Motivation

A student profile / curricular demand that fell between two departments addresses the centrality of technology in reimagining multiple forms of art.

Collegial Process

Department collaboration between Computational Arts and Visual Art & Art History

Unique opportunity to dissolve departmental (curricular) ‘silos’

Objectives

Craft a program of academic quality that captures secondary education students

Build on current strengths and utilize resources in an effective manner

Institutional Support

AMPD Office of the Dean
Assistant Dean, Strategic Communications: Identified high school media literacy
Manager, Academic Resource Planning: In-depth analysis of unmet demand

Office of the Vice-Provost
Academic: Procedural support

Need and Demand

Capture students refused entry into small programs with limited space

Capture students who do not have the requisite math skills for Digital Media

Overcoming Challenges

Increased communication and clarification of goals to colleagues

Provided MAEDS with the same answer each time

Unanticipated Challenges

Getting approval from colleagues in both departments

MAEDS returned the program twice asking the same question

Outcomes

The program is approved and students are enrolling for 2018-2019

Monitoring Success & Quality

APPC review of program in one year

Track enrollment, retention, student success over five-seven years
Faculty of Environmental Studies

Las Nubes
Semester Abroad and Reading Week Programs

Motivation
- Potential to offer students access to contextualized experiential education programs in a wide range of subjects
- Making use of the newly created EcoCampus facility at Las Nubes
- Established relationships and collaborations with local stakeholders enabled the expansion of Summer activities that would be beneficial for both York and local communities.

Collegial Process
- Colleagues within the faculty were approached and invited to participate. Some of which had conducted extensive research in Latin America and Costa Rica.
- Programs are shaped by faculty expertise.
- Calls and invitations have been done to York faculty to participate in the Semester Abroad. Several prospecting meetings have been conducted to explore the curricula expansion.

Objectives
- Offer a comprehensive program based on experiential education that provide students with life-changing experiences.
- Bridge university units by providing a space at Las Nubes where faculty can collaborate and converge in different research and educational initiatives.

Resources
- We applied to institutional grants (AIF) to jump start the program.
- Student fees ensure sustainability but are exceptionally low by comparison with other institutions’ international programming.

Data
- We projected our program viability and enrolment based on previous years of field course activities.
- Need and Demand
- Students have throughout the years indicated their interest in exploring other issues different to the historical field course.
- There were years in which due to the excessive demand, the field course was capped or two courses continuous field courses were run in a Summer.

Challenges
- Logistical, especially around coordinating overlapping activities the first year. On our second year, we decided not to overlap courses.
- Working in a cash economy in rural Costa Rica creates some accounting challenges.

Outcome
- In our second year, three York University faculties are offering six courses field courses at Las Nubes and one course during the reading week.
- At the moment, we are expecting a bigger enrollment than last year, including students participating in the reading week course.

Monitoring success and quality
- We developed a survey to participating students after they return from Costa Rica to evaluate our performance and student satisfaction.
- We have meetings with course directors and local collaborators to develop course activities and programming.
**GLOBAL HEALTH (BA/BSc)**

**PROGRAM VISION**
- Created in response to the urgent challenge of growing disparities in health and social well-being within and between nations, in the context of economic globalization and an acceleration in communication and information dissemination that ushered in an increasingly interconnected and independent world.
- Builds capacity and understanding of how the risk factors and conditions as well as interventions for health and disease require a systems and multilateral perspective.

**PROGRAM OBJECTIVES**
- To provide foundational knowledge and skills to better understand, analyse, and approach global health issues from an interdisciplinary perspective.
- To develop knowledge, skills, and comprehension of the underlying social, political, and other factors that intersect to influence global health.
- To produce “agents of change” equipped with a global perspective to tackle issues of human health and human equity in an increasingly pluralistic, interdependent world.

