YORK UNIVERSITY

New Program Brief

Master of Leadership and Community Engagement

Submitted: March 6, 2015
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1. INTRODUCTION

1.1. The Proposed Program

The degree being proposed is titled **Master of Leadership and Community Engagement (MLCE)**. The curricular content and program structure are consistent with a program culminating in a Master’s degree designation.

The proposed Master of Leadership and Community Engagement (MLCE) is a professional graduate degree to be offered by the Graduate Program in Education. The MLCE will be offered as a four term, part-time degree through a blend of face-to-face, online and experiential courses that prepare graduates to take on leadership roles with a focus on community engagement and innovation. This proposal has been developed with wide consultation with faculty in the Graduate Program and draws upon and expands our current strengths in community-based research and practice. The MLCE is distinct from our highly successful Masters of Education degree which primarily serves teachers in the Greater Toronto Area. The MLCE targets public sector professionals who are interested in developing the skills and knowledge to leverage community-based research and practice for social change. Each cohort of 25 students will complete all aspects of the program together-- this model allows for the possibility of offering the degree to cohorts not based in the GTA.

1.3. Proposal Development

The process of developing this new program brief has been consultative and collaborative, involving input from students, faculty both inside and outside of Education, and other stakeholders. In May 2012 a faculty retreat was held to consider the development of new faculty initiatives, including a Master of Leadership and Community Engagement degree. Interest was high and the dean asked the Graduate Program Director (GPD) to begin developing a proposal with collegial involvement. The GPD devoted two Graduate Council meetings to discussions (in fall 2013 and winter 2014). With the endorsement of Graduate Council, the GPD struck an ad hoc working group to develop the proposal. The working group included tenure stream and contract faculty, the Graduate Program Coordinator, and the Associate Dean Research and Professional Development.

As part of the preparation of this proposal, the GPD and the working group researched existing professional Master’s programs in education and consulted existing networks in the GTA about the feasibility and market for the program. Once the GPD and working group were convinced of the viability of a Master of Leadership and Community Engagement degree for public sector professionals, they developed a program of study and presented the draft to the Graduate Executive Committee in the spring of 2014. With feedback from students and faculty, and ongoing feedback from the Dean of Education and Vice-Provost (Academic), a second draft was presented at a Graduate Program Retreat which included students and faculty. With yet another set of comments and feedback, the working group developed a final draft, presented it to the last Graduate Council meeting of the academic year where it was formally approved.
1.4. Faculty in which the program will be anchored
The program will represent one of the degree offerings of the Graduate Program in Education and will be anchored in the Faculty of Education. The Faculty of Education currently offers a Bachelor of Education degree, a Master of Education degree and a PhD in Education.

2. GENERAL OBJECTIVES OF THE PROGRAM

2.1. Brief Description of the General Objectives of the Program
The Master of Leadership and Community Engagement (MLCE) is a 14 month, four term, part-time degree designed for students who are working in areas related to education, community, and other public service areas, including child and youth workers, community organizers, arts and culture administrators, and related fields. The program is responsive to the needs and interests of professionals, within and beyond compulsory education, at all stages of their careers, and the program represents a model of experiential learning within an expanded range of learning contexts and modalities than currently exist. Graduates of this program will be in positions to refine their practice based on their experiential and intellectual work, and this will lead to advanced levels of leadership within their places of work.

Students will participate in: face-to-face and blended coursework; two community-based placements; and a culminating capstone project. The program will have a focus on decision-making, leadership, community innovation, and social justice, and will draw on the multi-disciplinary experiences of those in the class in order to develop a professional network of practitioners.

Unlike our more traditional, research-based Master of Education, the MLCE provides an opportunity for students to develop professional leadership skills, expand networks of learning, deepen understandings of community and become astute readers of university and community-based research.

2.2. Relationship of the Proposal to Faculty and University Academic Plans
The general objectives of the program align with University and Faculty missions and academic plans. The program is informed by the values expressed in the University 2010 – 2015 Academic Plan, including:

- a commitment to fostering the capacity of members of the community to contribute to building a democratic society;
- a commitment to contribute to a deeper understanding of the global issues that face our communities and to the development of solutions to those issues through research and analysis;
- recognition of the special opportunities and responsibilities that arise from the University’s setting in a uniquely dynamic, metropolitan and multi-cultural milieu including the value of partnerships and outreach to the broader community consistent with institutional autonomy and trust reposed by the public;
- a commitment to social justice and equity which includes a profound desire to make post-secondary education accessible to the various individuals and communities we serve.
Moreover, the proposed program is grounded in a similar set of principles as contained in the Academic Plan, particularly those that focus on Engagement and outreach and Building community and extending our global reach. The Master of Leadership and Community Engagement degree will provide opportunities to bridge theoretical and applied scholarship through enhanced core activities such as experiential education. It will also provide opportunities to collaborate with local and international partners on mutually beneficial, creative and sustaining projects. And, the program seeks to enhance and extend structures for lifelong learning and professional education in order to better accommodate a broader range of students. As well, the program recognizes the community outside the walls of York as both a source and a site of education and learning, and is eager to further York’s goal of internationalization by recruiting cohorts of students from outside of Ontario and Canada.

Finally, and importantly, the objectives of the MLCE align with the Faculty of Education’s core values, especially our ongoing commitment to social justice, equity, and diversity, as described in the Faculty’s Five-Year Academic Plan. Additionally, the MLCE fully aligns with York’s Strategic Mandate Agreement (SMA) that “Education, Human Services and Community Development” is an area of institutional strength and that “Healthy Individuals and Communities” is one of five proposed areas of growth at York. The appendix to the SMA specifically mentions (p. 9) that Education will be submitting a Master of Leadership and Community Engagement for MTCU approval. The latter is significant because only programs referenced in the SMA will be considered for priority approval by MTCU.

3. NEED AND DEMAND

3.1. Similar Programs
The proposed Master of Leadership and Community Engagement is a part-time degree program that is designed for people who are working full-time in areas related to education, community, and other public service fields.

Specific content of the MLCE emphasizes curricular and structural innovations and social change possibilities afforded within and through partnerships between community organizations, government organizations, and online communities. There are no programs at York that currently offer a substantive focus on these areas nor the flexible program design to attract both public sector workers in the GTA and be suitable for delivery to cohorts of international students.
Similar programs at York University:

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>How our proposed program is different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master in Public Policy, Administration and Law (MPPAL)</td>
<td>An interdisciplinary, cross-faculty program, also considered a “professional” Master’s degree, offered as a two-year part-time program. The substantive focus of this program is on the law and legal issues.</td>
<td>The MLCE will not focus on human resources management or change management, and our students may be in a combination of public and private sectors, and may be in a range of small and large organizations. Likewise, our program model very much differs from this more “traditional” course-based model, since we will include experiential learning, blended/online learning and a capstone project, rather than a Major Research Paper (MRP).</td>
</tr>
<tr>
<td>Social Sector Management Graduate Diploma</td>
<td>This graduate diploma is offered as a part of the Schulich School of Business’ MBA program.</td>
<td>It is not a Master’s degree.</td>
</tr>
<tr>
<td>Master of Arts in Socio-Legal Studies</td>
<td>This one-year Master’s degree program focuses on the law and legal aspects of society.</td>
<td>The MLCE focuses on the practical application of educational and leadership theory. It combines experiential learning in the community, and requires students to complete a capstone project. Our program includes placement-based learning, and is offered on a part-time basis in order to meet the needs of working professionals in different areas of the public or private sectors, with a focus on community-based learning, collaboration and engagement. Our degree’s focus is much more on active participation in the community for the purposes of action-oriented leadership and engagement.</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>This two-year full-time program (for students without a BSW) combines coursework, a practicum and a practice-based research project and prepares students for a variety of roles in social service settings.</td>
<td>The MLCE is a part-time, blended degree that focuses students already working in social service, as well as other, sectors.</td>
</tr>
</tbody>
</table>
**Similar programs in other Ontario universities:**

There is a move, across the province, to offer a range of professional Master’s degrees. The MLCE is well-positioned in this competitive landscape. The small cohort groups, the focus of experiential learning, the use of face-to-face and online courses and the community placements set the MLCE apart from other programs.

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<tr>
<th>Program</th>
<th>Description</th>
<th>How our proposed program is different</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wilfred Laurier University:</strong> Master of Arts in Social Justice and Community Engagement</td>
<td>The one-year (three-term) M.A. degree can be taken full-time, and includes a community-based placement. The culminating activity can be a written report or an “alternative creative work project”.</td>
<td>Unlike the program at Laurier, our students will be participating in the program only on a part-time basis, and they will be engaged in related employment during the day. We anticipate that our program will be much more diverse in that it will have the flexibility to draw on contexts from the international to the local.</td>
</tr>
<tr>
<td><strong>OISE, University of Toronto:</strong> Master in Education, Adult Education and Community Development</td>
<td>This professional (M.Ed.) program is a non-thesis degree program that can be taken either full-time or part-time, and that has four areas of specialty, including: Aboriginal/Indigenous Education; Community, Learning and Change; Global Education and Change; and Workplace Learning and Change.</td>
<td>In our program, students will study together in integrated classes with others whose interests may combine all of these areas and more. Our program requires an experiential learning component and a capstone project. The OISE program is face-to-face, while our program uses blended approaches.</td>
</tr>
<tr>
<td><strong>Queen’s University Online Professional Master’s of Education</strong></td>
<td>This fully online degree is currently awaiting approval from MTCU. It focuses on leadership in individual, group and team environments.</td>
<td>The MLCU targets students who are not currently working in schools but in the public sector. The MLCE is blended and includes face-to-face courses. And, the program features experiential learning.</td>
</tr>
<tr>
<td><strong>Western University</strong> Master of Professional Education in Equity, Diversity and Social Justice</td>
<td>This is a two-year, full-time online degree with courses that focus on different areas of equity-- gender, race/ethnicity, and sexual orientation, for instance.</td>
<td>The MLCE is part-time and infuses equity and social justice through courses on leadership, program evaluation and community engagement. It focuses on preparing students to take on leadership roles within public service institutions.</td>
</tr>
</tbody>
</table>
Inventory of similar programs that are currently being delivered at other institutions
In 2012, the Faculty of Education engaged a doctoral candidate to research professional Master’s degree program models, which were being offered across Canada and internationally. These programs included professional development courses with a focus on community leadership and innovation. Program models and specific topics varied. Outside of the province of Ontario, there are several graduate programs that have a similar focus to our proposed Master in Leadership and Community Engagement. The list suggests, in part, the demand for programs that focus on the intersection of leadership and community engagement. Some examples of successful programs include:

<table>
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<tr>
<th>Program</th>
<th>Description</th>
<th>How our proposed program is different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon Fraser University: Master of Education in Educational Practice</td>
<td>This one-year professional Master’s “ladders” onto a graduate diploma. Students complete coursework, a comprehensive exam and research an area related to educational practice.</td>
<td>The MLCE is blended and targets students outside of traditional educational settings.</td>
</tr>
<tr>
<td>Harvard School of Education: Master of Education, Education Policy and Management</td>
<td>This one-year, full-time degree prepares students to take on educational policy issues with a focus on social justice.</td>
<td>The MLCE is blended and part-time.</td>
</tr>
<tr>
<td>University of Melbourne: Master of Community Cultural Development</td>
<td>A two-year full-time Master's program in community development.</td>
<td>The MLCE is blended and part-time.</td>
</tr>
<tr>
<td>Merrimack College: Master of Education in Community Engagement</td>
<td>A two-year Master’s program that prepares students for leadership roles in K-12 settings, higher education or community settings.</td>
<td>The MLCE is a part-time degree that targets students already employed in the public sector.</td>
</tr>
</tbody>
</table>

This international array of programs indicates that people who work in the areas of community organizations, not-for-profit, education and other related areas are interested in developing their knowledge and skills through professional graduate degree programs.

