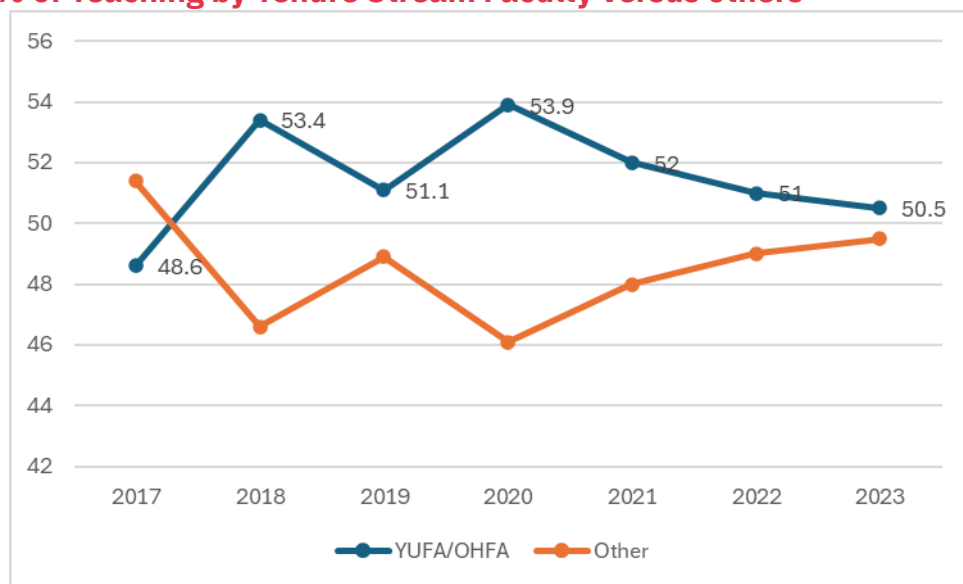
For example, significant advising resources are needed to explain to students which of two similar-sounding courses they should take; why they can take two courses that cover virtually the same material in two different Faculties and receive credit for both; or conversely why the course they took in one unit does not count to fulfill a very similar requirement to complete their major in another unit, so they must enrol for an extra term of study, or take another course or seminar in the same area.

It must be acknowledged that both students and faculty bear the consequences for our lack of internal coordination. Students lose time and other opportunities, incur additional costs, and question if the University really cares about the quality of their overall learning experience. Low enrolled courses are vulnerable to being cancelled, disrupting faculty planning and their ability to teach regularly in their main areas of expertise. York's fragmented academic unit structures unintentionally contribute to these problems. Our retention, graduation rates, and student satisfaction ratings reflect in part the difficulty students have in navigating our programs and progressing along a clear path to timely completion. The third Strategic Mandate Agreement between the province and each of its universities defined performance targets for a number of metrics, several of which are focused on student outcomes. While York has consistently met almost all of its institutional targets, the Auditor General of Ontario found that our performance still lags the sector and recommended that the University develop an improvement strategy.⁹

Having many relatively small units also contributes to course proliferation. The average number of course sections offered across the Academic Division over the last three years was more than double the total teaching capacity of our tenure stream faculty.

⁹ Office of the Auditor General of Ontario, *Value-for-Money Audit: York University Operations and Capital* (at 33-36), available online at https://auditor.on.ca/en/content/annualreports/arreports/en23/AR_YorkU_en23.pdf. Initiatives to strengthen performance on SMA3 metrics are included in the York U Forward Action Plan, and are being monitored by the Office of Institutional Planning and Analysis (OIPA).

Table 3: % of Teaching by Tenure Stream Faculty versus others



Once again, this is an unintended consequence of good faith efforts to provide students with a stimulating array of choices based on the full range of our faculty expertise. The problem is that courses are created and mounted at the unit level with limited visibility into what other units are doing. Coming together in larger clusters for curriculum development and course planning would create the potential to reduce the number of competing course offerings in any one term, increase student opportunities to learn from tenure stream faculty, and allow more planful alternating of courses so that diverse approaches to a subject are represented in the curriculum without undermining each other.

Empowering Research, Scholarly, and Creative Communities

Restructuring could enhance informal research networks and synergies, potentially around specific themes or grand challenges where York is or could be a leader. Research strengths do not map neatly onto academic unit structures, and perhaps especially at York with its long tradition of promoting interdisciplinarity. Using the 5 broad publication categories in the QS University Rankings by Subject Area, many commonalities and complementarities can be observed across Faculties. An important caveat is that this analysis is limited to publications in academic journals listed in the SciVal database, making it at best a partial picture of York's scholarly and creative output.

Table 4: Proportion of Publications in QS Subject Areas by Faculty, 2023

Proportion of Publications in QS Subject Areas by Faculty (2023)

Faculty	Arts and Humanities	Engineering and Technology	Life Sciences & Medicine	Natural Sciences	Social Sciences & Management
AMPD	7.4%	0.9%	0.2%	0.2%	1.2%
Education	4.3%	0.2%	1.1%	0.2%	5.0%
EUC	4.9%	4.1%	2.8%	3.9%	7.9%
Glendon	5.3%	0.5%	1.6%	0.6%	3.4%
Health	16.7%	6.0%	53.5%	3.1%	22.2%
LAPS	48.1%	13.4%	6.8%	5.7%	32.5%
Lassonde	1.9%	48.7%	4.6%	25.4%	4.4%
Osgoode	2.8%	0.1%	1.4%		4.2%
Schulich	7.2%	4.4%	1.9%	1.4%	15.3%
Science	1.6%	21.5%	25.9%	59.6%	3.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

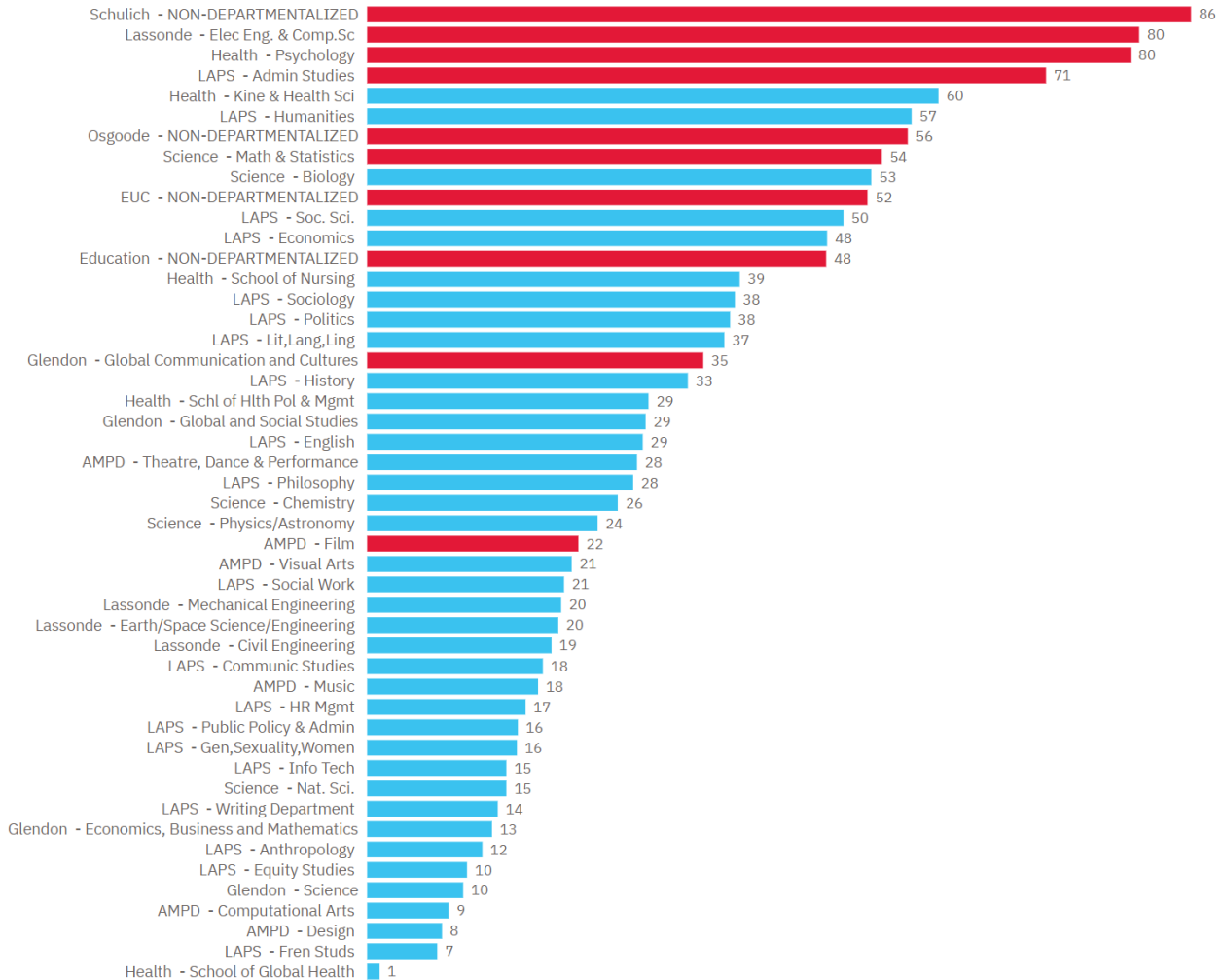
York already stands out for its success in larger team-based, collaborative and partnered research. Lowering the institutional walls among faculty who are logical collaborators on many emerging research questions could help to further leverage this strength, positioning our scholars to attract funding from international, non-profit, and philanthropic sources that are often focused on impacting complex problems facing communities.

Equity in Decision Making, Collegial Voice, and Workloads

Differential size among Faculties and departments has raised questions about workload equity and representation in collegial governance fora. In particular, Figure 4 below shows that the nine largest departments at the University are larger than or of similar size to our smaller Faculties. Under our governance frameworks, Faculties automatically have a certain level of decision-making autonomy and voice at leadership and governance tables that is qualitatively different than a department, a distinction that may seem illogical or unfair to our largest departments.

Figure 3: Full-Time Tenure Stream Faculty FTEs by Department, September 1, 2024

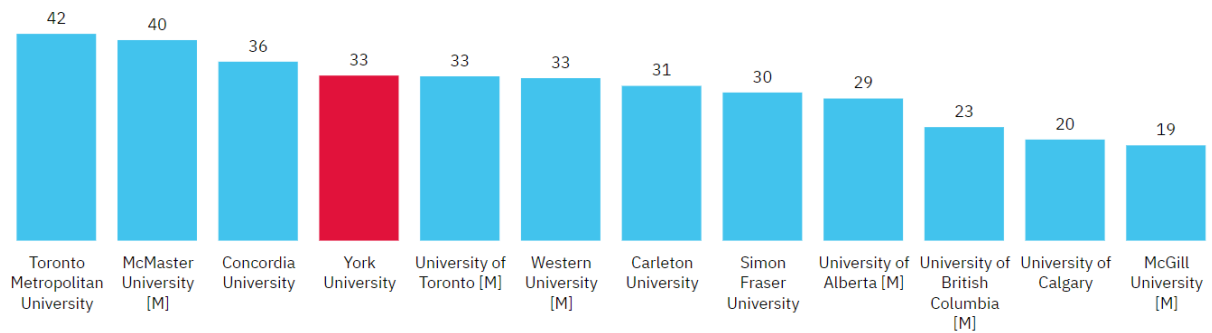
Note: **Red** is used to highlight the largest unit by Tenure Stream Faculty FTEs within each Faculty.



Scale also tends to correlate with larger student: faculty ratios. On average, York's student: faculty ratio is in the mid- to upper range of our peer institutions. However, within York there are significant variances across Faculties, as reflected below.

Figure 4: Student to Academic FTE Ratio by University, 2022-23

Student to Academic FTE Ratio by University (2022-23)



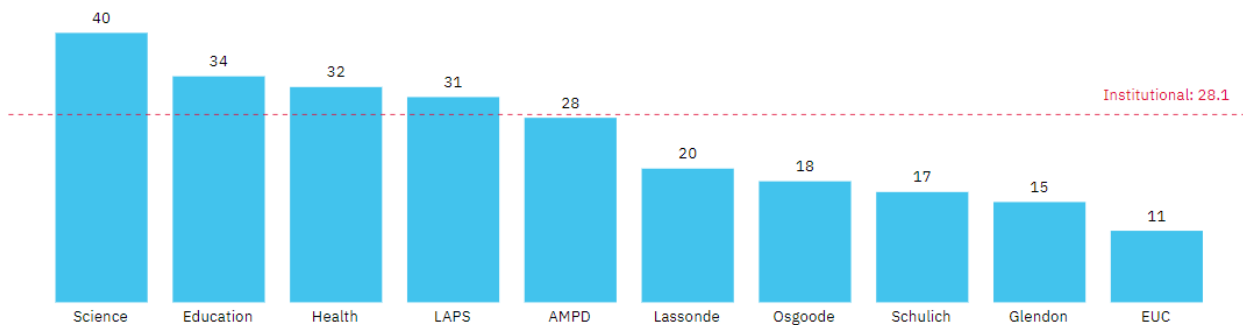
Note: [M] indicates that the university has a Medical School.

Source: University websites and CAUBO

Western University data sources: University website, Statistics Canada, CAUBO, and MCU Enrolment Data

Figure 5: Undergraduate Student FFTE to Faculty FTE Ratio, 2023-24

Undergraduate Student to Academic FTE Ratio by Faculty (2023-24)



The Student-Faculty ratio is calculated by dividing the number of undergraduate responsible student Fiscal Full-Time Equivalent (FFTEs) by the number of Full-Time Faculty Tenure Stream Full-Time Equivalents (FTEs).

These variations can be explained in part as a function of pedagogical imperatives for small group instruction, such as in studios or second-language classes, or based on what competitor schools offer in professional programs. On the other hand, they can sometimes reflect enrolments falling below their targeted levels. When Faculties experience enrolment decline, their faculty complement size is often slower to change. Persistent or growing disparities can leave faculty in larger units feeling at a disadvantage in terms of the educational experience and program innovation they can offer to students, their research productivity, or their personal work-life balance.

Aligning with Enrolment and Funding Trends

Over the last decade and more a broad shift in student demand has been occurring internationally, with growing enrolment in STEM and health programs and flat or declining enrolment in the social sciences and especially the humanities, leaving many of the latter feeling vulnerable and at risk.

York as a whole has benefited from seizing growth opportunities in STEM and health, but it must be acknowledged that becoming more comprehensive has also been challenging for us as a University that was founded primarily on strong liberal arts, fine arts, and professional programs. Expanding STEM and health disciplines requires new kinds of infrastructure, faculty expertise, and specialized staff supports. There is also a cultural shift involved in broadening the University’s identity. Yet the importance of having responded to new areas of demand is graphically illustrated by changes in Faculty enrolments over the last decade.

