



# York University Senate Notice of Meeting

Thursday, 28 March 2024, 3:00– 5:00pm

Via videoconference

## AGENDA

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- 1. Chair’s Remarks (P. Puri)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
  - a. Senators on the Board of Governors re: February 2024 Meeting of the Board (M. Budworth; R. Green, for information).....1
- 4. President’s Items (R. Lenton)
  - a. Update on federal government international students cap and implications for York
  - b. Impact of continued tuition fee freeze and share of PSE provincial grant monies for York
  - c. Focused strategy to advance academic priorities

### Committee Reports

- 5. Executive Committee (L. Sergio).....3
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  - a. Establishment and disestablishment of academic units, AMPD (*Notice of Motion*)
- 7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) .....41
  - a. Exception to the Senate Policy on Bridging Programs for the Language Pathway Program (Appendix A, page 49)
  - b. Changes to academic regulations on language requirements for BA degrees, Glendon (Appendix B, page 65)
  - c. Suite of Interrelated changes to Master of Accounting degree program, the Diploma in Intermediate Accounting (Type 3), and the Diploma in Advanced Accounting (Type 1), Schulich School of Business (Appendix C, page 78)
  - d. Addition of a 90-credit BA degree option in Communication and Media Studies, Faculty of Liberal Arts and Professional Studies (Appendix D, page 112)

10min

8. Tenure and Promotions

a. 2022-2023 Annual Tenure & Promotions report ..... 123

9. Other business

**Consent Agenda**

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Pascal Robichaud, Secretary

Synopsis

483<sup>rd</sup> Meeting held on 27 February 2024

**Appointments / Re-appointments**

Appointment of Weiling Li as Presidential nominee, to the Pension Fund Board of Trustees, effective March 1, 2024, for a three-year term.

Re-appointment of Bruno Bellissimo, as York University Retirees Association (YURA) nominee, to the Pension Fund Board of Trustees, effective March 1, 2024, for a three-year term.

**Approvals**

Budget increase of \$20.0M (from \$260.5M to \$280.5M), inclusive of a budget contingency amount of \$5.6M and HST, to complete the construction of the Markham Campus building.

The 2024-2025 domestic and international tuition fees, as follows:

Program	2024-25
<b>Regular Arts &amp; Science</b>	
Domestic	Align to Tuition Fee Framework
International - New students <sup>1</sup>	6% - 13.84%
International - Continuing students	5%
<b>Professional Programs</b>	
Domestic <sup>2</sup>	Align to Tuition Fee Framework
International UG - New students <sup>1</sup>	6% - 10%
International UG - Continuing students	5%
International – Masters <sup>1</sup>	1% - 18.45%
<b>Research-based Graduate Programs</b>	
Domestic	0%
International	0%
<b>Full Cost Recovery Programs (Domestic)</b>	
Diploma in Law for Law Enforcement	3%
Graduate Diploma in Professional Accounting	5%

**Note 1.** Based on a comparison of similar programs at peer institutions in Ontario in the regular arts and science and professional categories, and for the Bachelor of Design program, the proposed increases for new students range from 5.74% to 18.45%.

**Note 2.** Tuition Framework allows for fee increase of 7.5% for students beginning with the 2023-24 cohort and after in tuition anomaly programs (BCOMM, BHRM & BBA/iBBA) until the approved MCU cap is reached.

A 5.0% escalation in centrally collected ancillary fees for the fiscal year 2024-2025, effective May 1, 2024.

# York University Board of Governors

## Synopsis

- For undergraduate students, the recommended increment is \$1.27 per credit, transitioning from \$25.33 to \$26.60, resulting in a total increase from \$759.90 to \$798.00 (\$38.10) for full-time students enrolled in 30 credits.
- Graduate students in professional programs will observe an increase of \$18.99, progressing from \$379.82 to \$398.81 for programs structured on a per-term fee basis. Part-time graduate students are obligated to pay 50% of the full-time fee.

Amendments to the following policies:

- *Long-Term Debt Policy*
- *Fraud, Theft and Misappropriation of University Assets Policy*
- *Social Procurement Policy*
- *Surplus Asset Disposal Policy*

School of Medicine/ Vaughan Healthcare Centre as the sole project on the University's Major Capital Priorities list.

## Presentations

From the President a presentation on opportunities in an emerging landscape, including updates on the international student visa cap and the province's funding announcement, emerging risks and actions.

## Reports

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

Report from the President on Mid-Term Interim Appointments of:

- Philip Kelly, Interim Dean, Faculty of Environmental & Urban Change, from 1 January, 2024 through 30 June, 2024.
- Michael Darroch, Interim Dean, School of the Arts, Media, Performance & Design, from 1 April, 2024 through 30 June, 2024.

The agenda for the meeting is posted on the Board of Governors website:

<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2024/02/board-agenda-20240227.pdf>

Pascal Robichaud, Secretary

## Executive Committee – Report to Senate

At its meeting of 28 March 2024

### FOR ACTION

#### a. Reduction to Length of 2024 Winter Term Remediation Period

Senate Executive recommends

**that Senate approve a reduction in the length of the 2024 Winter term by two weeks for the remediation period that will follow the end of the disruption for the resumption of courses that were suspended, except for programs that have accreditation requirements that define the length of term / number of contact hours.**

#### Rationale

The [Senate Disruptions Policy](#) states that:

“If two or more weeks of instructional time are lost in full-year courses or equivalent (or one week or more in half-year courses or equivalent, or in one term full courses or equivalent), the *Senate Executive Committee* shall presume the need for a modification of the teaching term with any concomitant changes in examination scheduling.”  
[emphasis added]; and

“In cases where substantial amounts of instructional time have been lost due to a Disruption, rescheduling of examinations which have been disrupted, in order to preserve academic integrity.... [and] may also reduce the length of term by not more than 7 days in the case of half courses and by not more than 14 days in the case of full-year courses. (*Sections 3.3.4 and 3.3.4.4*)

Where a reduction of a term of more than one week for half (three-credit) courses is recommended, Senate approval is required. It is the assessment of the Executive Committee that the circumstances of this disruption necessitate a shortening of the term length by two weeks for the course remediation period. The following considerations inform this recommendation and the timing of it for approval:

- the need to sustain an up to four-week remediation period to complete the courses / course components that were suspended due to the relatively early point in the winter term when the disruption began (at six weeks completion)
- time has become of the essence to confirm the length of the remediation period and the subsequent remediation exam period to assist instructors with course planning and, importantly, provide students in suspended courses / labs / tutorials as much information as possible, and as soon as possible, about the extended term.
- sustaining the ability to offer the Summer terms and the necessary planning that needs to occur in advance for both students and instructors

## Executive Committee – Report to Senate

Flowing from approval of the proposed two-week reduction, a course remediation period of up to four weeks will commence after the conclusion of the disruption; the specific dates will be announced when known. An examination remediation period will follow the conclusion of the course remediation period for a length of time coincident with the number of exams that need to be delivered. The length of that period will respect the guidelines for formal examination periods established in the [Senate Policy on Sessional Dates and the Scheduling of Examinations](#).

### FOR INFORMATION

#### **b. Actions Taken by the Committee Since the Outset of the Disruption**

Attached as Appendix A is a chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on 26 February 2024. It reflects actions and decisions made at the Committee’s several special meetings this month, through e-mail canvasses and its regular meeting on 19 March. Additionally, communications issued by Executive on academic remediation actions and term adjustments authorized have been circulated and posted on the [Senate Labour Disruptions Information](#) page.

As always, the Committee seeks feedback from Senate on its actions and the remediation framework.

#### **c. Request from Senators for Executive Committee Statement on Academic Integrity**

Several members of Senate requested that the Executive Committee clarify its understanding of Senate policy on matters of maintaining the academic integrity of courses during a disruption. The Executive Committee issued and has posted its [statement](#) on the publicly accessible Senate website in response to that request.

From the Committee’s deliberations on the preparation of its statement, it was apparent that the core issue underlying the current focus on academic integrity of courses is clarity and certainty on the authority for class cancelation and suspension in disruptions. In recent years this issue has been included on Executive’s list of annual priorities. Despite efforts in 2019, the *Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption* did not proceed due to the Senator seats defined in the composition of the group not being filled. In the best of intentions, plans to define other options to take the legislative matter up were affected by time-sensitive competing priorities and managing the impact of the pandemic on academic activities between 2020-2023. The circumstances arising from this labour disruption have reinforced the need to resolve the foundational policy issue. To that end, the Executive Committee commits to prioritizing this item of business after the conclusion of this disruption in collaboration with all the relevant authorities.

## **Executive Committee – Report to Senate**

### **d. Communication from Faculty of Graduate Studies Faculty Council**

Executive received as a communication from the Faculty of Graduate Studies Faculty Council an approved motion expressing a set of considerations to be weighed in remediation planning pertaining to graduate courses and programs. The Committee welcomed Council's input as it continues to discharge its mandate under the Disruptions Policy. Executive's latest communication of course completion options and terms information reflects its consideration of the factors identified by the FGS Council.

Poonam Puri,  
Chair

## Senate Executive Committee Chronology of Meetings and Actions 2024 CUPE Disruption

<p><b>February 6</b> Regular meeting of Executive</p>	<p>Committee provided notice of the possibility of a strike by CUPE 3903 as the parties could be in a legal position for a work stoppage as early as 22 February 2024.</p>
<p><b>February 23</b> Special meeting of Executive</p>	<p>With a strike appearing possible within days (“imminent” in the words of the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes), the Committee held a special meeting. At this meeting the Committee:</p> <ul style="list-style-type: none"> <li>• reviewed the Policy</li> <li>• confirmed recommendations supporting the continuation of classes in the context of a disruption</li> <li>• signed off on communications to be issued when a strike appeared imminent (on February 23) and the first day of a strike if one commenced on February 26</li> </ul>
<p><b>February 27</b> Special meeting of Executive</p>	<p>At a special meeting, the Committee began to actively monitor the disruption and to discharge its responsibilities in accordance with Senate Policy. The Chair confirmed that the University Registrar had been requested to inform and update relevant external bodies about the Disruption and use best efforts to have external deadlines extended as necessary, and that the Dean of Libraries was notified of their role to disseminate information about the impact of a Disruption on access to collections and services.</p> <p>A preliminary discussion was held with the University Registrar about pressure points in the Winter term sessional dates and possible options for schedule changes should they be necessary.</p> <p>An extension of the deadline to drop courses without academic penalty was approved. [<i>Decision was thereafter communicated to Senate and posted on Senate site</i>].</p> <p>The Secretary reported that collegial governance activities have been largely unaffected to date.</p> <p>A decision was taken to call a special meeting of Senate for the purpose of consulting Senate as the committee continues to discharge its mandate of overseeing the process of directing and implementing necessary remedial actions.</p>
<p><b>March 4, 2024</b> Special Executive meeting</p>	<p>The Committee issued a communication declaring that the Disruption that began on 26 February had exceeded one week in length.</p> <p>The Chairs of ASCP and SAC joined the membership of Executive for the duration of the disruption.</p> <p>At the special meeting, Provost Philipps reported that:</p>



	<ul style="list-style-type: none"> <li>• as of March 4 preliminary data in the online TIMS course repository (for both undergraduate and partial graduate courses) showed that 69 per cent of primary course meets were active and 31% suspended; active course percentages vary by Faculty (ranging from 43 to 95%); in only two Faculties is the active course list at or under 50%</li> <li>• of active courses, 89% are being delivered in person, 11% through remote delivery;</li> <li>• placement courses in Education and Nursing have been suspended, causing significant interruption for students</li> <li>• WIL and internships in other programs appear to be continuing</li> </ul> <p>The Committee reflected on discussion of disruption-related matters at the special Senate meeting on 29 February.</p> <p>Executive reviewed an illustrative list of options for completing courses and finalizing grades based on the remediation framework developed during a strike in 2018. Members agreed that it was essential to lay out options as soon as possible so that the community is assured that courses can be completed albeit with remedies that do not guarantee the “same learning experience that they would have received in the absence of a Disruption” in the words of the policy.</p> <p>Course completion options and modifications agreed to were announced in the Executive Communication of <a href="#">4 March 2024</a>.</p>
<p><b>March 6, 2024</b></p> <p>Special Executive meeting</p>	<p>At the special meeting the Vice-Provost Academic reported that the primary data on course delivery status had not materially changed since 4 March, noting that updated information from instructors continue to be added to TIMS.</p> <p>The Committee agreed to several options for students / courses:</p> <ul style="list-style-type: none"> <li>• Changes to the number, kind and weight of assignments (<i>effective 17 March 2024</i>)</li> <li>• Temporary broadening of the Senate Policy on Pass / Fail Grades (deadline and increased credit maximum by 6)</li> <li>• Move an exam from the remediation Exam period to the last class of the revised schedule + waiver of the 20% rule for this scenario only</li> <li>• Temporary modification to course evaluations process, permitting instructors to decide if they want evaluations to proceed in their courses</li> </ul> <p>Motions on the suspension of classes and excluding course evaluations from T&amp;P files approved by a Faculty Council were reviewed and ruled upon; former ruled out of order and the latter deemed moot in light of the temporary change to the course evaluation process for the winter term.</p>
<p><b>March 7, 2024</b></p> <p>Communication</p>	<p>The Committee issued the <a href="#">document</a> “Completion of Courses and Finalization of Grades.”</p>

<p><b>March 11, 2024</b></p> <p>Special Executive meeting</p>	<p>At the special meeting the Vice-Provost Academic reported that:</p> <ul style="list-style-type: none"> <li>• as of March 8 data in the online TIMS course repository (for both undergraduate and partial graduate courses) showed 66% of primary course meets were active and 34% suspended, with continued variation by Faculty on active course percentages; the proportion of online delivery of courses increased to 15%</li> <li>• gate counts at the Scott Library are down from &gt;45,000 visits daily pre-strike to approximately 17,000; owed in part to online delivery of courses</li> </ul> <p>The received and discussed a report from the Vice-Provost on Course Suspension Requests as of 8 March, noting those approved and rejected by Faculty and the decanal approach being exercised.</p> <p>Review of course options, length of term and summer term planning resumed. The separate category of courses with lectures continuing but labs/ tutorials suspended and options available to these “decoupled” options were discussed. It was confirmed that tutorial and labs will be rescheduled in the remediation period upon the conclusion of the labour disruption, and exams for these courses – and by students who did not attend courses – will be written in the remediation exam period.</p>
<p><b>March 12, 2024</b></p> <p>Communication</p>	<p>The Committee issued an expanded communication on Completion of Courses and Finalization of Grades, dated <a href="#">12 March 2024</a> providing:</p> <ul style="list-style-type: none"> <li>• fuller information on meaning of remediation to assist students</li> <li>• new information on options for decoupled courses.</li> </ul>
<p><b>March 14, 2024</b></p> <p>Special Executive meeting</p>	<p>Received an oral report from the Vice-Provost Academic on the impact of the disruption; noted that 647 individual assignments have been resumed by CUPE members through back to work declarations.</p> <p>Review of course options, length of term and summer term planning continued. Committee agreed that courses where the lectures are continuing but labs are suspended, instructors may determine if it is appropriate for students to write the final exam in the existing examination schedule with the requirement that students complete the labs when they are held in the remediation period.</p>
<p><b>March 19, 2024</b></p> <p>Regular Executive meeting</p>	<p>Received an oral report from the Vice-Provost Academic on the impact of the disruption noting that the primary data on course delivery status had not materially changed since 14 March, with the exception that the proportion of online delivery of course had increased to 25%</p> <p>Committee discussed a request from a group of Senators for a policy statement from the Committee to the University community pertaining to the role of instructors in determining the academic integrity of a course during a disruption, or an alternative request for a motion on the matter to proceed to a special meeting of Senate. Executive agreed to provide a statement, with views on its content expressed to be finalized by members by email and issue to the Senate and the community.</p>

	<p>Received and discussed an approved motion from the FGS Faculty Council expressing a set of considerations to be weighed in remediation planning pertaining to graduate courses and programs.</p> <p>Approved a fuller set of options for completing courses and finalizing grades, including:</p> <ul style="list-style-type: none"> <li>• that the remediation period will be reduced by a minimum of one week, with a two-week reduction to proceed to Senate for approval</li> <li>• assessed grades with defined terms</li> <li>• that S1 summer term will continue on schedule, with SU and S2 terms to be delayed</li> <li>• instructors can deliver academic activities online during the remediation period as a form of accommodation to students who did attend course activities in-person and /or who may have other extenuating circumstances after April owing to the disruption</li> <li>• encouraging instructors exercise their discretion generously in the consideration of requests for deferred standing</li> </ul>
<p><b>March 20, 2024</b></p> <p>Communication</p>	<p>The Committee issued an updated <a href="#">communication</a> on Completion of Courses and Finalization of Grades conveying decisions and information from 19 March meeting.</p>

*22 March 2024*

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 25 January 2023

### NOTICE OF STATUTORY MOTION

#### a. Academic Restructuring within School of Arts, Media, Performance & Design

It is the intention of APPRC to put the following statutory motion to Senate:

That Senate approve and recommend to the Board of Governors the following academic structural changes as a set of complementary and successive actions effective 1 May 2024:

- a. The establishment of a Department of Theatre, Dance, & Performance in the School of Arts, Media, Performance & Design (AMPD)
- b. The disestablishment of the following two existing academic units within AMPD:
  - i. Department of Dance
  - ii. Department of Theatre & Performance

And, that Senate approve:

- c. The transfer of the constituent academic programs and curricula from the two existing departments to the above-noted new department.

#### Rationale

Being proposed is establishment of a new department in AMPD through the unification of two existing departments; the full proposal is attached as Appendix A. APPRC brings forward the recommendation to Senate with the full support of the Committee as a constructive and timely step to be taken to achieve needed efficiencies and foster opportunities for collaborative program delivery curriculum and use of space. The proposed combining of Theatre and Dance parallels the earlier consolidation of graduate programming within the MA/PhD program in Theatre, Dance & Performance Studies.

There is unanimous support for this structural change from all members of both the Dance and Theatre & Performance departments, and there is strong interest among the colleagues to explore the new approaches to curriculum, pedagogy and scholarship it presents. A transition plan is ready to implement the new department structure for the planned effective date of 1 May 2024.

The Dean confirmed the careful academic planning that underpinned this initiative, which included a dual focus on preserving the academic integrity of the programming and nurturing program renewal to support financial sustainability. The Provost has also confirmed support for the revised structure, noting the multiple benefits it can yield. Their statements are included as supplementary documentation to the proposal in Appendix A.

# Academic Policy, Planning and Research Committee

## Report to Senate

Input from Senators at this notice of motion stage is requested from APPRC prior to presenting the recommendation for approval.

**Approvals:** APPRC 29 February 2024 • AMPD Faculty Council 17 January 2024

### FOR INFORMATION

#### **b. Markham Campus**

The focus of recent reports to APPRC from the Interim Deputy Provost Markham continues to be undergraduate and graduate applications and enrolment projections for FW'24. From the over 2600 Markham program applications from 1600+ applicants, admission offers were made in late February; conversion efforts are continuing to secure enrolment decisions.

As reported to Senate earlier, a high proportion of Markham applicants have also applied for Keele campus programs, many in related program areas. The enrolment strategy includes the option of switch offers for students between the Keele and Markham campuses to support meeting overall university enrolment targets. The possibility of moving some programming to Keele campus in the initial year(s) could also be a response to the admission results and space needs as a measure to help meet enrolment targets and program sustainability. The possibility of the labour disruption affecting student admission decisions – for Markham and programs across the University – was noted with concern by APPRC.

On Markham campus readiness, taking occupancy of the new building by University staff is still anticipated for this June.

#### **c. New Federal Policy on Research: York University's Response**

The Vice-President Research & Innovation discussed with APPRC the new federal [Policy on Sensitive Technology Research and Affiliations of Concern](#) (STRAC). The intent of the policy is to protect Canada's research ecosystem from foreign influence by research institutions connected to military, national defence, or state security entities. It applies to all grant applications submitted to the federal agencies (CIHR, NSERC, SSHRC) and the Canadian Foundation for Innovation (CFI). For grant applications where the proposed research will advance a sensitive technology research area, all researchers named on the grant must provide an individual attestation indicating they are not affiliated with, or in receipt of funding or in-kind support, from any of the listed institutions. If a research team member has an active affiliation, they are required to formally end the affiliation in order to be eligible to apply for a federal grant.

# Academic Policy, Planning and Research Committee

## Report to Senate

Universities in Canada are sharing best practices for helping researchers manage the new requirements. At York, the *Office of the Vice-President Research & Innovation* has established a [Safeguarding Research](#) office to help faculty and staff navigate the evolving government research security guidance, including grant proposals. The Office provides education, training and resources for researchers to make informed decisions about global partnerships and safeguard their work. Fuller information about the new federal policy and the University's support for researchers in response is being communicated to the community in various venues by the VPRI. APPRC will continue to keep Senate informed of important changes or updates on this matter.

### **d. Horizon Europe Research Program**

In February, APPRC shared with Senate information on the expansion of the Horizon Europe Research program to include eligibility of Canadian researchers and innovators as fully associated members of consortia in *Horizon Europe Pillar II*. Time didn't permit a discussion of this opportunity at the Senate meeting. Information about the initiative is provided again in Appendix B to this report to ensure York's community of scholars is aware of the exciting potential offered by the expansion of this notable research opportunity.

Andrea Davis  
Chair, APPRC

# **PROPOSAL**

**Establishment of a merged**

**Department of**

**Theatre, Dance,**

**&**

**Performance**

# PROPOSAL TO ESTABLISH A MERGED DEPARTMENT OF THEATRE, DANCE, & PERFORMANCE

## Executive Summary

The following is a proposal to merge AMPD's existing Departments of Dance and Theatre & Performance to establish a combined *Department of Theatre, Dance, & Performance*. The proposed merger is structural and administrative only, with no curricular changes to the Theatre or Dance programs contemplated at this time, with the obvious exception that the academic programs of the two existing departments would be moved into the new combined new unit, which would then be responsible for delivery of curricula. The anticipated effective date for the merger is May 1, 2024, in alignment with the 2024-25 fiscal year.

Some of the anticipated benefits of this merger include:

- a net reduction in overall service load for faculty members, and a reduction in administrative teaching offloads
- more streamlined governance and administration
- more efficient deployment of staffing resources and increased knowledge-sharing
- greater coordination and efficient sharing of teaching and studio facilities
- alignment with respected comparator institutions
- sustainability of academic programs

## Background

Founded by Grant Strate in 1970, the Department of Dance at York University is one of the oldest of its kind in North America and was the first in Canada. Besides offering the first Bachelors degree in dance history and criticism, until its recent merger with the Theatre Studies graduate program it also housed the only PhD program in Dance Studies in Canada. The nucleus of the department has consistently been its BFA in Dance, with its strength in choreography, performance, and education. At one time considered the largest and most comprehensive Department of Dance in Canada, it is also becoming the most diverse. This diversity is reflected in the wide array of curricular offerings in contemporary modern dance, ballet, and global forms such as West African dance, Philippine folk dance, and the art of breaking. The department's alumni from undergraduate and graduate programs have gone on to become leaders within Canada and beyond in the fields of dance making, dance education, arts administration, dance research, screendance and more. Faculty members in this department are award-winning educators, researchers, filmmakers, and dance artists who help shape the trajectory of dance and dancing in the country.



The Department of Theatre (now Theatre & Performance) began at York in 1965, with performances by the York University Players, staging plays in the newly opened Burton Auditorium on the Keele campus. In 1968, Joe Green was appointed Chair of the Department of Theatre, and Don Rubin one of the department's first professors. In 1979 the Foundation Year was implemented, a general course of study for all in-coming theatre studies that continues to this day. The MFA programs in Acting and Directing began in 1980, and diplomas in voice, movement and acting teaching were introduced in the mid-90s. The MA/PhD program was initiated in 2005, the same year that the Accolade East building, with its Faire Fecan Theatre, opened. The Creative Ensemble, later revised as the Devised Theatre series of courses, expanded the performance and creation opportunities within the department, which led to the BFA Program in Performance Creation in 2018. This year, we expanded the Acting & Performance Program, modifying it to include greater flexibility for Actors and Devisers to chart their own course, increasing both the depth and breadth of opportunities available to them. With award-winning faculty working in design, production, directing, playwriting, acting, performance & theatre research, coaching for film and television, management and arts administration, the department continues to define what theatre and performance can be in the Canadian and international industries. Theatre alumni have gone on to successful careers in theatre, film, television, and beyond as performers, playwrights, directors, producers, production managers, designers, artistic directors, stage managers, technicians, educators and teachers.

