



York University
Faculty of Liberal Arts & Professional Studies
28th Meeting of Faculty Council

NOTICE OF MEETING

Thursday, January 10, 2013
3:00 pm – 5:00 pm

Senate Chamber, N940 Ross

New Year's Celebration to follow Council

Agenda

1. Call to Order and Approval of the Agenda
2. Chair of Council's Remarks
3. **President's Remarks**
4. Minutes of the **November 8, 2012** meeting.....1
5. Dean's Remarks
6. Reports of Standing Committees of Council
 - a. **Academic Policy and Planning Committee (items for action)**.....5
 - Professional certificate in human resource management for internationally educated professionals
 - Closure of the Professional Certificate in Public Sector Management
 - Professional certificate in Public Administration and Law
 - Professional certificate in Public Policy Analysis
 - b. **Curriculum, Curricular Policy and Standards (item for action)**.....9
 - CUCC Accounting Bridge Certificate Course ADMB Rubric
 - c. Consent Agenda (Curriculum, Curricular Policy and Standards).....10
7. **Inquiries and Communications: Safety on Campus Discussion**
Gary Brewer, Vice-President Finance & Administration & Janet Morrison, Vice Provost Students
8. Other Business

2012 - 2013 Liberal Arts & Professional Studies Faculty Council Meetings are normally on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross (unless otherwise noted below):

February 14, 2013
March 14, 2013
April 11, 2013

May 9, 2013
June 6, 2013 (*first Thursday*)

All are welcome and encouraged to attend!



**York University
Faculty of Liberal Arts & Professional Studies
LA&PS Faculty Council**

Senate Chamber
Minutes of the 27th Meeting of Council
November 8, 2012
#121108

Attendance: N. Adelson, M. Adriaen, U. Anucha, C. Ashton, U. Best, M. Bernholtz-Baxter, K. Bird, M. Buccheri, C. Chapman, S. Chen, G. Chin, L. Code, D. Cohn, G. Comninel, M. Derayeh, R. Drummond, J. Edmondson, P. Evans, P. Giordan, B. Gleberzon, T. Holmes, T. Hudson, T. Hwong, N. Jazairi, E. Karpinski, L. Jermyn, B. Kelly, M. Ladd-Taylor, J. Llambias-Wolff, L. Lo, M. Lockshin, B. Lowinsky, A. MacLennan, J. Magee, C. Marjollet, K. Michasiw, C. Murray, R. Myers, L. Myrie, P. Ng, R. Ophir, H. Qudrat-Ullah, N. Razack, K. Reynolds, A. Schrauwens, M. Schwartz, S. Sevigny, J. Sheptycki, P. Singh, M. Singer, B. Smith, T. Somaroo, J. Spencer, B. Spotton Visano, G. Spraakman, I. Steinisch, S. Thompson, R. Udit, J. Vernon, W. van Wijngaarden, J. Warren, K. White, A. Weiss, L. Wood, P. Wood, D. Woody, L. Cozzi

Guests: M. Carducci, Z. DiFranco, V. Olender, K. Reynolds

1. Call to Order and Approval of Agenda

The Chair of Council called the meeting to order.

It was moved, seconded and carried that the agenda be approved.

2. Chair of Council's Remarks

The Chair noted that there is a lot on the Council agenda, and would like to proceed to move through the items from each of the standing committees without haste, but would like to ensure that we dedicate

as much time as needed for the committee of the whole discussion on general education. Since there was no request to move items off the consent agenda they are deemed approved. The report of the Liberal Arts & Professional Studies Senator may be found at the back of your agenda package.

The Chair of the Senate was invited to speak to Council.

W. van Wijngaarden, Chair of Senate sent greetings from Senate and spoke about the importance of faculty participation in collegial governance.

3. Minutes of the October 18, 2012 Meeting

It was moved, seconded, and carried that the minutes of the October 18, 2012 meeting of Council be approved.

4. Business Arising from the Minutes

There was no business arising from the minutes.

5. Dean's Remarks

The Dean discussed his trip to China. Over the two week span he visited 7 universities and high schools, attended the annual recruitment fair, the two alumni gatherings. The Dean elaborated on his experience and noted that we have a higher reputation amongst our graduates who are abroad, and that they would like to be more connected with the university. He has extended his help to get them connected.

Further the Dean noted the importance of the study abroad experience for students. At a meeting it was noted that 20% of students from the Chinese University in Hong Kong study abroad, for York it is barely 1% of its total.

The Dean announced that Kim Michasiw has a new title of Vice Dean of the Faculty.

The Dean wished the Provost well in his future endeavours and the Provost designate all the best as well in her upcoming post.

6. Question Period

A question was raised regarding the recruitment efforts for those students who live south of Georgian Bay, how does the recruitment efforts differ locally and internationally? Alumni efforts are more consistent locally than internationally; internationally the university usually has activities once a year. It was noted that the further you get away from York the more isolated you feel/are.