3.2. Need for the program
The need and demand for this program is strong. The impetus for the program emerges from conversations with local public and private sector leaders who identified a gap in graduate program offerings for community leaders wanting to learn about leadership, program evaluation, and theories of community engagement and from international requests to offer a cohort-based Master of Leadership and Community Engagement for foreign-trained teachers and educational administrators.
The flexibility of the program design allows both kinds of students to participate in the MLCE.

Please see Appendix C for letters of support.

York University, and the Faculty of Education, are committed to social justice, community engagement and community-based education. Our reputation as leaders in these fields will attract students who share these commitments. The MLCE will appeal to students who want an advanced professional certification but who also want their graduate work to honor and deepen their understanding of the communities with whom they work. Local recruitment efforts will focus on professionals in fields such as: community worker, youth worker, education-based organizations, not-for-profit organizations, faith-based organizations, government, recreation centres, mental health organizations, arts-based organizations, charitable organizations, non-governmental organizations (NGOs), human rights groups, and fundraising. If students are not currently working full-time, they may also be engaged in community-based volunteer work or other related activities, making the part-time schedule attractive to them.

Due to the nature of the program and the students who participate, the program will provide a “professional network” of participants, and also a strong foundation of interdisciplinary professional skills and practice on which to build. The MLCE is designed for students who would like to earn a Master’s degree in order to enhance their knowledge and understanding of the relationship between research and professional practice. They may be interested in further developing their own career paths, deepening their understanding of the communities they serve, striving for advancement in their job, or committed to becoming more effective leaders in their roles. According to Maclean’s Magazine Guide to Jobs in Canada 2015, social and community services managers ranks 8th in job demand outlook. Over the next five years wages in this sector are projected to increase 27.2% and the demand 33.6%. Graduates of the MLCE would likely be seeking such managerial positions.

In identifying the needs and demands for the MLCE, we analyzed two sets of experiences:

1. Institutions approaching the Faculty of Education with a request to deliver a Master’s degree to a cohort of their participants
2. First-hand experience during a cohort-based graduate program that was delivered to international participants

Each of these activities will be described separately below.

3.2.1. Institutions approaching the Faculty of Education with the request that we deliver a Masters degree to a cohort of their participants

The Faculty of Education has been approached three times in recent years with requests for the delivery of a of Education degree to be delivered to a cohort (or multiple cohorts) from an international organization. Much of the research that has been conducted in regard to a professional graduate degree program was in the context of what these potential international partners were interested in. These requests include:
1. The Chaoyong School District -- China  
   a. The Beijing school district was interested in a one-year professional Master’s degree for a cohort of 25-30 students that would focus on leadership. We were unable to offer the degree as a MEd and will propose the MLCE as an option should it be approved.

2. The Jiangsu Provincial Department of Education (JPDE) – China  
   a. The provincial government was interested in sending school principals from Suzhou to York for an intensive professional Master of Education (Leadership) degree for one year. The challenge with these cohorts of school principals was that they did not have strong English skills; we were not able to offer a program in Mandarin, so we declined to offer the program.

3. Shanghai Normal University – China  
   a. This university was interested in developing a “one-plus-one” type of program through a partnership that would allow students to complete an undergraduate degree at Shanghai Normal University – one of the well-known teacher education centres in the People’s Republic of China – and then, if they met our admission requirements, to complete a Master of Education degree with York University. Since these students would be younger and from the city of Shanghai (where fluency in English is more common), there was no concern about English language levels. A Memorandum of Understanding (MOU) was put in place in order to allow for further exploration of this idea.

4. SABIS – Internationally-located private schools  
   a. This private school network has schools located in 15 countries around the world, including in North America, Europe, North Africa, the Middle East and Asia. Rather than investing in non-credit professional development courses, they were interested in working with our Faculty of Education to deliver a Master’s degree to all of their teachers; they would fly the faculty members and the teachers to one location during school breaks for their participation in courses, and their teachers would study as a cohort.

The Faculty of Education did not feel prepared or able to deliver these programs at the times of approach, and declined each of the requests. However, having a part-time, cohort-based, professional degree program in existence would facilitate our capacity to entertain future requests for “special cohorts.” The program design of the MLCE allows for this flexibility.

That international organizations are seeking graduate degrees to enhance the learning of those who work in the field of education—and in some instances, to fully pay for them—is a testament to the fact that there is a market need for this type of degree program, especially with a focus on leadership and the development of professionals. Once the new degree program is established, marketing the program to potential partners—both inside and outside Canada—could be a way to expand the reach of the Faculty of Education, and to bring in additional students.

We have potential partners from around the world who are interested in having their employees or students engage in a professional degree at York as a cohort. And, other—sometimes highly-
esteemed—institutions are offering similar degree programs in locations around the world. The MLCE will allow us to respond nimbly to these international opportunities while also becoming a strong, cohort-based program for students in the GTA.

4. PROGRAM CONTENT AND CURRICULUM

4.1. Program Requirements

For this course-only Master of Leadership and Community Engagement, students will be required to accumulate 24 credits by successfully completing eight courses in the order in which they are specified in section 4.2. The program will be completed in four terms, beginning and ending in an intensive summer session. During the two summer terms, students will meet face to face and over the fall and winter terms, students will complete courses online and fulfill a community internship. In the final summer term, students will present a portfolio representing their learning across the degree.

<table>
<thead>
<tr>
<th>Summer (Term 1)</th>
<th>Fall (Term 2)</th>
<th>Winter (Term 3)</th>
<th>Summer (Term 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face</td>
<td>Online</td>
<td>Online</td>
<td>Face-to-face</td>
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<tr>
<td>2 Courses:</td>
<td>2 Courses:</td>
<td>2 Courses:</td>
<td>2 Courses:</td>
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<tr>
<td>EDUC 7000.03</td>
<td>EDUC 7010.03</td>
<td>EDUC 7020.03</td>
<td>EDUC 7030.03</td>
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<tr>
<td>EDUC 7005.03</td>
<td>EDUC 7015.03</td>
<td>EDUC 7025.03</td>
<td>EDUC 7035.03</td>
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<tr>
<td>(internship)</td>
<td>(internship)</td>
<td>(portfolio capstone)</td>
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The program is innovative in several respects. Its design is consonant with the findings of current research in the area of learning and instruction. In this research, “blended learning is increasingly being seen as one of the most important vehicles” for change in education (Picciano, 2013); students benefit from greater flexibility and choice when offered blended and online courses; they often perform better on average than those taking the same course through traditional face-to-face instruction (U.S. Department of Education, 2009, p. xiv); and universities are in the initial stages of incorporating blended learning as an emerging mode of instruction (Porter et al, 2014). The MLCE uses a blended model for curriculum delivery, combining online with face-to-face teaching and learning opportunities. As well, the program boasts a significant experiential learning component through the two experience-based inquiry courses. These valuable internships provide participants with arenas in which to reflect, consolidate, integrate, synthesize and deepen their understandings of their future roles as leaders in their various professions.

4.2. List of courses offered to support program

The following eight new courses will constitute the program of study. All courses will be offered by the Graduate Program in Education at 3.0 credits. Please see Appendix B for full course proposals.
<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
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</table>
| Summer | **EDUC 7000 Cr=3.0**  
Critical issues in leadership and community engagement |

*Calendar course description:*
This course explores answers to fundamental questions such as: What is leadership? What is community? Why engage communities? It introduces various models of leadership and explores goals, assumptions, and practices inherent in different conceptions. It examines different kinds of communities and identifies common elements. The course also considers various purposes for engaging communities and introduces strategies for achieving diverse goals.

**EDUC 7005 Cr=3.0**  
Initiatives in program design, interpretation, and evaluation

*Calendar course description:*
In this course participants develop the practical building blocks needed to produce effective community-based projects and programs. Course participants will examine and evaluate an existing program with the goal of mapping a community practice in the context of changing social and cultural agendas. The intent is to further develop a capacity for leadership within diverse cultural contexts, rights discourses and community sustainability.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course</th>
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</table>
|        | **EDUC 7010 Cr= 3.0**  
Enacting leadership and policy (online course) |

*Calendar course description:*
This online course explores the political roles and environments of leaders, examines how policy and leadership are enacted in various contexts, and reviews rational and critical theories of policy. Through course readings and a concurrent internship, course participants’ political skills, political acumen and ability to engage participants in democratic policy processes are developed.

**EDUC 7015 Cr=3.0**  
Experience-based inquiry I (online course)

*Calendar course description:*
This course facilitates on-going professional growth through guided reflection on professional competencies developed within the first of two internship experiences in light of connections with EDUC 7010 Cr=3.0 Enacting Leadership and Policy.
<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
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</thead>
</table>
| Winter   | **EDUC 7020 Cr=3.0**  
  Engaging research on professional practice (online course) |
|          | *Calendar course description:*                                           |
|          | This online course examines research engagement activities in professional  |
|          | practice including: consuming; mediating; applying; collaborating; and     |
|          | conducting. Issues related to epistemology, research design, politics, and |
|          | innovation are central to the course.                                    |
|          | **EDUC 7025 Cr=3.0**  
  Experience-based inquiry II (online course) |
|          | *Calendar course description:*                                           |
|          | This course builds on and further develops on-going professional growth   |
|          | through guided reflection on professional competencies developed within the|
|          | second of two internship experiences, this time in light of connections with|
|          | EDUC 7020 Cr=3.0 Reading and using research on professional practice      |
| Summer   | **EDUC 7030 Cr= 3.0**  
  Current practices in community engagement and innovation               |
|          | *Calendar course description:*                                           |
|          | This course addresses current practices in community engagement and       |
|          | innovation, examining different contextually-based strategies for negotiating|
|          | greater equity for children, youth, and adults within diverse collaborative|
|          | venues -- community agencies, governmental organizations, corporations, legal|
|          | associations, health units, environmental agencies, online communities.   |
|          | Also explored are additional social change possibilities afforded through partnerships between and across different groups and organizations. |
|          | **EDUC 7035 Cr=3.0**  
  Portfolio capstone                                                         |
|          | *Calendar course description:*                                           |
|          | Building upon participants’ cumulative knowledge and experiences in both |
|          | their course work and community inquiry placements, the primary purpose of|
|          | this course is to demonstrate an informed and integrative understanding of core |
|          | concepts such as community building and engagement, organization, leadership |
|          | and collaboration. Through the development of a project or extended paper, |
|          | participants will be asked to consider the inter-relations between theories of|
|          | leadership and engagement and their application in diverse community       |
|          | contexts.                                                               |
4.3. Course offerings to ensure minimum course requirements
Students will take all eight of their required courses at the graduate level. Each course was designed for the specific purposes of the MLCE.

4.4. Program requirements in the Graduate Calendar
See attached Appendix A for text of program requirements to be included in Graduate Calendar.