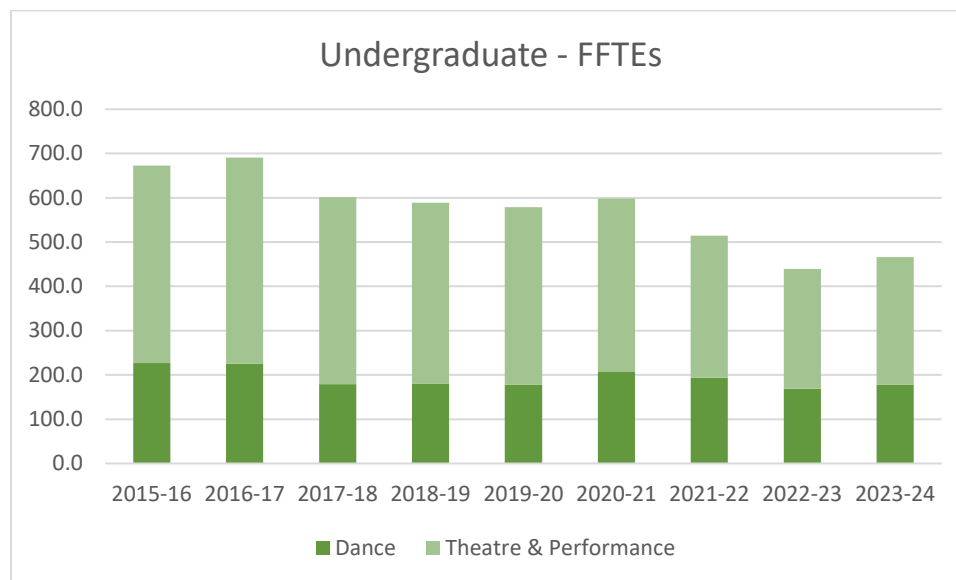
For many reasons, the merger of these two departments is a natural step. The Department of Theatre & Performance and Department of Dance have benefited from synergies coming from shared administrative commitment, student training, and scholarly and artistic productions. There has always been much collaboration among members of the two departments at the faculty level, through service on AMPD's various committees. Faculty members have served on each other's graduate students' committees and the two departments have already integrated their studies-based graduate programs successfully, now offering an MA and PhD in a combined Theatre, Dance & Performance program, while Theatre MFAs specializing in design for performance have been required to take Dance courses.

The two departments have sought many opportunities to collaborate on production. Most notably in terms of the scale of these collaborations, the pan-faculty productions of *The Beggar's Opera* (2014) and *The Birds* (2016) have provided opportunities where our students, staff, and faculty collaborated with one another and with other departments in AMPD as well. We've previously aligned our Devised Theatre Festival with Dance's Incubator Project. It is also common practice for colleagues in Theatre and Performance to design lights for pieces in Dance events and for faculty across the two departments to serve as guest teachers in classes in each other's programs. Faculty have further benefited from invitations to present papers at conferences and events that our respective colleagues have organized.

Finally, administrative staff of the two departments have already been co-located in office space in the Accolade East building for almost two years, resulting in greater coordination and knowledge-sharing across departments.

## Context and Challenges

The pandemic had a profound effect on studio- and performance-based programs, for obvious reasons. Studio courses typically require intensive, practical face-to-face instruction that cannot easily be shifted to a virtual context. The inability to offer in-person instruction limited course offerings and had a predictable negative effect on enrolment, the impact of which is still being felt. From a combined enrolment of nearly 600 undergraduate FFTEs in Dance and Theatre in 2019-20, there are now approximately 466 (as of Fall 2023). International enrolments have been hit particularly hard, with fewer such students wanting to risk being unable to have the full experience of an intensive in-person studio-based program. Enrolment has since shown encouraging signs of stabilization, and it is hoped that this recent increase will continue.



Perhaps a more pressing challenge at this time is faculty complement. There are currently nine full-time faculty members in the department of Dance; as recently as 2020 there were twelve. Of these nine, one is slated to retire in 2024, and two will be on sabbatical. There are just over 5 FCE in research or administrative teaching releases held by the remaining six, including for the department Chair and the Director of CERLAC. The lack of teaching capacity has resulted in reduced course offerings, which has a potential negative effect on student experience and degree progression. The remaining faculty members face an increased service burden, to the extent that it has become difficult to carry on the essential business of the department.

Although perhaps less pronounced, Theatre & Performance faces similar challenges. There are currently 22 full-time faculty members (there were 25 in 2020), with one of

these cross-appointed to a different department. Three are due to retire in 2024, and one will be on sabbatical. Of the remaining 19 full-time faculty, three are on short-term CLA contracts, which are scheduled to end in 2024, 2025, and 2026, respectively. Another will move their teaching to Markham in 2024. Hence, by 2026, only 15 full-time faculty will remain. There are currently just over 15 FCE in research or administrative teaching releases held by Theatre & Performance faculty, including for the Dean of AMPD and the Director of Sensorium.

It should be mentioned that neither department has any faculty hires approved for this hiring cycle. The constraints on teaching capacity have resulted in significant expenses allocated to part-time course directors: \$851,136 for Dance and \$631,914 for Theatre & Performance.

The overall decline in faculty complement and teaching capacity is accompanied by a corresponding increase in service burden for faculty members. Combined, there are approximately 45 seats on standing committees currently requiring to be filled by full-time faculty in the two departments. In addition, there are 8 seats on faculty-level AMPD committees requiring the service of Dance and Theatre & Performance faculty members. This does not take into account service requests from outside the faculty (e.g. Senate-level committees). Projected retirements and sabbaticals will obviously increase the amount of time spent by remaining faculty on service work.

## **Benefits of a Merger**

In light of the challenges outlined above, there are several benefits to merging the two departments. The first, and perhaps most obvious benefit is a reduced service load for faculty members. The attached proposed governance structure for the Department of Theatre, Dance, & Performance (Appendix A) contemplates a large reduction in the number of committees – and consequently the number of people serving on them – by nearly half. Under the new structure, there would be roughly the same number of committees as there are currently under either one of the constituent departments, but the number of people serving on them will remain largely the same. There are two minor exceptions to this rule: First, although the Education, Curriculum, and Awards Committee (Appendix A, 3.2) is structured along the lines of Theatre & Performance's committee, with representation by program area, one member will be added to represent Dance as an additional program area. Second, for various reasons it has been thought best to maintain separate performance/season-building committees (Appendix A, 3.5 & 3.6). Aside from these two exceptions, the savings to faculty members' service burden is considerable and will be especially felt by Dance faculty. Overall, the above-mentioned 45 committee seats currently needed would be reduced to 25 under the proposed governance structure.

Also worth noting is the consequent reduction in service on faculty-level committees. Most of AMPD's committees are structured according to representation by department.

Hence, a merger of the two departments would mean at least four faculty members required to serve on AMPD committees would no longer be needed.

As noted above, an administrative co-location of staff of the two departments has already taken place. The resulting cooperation and knowledge-sharing between staff should make the transition much more seamless than it otherwise might be. The additional benefit of a merger is that some staff positions that are currently under-utilized can be deployed more efficiently.

Consistent with recommendations of the space audit that AMPD commissioned in 2022, a merger of the departments of Dance and Theatre & Performance would also enable the merged department to better coordinate the use and sharing of teaching, studio, and performance spaces for more efficient utilization.

There are several comparator departments in other institutions where the performance-based disciplines of Dance and Theatre are housed in the same department. Highly respected examples include:

- Department of Theatre, Dance, and Performance Studies, Tufts University
- Department of Theatre, Dance, and Performance Studies, University of California, Berkeley
- Department of Theatre and Dance, University of Buffalo
- Department of Theatre and Dance, University of Washington
- Department of Theatre, Speech, and Dance, William and Mary
- Department of Theatre and Dance, University of Texas, Austin
- Department of Theatre and Dance, Wayne State University

It is worth noting that currently there is no Department of Theatre, Dance, and Performance in Canada. The closest comparators are the Toronto Metropolitan University, which houses both a BFA in Theatre and a BFA in Dance beneath the broad umbrella of Performance. Although the Centre for Drama, Theatre, and Performance Studies at the University of Toronto hosts the Institute for Dance Studies, this is not a degree-granting program. Departments of Theatre and Dance exist separately at other Canadian institutions (e.g. Concordia, UCalgary). The proposed merger makes visible York's ongoing dedication to Dance, Theatre, and Performance and therefore presents a potential competitive advantage to the university as students interested in pursuing degrees across multiple disciplines will no longer have to select one department over the other.

Finally, it is hoped that this merger will enable the Department of Theatre, Dance, & Performance to make a plausible business case for faculty renewal, particularly in the area of performance *production*, where disciplinary overlap means that any new hire can be shared between the Dance and Theatre programs. There is also a need for faculty who can teach both studio and studies courses (e.g. in dramaturgy, scenography) and who can supervise MA, MFA, and PhD students.

## Transition Arrangement

In consultation with the Dean of AMPD, and in recognition of the need for mutual knowledge-sharing, for a 3-year transition period the Chair of the merged department would be aided in their responsibilities by a faculty Transition Advisor. While the Chair would continue to receive a regular teaching offload, the Transition Advisor would receive an additional teaching offload during this transition period:

- Year 1 (2024-25): 2.0 offload for Chair, 1.5 offload for Transition Advisor
- Year 2 (2025-26): 2.0 offload for Chair, 0.5 offload for Transition Advisor
- Year 3 (2026-27): 2.0 offload for Chair, 0.5 offload for Transition Advisor

For the purposes of continuity, during the first year of the transition period, the current Chair of Theatre & Performance will serve as Chair of the merged department and the current Chair of Dance will serve as Transition Advisor.

At the expiration of the transition period, there will be one 2.0 teaching offload (rather than the current 4.0) for Chair duties.

It should be noted that, during the first year of the transition period, existing unit expectations around teaching and research (for example, with regard to Article 18.15) will remain unchanged.

Finally, neither department currently has approved unit-level tenure and promotion standards; both rely on AMPD's faculty-level standards. Hence, tenure & promotion expectations remain unaffected by this merger until such time as the merged department develops their own criteria.

## Consultations

In late August 2023, a working group was formed to explore the potential of a merged department, to be called the *Department of Theatre, Dance, & Performance*.

The working group was composed of three members from each constituent department.

The members of the working group were:

- Patrick Alcedo (Professor and Chair, Dance)
- Eric Armstrong (Professor and Chair, Theatre & Performance)
- Mary Fogarty (Associate Professor, Dance)
- Ian Garrett (Associate Professor, Theatre & Performance)
- Susan Lee (Assistant Professor, Dance)
- Marlis Schweitzer (Professor, Theatre & Performance)

In addition, AMPD's Associate Dean Academic (Gabriel Levine) and the AMPD governance officer (James Pratt) joined the working group in an advisory capacity.

The working group met four times between September 11 and October 16. The initial purpose of these meetings was to explore what the advantages might be of a merged department, determine whether such advantages were sufficient to proceed with a proposed merger, and work out the details of what such a department might look like in terms of its governance and administration.

During the week of October 23, 2023, a draft governance structure was presented to separate meetings of the two constituent departments, and resulting feedback was incorporated after a further meeting of the working group on October 30.

All discussions were conducted on the understanding that this administrative merger *would not involve any curricular changes to current programs.*

On November 22, a joint assembly of the two departments was held, in which the proposed merger and governance structure was presented, with an e-Vote to be held on the matter, voting to run until end-of-day on November 30. The result of that vote was unanimous: 21 were in favour of the merger, and none were opposed, with 70% of members having cast a ballot.

This proposal was reviewed by AMPD's Academic/Administrative Policy & Planning Committee (AAPPC) on January 9, 2024, and was voted on and approved by AMPD Faculty Council on January 17, 2024. Letters of support from the Chairs of the two constituent departments, the Dean of AMPD, and the Provost are included in Appendix B.

# **APPENDIX A**

## **Proposed Governance Structure**

# DEPARTMENT OF THEATRE, DANCE, & PERFORMANCE

## Rules and Procedures

*Approved by joint meeting of the Department of Dance and the Department of Theatre & Performance on November 22, 2023.*

### 1. DEPARTMENT MEETINGS

#### 1.1 Regular Meetings

A regular department meeting shall be held once per month during the Fall/Winter academic year, meeting schedule finalized during the preceding summer. Notice of meeting and agenda shall be distributed to members at least three (3) business days in advance of the meeting.

#### 1.2 Special Meetings

Special meetings may be called at the discretion of the department Chair and *must* be called at the request of any voting member with the support of a number of members as is sufficient to constitute quorum. The agenda for special meetings shall be restricted to consideration of only those specific items for which the meeting has been called. Notice of meeting and agenda shall be distributed to members at least twenty-four (24) hours in advance of the meeting, in recognition of the fact that such meetings may be occasioned by matters that are time-sensitive in nature. At least one week's notice shall be given for any items of business that impact the Dance area specifically.

#### 1.3 Membership and Voting

1.3.1 Membership of the Department of Theatre, Dance, and Performance shall consist of:

- a) All full-time faculty members appointed or cross-appointed to the Department.
- b) Two YUSA staff members (non-voting), to be elected by department YUSA staff.

1.3.2 Other participants may attend department meetings upon invitation. They may be invited to speak but may not vote.

#### 1.4 Quorum

Quorum for department meetings shall consist of one-third of total membership, a majority of whom must be full-time faculty members, with at least one person from each area (Dance, Production/Design, Acting & Performance, Performance Creation).



## **1.5 Minutes**

Minutes of the department meetings shall be taken and kept by a Recording Secretary, normally the Administrative Assistant or the Program Assistant. Minutes of past meetings may be viewed by any member upon request.

## **1.6 Summer Authority**

During the Summer term, the Department Chair shall be vested with the authority to make decisions on matters which would normally be decided in department meetings. Such decisions shall be reported to members in the first department meeting of the academic year.

## **1.7 Parliamentary Authority**

In cases not determined by these rules and procedures, meetings shall be conducted according to the rules set out in the most recent edition of Robert's Rules of Order.

# **2. COMMITTEES (GENERAL)**

- 2.1 Unless otherwise specified, quorum for all committees shall consist of a majority of voting membership.
- 2.2 Unless otherwise specified, all members of committees are entitled to vote.

# **3. STANDING COMMITTEES**

## **3.1 Executive Committee**

- 3.1.1 *Terms of Reference.* The Executive Committee provides advice to the Chair of the Department as necessary; it will assist the Chair in formulating the agendas for regular department meetings; it will be the decision-making authority in the event that a department meeting cannot achieve quorum or the department is without a Chair.
- 3.1.2 *Composition.* The Department Chair, area coordinators (Dance, Production/Design, Acting & Performance, Performance Creation), Graduate Program Director(s), Production Coordinator (non-voting). An effort shall be made to ensure that at least two members of the Executive Committee are from the Dance area, which may necessitate an additional member-at-large.

## **3.2 Education, Curriculum, and Awards Committee**

- 3.2.1 *Terms of Reference.* The Undergraduate Education Committee oversees and makes recommendations on all aspects of undergraduate academic education, including curriculum development and renewal, and scholarships and awards.
- 3.2.2 *Composition.* At least one representative from each area (Dance, Production/Design, Acting & Performance, Performance Creation).

### **3.3 Tenure and Promotion Committee**

- 3.3.1 *Terms of Reference.* The Tenure and Promotion Committee is responsible for the development and periodic review of department-level tenure and promotion criteria. In addition, two members from the Tenure and Promotion Committee will form the File Preparation Committee for candidates coming forward for tenure and/or promotion (supplemented by a third member, chosen by the candidate, and other members as required where there are multiple files to be prepared). The Committee is also responsible for the recruitment of additional members to serve in Adjudicating Committees for files coming forward, while ensuring appropriate representation of relevant areas.
- 3.3.2 *Composition.* Two to three tenured or probationary faculty members, two of whom act as co-Chairs.
- 3.3.3 *Quorum.* Two members.

### **3.4 Decolonization, Equity, Diversity, and Inclusion (DEDI) Committee**

- 3.4.1 *Terms of Reference.* The DEDI committee will identify and address any DEDI issues that may need further support, ensuring that all members of the department expand and develop their commitment to equity. The committee will actively foster a culture of DEDI across the department. It will provide advice and support to committees and faculty members on the equity dimensions of their work. The committee will facilitate DEDI-related initiatives by faculty and students, and will be a liaison with the faculty-level DEDI committee.
- 3.4.2 *Composition.* One full-time faculty representative from each area; one staff member chosen by staff; two students.

### **3.5 Season-Building Committee**

- 3.5.1 *Terms of Reference.* Reporting to the Executive Committee, and in coordination with the Dance Performance Committee, the Season-Building committee advises and makes recommendations regarding planning and

development of the Theatre programs' performances and productions for the academic year. The Committee's activities are performed in collaboration with and in support of students.

- 3.5.2 *Composition.* Two faculty members serving as co-chairs, supplemented by additional faculty members from the Theatre areas (Production/Design, Acting & Performance, Performance Creation); students.

### **3.6 Dance Performance Committee**

- 3.6.1 *Terms of Reference.* Reporting to the Executive Committee, and in coordination with the Season-Building Committee, the Dance Performance Committee is responsible for planning and producing department and outreach performances of the Dance area.
- 3.6.2 *Composition.* Faculty artistic directors, the Artistic Director of Dance Ensemble, Dance area Technical Director.

## **4. SPECIAL COMMITTEES**

### **4.1 General**

The Chair or department assembly may occasionally appoint special committees for specific purposes. Unless otherwise specified, the mandate of such committees expires at the end of the academic year in which they were appointed.

### **4.2 Search Committees**

- 4.2.1 Upon receiving approval for a full-time faculty position, the department Chair shall appoint a search committee for each such position. The search committee will be responsible for recruiting candidates and submitting a recommendation to the Dean of AMPD.
- 4.2.2 *Composition.* A minimum of four (4) full-time faculty members. In accordance with University policy, one member will serve as committee chair, a second will serve as Affirmative Action representative, and a third will be appointed by the Dean of AMPD to serve as Dean's representative. The committee shall normally include members with relevant area expertise and at least one member – usually either the chair or the AA representative – from outside the area of expertise.
- 4.2.3 *Quorum.* Three voting members, including the Affirmative Action representative and Dean's representative.

## 5. DEPARTMENT CHAIR

### 5.1 Role & Duties

- 5.1.1 *Term.* The Department of Theatre, Dance, and Performance shall have a Chair, who is elected by the department, and normally serving for a term of three (3) years, with the possibility of reappointment.
- 5.1.2 *Eligibility.* Full-time tenure stream faculty who are appointed or cross-appointed to the Department of Theatre, Dance, and Performance.
- 5.1.3 *Duties.* The department Chair is responsible for carrying out various operational activities within the Department, including but not limited to:
- Responsibility to the Dean of AMPD for Department operations, including academic and budgetary.
  - Ensuring that all teaching responsibilities are carried out effectively, and for the assignment of all teaching responsibilities.
  - Leadership in the development of curriculum.
  - Representing the interest of the Department within York University and the wider community.
  - Establishing effective communication to ensure that the Department is well informed on relevant issues.
  - Responding to concerns raised by colleagues and students.
  - Spearheading recruitment efforts.
  - Developing partnerships.
  - Offering guidance, supporting the culture of the department, and identifying and developing priorities.

### 5.2 Chair Search Procedures

- 5.2.1 It is expected that a Chair will notify the Dean of AMPD of their intention to either step down or continue six (6) months prior to the expiry of their term. If they wish to continue, they may nominate themselves for another term.
- 5.2.2 The Executive Committee will appoint a chair search committee composed of: a full-time faculty member from each area, a Dean's representative, one staff representative (chosen by staff), one undergraduate student.
- 5.2.3 The search committee will put out a call for nominations and, if necessary, will actively recruit candidates. The nomination period will be no less than one month.
- 5.2.4 At the expiry of the nomination period, candidates will be asked to submit a CV and statement of interest. If it is deemed appropriate, the search

committee may schedule meetings of inquiry for each candidate with the department membership.

- 5.2.5 Voting shall be by secret ballot, and voting shall remain open for at least two (2) weeks. If there is only one candidate, the ballot shall consist of a simple “yes” or “no”. Eligible voters shall consist of all those normally entitled to vote in department meetings (see section 1.3 above).
- 5.3.6 In the event of a tie, candidates will be asked to submit revised statements of interest and the balloting will be repeated.
- 5.3.7 In the event that the tie is not broken, or where there are no candidates, the Executive Committee will request that the incumbent Chair agree to an extension of their term for one year. If the extension is declined, the Dean of AMPD shall appoint a Chair, who may be a faculty member external to the Department.

## **6. AMENDMENT OF RULES**

The foregoing rules and procedures of the Department of Theatre, Dance, and Performance may be amended in a regular or special department meeting by a two-thirds majority vote of those present and voting, and provided that due notice of motion has been given beforehand.

## **APPENDIX B**

### **Letters of Support**

Wednesday, December 6, 2023

Dear Dean Sarah Bay-Cheng:

**SCHOOL OF ARTS,  
MEDIA, PERFORMANCE,  
& DESIGN**

**Dept of Theatre &  
Performance**

**Eric Armstrong**, Chair  
Full Professor

**Dept of Dance**

Patrick Alcedo, Chair  
Full Professor

4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3

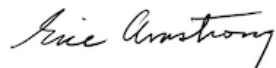
In our capacity as Chairs of the Department of Theatre and Performance and Department of Dance, we are writing in full support of the administrative merger of our two Departments. We are both delighted that full-time faculty members in our respective Departments voted unanimously to proceed with the proposed merger, as expressed in the e-Vote Jamie Pratt prepared on November 22.

Despite the financial challenges we face, this merger will allow us to continue championing our shared commitment and passion in theatre arts, dance, and bodies in performance. It will unburden faculty administrative load by streamlining and reducing redundancies in committee work, providing us with opportunities to focus more on student training, pedagogical innovations, and artistic and scholarly outputs. Additionally, it will reduce pressure brought about by lack of faculty complement and reduction of staff members, among other challenges.

Given the intersecting practices and discourses in our departments, we have been collaborating pedagogically, artistically, and scholarly for the longest time. Hence, we anticipate that, over time, the long-standing synergy that already exists among us will organically lead to the further enrichment of the curricula in the undergraduate and graduate degrees we offer.

We look forward to the next steps in the merging process and to working with each other in the soon-to-be Department of Theatre, Dance and Performance.

Sincerely yours,



Professor Eric Armstrong, Dept. of Theatre & Performance



Professor Patrick Alcedo, Dept. of Dance



29 January 2024

Dear colleagues:

**SCHOOL OF THE  
ARTS, MEDIA,  
PERFORMANCE &  
DESIGN**

**Office of the Dean**

4700 KEELE ST  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5136  
ampd@yorku.ca  
ampd.yorku.ca

As both Dean of the School of the Arts, Media, Performance & Design, and a faculty member of the existing Department of Theatre & Performance, I am pleased to endorse the merger of the Theatre & Performance and the Department of Dance into a single department of Theatre, Dance & Performance. This proposed merger is the result of more than a year of consultations and discussions with colleagues in both Theatre & Performance and Dance and is designed to ensure continued support for students, faculty and staff in the performing arts.

Consultations were undertaken with colleagues in both Departments, who formed a joint working group. Attention has been paid to the effective transition for the merger to ensure that current students are not disadvantaged and that faculty and staff have a clear process to combine resources and policies in ways that serve the respective programs.

The merger of these departments best serves the students, faculty, and staff of AMPD and is responsive to the changing needs and opportunities in the respective disciplines of theatre and dance, and the larger context of performance, both in Canada and internationally. Theatre and Dance have already been consolidated at the graduate program level through a revision to the MA/PhD in Theatre, Dance & Performance Studies. There was recognition that these programs were better served through collaboration of faculty and students. While the undergraduate degree programs will remain distinct under the merger, the proximity will create novel opportunities for collaboration and curricular development that can be challenging in the current departmental structures.

Further, to protect the academic integrity of studio-based performance training, we need to operate at a scale that is sustainable and aligned with the parameters of the University budget. The administrative course releases required to maintain both departments independently, including chairs and service commitments have contributed to the strain in current course loads. This merger will increase capacity to not only serve our programs, but also to support innovative curriculum renewal. As programs with large space requirements, the joint department structure may be more likely to find ways to share space effectively as well.

Supports for program renewal are particularly important in the current context, in which the performing arts are being rapidly transformed by media and technology, especially in audio and visual production. All performing arts programs will benefit from the shared resources and program innovation in live performance production. Both theatre and dance are two of the three primary users of AMPD's performance facilities. Simplified processes to develop program schedules and jointly decide on the priorities of space use and equipment renewals for these facilities is far simpler within a unified department. It also benefits AMPD to be able to recruit students for





theatre and dance programs together and to enhance performance cohorts among students that will improve the student experience.

Although not the primary motivation for the administrative merger, we anticipate some cost savings as well. With a reduction of two Chairs to one, we will add 2.0 FCE to the full-time teaching complement and remove one Chair stipend. We also anticipate a reallocation of staff resources to programs with higher enrolments. Total cost savings is anticipated to be approximately \$132,000 per year, with other efficiencies to be determined through improved processes.

It cannot be ignored that the demand for our theatre and dance programs has waned over the past few years, most especially during and in the immediate wake of the pandemic. We are starting to recover past enrolments, but AMPD must be able to steward these essential performing arts programs responsibly for the future. The merger of the administration of these departments contributes to their sustainability and ensures that resources will directly serve our students, faculty and staff colleagues.