How do we decide what Countries the university targets? The market is a determining factor. Government initiatives also encourage universities to target certain countries/areas based on governmental priorities.

Reports of Standing Committees of Council

6.1. Executive Committee

The items for information: election results: standing committees of Council, full-time faculty and contact representatives on Senate, and the liberal arts and professional studies contract faculty, teaching assistants, and non-academic staff representative on Council were received.

6.2. Academic Policy and Planning

It was moved, seconded, and carried that Council approve the closure of the Certificate in Business Fundamentals, effective September 2013.

6.3. Research Policy and Planning

The item for information response to the University Strategic Plan was received.

8. Committee of the Whole: General Education Community Consultation

It was moved, seconded and carried that the meeting of Council move to a Committee of the Whole. A discussion on the general education document ensued.

There is an appreciation of having difficulty in inheriting 2 very different general education structures. It was noted that the report was a practical report and that the discussion of the nature and kinds of purposes general education serves is left out. What are the reasons we do this, what is our commitment? Thinking about how we achieve breadth, interdisciplinary, and critical skills within courses, we need to turn our minds to that.

A discussion about how critical skills should be woven through curriculum should take place. Are we missing an opportunity to set a foundation for sequencing skill development? Some units have certain courses that students must take in their first year. Some thought should be given to developing general forms of academics to build upon skill development: an ability to shape attributes, refine skills, and to introduce group work at an earlier stage. There is a retention piece to this as well.

Anything that is done to simplify is good as there are a number of problems. The lack of a definition of general education is an issue when you are opening it up to all units. No where does it indicate in the document that a tutorial is required. There is a lack of specificity in the document and its speed is concerning. At some of the last school/departmental meetings there was not a document to discuss, more time should be given.

It was noted that the deadline for consultation has been moved to December 17, 2012.

There is a potential confusion for students counting credits in number 2 and number 6 of the report – counting credits for general education or major. Small tutorials are necessary in the plan and are needed in the delivery structure.

There will be an administrative identifier for general education courses, such as the ampersand added as the last letter of the rubric.

A concern was raised regarding the Director of General Education. Why is there a need for a Director of General Education, if courses are approved through the collegial structure? Almost a quarter of the FTEs and a quarter of our enrolment are general education courses. The Director will coordinate the process, and it is unfair for Chairs and Directors to coordinate it. There are 20,000 enrolments and there is a need for someone to appoint and supervise the Teaching Assistants.

If the role of the Director is simply to coordinate there are no issues, however if it is to decide on the course content and controlling it then there are concerns regarding this as it would interfere with our teaching.

There is a benefit of having the Coordinator/Director for training Teaching Assistants, and general education courses are not all at the same time, and locations of classes, but units should be selecting their Teaching Assistants or instructors for those who are being hired, although recognizing that the Dean's Office has a right to review.

Coordination is necessary; however there should not be intervention in the courses, there is a committee which approves the courses and the intention as a general education course. If there was a widespread discussion on general education there would be less fear.

It was noted that the role of the Director has been a heated and non-heated debate.

The current general education courses should be retained, and we should be looking at ways to make the natural science courses more amenable.

It was noted that it is useful to know how science is done as a social scientist. Moving away is not something we should do. Natural Science is science for non-scientists. It is undesirable for a liberal arts student to graduate without knowing what scientists do and how they do it.

Once a course is approved how does one police it to ensure that it is doing what it was intended to do? Much of the document speaks to structure, it is understood that the 6-credits of academic content and 3-credits of critical skills. How do we ensure that once the course is approved that the course will deliver for students?

This is a bandage to deal with the administrative stuff and that's okay, but we do not all have a shared understanding of what general education is. We need to figure out the objectives of general education (UUDLES), if we do not have them, how do we know they have fulfilled their promise. There should be an interface with program and skill development. Programs all have reviews, have a periodic review of general education.

In Administrative Studies there are 18 credits of general education and Modes of Reasoning is recommended. There is no room in the major to increase general education, there are articulation agreements, certain courses must be taught, and students take courses which are required for accrediting bodies. Some professional bodies require specific courses and will not accept general education courses.

The discussion paper is very challenging and pre-mature; there should be more data in the paper to support the recommendations. There are a lot of students that come in with transfer credit, how will they be affected. Will all the existing courses be reviewed? Will there be curriculum mapping with the programs.

For employers critical thinking is essential and the reason why the Administrative Studies program recommends Modes of Reasoning, this should not be lost.

The content of general education courses sometimes is prioritized over the critical skills this is highly problematic there should be a balance. If the 9-credit courses are all content then why are students paying for the extra 3-credits. Students may not like to take Natural Science courses; it is good to continue with this as it helps to build a stronger student. An argument is that students have weak critical reading or writing skills – there is an obligation of the university to

ensure these skills are taught. If we can not acquire these skills in the first or second year how can we master them later on?

These courses should not emphasize too much content and should focus more on the critical skills.

What are the practical workings on who is going to decide on how to offer them, how they will run? Who will determine the needs?