5. PROGRAM STRUCTURE, LEARNING OUTCOMES AND ASSESSMENT

5.1. Program Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| EDUC 7000 | • Students will critically analyze research, theories and debates about fundamental concepts underlying leadership, policy and community engagement  
               • Students will develop theoretical and practical understandings of leadership and community engagement  
               • Students will learn how to collaborate across sectors through developing an understanding systems perspectives, networks, change theories and processes |
| EDUC 7005 | • Students will have acquired skills to plan sustainable interventions for community engagement and to draw links between locally situated activity and broader domains of social organization and advocacy  
               • Students will have a knowledge of program design, interpretation and evaluation in their area of specialty, informed by alternative theoretical models  
               • Students will develop and apply practical skills and tools to use in program design, interpretation and evaluation |
| EDUC 7010 | • Students will learn how to strategically appropriate policy to achieve social justice goals  
               • Students will identify strategies for influencing policy decisions and practices  
               • Students will learn how to facilitate policy dialogues and democratize policy processes by engaging communities  
               • Students will observe and analyse how they and others enact policy in their internship by applying theories presented in course readings  
               • Students will have acquired experience mapping the political terrains of organizations and policy issues, recognizing and responding to different leadership approaches, and developing their abilities to be effective leaders for social change |
<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| EDUC 7015 | • Students will be able to apply theory to practice in their area of specialty through experiential learning in a practicum setting  
• Students will engage with empirical works and applied studies of the internship experience  
• Students will integrate various perspectives to confront the complexities of the internship experience  
• Students will increase skills in critically reading and responding to multiple perspectives  
• Students will apply relevant frameworks to contemporary issues in the internship  
• Students will have gained experience in addressing conflict and discomfort productively  
• Students will develop strategies for collaborating across multiple sectors in order to achieve political and social goals |
| EDUC 7020 | • Students will translate and mobilize research in their areas for diverse audiences  
• Students will critically analyze research, theories and debates about fundamental concepts underlying leadership, policy and community engagement |
| EDUC 7025 | • Students will be able to apply theory to practice in their area of specialty through experiential learning in two practicum settings  
• Students will develop state-of-the-art practices in community facilitation and activism  
• Students will engage with empirical works and applied studies of the second internship experience  
• Students will integrate various perspectives to confront the complexities of the second internship experience  
• Students will increase skills in critically reading and responding to multiple perspectives  
• Students will apply relevant frameworks to contemporary issues in the second internship |
| EDUC 7030 | • Students will develop strategies for collaborating across multiple sectors in order to achieve political and social goals  
• Students will be familiar with digital technologies, social media and traditional activist approaches for building collaborative relationships with communities |
| EDUC 7035 | • Students will be able to develop a portfolio that integrates their different dimensions of expertise and showcases their innovative ideas on leading community engagement initiatives  
• Students will synthesize experiential and scholarly components from previous courses and experiences to inform and construct their own conceptions of leadership and community engagement  
• Students will apply contemporary theories to current contexts |
| • Students will participate thoughtfully and critically in community-based contexts  
| • Students will demonstrate an understanding of core concepts such as social justice, equity and innovation |

The learning outcomes of this program are directly aligned with the Graduate Program’s Master’s degree level expectations. While touching on all expectations, the expectations the program most comprehensively addresses are Knowledge in Context and Professional Capacity and Autonomy. The overall learning expectations are supported by a number of scholarly, experiential and professional learning experiences designed to make links between the theoretical and practical objectives of the program. The program’s summative and culminating activities aim to mobilize knowledge within and across a number of communities and foster ties between university and partnership groups.

### 5.2. Program structure

Each component of the MLCE is designed to allow students to develop expertise as leaders in professional fields. In the coursework, the program first orients the students to their professional communities of practice. Students will then be required to complete two different community placements that link their study of community processes to their site of practice. In the second summer intensive of the program, students will come back together to return to ideas about community engagement and participate in a capstone course where they will create a project that represents their learning across the program and highlight the significance of their learning for professional practice. This project will be presented by the student to the cohort. The capstone project may take the form of a portfolio documenting cumulative learning or the development of leadership and/or community engagement skills and abilities. Alternately, the capstone project may be an analysis of significant aspects of course and experienced-based inquiry work. For others it might be a report on an action-research project to design and implement of a community engagement initiative. In this capstone component, students will integrate their different dimensions of expertise and showcase their innovative ideas on leading community engagement initiatives.

### 5.3. Appropriateness of Methods for Assessing Student Achievement and the Relationship of Assessment to Degree Level Expectations

Attentive to the unique scholarly and practical learning needs of students, instructors will use a combination of complementary assessment techniques. Students will be assessed using both conventional and innovative graduate study assignments and will be involved in seminar presentations, online discussions, literature reviews and essays. At the end of the program, the student will demonstrate competency in a culminating activity in the form of a professional portfolio. This activity will enhance student understandings about professional communities and mobilize student engagement in their particular professional community of practice.

The methods and criteria for assessing student achievement within the program will be aligned with the following Graduate Degree Level Expectations:

In terms of **Depth and Breadth of Knowledge**, the student will be able to:
a) Analyze multiple frameworks of theory, methodology and practice  
b) Understand procedures for creating and evaluating knowledge

In terms of **Research and Scholarship**, the student will be able to:  
a) Identify and investigate research questions and problematics  
b) Evaluate research orientation and methodology

In terms of **Knowledge and Context**, the student will be able to:  
a) Examine debates and questions  
b) Transfer theoretical and practical ideas to new contexts  
c) Examine the construction and use of knowledge

In terms of **Professional Capacity/Autonomy**, the student will be able to:  
a) Conduct independent inquiry  
b) Exercise judgment and initiative  
c) Understand academic integrity and ethical conduct in research  
d) Use theory and research to inform professional practice

In terms of **Communication**, the student will be able to:  
a) Analyze modes of communicating knowledge  
b) Share research findings in new contexts  
c) Use research to inform collegial conversations

In terms of **Awareness of the Limits of the Knowledge**, the student will be able to:  
a) Analyze processes and problems in knowledge construction, use and exchange  
b) Analyze problems and dilemmas in researching the self and others.

### 5.4. Program Length

The program is designed as a four term program, completed over one year. Students will progress in a cohort, based on (summer) date of entry, taking all courses within the prescribed program of study, in sequence, with other members of their cohort.

The program will be available only on a part-time basis. It will have a coordinator who will closely monitor students’ time-to-completion. The coordinator will be equivalent to a Category 6 director of a small graduate program (i.e., $4000 stipend, 0.5 release under current the Collective Agreement). Time-to-completion will be monitored by examining student grades and progress at the end of each term.

### 5.5. Delivery Methods

Courses will be delivered both face-to-face and online. In the intensive summer sessions, four courses (two each summer) will be offered face to face over three weeks. These face to face sessions will allow instructors to orient students to the program, help develop relationships and professional networks among students, and deliver course content.
In the fall and winter sessions, four courses (two each term) will be offered online. Online delivery will facilitate the learning, by keeping students in contact with each other and the instructors while completing community placements, facilitating inter-professional discussion, and delivering course content. The online course delivery will also facilitate the participation of international students.

6. ADMISSION REQUIREMENTS

6.1. Program Admission requirements

Normally, applicants will be required to have an undergraduate degree from a recognized university with at least a B+ average. Applicants are also required to submit:

- Faculty of Graduate Studies admissions application form,
- an official copy of transcripts of all post-secondary education,
- three letters of reference (preferably two should be from university faculty members; however, professional referees may be used if the applicant is unable to provide references from university faculty members),
- a résumé or curriculum vitae,
- a statement of interest (minimum 500 words in length) outlining how the Master of Leadership and Community Engagement will serve the applicant's academic and/or professional interests,
- one sample of written work (e.g., a paper demonstrating how the applicant works with a body of literature or builds an argument; typically, the sample paper is from a university course completed within the past five years).

Note: If unable to provide a sample of written work, the applicant should provide an extended statement of interest not to exceed 1500 words.

Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Master of Leadership and Community Engagement.

6.2. Alternate Admissions

As is the case with applicants to York’s M.Ed. Program, alternative educational degrees (e.g., successful completion of a college-level degree program in combination with relevant professional training) may be considered as equivalencies for the purpose of meeting entry-level requirements.

7. RESOURCES

7.1. Faculty Expertise

The area of focus was selected because over the past 15 years the Faculty of Education has developed an international reputation in the area of community engagement. Indeed, the establishment of the York Centre for Education and Community (YCEC), the Jean Augustine Chair in Education in the New Urban Environments, the Homeless Hub, and the new Tier 1
Canada Research Chair in Education and Social Innovation are both reflections and indices of these perceived strengths and expertise. The YCEC, in particular, through its funded research and community outreach programs, has created and nurtured opportunities for graduate and seconded faculty to continue to grow and refine their expertise in the areas of leadership and community engagement.

Sufficient faculty resources are already in place to implement and sustain the proposed program. The Faculty of Education has recently reduced the course requirements for its M.Ed. Degree program to conform more closely to requirements of other Masters-level academic programs at York. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through implementation of the Master of Leadership and Community Engagement. Therefore, there will be little additional burden for the Faculty with regard to needed resources in terms of human capacity. This said, the online components of the program, which are substantial, will require technical support and technological infrastructure, resources that the Faculty of Education will be able to provide. The program will also need ongoing, strategic coordination and advocacy, requiring the services of a program coordinator as described above.

7.2. Role of Retired, Adjunct and Contract Faculty
A limited number of contract faculty will teach in the MLCE.

7.3. Laboratory facilities/equipment
We will need minimal facilities and equipment since a significant portion of the program will be delivered through technology-mediated instruction. The Faculty of Education has an IT department that is able to provide support for building course websites through Moodle, technical troubleshooting and online pedagogical design. Assistance will also be sought from the York Teaching Commons.

Instructors will provide all registered participants with access to course materials (e.g., links to the Scott Library). The York libraries already own the majority of textual resources cited in the different course bibliographies; others are readily obtainable through freely accessible online sources.

7.4. Space Requirements
Permanent office space and equipment are provided to all tenure stream faculty. Contract instructors will be provided with office space and equipment for the duration of their respective courses. No additional graduate student space is required as the program is delivered largely online. The program will be administered through the Graduate Program in Education offices.

7.5. Academic Supports and Services
As fee-paying York University students, participants in this degree program will pay student fees and will have access to all supports for the Faculty. Some of the academic supports that are available to students in the Faculty of Education include the following:

- Library access (including online library access) is available for all current York University students.
Student advising is available through the Graduate Programs Office.

Online support is provided through the Faculty of Education’s Information Technology office, where students can obtain help through helpdesk@edu.yorku.ca. They will also be provided with a Faculty of Education email address; their email passwords will also provide them with access to internal SharePoint sites, which provide information on employment opportunities, program information, etc.

Students who are on campus can also sign out other digital equipment for their coursework, including video cameras, SmartBoards, iPads and other related technology.

The Faculty of Education also supports the use of Moodle, which will be used for all courses in the program.

Students will also be eligible to participate in activities with the Graduate Students’ Association (GSA).

These resources will not only enhance the quality of the program through course delivery, but they will also contribute positively to the student experience at York University and in the Faculty of Education. Students will be integrated into the Faculty community, both through the cohort-based model and through opportunities to become involved in activities, including attending and/or presenting in program speakers’ series and the annual Summer Graduate Conference in Education.

7. 6. Financial Support

No financial support will be necessary for these part-time students. A supervisor will not be necessary as there will be no need for consultation about course selection or research focus. The Program Coordinator will serve in the capacity of students’ advisor.

Table 1: Listing of Faculty

Full-time tenure stream graduate faculty who have expressed interest in different aspects of program delivery include: Khaled Barkaoui, Don Dippo, Celia Haig-Brown, John Ippolito, Carl James, Jennifer Jenson, Karen Krasny, Mary Leigh Morbey, Sharon Murphy, Sandra R. Schecter, Theresa Shanahan, Stan Shapson, Sue Winton, Qiang Zha.

Members of the Faculty of Education and York Centre for Education and Community (YCEC community) on whom we will call for purposes of program delivery, including course instruction, include: Rob Brown, Paul Favreau, Ken Thurston, Chandra Turner.

Contract faculty who will participate in aspects of program delivery include: Karen Armstrong, Denese Belchetz, Margaret Manson.