Figure 6: Undergraduate Percentage Enrolment Change over 10 Years (2014/15 to 2023/24) by Faculty

Undergraduate Percentage Enrolment Change over 10 years (2014/15 to 2023/24) by Faculty

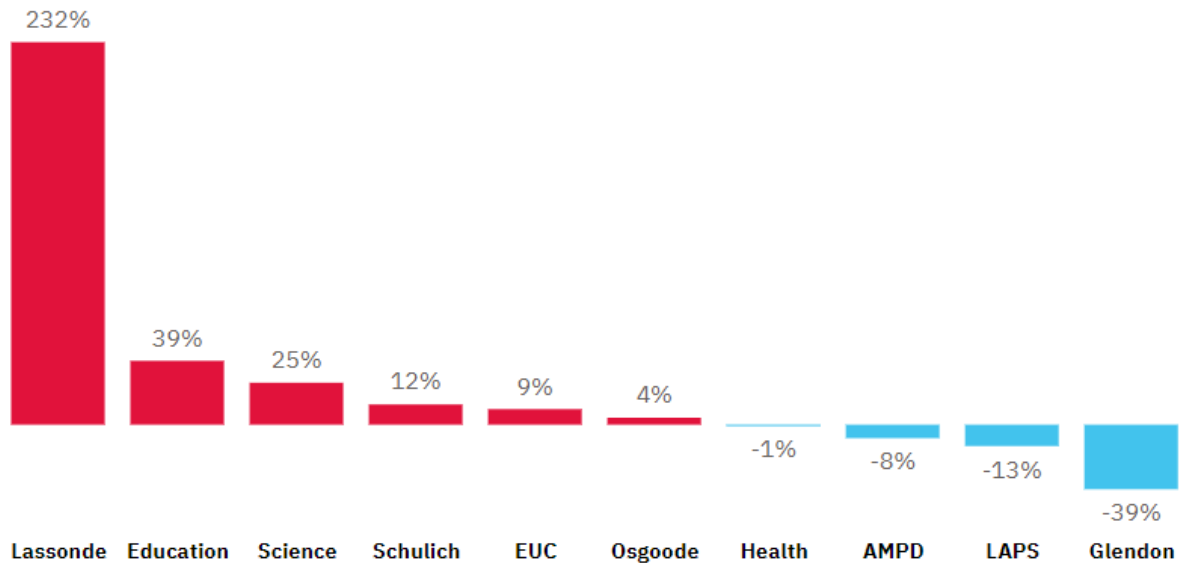
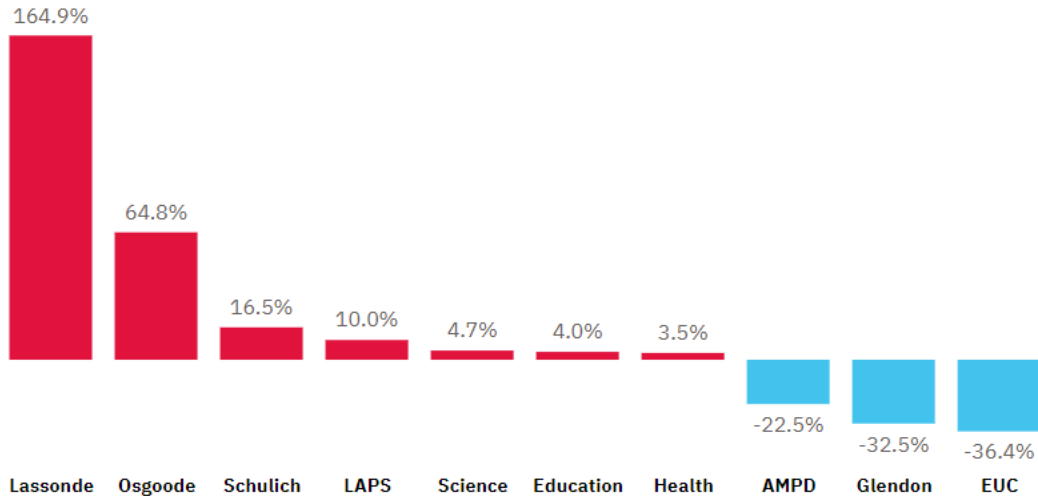


Figure 7: Graduate Percentage Enrolment Change over 10 Years (2014/15 to 2023/24) by Faculty

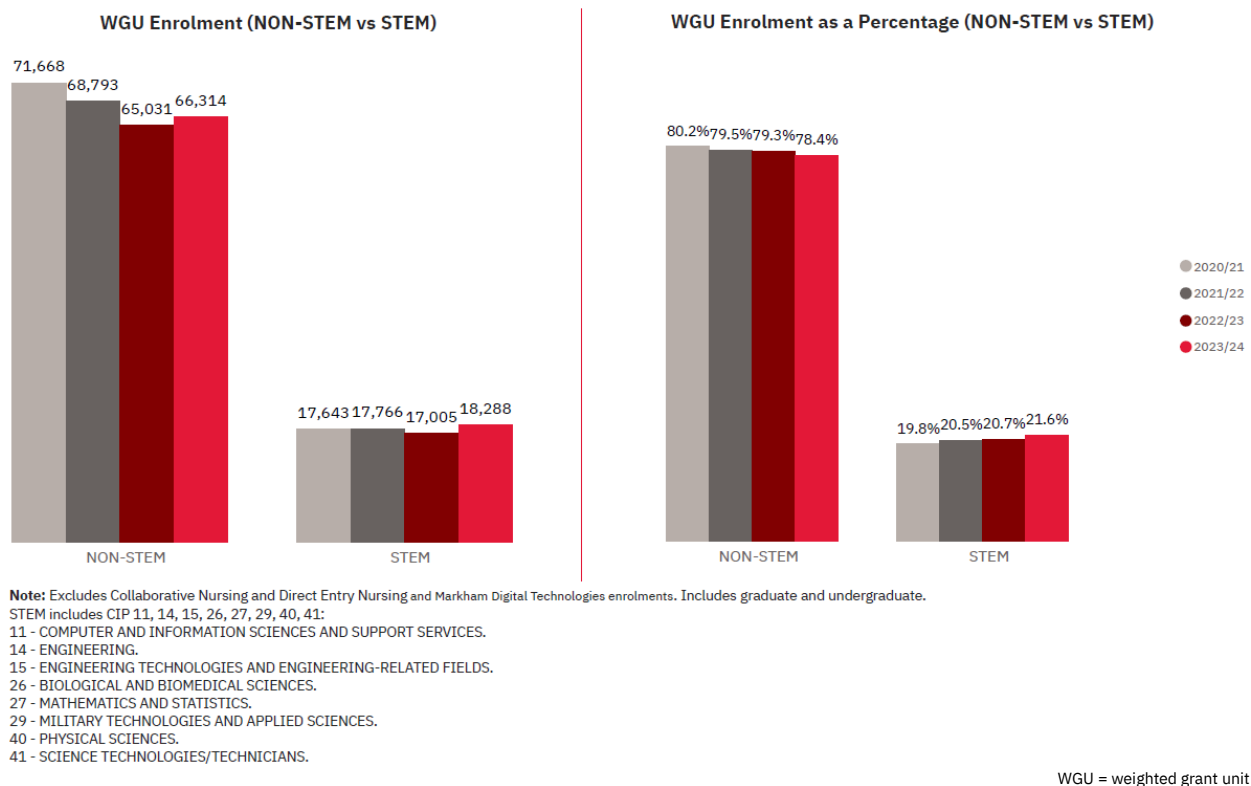
Graduate Percentage Enrolment Change over 10 years (2014/15 to 2023/24) by Faculty



York’s UAP 2020-2025 includes the following important sentence: “We reassert our foundational commitment to the arts, humanities, and social sciences not only as fields of inquiry but as modes of apprehending human existence at this critical juncture.” In keeping with this commitment the University has continued to invest in these areas with faculty appointments, research chairs, seed funds, research centres, specialized facilities, and hosting significant scholarly events such as the 2023 Congress of the Humanities and Social Sciences. We have a lot at stake in ensuring the continued vibrancy of these disciplines, which also remain among our best performing areas in international rankings. Not surprisingly, York is also increasingly recognized for its leadership in integrating the humanities and social sciences with STEM, a signature aspect of some of our most high-profile initiatives including the Connected Minds project. Every corner of our University is inflected in some way by the strength of humanities, arts, and social sciences at York.

York’s decision to add capacity in STEM and health areas was nonetheless timely. Governments at all levels continue to signal these areas are likely to be the ones to benefit from any new post-secondary funding. The same principle may inform future immigration policies and affordances for student visas and post-graduate work permits. This points once again to the interdependence of the University’s different parts. By preserving our excellence in traditional areas of strength, while also adjusting the balance of activities over time, we will ensure the overall health of the institution and its ability to respond to evolving needs of the province and country.

Figure 8: STEM Enrolment (2021-22 to 2023-24) – Excluding Markham



Some liberal arts programs in Canada and internationally have been able to attract new student interest by introducing more problem- and project-based learning, providing greater flexibility for students to design personalized, flexible learning plans, and especially drawing a clear link to experiential opportunities and potential career paths. In addition, the growing field of digital arts and humanities offers new avenues for innovation by integrating technology with traditional humanities disciplines, enabling students to explore data-driven research, digital archives, and multimedia projects. Yet maintaining excellent quality can also be done on a smaller scale, and regardless of any new growth in these areas that is possible York should continue to be aspirational in pursuing excellence in the humanities, arts, and social sciences.

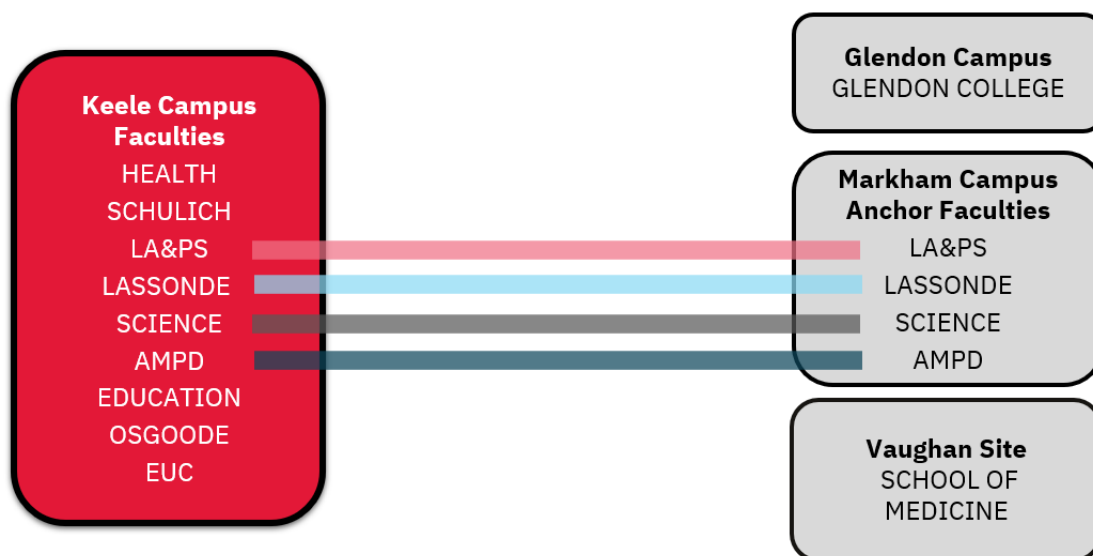
York’s current academic structure may not be helping however, to sustain high quality, contemporary offerings in these fields. A multiplicity of similarly named programs are currently spread across two campuses and among many units. Colleagues are confronted with the structural impediments to planning across unit boundaries in an environment marked by internal competition for a limited pool of students, as well as recruitment and other resources. To ensure these vital areas of our curriculum and scholarship can not only survive but thrive, it is worth exploring the possibilities to bring them together in larger departments or schools, whether to concentrate disciplinary expertise or to build synergies across disciplines. Doing so could be conducive to a set of clearly differentiated offerings that is more easily communicated and explained to students. It could furthermore promote a collaborative approach to the pedagogical and curricular innovation that will be needed to sustain York’s position as a top destination for studying the arts, humanities and social sciences. While this work should be

driven by the pursuit of excellence, we should also not lose sight of some of the specific financial challenges that might be helped during these discussions. It is worth noting, for example, that the Glendon campus needs approximately twice as many students as are currently enrolled in order to be financially sustainable.

Utilizing Multi-Campus Structures

Faculties and departments must be conceptually distinguished from the campuses where they operate. In establishing the Markham Campus, a decision was reached not to create any new academic units, but to have four Faculties extend their operations to a second campus. This path was helpful to minimize competition between the Keele and Markham campuses in designing the programs to be offered. However, it also increases the internal complexity of the four participating Faculties.

Figure 9: York University GTA Campuses and Faculties



Note: Inter-faculty teaching is conducted across different campuses.

By contrast, Glendon College operates exclusively on the Glendon campus. This too has its disadvantages, as similar programs are offered at both Keele and Glendon, albeit Glendon has a distinctive set of language requirements. Colleagues who know the cognate programs intimately can point to differences between them. However, this is not apparent from program names and has not been easy to articulate to either prospective or current students. Cyclical Program Reviews have identified the need for more coordination between cognate programs at the two campuses, as discussed by APPRC in connection with the Glendon departmental restructuring proposal approved in 2023-24.¹⁰

¹⁰ [senate-agenda-20240215Rev.pdf \(yorku.ca\)](#) Academic Policy, Planning and Research Committee Report to Senate, 15 February 2024. See pages 23-25.

Again, students often pay the price for the lack of coordination and curriculum sharing between Keele and Glendon programs in disciplines such as History, Philosophy, Linguistics, Politics/Political Science, Sociology, Psychology, Biology, and others. This lack of collaboration has also meant proliferation of similar course offerings, missed opportunities to share staffing resources, and cancellation of low enrolled courses. Glendon has been increasing its efforts to identify course equivalencies and to work more closely with University-level shared services for some functions. However, this has been an uphill struggle given that units plan their programs and courses separately.

A space audit of the Glendon campus has found significant underutilization of the facilities there, and significant deferred maintenance liabilities. A study is currently underway to assess the potential to add more revenue generating uses to the Glendon lands (similar to the Campus Vision and Strategy previously developed for the Keele Campus). This raises the question as part of the restructuring exercise at Glendon about how best to solve the coordination and duplication challenges described above, and avoid fragmenting student demand in areas of the liberal arts where York has an excellent international reputation, but where total enrolment is likely to be smaller for the foreseeable future.

Becoming More Financially Resilient

The recent decline in financial health of our Faculties provides a further reason to consider academic restructuring. During the years when Faculties such as LA&PS, Health, and Lassonde were producing higher enrolment revenues, operating surpluses were sufficient to cover deficits in some of their smaller departments and in other Faculties. It must be acknowledged that Faculties receiving Operating Support or other cross-subsidies have made significant efforts to improve their budget situation, with valuable contributions to program innovation, reputation, recruitment, student experience, and finding more efficient ways to run their operations. However, the deteriorating external conditions described earlier, along with the general challenges of operating small Faculties, have meant their deficits are not shrinking but in fact rising to levels that can no longer be supported by the rest of the University. Indeed, the larger Faculties are themselves almost all in deficit, especially with the erosion of international student intakes and declining retention. While international applications to virtually all Canadian universities declined due to the COVID pandemic, aggravated by geopolitical turmoil and recent federal changes to visa policies, York has struggled more than some of our competitors to recover.