Critical skills are at the core of that every student should have with a liberal education. It may be impossible that students do 9-credits first before 6-credits, is the point of 9-credits to be more focus on critical skills? A Modes of Reasoning course is not the only way to learn critical skills.

Some courses have a connection to content but some do not, one of the issues is that students take general education courses in the 4th year.

There should be content development of general education.

It is important to have a discussion on the criteria of general education to further explore what it means within the document.

Courses should have an equity component; this was part of safety audit which took place.

Part of what a liberal arts education is about is a set of experiences to prepare students: understanding numbers, reading, writing, speaking, listening, an ethical understanding, Multicultural sensitivity, and an exposure to arts and science.

A lot of the issues are too large to come to a consensus on and they need to be addressed this will be what the Director will be charged with thinking about all the time with the Chairs and Directors. The document tries to deal with some of the structural problems.

Before the document is circulated there will be an addition of the differences between 6.00 credit courses and 9.00 credit courses, and recognition of the accommodation needed for mature and part-time students.

This is the first step not the intended ending.

9. Inquiries and Communications

The items for information reports of the College Master's were received.

10. Other Business

There was no other business

H. Qudrat-Ullah Chair of Council

L. Cozzi, Secretary of Council



**Report 3
December 2012**

ITEMS FOR ACTION (4):

The Academic Policy and Planning Committee recommends that Council approve the proposal to establish a new professional certificate in human resource management for internationally educated professionals

1. Proposal to establish a new professional certificate in human resource management for internationally educated professionals

This is a proposal for a new 24 credit professional Certificate in Human Resource Management for Internationally Educated Professionals (IEP-HRM Certificate). This certificate will provide students in the Bridging Program for Internationally Educated Professionals with an orientation to the Canadian context and the foundation skills necessary to enter professional positions in Canada.

York received a grant of \$1.8 million from the Ministry of Citizenship and Immigration to develop and deliver a bridging program for Internationally Educated Professionals (IEPs) in Human Resource Management. As part of the grant agreement, York has committed to developing a long term strategy for promoting the successful transition of IEPs to Canadian employment commensurate with their foreign qualifications. This certificate will offer IEPs the foundation skills necessary to succeed in securing positions in HR in the Canadian context and will fulfill both our short and long term commitment to this population.

The proposed IEP – HRM Certificate will be offered by the School of Human Resource Management (SHRM) through the Faculty of Liberal Arts and Professional Studies (LA&PS). This certificate has been designed for Internationally Educated Professionals (IEPs) with expertise in (or related to) Human Resource Management under the regulations approved by Senate on June 28, 2001 and revised May, 2011.

This certificate program will deliver courses in a Bridging program to at least 90 participants as well as providing access to a much larger number of IEPs who cannot be admitted to the full bridging program¹ for funding reasons. Students may enter this Certificate in three ways: (1) as participants in the Bridging program for IEPs in HR; (2) IEPs who are not participants in the Bridging program may enroll through direct-entry in the stand-alone program; or (3) the certificate may be completed concurrently with most York undergraduate degrees. As a stand-alone program, the Certificate will appeal to IEPs who already have an HR related degree from outside of Canada and require some orientation to the Canadian context in order to obtain employment in Canada that is commensurate with their qualifications. IEPs who are York students pursuing other degrees may find the certificate a beneficial complement to their studies.

The full proposal is available by clicking [here](#).



The Academic Policy and Planning Committee recommends that Council approve the closure of the Professional Certificate in Public Sector Management, effective September 2013.

2. Proposal to close the professional certificate in Public Sector Management

This is a proposal to close the professional certificate in Public Sector Management (PSM). The strategic plan of the School of Public Policy & Administration adopted in the 2009-10 academic year and consented to by the Dean's Office, Faculty of Liberal Arts and Professional Studies proposed to close the Public Sector Management Certificate.

The present certificate was designed several years before the School of Public Policy and Administration was created by the School of Social Sciences in the Atkinson Faculty. Students wishing to obtain the certificate must earn 42 credits. Consequently, it is not particularly attractive to students as it requires more effort than earning a minor in Public Administration. As well, many of the courses involved in the certificate are now out of date, and therefore, if a student does take the PSM Certificate a number of special permissions and course substitutions are required.

It is proposed to grandfather any students presently enrolled in the certificate using the standard York procedure of allowing the students seven years to complete their studies. There are no courses in the PSM Certificate that were specifically designed for it. As well, there are less than ten students presently enrolled in the certificate. Therefore, we expect no impact on either faculty members or on other units. By closing the PSM Certificate we will make way for the introduction of two new certificates of a smaller size, geared more to the educational needs of our students and those in other units. Therefore, we see the closure of the PSM Certificate as a step towards improving the educational quality of the programs offered by the School of Public Policy and Administration.

The full proposal is available by clicking [here](#).



The Academic Policy and Planning Committee recommends that Council approve the proposal to create a professional certificate in Public Administration and Law, effective September 2013.