We did not undertake this transition lightly, but following many discussions regarding both process and effect, I believe that this proposal best meets the needs of our current programs and sets a clear path for success in the future. I look forward to joining my colleagues in the new Department of Theatre, Dance & Performance soon.

Sincerely,



Sarah Bay-Cheng, Ph.D.  
Dean

# Memorandum

**OFFICE OF THE PROVOST &  
VICE-PRESIDENT ACADEMIC**

4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5280  
provost@yorku.ca  
yorku.ca

**To:** Andrea Davis, Chair, APPRC  
**From:** Lisa Philipps, Provost & Vice-President Academic  
**Date:** February 8, 2024  
**Subject:** Support for merger of Department of Theatre & Performance and Department of Dance to a single Department of Theatre, Dance & Performance, School of the Arts, Media, Performance & Design

---

I write this letter in support of the merger of the Department of Theatre & Performance with the Department of Dance to create the Department of Theatre, Dance & Performance in York University's School of the Arts, Media, Performance & Design, effective May 1, 2024.

This proposed merger, which has received unanimous support from faculty members in the two departments in question (70% of whom cast a ballot), carries no curricular or program changes for current or future students. It has no effect on the availability or provision of academic resources or activities. As an administrative merging of two departments that already work together closely, there will be no impact on programs or administration in other departments within the School or Faculties within the university.

There are significant advantages to this merger, articulated clearly in the proposal from AMPD. Creating the Department of Theatre, Dance & Performance will substantially reduce the administrative burden on staff members and will alleviate considerable strain on faculty members' ability to participate in Faculty-level service. It allows greater sharing of facilities for enhanced and more efficient collaboration on productions and other cooperative undertakings. Further, the merger would yield financial savings through reduced teaching offload for Chair duties.

As articulated in the rationale put forward by the School, I am persuaded that this merger will yield consequential benefit to faculty and administrative workload – and relief to related budgets – with absolutely no impact on students' academic choices or progression. Due consideration has been given to matters of governance and the clear support from colleagues indicates that the creation of the Department of Theatre, Dance & Performance is a valuable and worthwhile endeavour for AMPD.





# Horizon Europe

JANUARY 2024



# Context

## › Horizon Europe

- The world's largest research and innovation funding program involving countries around the globe.
- Runs from 2021-27 with a budget of €95.5 billion and includes 27 EU member states and 16 associated non-EU countries.

## › Canadian participation

- Historically, Canadians have participated in Horizon Europe as a third-party, requiring other sources of funding or in-kind support. They were not able to lead consortia and were limited in terms of projects they could join.
- In November 2023, the Government of Canada closed substantive negotiations with the European Commission to designate Canada an associate country.
- Now applications from Canadian researchers and innovators will be reviewed as fully associated members of consortia in Horizon Europe Pillar II calls, allowing Canadians to lead consortia and propose projects.
- The European Commission has agreed to accept and review Canadian applications (as an associated country) as of December 5, 2023.
- Awards will be issued once the treaty has been signed, which is expected in mid to late 2024.



# Simplified Program Structure

## > Pillar I: Excellent science (€25B)

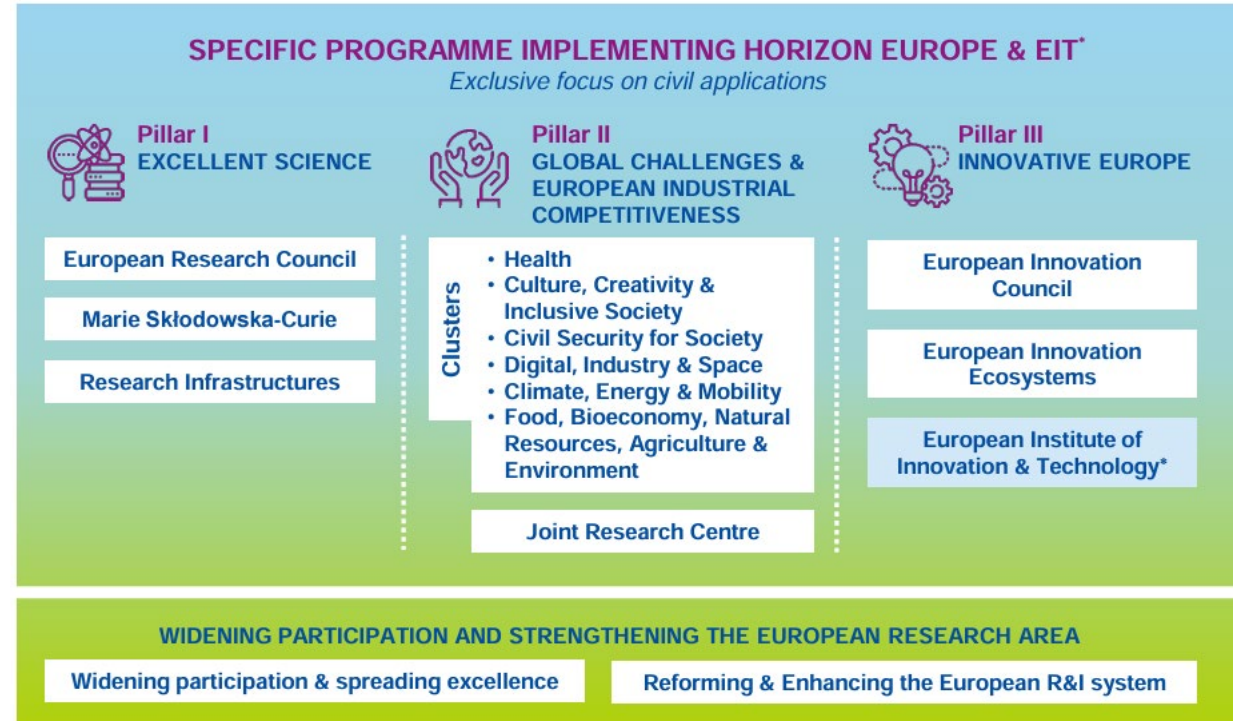
- Supports advanced research training, breakthrough innovations and research infrastructure.

## > Pillar II: Global challenges and European industrial competitiveness (€53.5B)

- Includes six thematic clusters, each tackling a specific and broad societal issue and strengthen Europe's industrial competitiveness.

## > Pillar III: Innovative Europe (€13.6B)

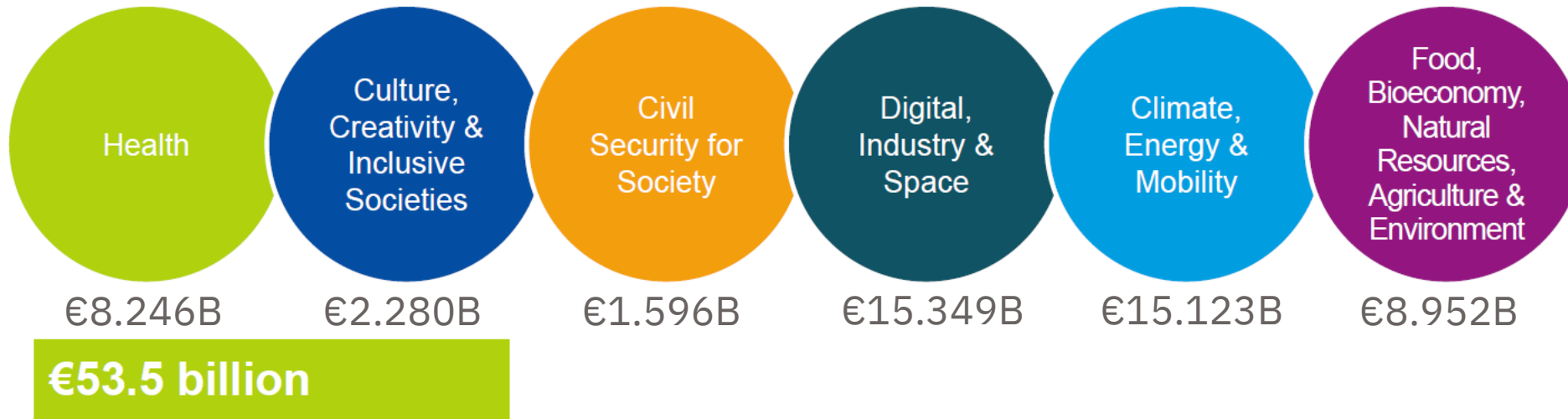
- Supports breakthrough innovations and collaboration between industry, academia and the public sector.



\* The European Institute of Innovation & Technology (EIT) is not part of the Specific Programme

# Pillar II – Global Challenges & European Industrial Competitiveness

- Calls are based on a pre-established work programme under each thematic area.
- Most work programmes publish calls for proposals along with detailed information on the type of funding available, any eligibility conditions or restrictions, due dates, and timelines every two years.
- Average grant for Pillar II project is €4M. Individual grants can go up to €15M.



# Consortia

- Most projects require a consortium of **at least three partners from three different EU member states or associated countries.**
  - Typically, at least one partner must be an EU country and two partners from different EU or associated countries.
  - Most projects have on average 13 partners.
- Calls for proposals may require that partnerships include researchers and innovators from across the value chain.
  - Corporate participation is highly advisable. Pillar II focus is R&D, not blue skies research.
- Canadian academics, industrial researchers, small-to-medium sized enterprises, non-profit and charity sector entities, and other research and innovation actors in Canada can apply.
- Matchmaking supports from:
  - National Contacts Points (to be implemented by ISED, Government of Canada)
  - Private and public agencies, such as European-Canadian Centre for Innovation and Research (ECCIR) and Enterprise Europe Network Canada (EEN)
  - CORDIS database on currently funded projects ([cordis.europa.eu](http://cordis.europa.eu))

# Submitting an Application

- All project proposals must be submitted through the Funding & Tenders Portal.
  1. Find a suitable call for proposal: Search funding & tenders
  2. Search for a project partner (if required): Partner search
  3. Create an EU login account: To access the Portal register and get your account. This will allow you to participate in a call for proposals or tenders with eSubmission.
  4. Register your organization: your organisation will need a 9-digit Participant Identification Code (PIC) as a unique identifier of your organisation. York already has a PIC.
  5. Submit your proposal: Together with your consortium partners, select your topic and go to the Submission Service section of the topic page. Make sure that you select the correct type of action before you start drafting your proposal. The link to the submission system is available if the status of the call is 'open'. A login with your EU Login account is required.
  6. Follow up on your proposal: An evaluation committee with independent experts reviews the proposals. Following the evaluation, applicants receive a letter informing them about the outcome of their proposal and an evaluation report generally no later than 6 months after the call deadline.



# Funding & Tenders Portal



Funding & tender opportunities  
Single Electronic Data Interchange Area (SEDIA)

EN

Register

Login

HOME SEARCH FUNDING & TENDERS HOW TO PARTICIPATE PROJECTS & RESULTS WORK AS AN EXPERT SUPPORT



## Search funding & tenders

Need help?

### Search

Clear all

Search by keyword...



Match whole words only

#### Type

Grants (293)

Tenders

#### Submission status

Forthcoming (77)

Open for submission (216)

Closed

#### Programming period

2021 - 2027 (293)

#### Programme / Programme group

Horizon Europe (HORIZON)

#### Programme part

Global Challenges and European In...

#### Mission

Select...

293 item(s) found

Programme Horizon Europe (HORIZON)

#### Hubs for circularity for industrialised urban peripheral areas (Processes4Planet partnership) (IA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-38 Call for proposal  
Horizon Europe (HORIZON)

Open for submission **Grant**

#### Turning CO2 emissions from the process industry to feedstock (Processes4Planet partnership) (IA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-35 Call for proposal  
Horizon Europe (HORIZON)

Open for submission **Grant**

#### Optimisation of thermal energy flows in the process industry (Processes4Planet partnership) (IA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-32 Call for proposal  
Horizon Europe (HORIZON)

Open for submission **Grant**

#### Renewable hydrogen used as feedstock in innovative production routes (Processes4Planet Partnership) (RIA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-34 Call for proposal  
Horizon Europe (HORIZON)

Open for submission **Grant**

#### Breakthroughs to improve process industry resource efficiency (Processes4Planet partnership) (RIA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-41 Call for proposal  
Horizon Europe (HORIZON)

Open for submission **Grant**

#### European Quantum Excellence Centres (QECs) in applications for science and industry

HORIZON-EUROHPC-JU-2023-QEC-05-01 Call for proposal  
Horizon Europe (HORIZON)

Open for submission **Grant**

# Adjudication & Awards

- Each programme has its own selection criteria and evaluation process that is detailed in each call for proposals.
- Proposals are reviewed by external experts who are appointed by the European Commission.
- Funds are awarded based on merit.
- Within Horizon Europe, each programme has its own budget, and its own funding guidelines. Associate members receive a lump sum per project. Recipients must decide how funds will be spent among consortia partners. Overall funding amounts vary by project.
- As a rough guideline:
  - Direct costs are often financed at a rate of 60% to 100%.
  - Indirect costs are reimbursed at a flat rate of 25% of eligible direct costs.

**For more information or if you are interested in applying,  
please contact Mark Roseman [roseman@yorku.ca](mailto:roseman@yorku.ca).**

# Academic Standards, Curriculum and Pedagogy

## Report to Senate

Meeting of 28 March 2024

### FOR ACTION

a. **York University Bridging Program Year-1 Language Pathway Pilot, School of Continuing Studies**

ASCP recommends:

**that Senate approve the request for an exception to the Senate Policy on Bridging Programs, for a pilot period of five (5) years, to allow the School of Continuing Studies to increase the number of credits that could be earned in the Year-1 Language Pathway Program from 9 credits to 24 credits, to be done in partnership with other York Faculties, effective F2024.**

#### **Rationale**

The full proposal and supporting documentation are available in Appendix A.

The needs of international students are changing rapidly. These needs have become more pronounced as the University seeks to increase the diversity of its student base through recruitment in regions where the cost of studying in Canada is a significant barrier and where English may not be the language of instruction. One of the most significant ways to reduce that burden on students is to find ways to shorten the length of their studies without impacting the quality of their educational experience.

Increasingly cost-sensitive students are choosing to complete their language preparation online or in their home countries. The quality of that language preparation is not one that the University can control, and the language testing scores are not always reflective of the proficiency of the student when they arrive which can have serious implications for a student's academic performance.

The proposal is intended to encourage a larger group of students to pursue their English upgrading at York by consolidating the existing excellent but fragmented supports that the University already provides through the English Language Institute (ELI), the Faculty of Liberal Arts & Professional Studies (LA&PS), and in first year undergraduate programming throughout the Faculties, into a seamless year-one pathway experience. This more concentrated academic experience will increase student success as it offers deeper immersion into academic English and Canadian university education.

The intensification of the language learning through the concentration of the ELI and LA&PS programming is expected to enhance learning and retention. This has been demonstrated in previous pilots to intensify language learning through the ELI. In the

## **ASCP – Report to Senate**

proposed year one pathway, the School of Continuing Studies (SCS) believe the combination of ELI programming with the LA&PS ESL credit courses and introductory academic courses will achieve a similar result.

The revised year one pathway will incorporate the deliberate use of varied modalities and more opportunities for application in context through experiential education, and more strategic assessments aligned to clearly defined module and level outcomes. Additional wrap-around supports targeting study skills, conversational fluency, and campus and first-year student familiarization will be added to ensure students will be successful with the greater course load and will allow for earlier intervention when students need additional supports. Additionally, scheduling for the summer term will allow students to retake courses or reduce the intensity of the year one pathway schedule if required. This multi-Faculty/School delivery model highlights a relatively new form of collaboration at the University, which prioritizes the learner's needs and navigates institutional barriers, providing new language learners more seamless, timely, and reliable access to excellent academic and career advising, as well as other supports, as they pursue their language learning and academic learning simultaneously.

To that end, SCS propose to modify the current English Language Pathway YUBridge (YUB) to increase the maximum number of credits a student could earn in year one pathway from 9 credits to 24 credits, with learning delivered in partnership with the School of Continuing Studies (ELI), the Faculty of Liberal Arts & Professional Studies, and any Faculties providing Gen Ed courses. The proposed year one pathway is an adjacent pathway to the existing YUBridge pathway but offers students the ability to complete a full academic year within their first 12 months in Canada. This timeframe would allow for the collection of data showing the impact of this comprehensive year one pathway on student performance, persistence, graduation rates and overall success. This will enable stakeholders to make an informed decision on whether the proposed pilot should be extended or formalized.

The proposed pilot is in alignment with the University Academic Plan. There will be no changes to degree programs in which English Language Pathway students enrol.

**Approvals:** ASCP 7 February 2024.

### **b. Changes to the Glendon Academic Regulations on Language Requirements for Bachelor of Arts degree programs.**

ASCP recommends:

**That Senate approve a modification to the Glendon Academic Regulations on language requirements for BA degree programs, to include Indigenous Language as an option for self-identified Indigenous students to satisfy the requirement of a non-dominant language, effective F2024.**

# ASCP – Report to Senate

## Rationale

The full proposal and supporting documentation are available at appendix B.

The proposal is to modify the current Glendon BA language requirements (six credits in each of the two official languages, one designated as a student’s first or dominant language and the other as their second or non-dominant language) in order to remove obstacles for self-identified First Nations, Metis and Inuit students who want to study at Glendon. Self-identification will follow the procedures established by the University.

The modification will allow Indigenous students to choose to satisfy the Glendon BA language requirements by taking six credits in an Indigenous language as their nondominant language instead of six credits in a second official language. This modification does not change the number of credits to be completed by students; the only modification is in providing Indigenous students a choice to satisfy the nondominant language requirement.

York offers Indigenous language courses. Currently there are 15 credits in Anishinaabemowin (Ojibwe) offered at Glendon and LA&PS and 6 credits in Kanienke:ha (Mohawk) offered at LA&PS. A new rubric ANII will identify Anishinaabemowin courses.

The proposed change aims to attract Indigenous students to Glendon through a more inclusive bilingual language requirement that supports linguistic well-being and cultural continuity. The proposed modification will strengthen the recruitment, retention and academic success of Indigenous students by enhancing student experience and providing flexibility and choice in language requirements. The interest and support for Indigenous language courses at Glendon are strong. The existing language courses (Anishinaabemowin) are very popular courses for students Glendon-wide and are consistently over-enrolled. The current language requirements are a barrier to Indigenous students. Glendon recently signed a Memorandum of Understanding (MOU) with the Nokiiwin Tribal Council - the first of its kind - and this modification is an essential component of making Glendon accessible to Indigenous students and to support Indigenous students who choose Glendon as part of this MOU.

No additional resources are required. Glendon is already offering 9 credits of Anishinaabemowin language courses at the 2000 and 3000-level.

**Approvals:** Glendon Faculty Council 2 February 2024; ASCP 28 February 2024

- c. **Suite of Interrelated changes to Master of Accounting degree program, the Diploma in Intermediate Accounting (Type 3), and the Diploma in Advanced Accounting (Type 1), housed in the Schulich School of Business.**

## ASCP – Report to Senate

ASCP recommends:

**That Senate approve the following set of three interrelated changes to graduate accounting programming housed in the Schulich of Business, effective May 2024:**

**i. To the Master of Accounting degree program**

Consolidation of the consecutive (Type 3) Diploma in Intermediate Accounting, offered over two terms (15-credits per term), into the Master of Accounting degree program, offered over three terms (15-credits per term), into a single four-term (60-credits) Master of Accounting degree program, with a promotional standard of a minimum Cumulative Grade Point Average (CGPA) of 4.2 at the end of the first term of the program.

**ii. To the Diploma in Intermediate Accounting, Schulich School of Business:**

Modification of the Diploma in Intermediate Accounting from a standalone (Type 3) diploma to a Type 1 Diploma in Intermediate Accounting, to be available as an exit option to students in the Master of Accounting degree program.

**iii. To the Diploma in Advanced Accounting:**

Changes to the Type 1 Diploma in Advanced Accounting from a two-term (30 credits) program to a three-term (45 credits) program, to be available as an exit option for students in the Master of Accounting degree program.

### **Rationale**

The full proposal and supporting documentation, for all of the proposed program changes, including illustrations of the current and proposed programs, are available at Appendix C.

Given that the second term of the Diploma in Intermediate Accounting (DIAC) is the same as the first term of the Master of Accounting (MAcc), the proposed changes will result in the MAcc changing from being a 3 term 45 credit program to a four term 60 credits program.

In some rare cases, students may not be able to meet the promotional standard of CGPA at the end of the second term, requiring them to exit the program. As such, it is proposed to retain the DIAC program as an exit diploma that can be awarded to these students. Consequently, the DIAC program will become a Type 1 diploma that will be awarded to students admitted to the MAcc program but who leave the program after completing the second term of the program. Currently, the DIAC is a stand-alone, direct entry diploma program (Type 3) that is a precursor to the MAcc program.

## ASCP – Report to Senate

The Diploma in Advanced Accounting is a Type 1 exit Diploma (30 credits) available to students admitted to the current Master of Accounting degree program. The proposed changes to the Master of Accounting program allowing for an exit Diploma in Intermediate Accounting after completion of two terms (30 credits) of the Master's program, necessitates a change to the number of credits required for the Diploma in Advanced Accounting, from 30 to 45 credits, enabling students an exit option in the third term of the proposed Master's program.

The learning outcomes will remain unchanged and will be identical to those of the existing Master of Accounting and the Intermediate and Advanced Diploma programs.

The program's current design is confusing to many applicants and requires significant time and resources devoted to explaining program details to prospective students. All students are attracted to the MAcc program, not the DIAC; thus, many students are confused as to why a requirement to first complete the DIAC exists. Prospective students, many of whom are foreign graduates with foreign designations and or considerable work experience, are hesitant to join a diploma program prior to being admitted into the master's program, since they feel that they are overqualified to be admitted to a diploma program. Competitor programs in the US and Canada admit these students directly into their master's programs, therefore, the requirement to first join the diploma program is a deterrent for many.

Given that the proposed program changes involve the merger of the existing DIAC and MAcc programs into one expanded MAcc program, without change in any course content or requirement, the proposed program changes will have zero impact on the alignment of the program with faculty and the University Academic Plan.

**Approvals:** Schulich Faculty Council 2 February 2024; ASCP 6 March 2024.

**d. Addition of a 90-credit degree option to the BA degree program in Communication and Media Studies, housed in the Faculty of Liberal Arts and Professional Studies.**

ASCP recommends:

**That Senate approve the addition of a 90-credit degree option to the BA degree program in Communication and Media Studies, LA&PS, effective F2024.**

### **Rationale**

The full proposal and supporting documentation are available at Appendix D.

This proposal is to add a 90 credit BA option for students already enrolled in the Communication and Media Studies degree program in the event that they are unable to complete the 120-credit honours BA. The goal of the new degree option is precisely to accommodate students who are currently enrolled in the program, but who either do not

## **ASCP – Report to Senate**

meet the degree progress benchmarks for the Honours BA or who require an early graduation option should their life circumstances warrant. There are no other accommodations necessary. This 90-credit BA proposal is not for direct entry. The proposal and requirements of the proposed program are in line with similar options in other LA&PS programs.

Communication and Media Studies is one of the few remaining programs in LA&PS without a 90-credit option. Currently when students fall below program requirements and are withdrawn from the Honours BA program, they are automatically enrolled in the 90-credit Interdisciplinary Social Science BA degree program, which leaves them in the position of fulfilling requirements for a degree in which they were not originally enrolled. Data indicates not only that a significant proportion of these students are unable to improve their grades and return to the Honours BA, but more importantly that they also have a higher rate of leaving the university entirely compared with programs that have an in-house 90-credit option.

The proposed change was recommended by the Dean's office and will bring the department in line with the large majority of other programs in LA&PS.

The proposed change did not require consultation with other departments as there is no impact on the curriculum of other programs. There are also no changes to admission requirements as the program is not direct entry.

There is no substantial impact on resource allocation as existing course offerings will meet the proposed program requirements. There are no changes to mode of delivery or forms of assessment.

**Approval:** LA&PS Faculty Council 14 March 2023; ASCP 20 March 2023

### **For Information**

#### **e. Minor Modifications**

##### **AMPD**

- Changes to the degree requirements for the Specialized Honours BFA degree program in Dance Choreography Performance, effective F2024 (ASCP 7 February 2024).
- Changes to the degree requirements for the Specialized Honours BFA in Music degree program, effective F2024 (ASCP 28 February 2024).

##### **Glendon**

Approved by ASCP 28 February 2024:



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- Changes to the certificate admission and course requirements for the Cross-Disciplinary Certificate in Public History, Department of History, effective F2024.
- Changes to degree requirements for the Psychology degree program, all degree types, and changes to the mode of delivery for Psychology courses offered in French, effective F2024.

Approved by ASCP 20 March 2024:

- Changes to the History degree program, effective F2024
  - Closure of the Specialized Honours BA and Honours iBA options
  - Changes to the degree requirements/required credits for the BA
  - Changes to the degree requirements for all degree types, excepting the minor option
  - Change to the program name from History to Global History and Justice
- Change of name for first-year admission option for BA degree programs, from “Undecided Major BA first year only/ Domaine d'intérêt non déterminé (B.A., première année seulement)” to First Year Exploration BA/Première année exploratoire BA, effective F2024.