**PROGRAM HIGHLIGHTS**
- Interdisciplinary core courses of the Honours BA/BSc Global Health program encompass both health and social sciences, drawing on the foundational disciplines of the four units comprising the Faculty of Health (Health Policy and Management, Kinesiology and Health Science, Nursing, Psychology) and beyond (e.g., the Faculty of Environmental Studies).
- Experiential education opportunities and partnerships with external stakeholders; students apply their learning while engaging with York’s local-global environment.
- Students develop global thinking on relevant health issues at the societal (population), organizational, community and individual level, using diverse theoretical and applied lenses including an “appreciative inquiry” approach to co-create a more positive future for health. Graduates of the program will contribute to the design/achievement of a better global health future.
- Options for students include Specialized Honours which includes a 9.0 credit practicum course (11 weeks) in final term and capstone course following.
- 90 credit option available, and Global Health minor.

**CORE COURSES**
- Global Health Policy: Power and Politics
- Health and Human Rights
- Health Care Ethics
- Chronic Diseases and Care
- Healthcare Planning for Communities
- Global Health Governance and Leadership
- Determinants of Health: Local to Global

**SPECIALIZED HONOURS CONCENTRATIONS**
- Global Health Promotion and Disease Prevention
- Global Health Policy, Management and Systems
- Global Health and Environment

**PROGRAM IMPLEMENTATION & EVALUATION**
- Concurrent program evaluation since 2015
- Focus groups of key stakeholders - executive, students, course professors, student support and advising, communications and recruitment
- Student survey administered annually
- Review of annual data: applications, offers, admissions and retention, GPAs
- Resources and supports from Faculty of Health curriculum committee, admissions and recruitment, AVP office - quality assurance, Secretariat

**CHALLENGES**
- Governance
- Resources

**PROGRAM DEVELOPMENT**
- Alignment with institutional priorities of social justice and equity
- Experiential education, interdisciplinarity, internationalization, e-learning, community engagement
- Need and demand
determined by environmental scan of similar programs in Ontario - no undergraduate Global Health program in Canada
- Student survey, survey of Ontario Guidance Teachers for interest from high schools
- Input received from key Canadian global health networks
- “This will be the first program of its kind in Canada and will be highly desirable to many students” - external reviewer
- Program proposal feasibility and input determined by Task Force on GH degree (2010-11)
- Membership from across the Faculty of Health who then co-determined the curriculum core and electives
- Input sought from other interested Faculties on campus - LAPS, Education, and Environmental Studies
- Global Health Policy, Management and Systems
- Global Health and Environment
- Global Health Promotion and Disease Prevention
- Global e-Health
- Global Health and Environment

**Student Testimonial**
“I feel empowered by a changed world view with new insights into the power structures behind our society and a strengthened set of communications and critical thinking skills. You learn to take complex information and explain it in a simple way - that’s a valuable skill.”

- Nishila Mehta, Global Health Student
Undergraduate Psychology Program Major Revision 2014-2017

Undergraduate Psychology in HH

- Founded 1968
- 4500 majors
- Each year admit @ 900 students
- 76 full time; 32 contract faculty
- 176 TAs across 178 courses

Objectives
- Four programs with distinct Learning Outcomes
- Specialized Honours: Intensive research with thesis
- Honours: Knowledge translation with capstone course
- Minor: Depth and breadth of knowledge in psychology
- 90 Credit: Foundational knowledge of psychology
- Sequenced learning
- 2000 and 3000 courses
- Methodologies and statistics support higher learning
- Writing for all majors

What We Did
- Specialized Honours
  - Thesis stream; intensified research and professional training
- Honours
  - Non-thesis; 4th year capstone course focused on knowledge translation
- Minor and 90 Credit
  - Increased focus on depth and breadth of learning
- All Majors
  - Writing in Psychology

Challenges
- Implementation of Three New Courses
  - Writing in Psychology (all)
  - Professionalism and Communication (SH)
  - Critical Thinking in Psychology (H)
- Transition Old Program to New Program
  - Enrolled students
  - Returning students
- Communicating Changes