3. Proposal to create a professional certificate in Public Administration and Law

This is a proposal to create a professional certificate in Public Administration and Law. The proposed 24-credit Professional Certificate in Public Administration and Law (hereinafter the Certificate) will appeal to individuals who have an interest in public law and public administration and want their academic record to reflect the completion of a cluster of courses in public administration and public law in a formal way.

The Certificate will be one of the two proposed professional certificates designed to replace the current 42-credit Public Sector Management (PSM) Professional Certificate. With the development of a new 36-credit minor in Public Administration available to students as of September 2010, the existing PSM Certificate is too large and unattractive to students. The two new proposed professional certificates are designed to be more streamlined at 24 credits each, with more options for specialization (Public Administration and Law v. Policy Analysis) aimed at different career paths in the public and not-for-profit sectors, and with added flexibility to choose from a list of relevant courses under the PPAS course rubric. The proposals build on the strengthened curriculum under the PPAS rubric in recent years and aim to deliver a more student-centred learning experience.

The Certificate will be offered by School of Public Policy and Administration at the Faculty of Liberal Arts and Professional Studies. The Certificate may be completed concurrently with York undergraduate degrees or as a direct-entry, stand-alone program. The Certificate can be completed by full-time and part-time students alike.

Upon completion of the Certificate, the students will:

- ❖ have a working knowledge of public administration and its hierarchy;
- ❖ have an understanding of the role of law within government;
- ❖ be familiar with the legal as well as administrative workings of government;
- ❖ be able to analyze the relationship between law, politics and public administration in a critical manner
- ❖ possess research skills in social science research as it pertains to public law and public administration, and in basic legal research

The full proposal is available by clicking [here](#).



The Academic Policy and Planning Committee recommends that Council approve the proposal to create a professional certificate in Public Policy Analysis, effective September 2013

4. Proposal to create a professional certificate in Public Policy Analysis

This is a proposal to create a professional certificate in Public Policy Analysis. The proposed 24-credit Professional Certificate in Public Policy Analysis (hereinafter the Certificate) will appeal to individuals who have an interest in public policy analysis and who want their academic record to reflect the completion of a cluster of courses in public policy analysis in a formal way.

The Certificate will be one of the two proposed professional certificates designed to replace the current 42-credit Public Sector Management (PSM) Professional Certificate. With the development of a new 36-credit minor in Public Administration available to students as of September 2010, the existing PSM Certificate is too large and unattractive to students. The two new proposed professional certificates are designed to be more streamlined at 24 credits each, with more options for specialization (Public Administration and Law v. Policy Analysis) aimed at different career paths in the public and not-for-profit sectors, and with added flexibility to choose from a list of relevant courses under the PPAS course rubric. The proposals build on the strengthened curriculum under the PPAS rubric in recent years and aim to deliver a more student-centred learning experience.

The Certificate will be offered by School of Public Policy and Administration) at the Faculty of Liberal Arts and Professional Studies. The Certificate may be completed concurrently with York undergraduate degrees or as a direct-entry, stand-alone program. The Certificate can be completed by full-time and part-time students alike.

Upon completion of the Certificate, the students will be competent to perform analysis of public policies in light of the role of government in civil society through:

- ❖ linking theory to practice;
- ❖ having an understanding of financing of public policy programs including revenue sources and the decision-making rules for the allocation of funds;
- ❖ familiarity with the implementation of public policies through the structures of public administration;
- ❖ knowledge of the impact of social and economic policies;
- ❖ well-developed research and critical thinking skills;
- ❖ and practical project-based experience in some of the optional courses with an experiential education component including for example AP/PPAS 3761 3.0, AP/PPAS 4110 3.0, AP/PPAS 4111 3.0, AP/PPAS 4112 3.0, AP/PPAS 4200 3.0, AP/PPAS 4310 3.0 and AP/PPAS 4320 3.0.

The full proposal is available [here](#).



**Report 3
December 2012**

ITEM FOR ACTION (1):

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve a new course rubric, ADMB, for the CUCC Accounting Bridge Certificate courses, effective Summer 2013.

1. Proposal for a New Course Rubric for CUCC Accounting Bridge Certificate Courses for the School of Administrative Studies, December, 2012

On behalf of the School of Administrative Studies, this is a proposal for the creation of a new course rubric for CUCC Accounting Bridge Certificate courses, ADMB. The 15-credit College University Accounting Bridge Program (CUABP) Certificate of Completion was approved at the March 2012 meeting of Faculty Council as a 4-year pilot; the courses were also approved at that time.

The following are the courses for which the Rubric will be associated with:

ADMB 2510 3.00 Bridging Course in Cost and Management Accounting
ADMB 2511 3.00 Bridging Course in Management Information Systems
ADMB 3330 3.00 Bridging Course in Quantitative Business Analysis and Research
ADMB 3530 3.00 Bridging Course in Finance/Financial Management
ADMB 3585 3.00 Bridging Course in Financial Accounting

Each of the five ADMB half-courses in this 15 credit certificate have been specifically developed for this program: they are each a modified version of the ADMS course which has the same number. The modifications to each course are designed to achieve the learning outcomes of the “regular” ADMS course as well as to “bridge” the learning outcome, as outlined in the proposal for a 15-credit College University Accounting Bridge Program (CUABP) Certificate of Completion. The full course descriptions are part of the larger proposal for the creation of the certificate program.