The report of the Auditor General of Ontario on its “value for money” audit of York University noted that the financial health of several Faculties had begun to decline by the end of the audit period, fiscal year 2022-23.¹¹ The report concluded that York University remained financially sustainable overall at the end of that year. Rather than a temporary phenomenon, however, this trend worsened in 2023-24. The Faculties collectively incurred operating deficits of almost \$153 million in 2023-24, even though the bulk of their University Fund contributions were

¹¹ See Figure 13 from the OAGO report, November 2023, reproduced in the Data Appendix.

returned to the Faculties through a partial refund, and through the transfer of Operating Support to three Faculties. Only two Faculties achieved a small surplus in 2023-24.¹²

Unfortunately, enrolments are projected to weaken further in 2024-25, relative to both our enrolment targets and to some of our competitors.¹³ Several trends are worth noting in the results from the most recent recruitment cycle. While total Ontario high school applications to York remained roughly steady as of the deadline in January 2024, the number of applicants identifying York as their first or second choice university has slipped, making it more difficult to convert those applicants into enrolled students. Applications from outside the country were significantly depressed by negative press about Canada in India, followed by the announcement of a cap on student visas for undergraduate students coming from any country. Delays in issuing visas, and increased visa denial rates, aggravated this situation. Finally, our ability to convert domestic applicants into enrolled students also declined sharply following the CUPE 3903 strike in spring 2024, in the middle of the conversion season. Despite herculean and creative efforts by many staff and faculty to redouble our conversion efforts over the late spring and summer, we anticipate missing 2024-25 domestic undergraduate intake targets by 17%, and international targets by 51%.

This significant enrolment miss in 2024-25 will translate into lower revenues. Fortunately, at least some of these risks were in view when the rolling budget plan for 2024-27 was finalized, and it allows for contingencies which will come close to covering the revenue shortfall in 2024-25. This includes the Markham campus, where contingencies are sufficient to cover a smaller inaugural undergraduate class, a foreseeable risk when launching a brand new program or campus. Contingencies were also planned for the outer years of the rolling budget but may not be fully sufficient to cover shortfalls. This adds to the challenge of achieving our approved budget which requires that we close the University's in-year deficit and return to a modest surplus by 2026-27.

Further analysis and efforts are underway to pivot in response to these conditions and enhance our recruitment strategies and communications to be more competitive. Faculties are rallying to pursue new international recruitment partnerships, to improve their co-op offerings, scholarships, and other attractive features, to ensure that all program websites provide student testimonials and information about career paths, and to accelerate new admissions pathways and program development. All of these efforts and more are critical to regaining our market position. However, recovery will take time in the current environment and is contingent on being adaptive to the "unknown unknowns" that will continue to emerge in this uncertain environment, in terms of government policies, technological disruption, and other external factors affecting student mobility, access, and choices.

Academic restructuring could also play a role in supporting financial sustainability at the Faculty level by pooling and sharing resources more effectively, alleviating the acute

¹² See Tables 9 and 10 in the Data Appendix.

¹³ See Tables 11-15, and Figures 14-17, in the Data Appendix.

challenges facing some of our smallest Faculties, and replacing the internal competition that happens when planning is siloed, with collaboration for mutual benefit.

Potential Gains from Reorganizing Faculties and Departments

Returning to the goals and criteria for success discussed earlier in this paper, a consolidation of our structures into (for example) 5 or 6 larger Faculties, with a total of 25 to 30 departments, would support both short term recovery and longer term thriving of York by:

- reducing the number of administrative positions at all levels
- improving access of smaller units to shared support services
- reducing and spreading out service loads for faculty members, especially members of minoritized groups
- enabling more streamlined and student-friendly curricular pathways, to enhance student success, retention, and outcomes
- releasing additional capacity for research, teaching, and pedagogical innovation
- enhancing connections among faculty who may be isolated in smaller units
- combining complementary areas of expertise to create the new interdisciplinary and transdisciplinary program offerings and collaborative research teams of the future

Finding some efficiencies will be helpful in solving immediate budget gaps. But the bigger potential of a restructuring is in the longer term, to profile how York is doing things differently and to make us a top destination of choice for future learners.

UNIVERSITY RESTRUCTURING INTERNATIONALLY

To inform this paper research was undertaken on some of the more ambitious examples of recent university restructuring in Canada and abroad, as a sampling drawn from higher education literature. The research consisted primarily of reviewing selected documents on university websites, some scholarly publications and independent media reports, and where possible conversations with university administrators to learn more about their experiences and advice about the process of restructuring, outcomes, costs, and benefits.

The fact that other leading universities are revising their academic structures is noteworthy in itself. Evaluating their results is neither simple nor uncontroversial, and depends on what criteria are used to define success. However, with each of the summaries below a few high level metrics are provided to give perspective on the current reputation and financial well being of the University in question. If nothing else, these comparators show a range of different organizational models that are emerging from restructuring exercises, and how these are being positioned for competitive purposes.

Arizona State University

The restructuring at Arizona State University (ASU) began in 2002 as part of President Michael Crow's vision for a “New American University.” The reorganization was aimed at more clearly differentiating the institution, enhancing its social and economic impact, and transforming “ASU into one of the nation’s leading public metropolitan research universities”.¹⁴ Significant cuts to state funding formed part of the motivation for undertaking the redesign.¹⁵ The process was extensive and unfolded over several years, with major milestones, such as the creation of new transdisciplinary schools and the consolidation of faculties, occurring throughout the 2000s.

Several strategic mergers and reorganizations were implemented to enhance interdisciplinary collaboration and administrative efficiency. For example, the Herberger College of the Arts merged with the College of Design to form the Herberger Institute for Design and the Arts, integrating creative disciplines like architecture, landscape design, art, and media. The W.P. Carey School of Business also merged with the School of Global Management and Leadership, expanding business programs, including MBA offerings at ASU’s West campus. New interdisciplinary schools were created, such as the School of Social Transformation, which combined African American Studies and Asian Pacific American Studies to foster research on race, gender, and justice. The School of Geographical Sciences and Urban Planning was formed by merging the School of Geographical Sciences and the School of Planning. Additionally, all teacher preparation programs were consolidated into the College of Teacher Education and Leadership, centralizing efforts to enhance the quality of teacher education across the university. Some Schools and programs were made available on only one campus, while others were distributed across two or more campuses.

ASU adopted a new charter in 2014 which captured its identity as “a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.” Its transformation has been widely studied and heralded as successful based on indicators such as its dramatic growth in enrolment and research investment, student diversity and outcomes, philanthropic donations, and rankings.¹⁶ ASU regularly ranks in the top 10 globally in the Times Higher Education Impact Rankings (where York is currently ranked #35), and in the top 200 in both the THE and QS World University Rankings (York is now ranked in the top 400 on both).

¹⁴ Office of the President, Arizona State University, “One University in Many Places: Transitional Design to Twenty-First Century Excellence” (April 2004).

¹⁵ See Elizabeth Capaldi, “Intellectual Transformation and Budgetary Savings Through Academic Reorganization”, (July-August 2009) *Change: The Magazine of Higher Learning*; and [ASU announces budget reduction plan | ASU News](#) (August 18, 2008).

¹⁶ See for example “[How Arizona State is reinventing the American university](#)”, *University of Michigan Dearborn News* (September 24, 2019).

University of Alberta

The University of Alberta launched a significant restructuring in 2020 in direct response to significant cuts in government funding, amounting to a 34% reduction in its provincial grant over three years.¹⁷ Known as the "University of Alberta for Tomorrow" initiative, it addressed academic and administrative structures simultaneously. Consultations were extensive but brisk, with decisions made within the space of one year, and implemented progressively thereafter.¹⁸

On the academic side, the University of Alberta consolidated its 18 Faculties into three interdisciplinary Colleges—Health Sciences, Natural and Applied Sciences, and Social Sciences and Humanities—each led by a College Executive Dean. The previous Faculties remain within these Colleges, each with its own Dean. Three Faculties were retained as standalone units based on their service to distinct communities: Augustana Campus, Campus Saint-Jean, and the Faculty of Native Studies. The new structure is intended to promote collaboration across disciplines, allow faculty to focus more of their time on the core activities of research and teaching, and streamline administrative functions by having Colleges offer shared services to their Faculties.

An external review of the College Model completed 18 months following implementation concluded that academic transformation was made urgent by funding cuts and also was necessary to address inefficiencies and opportunity costs related to a previously siloed structure, manifesting in “lack of large research project success” and “missed opportunities for responses from provincial government calls – in both teaching and research”.¹⁹ The review described many challenges for faculty, staff, and students of implementing such a sweeping transformation of both the academy and administrative services in such a short period, yet also found a number of early successes and high potential for the University to make further gains.

In particular, the review observed a culture shift among academic leaders toward greater collaboration and communication across Faculties, units, and disciplines within each College. The Colleges were providing a new framework for pursuing institutional priorities: “For example, from an Indigenous and reconciliation perspective, the infrastructure does not exist for Elders to be associated with every Faculty – but it is being developed to work with each College.”²⁰ There was consensus the restructuring had created new research potential for the ideation and pursuit of large projects involving multiple units and external partners, and that smaller Faculties had gained access to better research supports. The new opportunities extended to teaching and learning as well, from “streamlining programs and eliminating duplication, to the development of innovative programs and micro-credentials that could be shared between groups.”²¹ There was optimism that the College Model was enabling efforts to tangibly improve the student experience through more consistent student services, academic scheduling, placement coordination, and academic integrity regulations, for example.

¹⁷ University of Alberta Annual Report 2022-23, at 19.

¹⁸ [Approved model for academic restructuring | U of A for Tomorrow \(ualberta.ca\)](https://www.ualberta.ca/college-model-review)

¹⁹ Dru Marshall, *University of Alberta College Model Review* (18 months), February 2023, at 5 (available online).

²⁰ At 6.

²¹ At 8.

The review also found significant areas of frustration with the outcomes of restructuring thus far, including service dissatisfaction as the University adjusts to the loss of over 800 staff members and implements a new operating model. Restructuring both services and the academy at the same time was seen as not ideal, creating confusion between the two. Faculty members remained skeptical about how the College Model added value and perceived a lack of respect for the academy, as well as a lack of transparency and communication. The review recommended that urgent action be taken to address issues of low morale, withdrawal, and disengagement among faculty, attributed to the continued impacts of COVID, financial challenges, and the restructuring all combined, but that overall the new organizational model had significant upside potential to deliver benefits over time, subject to winning buy-in from the academic community.

The University of Alberta has grown its overall enrolment to over 44,000 students in 2022-23, and within that has also grown its international student body.²² It has set an explicit goal of being recognized among the top 100 universities worldwide, and has now achieved that in the latest QS World Universities Ranking. It has also recovered from a previous dip in its Times Higher Education World University Ranking, placing #107 in 2024. The University entered the Times Higher Education Impact Ranking in 2021 and has risen steadily since then, to current #6 global ranking. In budgetary terms the University reported an operating deficit of around \$40 million in 2019-20 but returned to an operating surplus in each of the three subsequent years.

University of Exeter

The University of Exeter launched its Strategy 2030 around the start of this decade with a central vision “to use the power of our education and research to create a sustainable, healthy and socially just future”.²³ It then undertook a further process in 2022-23 to reorganize its previous six Colleges into three Faculties, each aligned to one of its three strategic themes of “a greener, healthier and fairer future”: Faculty of Environment, Science and Economy; Faculty of Humanities, Arts and Social Sciences; and Faculty of Health and Life Sciences.²⁴ The Medical and Business Schools retained separate identities for reasons of accreditation and reputation, but each School is tucked within one of the three larger Faculties. In the new structure Exeter also reduced its number of departments from over 40 to approximately 25, distributed among its three Faculties and two Schools.

Compared to York University, Exeter is older (founded 1851), has a smaller student body of around 30,000, and a larger faculty complement of over 2700 full-time equivalent academic staff.²⁵ Notably however Exeter established its own medical school only in 2013 and became a member of the Russell Group of leading UK research intensive universities in 2012. They ranked 10th globally in the latest Times Higher Education Impact Ranking; and are currently

²² University of Alberta Annual Report 2022-23, at 22.

²³ <https://www.exeter.ac.uk/about/strategy2030/howwegothere/>

²⁴ <https://www.exeter.ac.uk/departments/>

²⁵ <https://www.exeter.ac.uk/about/facts/facts/>

ranked in the world's top 200 universities in both the QS and THE World Rankings. Their two most recent financial statements reported an operating surplus .²⁶

The primary driver for Exeter's reorganization was to support the implementation of Strategy 2030, which also emphasizes Exeter's strong interdisciplinary culture grounded in disciplinary strength. Larger departments allowed the University to empower Department Heads with greater budget authority, dedicated staff support led by an embedded Department Manager, and a seat on both Faculty and University executive leadership bodies. Leadership development support for Heads of department has been enhanced as part of the process. Exeter has articulated four defined Principles of Governance: broadly consistent structures; local decision making; streamlining; and engagement, transparency, and equal and inclusive culture. The principle of "streamlining" is defined as follows:

Wherever possible Faculties will take the opportunity to look at whether governance structures are still required or need to be operated in the same way as previously. Faculties will focus on removing duplication and ensuring collective and joined up governance. This will include the most appropriate mechanisms for reporting across the governance structures to reduce bureaucracy and ensure effective decision-making. Faculties will target and report a measurable reduction in the number, frequency and/or length of previous College level meetings.²⁷

The University's commitment to engagement and transparency was reflected in a very broad process of consultation on the reorganization, which produced enough momentum over the course of an academic year to move forward with implementation.

University of Glasgow

Founded in 1451, the University of Glasgow is much older than York and somewhat smaller, with 35,000 students. They welcomed a new chancellor in 2011 who made restructuring a key priority with the goal of enabling the University to compete more effectively with the top institutions in the world. The restructuring was pointedly not motivated by financial pressures, though government did impose some funding cuts after their process had been initiated. A notable feature is the elimination of Faculties altogether, and their replacement with 4 large Colleges (Arts & Humanities; Medical, Veterinary & Life Sciences; Science & Engineering; and Social Sciences). Each College is structured into a variety of Schools, totalling around 20, with an interdisciplinary flavour. These include for example the School of Critical Studies; School of Biodiversity, One Health & Veterinary Medicine; School of Health & Well-being; and the School of Social & Environmental Sustainability. The restructuring has reportedly facilitated more alignment and focus on institutional priorities, and more fluid collaboration across Schools and Colleges to compete in major granting competitions. In recent years Glasgow has solidified its top 100 placement in the THE and QS World University Rankings university, and placed 12th in

²⁶ <https://www.exeter.ac.uk/departments/finance/aboutus/financialstatements/>

²⁷ <https://www.exeter.ac.uk/about/governance/managed/faculties/>

the latest THE Impact Ranking. Their most recent financial report shows an operating surplus in 2022-23, and in two of the four years prior to that.²⁸

University of Sydney

The University of Sydney is Australia's oldest, established in 1850. Based on its most recent Annual Report it has over 68,000 students, and realized operating surpluses in its last two fiscal years.²⁹ Sydney underwent a significant reorganization and streamlining process starting in the mid-2010s, with the most extensive changes occurring around 2016-2017. The primary objectives of the reorganization were to enhance the university's academic and research capabilities, improve operational efficiency, and better position the institution to compete globally.

The university consolidated its Faculties from 16 to 6. The new structure grouped related disciplines into broader Faculties, which were:

- Faculty of Arts and Social Sciences
- Faculty of Business
- Faculty of Engineering and Information Technologies
- Faculty of Health Sciences
- Faculty of Medicine and Health
- Faculty of Science

Within these larger Faculties, the university established schools that are generally defined along familiar disciplinary lines. Notably four schools stand alone, outside the Faculties: Law; Business; Music; and Architecture, Design & Planning. This structure was developed to foster greater collaboration across units while maintaining disciplinary specialization. The reorganization included a significant overhaul of administrative processes. Administrative services were centralized, reducing duplication across Faculties and departments. This streamlining aimed to cut costs and improve service delivery by creating more efficient and standardized processes. The restructuring also sought to align the university's research and teaching priorities with global trends and societal needs. By focusing resources on areas of strength and emerging importance, the University of Sydney aimed to enhance its research output and educational offerings.³⁰

The reorganization has been credited with improving the university's financial sustainability, enhancing its research profile, and making it more agile in responding to educational and societal changes. The University of Sydney is ranked in the top 100 institutions by Times Higher Education and the top 50 by QS. It does not appear in the Times Higher Education Impact ranking but ranks 18th globally in QS for Sustainability.