Monitoring Success and Quality
- Tracking applications and enrollment
- Tracking retention
- Survey planned for Spring 2019
- Focus group with students planned for 2019
- Ongoing dialogue with faculty

New Degree Requirements

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What Motivated Us
- Dissatisfaction with Honours Program
  - Thesis requirement not manageable for volume of students
  - Honours and Specialized Honours Programs not distinct
- Writing skills of our Students
- Curriculum needed more sequenced learning
- UDLES; PLOS and Curriculum Mapping
- Not completed
- Programs lacked internal coherence

Collegial Process 2014-2017
- Led by UPD & Undergraduate Studies Committee
- 2014 Surveys of faculty & students
- 2015
  - Environmental scan of 40+ psychology programs
  - Focus groups with students
- 2016
  - Review and feedback from Department faculty
  - Preparation of Major Mods document
- 2017 Implementation
The Lassonde School of Engineering set itself up to offer programs that were accredited by professional bodies. Often these professional bodies require quite rigid consideration of continuous program improvement processes, giving the school an opportunity to reflect on what it wants for its program evolution framework. The school has benefitted from a blend of existing accredited programs combined with new programs, giving it the bonus of combining the "best of the old" with an opportunity to try some new ideas.

New Organizational elements
(work ing with traditional departmental governance structures and roles)

Graduate Attribute Leads (GALs)—Faculty responsible for data analysis, mapping of CLO and assessments to graduate attributes, recommendations for map changes

Accreditation specialist, Accreditation support—advise, mentor, support GALs and existing course administration roles.

Industry advisory boards—provide review and recommendations from employer stakeholder groups

PAGES (Program assessment group on Evaluation and Systems)—School-wide continuous improvement processes, common and service courses, annual retreat

Department-specific elements—departmental teaching retreats, Graduate Attribute review committees (GACS)

Better tool integration

Course directors have anonymized access to class GA profile, to recognize strengths and weaknesses

Data collection integrated into gradebook

Program, school data analysis and GA health metrics displayed to community on LMS

Future paths?

Learner-centred program improvement cycle

Greater links between attributes and co– and extra-curricular learning opportunities

Student ePortfolios based on demonstrations of attributes

Annual student self-appraisals/reflections on attribute attainment

New pedagogy and assessment designed with attributes in mind

Cross-pollination of attributes (e.g. more ethical content in technical classes)

Program GA health dashboards

GA assessment best practices and rubrics adopted broadly

Qualitative and non-curricular assessment integrated into school health
Finding the Renaissance Engineering experience in the Lassonde School of Engineering

Kai Zhuang, Franz Newland. Lassonde School of Engineering

To solve society’s complex challenges today, we need Engineers who are better connected to societal needs and problems, and society that is more technologically literate. The Renaissance Engineering education has been developed in Lassonde to try to address this need. Adding to the many existing initiatives such as BEST and 50:50 which are exploring this space, The Lassonde Futures Lab is a new initiative looking at curricular innovations to help this Renaissance Engineering vision, and beyond.

LE/ENG 1600 Passion Project: Participants work individually or in small teams on a topic about which they are passionate. Optional and may be taken at any point in a student’s studies. Students are mentored by an academic coordinator and appropriate technical staff. The course culminates in a demo fair documented using an ePortfolio.

LE/ENG 4000 Capstone Engineering course: Renaissance projects offered in partnership with non-engineering faculty—in 2017 and 2018, projects were offered in collaboration with Music, Theatre, Animal psychology, Biology, Student support services, Teaching commons.

LE/ENG 1xxx, 2xxx, 3xxx, 4xxx: Renaissance engineering curriculum delivered in ENG courses—one or two classes in each year in common engineering courses are delivered by the Renaissance Engineering curriculum designer, providing some development across the programs.