### **Health**

- Changes to the admission requirements for the Post-RN Internationally Educated Nurses, Honours BScN degree program, School of Nursing, effective F2024 (ASCP 28 February 2024).
- Changes to the admission requirements for the Second Entry Honours BScN degree program, School of Nursing, effective F2024 (ASCP 28 February 2024).
- Changes to degree requirements (applicable to KINE majors pre F2024) for the BSc and BA degree types, Kinesiology and Health Sciences, Faculty of Health, effective F2024 (ASCP 20 March 2024).

### **LA&PS**

Approved by ASCP 28 February 2024:

- Addition of course options to degree requirements for the BA and iBA degree programs in Anthropology, effective F2024.
- Addition of courses to the list of available courses for the BA and Honours BA English degree programs, effective F2024.

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- Calendar update of course options for the Children, Childhood & Youth (CCY) BA degree programs, effective F2024.
- Change in name of *Certificate in French Language Proficiency – Advanced*, and removal of specified minimum grade per required certificate course, Department of French Studies, effective F2024.
- Updates to calendar copy for the BA degree programs in Work and Labour Studies, Department of Social Science, effective F2024.
- Addition of course options for the Cross-Disciplinary Certificate in Public History, Department of History, effective F2024.
- Changes to degree requirements for the Specialized Honours BA degree program in Speech and Language Sciences (SPLS), Department of Languages, Literatures and Linguistics, effective F2024.

Approved by ASCP 20 March 2024:

- Changes to the course requirements for the Refugee and Migration Certificate, Department of Human Rights and Equity Studies, effective F2024.
- Changes to the list of core courses for all options of the BA degree program in Interdisciplinary Social Science, Department of Social Science, effective F2024.
- Addition of a course to the major requirements course list options, for the BA degree program in English, effective SU2024.
- Changes to the core and optional course list options for the BA degree program in Gender and Women's Studies, School of Gender, Sexuality and Women's Studies, effective F2024.
- Addition of a clarification note on degree requirements for the BA Spanish Studies, all degree options, Department of Literatures Languages and Linguistics, effective F2024.

### Schulich

Approved by ASCP 28 February 2024:

- Changes to the admission requirement for the Master's in Finance degree program, effective F2024.
- Change in course Rubric for the Master of Health Industry Administration, effective F2024.
- Update in the Graduate calendar on the dissertation formats for the PhD Administration degree program, effective F2024.

Approved by ASCP 20 March 2024:

- Changes to the Master of Business Administration, effective F2024.

# Major Modifications Proposal

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**Faculty:** School of Continuing Studies

**Department:** English Language Institute

**Program:** Year one pathway English Language Pathway

**Degree Designation:** N/A

**Type of Modification:** *Major modification to an existing bridging program - York University Bridging Program (YUB)*

**Location:** *Keele Campus for pilot, could be opened to other campuses in future*

**Effective Date:** September 2024

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## Overview

1. Provide a brief summary of the proposed changes to the program.

The needs of international students are changing rapidly. These needs have become more pronounced as the University seeks to increase the diversity of its student base through recruitment in regions where the cost of studying in Canada is a significant barrier and where English may not be the language of instruction. One of the most significant ways to reduce that burden on students is to find ways to shorten the length of their studies without impacting the quality of their educational experience.

Increasingly cost-sensitive students are often choosing to complete their language preparation online or in their home countries. The quality of that language preparation is not one that the University can control, and the language testing scores are not always reflective of the proficiency of the student when they arrive which can have serious implications for a student's academic performance.

We propose to encourage a larger group of students to pursue their English upgrading at York by consolidating the existing excellent but fragmented supports that the University already provides through the English Language Institute (ELI), the Faculty of Liberal Arts & Professional Studies (LA&PS), and in first year undergraduate programming throughout the Faculties into a seamless year one pathway experience. The current adjacent English Language Pathway “YUBridge” adds a full academic year to an international student's

studies. We believe that this more concentrated academic experience will increase student success as it offers deeper immersion into academic English and Canadian university education.

The intensification of the language learning through the concentration of the ELI and LA&PS programming is expected to enhance learning and retention. This has been demonstrated in previous pilots to intensify language learning through ELI including the Fast-Track programming piloted for the Saudi market in 2018. In that pilot, two levels of the ELI Academic English programming were condensed to allow students to complete three levels in the time it would traditionally take to complete two (16 weeks). The Fast-Track students demonstrated proficiency levels beyond their peers who took all three levels at the standard 24 weeks. In the proposed year one pathway, we believe the combination of ELI programming with the LA&PS ESL credit courses and introductory academic courses will achieve a similar result.

The revised year one pathway will incorporate the deliberate use of varied modalities, more opportunities for application in context through experiential education, such as listening, speaking, workplace essential skills that support workplace integrated learning as they in their degree studies, knowledge of Sustainable Development Goals (SDGs), Canadian cultural competence, awareness of Decolonizing, Equity, Diversity, and Inclusion (DEDI), and more strategic assessments aligned to clearly defined module and level outcomes. Additional wrap-around supports targeting study skills, conversational fluency, and campus and first-year student familiarization will be added to ensure students will be successful with the greater course load and will allow for earlier intervention when students need additional supports. Additionally, scheduling for the summer term will allow students to retake courses or reduce the intensity of the year one pathway schedule if required. This multi-Faculty/School delivery model highlights a relatively newform of collaboration at the University, which prioritizes the learner's needs and navigates institutional barriers, providing new language learners more seamless, timely, and reliable access to excellent academic and career advising, as well as other supports, as they pursue their language learning and academic learning simultaneously.

To that end, ***the School of Continuing Studies (SCS) propose to modify the current English Language Pathway YUBridge (YUB) to increase the maximum number of credits a student could earn in year one pathway from 9 credits to 24 credits, with learning delivered in partnership with the School of Continuing Studies (ELI), the Faculty of Liberal Arts & Professional Studies, and any Faculties providing General Education courses. The proposed year one pathway is an adjacent pathway to the existing YUBridge pathway but offers students the ability to complete a full academic year within their first 12 months in Canada.***

***Recognizing that the Senate Policy on Bridging Programs currently only permits 9 academic credits to be taken during the program, SCS would like to request an exception from the policy for the 5 years of the pilot (i.e., until 2029). This timeframe***

**would allow for the collection of data showing the impact of this comprehensive year one pathway on student performance, persistence, graduation rates and overall success.** This will enable stakeholders to make an informed decision on whether the proposed pilot should be extended or formalized. Of note, this proposed pilot approach is supported by previous pilots, notably the Fast-Track programming piloted in 2018.

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

This proposal is built on the following principles

- a) The instructional development of the English proficiency skills needs to be purposefully integrated into the overall program and not treated separately.
- b) York benefits from offering Year one pathway students the required credit course hours to be considered a full-time international student under ICC regulations (18 credit hours) towards their respective degrees, while having targeted language and study supports collaboratively designed to support success.
- c) Students should be provided with as many options as possible when matriculating into year 2. This would require a coordinated effort across Faculties to identify courses that can be transferred into as many programs as possible
- d) Instructors of the first-year courses will need to consider the developing English language skills and be prepared to meet the needs of the current learner's skills, not expecting full language proficiency at the start of the course or year. This aligns well with the principles of universal design for learning.

We believe that this more integrated approach, including targeted wrap-around supports, will allow international students needing language supports to transition into year 2 programming more effectively and efficiently and ensure student success. The wrap-around supports will also be essential in ensuring academic integrity in the associate degree program is maintained. We believe the year one pathway will position York University to compete for international students as markets reopen by providing a more supported and more efficient route to year two studies than other institutions. This will be critical in the new more price-sensitive global marketplace. This pilot offering will allow for both the School and the Pathway's Faculty-appointed academic lead to collect relevant data to assess the program's impact on enrolment, academic achievement in year one pathway and beyond, retention, and graduation rates. This data will be used for program review and potential expansion, to provide stakeholders with data to support a decision to move on from the pilot phase, and not least to provide data towards York's strategic enrolment strategy.

There are three primary contributors to the academic and language instruction in this proposal.

- **SCS's English Language Institute:** provides 10 hours per week non-credit English Language courses primarily aimed at holistically developing the students' language proficiency to ensure fluency in core skills throughout the first year and to ensure a strong platform as they progress to subsequent years of study.
- **The Faculty of LA&PS:** provides for credit GenEd English as a Second Language courses designed to support ESL students in engaging with academic content, communicating concepts and ideas, and critical thinking with a content focus on Canadian life and culture.
- **Faculty Credit Courses:** Different Faculties can offer credit-bearing courses to support students who are seeking to study in more specific fields. As the program matures, more options for students from more Faculties will be incorporated. The Faculty Credit courses should not require pre-requisites and can be offered at a first-year level. These courses do not require tailoring or reserved sections for international students as there is significant social benefit to having the students interact with the larger student body.

Under the current YUB learners take two terms of non-credit English Language Institute courses as well as up to 3, 3-credit year 1000 or 2000 level courses offered through the Faculties. The School's existing bridging program focuses on the holistic acquisition of English language skills through integrating reading, writing, listening, speaking with vocabulary and grammar with a special focus on fluency for academic and professional purposes.

The proposed pilot is an enhancement of the pre-undergrad YUB where students take 2 to 3 credit courses. In the pilot, the first year of an undergraduate degree would be composed of:

- 8 to 10 hours per week of special academic ESL instruction
- up to 12.00 credit hours of ESL supported HUMA and SOSC through LA&PS with special focus on tutorial time to support knowledge acquisition
- 3.00 credit hours of an academic support course, and
- 6.00 credit hours of intro level electives or program courses delivered via the Faculties.

*See the 'side-by-side' comparison between YUB and the proposed pilot in Appendix A*

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.<sup>1</sup>

This pilot supports several goals of the University's Academic Plan.

It speaks to 21<sup>st</sup> Century Learning by diversifying whom we teach. This model will increase the diversity of our international student body by opening pathways for competitive markets with lower English proficiency, making York a more attractive destination for these potential students and supporting additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.

It also supports the goal of helping students complete their studies successfully and to realize their full potential as stated in From Access to Success. Finally, this initiative speaks to Advancing Global Engagement as it more seamlessly pairs a robust recruitment funnel with a nurturing and inclusive environment for international students from a multitude of countries.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

There will be no changes to the degree program into which students enrol.

## Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.<sup>2</sup> Identify and map how these Learning Outcomes meet Ontario's [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Pathway Program Learning Outcomes.

This is a pathway, not a 'program' in the traditional sense. It combines a set of pre-existing first-year undergraduate courses with additional ESL training and wrap around supports to enable students to move on to year two, where they enter their chosen specialization. Students will continue to meet course and program-level outcomes as in

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<sup>1</sup> 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.

<sup>2</sup> 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](#).

any other program. With this context in mind, the 'pathway' outcomes may be understood as follows:

By the end of the pathway, a successful student will know or be able to --

- Begin their inter/disciplinary journey through a supported ESL framework
- Develop critical analytical skills through General Education courses
- Establish a firm foundation in a broad array of subject matter (Social Sciences, Humanities)
- Advance their understanding of the value of interdisciplinarity
- Acquire University-level academic ESL skills
- Prepare for academic studies beyond a first-year level
- Access co-curricular supports, including wrap-around transitional supports

- 6.** If applicable, describe how the proposed modifications will support the achievement of Pathway Learning Outcomes.

The pathway outcomes provide a more robust package of curricular and co-curricular options for students to succeed and transition successfully to year 2 in their selected program.

- 7.** If applicable, describe how the achievement of the Pathway Learning Outcomes will be assessed and how that assessment of the Pathway Learning Outcomes will be documented.

The pathway outcomes will be assessed through quantitative and qualitative metrics to determine if the pilot should continue on a permanent basis. These metrics will be assessed bi-annually, and annually by the pilot project committee with representatives from the consultative group (see section 12).

- Metrics:
  - Course success rate
  - GPA
  - Transition to year 2 of desired program (retention rates)
  - Transition to year 2 but into another York program
- Exit surveys for students to qualitatively self-report on their perception of success:
  - ESL acquisition and development
  - Confidence in moving on to Year 2 in their area of study
  - Awareness, value, and extent of use of wrap-around supports

- 8.** If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Pathway Learning Outcomes.



No difference in admission requirements for pathway and non-pathway students are necessary for the program except the language requirement.

The current language proficiency for entry to an undergraduate program is 6.5 IELTS Academic (overall).

The proposal is to change the proficiency requirement for entry to the pathway to 5.5 IELTS Academic (Overall).

Rationale: The current YUB program enables entry at 5.0 IELTS, and in two terms students reach the equivalent for direct entry to York Undergrad programs (6.5 IELTS). This Pathway program provides a combination of ESL development and for-credit language and content integrated learning, leading to a richer experience for language acquisition.

Students entering this pathway will start with a higher English proficiency and will be stronger on admission. The addition ESL instruction and wraparound supports will help students reach the 6.5 IELTS currently required for undergraduate program admission.

## Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

*Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.*

The proposed Year one pathway Pilot does not constitute a change of modality

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

There are no changes to assessments in either the ELI Non-credit ESL course or to the for Credit proposed courses. The for-credit courses run as per their current outline.

## Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If

new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

There will be some reallocation of administrative resources required to facilitate the multi-unit collaboration including the assignment of a faculty member to oversee academic quality and also allocation from SCS and York International for recruitment staff activity. This pilot is intended to be a net new revenue generator as it will increase international enrolments in degree programs. Special focus on international student recruitment will be to: China, Iran, Bangladesh, Vietnam, and South Korea. Recruitment and promotional activity will be conducted in collaboration between SCS and York International.

There is general agreement amongst the participating units that this project will not reside solely in a specific School, Unit, or Faculty but employ a collaborative model.

The pathway will be managed through a 'Year One Pathway Committee'. The committee defines the actions and decisions for this initiative. The committee will work under a Terms of Reference (TBD) and include members of all divisions, academic colleagues, Faculties, and units involved in delivering this pathway: the Registrar's Office, York International, the Faculty of Liberal Arts & Professional Studies, Vice-Provost Academic, School of Continuing Studies.

The administration of the pathway will sit within the School of Continuing Studies and require the assignment of a faculty lead (0.5 FTE) to ensure academic quality. All other resources will sit within the School of Continuing Studies. Recruitment and admissions will sit within the Office of the University Registrar and follow the same procedures and policies as conditional admissions for language pathways.

## Consultation

- 12.** Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

As per the need for widespread engagement and consultation, the project process included iterative meetings with information holders and stakeholders. Key units were identified as important places to start, and individuals from these units suggested other avenues of consultation in a snowball referral methodology. The key stakeholders consulted included those listed below.

During the period of the pilot, consultations and feedback will continue to be conducted with the individual stakeholder groups below to assess student success and operational capacity and effectiveness.

#### Faculty of Arts Media, Performance & Design

- Sarah Parsons, Associate Professor

#### Faculty of Liberal Arts & Professional Studies

- Lily M Cho (Associate Dean of Global and Community Engagement, outgoing)
- Mathew Harper (Director Strategic Enrolment)
- JJ McMurtry (Dean)
- Maggie Quirt (Associate Dean Programs)

#### Faculty of Science

- Hugo Chen (Director, International Collaborations and Partnerships)
- Mingming Li (Science International Recruiting Coordinator)
- Stephen Watson (Department of Mathematics and Statistic)

#### Office of the University Registrar

- Darran Fernandez (Assistant Vice-Provost & University Registrar)
- Keshia Gray (Associate Registrar & Director, Student Recruitment & Admissions)

#### York International

- Vinitha Gengatharan (Assistant Vice-President, Global Engagement & Partnership)
- Alexander Maavara (York International, Special Projects)

#### School of Continuing Studies

- Stephen Allen (Director of International Education and the ELI, School of Continuing Studies)
- Bashaar Arif Ansari (Recruitment Manager)
- Francesca Boschetti (Associate Director, English Language Institute)
- Christine Brooks-Cappadocia (Assistant Vice-President, Continuing Studies)
- David Hazell (Program Manager)
- Dhruv Mohan (Recruitment Manager)
- Samina Tampal (Associate Director, Recruitment)

#### Recruitment Agents

- Tony Chan (Yes Study)
- Mercy Hung (UTOI)
- Jason Shi (CFE China)

- Tony Zeng (CFE China)

- 13.** Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

In 2022-2023, the School of Continuing Studies, English Language Institute worked with a consultant to develop an environmental scan, a strategic planning document, and an implementation plan for language pathways for the purpose of strategic planning in the ELI and future pathways.

As part of this, the ELI conducted focus group feedback sessions and individual conversations with students on their perception of our Pathways Programs and the potential of a Year one Language Pathway as part of the consultative process. On a practical level, the data showed that students are keenly interested in value for money, the reputation/branding of York, future employability, quality of educational experience, and the ease of the application process. Students also raised more affective points such as program flexibility and accommodations (i.e. for family who accompany them), the extent to which instructors will accommodate their ESL level of ability, community of other students they can socialize with, clarity of information so they can feel settled quickly, their attachment to York's main campus, and studying like other students.

#### **ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:**

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
  - See Appendix A
- Consultation and support letters
  - Year one pathway Letters of Support

## Appendix A Part 2

Matrix Comparing Existing with Proposed YUB Credit Pathway program (ELI to York undergraduate Programs)

Structure	YUB Term 1 & 2 2023	Credit Course Pathway Proposed Pilot
Length	16 + 16 weeks (2 terms)	16 weeks
English Proficiency Entry Point	IELTS 5.0 Term 1, 6.0 direct entry to term 2.	IELTS 5.5 proposed for Year 1 undergraduate
Synchronous EAP Weekly Hrs	15	10
Asynchronous EAP Weekly Hrs	5	N/A
York Credit Course (Lecture & TA)	Up to 3 credit course hours (1 x credit course) 3-credit year 1000 or 2000 courses are usually scheduled. Over 2 terms	Up to 12 credits per term. 24 total over 2 terms <b>See below the table that outlines the Year 1 Pathways proposed curriculum</b>
YUB Credit Course TA Tutorial	2 hrs additional support class hosted by York TA per week.	TA support would continue as per undergraduate course procedures for all credit courses
Additional Support/Value	<ol style="list-style-type: none"> <li>1. University/Academic Skills Modules for asynchronous use</li> <li>2. COIL Collaboration/project with external partner (6 weeks)</li> <li>3. SDG embedded curriculum and capstone project for interdisciplinary/authentic/problem solving lens</li> <li>4. Student Support Services Moodle to integrate students into and support them while they are at York using the three pillars of Academic Support/Sense of Community/Virtual Campus</li> <li>5. Acculturation Moodle</li> </ol>	<p>Wraps around supports for this cohort are an essential ingredient in connecting their learning experience at York to their wider success in life in Toronto and to future careers. Building a sense of camaraderie and community among the students taking this year 1 programs will be of significant added-value and is central to long-term success. Some wrap around supports should include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Pre-arrival workshops and orientation on arrival</li> <li>• Peer to peer led by year 2 and above intentional students scheduled in – paid position</li> <li>• York International’s Global Peer Program</li> <li>• Interventions based in mid-terms and GPA in form of study plans and tutorials</li> <li>• Special sessions on academic integrity, life in Toronto/Canada</li> <li>• Field trips - to large employers, York partners</li> <li>• Social events and trips</li> <li>• Advice and support in the areas of housing, food security, mental health, wellbeing</li> <li>• Immigration information overview study permits, working and taxes in Canada</li> <li>• Managing personal finances</li> <li>• Safety and security services at York</li> <li>• Sexual health norms in Canada</li> </ul>

### Overview of Proposed Credit Courses in Year 1 Pathway

	Pre-arrival (online)	Term 1 *no more than 4 courses recommended	Term 2 *no more than 4 courses recommended	Term 3 (summer)
Non-credit delivered by English Language Institute	networking / social / peer to peer	non-credit language 10 hrs per week	non-credit language 10 hrs per week	[left unscheduled to account for summer employment, travel]
For academic credit:  General Education courses delivered by DLL		<ul style="list-style-type: none"> <li>• <a href="#">6.0 SOSC GenEd ESL 1200</a></li> <li>• <a href="#">6.0 HUMA GenEd (ESL 1000</a> or <a href="#">ESL 1010/ESL 1015</a> or <a href="#">ESL 1450</a></li> <li>• 6.0 NATS</li> </ul> 18 credits / 9 hrs per week	<ul style="list-style-type: none"> <li>• <a href="#">6.0 SOSC GenEd ESL 1200</a></li> <li>• <a href="#">6.0 HUMA GenEd (ESL 1000</a> or <a href="#">ESL 1010/ESL 1015</a> or <a href="#">ESL 1450</a></li> <li>• 6.0 NATS</li> </ul> 18 credits / 9 hrs per week	
For academic credit:  electives delivered by Faculties		<ul style="list-style-type: none"> <li>• <a href="#">FND 1000 3.0: Fundamentals of Learning: Essentials for a Successful University Experience</a></li> </ul> 3 credits / 3 hrs per week	3.0 credit elective (1000 or 2000-level)  3 credits / 3 hrs per week	
		Total classroom hours: 22 Total credits: 3 completed, 18 in process	Total classroom hours: 22 Total credits: 24 completed	



ASCP Committee  
University Senate  
York University

22 January 2024

Dear colleagues:

**SCHOOL OF THE  
ARTS, MEDIA,  
PERFORMANCE &  
DESIGN**

**Office of the Dean**

4700 KEELE ST  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5136  
ampd@yorku.ca  
ampd.yorku.ca

I write in support of the School of Continuing Studies proposal for a new international student pathway with additional supports and attention to English-language acquisition and other academic supports. I understand that the proposal requires an exemption to the current maximum credit load for the duration of the pilot program. I fully support this request.

As a diverse and globally focused school of the arts and design, AMPD has historically served a broad international student cohort. Our students find many opportunities for international employment and participate in international networks across the artistic, media and design disciplines of the School. Our researchers, especially in the performing arts are part of explicitly global networks. Our domestic students benefit from these relationships and the presence of international and transcultural exchange facilitated in our classrooms.

We therefore strongly support the SCS proposal and can confirm that we can provide opportunities to join second year cohorts. We can also provide space in our first-year course, Skills for Success in the Arts, to further augment and support students acquiring the distinct skills needed in the AMPD curricula.

I look forward to participating in this pilot program and lending our support to the proposed pilot program. I am confident that it will provide our international students with the resources they need to be successful at York and beyond.

Thank you for your consideration and please let me know if there is any other information I can provide.

Sincerely,

A handwritten signature in blue ink that reads "S. Bay-Cheng".

Sarah Bay-Cheng, Ph.D.  
Dean



**GLENDON  
COLLEGE  
COLLÈGE  
UNIVERSITAIRE  
GLENDON**

**Office of the  
Principal  
Bureau du  
Principal**

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Toronto, January 22, 2024

English Language Institute  
School of Graduate Studies

Re.: Support of the Year 1 English Language Pathway (pilot project)

Dear colleagues:

I have reviewed the proposal for a major modification to the existing Bridging Program in order to create a new Year 1 English Language Pathway, and I wish to endorse and support this endeavour.

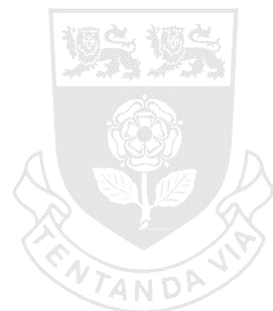
The program will benefit potential students whose first language is not English and who wish to pursue postsecondary studies at York. This initiative, largely based on existing resources, will serve to leverage and aggregate in a coherent suite existing courses and services to meet the unique needs of those students in terms of recruitment and, especially, retention and academic success.

In the future, once this pilot project has demonstrated that it meets the needs of those students, Glendon would be pleased to be more actively engaged either as a destination Faculty for those targeted students, or even as a point of delivery of ESL support, using our existing faculty and support services.

If you require more information, please do not hesitate to contact me.

Sincerely,

Marco A. Fiola, Principal





# Memorandum

**To:** Christine Brooks-Cappadocia, AVP Continuing Studies

**Cc:** J.J. McMurtry, Dean, Faculty of Liberal Arts & Professional Studies

**From:** Maggie Quirt, Associate Dean Programs, Faculty of Liberal Arts & Professional Studies

**Date:** January 26, 2024

**Subject:** Major Modification, Year One Pathway Proposal

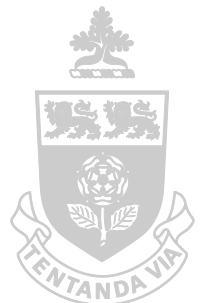
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We have reviewed the Major Modification for the Year One Pathway Proposal developed by the School of Continuing Studies (SCS) and support the curricular changes being sought for fall 2024.

The modified Year One Pathway will serve as a more robust curricular and co-curricular option for international students with language learning needs to access programs at York. The Pathway combines existing courses with wraparound supports and English language instruction to position students to improve their IELTS scores from 5.5 to 6.5 and successfully transition to Year Two in their desired program of study.