²⁸ [University of Glasgow. Reports & Financial Statements for the year to 31 July 2023](#), at 39.

²⁹ University of Sydney Annual Report 2023, p. 70.

³⁰ [strategic-plan-2016-20.pdf](#)

DISCUSSION QUESTIONS

This paper raises many questions that require reflection and input from members of the community, including the following:

1. Do you agree with the goals and success criteria for academic reorganization, as defined on pages 8-9 of the paper (and reproduced below for ease of reference)? What would you add or subtract? Reflecting on each goal, what are the success measures that matter most to you?
2. What insights, conclusions, or additional questions jump out from the data on our current academic unit structures? Are there additional data you think would be helpful in considering the issues raised in this paper?
3. In the case studies of restructuring at other universities, what learnings or insights do you think can be derived for York, concerning either the potential gains, or costs and risks of reorganizing?
4. Is there a specific opportunity or idea you would like to see considered now, for academic reorganization at York?
5. Do you have feedback or suggestions about the principles and processes that should drive this initiative?

Goals of Academic Reorganization	Successful Outcomes
<ol style="list-style-type: none"> 1. Facilitate the pursuit of academic excellence and impact, in a context of rapid change and uncertainty. 	<p>More organic formation of interdisciplinary clusters to pursue problem-based research and curricula as knowledge needs evolve. Increase adaptive program design. Increase York’s responsiveness in both research and teaching to urgent issues and topics of the day.</p>
<ol style="list-style-type: none"> 2. Create a leading value proposition for current students and diverse learners of the future. 	<p>Organizational structure makes it easier for students with diverse needs to succeed at York. Students have clear and flexible pathways to complete programs, with access to needed supports and advice. Students can easily combine any area of fundamental learning with professional skills that enhance career opportunities. Units are supported to deliver on enriched pedagogies (eg flipped classrooms, co-op</p>

	streams, capstone projects). Improve first choice applications, retention, graduation rates, student satisfaction, post-graduation career and graduate education outcomes. More students from populations underrepresented at universities are coming to York, and completing their programs.
3. Organizational structures promote collaboration among faculty and staff, along with equitable and efficient allocation of resources.	Reduce total number and increase average size of units to include larger clusters of faculty and staff. Increase tenure stream faculty time available for teaching and research while also enhancing collegial self-governance. Create more community for early career and underrepresented faculty members. Strengthen communication and co-planning within and across units. Faculty have better access to shared services. Staff work in larger groups with more back up. Administrative overhead costs are reduced. Internal competition/duplication is reduced. Units are empowered to create educational and research programs that compete externally with the best in the world.
4. Project and amplify York’s distinctive identity and values, including its commitments to social responsibility and decolonizing, equity, diversity, and inclusion.	Academic units are structured to raise profile of thematic strengths that differentiate York. Increased visibility of York’s commitments to inclusive and excellent interdisciplinary education and socially relevant research. Maintain offering of curriculum that centres DEDI. Reputational gains at both the subject/discipline and University levels. Increased competitiveness in attracting faculty, research funding, external partners.

CONCLUDING THOUGHTS AND NEXT STEPS

York University has come far in its first 65 years with remarkable growth and change. Among post-secondary institutions it is a marvel of adaptability. The next wave of change in higher education will challenge us to continue and possibly accelerate this process of reinvention. This paper is designed to stimulate wide ranging discussion within the York community about the directions this could take, and particularly how we could organize ourselves into new academic units that accentuate our distinctive strengths for all to see. Updating our organizational design could be valuable to create the best possible learning conditions for our students and also to mitigate the risks of an ever changing technological, societal, employment, and funding environment.

A full consultation and engagement process remains to be designed in collaboration with APPRC. The hope is to invite participation in a wide range of formats and levels of intensity, whether in person, virtually, or by submitting written comments. Consultations should include governance bodies such as Faculty Councils and Senate, and APPRC members might play a role in engaging their respective Faculties. The moment also calls for different constituencies to be convened outside of formal governance meetings, including students, early career scholars, research centres, and staff who support the work of the academy and its students. Your participation, ideas, and constructive input are welcome and appreciated.

FACULTIES OF THE FUTURE - DATA APPENDIX
30 September 2024

Table 1: Group of 12 University Comparisons, 2022-2023

University	# of Faculties	Students (UG and GR)	Academic FTE	Revenue (\$000's)
University of British Columbia	21	68,277	2,991	\$1,842,168
University of Toronto	19	95,874	2,901	\$2,914,385
Toronto Metropolitan University	9	48,783	1,173	\$742,665
Simon Fraser University	9	31,818	1,068	\$643,556
McGill University	11	38,118	1,989	\$874,035
University of Calgary	15	37,197	1,830	\$843,528
Western University	11	43,242	1,323	\$876,330
University of Alberta	13 Faculties organized into 3 Colleges, and 3 Standalone Faculties	43,902	1,536	\$1,117,239
McMaster University	6	37,875	939	\$851,697
Carleton University	5	31,374	1,008	\$531,476
Concordia University	5	38,763	1,077	\$563,388
York University	10	52,791	1,590	\$1,067,980
Overall Average	11	47,335	1,619	\$1,072,371

Table 2: Number of Departments and Average Department Size (Faculty FTE) by Faculty, as of September 1, 2024

Faculty	Number of Departments	Average Dept Size
AMPD	7	15
Education	1	48
EUC	1	52
Glendon	4	22
Health	5	42
LAPS	20	29
Lassonde	4	35
Osgoode	1	56
Schulich	1	86
Science	5	34
Total	49	42

Table 3: % of Teaching by Tenure Stream Faculty versus others

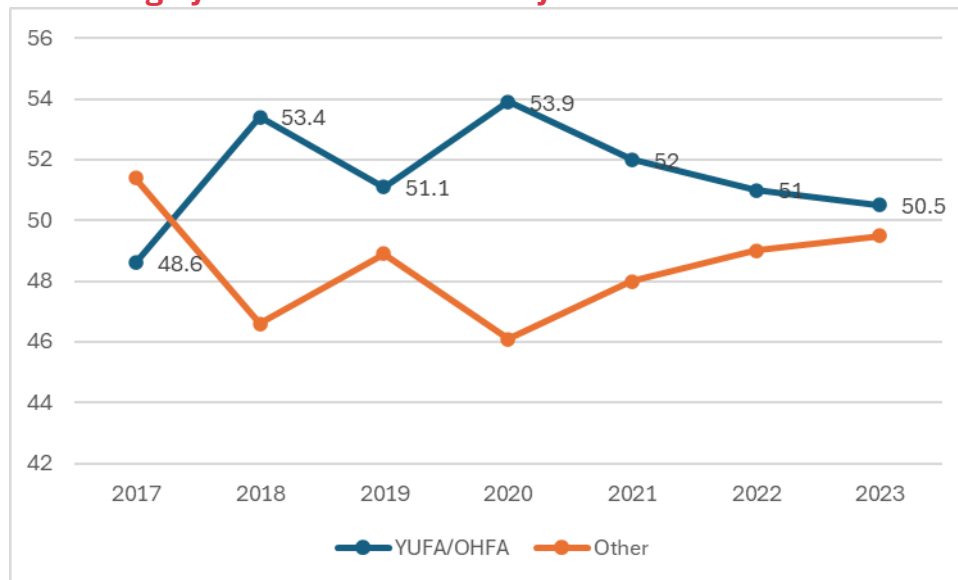


Table 4: Proportion of Publications in QS Subject Areas by Faculty, 2023

Proportion of Publications in QS Subject Areas by Faculty (2023)

Faculty	Arts and Humanities	Engineering and Technology	Life Sciences & Medicine	Natural Sciences	Social Sciences & Management
AMPD	7.4%	0.9%	0.2%	0.2%	1.2%
Education	4.3%	0.2%	1.1%	0.2%	5.0%
EUC	4.9%	4.1%	2.8%	3.9%	7.9%
Glendon	5.3%	0.5%	1.6%	0.6%	3.4%
Health	16.7%	6.0%	53.5%	3.1%	22.2%
LAPS	48.1%	13.4%	6.8%	5.7%	32.5%
Lassonde	1.9%	48.7%	4.6%	25.4%	4.4%
Osgoode	2.8%	0.1%	1.4%		4.2%
Schulich	7.2%	4.4%	1.9%	1.4%	15.3%
Science	1.6%	21.5%	25.9%	59.6%	3.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 5: Faculty-Level Student-Faculty Ratios, 2023-24

Faculty	Student FTEs	Student/Faculty Ratio
AMPD	2,920	27.6
Education	1,618	33.8
EUC	559	10.7
Glendon	1,237	15.0
Health	6,701	32.2
LAPS	17,597	30.7
Lassonde	2,798	20.0
Osgoode	1,019	18.1
Schulich	1,413	16.5
Science	6,882	40.3
Institutional	42,743	28.1

The Student-Faculty ratio is calculated by dividing the number of undergraduate responsible student Fiscal Full-Time Equivalent (FTEs) by the number of Full-Time Faculty Tenure Stream Full-Time Equivalents (FTEs).

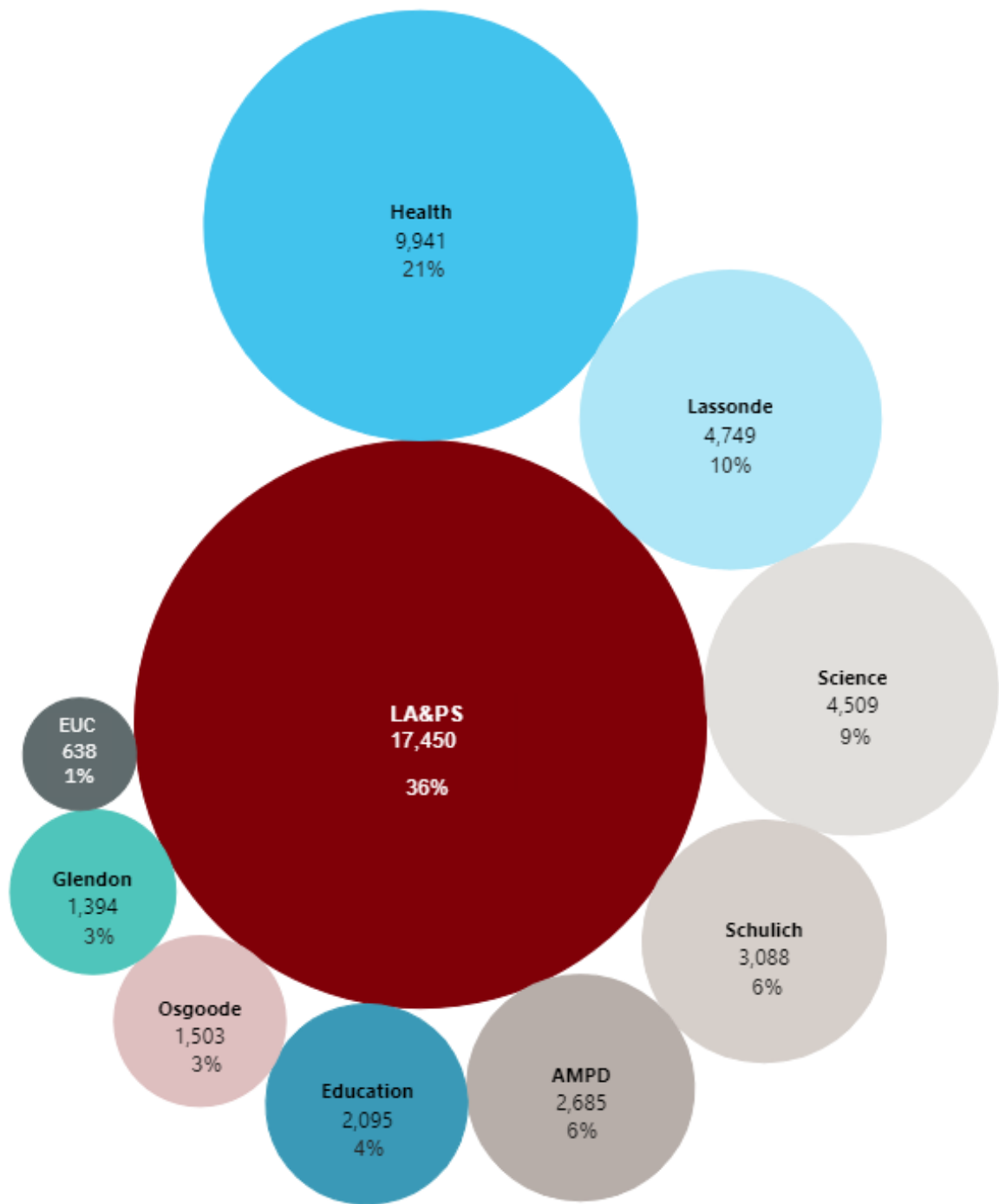
Table 6: Undergraduate FTEs from 2014-15 to 2023-24, by Faculty

Faculty	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
AMPD	3,180	2,998	3,181	2,721	2,662	2,599	2,537	2,635	2,719	2,920
Education	1,167	732	1,067	1,190	1,411	1,480	1,458	1,597	1,653	1,618
EUC	511	456	415	423	386	410	697	545	494	559
Glendon	2,031	2,037	1,987	1,892	1,795	1,676	1,690	1,452	1,261	1,237
Health	6,740	6,792	6,816	6,539	6,392	6,489	6,764	6,738	6,522	6,701
LAPS	20,209	19,798	19,177	19,217	18,409	20,182	20,750	19,075	17,735	17,597
Lassonde	844	1,087	1,283	1,635	1,991	2,295	2,611	2,640	2,621	2,798
Osgoode	978	960	970	980	982	963	968	995	1,020	1,019
Schulich	1,259	1,260	1,249	1,244	1,322	1,335	1,435	1,403	1,355	1,413
Science	5,489	5,613	5,821	6,112	6,308	6,853	7,398	7,053	6,439	6,882
Total	42,407	41,732	41,967	41,953	41,656	44,284	46,307	44,134	41,818	42,743

Table 7: Graduate FTEs from 2014-15 to 2023-24, by Faculty

Faculty	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
AMPD	324	317	318	324	334	320	322	291	270	251
Education	199	195	204	234	241	230	212	203	214	207
EUC	313	313	299	276	276	236	265	237	226	199
Glendon	151	121	113	114	106	89	112	94	103	102
Health	516	530	506	502	517	498	497	515	556	534
LAPS	1,375	1,431	1,377	1,419	1,502	1,488	1,483	1,572	1,552	1,513
Lassonde	171	180	197	237	294	357	383	423	444	453
Osgoode	284	282	322	305	314	357	427	394	376	468
Schulich	916	889	914	935	944	1,039	1,048	1,064	967	1,067
Science	362	383	370	369	376	375	372	423	376	379
Total	4,609	4,641	4,620	4,713	4,902	4,987	5,120	5,215	5,083	5,172

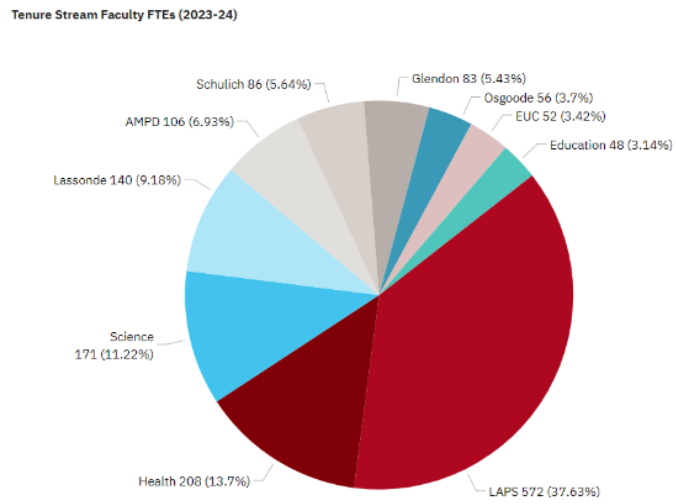
Figure 1: Current Faculties, Total Full-Time Equivalent Students 2023-24¹



¹ This table reflects all Faculty of Education enrolment. However, in several tables within this report, for the Faculty of Education, only BA enrolments are reported. However, the majority of the Faculty's undergraduate enrolments come from the BEd program. These BEd enrolments are typically excluded from new student headcount figures, as BEd students are often concurrently enrolled in another faculty or have completed a program in another faculty before continuing into the BEd. As a result, the exclusion of these enrolments may give the appearance of lower overall enrolment for the Faculty of Education, when in fact the Faculty consistently meets its enrolment targets. It should also be noted that the previous enrolment cap on BEd programs imposed by the Ministry of Colleges and Universities (MCU) no longer applies.