Creativity Workshops and DIY days: evening events for Lassonde students to engage in creative arts, and recognize the skill and challenges of some disciplines outside their own.

NaNoWriMo: Lassonde-hosted novel-writing month events. A group of engineering students, staff and faculty engaged in a collective work of fiction.

Ursus Lassondian: Student-led extra-curricular project to help captive polar bear have more autonomy over their enclosures—in conjunction with Animal Psychology and the Cochrane Centre in Northern Ontario.

Music Maker Fare: summer workshop for Music students and Engineering students—build electronic instruments in groups, then compose and perform a piece with the instruments.

Explorer’s Fork: Evening discussions around a provocation piece, looking at considering different perspectives and common purposes of “the world we want to see”, and the changes we will make to achieve that.

In addition to refining and innovating around the existing curricular and co-curricular offerings in the existing programs, the Lassonde Futures Lab is working on a planned new program to engage in some of these more complex societal challenges more directly.
1. WHAT WE DO

Integrated Planning
• We provide the framework to support the alignment of resources with strategic and academic priorities
• We support the structures, processes, tools, plans and measures to accomplish this

Enrolment & Resource Planning
• We strive to provide objective, accurate and timely strategic enrolment planning, management and resource planning information, analyses and strategies across the University

Research, Analysis & Surveys
• We research and analyze data for the institution about students, faculty, staff, government funding and policies and we are also responsible for reporting to government and external agencies.

Performance, Accountability & Reporting
• We support the University’s mandate and make data available about York’s performance

2. WHAT DATA IS AVAILABLE?

Integrated Resource Plans
• Divisional, Faculty, and Unit Integrated Resource plan strategies and progress report for various York areas

National Survey of Student Engagement
• Amount of time & effort students put into their studies & other educational activities
• How the institution deploys its resources and organizes the curriculum to get students to participate in activities linked to student learning

Student Self-Assessment
• Questions about non-cognitive traits and behaviours that are related to academic success, and several questions about students’ socio-economic situation

Academic Program Reports
• Reports that integrate key academic cycle metrics with snapshots of 8 years of admissions, enrolment, retention and graduation

Integrated Planning

3. USING DATA TO INFORM PLANNING, PROGRAM AND DECISION PROCESSES

What influences University Choice?

For York & Non-York Applicants
• Program Reputation
• Co-op / Internship Opportunities / High-quality jobs
• University proximity to home

For York Applicants
• University committed to new ways of thinking
• Dynamic place to learn
• Reputation for having applied / career focus
• Research record / professional / creative activities of faculty

What does Student Success look like?

72.5% Graduation Rate
85.6% Retention Rate
91.3% Employment Rate

Quick-Facts
• Interactive data on: Enrolment, Bursaries, Faculty & Staff, Degrees Granted, Physical Space, Graduation, etc.

What are University Demand trends?

15 to 16 -3%
16 to 17 +9.5%
17 to 18 +8.7%

Growth in Applications @ York

...and much, much more...

Source: “Applicant and Non-Applicant” Survey.

Source: The 7-year Graduation and 2-year Employment rates come from the OUGS Survey and the Year-1 to Year-2 Retention Rate comes from the CSRDE Report. Most recent data as of February 2018.

Source: York Data. All Fall Secondary school applications, Full Time, First Year, as of Jan in OUAC.
Quality Assurance at York

Governance Overview

Faculty Council Committees
Faculty Councils
Academic Standards, Curriculum & Pedagogy
Academic Policy Planning and Research
Senate (CPRs, Curriculum)
Academic Resources Committee of the Board (CPRs)
Board of Governors (CPRs)

Resources

Office of the Vice-Provost Academic
University Secretariat
Faculty Council Offices / Deans & Principal Offices
Teaching Commons
Office of Institutional Planning and Analysis
Institute for Social Research
York University Libraries

Key Documents

Senate Policy on Quality Assurance
York University Quality Assurance Procedures

Provincial Context

Quality Council
Ministry of Advanced Education & Skills Development
Designing a New Program
– The Example of the Master of Management –