The School is proposing that the following courses be approved for Summer 2013 (submitted for approval and to be considered following the approval of the course rubric):

In order to be prepared to mount these courses for summer 2013, CCPS would like to request that the creation of the course rubric be approved.



Consent Agenda

November/December 2012

[Full proposal text \[PDF\]](#)

1. Changes to Existing Degrees/Certificates

- Bachelor of Administrative Studies (BAS)
- Public Administration (BPA)
- Classical Studies
- Classics
- Certificate of Advanced French Language Proficiency
- Certificate of Advanced French Language Proficiency for Business
- Certificate of Intermediate French Language Proficiency
- Cross-Disciplinary Certificate in Indigenous Studies
- CUCC Accounting Bridge Certificate
- German Studies
- Health and Society
- Hellenic Studies
- Human Rights and Equity Studies
- International Development Studies
- Law and Society
- Multicultural and Indigenous Studies
- Political Science
- Professional Certificate in Financial Planning
- Professional Certificate in Investment Management
- Professional Certificate in Logistics
- Professional Certificate in Marketing
- Science and Technology Studies
- Spanish
- Social and Political Thought
- Sociology
- South Asian Studies
- Urban Studies

2. New Course Proposals

- AP/ADMS 4200 3.00 Personal Selling and Sales Force Management
- AP/ADMS 4507 3.00 Insurance and Other Finance Topics
- AP/ADMS 4691 3.00 Legal Environment of Corporate Governance
- AP/ADMS 4692 3.00 Governance of Governmental Enterprises and Not-for-Profit Organizations
- AP/ANTH 3600 3.00 The Anthropology of Industrial Work in Cross-Cultural Perspective
- AP/ARB 2010 6.00 Intermediate Modern Standard Arabic for Heritage Students
- AP/CH 4800 6.00 Humor and Satire in Modern and Contemporary Chinese Literature
- AP/CH 4880 6.00 (cross-listed to: AP/HUMA 4800 6.00) Cultural Translation and Chinese Modernities
- AP/COMN 4275 3.00 Power, Resistance and New Media
- AP/COMN 4707 6.00 Media History Seminar
- AP/COMN 4760 6.00 Communication, Mobility and the City
- AP/HUMA 3018 3.00 Pirates: From Past to Present
- AP/HUMA 3107 6.00 Roman Republican Literature
- AP/HUMA 3226 3.00 (cross-listed to: SC/STS 3226 3.00) Representations of Nature: Cultural and Historical Perspectives

- AP/HUMA 3693 3.00 The Rainbow List: GLBTQ literature and culture for children and youth
- AP/HUMA 3694 3.00 Contemporary Childhoods: Theories & Policies
- AP/HUMA 3916 3.00 Images of Embodiment in Science Fiction
- AP/HUMA 4144 3.00 (cross-listed to: AP/CDNS 4144 3.00, AP/MIST 4xxx 3.00) Indigenous Knowledge and Children's Literature in North America
- AP/HUMA 4147 6.00 International Field Study Tour – Children's Culture in Context
- AP/JP 3070 3.00 Japanese Language in the Media
- AP/JP 3200 3.00 Japanese Linguistics II: Language change and usage
- AP/KOR 3650 3.00 Understanding Korea through Korean Films
- AP/KOR 3800 3.00 Language and Society in Korea
- AP/MIST 3375 6.00 South Asian Communities in Canada
- AP/MIST 3380 3.00 Indigenous Women: Stories, Community and Ritual
- AP/PER 3000 6.00 Advanced Persian
- AP/PHIL 3102 3.00 Intermediate Logic
- AP/PPAS 4190 3.00 Ethics and the Public Service: Integrity and Democracy
- AP/PPAS 4390 3.00 Public Administration of Ontario: Sub-National Governance in Comparison
- AP/SOCI 3030 3.00 Social Statistics I
- AP/SOCI 3040 3.00 Advanced Sociological Theory
- AP/SOSC 3515 6.00 Social and Political Thought: East and West
- AP/SOSC 4436 6.00 India and Globalization
- AP/SP 2020 6.00 Intermediate Spanish Abroad
- AP/SP 3220 3.00 Hispanic Caribbean Literature: The City, The Nation, and the Sea
- AP/SP 4360 6.00 Epics of the Indies: Iberian Poetry of Exploration and Empire
- AP/SP 4880 3.00 Nos/otras: Contemporary Poetic Expressions of Spanish American Women