It is anticipated that the Year One Pathway will require the intensification of academic and administrative resources for 1) the provision of ESL GenEd courses through our Dept of Literatures, Languages, and Linguistics (DLLL), 2) an academic supports course, 3) introductory-level offerings in popular programs like Economics, Business Economics, Financial & Business Economics, Information Technology, and Commerce, and 4) a course release for a LA&PS faculty member to oversee the collaboration and ensure that academic quality is maintained.

We offer our full support for the proposed modification. The pathway design is logical and well thought out, the curricular courses already exist, and enhanced language supports in LA&PS will contribute to student success. We thank the proponent for the opportunity to review and comment on this exciting new initiative and are happy to host the pilot in LA&PS, beginning fall 2024.





**DIVISION OF STUDENTS**

January 23, 2024

Office of the University  
Registrar

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez  
Assistant Vice-Provost &  
University Registrar

RE: Proposal for Year One Pathway English Language Pathway

The proposal for the major modification the existing bridging program - York University Bridging Program (YUB) has been reviewed by the Office of the University Registrar.

Bennett Centre for Student  
Services

4700 KEELE ST.  
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darran@yorku.ca

Pathway programs have been seen to have an impact on recruiting international students who may not be able to study through other routes.

We support the revised Year One English Language Pathway program and look forward to working collaboratively with the School of Continuing Studies on the implementation details in support of their requirements.

Sincerely,

A handwritten signature in cursive script that reads "Darran Fernandez".

Darran A. Fernandez, EdD.  
Assistant Vice-Provost & University Registrar  
York University



# Glendon

## Memorandum

To: Academic Standards, Curriculum and Pedagogy Committee

From: Andrée Ann Cyr, Chair, Glendon Faculty Council  
Secretary, Corinna Xin Faculty Council

Date: **February 28, 2024**

Subject: Major modification of language requirements for Glendon BA degrees

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Attached is a proposal for changes to the Glendon BA language requirements for self-declared Indigenous students. The proposed changes were approved by the Glendon Faculty Council on February 2, 2024 with a proposed effective date of Fall 2024.

The calendar copy, included in the proposal, was reviewed with the Office of the University Registrar (OUR) for accuracy and publication.

The proposed changes are:

- To allow self-declared Indigenous students to complete six credits of language courses in an approved Indigenous language as part of their language requirement. Previously, all Glendon BA students must complete 12 credits of language courses in total (6 credits in English, and 6 credits in French). This change would allow self-declared Indigenous students to not have to complete either the French or English language requirement and replace it with an 6 credits in an Indigenous language instead.

There are no changes to the learning outcomes and there is no impact on teaching resources.

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# Major Modifications Proposal

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**Faculty:** Glendon

**Department:** Faculty-wide requirement

**Program:** -

**Degree Designation:** Glendon BA Honours and 90 credits

**Type of Modification:** Changes to the academic legislation on language requirements for self-identified First Nations, Inuit, and Métis students

**Location:** Glendon campus

**Effective Date:** Fall 2024

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## Overview

1. Brief summary of the proposed changes to the program.

We are proposing to modify the current Glendon BA language requirements (six credits in each of the two official languages, one designated as a student's first or dominant language and the other as their second or non-dominant language) in order to remove obstacles for self-identified First Nations, Metis and Inuit students who want to study at Glendon. Self-identification will follow the procedures established by the University.

The modification will allow Indigenous students to choose to satisfy the Glendon BA language requirements by taking six credits in an Indigenous language as their non-dominant language instead of six credits in a second official language.

This modification does not change the number of credits to be completed by students; the only modification is in providing Indigenous students a choice to satisfy the non-dominant language requirement. York offers Indigenous language courses. Currently there are 15 credits in Anishinaabemowin (Ojibwe) offered at Glendon and LA&PS and 6 credits in Kanienke:ha (Mohawk) offered at LA&PS.

This modification will apply only to the Glendon BA, not to the BSc or the iBA or iBSc.

We are also proposing a new rubric ANII to identify Anishinaabemowin courses.

2. Rationale for the proposed changes.

The modification aims to attract Indigenous students to Glendon through a more inclusive bilingual language requirement that supports linguistic well-being and cultural continuity. The proposed modification will strengthen the recruitment, retention and academic success of Indigenous students (and students more broadly) by enhancing student experience and providing flexibility and choice in language requirements. The interest and support for Indigenous language courses at Glendon are strong. The existing language courses (Anishinaabemowin) are very popular courses for students Glendon-wide and are consistently over-enrolled.

The current language requirements are a barrier to Indigenous students. Glendon recently signed an MOU with the Nokiiwin Tribal Council - the first of its kind - and this modification is an essential component of making Glendon accessible to Indigenous students and to support Indigenous students who choose Glendon as part of this MOU.

The modification also supports the vision of the Glendon Indigenous Affairs Council (<https://www.glendon.yorku.ca/affairesautochtones/wp-content/uploads/sites/225/GIAC-vision-FINAL.pdf>) as well as university's new equity strategy (DEDI), specifically the principles of Equity, Decolonization, Reconciliation and Indigenous Rights and York's commitment to decolonization and ensuring a sense of belonging and well-being for the community.

The modification will also put into action principles of the York Indigenous Framework, specifically:

- Principle 3: Enhance the Recruitment and Academic Success of Indigenous Students
- Principle 6: Engage with Indigenous Communities to Enrich the Learning Process
- Principle 7: Establish Spaces for Indigenous Cultures and Community within the University

As part of York and Glendon's commitments to decolonization and reconciliation, it is essential that we adopt and support an inclusive bilingualism. Expanding the Glendon BA requirements to include Indigenous languages is an important step toward decolonizing our curricular requirements.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.<sup>1</sup>

York's Decolonizing, Equity, Diversity and Inclusion Strategy (DEDI) puts decolonization at the forefront of its university-wide implementation plan. The strategy clearly states that York is committed to responding to colonial (Euro-western) structures recognizing that Indigenous rights must be serious considerations for all policies and programs.<sup>2</sup> This major modification aligns with the DEDI strategy by creating an option for Indigenous students to learn an Indigenous

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<sup>1</sup> 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.

<sup>2</sup> York University. *Decolonizing, Equity, Diversity and Inclusion Strategy*. 2023-2028 p. 9

language instead of a second colonial language. The DEDI's Teaching and Learning Strategic Direction recommends that the university,

Request relevant administrative units to consider what actions can be undertaken in support of incorporating DEDI principles in the operationalization of areas related to quality assurance, teaching and learning development and supports, and creation of inclusive experiential learning opportunities.<sup>3</sup>

This major modification aims to reflect DEDI principles through the creation of an Indigenous Language option for all Indigenous students in order to remove potential language barriers that Indigenous students may face coming to Glendon and provide an opportunity for culture-based, culturally safe course offerings that prioritize Indigenous knowledges. The Anishinaabemowin classes also introduce all students to Indigenous-centred pedagogy, worldviews and decolonial practices aligning with the DEDI's commitment to engage in decolonizing classrooms.<sup>4</sup>

The proposed modification supports the University Academic Plan's priority for Indigenous Futurities by bringing a larger contingent of Indigenous students to share and acquire Indigenous language and knowledge. This proposal supports the Sustainable Development Goal 4 with an inclusive and quality education for all. It also is a response to Call to Action #16 of the Truth and Reconciliation Commission.

This modification is aligned with York University's Indigenous Framework, with a Glendon-specific feature reflecting the College's traditional concern with bilingualism – now expanded in a decolonial way to include Indigenous languages.

The proposal is aligned with the Glendon Indigenous Affairs Committee's Visioning Report of 2021 For Future Generations: Enriching Glendon's Bilingualism with a Genuine Commitment to Indigenous Truth and Reconciliation, which commits the College to expanding recruitment and academic success of Indigenous students, expanding Indigenous programming and curricular offerings, establishing space for Indigenous cultures and languages, developing and expanding Indigenous educational opportunities, and developing relationships with Indigenous Nations and governing bodies, such as the Nokiwin Tribal Council.

Through our courses in Anishinaabemowin and the "Biskaabiiyaang: The Indigenous Metaverse" project, supported by an Academic Innovation Fund and the Donner Foundation, Glendon has been accepted as an Associated UNESCO organization for the UNESCO International Decade on Indigenous Languages (IDIL) 2022-2032. This proposal demonstrates our continued commitment to the IDIL objectives.

4. Detailed outline of the changes to the program (an appendix follows with a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar).

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<sup>3</sup> *Ibid* p. 19

<sup>4</sup> *Ibid* p. 20

A. To fulfill the Glendon BA language requirements, self-identified Indigenous students will have the option to choose between the current regulation or this new policy on languages.

- **Current requirements:** In order to satisfy the language requirement of the Glendon Bachelor of Arts (EN-Eligible or FR-Eligible), students must successfully complete six credits in their second (non-dominant) official language (French or English), at the level established by their placement assessment exam, in courses of the FSL and ENSL courses.
- **Proposed requirements:** In order to satisfy the language requirement of the Glendon Bachelor of Arts (EN-Eligible or FR-Eligible), students must successfully complete six credits in an Indigenous language at Glendon or LA&PS.

The policy applies to the Glendon BA only, and not to the Bilingual BA or BSc, nor the Bilingual/Trilingual iBA or iBSc.

B. A new rubric ANII will identify Anishinaabemowin courses.

## Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.<sup>5</sup> Identify and map how these Learning Outcomes meet Ontario's [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

Not applicable

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The importance of Indigenous languages for Indigenous students, their families and their communities cannot be overestimated. Indigenous languages are strongly connected to the cultures and knowledges of their speakers. The literature on the topic indicates that the learning of Indigenous languages can improve student academic achievement, engagement, learning outcomes, as well as school-community relations. Indigenous languages programmes offer Indigenous people opportunities in many areas such as language teaching, documentation, research, interpreting and translation. Supporting Indigenous languages in

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<sup>5</sup> 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](#).

schools also promotes Indigenous students' multilingual development, which benefits them on many other educational levels. Multilingual people generally have stronger intercultural skills, and thus navigate educational and professional settings more effectively.

Canada's education systems have historically privileged settler-colonial knowledges and languages, while devaluing Indigenous peoples' knowledges and languages. Supporting Indigenous peoples' wish to see their languages reflected in Canadian postsecondary institutions can provide a positive focus for reconciliation and redress. Certainly, non-Indigenous students can also benefit by learning Indigenous languages, for many of the same reasons as mentioned above, in addition to promoting greater intercultural awareness among Indigenous and non-Indigenous students. Language learning also provides opportunities for building Indigenous peoples' trust in education systems by reflecting their educational aspirations. On these grounds, the "calls to action" published by the Truth and Reconciliation Commission include recommendations that specifically target Indigenous languages in education (Recommendations 10, 13, 14, 15, 16 and 17). The Glendon Campus of York University has endorsed the TRC.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

There is a rich and growing literature on assessing Indigenous-language learning. Many components of this literature match the goals of second-language learning. For example, educators have designed benchmarks that pertain to aspects of pronunciation, vocabulary, or grammatical structures.<sup>6</sup> Many other aspects of the literature, however, reflect a slightly different approach where language learning is also about learning culture and practicing being a member of a particular community. More generally, Indigenous learning is viewed, among others, as being holistic, a lifelong process, experiential in nature, rooted in languages and cultures, and communal.<sup>7</sup>

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Not applicable

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<sup>6</sup> See for example: Miller, Jack. First Nations Language Assessment Benchmarks. Adapted by Michele Johnson (2013) from Ed.D. thesis of Jack Miller (2004).

<sup>7</sup> *Redefining How Success is Measured in First Nations, Inuit, and Metis Learning, Report on Learning in Canada 2009* (Ottawa: 2007).



## Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

No changes to the modes of delivery. The Anishinaabemowin courses are already offered online or in an hyflex format to lessen barriers to Indigenous language learning and to facilitate access to language speakers and experts.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

No changes.

## Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

No additional resources are required. Glendon is already offering 9 credits of Anishinaabemowin language courses at the 2000 and 3000-level.

## Consultation

12. Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

Glendon was the first York faculty to offer courses in an Indigenous language. Starting in 2005, the course GL/LIN Case Studies in Canada's Aboriginal Languages saw courses in Inuktitut, Mi'kmaq, Cayuga and Anishinaabemowin offered serially in the context of a Specialized Honours Stream of Language Endangerment, Documentation and Revitalization.

With the arrival of Professor Maya Chacaby in 2009-10, it was Anishinaabemowin which was offered regularly every year, with substantial enrolment.

After the publication in December 2015 of the Final Report of the Truth and Reconciliation Commission on Canada's Residential Schools, Glendon was the first York faculty to respond, with a national Colloquium on Canada's Indigenous Languages Policy and the Responsibilities of Post-Secondary Institutions, held on February 9, 2016. This Colloquium, sponsored by Glendon's Master's Program in Public and International Affairs, brought together Indigenous language advocates from across the country to articulate proposals to respond to the Commission's Calls to Action 13, 14 and 15 (language rights, federal Indigenous language legislation, and the creation of an Office of the Indigenous Languages Commissioner).

The product of this Colloquium was the *Glendon Declaration on Canada's Indigenous Languages Policy*, which was presented in November 2016 to an International Conference on Language Diversity, held at Glendon and sponsored by the Centre for Research on Language and Culture Contact, Glendon's official ORU. The document was also the focus of a high-level meeting in Ottawa between a Glendon delegation led by Annie Demirjian, the Director of the Glendon School of Public and International Affairs, and senior officials from the Department of Indigenous Affairs and Northern Development Canada.

The *Glendon Declaration* and this meeting contributed to the announcement by the Prime Minister in December 2016 of the government's intention to respond to the three Calls to Action, including a commitment to bring in federal legislation in support of Indigenous languages, the first such legislation in Canada's history. The Indigenous Languages Act (Bill C-91) became law in 2019.

The Glendon College Faculty Council voted unanimously to support the *Declaration* and its stated responsibilities for post-secondary institutions in the Spring of 2017. One of the actions arising from this Faculty Council vote was the establishment of a permanent advisory committee on Indigenous affairs to the Principal of Glendon. Thus, the Glendon Indigenous Advisory Committee (GIAC) was born.

The two main documents arising from the GIAC in its early years were:

(1) the *Glendon Indigenous Strategy*, drawing on the *York University Indigenous Strategy* document and relating it to Glendon's history, traditions and values, with particular emphasis on our language offerings and the increasing incorporation of Indigenous content in Canadian Studies and elsewhere, and

(2) *For Future Generations: Enriching Glendon's Bilingualism with a Genuine Commitment to Indigenous Truth and Reconciliation* is a GIAC Report submitted to the Glendon Principal in 2019. It is a comprehensive long-term vision statement from an Indigenous perspective based on a framework based on increasing awareness, Indigenizing the curriculum,

establishing partnerships, Indigenizing campus life, and responding to TRC Calls to Action, Recruitment and Retention.

*For Future Generations* sets out a draft plan for a 24-credit Anishinaabemowin language strategy and a Bachelor of Education in Anishinaabe Studies, as well as a proposal for four-year Indigenous Futurities curriculum. Both initiatives would be served by an Anishinaabemowin Language Summer Institute on the Glendon Campus.

The current Major Modification to implement the Indigenous Language Option is, therefore, a natural continuation of the many Indigenous language initiatives which Glendon has been developing in recent years. The inclusion of Anishinaabemowin and other Indigenous languages in Glendon's bilingualism framework is an expression of our belief that they possess an equal civilizational value as colonial languages (and, as far as promoting a respectful relationship to the natural environment, they embody a superior value to colonial languages). Also under both the TRC Call #16 and the UN Declaration on the Rights of Indigenous Peoples, since 2021 Canadian law, they are to be accorded a defined and enforceable right to flourish as media of education, and therefore they urgently require a genuine reconciliatory commitment on the part of Canada's public post-secondary institutions and civil society in general to be supported on a path toward full incorporation into higher education, as a benefit for all.

Letters of support may be found in the appendix.

13. Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

Over the last 3 years (2019-2023), previous students in Glendon's Anishinaabemowin classes totally approximately 130 students were consulted annually on the proposed major modification. All students were unanimously favorable to the major modification as they believed that Indigenous language rights should and can be built into Glendon's programs.



**DIVISION OF EQUITY,  
PEOPLE AND CULTURE**

**Susan D. Dion, Ph.D.**  
Associate Vice-President,  
Indigenous Initiatives /  
Professor, Faculty of Education

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Glendon Indigenous Advisory Council  
October 23, 2023

Dear Advisory Council Members

I am writing to support the change to language requirements for Indigenous students. The proposed change reflects a significant move by Glendon to advance the UAP by supporting *Knowledge for the Future*, it contributes to accomplishing the *Indigenous Framework* by expanding Indigenous programming and Curricular offerings, it creates the possibility for a potential partnership with the *Waaban Indigenous Teacher Education Program* and importantly supports the rights of Indigenous people to participate in Indigenous language revitalization.

Recognizing the value and legitimacy of Indigenous Knowledge the 2020 – 2025 UAP makes a commitment to supporting Indigenous Futurities. Glendon’s proposed change to the language requirement constitutes a significant move in support of language revitalization. Access to knowledge embedded in languages supports Indigenous people’s capacities to re-engage with knowledge from our past to inform our future. Additionally, Principal 4 in *The Indigenous Framework for York University: A Guide to Action* calls on the university to Expand Indigenous Programming and Curricular Offerings Which Explore Indigenous Life, Cultures and Traditions.

As you know the Waaban Teacher Education Program in the Faculty of Education has proven to be one of the most successful ITEP programs not only in the country but internationally. The Glendon initiative creates a potential opportunity to partner with Waaban to support a program to prepare language teachers. School Boards across the province identify the need for Indigenous language teachers as one of their most urgent needs.

While the crisis in Indigenous language loss is well documented in a recently published text, Coronel-Molina and McCarty (2016) argue:

These numbers obscure a larger, more complex and hopeful picture for the current sociolinguistic reality includes countless “new speakers” – children, youth, and adults who are learning their ancestral language as a second or additional language. In Canada, for example, more Aboriginal people report conversational proficiency in an Aboriginal language than those reporting an Aboriginal mother tongue suggesting a significant number of Indigenous second language learners.

Their argument supports that as Principal Fiola has suggested this change will make Glendon a preferred option for Anishinaabe students interested in deepening their language fluency.

For these reasons, I strongly support the Notice of Intent on language requirements for Indigenous students.

Sincerely,

Susan D. Dion  
Associate Vice-President Equity, Indigenous Initiatives





**GLENDON  
COLLEGE  
COLLÈGE  
UNIVERSITAIRE  
GLENDON**

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November 12, 2023

Dear members of the Glendon Indigenous Advisory Council,

I am writing to support the modification of Glendon’s language requirements for self-identified First Nations, Metis, and Inuit students. This proposal is essential to the decolonization of our curriculum and degree requirements. Under our current bilingual language requirements, all students must take a set number of credits, or achieve a set level of fluency, in both official languages. Fluency in other languages is, by policy, not determined to be as important. This policy, in fact, forces indiscriminately that even Indigenous students must take two colonial languages, French and English, in order to graduate with a Glendon degree.

Moreover, the newly implemented Glendon BA with flexible language requirements, which is a more flexible language requirement option, only applies to a few programs and still requires students to take courses in two colonial languages. By broadening the definition of bilingualism to include an indigenous language in addition to French or English, we anticipate that Indigenous students will feel more genuinely welcome to study at Glendon, which will not only help achieve our decolonization and equity objectives, but might also help with student recruitment and allow us to diversify our indigenous student body.

Glendon currently offers 9 credits in Anishinaabemowin (Ojibway) and will be adding an additional three-credit fourth-year course in 2025-26 to have a total of twelve credits in the second year of this option. These courses will make the implementation of these changes possible and allow this language option to align with future changes to bilingualism requirements at Glendon. Our current second-year Anishinaabemowin language courses are well enrolled and have been for quite some time now. We believe it is now time to give students an opportunity to continue learning this language and applying their skills up to their fourth year. This proposal aligns well with these goals and other current and forthcoming language legislation at Glendon.

We look forward to implementing these changes and to promoting Glendon more actively among indigenous communities.

Sincerely,

Marco Fiola  
Principal



October 20, 2023



GLENDON COLLEGE  
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GLENDON

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Département d'Études  
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To : Members of the Glendon Indigenous Affairs Council

From: Laura McKinnon, Chair, Multidisciplinary Studies Department

This letter confirms the support of the Multidisciplinary Studies Department for the proposed Major Modification of the bilingual BA and BSc language requirements at Glendon. This proposal will allow self-identified First Nations, Inuit, and Métis Glendon students to fulfill the bilingual requirements for their degree by taking six credits in an Indigenous language.

As the Anishinaabemowin courses are currently offered through the Multidisciplinary Studies Department, I confirm that the department commits to providing the resources to enable Prof. Maya Chacaby to deliver them as part of her regular teaching load going forward.

With other colleagues at Glendon, I am pleased to support this important step in revising curricular offerings in respect of the Calls to Action of the Truth and Reconciliation Commission, specifically recommendation #16 regarding the provision of post-secondary programs in Indigenous languages.

Sincerely,

Laura McKinnon, PhD.  
Directrice | Chair  
Département des études pluridisciplinaires | MDS Department  
Professeure agrégée | Associate Professor  
Programme bilingue en biologie (BSc) | Bilingual Biology Program (BSc)  
Université York Campus Glendon | York U. Glendon Campus





October 16<sup>th</sup>, 2023

**GLENDON COLLEGE**

**COLLÈGE  
UNIVERSITAIRE  
GLENDON**

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Dear members of the Glendon Indigenous Affairs Council,

On behalf of the Department of Sociology, Glendon Campus, I am writing in support of the proposed major modification to the bilingual BA and BSc language requirements at Glendon, that would allow Glendon self-identified First Nations, Inuit and Métis students to satisfy the bilingual language requirements by taking courses in an Indigenous language.

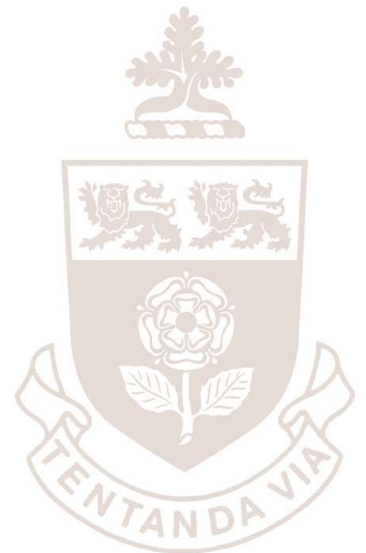
We see the changes to the bilingual BA and BSc language requirements as an essential part of Glendon's commitments to reconciliation and to decolonizing our curricular requirements. The proposed changes are also important for strengthening the recruitment, retention and academic success of Indigenous students by providing flexibility and choice in language requirements.

We will also continue to support Professor Maya Chacaby – a long-time Instructor in the department who has twice won the Principal's Teaching Award – to design and deliver Indigenous language and Indigenous studies courses. These courses introduce students to an Indigenous-centered pedagogy and align with Glendon's commitment to decolonizing the curriculum and providing an inclusive education.

The inclusion of Anishinaabemowin and other Indigenous languages in Glendon's bilingualism framework is vitally important for implementing Glendon's Indigenous Strategy and responding to the TRC Calls to Action, Recruitment and Retention. We fully support this proposal and commit to providing the departmental resources necessary for ensuring its long-term success.

Sincerely,

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





# Major Modifications Proposal

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Faculty: Schulich School of Business

Department: Accounting Area

Programs: Master of Accounting, Diploma in Intermediate Accounting & Diploma in Advanced Accounting

Degree Designation: MAcc/DIAc/DAAc

Type of Modification:

1. To combine and merge the Diploma in Intermediate Accounting (two terms/semesters comprised of Term 0 in summer and Term 1 in fall) from a stand-alone, direct entry program (Type 3), with the Master of Accounting program (three terms/semesters comprised of Term 1 in fall (equivalent to Term 1 of DIAc) Term 2 in winter and Term 3 in the ensuing summer) to create a single Master of Accounting program with four terms/semesters currently Terms 0 through 3), to be renamed Terms 1 through 4, to a Type 1 diploma that will be awarded to students, who, after being admitted to the proposed expanded MAcc program, want to exit the DIAc prior to completing all requirements relating to the expanded MAcc program.
2. Introduction of a promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term (Term 1) of the new merged program.
3. To align the DAAc with the expanded Master of Accounting program consequent to the merger of the Diploma in Intermediate Accounting program with the Master of Accounting Program, thereby increasing the graduation requirements for the DAAc from 30 credit hours to 45 credit hours.

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Location:

Hyderabad and Keele campuses for Term 1 (currently Term 0), and Keele campus for Terms 2-4 (currently Terms 1-3) for MAcc and for Term 2 (currently Term 1) for DIAc.

Effective Date:

May 1, 2024, starting with the 2024-2025 academic year.

## Overview

1. Provide a brief summary of the proposed changes to the program.

The learning outcomes will remain unchanged and will be identical to those relating to the current Diploma in Intermediate Accounting (DIAc), Master of Accounting (MAcc) and Diploma in Advanced Accounting (DAAc) programs. The learning outcomes for the existing DIAc program are identical to those for the existing MAcc program, however, they are



achieved at the introductory/lower level. The assessments of the learning outcomes will also remain unchanged and will be identical to those currently being employed in the DIAC and MAcc programs.