Figure 2: Tenure Stream Faculty FTEs per Faculty, 2023-24

Faculty	Full-time Faculty FTEs
AMPD	106
Education	48
EUC	52
Glendon	83
Health	208
LAPS	572
Lassonde	140
Osgoode	56
Schulich	86
Science	171
Total	1,521



Note: Tenure stream only. Full-time Faculty Adjusted FTEs are for the fiscal year. The data reflect FTE splits for cross or joint appointments.

Figure 3: Full-Time Tenure Stream Faculty FTEs by Department, September 1, 2024

Note: **Red** is used to highlight the largest unit by Tenure Stream Faculty FTEs within each Faculty.

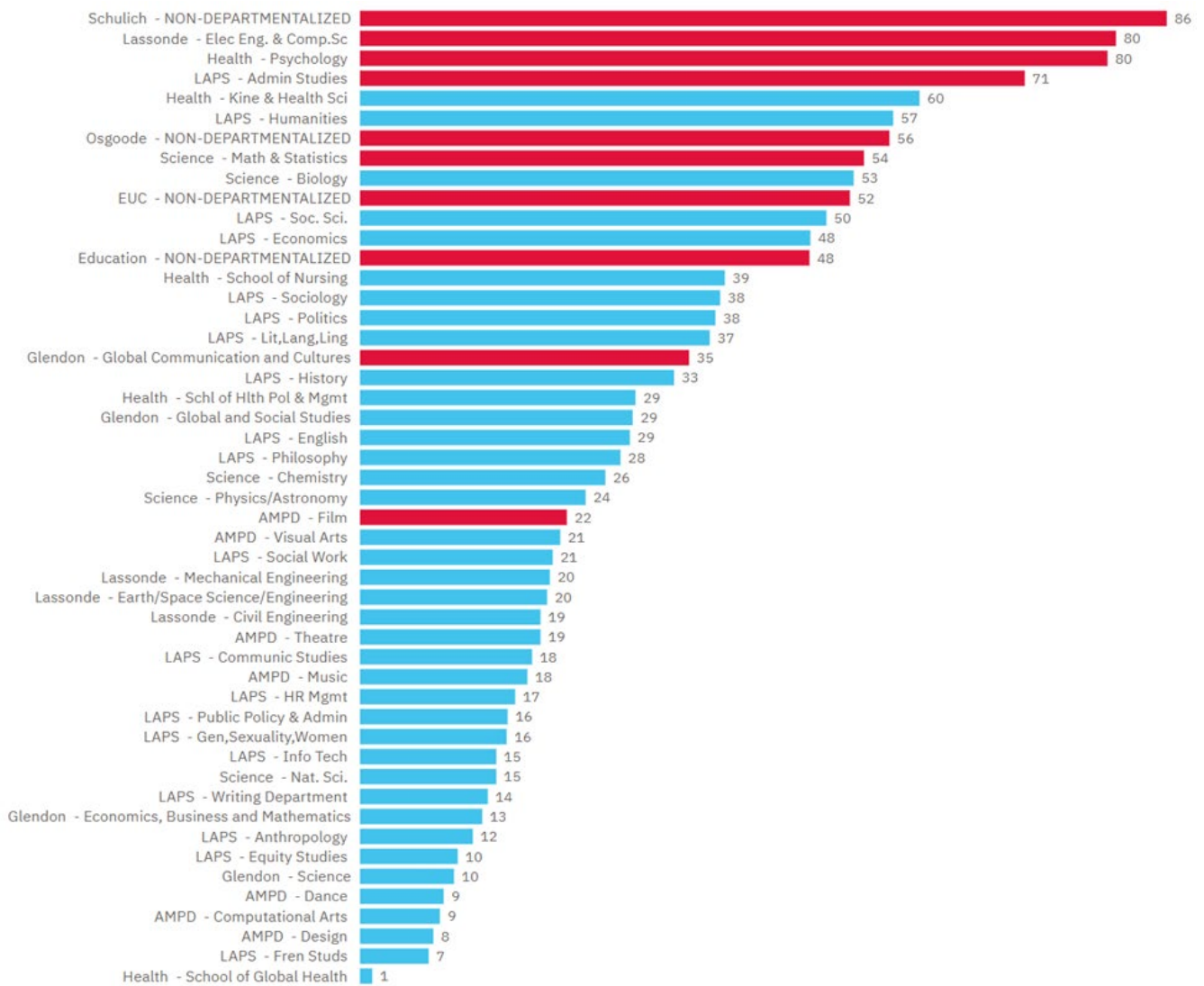
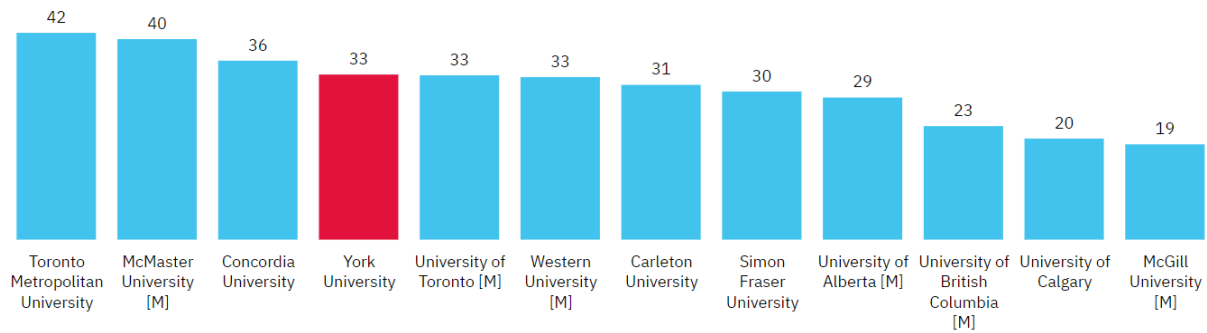


Figure 4: Student to Academic FTE Ratio by University, 2022-23

Student to Academic FTE Ratio by University (2022-23)



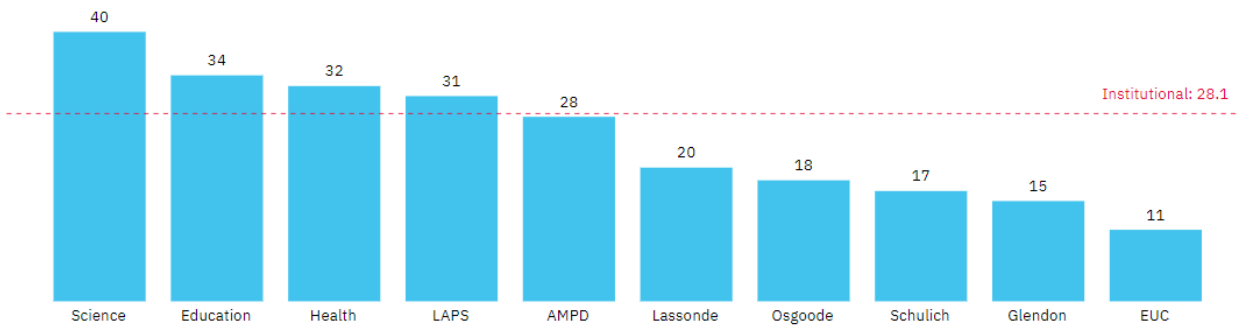
Note: [M] indicates that the university has a Medical School.

Source: University websites and CAUBO

Western University data sources: University website, Statistics Canada, CAUBO, and MCU Enrolment Data

Figure 5: Undergraduate Student FFTE to Faculty FTE Ratio, 2023-24

Undergraduate Student to Academic FTE Ratio by Faculty (2023-24)



The Student-Faculty ratio is calculated by dividing the number of undergraduate responsible student Fiscal Full-Time Equivalent (FFTEs) by the number of Full-Time Faculty Tenure Stream Full-Time Equivalents (FTEs).

Figure 6: Undergraduate Percentage Enrolment Change over 10 Years (2014/15 to 2023/24) by Faculty

Undergraduate Percentage Enrolment Change over 10 years (2014/15 to 2023/24) by Faculty

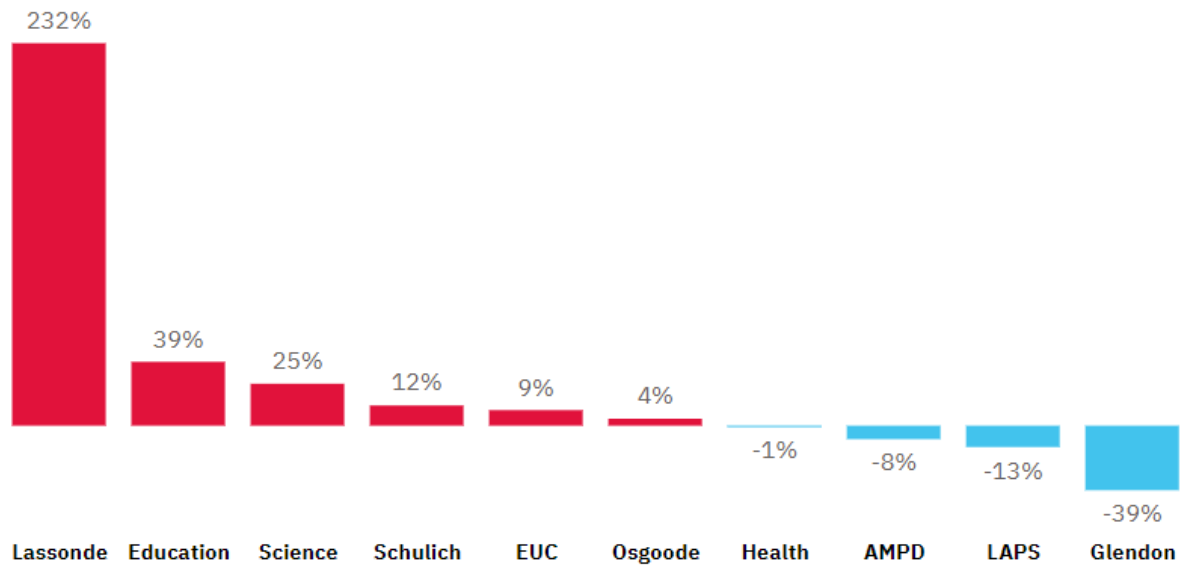


Figure 7: Graduate Percentage Enrolment Change over 10 Years (2014/15 to 2023/24) by Faculty

Graduate Percentage Enrolment Change over 10 years (2014/15 to 2023/24) by Faculty

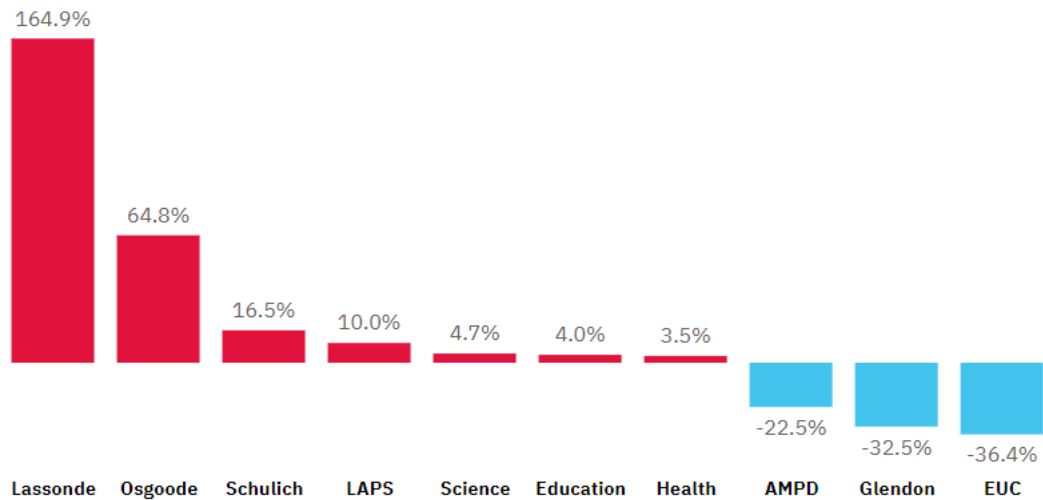
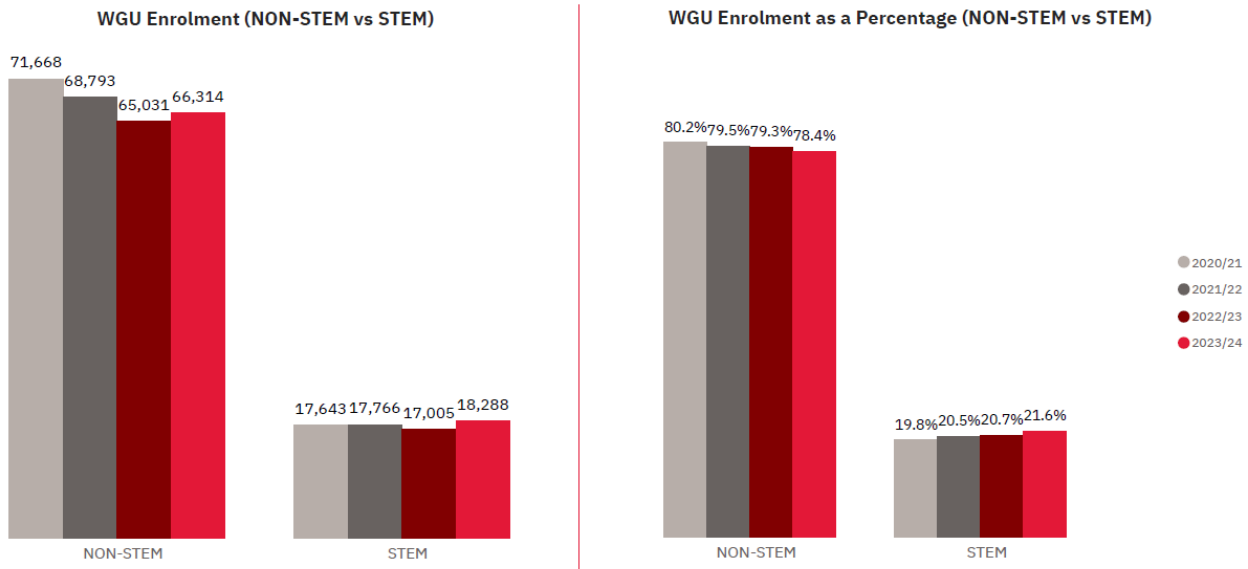
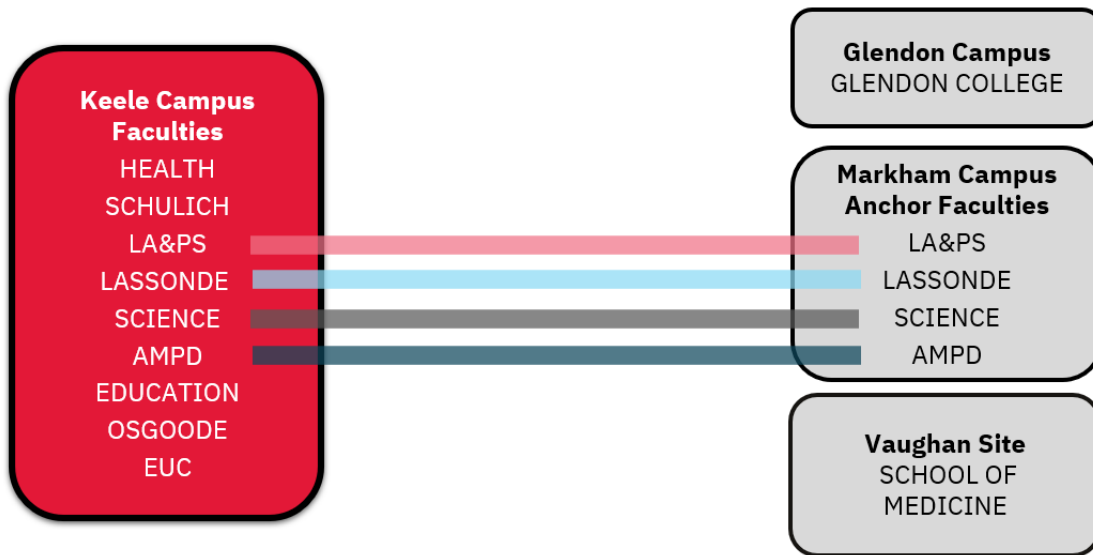