3. Changes to Existing Courses

- AP/ADMS 4421 3.00 Qualitative Methods
- AP/ADMS 4505 3.00 Advanced Personal Finance
- AP/ADMS 4506 3.00 Professional Financial Planning
- AP/ADMS 4510 3.00 Accounting Theory and Contemporary Issues
- AP/ADMS 4535 3.00 Financial Statement Analysis
- AP/ADMS 4708 3.00 Research Seminar in Disaster and Emergency Management
- AP/ANTH 1110 6.00 Introduction to Social Anthropology
- AP/ANTH 1120 6.00 Making Sense of a Changing World: Anthropology Today
- AP/ANTH 2100 3.00 Power, Politics & Development: Anthropological Approaches
- AP/ANTH 3160 6.00 Family and Kinship in Comparative Perspective
- AP/ANTH 3330 6.00 Health and Illness in Cross-Cultural Perspective
- AP/ANTH 3370 6.00 Power and Violence: The Making of "Modernity"
- AP/ANTH 3550 6.00 (cross-listed to: SC/STS 3550 6.00) Science as Practice and Culture: Introduction to the Anthropology of Science and Technology
- AP/ANTH 4180 6.00 Anthropology, Islam and Muslim Societies
- AP/ANTH 4330 6.00 Advanced Health and Illness in Cross-Cultural Perspective
- AP/CDNS 4200 6.00 (cross-listed to: AP/MIST 4200 6.00) Metis Families in Canada
- AP/CLTR 2850 6.00 (cross-listed to: AP/HUMA 2675 6.00) Understanding Culture and the Visual Environment in Western Civilization
- AP/CLTR 3140 6.00 Digital Culture in the Humanities
- AP/CLTR 3595 6.00 Radicalism and Cultural Movements
- AP/EN 4722 6.00 (cross-listed to: AP/WRIT 4722 6.00) Editing Shakespeare Electronically and in Print: The Theory and Practice of Editorial Transmission and Transformation
- AP/FR 3060 3.00 The Culture of Negotiation in French
- AP/FR 3061 3.00 Corporate trends in today's world in French

- AP/FR 4122 3.00 Models of Second Language Acquisition
- AP/FR 4123 3.00 Information, Communication and Multimedia Technologies and Language Learning
- AP/FR 4141 6.00 Enunciative Linguistics
- AP/FR 4142 3.00 French Pragmatics
- AP/FR 4151 3.00 Lexicology and Lexicography of Canadian French
- AP/FR 4152 3.00 Canadian French: Phonetics and Morphosyntax
- AP/GEOG 2065 3.00 Cultural Geography
- AP/GEOG 2075 3.00 Geographies of Everyday Life
- AP/GEOG 2300 6.00 Social Geography
- AP/GEOG 2305 3.00 Geographies of Identity
- AP/GEOG 2350 3.00 (cross-listed to: SC/GEOG 2350 3.00) Introduction to Geoinformatics
- AP/GEOG 3180 3.00 (cross-listed to: SC/GEOG 3180 3.00) Introduction to Geographic Information Systems (GIS)
- AP/GEOG 3440 3.00 (cross-listed to: SC/GEOG 3440 3.00, ES/ENVS 3521 3.00) Environmental Remote Sensing
- AP/GEOG 4065 3.00 Geographies of Gender, Environment, and Development
- AP/GEOG 4340 3.00 (cross-listed to: SC/GEOG 3180 3.00) Geographic Information Systems [integrated with: GS/GEOG 5050 3.00 Geog. Info Systems & Spatial Analysis]
- AP/GEOG 4440 3.00 (cross-listed to: SC/GEOG 4440 3.00, ES/ENVS 4521 3.00) Remote Sensing and Image Processing for Geographical Analysis and Environmental Monitoring [integrated with: GS/GEOG 5015 3.00 Remote Sen.& Image Pro. for Geog Analy.]
- AP/HREQ 3891 3.00 (cross-listed to: AP/SOCI 3890 3.00, AP/WMST 3890 3.00, GL/WMST 3890 3.00) Gender, Religion and Human Rights in Cross-Cultural Perspective
- AP/HRM 3450 3.00 (cross-listed to: AP/ADMS 3450 3.00) Employment Equity and Diversity
- AP/HUMA 3506 3.00 (cross-listed to: SC/STS 3506 3.00) Scientific Modernity in East Asia: Crisis, Reinvention, and Identity
- AP/HUMA 3842 3.00 Godly without a God, Worldly Without a World: Modern Yiddish Literature in Translation: (1864-1918)
- AP/HUMA 3848 3.00 Modernist Yiddish Poetry in Translation
- AP/HUMA 4227 3.00 Mind and Matter in Victorian Culture
- AP/HUMA 4228 3.00 Nature in Narrative
- AP/HUMA 4230 3.00 Informational Identities: The Self in the Age of Technology
- AP/ITEC 4020 3.00 Internet Client-Server Systems
- AP/ITEC 4030 3.00 Business Process Management Systems
- AP/ITEC 4040 3.00 Requirements Management
- AP/ITEC 4101 3.00 Business Integration Technologies
- AP/ITEC 4305 3.00 Web Mining
- AP/MIST 1050 6.00 Introduction to Indigenous Studies
- AP/MIST 1100 6.00 Introduction to Social Justice - Race, Diaspora and Indigenous Studies
- AP/MIST 4770 3.00 First Nations Music and Cultural Regeneration
- AP/PHIL 3280 3.00 Mind and Nature: The Philosophy of Biology
- AP/POLS 4340 6.00 (cross-listed to: AP/SOCI 4080 6.00) Practicum in Survey Research Methods
- AP/SOCI 3410 6.00 Social Stratification
- AP/SOCI 4000 6.00 Honours Thesis
- AP/SOCI 4010 6.00 Strategies Of Social Research
- AP/SOCI 4030 3.00 Independent Study
- AP/SOCI 4030 6.00 Independent Study
- AP/SOCI 4045 3.00 Issues in Qualitative Research
- AP/SOCI 4060 3.00 The Sociology of Parent/Child Relations
- AP/SOCI 4070 6.00 Sociology of the Body
- AP/SOCI 4075 3.00 Sexuality, Social Practices and Modernity
- AP/SOCI 4110 3.00 Gift and Sacrifice