All faculty involved in course delivery must be eligible for appointment to York’s Faculty of Graduate Studies.
<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>Home Unit</th>
<th>Primary Graduate Program (yes/no)</th>
<th>Area(s) of Specialization or Field(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Members</strong> (Note: does not apply to master’s-only programs)</td>
<td></td>
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<tr>
<td>N/A</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Associate Members</strong></td>
<td></td>
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</tbody>
</table>
| Barkaoui, Khaled  
*Associate Professor* | Education | no | Educational assessment, program evaluation, second language learning, and writing |
| Dippo, Don  
*University Professor* | Education | no | Social and political organization of knowledge; environmental and sustainability education; global migration and settlement; university/community relations; and teacher education |
| Haig-Brown, Celia  
*Professor* | Education | no | (De)colonizing research and practice; critical ethnography; critical/feminist pedagogy; learning from the land; adult & community education; curriculum development; ways of knowing |
| Ippolito, John  
*Associate Professor* | Education | no | Adult education in contexts of linguistic, cultural and racial hyperdiversity; marginalized families and education; community education; digital literacy; discursive constructionism; community based participatory research; social capital theory |
| James, Carl  
*Professor* | Education | no | Educational and occupational access and equity for marginalized youth; the implications of suburban “urbanization” for young people; the complementary and contradictory nature of sports in the schooling and educational attainments of racialized students; community-centered approaches to learning, identification/identity pertaining to race, ethnicity, gender, class, and immigrant status. |
| Jenson, Jennifer  
*Professor* | Education | no | Technology, pedagogy, digital games, popular culture, media, design |
| Krasny, Karen  
*Associate Professor* | Education | no | Aesthetics, affect theory, arts, critical theory, curriculum, diaspora, early childhood education, ethics, ethnography, feminism, gender, higher education, identity, language, literacy, literary studies, philosophy of education, psychology, second language, social justice, teacher education |
<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>Home Unit</th>
<th>Primary Graduate Program (yes/no)</th>
<th>Area(s) of Specialization or Field(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morbey, Mary Leigh</td>
<td>Education</td>
<td>no</td>
<td>Web 2.0 technologies including social media; ethics and information communications technology (ICT) with an emphasis on access; the global south/developing world; national museum virtual spaces; technological mediations in visual culture; virtual opening learning environments</td>
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<tr>
<td>Associate Professor</td>
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<td></td>
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<tr>
<td>Murphy, Sharon</td>
<td>Education</td>
<td>no</td>
<td>Assessment, literacy education, early childhood education</td>
</tr>
<tr>
<td>Professor</td>
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<td></td>
<td></td>
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<tr>
<td>Schecter, Sandra</td>
<td>Education</td>
<td>no</td>
<td>Language policy and planning, language socialization, language and cultural identity, and bi- and multi-lingual language acquisition and learning.</td>
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<tr>
<td>Professor</td>
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<tr>
<td>Shanahan, Theresa</td>
<td>Education</td>
<td>no</td>
<td>Education law and policy (K-12 and postsecondary), the political economy of postsecondary education, university governance (system and institutional decision-making), professional education, professional governance, professional ethics, and human rights in education.</td>
</tr>
<tr>
<td>Associate Professor</td>
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<tr>
<td>Shanahan, Theresa</td>
<td>Education</td>
<td>no</td>
<td>Educational psychology, research &amp; innovation, bilingual &amp; multilingual programs</td>
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<tr>
<td>Professor</td>
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<tr>
<td>Winton, Sue</td>
<td>Education</td>
<td>no</td>
<td>Critical policy research examines how education policies and policy processes support and/or undermine critical democratic commitments to equity, diversity, social justice, and public participation in policymaking.</td>
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<td>Associate Professor</td>
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<tr>
<td>Zha, Qiang</td>
<td>Education</td>
<td>no</td>
<td>Chinese and East Asian higher education, international academic relations, global brain circulation, internationalization of higher education, globalization and education, differentiation and diversity in higher education, theories of organizational change, knowledge transfer and commercialization, and international migration and development</td>
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</tr>
<tr>
<td>Belchetz, Denese</td>
<td>Education</td>
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<tr>
<td>Contract Faculty</td>
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<tr>
<td>Faculty Name &amp; Rank</td>
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<td>Primary Graduate Program (yes/no)</td>
<td>Area(s) of Specialization or Field(s)</td>
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<tr>
<td>Manson, Margaret</td>
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<td><em>Contract Faculty</em></td>
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<td>Members Emeriti</td>
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<td>Adjunct Members</td>
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<td>Instructor Members</td>
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<tr>
<td>Brown, Rob</td>
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<td>Favreau, Paul</td>
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<td>Thurston, Ken</td>
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<tr>
<td>Turner, Chandra</td>
<td>YCEC community</td>
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</table>

**Table 2: Graduate Supervision**

N/A
No supervisor required.

**Table 3: Research Funding Received by Faculty**

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Year</th>
<th>Tri-Council</th>
<th>Other Peer Adjudicated</th>
<th>Contracts</th>
<th>Institutional</th>
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<tbody>
<tr>
<td>Barkaoui, Khaled</td>
<td>2013</td>
<td>$305,101</td>
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<td></td>
<td>2009</td>
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<td>Dippo, Don (CI*)</td>
<td>2011</td>
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<td>$4,531,976</td>
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<td>Haig-Brown, Celia</td>
<td>2013</td>
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<td>$469,230</td>
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<td></td>
<td>2006</td>
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<td>Faculty member</td>
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<td>James, Carl</td>
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<td>2006</td>
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<td>Morbey, Mary Leigh</td>
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<tr>
<td>Shapson, Stan</td>
<td>Received over $6 million external funding as York’s VPRI.</td>
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<td>Winton, Sue</td>
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</table>

**8. ENROLMENT PROJECTIONS**

**8.1. Anticipated enrolment target**

We plan to implement the program in Summer 2016. Anticipated size of the initial cohort is 25. Our preliminary target for steady-state enrolment is 75. We anticipate reaching the steady-state target by the start of year 3 of the program, i.e., Summer 2018.
<table>
<thead>
<tr>
<th>Year</th>
<th>Intake</th>
<th>Anticipated attrition</th>
<th>Total</th>
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<td>SU 2016</td>
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<td>SU 2018</td>
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9. SUPPORT STATEMENTS

Please see Appendix C for the following letters of support:

- Ron Owston, Dean, Faculty of Education
- Vice-President Academic and Provost (TBR)
- Peggy Warren, York University Librarian
- Daniel Cohn, Interim Graduate Program Director, School of Public Policy & Administration, York University
- Dezso Horvath, Dean, Schulich School of Business
- Chris Penrose, Executive Director, Success Beyond Limits Education Program
- Kirsten Eastwood, Former Executive Director, Women’s centre of York Region
- Cheryl Prescod, Executive Director, Black Creek Community Health Centre
- Amanda Glasbeek, GPD, Socio-Legal Studies, York University
## APPENDIX A: Graduate Calendar Program Requirements

Students must successfully complete all eight required courses in the order in which they are specified:

<table>
<thead>
<tr>
<th>Summer (Term 1)</th>
<th>Fall (Term 2)</th>
<th>Winter (Term 3)</th>
<th>Summer (Term 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face</td>
<td>Online</td>
<td>Online</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>EDUC 7000 3.0 Critical issues in leadership and community engagement</td>
<td>EDUC 7010 3.0 Enacting leadership and policy</td>
<td>EDUC 7020 3.0 Engaging research on professional practice</td>
<td>EDUC 7030 3.0 Current practices in community engagement and innovation</td>
</tr>
<tr>
<td>EDUC 7005 3.0 Initiatives in program design, interpretation, and evaluation</td>
<td>EDUC 7015 3.0 Experience-based inquiry I (internship)</td>
<td>EDUC 7025 3.0 Experience-based inquiry II (internship)</td>
<td>EDUC 7035 3.0 Portfolio capstone</td>
</tr>
</tbody>
</table>
**APPENDIX B: New Course Proposals**

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Program: Master in Leadership and Community Engagement

Course Number: EDUC 7000  
Long Course Title: Critical Issues in Leadership and Community Engagement  
Short Course Title: Leadership and Community Engagement .............................................. 29

Course Number: EDUC 7005  
Long Course Title: Initiatives in Program Design, Interpretation, and Evaluation  
Short Course Title: Program Design, Interpretation, and Evaluation ................................. 34

Course Number: EDUC 7010  
Long Course Title: Enacting Leadership and Policy  
Short Course Title: Enacting Leadership and Policy ............................................................. 38

Course Number: EDUC 7015  
Long Course Title: Experience-Based Inquiry I  
Short Course Title: Experience-Based Inquiry I ................................................................. 43

Course Number: EDUC 7020  
Long Course Title: Engaging Research on Professional Practice  
Short Course Title: Research in Professional Practice ......................................................... 50

Course Number: EDUC 7025  
Long Course Title: Experience-Based Inquiry II  
Short Course Title: Experience-Based Inquiry II ................................................................. 55

Course Number: EDUC 7030  
Long Course Title: Current Practices in Community Engagement and Innovation  
Short Course Title: Community Engagement and Innovation Practices ............................ 62

Course Number: EDUC 7035  
Long Course Title: Portfolio Capstone  
Short Course Title: Portfolio Capstone ................................................................................. 67
New Course Proposal

1. **Program:** Master in Leadership and Community Engagement

2. **Course Number:** EDUC 7000

3. **Credit Value:** 3.0

4. **Long Course Title:** Critical Issues in Leadership and Community Engagement

5. **Short Course Title:** Leadership and Community Engagement

6. **Effective Session:** Summer 2015

7. **Calendar (Short) Course Description:**
   This course explores answers to fundamental questions such as: What is leadership? What is community? Why engage communities? It introduces various models of leadership and explores goals, assumptions, and practices inherent in different conceptions. It examines different kinds of communities and identifies common elements. The course also considers various purposes for engaging communities and introduces strategies for achieving diverse goals.

8. **Expanded Course Description:**
   This introductory course in the Master in Leadership and Community Engagement program explores various and competing answers to fundamental questions such as *What is leadership? What is community? Why engage communities?* The course is organized into three complementary parts. Part 1 introduces participants to models of leadership from various fields (e.g., education, business, social work, political science, development studies) from a variety of perspectives (e.g., structural functionalist, democratic, feminist, indigenous) to identify the goals and assumptions inherent in different conceptions of leadership. Leadership practices, paradoxes, and debates in the field, such as how leadership is developed and differences between leadership and management, are examined.

   Part 2 of the course shifts participants’ focus to the meaning of ‘community’ by examining different kinds of communities (e.g., geographical, religious, online, professional) with the goal of identifying what they have in common. Participants also consider various purposes for engaging communities (e.g., learning, improved policy, social change, community improvement) and identify strategies for achieving these diverse goals.

   Finally, in Part 3 participants apply their new knowledge about leadership and community to analyse how leadership is enacted in different communities, how leaders from diverse communities might work together to achieve shared goals, and how leadership enactment influences community engagement and outcomes.

**Learning Outcomes:**
- Students will critically analyze research, theories and debates about fundamental concepts underlying leadership, policy and community engagement;
- Students will develop theoretical and practical understandings of leadership and community engagement;
- Students will learn how to collaborate across sectors through developing an understanding of systems perspectives, networks, change theories and processes.
9. Evaluation:
   Leadership Oral Presentation – 25%
   Book Critique – 25%
   Representations of Community Media Analysis – 25%
   Community Leadership Case Study Analysis – 25%

10. Integrated Courses:
    N/A

11. Rationale:
The proposed course is the first of eight sequenced core courses within the Faculty of Education’s Master in Leadership and Community Engagement program. It introduces definitions, theories, and debates about fundamental concepts underlying the program (i.e., leadership, community, and community engagement). Participants will use knowledge learned in this course to analyze and enact leadership and community engagement in two forthcoming Experience-Based Inquiry courses and will extend their theoretical and practical understanding of leadership and community engagement in subsequent courses.