YorkU Senate APPRC – ASCP Forum of Ideas
Associate Dean Academic, Schulich School of Business, Feb. ‘18

Impetus
• Impossible to achieve gender parity in the MBA Program. Possible cause: wrong timing in a woman's life?
• Domestic applications to MBA decreasing; University (and Faculty) in a tight spot
• Lots of demand for one-year master programs from international students
• Interest in a direct entry general management degree (we turn away applicants without work experience from the MBA)
• Trend: Business Schools complementing their MBA programs with Master of Management (MMgr) programs (see figure below)
• Continuous Learning: BA -> Specialized Master -> 'Senior' Master / PhD

Initial Decision
• Establish rough-cut program parameters (direct entry program, 3 terms, community involved MRP, focus on core knowledge and skills - needs to cover competencies of MBA 1st year)
• Establish cross-functional task force (ACTG/FINE, MKTG, OMIS, ORGS)
• Submit Notice of Intent

Design Approach
• Ground-up: what do grads need to know and be able to do (learning outcomes)? Feedback from alumni on learning outcomes and potential employment.
• Course design, in collaboration with areas, that address these learning outcomes
• Consultation on initial program structure with alumni, advisory board, potential students (focus groups), admissions staff, student services; refinements
• Consultation on draft proposal with other Faculties, FGS, ASCP; further refinements

Approval Process (short version)
• Schulich & FGS program committee approvals in Sept., ’15
• External Review Nov ‘15, further small refinements
• Schulich and FGS Councils, Dec ’15 & Jan. ’16
• Senate March ’16

How Has it Worked Out?
• Program start in September ’16 with 50 students from 13 different institutions (64% from YorkU); 90% domestic; 56% female
• September ’17: 83 students from 10 countries (37% from YorkU); 74% domestic; 54% female
• For second cohort, refinements to some courses, including MRP; more proactive management of career development component
• Commenced process of trimming down Learning Outcomes (LOs) to a smaller set, with precisely defined scaffolding within / across courses, plus assessments and assessment methods; LOs to be measured through Canvas, Schulich’s new Learning Management System

Lessons Learned
• It’s fun to design a new program from ground up -> lots of innovation possible
• More fruitful to consult with potential employers (alumni, organizations, boards, ...) on competencies (-> learning outcomes) rather than courses
• Whole day session with curriculum design expert and program proponents on how learning outcomes are reflected in curriculum and assessments -> tweaking of program before it goes out for consultation or committees
• Early input and feedback important – before we start thinking about courses
• Substantial support of task forces by seasoned admins reduces overall work load and improves outcomes for everyone, including students
Co-registration Agreement between York University (FSc, Department of Chemistry) and Seneca College (School of Biological Sciences and Applied Chemistry)

Motivation
- To provide high-caliber industrial lab experiential education for York students
- Seneca has high-caliber lab infrastructure; intensive instrumentation
- An existing Guelph – Seneca model
- York has existing collaborative structure with Seneca (e.g. articulation agreements)
- Development of certification skills

Collegial Process
- Driven by York’s Chemistry Department
- Within the York Seneca Partnership collaboration
- Consistency with York’s Senate Policy and Guidelines on Co-Registration
- Facilitated by the York-Seneca Partnership Manager
- Courses reviewed and selected by Chemistry faculty

Objectives
- Establish this undergrad opportunity as a special term
- Available to full-time Honours Chemistry students only in their third year
- Allow full- or part-term options (maximum 15 credits)
- Cross-list courses between institutions (ten courses)
- Identify in advance which courses need CCEs
- Create an administratively easy route for students
- Fairly apportion of costs and revenue between two institutions
- Establish a unique York rubric for these Seneca courses (SENE)

Resources
- York-Seneca Partnership Manager
- Registrarial support and advice with implemented procedures
- Advice of Seneca partners
- Knowledge of Guelph precedent (but no template available)