- AP/SOCI 4120 6.00 Social Organization and Urban Culture
- AP/SOCI 4200 6.00 Sociology of Conflict and Conflict Resolution
- AP/SOCI 4210 3.00 Economic Sociology
- AP/SOCI 4215 3.00 Capitalism, Ideology, and Social Theory
- AP/SOCI 4215 6.00 Capitalism, Ideology, and Social Theory
- AP/SOCI 4220 3.00 Social Movements: Theory and Practice
- AP/SOCI 4230 6.00 Sociology of Cultures and Ethnic Identities
- AP/SOCI 4300 3.00 Sociology of Health Care Systems
- AP/SOCI 4310 3.00 Health, Modernity and Social Theory
- AP/SOCI 4345 3.00 Family and Intimate Relationships
- AP/SOCI 4345 6.00 Family and Intimate Relationships
- AP/SOCI 4350 3.00 Immigration and Citizenship
- AP/SOCI 4360 6.00 Migration Experiences: Theory and Practice
- AP/SOCI 4370 3.00 Immigrant Youth In Canada - Settlement & Integration
- AP/SOCI 4390 3.00 International Migration: Immigration, the State and Transnationalism
- AP/SOCI 4400 3.00 Historical Sociology
- AP/SOCI 4410 3.00 Sociology of Poverty
- AP/SOCI 4420 6.00 Contemporary Social Issues of North American Native Peoples
- AP/SOCI 4430 3.00 Canada and Refugees
- AP/SOCI 4440 6.00 Racialization, Discrimination and the Law
- AP/SOCI 4450 6.00 Women in Development
- AP/SOCI 4465 3.00 The Sociology of Animal-Human Relations
- AP/SOCI 4470 3.00 Bodies, Genders and Sexualities
- AP/SOCI 4480 3.00 Social Regulation in Canada
- AP/SOCI 4490 3.00 Studies in Sexual Regulation
- AP/SOCI 4500 6.00 Social Theory, Culture and Politics
- AP/SOCI 4510 6.00 Popular Culture and Social Practice in Canada
- AP/SOCI 4610 6.00 Women, the Welfare State and Social Policy
- AP/SOCI 4615 6.00 Feminist Theories and Methodologies
- AP/SOCI 4620 6.00 Issues in Sociology of Labour
- AP/SOCI 4630 6.00 Schools, Employment and Transitions
- AP/SOCI 4670 3.00 The Social Self
- AP/SOCI 4680 3.00 Women and Aging
- AP/SOCI 4685 6.00 Feminist Perspectives on Families, Gender and the State
- AP/SOCI 4700 3.00 Environmental Sociology: Political Ecology
- AP/SOCI 4810 6.00 Women and the Criminal Justice System
- AP/SOCI 4830 3.00 Childhood and Violence
- AP/SOCI 4840 3.00 Sociology of Policing
- AP/SOCI 4840 6.00 Advanced Issues in Policing
- AP/SOCI 4850 3.00 Organized Crime
- AP/SOCI 4910 6.00 The Sociology of Knowledge
- AP/SOCI 4920 6.00 Communication and Community
- AP/SOCI 4930 6.00 Sociology of Science and Technology
- AP/SOSC 2150 9.00 Health in Crisis: Issues of Health Environments and Poverty
- AP/SOSC 2460 9.00 Contemporary Latin America
- AP/SOSC 4113 3.00 Advanced Seminar: Knowledges and Practices in Health
- AP/SOSC 4140 6.00 Health and Society Seminar
- AP/SOSC 4141 6.00 Women and Health
- AP/SOSC 4142 3.00 Art and Art Making for Health Research and Practice
- AP/SOSC 4143 6.00 (cross-listed to: AP/HUMA 4143 6.00)Monsters, Freaks and the Lame: Disability and Cultural Representations
- AP/SOSC 4144 6.00 Engaging Health in the Community: Advanced Health Research in the Field