12. Faculty Resources:
    Don Dippo, John Ippolito, Carl James, Theresa Shanahan, Stan Shapson, and Sue Winton.

    All courses within the Master in Leadership and Community Engagement program will be offered once per year.

    We anticipate that all new courses within the Master in Leadership and Community Engagement program will have little or no impact on Faculty resources for the following reason: The Faculty of Education is simultaneously reducing the course requirements for its M.Ed. degree program – to conform more closely to requirements of other Master-level academic programs within the University. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through the adoption of the Master in Leadership and Community Engagement program. In this manner, there will be no additional burden for the Faculty of Education with regard to needed resources, both in terms of physical facilities and human capacity.

13. Crosslisted Courses:
    N/A

14. Bibliography and Library Statement:
    See end. In addition, participants may consult a range of publicly available grey literature (e.g., research reports, government reports and policy documents, materials produced by nongovernmental organizations).

15. Physical Resources:
    See Section 12 above for an explanation of why extant physical resources will suffice.

    Instructors will provide all registered participants with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.

Bibliography


Maracle, S. (2013). The eagle has landed: Native women, leadership, and community development. In M. Hobbs & C. Rice (Eds.), *Gender and Women’s Studies in Canada: Critical Terrain*, (315-324). Toronto, ON: Scholars’ Press.


Shane, P. M. (2008). *Building democracy through online citizen deliberation.* Columbus, OH: Ohio State University Moritz College of Law.


New Course Proposal

1. **Program:** Master in Leadership and Community Engagement

2. **Course Number:** EDUC 7005

3. **Credit Value:** 3.0

4. **Long Course Title:** Initiatives in Program Design, Interpretation and Evaluation

5. **Short Course Title:** Program Design, Interpretation, and Evaluation

6. **Effective Session:** Summer 2015

7. **Calendar (Short) Course Description:**
   In this course, participants develop the practical building blocks needed to produce effective community-based projects and programs. Course participants will examine and evaluate an existing program with the goal of mapping a community practice in the context of changing social and cultural agendas. The intent is to further develop a capacity for leadership within diverse cultural contexts, rights discourses and community sustainability.

8. **Expanded Course Description:**
   Course participants will explore the complexities and challenges associated with program design, interpretation and evaluation. They will investigate and review program models within their areas of practice and will develop a specific design and evaluation framework to apply within a professional or other community.

   The course will have three foci. The first will involve an exploration of program design, interpretation and evaluation, examining these practices alternatively, in turn, as organizational, linguistic, political, economic and other phenomena. The course is informed by alternative theoretical models, including: communities of practice, distributed cognition, critical and rational approaches to policy, and participatory democratic engagement, with a view to social justice and sustainability.

   The second focus looks to support course participants to develop practical skills and tools to use in program development, interpretation and evaluation. This process will include knowledge transfer from experts who have experience in one or more of those areas.

   In the third area of focus, course participants will be asked to apply what they have learned to a major project that includes creating a proposal for a program design, interpretation and evaluation. Choosing a framework and mode of expression that are appropriate and complementary to an organization or community, course participants will design a project that anticipates tensions, challenges and successes in community engaged leadership.

**Learning Outcomes:**

- Students will have acquired skills to plan sustainable interventions for community engagement and to draw links between locally situated activity and broader domains of social organization and advocacy;
- Students will have a knowledge of program design, interpretation and evaluation in their area of specialty, informed by alternative theoretical models;
- Students will develop and apply practical skills and tools to use in program design, interpretation and evaluation.
9. **Evaluation:**
   - Online presentation: 25%
   - Commentary on peer presentations: 15%
   - Contribution to course blog: 10%
   - Design, interpretation and evaluation Project: 50%

10. **Integrated Courses:**
    N/A

11. **Rationale:**
    The proposed course is one of eight sequenced core courses within the Faculty of Education’s proposed Master in Leadership and Community Engagement program. It occurs in the early stage of the program, providing a foundation for the research and experience-based practica that course participants will encounter later in the program.

12. **Faculty Resources:**
    Khaled Barkauoi, Don Dippo, Karen Krasny, Sharon Murphy, Sue Winton, Qiang Zha

    All courses within the Master in Leadership and Community Engagement program will be offered once per year.

    We anticipate that all new courses within the Master in Leadership and Community Engagement program will have little or no impact on Faculty resources for the following reason: The Faculty of Education is simultaneously reducing the course requirements for its M.Ed. Degree program – to conform more closely to requirements of other Master-level academic programs within the University. The reduction in the overall number of courses in the MEd program taught by York graduate faculty will either be equivalent or greater than the number of courses (8) added through adoption of the Master in Leadership and Community Engagement program. In this manner, there will be no additional burden for the Faculty of Education with regard to needed resources, in terms of both physical facilities and human capacity.

13. **Crosslisted Courses:**
    N/A

14. **Bibliography and Library Statement:**
    See end. In addition, participants may consult a range of publicly available grey literature (e.g., research reports, government reports and policy documents, materials produced by nongovernmental organizations).

15. **Physical Resources:**
    See Section 12 above for an explanation of why extant physical resources will suffice.

    Instructors will provide all registered participants with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.

**Bibliography**


New Course Proposal

1. Program: Master in Leadership and Community Engagement

2. Course Number: EDUC 7010

3. Credit Value: 3.0

4. Long Course Title: Enacting Leadership and Policy

5. Short Course Title: Enacting Leadership and Policy

6. Effective Session: Fall 2015

7. Calendar (Short) Course Description:
   This online course explores the political roles and environments of leaders, examines how policy and leadership are enacted in various contexts, and reviews rational and critical theories of policy. Through course readings and a concurrent internship, course participants’ political skills, political acumen and ability to engage participants in democratic policy processes are developed.

8. Expanded Course Description:
   This online course in the Master in Leadership and Community Engagement program introduces participants to diverse theories about policy processes and closely examines how policy and leadership are enacted in various contexts. It builds on a previous course, Critical Issues in Leadership and Community Engagement, by examining the political roles and environments of leaders through diverse theoretical lenses (e.g., micropolitics, advocacy leadership). Course readings introduce key political strategies for leaders such as: persuading others; bargaining and negotiating; identifying allies, building networks and developing coalitions; understanding one’s political terrain; and appropriating policies. The course fosters the development of participants’ political acumen and skills through their observations and analyses of the ways they and others enact leadership in their internship.

   In addition, the course introduces policy theories and research to inform participants’ understandings of the ways policy processes support and/or challenge the status quo. Specifically, participants compare assumptions about what policy is, who makes policy, and the nature of policy effects that underlie theories grounded in rational and critical perspectives. Participants also examine how context influences enactment.

Learning Outcomes:
   o Students will learn how to strategically appropriate policy to achieve social justice goals;
   o Students will identify strategies for influencing policy decisions and practices;
   o Students will learn how to facilitate policy dialogues and democratize policy processes by engaging communities;
   o Students will observe and analyse how they and others enact policy in their internship by applying theories presented in course readings.
   o Students will have acquired experience mapping the political terrains of organizations and policy issues, recognizing and responding to different leadership approaches, and developing their abilities to be effective leaders for social change.

9. Evaluation:
   Political Map of Internship Organization: 20%
   Leadership Enactment in Internship Analysis: 30%
Policy Dialogue Facilitation Report: 20%
Policy Enactment in Internship Analysis: 30%

10. Integrated Courses:
N/A

11. Rationale:
The proposed course is one of two courses offered in the second term of the Faculty of Education’s Master in Leadership and Community Engagement degree. It builds on an introductory course, *Critical Issues in Leadership and Community Engagement*, by focusing on the political nature of leadership and introducing participants to policy theory and research. The course will develop participants’ ability to be effective leaders for social change through the development of their political acumen, political skills, and understanding of policy processes. Participants will learn how to map the political terrains of organizations and policy issues, facilitate democratic dialogues, recognize and respond to different leadership approaches, and select political strategies that will engage communities and achieve goals. The course is offered concurrently with an internship in an organization and the course *Experience-Based Inquiry 1*. Theories and research presented in this course (i.e., *Enacting Leadership and Policy*) will be discussed and applied in relationship to the internship in the course *Experience-Based Inquiry 1*.

12. Faculty Resources:
Don Dippo, Carl E. James, Theresa Shanahan, Stan Shapson, Sue Winton

All courses within the Master in Leadership and Community Engagement program will be offered once per year.

We anticipate that all new courses within the Master in Leadership and Community Engagement program will have little or no impact on Faculty resources for the following reason: The Faculty of Education is simultaneously reducing the course requirements for its M.Ed. degree program – to conform more closely to requirements of other Master-level academic programs within the university. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through the adoption of the Master in Leadership and Community Engagement program. In this manner, there will be no additional burden for the Faculty of Education with regard to needed resources, both in terms of physical facilities and human capacity.

13. Crosslisted Courses:
N/A

14. Bibliography and Library Statement:
See end. In addition, participants may consult a range of publicly available grey literature (e.g., research reports, government reports and policy documents, materials produced by nongovernmental organizations).

15. Physical Resources:
See Section 12 above for an explanation of why extant physical resources will suffice.

Instructors will provide all registered student with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.
Bibliography


New Course Proposal

1. Program: Master in Leadership and Community Engagement

2. Course Number: EDUC 7015

3. Credit Value: 3.0

4. Long Course Title: Experience-Based Inquiry I

5. Short Course Title: Experience-Based Inquiry I

6. Effective Session: Fall 2015

7. Calendar (Short) Course Description:
   This online course facilitates on-going professional growth through guided reflection on professional competencies developed within the first of two internship experiences in light of connections with EDUC 7010, Enacting Leadership and Policy.

8. Expanded Course Description:
   The overall goal of the online course is to provide an opportunity for the course participant to explore and develop relations between theory and practice in the area of specialty through the experience of guided reflection on personal competencies in light of the first of two internship experiences in order to develop and articulate a plan toward on-going professional growth.

   The theoretical underpinning of the course emerges from Kolb’s (1984) experiential learning cycle as described in A case for change: experiential education integration at York University (2013): “experiencing (the activity phase), sharing (exchanging reactions and observations, processing “discussing patterns and dynamics”, generalizing (developing real-world principles) and applying (planning effective uses of learning).” The course is further based on the assumption that reflective capacity is an essential characteristic for professional competence and considers the work of Dewey (reflective thinking in learning and education), Habermas (critical reflection) and Kolb (experiential learning) amongst others. The resulting trajectory is thus both iterative (Boud, Keog, and Walker, 1985; Schon, 1983) and vertical. (Dewey, 1983; Hatton and Smith, 1995; Mezirow, 1991; and Moon, 1999). It is iterative in the sense that the process of reflection is the result of an experience, which then produces a new understanding and the potential to act differently next time. Reflection also has a vertical dimension, with the deeper levels seeming more remote, complex and robust in their ability to enfold contradictions (Mann, Gordon and Macleod, 2009).

   In a practical sense, the course considers, complements and builds on, the internship experience. Through the e-journal, article critiques and discussions, the course provides the participants with an arena in which to reflect, consolidate, integrate, synthesize and deepen understanding of their future roles as leaders in their specific professions.

Learning Outcomes:
   o Students will be able to apply theory to practice in their area of specialty through experiential learning in a practicum setting;
   o Students will engage with empirical works and applied studies of the internship experience
   o Students will integrate various perspectives to confront the complexities of the internship experience;
   o Students will increase skills in critically reading and responding to multiple perspectives
   o Students will apply relevant frameworks to contemporary issues in the internship
Students will have gained experience in addressing conflict and discomfort productively;
Students will develop strategies for collaborating across multiple sectors in order to achieve political and social goals.