Figure 8: STEM Enrolment (2021-22 to 2023-24) – Excluding Markham



Note: Excludes Collaborative Nursing and Direct Entry Nursing and Markham Digital Technologies enrolments. Includes graduate and undergraduate.
 STEM includes CIP 11, 14, 15, 26, 27, 29, 40, 41:
 11 - COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
 14 - ENGINEERING.
 15 - ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.
 26 - BIOLOGICAL AND BIOMEDICAL SCIENCES.
 27 - MATHEMATICS AND STATISTICS.
 29 - MILITARY TECHNOLOGIES AND APPLIED SCIENCES.
 40 - PHYSICAL SCIENCES.
 41 - SCIENCE TECHNOLOGIES/TECHNICIANS.

Figure 9: York University GTA Campuses and Faculties



Note: Inter-faculty teaching is conducted across different campuses.

Figure 10: Graduate Enrolment Proportion by Faculty (10-year, 5-year, and Current)

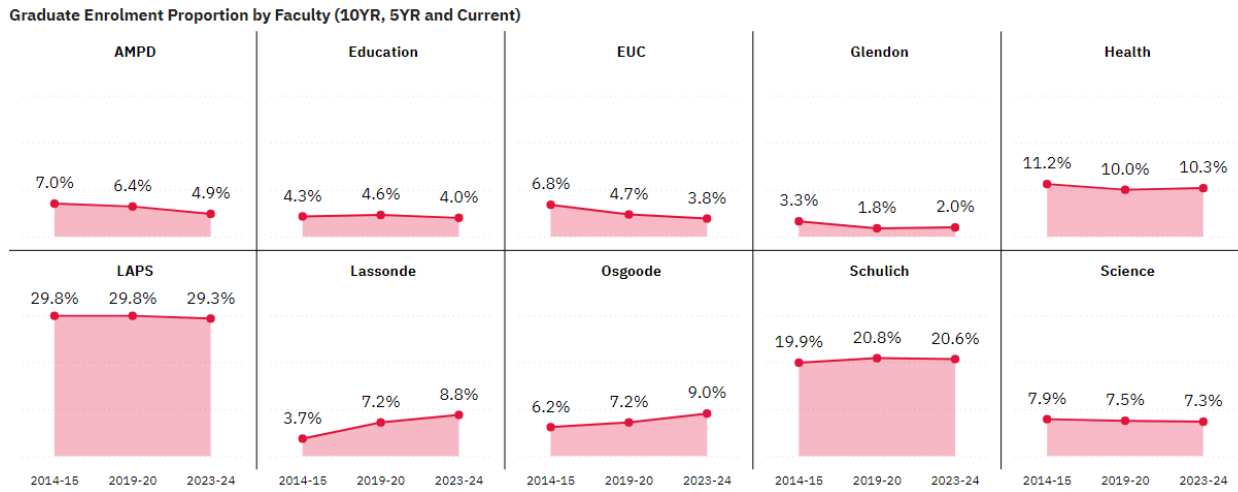
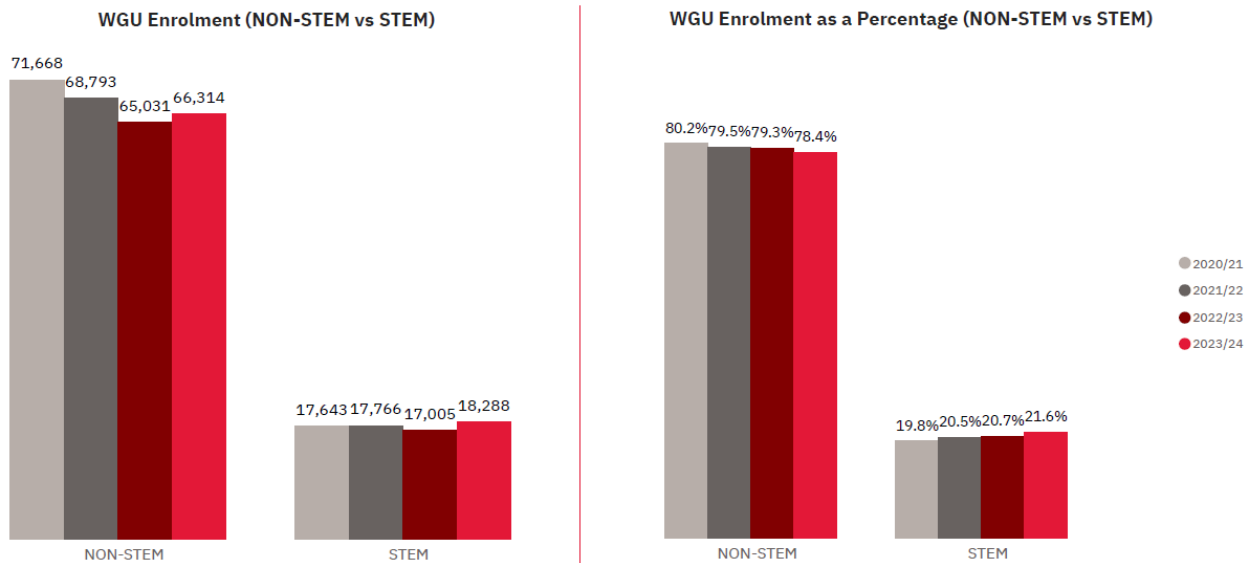


Figure 11: STEM Enrolment (2021-22 to 2023-24) – Excluding Markham



Note: Excludes Collaborative Nursing and Direct Entry Nursing and Markham Digital Technologies enrolments. Includes graduate and undergraduate.
 STEM includes CIP 11, 14, 15, 26, 27, 29, 40, 41:
 11 - COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
 14 - ENGINEERING.
 15 - ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.
 26 - BIOLOGICAL AND BIOMEDICAL SCIENCES.
 27 - MATHEMATICS AND STATISTICS.
 29 - MILITARY TECHNOLOGIES AND APPLIED SCIENCES.
 40 - PHYSICAL SCIENCES.
 41 - SCIENCE TECHNOLOGIES/TECHNICIANS.

Figure 12: QS Research Publications by Faculty, 2023

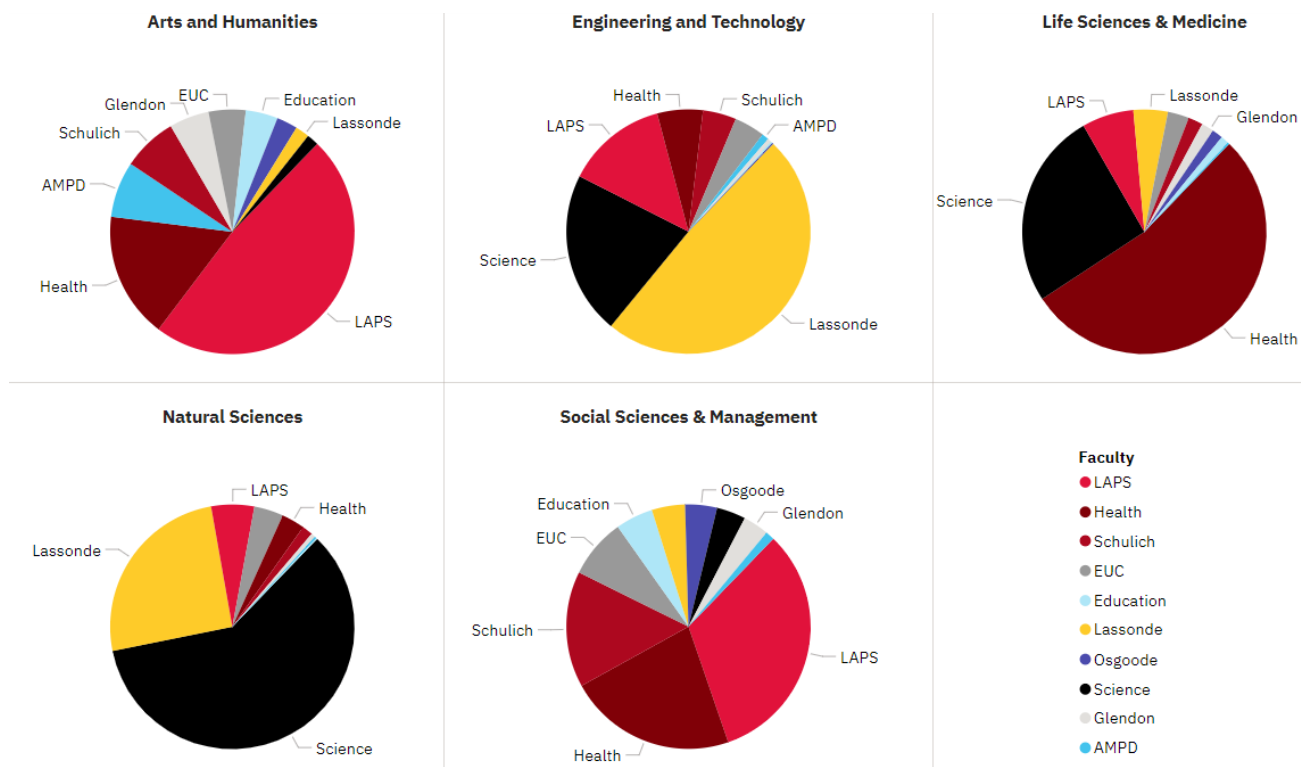
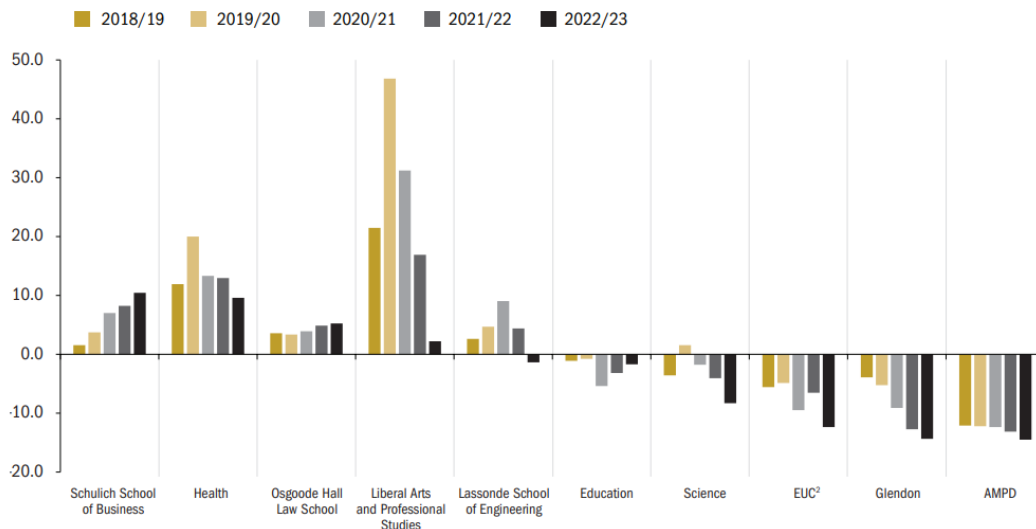


Figure 13: Trend in Financial Sustainability by Faculty, 2018/19-2022/23



1. Information excludes the contributions/payments faculties made to a common university fund and funding support faculties received. From 2017/18-2021/2022, seven of 10 faculties automatically received support from profits of other faculties to maintain their revenues at previous levels and help ease the transition to activity-based costing (from an incremental costing model). Starting in 2022/23, faculties had to submit proposals for approval by the Provost for operating support. Three faculties received operating support funds: EUC (\$6 million), Glendon (\$9.4 million) and AMPD (\$15 million).

2. This faculty was created in fall 2020 through a merger of the former Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies. Revenues and expenses related to the Department of Geography are included in the Faculty of Liberal Arts and Professional Studies in 2018/19 and 2019/20 (i.e., prior to the merger) and in the Faculty of Environmental and Urban Change from 2020/21 to 2022/23 (i.e., after the merger).