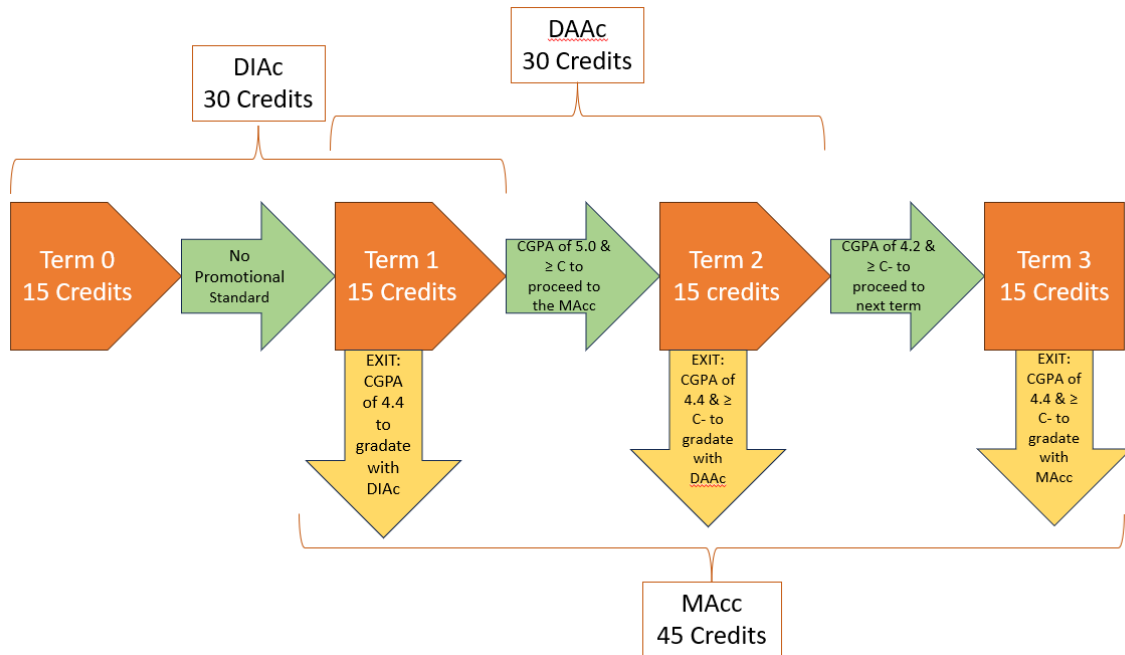
Given that Term 1 of the existing DIAC is the same as Term 1 of the existing MAcc, the MAcc will change from being a 3 term/semester 45 credit program to a four term/semester 60 credits program, i.e., increase exactly by 1/3rd the existing program's length. The DIAC will remain a two term/semester 30 credit program, except that while the two terms are currently termed Term 0 and Term 1, it is proposed to term them Term 1 and Term 2 respectively. The current use of Term 0 to refer to the first term of the DIAC is difficult to explain to prospective students and creates unnecessary confusion.

In some rare cases, students may not be able to meet the promotional standard of CGPA 5.0 at the end of Term 2 requiring them to exit the program. It is proposed to retain the DIAC program as an exit diploma that can be awarded to these students. Consequently, the DIAC program will become a Type 1 diploma that will be awarded to students admitted to the MAcc program but who leave the program after completing the second term of the proposed MAcc program. Currently, the DIAC is a stand-alone, direct entry diploma program (Type 3) that is a precursor to the MAcc program.

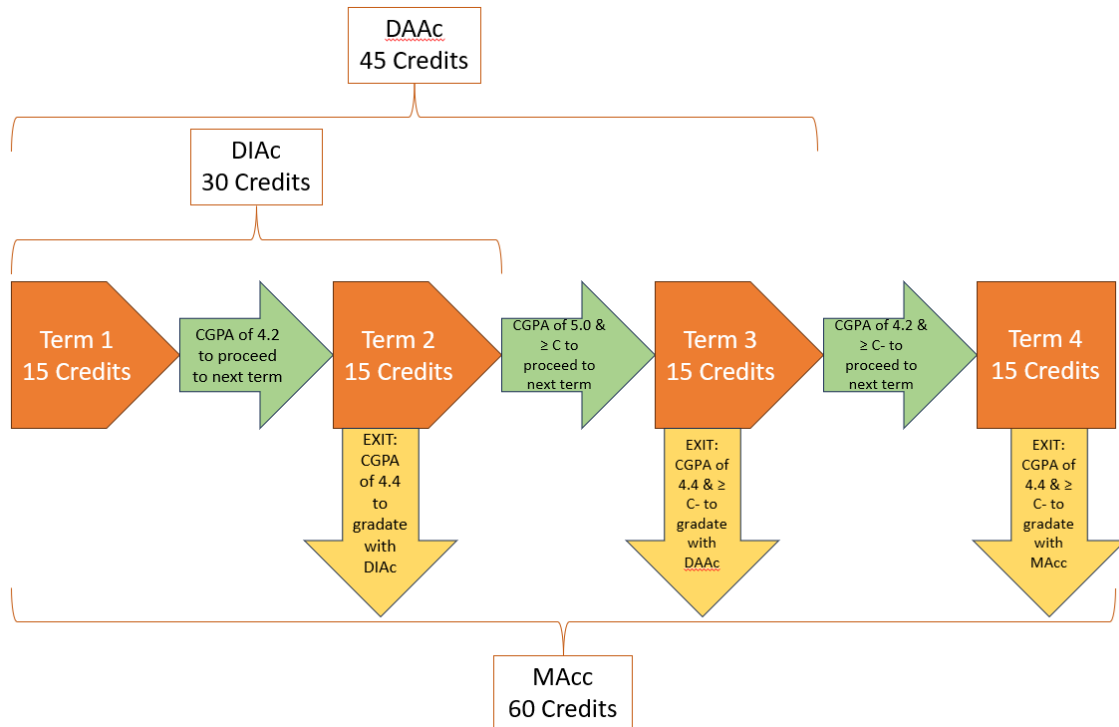
We also propose the introduction of an additional promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term of the proposed MAcc program.

We plan on retaining the Diploma in Advanced Accounting (DAAC), a Type 1 exit diploma to students admitted to the MAcc program and who have completed 30 credits of course work but who choose not to continue with the MAcc program. Consequently, students will complete 45 credits of coursework by the end of their third term in the program at which time they will be eligible to earn the DAAC. Hence, there is a need to change the requirements needed to be fulfilled to earn the DAAC from 30 credits of course work by the end of two terms to 45 credits of coursework by the end of three terms. The current proposal changes the DAAC from a two-term 30 credits program to a three-term 45 credits program. The current and proposed structure of the three related programs, DIAC, DAAC and MAcc are provided below.

Current Structure:



Proposed Structure:



2. Provide the rationale for the proposed changes.

The current DIAC and MAcc programs prepare students to successfully pass the Common Final Exam (CFE), the pathway to the CPA designation of the Chartered Professional Accountants (CPA) of Canada and thus become CPAs. The current DIAC program prepares students to enter the MAcc program. Virtually all students who join the current DIAC program eventually complete their MAcc program. More importantly, all students joining the current DIAC program are attracted to the program since it prepares them not only for the CFE, but also earns students a master's degree at the end of their academic journey.

Structure:

The current DIAC/MAcc structure poses significant hurdles to the recruitment team at Schulich for the following reasons:

- The program's design is confusing to many applicants and requires significant time and resources devoted to explaining program details to prospective students. All students are attracted to the MAcc program, not the DIAC; thus, many students are confused as to why a requirement to first complete the DIAC exists. The existence of a term denoted as "Term 0" also creates confusion.
- Prospective students, many of whom are foreign graduates with foreign designations and or considerable work experience, are hesitant to join a diploma program prior to being admitted into the master's program, since they feel that they are overqualified to be admitted to a diploma program. Competitor programs in the US and Canada admit these students directly into their master's programs, therefore, the requirement to first join the diploma program is a deterrent for many.
- The division between the DIAC and MAcc also poses immigration challenges. The DIAC's program length often precludes students from obtaining the relatively longer post-qualification work permit of three years. It is only when the duration of the DIAC and MAcc programs are taken together (16 months in total) that students become eligible to obtain a three-year work permit.

The proposed new four term MAcc will remove the hurdles mentioned above and thus should help attract a wider pool of eligible and qualified students. At the same time, in some rare cases, students may not want to complete their MAcc but to exit the program at the end of Term 3. It is proposed to retain the DAAC program as an exit diploma that can be awarded to these students.

Promotional Standard:

The absence of a promotional standard at the end of the first term of the current DIAC program means that marginal students are allowed to enroll and continue taking courses

in their second term. Such students have a high probability of not meeting the 5.0 minimum CGPA requirement at the end of the second term. Therefore, we propose the introduction of an additional promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term of the proposed MAcc program. This will ensure that only sufficiently capable students continue past the first term of the MAcc term. Many of these students are international and pay relatively high tuitions. The additional requirement of meeting the 4.2 CGPA floor at the end of the first term of the proposed MAcc program may help those at the margin and thus in danger of not eventually meeting the 5.0 minimum CGPA requirement at the end of the second term to reflect on their performance at the end of their first term and make an appropriate decision at that time.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.<sup>1</sup>

Given that the proposed program changes involve the merger of the existing DIAC and MAcc programs into one expanded MAcc program, without change in any course content or requirement, the proposed program changes will have zero impact on the alignment of the program with faculty and university academic plans/objectives.

The proposed change to the DAAC has no implications on other academic units or programs. The proposed change was initiated by the input received from the Executive Director of Student Services based on the experiences of the recruitment personnel and the challenges to date in trying to explain the current DIAC/MAcc structure to prospective students.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

It is proposed to admit students directly into the MAcc at different levels/terms depending on whether or not they are accorded advanced standing instead of the current practice of being admitted either into the MAcc or the DIAC depending on their prior academic background. Consequently, the DIAC as it stands will no longer be required. Rather, the DIAC will be used going forward as an exit diploma that will be awarded to students who do not want to continue beyond the first two terms. Consequently, the DIAC will be converted from a Type 3 stand-alone diploma to a Type 1, exit diploma that will be awarded to those students who are already admitted to the MAcc program but who choose not to complete all requirements. To be awarded the DIAC diploma students have to satisfactorily complete both Terms 1 and 2 (Terms 0 and 1 currently) and meet the graduation standards of Schulich of achieving a minimum CGPA of 4.4.

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<sup>1</sup> 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.

The proposed merger of the existing DIAC and MAcc programs to form an expanded MAcc program will have the following effects:

- The MAcc program will expand from being a three terms/semesters 45 credits program to a four terms/semester 60 credits program.
- Currently, of the 45 total credits, 36 core credits are required nine credits are made up of elective courses from three sets of electives. The proposed expanded MAcc program of 60 total credits will be made up of 51 required credits and 9 elective credits from three sets of electives.

A detailed comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar is provided in Appendix A.

## Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.<sup>2</sup> Identify and map how these Learning Outcomes meet Ontario's [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

Given that the existing DIAC program prepares students for the MAcc degree, the learning outcomes of both programs are identical, with the difference being that in the DIAC these learning outcomes are achieved partially and at the introductory/basic and intermediate levels. In contrast, in the existing MAcc program, these same learning outcomes are achieved fully and at the advanced level. Courses will remain identical. Therefore, the merging of the two existing programs will not lead to a change in the program learning outcomes that will apply to the merged proposed program. Consequently, the learning outcomes, the manner in which these learning outcomes are achieved, and the courses that map onto individual learning outcomes presented in Appendix B for the proposed expanded MAcc program represent the amalgamation of these elements relating to the two existing programs respectively. Appendix C provides a map of the different courses by term/semester in the MAcc, DIAC and DAAC programs.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The proposed merger of the two programs will not lead to any modifications that will impact how the program learning outcomes will be achieved. Students will continue to take the same courses as they do now in the different terms. No changes to DAAC either.

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<sup>2</sup> 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](#).

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

The assessment of the achievement of the program learning outcomes and the related documentation will remain identical to those being used currently in the two programs sought to be merged and in the DAAC.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Currently students are admitted either to the DIAC or the MAcc with different levels of advanced standing depending on their prior academic background. Going forward, given that the DIAC program is going to be merged with the MAcc, students will no longer be admitted to the DIAC, but to the MAcc. However, the basis of determining whether and the extent of advanced standing that will be accorded to individual students admitted to the MAcc and the “level” or term of the MAcc to which they will be admitted will remain unchanged. In brief:

- Applicants with a non-Canadian or non-business degree will not be accorded any advanced standing and will be admitted to Term 1 of the proposed expanded MAcc program. These students typically lack elementary/basic proficiency in the technical competency areas of accountancy and in some of the prerequisite knowledge areas of Canadian Business Law, Finance, and Operation Management and Information Systems. Term 1 courses are aimed to impart such foundational knowledge and competencies.
- Applicants with CPA accredited business degrees from Canadian institutions, Schulich BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for being accorded advanced standing and for being admitted to Term 2 of the proposed expanded MAcc program. While these students are expected to possess the requisite foundational/basic technical competency in accounting and the requisite prerequisite knowledge to be admitted to the program, they typically lack intermediate level technical competencies and the ability to apply such knowledge in business situations and professional practice contexts. Term 2 courses are aimed to impart such technical knowledge and application skills.
- Schulich BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for being accorded advanced standing and for being admitted to Term 3 of the proposed

expanded MAcc program. These students possess both intermediate level technical competencies and the ability to apply these competencies in simple business situations and professional practice contexts. Term 3 courses provide advanced technical competencies and introduce students to the application of such competencies in relatively more complicated business situations and professional practice contexts.

- Term 4 courses teach students to apply technical competencies to highly complex business situations and professional practice contexts. Students are not admitted with advanced standing to Term 4 of the MAcc.
- All applicants other than: i) those with eligible three-year degrees from India who have been admitted to Term 1 of their MAcc program at either the Schulich campus in India or at the Keele campus; or ii) those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and who have been admitted to Term 1 of the MAcc program at the Keele campus, should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich students should also have a minimum B (6.0) average in all CPA courses.
- Post-graduate work experience is recommended but not required.
- Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian University within the last five years.
- Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.

## Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

N/A since no revision to the mode(s) of delivery is proposed.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

N/A since no changes to the methods of assessment is being proposed.

## Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The proposed change is expected to have zero resource implications. Courses taught will remain the same. Prospective students will continue to have their transcripts and profiles evaluated for entry into the appropriate levels of the proposed MAcc, consistent with the current practice in the DIAC and MAcc programs. However, the streamlined process will reduce inefficiencies of recruitment personnel and will also make the program more attractive to prospective students, including international students.

Note that DAAC is and will continue to be an exit diploma available to students admitted to the MAcc program. Students cannot be admitted directly to the DAAC.

## Consultation

12. Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

The proposed change has no implications on other academic units or programs. The proposed change was initiated by the input received from the Executive Director of Student Services based on the experiences of the recruitment personnel and the challenges to date in trying to explain the current DIAC/MAcc structure to prospective students.

The Associate Deans Academic, Programs, and Student Services within Schulich have been informed of the proposal and are in support. The Dean has also indicated his approval of the proposed change by signing the related Notice of Intent, which has received the assent of the Vice-Provost Academic. The program director of the BBA program at Schulich, and the chair of the accounting area within Schulich have also been consulted and they have expressed their support either via email or orally. The emailed statements of support are attached. CPA Ontario, the accreditation body for the MAcc has also provided a letter in support of the change.



13. Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

No consultations were undertaken with current or recent graduates since the proposed change will have no impact on the academic side of the program, either in terms of the number of courses required to be taken or the course content. Furthermore, the proposed change will have zero impact on current students and thus there is not need for offering accommodations to them.

**ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:**

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

**Appendix A: Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar**

<p><b>Master of Accounting (Current Program)</b></p>	<p><b>Master of Accounting (Proposed Program)</b></p>
<p>The Graduate Program in Accounting is a professional master’s degree program designed to develop students’ academic and intellectual abilities in all fields of professional accountancy.</p>	<p>The Graduate Program in Accounting is a professional master’s degree program designed to develop students’ academic and intellectual abilities in all fields of professional accountancy.</p>
<p>The 12-month (three term), <b>45-credit</b> program is accredited by the Chartered Professional Accountants of Ontario. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.</p>	<p>The <b>16-month (four term), 60-credit</b> program is accredited by the Chartered Professional Accountants of Ontario. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.</p>
<p>The program places heavy emphasis on developing students’ critical thinking abilities and their capacity to operate in decision environments characterized by high degrees of ambiguity through applied case analysis. Cases also help to develop students’ appreciation of multiple viewpoints and perspectives. This program is designed to provide a strong foundation for initial career placement (also through an optional internship in Term 3) and long-term career growth.</p>	<p>The program places heavy emphasis on developing students’ critical thinking abilities and their capacity to operate in decision environments characterized by high degrees of ambiguity through applied case analysis. Cases also help to develop students’ appreciation of multiple viewpoints and perspectives. This program is designed to provide a strong foundation for initial career placement (also through an optional internship in Term 3) and long-term career growth.</p>
<p>Admission to the Master of Accounting is open to graduates from business programs. Non-business graduates are encouraged to apply for the Graduate Diploma in Intermediate Accounting.</p>	<p>Admission to the Master of Accounting is open to <b>both</b> graduates from business <b>and non-business</b> programs.</p>
<p>The Graduate Program in Accounting can be completed on a full-time basis. Entry is fall or summer term.</p>	<p>The Graduate Program in Accounting can be completed on a full-time basis. Entry is fall or summer term.</p>
	<p>Please visit <a href="http://schulich.yorku.ca">http://schulich.yorku.ca</a> for more information.</p>

Please visit <http://schulich.yorku.ca> for more information.

## ADMISSION REQUIREMENTS

- Applicants with a non-Canadian or non-business degree must first complete the Diploma in Intermediate Accounting (DIAC), which is an eight-month graduate diploma to bring internationally educated and non-business students up to speed on accounting principles and tax practices for the MAcc.
- Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 1 of the MAcc.
- Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 2 of the MAcc.
- All applicants other than those with eligible three-year degrees from India who have completed Term 0 of their DIAC program at either the Schulich campus in India or at the Keele campus, or those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and who have completed Term 0 of their DIAC program at the Keele campus should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level.

## ADMISSION REQUIREMENTS

- Applicants with a non-Canadian or non-business degree **will be admitted to Term 1 of the MAcc. Terms 1 and 2** bring internationally educated and non-business students up to speed on accounting principles and tax practices **and prepare them for later terms of the MAcc.**
- Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 2 of the MAcc.
- Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 3 of the MAcc.
- All applicants other than those with eligible three-year degrees from India who **are admitted to Term 1 of the MAcc program** at either the Schulich campus in India or at the Keele campus, or those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and **who are admitted to Term 1 of the MAcc** program at the Keele campus should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich students should also have a

<p>Schulich students should also have a minimum B (6.0) average in all CPA courses.</p> <ul style="list-style-type: none"> <li>• Post-graduate work experience is recommended but not required.</li> <li>• Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian university within the last five years.</li> <li>• Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.</li> </ul> <p><b>Master of Accounting</b></p> <p>Students must successfully complete:</p> <ul style="list-style-type: none"> <li>• <b>45 credits of coursework</b>, consisting of:</li> <li>• <b>36 credits of core courses</b>, and,</li> <li>• <b>9 credits of electives</b> from four sets of electives.</li> </ul> <p>All other requirements are identical to those of Schulich's other master's programs.</p>	<p>minimum B (6.0) average in all CPA courses.</p> <ul style="list-style-type: none"> <li>• Post-graduate work experience is recommended but not required.</li> <li>• Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian university within the last five years.</li> <li>• Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.</li> </ul> <p><b>Master of Accounting</b></p> <p>Students must successfully complete:</p> <ul style="list-style-type: none"> <li>• <b>60 credits of coursework</b>, consisting of:</li> <li>• <b>51 credits of core courses</b>, and,</li> <li>• <b>9 credits of electives</b> from <b>three</b> sets of electives.</li> <li>• <b>C- or greater grade in each course.</b></li> </ul> <p>All other requirements are identical to those of Schulich's other master's programs.</p>
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**Appendix A: Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar**

<b>Graduate Diploma in Intermediate Accounting (Current Structure)</b>	<b>Graduate Diploma in Intermediate Accounting (Proposed Structure)</b>
<p>The Graduate Diploma in Intermediate Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario and graduates of three -year business or non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation and those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities. The curriculum is academically rigorous and comprises <b>30 credits</b> over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich’s Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA professional certification stream.</p> <p>Please visit <a href="http://schulich.yorku.ca">http://schulich.yorku.ca</a> for more information.</p>	<p><del>The Graduate Diploma in Intermediate Accounting will be awarded to students who, after being admitted to the Master of Accounting, elect to leave the program upon successful completion of Term 2 of the degree program.</del></p> <p>The Graduate Diploma in Intermediate Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. <del>The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario and graduates of three-year business or non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation and those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities.</del> The curriculum is academically rigorous and comprises <b>30 credits</b> over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing <del>Schulich’s Master of Accounting (advanced</del></p>

	<p><del>standing will be provided to successful graduates) or enter</del> the CPA professional certification stream.</p> <p>Please visit <a href="http://schulich.yorku.ca">http://schulich.yorku.ca</a> for more information.</p>
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**Appendix A: Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar**

<p><b>Graduate Diploma in Advanced Accounting</b></p>	<p><b>Graduate Diploma in Advanced Accounting</b></p>
<p>The Graduate Diploma in Advanced Accounting will be awarded to students who, after being admitted to the Master of Accounting, elect to leave the program upon successful completion of Term 2 of the degree program.</p>	<p>The Graduate Diploma in Advanced Accounting will be awarded to students who, after being admitted to the Master of Accounting, elect to leave the program upon successful completion of Term 3 of the degree program.</p>
<p>The Graduate Diploma in Advanced Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy. Students deepen their expertise through the selection of electives in at least two areas of professional practice. The program is academically rigorous, involving <b>30 credit-hours</b> over two terms.</p>	<p>The Graduate Diploma in Advanced Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy, building on courses that are fundamental to accounting as well as basic and intermediate courses in accounting. Students deepen their expertise through the selection of electives in at least two areas of professional practice. The program is academically rigorous, involving <b>45 credit-hours</b> over three terms.</p>
<p>The emphasis given to case-based instruction in the program’s accounting, audit and tax courses as well as an overall commitment to developing students’ proficiency in case analysis ensures that students graduate with highly developed critical thinking skills and are well prepared for real world situations characterized by imperfect information, ambiguity and complexity. After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in two fields of professional practice.</p>	<p>The emphasis given to case-based instruction in the program’s accounting, audit and tax courses as well as an overall commitment to developing students’ proficiency in case analysis ensures that students graduate with highly developed critical thinking skills and are well prepared for real world situations characterized by imperfect information, ambiguity and complexity. After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in two fields of professional practice.</p>
<p>Completion of the graduate diploma satisfies the Chartered Professional Accountants’ requirements for its core and elective modules. Students who successfully complete the CPA academic requirements through the Master’s in Accounting may complete the remaining academic requirements to sit for</p>	<p>Completion of the graduate diploma satisfies the Chartered Professional Accountants’ requirements for its core and elective modules. Students who successfully complete the CPA academic requirements through the Diploma in Advanced Accounting may complete the remaining academic</p>

<p>the Common Final Examination through CPA Ontario.</p> <p>Candidates must apply to the Graduate Program in Accounting to enter the Graduate Diploma in Advanced Accounting.</p> <p>Please visit <a href="http://schulich.yorku.ca">http://schulich.yorku.ca</a> for more information.</p>	<p>requirements to sit for the Common Final Examination through CPA Ontario.</p> <p>Candidates must apply to the Graduate Program in Accounting to enter the Graduate Diploma in Advanced Accounting.</p> <p><b>Diploma in Advanced Accounting</b></p> <p>Students must successfully complete:</p> <ul style="list-style-type: none"> <li>• <b>45 credits of coursework</b>, consisting of:</li> <li>• <b>36 credits of core courses</b>, and,</li> <li>• <b>9 credits of electives</b> from <b>three</b> sets of electives.</li> <li>• <b>C- or greater grade in each course.</b></li> </ul> <p>Please visit <a href="http://schulich.yorku.ca">http://schulich.yorku.ca</a> for more information.</p>
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Appendix B: MAcc Program Learning Outcomes