9. **Evaluation:**
The course will be graded as Pass/Fail. Participants must pass each assignment below to pass the course. The passing grade for each assignment is 80%.

1. Successful completion of 50 hours in the first of two internships: 50%

2. "E-journal": 25%
   Course participants will maintain a detailed log or blog of their reflections on specific tasks, challenges, dilemmas and accomplishments, which constitute the internship. Entries may include descriptions of time spent, including face-to-face meetings, outside consultation, and relevant insights, critiques of previously postulated insights, and specific connections with the content of Enacting Leadership and Policy. This electronic log will be submitted at regular intervals. The suggested length is 25-30 double-spaced pages and should include citations.

3. Five article responses: 15%
   These five responses will consider any five of the course articles, chapters, videos or websites in the course modules.

4. Online discussion participation: 10%
   The online discussion component will consist of the following conversations:
   a. Posting #1. Professional introduction and response to another’s posting which will include a succinct overview of career path and goals as related to the specific internship.
   b. Posting #2. Description of internship and response to another’s. The description will include:
      • An introduction to the organization (the community in which it functions, its relation to the community, the specific needs addressed, the objectives, values, underlying assumptions and concerns as well as influences, development process, implementation)
      • Areas of possible expansion and future growth
   c. Posting #3. Posting of one article or chapter response (see #3 above) and response to another’s.

In addition to these graded discussion topics, there will be an additional discussion topic area, the “Sandbox”, in which participants can pose theoretical overarching musings or tentative ideas which relate to innovation, collaboration, new technologies, policy development, community engagement, leadership, advocacy, research—in writing or orally, through animation, photography, comic life—from the e-journal for others to add to or expand on.

10. **Integrated Courses:**
N/A

11. **Rationale:**
The proposed course is one of eight sequenced core courses within the Faculty of Education’s Master in Leadership and Community Engagement program. It takes place roughly in the middle of the course sequence, building on the knowledge that students have acquired through introductory courses on leadership and policy. It contributes to program coherence by referring to earlier courses (Critical Issues in Leadership and Community Engagement and Initiatives in Program Design, Implementation, and Evaluation) and explores the ways in which ideas explored in Enacting Leadership and Policy are realized in the area of specialty. The over-arching goal is to help the course participant relate theory to practice in the area of specialty.
12. Faculty Resources:
Karen Armstrong, Karen Krasny, and Margaret Manson.

All courses within the Master in Leadership and Community Engagement program will be offered once a year.

We anticipate that all new courses within the Master in Leadership and Community Engagement program will have little or no impact on Faculty resources for the following reason: the Faculty of Education is simultaneously reducing the course requirements for its M.Ed. Degree program – to conform more closely to requirements of other Master-level academic programs within the University. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through adoption of the Master in Leadership and Community Engagement program. In this manner, there will be no additional burden for the Faculty with regard to needed resources, in terms of both physical facilities and human capacity.

13. Crosslisted Courses:
N/A

14. Bibliography and Library Statement:
See end. In addition, participants may consult a range of publicly available grey literature (e.g., research reports, government reports and policy documents, materials produced by nongovernmental organizations).

15. Physical Resources:
See Section 12 above for an explanation of why extant physical resources will suffice.

Instructors will provide all registered participants with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.

Bibliography


New Course Proposal

1. Program: Master in Leadership and Community Engagement
2. Course Number: EDUC 7020
3. Credit Value: 3.0
4. Long Course Title: Engaging Research on Professional Practice
5. Short Course Title: Research in Professional Practice
7. Calendar (Short) Course Description:
   This online course examines research engagement activities in professional practice including: consuming; mediating; applying; collaborating; and conducting. Issues related to epistemology, research design, politics, and innovation are central to the course.
8. Expanded Course Description:
   This online course in the Master in Leadership and Community Engagement program is organized into five themes related to research engagement in professional practice: consuming; mediating; applying; collaborating; and conducting. Under the theme “consuming”, participants examine: who produces research and for what purposes; where/how to access various kinds of research (e.g., qualitative, quantitative, and mixed methods); and politics of research use, production and funding. To support participants’ critical analysis of research, issues related to credibility, validity, reliability, trustworthiness, and research design are introduced. Under the theme “mediating”, participants examine how individuals, the media, and other organizations translate and mobilize research for various purposes. Participants learn various knowledge mobilization strategies including how to create plain language summaries of academic research. Under the theme “applying”, participants identify and apply research findings to address issues in their own professional practice and analyze benefits and challenges of their efforts. The influence of organizational contexts is examined. Under the theme “collaborating”, participants examine possibilities and limitations of working with others, especially those from diverse sectors, to address shared concerns through collaborative research projects and professional learning communities. Finally, under the theme “conducting”, participants investigate, select, and apply appropriate methods to answer research questions arising from their own practice.

   Learning Outcomes:
   o Students will translate and mobilize research in their areas for diverse audiences
   o Students will critically analyze research, theories and debates about fundamental concepts underlying leadership, policy and community engagement

9. Evaluation:
   Annotated Bibliography: 30%
   Plain Language Research Summary OR Research Applied to Practice Report: 25%
   Cross-sector Dialogue: 15%
   Independent Research Project on Internship: 30%

10. Integrated Courses:
    N/A
11. Rationale:
The proposed course is one of two courses offered in the third term of the Master in Leadership and Community Engagement program. The expectation that professional practice and policy will be “evidence-informed” and the sheer volume and diversity of research available demands that professionals can access, analyze, critique, apply, and undertake research in their work. The ability to translate and mobilize academic research to diverse audiences and to collaborate with others across multiple sectors can help leaders and community organizations achieve political and social goals. The course is offered concurrently with an internship in an organization and the course Experience-Based Inquiry 2. Ideas and research presented in this course (i.e., Engaging Research in Professional Practice) will be discussed and applied in relationship to the internship in the course Experience-Based Inquiry 2.

12. Faculty Resources:
Don Dippo, Celia Haig-Brown, Jen Jenson, Karen Krasny, Mary Leigh Morbey, Stan Shapson, and Sue Winton.

All courses within the Master in Leadership and Community Engagement program will be offered once per year.

We anticipate that all new courses within the Master in Leadership and Community Engagement program will have little or no impact on Faculty resources for the following reason: The Faculty of Education is simultaneously reducing the course requirements for its M.Ed. degree program – to conform more closely to requirements of other Master-level academic programs within the university. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through the adoption of the Master in Leadership and Community Engagement program. In this manner, there will be no additional burden for the Faculty of Education with regard to needed resources, both in terms of physical facilities and human capacity.

13. Crosslisted Courses:
N/A

14. Bibliography and Library Statement:
See end.

15. Physical Resources:
See Section 12 above for an explanation of why extant physical resources will suffice.

Instructors will provide all registered student with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.

Bibliography


Griffin, G., Hamberg, K., & Lundgren, B. (Eds.). (2013). *The social politics of research collaboration* (Vol. 8). New York University; Routledge.


New Course Proposal

1. **Program:** Master in Leadership and Community Engagement

2. **Course Number:** EDUC 7025

3. **Credit Value:** 3.0

4. **Long Course Title:** Experience-Based Inquiry II

5. **Short Course Title:** Experience-Based Inquiry II

6. **Effective Session:** Winter 2016

7. **Calendar (Short) Course Description:**
This online course builds on and further develops on-going professional growth through guided reflection on professional competencies developed within the second of two internship experiences, this time in light of connections with EDUC 7020, *Engaging Research on Professional Practice.*

8. **Expanded Course Description:**
The overall goal of the online course is to provide an opportunity for the course participant to further explore and develop relations between theory and practice in the area of specialty through the experience of guided reflection on personal competencies in light of the second of two internship experiences in order to develop and articulate a plan toward on-going professional growth.

As with Experience-Based Inquiry I, the theoretical underpinning of the course emerges from Kolb’s (1984) experiential learning cycle as described in *A case for change: experiential education integration at York University* (2013): “experiencing (the activity phase), sharing (exchanging reactions and observations, processing “discussing patterns and dynamics”, generalizing (developing real-world principles) and applying (planning effective uses of learning).” The course is further based on the assumption that reflective capacity is an essential characteristic for professional competence and considers the work of Dewey (reflective thinking in learning and education), Habermas (critical reflection) and Kolb (experiential learning) amongst others. The resulting trajectory is thus both *iterative* (Boud, Keog, and Walker, 1985; Schøn, 1983) and *vertical.* (Dewey, 1983; Hatton and Smith, 1995; Mezirow, 1991; and Moon, 1999). It is *iterative* in the sense that the process of reflection is the result of an experience, which then produces a new understanding and the potential to act differently next time. Reflection also has a *vertical* dimension, with the deeper levels seeming more remote, complex and robust in their ability to enfold contradictions (Mann, Gordon and Macleod, 2009). In a practical sense, the course considers, complements and builds on, the second of two internship experiences. As with *Experienced-Based Inquiry I,* through the e-journal, article critiques and discussions, the course provides the participants with an arena in which to reflect, consolidate, integrate, synthesize and deepen understanding of future roles as leaders in their specific professions.

**Learning Outcomes:**
- Students will be able to apply theory to practice in their area of specialty through experiential learning in two practicum settings
- Students will develop state-of-the-art practices in community facilitation and activism
- Students will engage with empirical works and applied studies of the second internship experience
- Students will integrate various perspectives to confront the complexities of the second internship experience
- Students will increase skills in critically reading and responding to multiple perspectives
- Students will apply relevant frameworks to contemporary issues in the second internship
9. **Evaluation:**
   The course will be graded as Pass/Fail. Participants must pass each assignment below to pass the course. The passing grade for each assignment is 80%.

1. **Successful completion of 50 hours in the second of two internships: 50%**

2. **“E-journal” 25%**
   As in Enquiry-Based Inquiry I, course participants will maintain a detailed log or blog of their reflections on specific tasks, challenges, dilemmas and accomplishments, which constitute the internship. Entries may include descriptions of time spent, including face-to-face meetings, outside consultation, and relevant insights, critiques of previously postulated insights, and specific connections with the content of Enacting Leadership and Policy. This electronic log will be submitted at regular intervals. The suggested length is 25-30 double-spaced pages and should include citations.

3. **Five article responses: 15%**
   These five responses will consider any five of the course articles, chapters, videos or websites in the course modules.

4. **Online discussion participation: 10%**
   The online discussion component will consist of the following conversations:
   a) **Posting #1. Description of this second of two internships and response to another's.** As in Experience-based Inquiry I, the description will include:
      - An introduction to the organization (the community in which it functions, its relation to the community, or the problem it claims to address, objectives, values, influences, development process, implementation).
      - A description of its mandate and approach including its underlying assumptions and concerns
      - An analysis of the various embedded and inter-related elements
      - Areas of possible expansion and future growth
   a) **Posting #2. Speculation of how the second internship experience builds on contrasts/complements and develops competencies developed in the first internship experience.**
   b) **Posting #3. Posting of one article or chapter response (see #3 above) and response to another’s.**

   In addition to these graded discussion topics, there will be an additional discussion topic area, “Illuminations”, in which participants can share—either verbally or orally, through animation, photography, or comic life—those “light bulb moments” from the e-journal which relate to innovation, collaboration, new technologies, policy development, community engagement, leadership, advocacy, or research which may possibly be incorporated or further developed next term in the capstone portfolio.