Table 9: Operating Results for Fiscal Year 2023-24 by Faculty

2023-24 ACTUALS											
Faculties											
	LAPS	AMPD	EUC	Education	Glendon	Schulich	Osgoode	Health	Science	Lassonde	Total Faculties
Opening CFWD	12,624,979	(16,872,586)	(23,150,096)	884,596	(36,741,333)	1,080,747	42,955,253	19,789,617	8,934,453	(1,029,681)	8,475,949
In-Year Net Surplus/(Deficit) before Faculty Operating Support and UF refund	(68,060,460)	(21,589,121)	(14,306,161)	(6,325,875)	(13,714,521)	417,821	781,781	(15,078,057)	(19,048,911)	(15,132,205)	(172,055,710)
Refund of UF contribution	8,718,258	1,174,960	351,507	699,155	560,069	0	0	3,292,896	2,222,974	2,133,475	19,153,293
In-Year Net Surplus/(Deficit) before operating support	(59,342,203)	(20,414,162)	(13,954,654)	(5,626,720)	(13,154,453)	417,821	781,781	(11,785,161)	(16,825,937)	(12,998,730)	(152,902,417)
Operating Support	0	13,000,000	5,000,000	0	6,700,000	0	0	0	0	0	24,700,000
In-Year Surplus/(Deficit)	(59,342,203)	(7,414,162)	(8,954,654)	(5,626,720)	(6,454,453)	417,821	781,781	(11,785,161)	(16,825,937)	(12,998,730)	(128,202,417)
Ending CFWD	(46,717,223)	(24,286,747)	(32,104,750)	(4,742,124)	(43,195,786)	1,498,569	43,737,034	8,004,456	(7,891,484)	(14,028,412)	(119,726,468)

Table 10: Total Faculties Contribution to the University Fund 2017-18 to 2023-24²

	Actuals						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Contributions to University Fund	34.5	34.4	33.0	39.1	39.2	75.0	74.0
University Fund Allocation*	55.6	40.8	40.8	40.8	40.8	56.9	43.9
Net Contribution	(21.2)	(6.3)	(7.8)	(1.7)	(1.6)	18.1	30.1

² The University Fund Allocation to each Faculty includes any refund of contributions, “hold harmless” transfers to all but two Faculties between 2017-18 and 2021-22, Operating Support to three Faculties in t

Table 11: Undergraduate 2024-25 Fall Term *Eligible* New Student Headcount by Faculty Relative to Enrolment Contract Target (Keele and Glendon), July 2024

Fall Term Eligible New Student Headcount	2023-24 Actuals	2024-25 Contract Targets	2024-25 estimates relative to contract targets			
			Early Estimate (Jan 2024)	Early Estimate (Mar 2024)	Estimate (Jun 2024)	Estimate (Jul 2024)
AMPD	685	653	-43 (-7%)	-44 (-7%)	-125 (-19%)	-127 (-19%)
Education - BA	155	145	-	-	-	-7 (-5%)
EUC	120	125	+11 (+9%)	+10 (+8%)	+8 (+6%)	-1 (-1%)
Glendon	321	358	+5 (+1%)	-63 (-18%)	-47 (-13%)	-34 (-9%)
Health (excl Nursing)	1,968	2,125	-387 (-18%)	-371 (-17%)	-499 (-23%)	-510 (-24%)
Health-Direct Entry Nursing	190	220	-	-	-	-9 (-4%)
LA&PS	3,736	3,825	-258 (-7%)	-244 (-6%)	-1,090 (-28%)	-1,071 (-28%)
Lassonde	843	805	+200 (+25%)	+186 (+23%)	+101 (+13%)	+122 (+15%)
Osgoode	322	315	-	-	-	-
Schulich	445	475	-5 (-1%)	+2 (+0%)	+84 (+18%)	+63 (+13%)
Science	976	960	-14 (-1%)	-5 (-1%)	-109 (-11%)	-113 (-12%)
Total	9,761	10,006	-491 (-5%)	-529 (-5%)	-1,677 (-17%)	-1,687 (-17%)

Table 12: Undergraduate 2024-25 Winter Term *Eligible* New Student Headcount by Faculty Relative to Enrolment Contract Target (Keele and Glendon), July 2024

Winter Term Eligible New Student Headcount	2023-24 Actuals	2024-25 Contract Targets	2024-25 estimates relative to contract targets		
			Early Estimate (Jan/Mar 2024)	Estimate (Jun 2024)	Estimate (Jul 2024)
AMPD	28	25	-	+5 (+20%)	+5 (+20%)
EUC	13	11	-	+8 (+73%)	+7 (+64%)
Glendon	23	40	-	-17 (-43%)	-16 (-40%)
Health (excl Nursing)	155	180	-	-43 (-24%)	-44 (-24%)
LA&PS	395	490	-	-166 (-34%)	-163 (-33%)
Lassonde	106	60	-	+51 (+85%)	+53 (+88%)
Osgoode	2	3	-	-	-
Science	120	105	-	+5 (+5%)	+5 (+5%)
Total	842	914	-	-157 (-17%)	-153 (-17%)

Table 13: Undergraduate 2024-25 Fall Term *Ineligible Visa* New Student Headcount by Faculty Relative to Enrolment Contract Target (Keele and Glendon), July 2024

Fall Term Ineligible Visa New Student Headcount	2023-24 Actuals	2024-25 Contract Targets	2024-25 estimates relative to contract targets			
			Early Estimate (Jan 2024)	Early Estimate (Mar 2024)	Estimate (Jun 2024)	Estimate (Jul 2024)
AMPD	83	112	-70 (-63%)	-65 (-58%)	-52 (-46%)	-54 (-48%)
Education - BA	4	10	-	-	-	-4 (-40%)
EUC	18	21	-3 (-14%)	-3 (-14%)	-9 (-43%)	-9 (-43%)
Glendon	29	49	-20 (-41%)	-21 (-43%)	-24 (-49%)	-23 (-47%)
Health (excl Nursing)	141	204	-119 (-58%)	-118 (-58%)	-126 (-62%)	-126 (-62%)
Health-Direct Entry Nursing	9	0	-	-	-	+11 (>100%)
LA&PS	555	800	-399 (-50%)	-397 (-50%)	-457 (-57%)	-458 (-57%)
Lassonde	259	220	-50 (-23%)	-47 (-21%)	-59 (-27%)	-53 (-24%)
Osgoode	17	6	-	-	-	-
Schulich	77	85	-29 (-34%)	-29 (-34%)	-37 (-44%)	-37 (-44%)
Science	165	268	-147 (-55%)	-143 (-53%)	-152 (-57%)	-151 (-56%)
Total	1,357	1,775	-837 (-47%)	-823 (-46%)	-916 (-52%)	-904 (-51%)

Table 14: Undergraduate 2024-25 Winter Term *Ineligible Visa* New Student Headcount by Faculty Relative to Enrolment Contract Target (Keele and Glendon), July 2024

Winter Term Ineligible Visa New Student Headcount	2023-24 Actuals	2024-25 Contract Targets	2024-25 estimates relative to contract targets			
			Early Estimate (Jan 2024)	Early Estimate (Mar 2024)	Estimate (Jun 2024)	Estimate (Jul 2024)
AMPD	12	35	-15 (-43%)	-23 (-66%)	-20 (-57%)	-20 (-57%)
EUC	6	4	-1 (-25%)	+1 (25%)	-1 (-25%)	-1 (-25%)
Glendon	12	15	-7 (-47%)	0 (0%)	-2 (-13%)	-1 (-7%)
Health (excl Nursing)	37	50	-24 (-48%)	-22 (-44%)	-24 (-48%)	-24 (-48%)
LA&PS	199	410	-204 (-50%)	-232 (-57%)	-259 (-63%)	-259 (-63%)
Lassonde	60	110	-54 (-49%)	-46 (-42%)	-51 (-46%)	-48 (-44%)
Science	53	75	-36 (-48%)	-19 (-25%)	-23 (-31%)	-21 (-29%)
Total	379	699	-341 (-49%)	-341 (-49%)	-380 (-54%)	-375 (-54%)

Table 15: Markham Campus Undergraduate 2024-25 Fall Term *Eligible and Ineligible Visa* New Student Headcount by Faculty Relative to Enrolment Contract Target, July 2024

2024-25 estimates relative to contract targets

Fall Term New Student Headcount	Contract Targets (2024-25)	Early Estimate (Mar 2024)	Estimate (Jun 2024)	Estimate (Jul 2024)
Eligible				
AMPD	35	-17 (-49%)	-6 (-17%)	-9 (-26%)
LA&PS	203	-96 (-47%)	-106 (-52%)	-105 (-52%)
Lassonde	165	-90 (-55%)	-24 (-15%)	-28 (-17%)
Science	29	-20 (-69%)	-24 (-83%)	-23 (-79%)
Eligible Total	432	-223 (-52%)	-160 (-37%)	-165 (-38%)
Ineligible Visa				
AMPD	15	-13 (-87%)	-13 (-87%)	-13 (-87%)
LA&PS	22	-7 (-32%)	-9 (-41%)	-8 (-36%)
Lassonde	45	-34 (-76%)	-38 (-84%)	-40 (-89%)
Science	19	-17 (-89%)	-15 (-79%)	-15 (-79%)
Ineligible Visa Total	101	-71 (-70%)	-75 (-74%)	-76 (-75%)

Figure 14: Sector Enrolment Data-OUAC Domestic 101s Confirmation, August 2024

Domestic 101s: Domestic confirmations currently attending an Ontario high school.

York saw a **12.9% decrease** in domestic 101 confirmations compared to 2023.

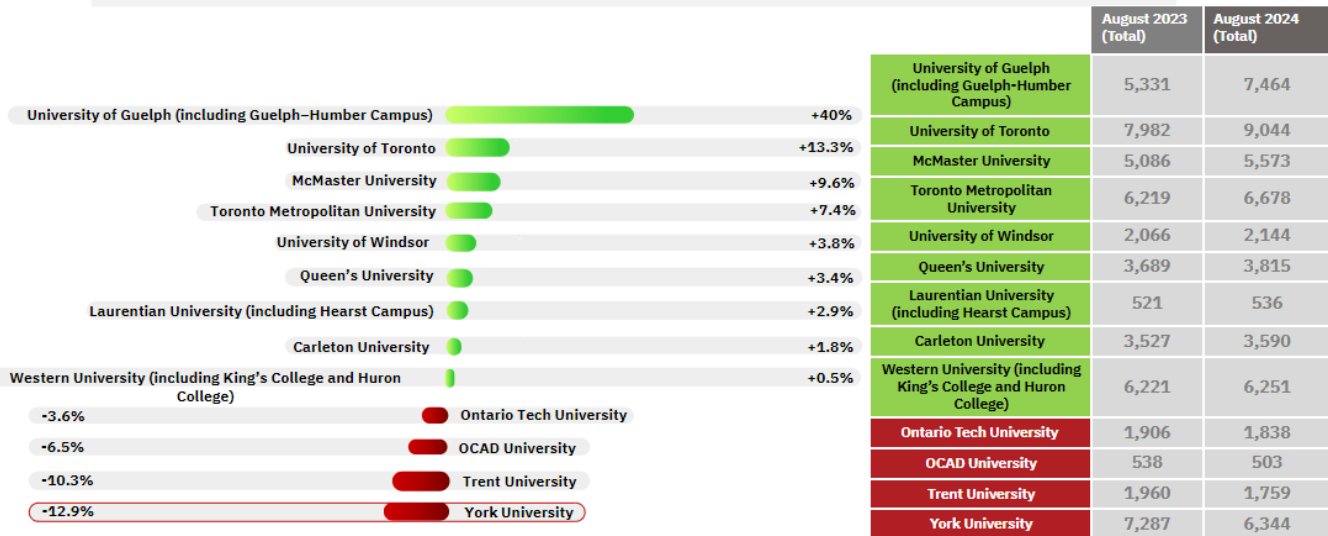


Figure 15: Sector Enrolment Data-OUAC International 101s Confirmations, August 2024

International 101s: International confirmations currently attending an Ontario high school.

York saw a 1.2% decrease in 101 visa confirmations.

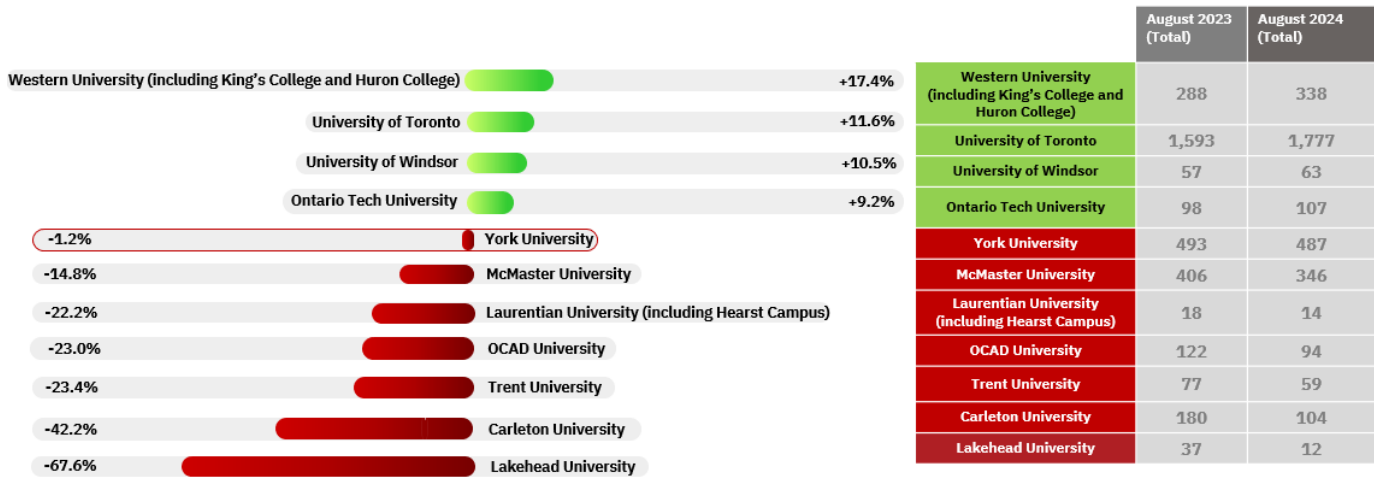


Figure 16: Sector Enrolment Data-OUAC Domestic 105s Confirmations, August 2024

Domestic 105s: Canadian confirmations not currently attending an Ontario high school.

York saw a 10.1% decrease in domestic 105 confirmations.