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					TERM 3				TERM 4						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
<b>1. Breadth and Depth of Knowledge</b>																				
Have demonstrated levels of proficiency in all of the technical competency areas of accountancy including Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance, and Taxation	Students are required to take a minimum of 40.5 credit hours of courses that cover these six broad areas of accountancy practice. Furthermore, students are also provided a strong foundation in management information systems, and either one of managerial finance or business administration and the law depending on the background of the student and prerequisite credits already earned. Students also obtain a strong foundation in financial reporting and analysis. The advanced courses in later terms build on prior knowledge in these fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the preparation and audit of financial statements for public and private companies.	The basic, intermediate and advanced technical knowledge gained in these courses is further enhanced through 13.5 credit hours of case-based courses which cover all of this technical material in an integrative way.	•		•	•	•		•	•		•	•	•					•	•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3				TERM 4							
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
<b>2. Research and Scholarship</b>																				
Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.				•	•			•	•		•	•		•		•		•	•
Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Some courses, required readings include academic journal articles.				•	•	•	•	•	•	•	•	•	•						•
<b>3. Level of Application and Knowledge</b>																				
Be able to make sound decisions in different and complex situations, including different organizations and industries, by applying a mix of evidence, reason, and judgment while considering multiple perspectives	Through 13.5 credit hours of case courses students learn to apply and integrate the knowledge from the various sub-fields of professional accountancy to complex business situations and professional practice concepts.																			•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					TERM 3				TERM 4						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
<b>4. Professional Capacity/ Autonomy</b>																				
Can demonstrate an ability to respond effectively to the ethical dilemmas that accountants face;	In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply ethical frameworks and professional standards to resolve ethical dilemmas;	Students take 13.5 credit hours of case courses to develop their critical thinking skills. Ethical decision making is a central theme of all of the program's case-based courses.								•		•	•	•	•	•	•	•	•	•	
Can demonstrate the ability to act with integrity, transparency and in the public interest.	Ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses. In addition, Professional and Ethical Behaviour is a core element of ACTG 6801 Strategic Leadership Planning and Case Analysis	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3				TERM 4							
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
<b>5. Level of Communication Skills</b>																				
Be able to write concise, well-structured and well-researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>6. Awareness of Limits of Knowledge</b>																				
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching illustrates the limits of accounting as a basis of decision making and emphasizes the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate an awareness of different schools of thought that govern financial reporting practice and can demonstrate their ability to distinguish between problems that may be resolved versus those whose risks can be mitigated using available knowledge / by requesting additional information	In all courses students are exposed to the multiple theoretical perspectives that underpin debates within accounting, audit, and related fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

## Appendix C: Curriculum Map of the Proposed MAcc Program

Proposed Master of Accounting (MAcc): Students Other than Schulich BBA Accounting Students			
Hyderabad, India or Toronto, Canada	Toronto, Canada		
Term 1: Summer (15:00 credits)	Term 2: Fall (15:00 credits)	Term 3: Winter (15:00 credits)	Term 4: Summer (15:00 credits)
ACTG 5101 3.00 Financial Accounting Fundamentals	ACTG 6140 3.00 Intermediate Financial Accounting II	ACTG 6301 3.00 Integrative Case Analysis for Accountants	ACTG 6401 3.00 Advanced Integrative Case Analysis
ACTG 5211 3.00 Management Accounting Fundamentals	ACTG 6250 3.00 Financial Reporting & Analysis	ACTG 6720 3.00 Advanced Income Taxation	ACTG 6501 3.00 Integrative Case Analysis: the Capstone
ACTG 6120 3.00 Intermediate Financial Accounting I	ACTG 6550 1.50 Advanced Management Accounting	Assurance <sup>+</sup> ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing	ACTG 6601 3.00 Management Accounting: Strategy and Performance
OMIS 6710 3.00 Management Information Systems	ACTG 6600 3.00 Auditing Standards & Applications	Tax <sup>+</sup> ACTG 6730 3.00 Managerial Tax Planning	ACTG 6801 3.00 Strategic Leadership Planning and Case Analysis
PLUS: FINE 5200 3.00 Managerial Finance OR: MGMT 6200 3.00 Business Administration and the Law	ACTG 6710 3.00 Introduction to Income Taxation	Performance Management <sup>+</sup> SGMT 6000 3.00 Strategic Management	ACTG 6650 3.00 Strategic Performance Evaluation
	ACTG 6201 1.50 Multi-Competency Case Analysis for Accountants		
			Core Courses
			Elective Courses

**(Continued): Curriculum Map of the Proposed MAcc Program**

Proposed Master of Accounting (MAcc): Schulich BBA Accounting Students	
Toronto, Canada	
Term 3: Summer (15:00 credits)	Term 4: Summer (12:00 credits)
ACTG 6301 3.00 Integrative Case Analysis for Accountants	ACTG 6401 3.00 Advanced Integrative Case Analysis
ACTG 6650 3.00 Strategic Performance Evaluation	ACTG 6501 3.00 Integrative Case Analysis: the Capstone
Assurance* ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing	ACTG 6601 3.00 Management Accounting: Strategy and Performance
Tax* ACTG 6730 3.00 Managerial Tax Planning	ACTG 6801 3.00 Strategic Leadership Planning and Case Analysis
Performance Management* SGMT 6000 3.00 Strategic Management	
	Core Courses
	Elective Courses

\* Students normally choose and TWO (2) sets of electives subject to the availability of course offerings that term. Students pursuing public accounting must complete Tax and Assurance.

Appendix B: DIAC Program Learning Outcomes

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0
<b>1. Breadth and Depth of Knowledge</b>										
Have demonstrated levels of proficiency in all of the technical competency areas of accountancy including Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance, and Taxation	All students are required to take a minimum of <b>30</b> credit hours related to the different areas of accountancy practice including financial accounting, management accounting, auditing, and taxation. Furthermore, students are also provided with a strong foundation in management information systems, and either one of managerial finance or business administration and the law depending on the background of the student and prerequisite credits already earned. Students also obtain a strong foundation in financial reporting and analysis.	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the preparation and audit of financial statements for public and private companies.	The basic and intermediate technical knowledge gained in these courses is further enhanced through a <b>1.5</b> credit hours case-based course which cover all of this technical material in an integrative way.	•		•	•		•		•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0
<b>2. Research and Scholarship</b>										
Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•
Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•
Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.				•	•			•	•
Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Some courses, required readings include academic journal articles.				•	•	•	•	•	•
<b>3. Level of Application and Knowledge</b>										
Be able to make sound decisions in different and complex situations, including different organizations and industries, by applying a mix of evidence, reason, and judgment while considering multiple perspectives	The required six-week case course also ensures that students learn to apply and integrate knowledge from the various sub-fields of professional accountancy to complex business situations. The 1.5-credit hour case course develops students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.					•	•	•	•	•



Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0
<b>4. Professional Capacity/ Autonomy</b>										
Can demonstrate an ability to respond effectively to the ethical dilemmas that accountants face;	Students in the program take one six-week 1.5-credit hour case course which develops their critical thinking skills.	•	•	•	•	•	•	•	•	•
Be able to apply ethical frameworks and professional standards to resolve ethical dilemmas;	Ethical decision making is a central theme of all of the program's technical and case-based courses.								•	
Can demonstrate the ability to act with integrity, transparency and in the public interest.	In addition to the 12-week course in business law, ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit and Assurance, Finance and Taxation courses.	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0
<b>5. Level of Communication Skills</b>										
Be able to write concise, well-structured and well-researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	•	•	•	•	•	•		•	•
Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•
Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•		•	•
<b>6. Awareness of Limits of Knowledge</b>										
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching illustrates the limits of accounting as a basis of decision making and emphasizes the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•
Demonstrate an awareness of different schools of thought that govern financial reporting practice and can demonstrate their ability to distinguish between problems that may be resolved versus those whose risks can be mitigated using available knowledge / by requesting additional information	In all courses students are exposed to the multiple theoretical perspectives that underpin debates within accounting, audit, and related fields	•	•	•	•	•	•	•	•	•

**Appendix C: Curriculum Map of the Proposed DIAC Program**

<b>Proposed Diploma in Intermediate Accounting</b>	
<b>Hyderabad, India or Toronto, Canada</b>	<b>Toronto, Canada</b>
<b>Term 1: Summer (15:00 credits)</b>	<b>Term 2: Fall (15:00 credits)</b>
ACTG 5101 3.00 Financial Accounting Fundamentals	ACTG 6140 3.00 Intermediate Financial Accounting II
ACTG 5211 3.00 Management Accounting Fundamentals	ACTG 6250 3.00 Financial Reporting & Analysis
ACTG 6120 3.00 Intermediate Financial Accounting I	ACTG 6550 1.50 Advanced Management Accounting
OMIS 6710 3.00 Management Information Systems	ACTG 6600 3.00 Auditing Standards & Applications
PLUS: FINE 5200 3.00 Managerial Finance OR: MGMT 6200 3.00 Business Administration and the Law	ACTG 6710 3.00 Introduction to Income Taxation
	ACTG 6201 1.50 Multi-Competency Case Analysis for Accountants
<b>Core Courses</b>	

Appendix B: DAAC Program Learning Outcomes

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 61 20 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0
<b>1. Breadth and Depth of Knowledge</b>															
Have demonstrated levels of proficiency in all of the technical competency areas of accountancy including Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance, and Taxation	Students are required to take a minimum of 45 credit hours of courses that cover these six broad areas of accountancy practice. Furthermore, students are also provided a strong foundation in management information systems, and either one of managerial finance or business administration and the law depending on the background of the student and prerequisite credits already earned. Students also obtain a strong foundation in financial reporting and analysis. The advanced courses in later terms build on prior knowledge in these fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the preparation and audit of financial statements for public and private companies.	The basic, intermediate and advanced technical knowledge gained in these courses is further enhanced through 4.5 credit hours of case-based courses which cover all of this technical material in an integrative way.	•		•	•		•	•	•	•		•	•	•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0
<b>2. Research and Scholarship</b>															
Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.				•	•			•	•		•	•		
Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Some courses, required readings include academic journal articles.				•	•	•	•	•	•	•	•	•	•	•
<b>3. Level of Application and Knowledge</b>															
Be able to make sound decisions in different and complex situations, including different organizations and industries, by applying a mix of evidence, reason, and judgment while considering multiple perspectives	Through 4.5 credit hours of case courses students learn to apply and integrate the knowledge from the various sub-fields of professional accountancy to complex business situations and professional practice concepts.					•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0
<b>4. Professional Capacity/ Autonomy</b>															
Can demonstrate an ability to respond effectively to the ethical dilemmas that accountants face;	In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply ethical frameworks and professional standards to resolve ethical dilemmas;	Students take 4.5 credit hours of case courses to develop their critical thinking skills. Ethical decision making is a central theme of all of the program's case-based courses.								•			•	•	•	•
Can demonstrate the ability to act with integrity, transparency and in the public interest.	In addition to the 12-week course in business law, ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit and Assurance, Finance and Taxation courses.	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0
<b>5. Level of Communication Skills</b>															
Be able to write concise, well-structured and well-researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>6. Awareness of Limits of Knowledge</b>															
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching illustrates the limits of accounting as a basis of decision making and emphasizes the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate an awareness of different schools of thought that govern financial reporting practice and can demonstrate their ability to distinguish between problems that may be resolved versus those whose risks can be mitigated using available knowledge / by requesting additional information	In all courses students are exposed to the multiple theoretical perspectives that underpin debates within accounting, audit, and related fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•

## Appendix C: Curriculum Map of the Proposed DAAC Program

Proposed Diploma in Advanced Accounting		
Hyderabad, India or Toronto, Canada	Toronto, Canada	
Term 1: Summer (15:00 credits)	Term 2: Fall (15:00 credits)	Term 3: Winter (15:00 credits)
ACTG 5101 3.00 Financial Accounting Fundamentals	ACTG 6140 3.00 Intermediate Financial Accounting II	ACTG 6301 3.00 Integrative Case Analysis for Accountants
ACTG 5211 3.00 Management Accounting Fundamentals	ACTG 6250 3.00 Financial Reporting & Analysis	ACTG 6720 3.00 Advanced Income Taxation
ACTG 6120 3.00 Intermediate Financial Accounting I	ACTG 6550 1.50 Advanced Management Accounting	Assurance* ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing
OMIS 6710 3.00 Management Information Systems	ACTG 6600 3.00 Auditing Standards & Applications	Tax* ACTG 6730 3.00 Managerial Tax Planning
PLUS: FINE 5200 3.00 Managerial Finance OR: MGMT 6200 3.00 Business Administration and the Law	ACTG 6710 3.00 Introduction to Income Taxation	Performance Management* SGMT 6000 3.00 Strategic Management
	ACTG 6201 1.50 Multi-Competency Case Analysis for Accountants	
		Core Courses
		Elective Courses





November 27, 2023

Dr. Detlev Zwick  
Dean, Schulich School of Business  
York University – Schulich School of Business  
4700 Keele Street Room N302C, SSB  
Downsview, ON M3J 2R6

RE: Amendment Regarding the Letter of Agreement dated October 1, 2021, between Chartered Professional Accountants of Ontario and York University Schulich School of Business (the “Agreement”)

Dear Dr. Detlev Zwick,

This letter is further to the abovementioned Agreement. This letter is to confirm the approval of the new four-term Master of Accounting program (the “four-term MAcc”) effective for cohorts starting in May 2024. This approval allows graduates of the four-term MAcc to enter directly into the Common Final Examination (“CFE”) of the CPA Professional Education Program (“CPA PEP”) and provides them with full exemptions from the Core 1, Core 2, Taxation Elective, Assurance Elective, Performance Management Elective, Capstone 1 and Capstone 2 of the CPA PEP. Graduates must complete all electives as part of the four-term MAcc. Based on the above, the parties agree to amend Appendix A of the Agreement and fully replace it with the attached Appendix A which set out the specified courses that make up the accredited stream with this amending taking effective on May 2024. No course changes have been made to Appendix B of the abovementioned Agreement, but it is included in this letter for ease of reference to all existing streams.

The review was performed by CPA Ontario’s management team and an independent accreditation review consultant. The review followed the standards as set out in the CPA National Recognition and Accreditation Standards for Post-Secondary Institutions publication (“the Standards”).

Except as set forth in this letter, all other terms and conditions as outlined in the Agreement remain unchanged and in full force and effect and apply to the approval of this change in the accredited stream.

This approval marks the continuation of our longstanding, strong and vital partnership.

Should you have any questions, please do not hesitate to contact me. Please review and sign this letter in the space indicated below and return a signed copy to CPA Ontario.

Sincerely,

Jacqui Mulligan, CPA, CA  
Vice-President, Education  
Chartered Professional Accountants of Ontario

*We agree to and accept the terms and conditions of this agreement as set out in this letter.*

December 5, 2023

Dr. Detlev Zwick, Dean Schulich School of Business  
York University

Date

FC Approval: March 14, 2024

### Major Modifications Proposal

1. Faculty: Liberal Arts & Professional Studies
  2. Department: Communication & Media Studies
  3. Program: **Communication & Media Studies**
  4. Degree Designation: BA (90 credit)
  5. Type of Modification: Addition of 90 credit degree option
  6. Location: Keele and Markham
  7. Effective Date: Fall 2024
- 
8. Provide a general description of the proposed changes to the program.

This proposal is to add a 90 credit BA option for students already enrolled in the program in the event that they are unable to complete the 120-credit honours BA. This is not a direct entry degree. The requirements (outlined below) are in line with similar options in other LA&PS programs.

NOTE: The proposed calendar copy (see appendix) uses the course rubric 'CMDS.' Currently our course rubric is COMN. However, following on from our departmental name change, a proposal to change this to CMDS across the board is approaching final approval. CMDS is thus used here in anticipation of that change being implemented shortly.

9. Provide the rationale for the proposed changes.

We are one of the only remaining programs in LA&PS without a 90-credit BA option. Currently when our students fall below program requirements and are removed from the Honours BA, they are automatically enrolled in the 90 credit Interdisciplinary Social Science BA. Often these students shadow our program, which leaves them in the position of fulfilling requirements for a degree in which they are not enrolled. Data indicates not only that a significant proportion of these students are unable to improve their grades and return to the Honours BA, but more importantly that they also have a higher rate of leaving the university entirely compared with programs that have an in-house 90-credit option. Other situations in which the 90-credit option will be beneficial is if students are required to leave their degree early due to illness, care responsibilities, financial constraints, or any other similar situation.

This change has been recommended by the Dean's Office, and will bring our department in line with the large majority of other programs in LA&PS.

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

This change is especially significant in supporting the LA&PS academic plan, which has the prioritization of student learning, excellence, and success as its first principle. The new degree provides a broader range of students the ability to achieve a degree. For students who are de-enrolled from the honours BA due to GPA or other academic issues, keeping them enrolled within our department will enable us to support them much more effectively.

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

For the 90-credit degree, students will normally not be completing 4000 level courses, and so will not be attaining the learning outcomes of 'achieve' (more prevalent in 4000 vs. 3000 level courses) to the extent that students in the Honours degree do. However, this change does not necessitate changes to the PLOs or the department's curriculum map.

The Department of Communication and Media Studies has recognized the need for a 90 credit degree option for those students who fail to meet the GPA requirements at the 4<sup>th</sup> year. Historically these students have automatically been withdrawn from our Department and placed in a Social Science Program which offers a 90 degree option. Often these students are confused and dissatisfied with this process as they would prefer to graduate with a Communication and Media Studies degree having already completed at least 84 credits there. While we do work with students and offer them chances to take our 4<sup>th</sup> year courses and give them guidance to improve their GPAs so that they can reenter back into the Department and complete the Honours Degree, many struggle and end up with the Social Science degree as a last resort. In order to address this inadequate solution, we are instituting our own 90 degree credit degree for those students who would otherwise be forced to leave. We are not intending this degree to be taking as an entry level option but solely as a fall back in the situation where it is impossible for them to meet the Honour degree requirements in the 4<sup>th</sup> year. We understand the 90-credit degree to include many of the same requirements and expectations at the lower levels and the differences between the degrees are not merely the number of credits required but more significantly the more challenging courses at the 4<sup>th</sup> year are not required. We hope that this will help those students who are struggling with no other way of completing their degree.

12. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide

individual statements from the relevant program(s) confirming consultation and their support.

No consultation required; these changes will not impact on the curriculum of other programs.

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

There are no changes to admission requirements as this will not be a direct entry program. The revision of the program learning outcomes (see 11. above and the appendix) is thus not tied to admission requirements.

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

There will be no substantial impact on resource allocation. We anticipate an increase in majors especially at the 3<sup>rd</sup> year level, but (as indicated above) these are students who would often have continued taking courses in Communication & Media Studies even when they were transferred to the 90 credit ISS program. There will thus be relatively little impact in terms of course enrollments, and any additional numbers will be manageable within the existing course offerings.

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

There are no changes in the mode of delivery.

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

There are no anticipated changes in forms of assessment.

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

The goal of the new degree option is precisely to accommodate students who are currently enrolled in the program, but who either do not meet the degree progress benchmarks for the Honours BA or require an early graduation option should their life circumstances warrant. There are no other accommodations necessary.

18. Provide the following appendices:

A) Program Learning Outcomes (eight to twelve)

See appendix B

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

See appendix A

## Appendix B

### A Comparative Map of BA Honours (120) and BA (90) PIOs with UDDLE

BA Honours (120 Credit)			BA (90 Degree Credit)	
	UDDLE	Program Learning Outcomes	UDDLE	Program Learning Outcomes
1. Depth and Breadth of Knowledge	<p>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</p> <p>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) Developed ability to:</p> <p>i) gather, review, evaluate and interpret information; and</p> <p>ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p> <p>d) Developed, detailed knowledge of and experience in</p>	<p>1. Identify and explain relevant historical and contemporary approaches to, issues and debates in communication and media studies, including critical, ethical and social justice-oriented perspectives.</p> <p>2. Demonstrate an understanding of the socio-cultural, political economic, technological and environmental roles played by communication and media in local and global contexts.</p>	<p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline;</p> <p>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;</p> <p>d) Some detailed knowledge in an area of the discipline;</p>	<p>1. Identify and Explain relevant historical and contemporary approaches to, issues and debates in communication and media studies, including critical, ethical and social justice-oriented perspectives.</p> <p>2. Demonstrate an understanding of the socio-cultural, political economic, technological and environmental roles played by communication and media in local and global contexts.</p>

BA Honours (120 Credit)			BA (90 Degree Credit)	
	UDDLE	Program Learning Outcomes	UDDLE	Program Learning Outcomes
	research in an area of the discipline;			
2. Knowledge of Methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>b. devise and sustain arguments or solve problems using these methods; and</li> </ul>	<p>3. Identify and apply a variety of qualitative and quantitative research methodologies relevant to the complex study of communication and media in course-led and independent individual and group projects</p>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>a. evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</li> <li>b. devise and sustain arguments or solve problems using these methods</li> </ul>	<p>3. Identify a variety of qualitative and quantitative research methodologies relevant to the complex study of communication and media in course-led projects.</p>

<p>3. Application of Knowledge</p>	<p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> <li>a. develop lines of argument;</li> <li>b. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</li> <li>c. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</li> <li>d. where appropriate use this knowledge in the creative process; and</li> </ul> <p>The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> <li>a. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>b. propose solutions;</li> <li>c. frame appropriate questions for the</li> </ul>	<p>4. Integrate appropriate communication and media theories and conceptual frameworks with critical analyses of key historical and current case studies, practices, policies and/or institutions of media and communication in Canada and internationally.</p> <p>5. Develop and execute research projects independently and in teams, including in academic, community-focused and/or workplace contexts</p>	<p>The ability to review, present, and interpret quantitative and qualitative information to:</p> <ul style="list-style-type: none"> <li>a. develop lines of argument;</li> <li>b. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and</li> </ul> <p>The ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> <li>b. analyze information;</li> <li>c. evaluate appropriateness of different approaches to solving problems related to their area(s) of study;</li> <li>d. propose solutions; and</li> <li>e. make use of scholarly reviews and primary sources.</li> </ul>	<p>4. Integrate appropriate communication and media theories and conceptual frameworks with critical analyses of key historical and current case studies, practices, policies and/or institutions of media and communication in Canada and internationally.</p>
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	<p>purpose of solving a problem;</p> <ul style="list-style-type: none"><li>d. solve a problem or create a new work; and</li><li>e. make critical use of scholarly reviews and primary sources.</li></ul>			
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4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	6. Produce effective communication skills in a range of academic and/or non-academic formats, and for diverse audiences, with an awareness of the possibilities and limits of different media technologies and formats.	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	5. Produce effective communication skills in a range of academic and/or non-academic formats, and for diverse audiences, with an awareness of the possibilities and limits of different media technologies and formats.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	7. Apply a diversity of epistemologies to assess the limits of current knowledge and approaches to media and communication and analyze the ways in which communication and media practices are structured through relations of power locally, nationally and internationally.	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	6. Identify the limits of current knowledge and approaches to media and communication and analyze the ways in which communication and media practices are structured through relations of power locally, nationally and internationally.

<p>6. Autonomy and Professional Capacity</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</p> <p>b) working effectively with others;</p> <p>c) decision-making in complex contexts;</p> <p>d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;</p> <p>and</p> <p>e) behaviour consistent with academic integrity and social responsibility.</p>	<p>8. Deploy ethical awareness, initiative and accountability in assessing and employing communication and media practices, research, uses and technologies, in both personal and group contexts.</p> <p>9. Acquire transferrable critical and professional skills for academic and professional careers in communication and media in a wide variety of industries and contexts (public, corporate, not-for-profit, advocacy).</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of personal responsibility and decision-making;</p> <p>b) working effectively with others;</p> <p>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study;</p> <p>and</p> <p>d) behaviour consistent with academic integrity and social responsibility.</p>	<p>7. Deploy ethical awareness, initiative and accountability in assessing and employing communication and media practices, uses and technologies, in both personal and group contexts.</p> <p>8. Acquire transferrable critical and professional skills for academic and professional careers in communication and media in a wide variety of industries and contexts (public, corporate, not-for-profit, advocacy).</p>
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**Map of PLOs (BA 90 Degree Option) to Ontario's UG Degree Level Expectations**

<b>Map of PLOs (90 degree Option) to Ontario's UG Degree Level Expectations</b>						
	<b>Depth and breadth of knowledge</b>	<b>Knowledge of methodologies</b>	<b>Application of knowledge</b>	<b>Communication skills</b>	<b>Awareness of limits of knowledge</b>	<b>Autonomy and professional capacity</b>
<b>PLO 1</b>	X		X			
<b>PLO 2</b>	X		X			
<b>PLO 3</b>	X	X				
<b>PLO 4</b>		X	X	X		
<b>PLO 5</b>			X	X	X	
<b>PLO 6</b>			X		X	
<b>PLO 7</b>			X			X
<b>PLO 8</b>						X

# Senate Committee on Tenure and Promotions

## Report to Senate

At its meeting of March 28, 2024

### For Information

#### **1. Tenure and Promotions Data, 2022-23**

The total number of files completed in 2022-23 was 65 as compared with 70 in 2021-22 and 54 in 2020-21. Of the 65 cases, 12 were dealt with by a panel of the Senate Committee on Tenure and Promotions. Of the files completed this year by the Senate Committee, two were referred back to the Adjudicating Committee.

A statistical report of files reviewed in 2022-23 is set out in Table 1 and Table 2 with 2021-22 data provided for comparison. The yearly caseload from 2008-09 to 2022-23 is set out in Figure 1.

#### **2. Unit-level Standards**

In 2022-23, the cleanup exercise of unit-level standards continued. Efforts were made to assess the status of all standards and to begin to build a comprehensive repository.