10. **Integrated Courses:**
    N/A

11. **Rationale:**
    The proposed course is one of 8 sequenced core courses within the Faculty of Education’s Master in Leadership and Community Engagement program. It takes place roughly in the middle of the course sequence, building on the knowledge that students have acquired through introductory courses on leadership and policy. It contributes to program coherence by referring to earlier courses (Critical issues in Leadership and Community Engagement and Initiatives in Program design, Implementation, and Evaluation) and explores the ways in which ideas explored in Engaging Research in Professional
Practice are realized in the area of specialty. The over-arching goal is to help the course participant relate theory to practice in the area of specialty.

12. Faculty Resources:
Karen Armstrong and Margaret Manson.

All courses within the Master in Leadership and Community Engagement program will be offered once a year.

We anticipate that all new courses within the Master in Leadership and Community Engagement program will have little or no impact on Faculty resources for the following reason: the Faculty of Education is simultaneously reducing the course requirements for its M.Ed. Degree program – to conform more closely to requirements of other Masters-level academic programs within the University. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through adoption of the new Master of Leadership and Community Engagement. In this manner, there will be no additional burden for the Faculty with regard to needed resources, in terms of both physical facilities and human capacity.

13. Crosslisted Courses:
N/A

14. Bibliography and Library Statement:
See end. In addition, participants may consult a range of publicly available grey literature (e.g., research reports, government reports and policy documents, materials produced by nongovernmental organizations).

15. Physical Resources:
See Section 12 above for an explanation of why extant physical resources will suffice.

Instructors will provide all registered participants with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.

Bibliography


New Course Proposal

1. **Program:** Master in Leadership and Community Engagement

2. **Course Number:** EDUC 7030

3. **Credit Value:** 3.0

4. **Long Course Title:** Current Practices in Community Engagement and Innovation

5. **Short Course Title:** Community Engagement and Innovation Practices

6. **Effective Session:** Summer 2016

7. **Calendar (Short) Course Description:**
This course addresses current practices in community engagement and innovation, examining different contextually-based strategies for negotiating greater equity for children, youth, and adults within diverse collaborative venues -- community agencies, governmental organizations, corporations, legal associations, health units, environmental agencies, online communities. Also explored are additional social change possibilities afforded through partnerships between and across different groups and organizations.

8. **Expanded Course Description:**
This course elucidates current practices in community engagement and innovation that are used in collaborative advocacy for greater equity for children, youth, and adults within diverse collaborative venues -- community agencies, governmental organizations, corporations, legal associations, health units, environmental agencies, online communities. Also explored are additional social change possibilities that are presented through partnerships and power sharing between and across different groups and organizations.

The course is organized in three parts: In the first part, titled “Understanding community engagement and innovation,” students will be expected to engage a variety of issues revolving around the following questions (and the logical consequences of their answers):

- How do we understand community engagement?
- How do we understand innovation?
- How do we understand advocacy?
- How do we understand organizational culture?
- What strategies -- including digital, media, and face-to-face -- are available to counteract the pernicious effects of systemic inequities and community or group stigmatization?

In a second part, titled “Collectivizing experience and knowledge,” students will consider the range of public and private venues available to foster community engagement and innovation and the generative possibilities of different organizational roles within each venue. As well, they will become familiar with and explore possibilities of support systems available to professionals who work with troubled individuals and youth. They will examine narrative accounts (in the form of film clips, written case studies, or oral accounts in face-to-face interaction) provided by invited individuals who work as community agents and social change advocates within micro- and macro-infrastructural contexts and reflect on what these accounts reveal about the possibilities and limitations of respective social advocacy groups/agencies and the different professional roles within them.

The third part, titled “Operationalizing community engagement and innovation,” presents students with opportunities to develop skills in planning sustainable interventions for community engagement and to draw links between locally situated activity and broader domains of social organization and advocacy.
Students will gain practice in developing flowcharts or checklists for planning community interventions, using models that allow them to anticipate: objectives, participants, context (sponsor and venue), fiscal resources, logistics, materials needed, modes of documentation (including feedback). Through constructed scenarios they will gain experience in addressing conflict and discomfort productively. Video will be used to document the practice of facilitation in training sessions with community and social change advocates.

Learning Outcomes:
- Students will develop strategies for collaborating across multiple sectors in order to achieve political and social goals;
- Students will be familiar with digital technologies, social media and traditional activist approaches for building collaborative relationships with communities.

9. Evaluation:
- Lead seminars on course readings - 25%
- Regular postings on assigned topics or readings – 15%
- Responses to colleagues’ postings on assigned topics or readings – 10%
- Develop flowchart or checklist for use in planning community engagement activities or workshops – 30%
- Critical collaborative advocacy scenario – 20%

10. Integrated Courses:
- N/A

11. Rationale:
The proposed course is one of eight sequenced core courses within the Faculty of Education’s Master in Leadership and Community Engagement program. It appears toward the end of the course sequence, building on the knowledge that students have acquired through introductory courses on leadership and policy and the practical skills they have been exposed to in the course of their placements within the two Experience-Based Inquiry courses. It contributes to program coherence by bringing together state-of-the-art practices in community facilitation and activism.

12. Faculty Resources:
- Don Dippo, Celia Haig-Brown, John Ippolito, Carl E. James, and Sandra R. Schecter.

All courses within the Master in Leadership and Community Engagement will be offered once a year.

We anticipate that all new courses within the Master in Leadership and Community Engagement program will have little or no impact on Faculty resources for the following reason: The Faculty of Education is simultaneously reducing the course requirements for its MEd. Degree program – to conform more closely to requirements of other Master-level academic programs within the University. The reduction in the overall number of courses in the MEd program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through adoption of the Master in Leadership and Community Engagement program. In this manner, there will be no additional burden for the Faculty of Education with regard to needed resources, in terms of both physical facilities and human capacity.

13. Crosslisted Courses:
- N/A
14. Bibliography and Library Statement:
See end. In addition, participants may consult a range of publicly available grey literature (e.g., research reports, government reports and policy documents, materials produced by nongovernmental organizations).

15. Physical Resources:
See Section 12 above for an explanation of why extant physical resources will suffice.

Instructors will provide all registered participants with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.

Bibliography


Newman, A., Deschenes, S., & Hopkins, K. (2012). From agitating in the streets to implementing in in the


New Course Proposal

1. Program: Master in Leadership and Community Engagement

2. Course Number: EDUC 7035

3. Credit Value: 3.0

4. Long Course Title: Portfolio Capstone

5. Short Course Title: Portfolio Capstone


7. Calendar (Short) Course Description:
   Building upon participants’ cumulative knowledge and experiences in both their course work and community inquiry placements, the primary purpose of this course is to demonstrate an informed and integrative understanding of core concepts such as community building and engagement, organization, leadership and collaboration. Through the development of a project or extended paper, participants will be asked to consider the inter-relations between theories of leadership and engagement and their application in diverse community contexts.

8. Expanded Course Description:
   In this final capstone course, participants will demonstrate their understanding of core concepts and issues that are central to their disciplined focused inquiry. The course is designed so that participants can integrate knowledge and experiences from the full range of courses in their program, critically reflecting on and attempting to synthesize them in order to build a foundation for future use in ‘real world’ contexts. The purposes of the course are three-fold: 1) provide an opportunity for participants to integrate prior course work, curriculum expectations and experiences to make connections between course content, its application and their experiences of that; 2) provide an opportunity for participants to reflect on, revise and to meaningfully generate a narrative about their experiences that are shared collectively with others; and 3) demonstrate the challenges to leading community engagement initiatives, and ways in which they were able to meet leadership and/or community needs.

   The capstone project could include a documentation of cumulative learning and the development of leadership and/or community engagement skills and abilities. That might take the form of a portfolio which documents and analyses significant aspects of course and experienced-based inquiry work, as well as the students’ own growth and progress. For others it might be a report on an action-research project to design and implementation of a community engagement initiative.

Learning Outcomes:
- Students will be able to develop a portfolio that integrates their different dimensions of expertise and showcases their innovative ideas on leading community engagement initiatives;
- Students will synthesize experiential and scholarly components from previous courses and experiences to inform and construct their own conceptions of leadership and community engagement;
- Students will apply contemporary theories to current contexts;
- Students will participate thoughtfully and critically in community-based contexts;
- Students will demonstrate an understanding of core concepts such as social justice, equity and innovation.
9. **Evaluation:**
   Proposal for e-portfolio or project - 10%
   E-portfolio or Project - 50%
   Summative reflection paper and presentation - 20/20%

10. **Integrated Courses:**
    N/A

11. **Rationale:**
    The proposed course is one of 8 sequenced core courses within the Faculty of Education’s proposed Master of Leadership and Community Engagement. It is the final required course and is meant to deepen understandings of core course concepts and ideas related to leadership and community engagement.

12. **Faculty Resources:**
    Karen Armstrong, Don Dippo, Celia Haig-Brown, John Ippolito, Carl James, Jennifer Jenson, Karen Krasny, Margaret Manson, Mary Leigh Morbey, Sandra Schecter, Theresa Shanahan, Stan Shapson

    All courses within the Master of Leadership and Community Engagement Program will be offered once a year.

    We anticipate that all new courses within the proposed Master of Leadership and Community Engagement will have little or no impact on Faculty resources for the following reason: The Faculty of Education is simultaneously reducing the course requirements for its MEd. Degree program – to conform more closely to requirements of other Masters-level academic programs within the University. The reduction in the overall number of courses in the MEd program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through adoption of the new Master of Leadership and Community Engagement. In this manner, there will be no additional burden for the Faculty with regard to needed resources, in terms of both physical facilities and human capacity.

13. **Crosslisted Courses:**
    N/A

14. **Bibliography and Library Statement:**
    N/A

15. **Physical Resources:**
    See Section 12 above for an explanation of why extant physical resources will suffice.

    Instructors will provide all registered participants with access to course materials (e.g., documents, links). In addition, the York libraries already own the majority of the textual resources listed on the bibliography. Others are easily attainable through online venues.
APPENDIX C: Support Statements

- Ron Owston, Dean, Faculty of Education
- Vice-President Academic and Provost (TBR)
- Peggy Warren, York University Librarian
- Daniel Cohn, Interim Graduate Program Director, School of Public Policy & Administration, York University
- Dezso Horvath, Dean, Schulich School of Business
- Chris Penrose, Executive Director, Success Beyond Limits Education Program
- Kirsten Eastwood, Former Executive Director, Women’s centre of York Region
- Cheryl Prescod, Executive Director, Black Creek Community Health Centre
- Amanda Glasbeek, GPD, Socio-Legal Studies, York University
Memo

To: Rhonda Lenton, Academic Vice-President and Provost

From: Ron Owston, Dean RO.

Date: October 16, 2014

Subject: Master's in Leadership and Community Engagement (MLCE)

I strongly support the proposal for a professional Master’s in Leadership and Community Engagement (MLCE) developed by the Graduate Program in Education. The proposal is a central component of the Faculty of Education’s strategy of diversifying our program offerings beyond our traditional focus on K-12 teachers.

We believe that by diversifying to education-related professions the Faculty will be less impacted by fluctuations in supply-and-demand cycles for teachers, changes in government teacher education policy, and teacher demographics. These fluctuations can have a dramatic, sometimes overnight, impact on the financial well-being of the Faculty as we experienced last year when our BIU funding for the BEd was reduced by one-third. We expect that the MLCE will attract professionals not only in schools but also those who work in community-based, recreational, governmental, and non-governmental organizations. Our proposed BA in Educational Studies will produce graduates that we expect will be employed in the latter fields, thus the MLCE will offer an attractive pathway for them to improve their professional qualifications.