Data Used
- Knowledge of Seneca’s offerings
- Templated contractual language from articulation agreements
- Student demand (Guelph students)
- Seneca rules (payment amounts, payment schedules, academic honesty procedures, drop and add rules)

Challenges
- Guelph model details not made available
- Not possible to accurately determine apportionment of costs and revenue
- Requires ongoing communications between registrarial services of both institutions
- Requires ongoing attention to changes at York that could influence agreement terms
- Requires review of financial apportionment
- Requires protection of seats by Seneca for York students
- Apportionment of responsibilities (e.g academic misconduct, petitions)
- For York students: Seneca’s later setting of course schedule, earlier drop deadline, different term dates

Need and Demand
- No formal analysis
- Guelph initiative appeared sustainable
- Proactive departmental initiative: Makes our grads more likely to be job-ready upon graduation

Outcomes and monitoring
- Activated September 2017
- Only one student, but next year will be a better test
- Word of mouth, promotion

Faculty of Science
The Faculty of Science first-year *Integrated Science Option*

**Motivation**
- ISI is a first-year program for top students.
- Motivation: To provide students with a solid understanding of how the sciences are connected.
- To get departments talking to each other about their first-year concepts and skills.
- To help promote and disseminate evidence-based pedagogical strategies within FSc.

**Collegiality**
- Collegiality was key to ISI's development.
- • AIF grant funding used to hire Educational Development Specialist to work with faculty to develop ISCI.
- • For 1st year, 2 faculty from each of the 5 FSc departments met for 2h each week to develop program.
- • 6 ISCI faculty continue to meet each week.

**Objectives**
- To create an elite program to attract high-achieving first-year students to York FSc.
- To develop curriculum linking different disciplines (Physics, Chemistry, Biology, Math) around real challenges and issues (Science Technology Studies).
- To introduce students to multidisciplinary programs (e.g., Biophysics, Mathematical Biology, Biochemistry).

**Resources**
- AIF Funding
- FSc Education Development Specialist
- Departmental Support
- Recruitment efforts including one-by-one review of applicants
- Other universities who offered integrated programs

**Data Used**
- OUAC data on entrance cut-offs at other schools in catchment area.
- Particular model is unique to York, but other institutions have integrated programs.

**Need and Demand**
- No formal analysis.
- Proactive Faculty initiative: To advance interdisciplinarity as a graduate outcome.
- Proactive initiative: Need to have elite offerings for high-end students.

**Challenges**
- Focus on promotion – student & faculty generated.
- 1. Promotion:
   - ISI students in first iteration created promotional videos featuring both students and faculty.
   - Handed out high-graphic, low-text postcards at recruitment events.
   - Outreach with posters to high school personnel.
- 3. Additional challenge: iterations of 3-credit and 6-credit courses.
- 5. Additional challenge: student concerns that grades as high as in traditional courses are possible.
- 6. Advising resistance to students taking all 3 sciences and Math in first year.

**Outcomes and monitoring**
- High satisfaction apparent among class of inaugural year (FW16).
- Concepts Inventory comparisons with "regular" offerings.
- Establishment ISCI involved for extracurricular leadership and outreach.
- More broadly it promoted:
  - Inter-departmental collaborative environment.
  - Dissemination of improved pedagogical techniques.
  - Sourcing for our interdisciplinary programs.
- Higher enrolments in FW17 (N=43).

1. Promotion:
   - ISI students in first iteration created promotional videos featuring both students and faculty.
   - Handed out high-graphic, low-text postcards at recruitment events.
   - Outreach with posters to high school personnel.
2. Additional challenge: consumes teaching assignments at low ratio.
3. Additional challenge: iterations of 3-credit and 6-credit courses.
5. Additional challenge: student concerns that grades as high as in traditional courses are possible.
6. Advising resistance to students taking all 3 sciences and Math in first year.