Additionally, the Committee reviewed standards from seven units, suggesting revisions to find them in accord with the University criteria. An updated status report is attached as Table 3, although it is expected that there may be some further updates as the Committee continues to work with units on the accuracy of its records in relation to standards.

#### **3. Appeals of Denial of Advancement to Candidacy**

There were no appeals of denial of advancement to Candidacy in 2022-23.

#### **4. Senate Tenure and Promotion Sub-Committees/Panels**

There are six Senate Review Committees constituted at the Faculty level where there are departments, each of them sub-committees of the Senate Committee on Tenure and Promotions:

- Arts, Media, Performance and Design
- Glendon
- Health
- Lassonde
- Liberal Arts and Professional Studies
- Science

The sub-committees are composed of members of the Faculty Tenure and Promotions Committee, plus two members of the Senate Committee. These sub-committees report annually to the Senate Committee, noting issues that have arisen regarding the preparation and adjudication of files.

The Senate Committee considers the files originating from non-departmentalized Faculties and reports directly to Senate on its work:

- Education
- Environmental and Urban Change
- Osgoode
- Schulich

## **5. Process Matters and Guidance from the Senate Committee**

The Senate Committee continues to find virtual meetings and the use of electronic files (bookmarked for ease) to be effective mechanisms for its work in the post-pandemic era.

The Senate Committee will continue to provide feedback to the Adjudicating Committee when it finds that there are procedural irregularities in files but that they are not such as may reasonably be determined to affect the outcome in a particular case. This feedback aims to guide and improve the preparation and review of future submissions.

Some of the ongoing procedural problems with files that have been identified by the Senate Committee include:

- There are areas in the file where information is lacking, particularly with regards to an insufficient narrative in committee reports;
- The evidence in the file is not matched to the recommendation;
- A full and balanced report, addressing all the evidence in the file both positive and negative, is not provided;
- Irregularities in Adjudicating Committee and File Preparation Committee composition and quorum issues;
- Misunderstandings related to the Adjudicating Committee's voting requirements, including the need for all members to vote on all criterion areas unless recused from file;
- Irregularities or lack of clarity in compiling lists of potential PC&S, Teaching and/or Service referees, including:
  - Lack of clarity as to arm's length relationship of PC&S referees
  - Comment from co-authors/collaborators is missing or incomplete
  - Unsigned letters included in the file, particularly student evaluations
  - Letters from graduate students currently being supervised are included in the file; and
- Sample letters not included in the file.

However, there are limitations to this approach, which helps in refining the process but may not fully address the root causes of recurring issues. The Senate Committee remains focused on identifying and addressing these root causes with the goal of reducing the number of procedural irregularities. We recognize the dynamic nature of committee membership and the challenges that result. The

Committee continues to strongly encourage units to develop a proactive approach to training, ensuring that new committee members familiarize themselves with the [Senate T&P Policy, Criteria & Procedures](#) as well as the resources found in the [T&P Toolkit](#).

This year, the Senate Committee expanded its educational and outreach efforts and participated in a number of training sessions for both staff and committees across various Faculties. In an effort to further this initiative, the Senate Committee has also expanded its collaboration with the Faculty Affairs division, working together to enhance the understanding and application of tenure and promotion criteria through shared expertise and resources. This partnership underscores a joint commitment to improving the tenure and promotion process for all involved.

Finally, the Senate Committee recognizes the concerns surrounding the tenure and promotion process timeline and its significance to our faculty members. We aim to explore opportunities to refine and improve the process, ensuring that any enhancements are made with the utmost respect for the established procedures as set out in the Senate T&P Policy, Criteria & Procedures. This review is part of our ongoing commitment to support and improve the tenure and promotion experience for all participants, within the boundaries of our established framework.

Simone Bohn, Chair 2023-24

**Table 1**  
**Number of Cases Completed 2021-22 and 2022-23**  
**By Type of Application and Gender<sup>1</sup>**

Application Type:	Professor		T&P to Associate Professor		Tenure only		Promotion to Associate only		Total Number	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Number of Applications	11	27	54	42	0	0	0	1	65	70
Female Candidates	8	13	28	21	0	0	0	1	36	35
Male Candidates	3	14	26	21	0	0	0	0	29	35

**Table 2**  
**2022-23 Summary of Review Committee Recommendations to the President**  
**by Decision and Gender**

Application	Positive		Delay		Tenure without promotion		Deny (tenure applications only)		TOTAL
	M	F	M	F	M	F	M	F	
Professor	3	8	0	0	0	0	0	0	11
Tenure and promotion to Associate Professor	26	28	0	0	0	0	0	0	54
Tenure only	0	0	0	0	0	0	0	0	0
Promotion to Associate only	0	0	0	0	0	0	0	0	0

<sup>1</sup> Data in Table 1 and Table 2 cover decisions made between September 1, 2022 and August 31, 2023.



**Figure 1**

**Number of Tenure and Promotion Cases by Year, 2008-09 to 2022-23**

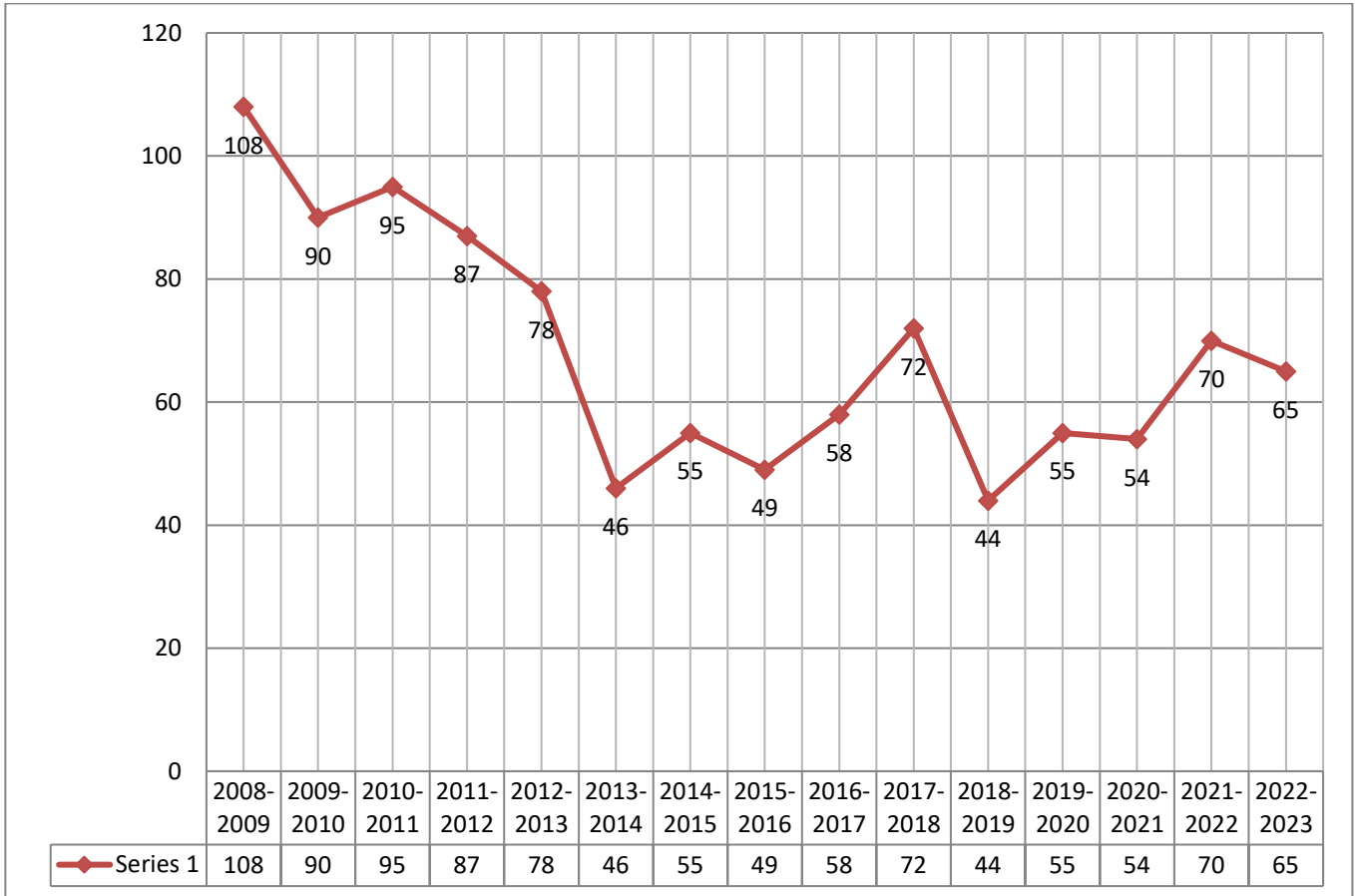


TABLE 3  
Unit-level Standards Status Report as of August 2023

Faculty	Program	Professional Stream		Teaching Stream	
		T&P	Full Professor	T&P	Full Professor
AMPD		In accord Sep-09	In accord Sep-09	Revision required Jun-21	Revision required Jun-21
EDUCATION		In accord Sep-15	In accord Sep-15	In accord Sep-15	In accord Sep-15
FEUC		In accord May-22		In accord Nov-20	
GLENDON	Economics	In accord Oct-10			
	English	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22
	French Studies	In accord Jun-08	In accord Jun-08		
	Hispanic Studies	Revision required Jun-08	Revision required Jun-08		
	History	Revision required May-05			
	International Studies				
	Mathematics				
	Multidisciplinary Studies				
	Philosophy	In accord Oct-08	In accord Oct-08		
	Political Science	In accord Mar-19	In accord Mar-19		
	Psychology				
	Sociology	Revision required Sep-14	Revision required Sep-14		
Translation	Revision required May-05	Revision required May-05			
Gender and Womens Studies	Same as LA&PS	Same as LA&PS	Same as LA&PS	Same as LA&PS	
HEALTH	Health Policy and Management	In accord Apr-22	In accord Apr-22		
	Kinesiology	In accord Feb-13	In accord May-19	In accord Oct-15	In accord May-19
	Nursing	In accord	Awaiting response from Senate		
	Psychology	In accord	Revision required May-19	Awaiting response from Senate	
LASSONDE	Electrical Engineering and Computer Science	In accord Jun-22	In accord Jun-22	In accord Jun-22	In accord Jun-22
	Earth & Space & Science Engineering	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19
	Civil Engineering	Revision required Dec-22	Revision required Dec-22	Revision required Dec-22	Revision required Dec-22
	Mechanical Engineering	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20
LA&PS	Administrative Studies	In accord Jan-08	In accord Nov-08		
	Anthropology	Revision required May-10	Revision required May-10		
	Communication Studies	In accord Mar-23	In accord Mar-23		
	Economics	Revision required Nov-23	Revision required Nov-23		
	English	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22
	Equity Studies				
	French Studies	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08
	Gender, Sexuality and Women's Studies	Revision required Feb-13	Revision required Feb-13		
	History	Revision required Jun-08	Revision required Jun-08		
	Human Resource Management	Revision required Nov-20	Revision required Nov-20		
	Humanities	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21
	Information Technology	Revision required May-08	Revision required May-08		
	Languages, Literatures and Linguistics	Awaiting response from Senate	Awaiting response from Senate		
	Philosophy	In accord May-14	In accord May-14		
	Politics	In accord Oct-20	In accord Oct-20		
	Public Policy & Administration	In accord Oct-11	In accord Oct-11		
	Social Science	In accord Nov-23	In accord Nov-23		
	Social Work	In accord Oct-20	In accord Oct-20		
	Sociology	In accord Jun-19	In accord Nov-23		
Writing Department	Revision required Sept-20	Revision required Sept-20			
OSGOODE		In accord Mar-13	In accord Mar-13		
SCHULICH		In accord June-03	In accord Mar-19	In accord May-22	In accord May-22
SCIENCE	Biology	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	Chemistry	Revision required Nov-23	Revision required Nov-23	Revision required Nov-23	Revision required Nov-23
	Mathematics & Statistics	In accord Oct-20	In accord Oct-20	In accord Oct-20	In accord Oct-20
	Physics & Astronomy	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	Science & Technology Studies	In accord Jun-10	In accord Jun-10	In accord Jun-10	In accord Jun-10

## The Senate of York University - Minutes

**Meeting:** Thursday, 15 February 2024, via Zoom

P. Puri (Chair)	M. Di Paolantonio	R. Lenton	A. Pyée
L. Sergio (Vice-Chair)	A. D'Souza	M. Longford	S. Rehaag
P. Robichaud (Secretary)	M. Ebrahimi	P. Lynch	N. Robinson
G. Alboiu	C. Ehrlich	W. Maas	R. Savage
O. Alexandrakis	J. Elwick	A. MacLachlan	B. Spotton Visano
M. Annisette	O. Eyawo	A. Macpherson	C. Steele
A. Asif	T. Farrow	S. Mahadeo	D. Steinfeld
T. Baumgartner	M. Fiola	H. Mahon	M. Tadros
L. Bay-Chen	S. Gajic-Bruyea	D. Matten	K. Tasa
S. Bay-Chen	L. Gilbert	C. McAulay	A. Taves
S. Bell	M. Giudice	A. McKenzie	P. Tsaparis
D. Berbecel	A. Glasbeek	J.J. McMurtry	P. Tsasis
M. Biehl	J. Goodyer	K. Michasiw	R. Tsushima
M. Bloom	A. Gorgani	A. Mishra Tarc	E. van Rensburg
S. Bohn	M. Hamadeh	L. Nguyen	W. van Wijngaarden
M-H. Budworth	A. Hilliker	R. Ophir	G. Vanstone
S. Bury	W.M. Ho	K. Oraka	A.M. Viens
D. Cabianca	Y. Hwang	D. Palermo	R. Vivès
M. Cado	S. Karimi	S. Paradis	R. Wang
J. Connolly	K. Kontogiannis	P. Park	A. Weaver
N. Couto	T. Kubiseski	A. Pathak	R. Wellen
A. Crosby	M-H. Larochelle	L. Philipps	R. Whiston
A. Czekanski	S. Lazarev	D. Pilon	P. Wood
A. Davis	R. Lee	M. Poirier	
S. Day	N. Lemish	M. Poon	

### 1. Chair's Remarks

The Chair, Poonam Puri, welcomed Senators to the 703<sup>rd</sup> meeting of Senate, and noted that Alison Macpherson would act as Vice-Chair for the meeting.

### 2. Business arising from the Minutes

Senator Wellen requested a friendly amendment to the minutes of the 18 January special meeting of Senate as follows: "Appendix A be revised to remove the reference that recommended actions have been mapped to the relevant "owners" with oversight responsibility for the actions and / or responses" as this was not discussed at the meeting. With agreement that the January 18th minutes would be so amended, they were approved by consent.

# The Senate of York University - Minutes

## 3. Inquiries and Communications

There were none.

## 4. President's Remarks

The President spoke to the following. Ontario's cap on international student visas will be half of current international enrolment, causing uncertainty among potential students and affecting university enrollment strategies. To adjust, the university is shifting focus to domestic student programs, infrastructure, and new academic pathways, while also looking to enhance innovation and AI programs. The Markham campus is a focal point for these new opportunities.

In response to the Blue Ribbon Panel report, the University clarifies that the reported increase in administrative positions includes the renaming of seven AVP roles and the creation of only one new VP and four new AVPs, countering the claim of increased spending on salaries for these positions.

## Committee Reports

### 5. Executive Committee

- a. The Rules of Senate: Revisions to Membership and editorial updates

It was moved, seconded and *carried* **that Senate approve the motion to amend the Rules of Senate to integrate representation from the Markham campus in the Senate membership and make editorial updates to reflect recent changes in titles of senior administration positions.**

- b. Senate Membership for 2024-2026

It was moved, seconded and *carried* **that Senate confirm the membership of Senate for the period 1 July 2024 - 30 June 2026 with a maximum of 169 and distribution, with the School of Arts, Media, Performance & Design, the Faculty of Liberal Arts & Professional Studies, the Lassonde School of Engineering and the Faculty of Science, as the anchor Faculties delivering Markham campus programming.**

### 6. Academic Policy, Planning and Research

- a. Establishment and disestablishment of academic units, Glendon

The Chair of the Committee indicated that there were two corrections to the Notice of Motion provided at the 25 January meeting of Senate. The Notice incorrectly stated that one of the four new academic units would be the Department of Government, Business and Ethics, instead of the Glendon Department of Economics, Business and Mathematics. The January Notice also omitted Translation Studies, and instead listed

# The Senate of York University - Minutes

Biology as one of 14 departments to be disestablished. Those corrections were made to the motion brought forward at the meeting.

Senate *defeated* a motion to refer the main motion to Glendon Faculty Council to have greater consultation with departments and attain greater consensus, with report back to Senate via APPRC passed no later than GFC's April 19 meeting.

A point of order was made that Appendix A of the Glendon proposal was inappropriate to include in the motion as it had not been reviewed and approved by Glendon Faculty Council. The Secretary clarified that the Appendix had been included in the Notice of Motion to describe the redistribution of programs, which reflected the purpose of the motion, but that Faculty Council approval of the Appendix was not required for the motion to be brought forward by the Committee.

It was moved, seconded and *carried* **that Senate approve and recommend to the Board of Governors the establishment of 4 academic units and disestablishment of 14 existing as a suite of complementary and successive actions and that Senate approve the transfer of the constituent academic programs and curricula from the 14 existing units to the above-noted four new departments, as set out in Appendix A attached to the agenda, effective 1 September 2024.**

## 7. Academic Standards, Curriculum and Pedagogy

### a. Changes to Faculty-wide Regulations, Glendon College

It was moved, seconded and *carried* **that Senate amend Faculty-wide Regulations at Glendon College, applicable to all BA and Honours BA/iBA degree programs, to remove major grade point average (GPA) requirements for graduation, effective FW2024, and remove the *Failed to Gain Standing Academic Decision* sanction.**

The Chair of APPRC also noted that the Committee was progressing with work on the Academic Conduct and Attending Physician Statement policies, and hoped that one of them would be brought to Senate at the next meeting.

## 8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

### a. Report of the Joint-Sub-Committee on Quality Assurance

APPRC and ASCP conveyed the most recent report of the Joint Sub-Committee on Quality Assurance along with Final Assessment Reports for completed Cyclical Program Reviews in the Faculties of Health, LAPS, AMPD, and Science.

The Sub-Committee also reported on Revisions to York University Quality Assurance Procedures (YUQAP) in response to Quality Assurance Framework updates.

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## 9. Other Business

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

## 10. Consent Agenda

Minutes of the 25 January 2024 meetings of Senate were approved by consent.

### Consent Agenda Items

Poonam Puri, Chair \_\_\_\_\_

Pascal Robichaud, Secretary \_\_\_\_\_

## The Senate of York University - Minutes

**Meeting:** Thursday, 29 February 2024, via Zoom

P. Puri (Chair)	C. Ehrlich	J. Magee	N. Robinson
L. Sergio (Vice-Chair)	J. Elwick O. Eyawo	H. Mahon	V. Saridakis
P. Robichaud (Secretary)	T. Farrow	C. Mallette D.	R. Savage
G. Alboiu	D. Fernandez	Matten	B. Spotton Visano
O. Alexandrakis	M. Fiola	C. McAulay	C. Steele
J. Allen	S. Gajic-Bruyea	A. McKenzie	D. Steinfeld
M. Annisette	L. Gilbert	J.J. McMurtry	J. Sutherland
A. Asif	M. Giudice	B. Meisner	M. Tadros
G. Audette	A. Glasbeek	R. Metcalfe	K. Tasa
M. Baljko	J. Goodyer	K. Michasiw	A. Taves
N. Balyasnikova	A. Gorgani	A. Mishra Tarc	K. Taylor
T. Baumgartner	R. Green	M. Morrow	M. Thomas
L. Bay-Chen	M. Hamadeh	A. Narimani	G. Tourlakis
S. Bay-Chen	M. Haslam	L. Nguyen	P. Tsaparis
A. Belcastro	A. Hilliker	R. Ophir	P. Tsasis
D. Berbecel	W.M. Ho	K. Oraka	R. Tsushima
M. Biehl	Y. Hwang	M. Ott	G. van Harten
M. Bloom	S. Karimi	A. Ouedraogo	G. Vanstone
S. Bohn	P. Kelly	D. Palermo	A.M. Viens
S. Brooke	A. Kosavic	S. Paradis	R. Vivès
M-H. Budworth	M. Lambert-Drache	P. Park	Rose Wang
M. Cado	G. Langlois	A. Pathak	Rui Wang
J. Connolly	S. Lazarev	V. Pavri	S. Warwick
N. Couto	R. Lee	A. Pechawis	A. Weaver
A. Crosby	N. Lemish	D. Peters	R. Wellen
A. Czekanski	R. Lenton	L. Philipps	R. Whiston
C. Da Silva	N. Livingston	S. Pisana	M. Winfield
A. Davis	M. Longford	E-H. Prince	G. Zhu
M. Di Paolantonio	W. Maas	A. Pyée	
A. D'Souza	A. MacLachlan	S. Rehaag	
M. Ebrahimi	A. Macpherson	T. Remmel	

### 1. Chair's Remarks

The Chair welcomed Senators and thanked them for attending this special meeting called to allow the Executive Committee, further to its responsibilities under the Senate Disruptions Policy, to consult with Senate as it continues to discharge its mandate under that policy.

## The Senate of York University - Minutes

There was an acknowledgement of the current period of stress and an emphasis on Senate's duty to maintain a considerate and collegial atmosphere, adhering to established decorum. The Chair assured members that open debate and discussion are welcome, provided the focus remains on academic business and the integrity of academic programs. To maintain this focus, they advised against delving into labor relations within the meeting's discourse. The Chair further clarified that no motions from the floor will be received during this special meeting, which is convened specifically to gather input and advice regarding the academic consequences of the ongoing disruption.

It was moved and seconded “**that the ruling of the Chair that motions cannot be submitted in the meeting be challenged.**” With the Vice-Chair now presiding, the mover elaborated on the reasons for the challenge and the Chair responded.

The mover argued that past Senate practice allowed motions from the floor at special meetings on the topics as identified for the meeting, and barring the introduction of new motions would be an impediment on the ability of Senate to properly conduct business. The Chair reminded Senate that the purpose of the meeting is to receive a report of the Executive Committee and seek input on the academic implications of the disruption to academic activity. The Rules of Senate, in keeping with Canadian parliamentary tradition, do not allow motions from the floor in special meetings to protect the assembly and the institution from spur-of-the-moment motions on which members would not have an opportunity to give thought prior to the meeting. This is reflected in Section 3.3(b) of the Rules of Senate, which stipulates that *only items of business specifically identified in the notification of such (special) meeting can be transacted*. The Chair further indicated that there is no record or living memory at the Secretariat of a motion taken from the floor in a special meeting of Senate.

Following a vote, the challenge was *defeated* and the Chair's ruling was sustained.

### 2. Executive Committee

The Vice-Chair presented the report of the Executive Committee. A chronology of the Committee's actions prior to since the disruption that began on February 26 was *noted*.

The Chair of Senate opened the floor to discussion, questions, and comments from Senators on the academic implications of the disruption. A comprehensive discussion emerged in which many Senators shared comments, raised questions and offered suggestions for actions to be taken.



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The following views were expressed:

- Senators expressed concern about the potential for a prolonged disruption and emphasized the importance of maintaining academic integrity; the need was stressed for proper management of student assessments, course management, and transparent decision-making.
- There was debate regarding the allocation of decision-making authority among Senate Executive, course directors, and Deans, particularly in relation to course suspension and the upholding of academic integrity. The specific responsibilities of Deans during the labor disruption and their role in safeguarding academic integrity were discussed.
- Concerns were raised about how policy details and student rights were communicated, especially regarding the students' right to abstain from classes and the protocols for striking employees' communication with students.
- There was a call for clear and consistent communication regarding the count of days during the disruption, which is crucial for decisions about the continuation or suspension of courses.
- Senators expressed a need for access to information about past labor disruptions to guide current decision-making and facilitate productive discussion.
- The need for timely communication from Senate Executive to both faculty and students was stressed.
- Concerns were voiced about the impact of the strike on student success, particularly for graduate students and those in programs with external accreditation requirements. The significance of Senate input in governance was emphasized, given its potential impact on student opportunities for success.
- Faculty and students are reportedly facing challenges due to the uncertainty and changes wrought by the strike, impacting both teaching and learning environments.
- A need for more empathetic and caring communication was suggested, considering the emotional and practical impact of the disruption on students and prospective students.
- There was a discussion about the role and implications of departmental collegial statements, and how they align with the preservation of academic integrity.
- Senators suggested the establishment of a more structured and timely communication strategy, particularly if the disruption extends beyond day 6, to mitigate confusion.
- Requests were made for clarification on refund dates and policies regarding withdrawal from courses without affecting transcript notation.

## The Senate of York University - Minutes

The Vice-Chair noted that the Executive Committee would report to Senate in March on its response to the input received at the Special meeting, and the meeting adjourned.

Poonam Puri, Chair \_\_\_\_\_

Pascal Robichaud, Secretary \_\_\_\_\_