The MLCE will build on our recognized strengths and strong external reputation in social justice, community engagement, and community-based programming. Moreover, the field of Education, Human Services, and Community Development, which includes the Faculty of Education, is one of ten areas of institutional strength cited in the University’s Strategic Mandate Agreement (SMA section 5.1, p. 12). In the same section Healthy Individuals and Communities is one of five areas designated for growth in the SMA and our proposed Master’s is listed in the Appendix of the SMA as a new professional program that our Faculty will bring forward in this area.

I do not foresee any difficulties in staffing or supporting the program which consists of eight 3 credit hour courses with no optional courses. We have reduced the annual number of MEd course offerings from over 60 to approximately 55. Additionally, a proposal is before the Faculty of Graduate Studies to reduce the number of courses required for the MEd degree to conform more closely with other Master’s degree course requirements at York (thesis option reduced from 6 to 5 half courses, MRP from 8 to 6, and course only from 10 to 8). Both of these initiatives will free up graduate faculty members to teach in the new MLCE.

The incremental costs of handling admissions, registration, and related administration should be relatively minimal as we are improving coordination of these functions between our graduate and undergraduate programs through the
office of the Associate Dean (Academic Programs) and, therefore, have the capacity to handle this through efficiencies. Classes will be held online in Fall and Winter so there will be no demands on classroom space during this time. The intensive summer courses will be held in the late afternoons/evenings when there is a surplus of space available on campus.

We have sufficient in-house IT capacity to handle the development, mounting, and maintenance of the MLCE courses. The Information and Learning Technologies team in the Faculty of Education currently supports faculty members and instructors in the Undergraduate, Graduate and Professional Development programs in the use of Moodle. As a result of a realignment of roles and responsibilities within the Faculty, an Educational Developer will be joining the team shortly to support faculty members to enhance their online teaching practice. Although the current team is in a position to provide support to the MLCE with this new position, we can ensure that the support will be of the highest caliber.

In conclusion, the MLCE will be the first new graduate degree program to be offered in the Faculty in nearly two decades. It will allow us to serve an unmet need in professional communities, build on our expertise and reputation, grow our graduate enrolments, and contribute to the financial security of the Faculty. I heartily recommend its approval.
Memo

To: Dr. Ron Owston, Faculty of Education
From: Peggy Warren, York University Libraries
Date: 30 June 2014
Subject: Library Statement in support of new Master’s Program

Thank you for sharing the program brief outlining the new master’s degree in the Faculty of Education. I have read the brief and have reviewed the eight course proposals and bibliographies for the Faculty’s proposed master’s program in Leadership and Community Engagement. Most of the materials listed in the course bibliographies are currently held in York University Libraries in print or digital formats, or are available as open-access web documents. The few items that are missing will be ordered now, if still available for purchase.

Because prospective students in this new course-only program will be part-time and because the program will employ a blended learning approach, it is particularly important that students be able to use materials online as much as possible. While nearly all the journals the Library subscribes to are digital, as are most government documents, e-books are purchased very selectively and serve as adjunct copies to the print for high-use materials. E-books are generally more expensive than print books and come with complex sets of licensing agreements. For example, licensing an e-book for use by one person at a time, our usual mode of purchase, is considerably less expensive than licensing for three or more concurrent users. It is possible to upgrade these licenses to several concurrent users when we know in advance that materials will be heavily used. Faculty members leading these eight new courses may wish to apprise the Library’s Education Librarian of selected titles they expect will be in high demand so that we can upgrade the licenses, as much as budgets allow.

York University Libraries is able to support this new Master of Leadership and Community Engagement and will continue to build its collections in this area.

cc: Dr. Sandra Schecter
Memo

Date: 31/07/2014

To: Dean Ron Owston, Faculty of Education

From: Daniel Cohn, Interim Graduate Program Director, School of Public Policy & Administration, Master of Public Policy, Administration & Law Program

CC: James Simeon, Director, SPPA; Khahn Le, Dept. Administrative Assist. SPPA; Jas Jewan Grad Prog. Sec. MPPAL Program.

RE: New Degree Proposal: Master in Leadership and Community Engagement

Dear Dean Owston:

I want to thank you for giving me the opportunity to review the brief version of your New Degree Proposal for a Master’s level degree in Leadership and Community Engagement. Rather than being a competing degree, I see the MPPAL and your new proposed degree as being complimentary to one another, and as such wish to endorse your proposal.

In order to strengthen it further I would make the following observations and comments.

1.) In describing the MPPAL degree, instead of the present wording, you might wish to say that: “The MPPAL degree is designed to offer a holistic public management education. Students take courses in public policy, public management and public law. The overarching aim of the program is to prepare students who have already decided on a career in public service with the knowledge and skills they will need so as to succeed in entry to mid-level management positions with government organizations and not-for-profit or for profit organizations that deal extensively with government.”

On the other hand, your program appears to be one that focusses on democratic and inclusive public policy development and implementation. Given the degree to which public service delivery is being outsourced to community groups, local governments and similar agencies and given the concerns many of these organizations have with maintaining their participatory and democratic ethos, I consider your proposal both timely and important. For established managers in larger public sector organizations it is also important for them to better understand and be able to respond to demands being made from the public for more participatory and inclusive public sector organizations.
2.) While we presently only offer a part-time degree, we will be shortly circulating a proposal for a full-time stream and that stream will include a coop component.

3.) The decision to use a cohort model is absolutely the correct one. We use it in the MPPAL Program. The benefits it provides in terms of building professional and collegial networks are among the most important “value-added” features our alumni speak about when asked to comment on our program.

4.) Not sure if you have had any contact with Political Science but they have long offered a course POLS 6155 3.00 (Democratic Administration) and a Graduate Diploma in Democratic Administration. There might be some very fruitful collaborations that can occur between them and your new program. The Graduate Diploma Coordinator for Democratic Administration is Prof. Karen Murray (murrayk@yorku.ca)

I hope these comments and observations are helpful.

Wishing you all the best

Daniel
Memorandum

To: Ron Owston, Dean, Faculty of Education

cc: Sarah Hildebrandt (FGS)
    Cheryl Underhill (Senate)

From: Dezső J. Horváth, Dean

Date: November 5, 2014

Subject: Masters Program in Leadership and Community Engagement

Thank you for discussing with me the proposal for the new Masters program in Leadership and Community Engagement. The proposed program aims to target students who work in their profession full time and are interested in learning more about community leadership and community engagement.

The curriculum is structured to offer a set of eight 3.00 credit courses such as "Critical Issues in Leadership and Community Engagement," "Enacting Leadership and Policy" or "Current Practices in Community Engagement and Innovation." Such topics overlap somewhat with the offerings of the Schulich School, particularly with regards to our Social Sector Management and Public Policy offerings.

Nevertheless, I believe that the target segment (i.e., the students who would enroll in the proposed program) would be sufficiently different from the segments served by the Schulich School. I am thus pleased to endorse the proposal.
Dr. Ron Owston  
Dean, Faculty of Education 
York University 
4700 Keele St.  
Toronto, ON M3J 1P3

Dear Dr. Owston,

I am writing in support of the Faculty of Education's proposed Master of Leadership and Community Engagement degree program. The program fulfills a need not currently being addressed by other graduate programs as it targets public sector workers who are interested in developing the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe that the program is very likely to attract participants from Success Beyond Limits Education Program, as well as other community agencies and non-profit organizations. I say this, because I have seen all of our most recent seven staff members all pursue graduate studies relevant to their work with youth and community.

A great deal of the work that we requires people in our field to rely on intuition and improvisation where gaps in training, best-practices, and skill development exist; and these gaps are not deficiencies in people, rather, they are the result of taking leadership and community engagement for granted. This graduate program which is being proposed can dramatically improve the ability of people working in our sector to be more intentional in their work, to benefit from a greater awareness and understanding of best-practices, and to ultimately see greater impact.

The structure of the program is vital to the potential for success, which combines online fall and winter courses with intensive face-to-face summer sessions before and after.

I expect that you will see strong demand for the program and wish you the best of success going forward with the proposal, and I am confident that this graduate program is in line with the spirit of leadership and innovation that York University embodies.

Yours truly,

[Signature]
Executive Director 
Success Beyond Limits Education Program
October 14, 2014

Dr. Ron Owston  
Dean, Faculty of Education  
York University  
4700 Keele St.  
Toronto, ON M3J 1P3

Dear Dr. Owston,

As a leader in the social services sector, I am writing to show my support of York University’s Faculty of Education’s proposed Master of Leadership and Community Engagement degree program.

In order to address complex social issues, we need a collaborative and cross sectoral response to ensure real social change. That includes building capacity within human services organizations. This program provides an opportunity for those in the sector to develop the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe this program is very likely to attract participants from a range of public sector organizations.

Given the demands on professionals in the public sector, the program offers flexibility through the online learning and face-to-face sessions. This will ensure increased accessibility and the necessary time for participants to build trust and relationships, both of which are key to effective collective impact work.

I am very pleased that York is moving forward with this program and know it fills a gap in the current continuum of training around collaborative leadership capacity. I wish you the best of luck with this proposal and look forward to hearing how this program develops.

Regards,

Kirsten Eastwood  
Former Executive Director, Women’s Centre of York Region  
Former Member, Human Services Planning Board of York Region
Dear Dr. Owston,

I am pleased to offer this letter of support for the Faculty of Education's proposed Master of Leadership and Community Engagement (MLCE) degree program. The program fulfills a need not currently being addressed by other graduate programs as it targets public sector professionals who are interested in developing the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe that the program is likely to attract participants from Black Creek Community Health Centre (CHC) and other similar not-for-profit community-based organizations. Moreover, the format of the program, which combines online fall and winter courses with intensive face-to-face summer sessions before and after, provides the flexibility that is well suited to working professionals.

As one of many community-governed primary health care organizations with a mandate to advance health equity for marginalized individuals in Ontario, Black Creek CHC works with residents to enhance community health. Providing the highest quality people and community centered health care is the basic principle that unites CHCs in their work that goes beyond the medical model and is supported by the recently released Canadian Index on Wellbeing (CIW) research report. As this model is dependent on meaningfully engaging diverse communities across the province, I see emerging programs like the MLCE as value added to our sector in developing and honing the requisite skills set within the professional groups.

Black Creek CHC has a history of working collaboratively with York University: Hosting placement students, providing experiential opportunities for students and faculty in the community, participating in community-based research projects and advisory committees. Through these types of engagement, staff members are well aware of the academic and professional development opportunities possible at York. This, combined with the strong emphasis on community development, advocacy and social justice that in embedded in our multidisciplinary service delivery model, is sure to attract interest in the MLCE program amongst our staff, partner agencies and residents.

I see the potential of the MLCE degree program as a key enabler of the work of the community health sector as it is sure to increase the capacity of professionals to impact public policy relating to the marginalized populations served by CHCs. I wish you the best of success with this proposal.

Yours truly,

Cheryl Prescod
Executive Director
Hi Ron. Thanks for sending this to me. I agree that there is no overlap between your proposed MLCE degree and the MA in SLST, including because we do not offer a part-time option for the MA program.

I wish you all the best with this proposal.

very best,
Amanda

Amanda Glasbeek
GPD, Socio-Legal Studies
York University

Dear Professor Glasbeek,

The Graduate Program in Education is proposing a profession Master in Leadership and Community Engagement. I am writing you because the program brief cites your Master of Arts in Socio-Legal Studies as a potential area of overlap with our degree. Would you be so kind as to review our attached brief with the goal of determining if (1) there is any overlap with your degree and (2) are there areas where our programs might collaborate. After doing this would you please write me a note stating whether you see any overlap and, if appropriate, provide a statement of support.

I would be pleased to answer any questions that you may have about the proposal.

Best regards, Ron

Ron Owston, PhD | University Professor and Dean
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[attachment “Prof Masters Prog Brief - 6-26.doc” deleted by Amanda Glasbeek/fs/YorkU]