- AP/SOSC 4150 3.00 Aging and Caregiving
- AP/SOSC 4150 6.00 Aging and Caregiving
- AP/SP 2000 6.00 Intermediate Spanish
- AP/STS 2411 3.00 Introduction to Science and Technology Studies
- AP/WRIT 2300 3.00 A Writer's Introduction to Research
- SC/STS 2010 3.00 History of Modern Science
- SC/STS 2210 3.00 Technology in the Modern World
- SC/STS 3760 3.00 Understanding the Scientific Revolution
- SC/STS 4780 3.00 Epidemics and the Modern World: Local, National & Global Configurations of Disease

4. Retire/Expire Courses

- AP/GEOG 2065 3.00 Cultural Geography
- AP/GEOG 2300 6.00 Social Geography
- AP/GEOG 4065 3.00 Geographies of Gender, Environment, and Development
- AP/SOCI 4020 6.00 (cross-listed to: AP/HREQ 4020 6.00) Canadian Society in Comparative Perspective

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal text is available at the following URL:

http://www.yorku.ca/laps/council/faculty/curr_consent.html.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it.

Please contact the Secretary to the Committee, Whitney L'Esperance (whitneyl@yorku.ca), if you have any questions regarding the changes to existing courses section.

Synopsis

of the 589th Meeting of Senate
Thursday, November 22, 2012

Remarks

The Chair of Senate, Professor William van Wijngaarden, announced that it would not be necessary for Senate to meet in December unless unforeseen business required prompt action.

President Mamdouh Shoukri commented on

- a successful trip to China, one highlight of which was a meeting with York alumni in Hong Kong
- his speech to the Empire Club on the topic of internationalization
- preparing the site for construction of the Pan-American and Parapan American Games stadium
- the public policy context for postsecondary education
- recent accomplishments of faculty, students, and alumni

Tributes

Congratulations, thanks and best wishes were conveyed to Vice-President Academic and Provost Patrick Monahan on the occasion of his final Senate meeting before taking up his appointment as the Deputy Attorney General of the Province of Ontario.

Communications

The Academic Colleague to the Council of Ontario Universities, Professor Paul Axelrod, provided Senate with the latest COU issues update.

Approvals

Senate elected Dorothy de Val, Fine Arts, the Tenure and Promotions Appeals Committee, and also approved:

- the establishment of an interim Faculty Council for the Lassonde School of Engineering (Senate Executive recommendation)
- a resolution confirming the membership of the Tenure and Promotions Committee (Senate Executive recommendation)
- the establishment of a Master of Accounting Degree and Program (Academic Standards, Curriculum and Pedagogy Committee recommendation)
- the establishment of a Master of Disaster and Emergency Management Degree and Renaming of the Master of Disaster and Emergency Management Program (Academic Standards, Curriculum and Pedagogy Committee recommendation)
- an expansion of the Master of Conference Interpreting (MCI) program and Type 1 Diploma in General Interpreting to include interpretation training in Mandarin, Spanish and Portuguese languages together with supplemental admission requirements for the three new languages.

Vice-President's Reports

Vice-Provost Academic and Provost-designate Rhonda Lenton reported on the November 1 graduate and undergraduate enrolments.

Vice-President Robert Haché briefed Senate on major research initiatives and indicators. The full report is posted online with the meeting agenda at <http://www.yorku.ca/secretariat/senate/agenda/2012-2013/20121122.pdf>

Committee Information Items

Senate Executive's report included information on

- activities and timelines of the Working Group on External Partnerships
- Senate Executive and Board of Governors Gathering

Academic Standards, Curriculum and Pedagogy informed Senate of the sessional dates for Summer 2014 academic terms, and approval of the new rubrics COOP (for Faculty cooperative course) and RYER (for courses at Ryerson taken under a proposed co-registration option under consideration). ASCP also reported that it had approved minor changes in degree requirements for the following:

- Canadian Studies, Drama Studies and History)(Glendon)
- the PhD program in Administration (Graduate Studies)
- Gender and Women's Studies, Sexuality Studies, Certificate in Health Services Financial Management, and Specialized Honours BA in Global Political Issues (Liberal Arts and Professional Studies)
- BA and BSC programs in Mathematics and in Computer Science (Science and Engineering)

Academic Policy, Planning and Research advised Senate that it had concurred with the Provost's recommendation to establish the Powerstream Chair (Environmental Studies) and Bergeron Chair in Engineering Entrepreneurship (Lassonde School of Engineering), and transmitted a report from its Sub-Committee on Organized Research Units.

Tenure and Promotions submitted its annual report.

For information on these items please refer to the full Senate agenda posted online at

<http://www.yorku.ca/secretariat/senate/agenda/2012-2013/20121025.pdf>

Senate's 590th meeting will be held at 3:00 p.m. on Thursday, January 24, 2013.

**University Secretariat
www.yorku.ca/secretariat extension 55310**