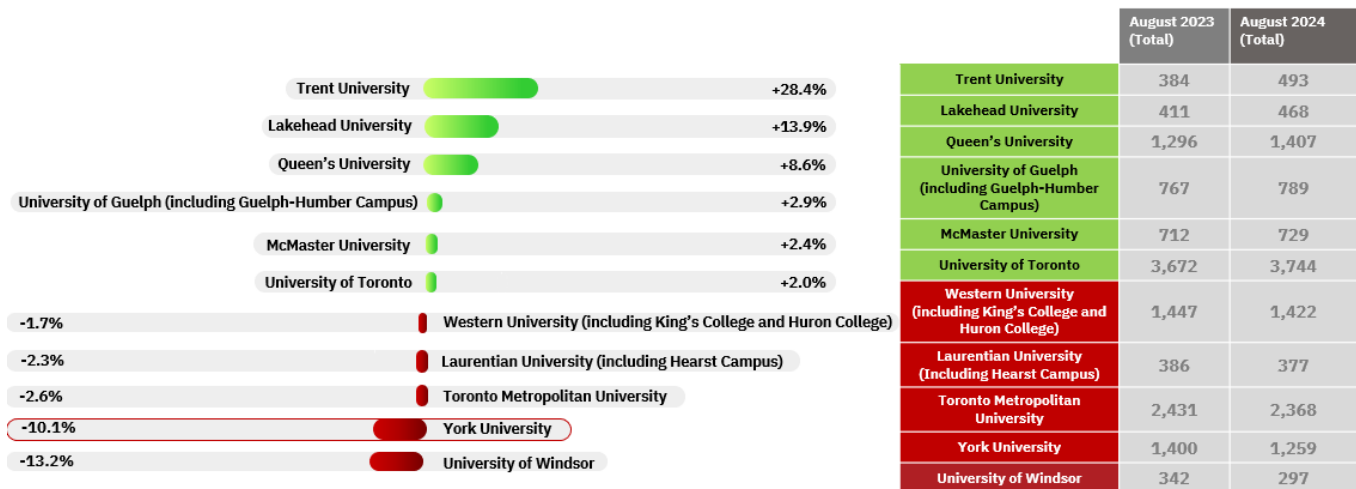
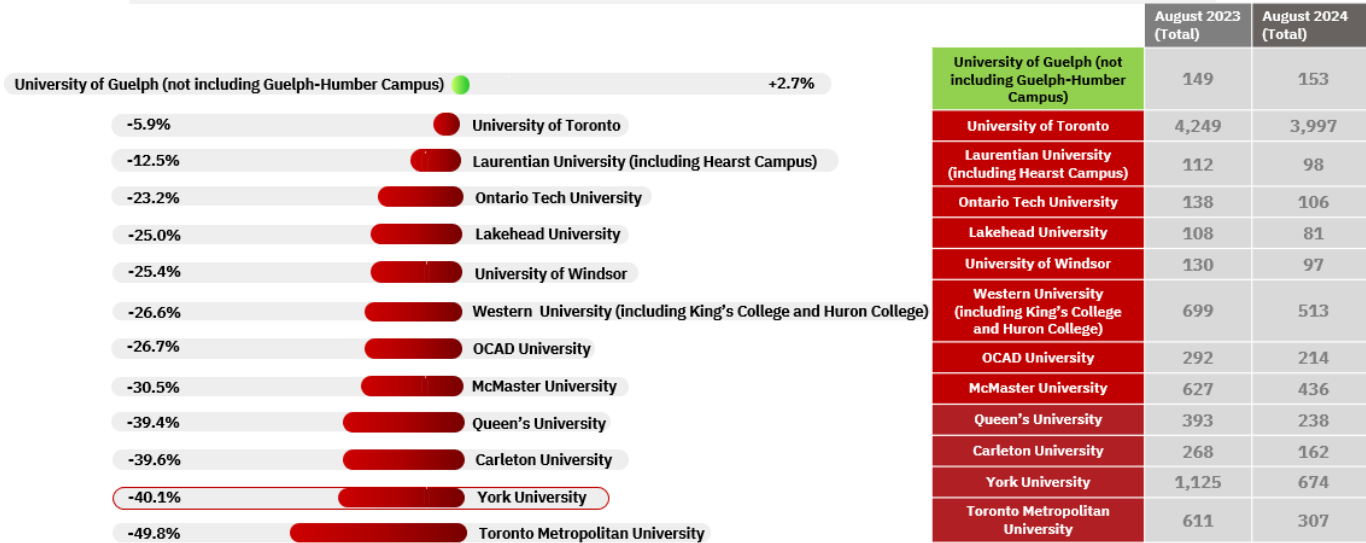


Figure 17: Sector Enrolment Data-OUAC Visa 105s Confirmations, August 2024

Visa 105s: International confirmations not currently attending an Ontario high school.

Every university except for 1 saw decreases in 105 visa confirmations. York's confirmations **decreased by 40.1%**.



York University
Faculty of Liberal Arts & Professional Studies
Faculty Council (FC)

Minutes of the 130th Meeting of Council
November 14th, 2024, 3:00 pm to 5:25 pm | Zoom Meeting Room

1. Call to Order and Chair's Remarks

The Chair called the meeting to order and shared that the December 12, 2024, LA&PS Faculty Council meeting has been cancelled due to a scheduling conflict with the York Senate meeting.

2. Approval of Agenda Faculty Council (FC), November 14, 2024

Motion to amend the agenda to remove the following course out of the CCPS consent agenda for a discussion as an agenda item:
AP/HIST 2823 3.0 History of Health, Healing and Humanity
Motion was moved, seconded and approved unanimously.
Motion carried.
Above item added to #7 on the agenda.

Agenda approved with the amendments.

3. Approval of the Minutes: October 10, 2024, Faculty Council Meeting

Approved

4. Business Arising from Minutes

There was no other business.

5. LA&PS Dean's Report and Presentation

Dean McMurtry shared updates regarding the enrollment numbers and informed all that the final Budget is presented to LA&PS in late November. The President and Provost of York will attend the Faculty Council meeting in January 2025 for their annual visit, with additional details about the visit to be announced closer to the date of the meeting.

- Provincial government provides grants to the university based on November 1 deadline for the fall term.
- LA&PS applications – offers – acceptances – enrollments, year over year changed, this year is 1039 students less. These declines have significant budget implications.
- 105 international applicants are the most significantly impacted group. York University has placed considerable emphasis on international students, ranking third in Canada for the admission of international students.
- Markham-LA&PS total 108 undergraduate students enrolled.
- Enrollments numbers declined in master's and PhD programs.
- Winter 2025 enrollments are finalized by mid-December because students need to start classes in January.
- Some programs have now opened admissions for the winter term, which previously accepted applications only for the fall term.
- Forecasting \$145 million negative carry forward for LA&PS
- Efforts are being made to open community access to York courses.

Bill 124, retroactive pay, on-going tuition freeze, labor disruption, and international admission caps and geopolitical issues are impacting the budget. Across the sector recruitment efforts have significantly increased towards domestic students.

It was brought forward that investments in initiatives like the Faculties of the Future and the School of Medicine should be suspended due to the current financial constraints, unless there is confirmed funding already secured for these projects.

Different sub-committees wish to collaborate with the Dean's office and colleges to focus on retention, recruitment and student success in LA&PS to enhance the quality of student experience.

6. Break

7. Reports of Standing Committees of Faculty Council

Executive Committee report: Call for nominations

The Vice Chair on behalf of the Executive Committee, reported that the April, May and June 2025 meeting of Faculty Council will be held in-person. The Vice Chair also presented the slate of all the remaining vacancies in the faculty council and its subcommittees for the academic year 2024-2025 along with Senate vacancies and requested members to volunteer for the vacancies.

Motion to approve the current state of nominees, by closing the nomination period and start of elections.

Motion was moved, seconded and approved unanimously. Motion carried.

Committee on Curriculum, Curricular Policy & Standards:

- AP/HIST 2823 3.0 History of Health, Healing and Humanity

A council member raised a point of order that the processes within the Department of Social Science did not follow the appropriate consultation processes. The Chair of CCPS presented context for the proposal and that CCPS diligently reviewed the proposal and work done by the Department of History.

Motion to conditionally approve the proposal, contingent on the discussions, clarification and consultation with the department.

Motion was moved, seconded and approved unanimously. Motion carried.

- Consent Agenda: Consent agendas was approved with amendments.

8. Break

9. Item for Presentation: Preliminary Faculty level discussion on the Medical School

Provincial Government in the 2024 budget announced the new School of Medicine 3-year program, projected to open in July 2028, focused on community-based learning. To address the Health Care professionals' shortage in Ontario.

- 1) Workforce: Enhance recruitment for primary care in under-served areas
- 2) Health systems & public health: Promote continuity and integration of services in communities
- 3) Scientific & Pedagogical: Translate learning science into clinical education models.

A detailed breakdown of secured funding from different sources was requested such as funding plan for the School of Medicine building (capital expenses), administrative, operational costs and others.

Motion: To extend the time of the meeting by 15 minutes ending at 5:15 pm. Motion was moved, seconded and approved unanimously. Motion carried.

More clarity was sought regarding the proposal reflecting the design of the school by inclusion of additional information such as physician training.

Medical schools have extensive expenses and LA&PS already supports Faculty of Health students through the Writing Centre, the OLC, and other supports. Would the Medical School students take LA&PS courses such as modes of reasoning, humanities, ethics, philosophy and so on.

Motion: To extend the time of the meeting by 10 minutes ending at 5:25 pm. Motion was moved, seconded and approved unanimously. Motion carried.

School of Medicine will contribute to the reputation of the University. There exists an opportunity for collaboration in both academic and research endeavors in the future. The presenters urged all council members to review the slide deck posted on the FC website and provide their feedback using the following URL: <https://www.yorku.ca/medicine/contact/> or via email: kissane@yorku.ca

10. Other Business

None

11. Adjournment

The meeting was adjourned.

R. Kenedy, Chair of Council

Tejas Kittur, Secretary of Council

Committee on Curriculum, Curricular Policy and Standards (CCPS)

Consent Agenda

January 2025

CCPS recommends that Faculty Council approve the following proposals:

New Course Proposals

AP/ANTH 3530 3.00 The South Asian Diaspora, Anthropological Perspectives
AP/ANTH 4120 6.00 Anthropology Beyond the Academy: Bridging Theory and Practice
AP/ANTH 4530 3.00 The Anthropology of Race, Gender and Labour
AP/ESL 2010 3.00 Language in Digital Communication
AP/ESL 2020 3.00 Linguistic Landscapes of Urban Spaces
AP/FR 1001 3.00 French for Beginners (CEFR A1 Lower)
AP/FR 1002 3.00 Essential French (CEFR A1 Higher)
AP/FR 1003 3.00 French Foundations (CEFR A2)
AP/FR 1004 3.00 Building Fluency in French (CEFR A2)
AP/FR 1081 3.00 French Culture through the Written Word (CEFR B1)
AP/FR 1082 3.00 French Culture through the Spoken Word (CEFR B1)
AP/HIST 2930 6.00 Coming to the Americas: Migration, Diaspora, and Settler Colonialism
AP/HUMA 3202 6.00 Cultures of Ancient Egypt
AP/PRWR 2011 3.00 Writing and Design for User Experience
AP/SPRT 2010 3.00 Sport Marketing
AP/SPRT 2020 3.00 Management of Sport Industries
AP/SPRT 2030 3.00 Sport Finance and Accounting
AP/SPRT 2040 3.00 Governance and Sport Policy
AP/SPRT 2050 3.00 Development of Canadian Sport

Change to Existing Course Proposals

AP/ESL 2000 6.00 Language in Use
AP/FR 0120 6.00 Basic French (CEFR A1)
AP/FR 0130 6.00 Elementary French (CEFR A2)
AP/FR 1080 6.00 French Language and Culture (CEFR B1)
AP/FR 2081 3.00 Written Communication in French (CEFR B2)
AP/GER 3001 3.00 Advanced Level German, Level IA
AP/GER 3002 3.00 Advanced Level German, Level IB
AP/GWST 3524 Cr=3.00 EN Colonialism, Gender and Societies in Black Africa
AP/GWST 3524 Cr=3.00 FR Colonialisme, genre sociétés en Afrique noire
AP/GWST 3569 3.00 Colonialism, Gender & Sexuality
AP/GWST 4502 Cr=6.00 EN Violence Against Women

AP/HEB 3630 6.00 Israeli Cinema: Culture, Values, Art
AP/HIST 3536 3.00 African Canadian History to 1900
AP/HIST 3537 3.00 African Canadian History from 1900 to Present
AP/HIST 3538 3.00 Women and Gender in Black Canadian History
AP/KOR 3600 Cr=3.00 EN Contemporary Korea: Identity, Society, and Culture
AP/PHIL 3190 3.00 Philosophical Issues in Constitutional Law
AP/SOCI 4930 6.00 Sociology of Science and Technology
AP/SOSC 4366 6.00 Law and Society Honours Seminar: Race, Law, and the Politics of Representation
AP/SP 2880 6.00 Imagining Latin America Through Film
AP/SXST 1600 9.00 Introduction to Sexuality Studies
AP/SXST 2601 6.00 Family Interruptus: Critical Sexualities, Critical Families
AP/SXST 3602 3.00 Transnational Sexualities

Minor Change to an Existing Degree or Certificate Proposals

Cognitive Science

The Department of Philosophy has proposed rephrasing several Program Learning Outcomes to make them more compact and concise. No changes have been made to the content of the PLOs. The Department has also proposed modifying the “Machine Learning” (ML) sequence. Cognitive Science (COGS) students can choose to have a specialization (or “Theme”) in “Machine Learning”, which involves taking a sequence of MATH and EECS courses. This sequence must be modified as the culminating course in the sequence, LE/EECS 4404 3.00 Introduction to Machine Learning and Pattern Recognition, has been retired by the Lassonde School of Engineering, which now offers a new course, LE/EECS 3404 3.00 Applied Machine Learning. LE/EECS 3404 3.00 Applied Machine Learning is designed to be more accessible to students who do not have extensive background in mathematics and computer science.

English Language Studies

The Department of Languages, Literatures & Linguistics is modifying the English Language Studies program by deleting core course AP/ESL 2000 6.00 Language in Use and adding AP/ESL 2010 3.00 Language in Digital Communication and AP/ESL 2020 3.00 Language in Use. The Department has also submitted a Change to Existing Course proposal to retire the existing course, AP/ESL 2000 6.00 Language in Use and has submitted new course proposals for AP/ESL 2010 3.00 Language in Digital Communication AP/ESL 2020 3.00 Linguistic Landscapes of Urban Spaces as new/additional core courses to replace AP/ESL 2000 6.00 Language in Use. These modifications will not change the total credit count of the program requirement.

French Studies

The Department of French Studies has proposed creating six new 3.00-credit, 1000-level French language courses as alternatives to the current three 6.00-credit ones (i.e. AP/FR 0120 6.00 Basic French (CEFR A1), AP/FR 0130 6.00 Elementary French and AP/FR 1080 6.00 French Language & Culture). The proposed change will bring aims to improve the first-year language program by allowing for more precise initial placement and better student retention. Students will also have greater flexibility of scheduling over

all three terms, which will allow students to commence in the Winter term, which is not currently possible for students at the 1000-level. For majors, the change offers the same flexibility as well as the possibility of stacking certain courses to gain six language credits in one semester rather than over the course of the whole year. Offering 3.00-credit courses should cause fewer conflicts with courses offered by other departments, which is important given the significant number of students taking first-year French courses as electives. Finally, the new proposed course titles and descriptions explicitly reference the CEFR (Common European Framework of Reference for Languages) level which students will attain by the end of the course, thus associating the course outcomes with recognized language proficiency benchmarks. The CEFR levels in the course titles will also be visible on students' transcripts.

Certificate in Public History

The proposed changes will add 10 courses to the designated course list for the Cross-Disciplinary Certificate in Public History. These courses include AP/HIST 3804 3.00 Musicals and History Since 1945; AP/HIST 3805 6.00 Musicals and History Since 1900; AP/HIST 3790 3.00 Histories of Gender and Sexuality in the Modern Middle East; AP/HIST 3792 6.00 The Middle East Since 1800; AP/HIST 3536 3.00 African Canadian History to 1900; AP/HIST 3537 3.00 African Canadian History from 1900 to Present; AP/HIST 3538 3.00 Women and Gender in Black Canadian History; A/P HIST 3828 6.00 The Holocaust in Cross-Cultural Context: Canada, Germany, Poland (new cross-listing with AP/JWST 3825 6.00); GL/HIST 3652 3.00 FR Politiques féministes africaines et afroféministes; and GL/HIST 3641 6.00 EN From Sugar to Cocaine: Latin America's Global Commodities. The proposed modifications will allow students to access a broader range of courses in completing their certificate requirements (24 credits: 9 required credits and 15 credits drawn from designated courses across several units in LA&PS, the School of the Arts, Media, Performance and Design and Glendon College).

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request. A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Secretary to the Committee (lapscurriculum@yorku.ca) if you have any questions regarding the changes to existing courses section.

Graduate Committee

Consent Agenda

January 2025

The Graduate Committee recommends that Faculty Council approve the following proposals:

Change to Existing Course Proposals

GS/EN 6582 3.00 "You Better Work:" Sexuality, Labour, and Blackness in America

GS/HUMA 6159 3.00 The Nation and Its Women: Case Studies from South Asia and the South Asian Diaspora

GS/HUMA 6345 3.00 The Politics of Environmentalism: Discourses, Ideologies, and Practices

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request. A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Secretary to the Committee (lapscurriculum@yorku.ca) if you have any questions regarding the changes to existing courses section.