

## **Senate Agenda**

**Friday, March 12, 2021**

**2:30 p.m.**

**Zoom Conference:**

**<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWek2NkphTzR6MFdmL1ZZUT09>**

**Meeting ID: 880 9246 1985**

**Passcode: 194317**

1. **Acknowledgement of the Traditional Territory**

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

2. **Approval of the Agenda**

3. **Adoption of the Minutes of the Senate Meeting of:** February 12 & 19, 2021

4. **Business Arising From the Minutes**

- The Director of Institutional Planning will provide follow up information regarding the faculty to student ratio

5. **Reading and Disposing of Communications**

6. **Reports From Other Bodies**

- A.
- (1) President
  - (2) Provost and Vice-President Academic and Research
  - (3) Vice-President Finance and Administration
  - (4) Board of Governors
  - (5) Alumni Advisory Board
  - (6) Council of Ontario Universities (Academic Colleague)
  - (7) Joint Board/Senate Committee on Governance
  - (8) NUSU
  - (9) Indigenization Steering Committee
  - (10) Others
- B. Reports from Senate members

7. **Question Period**

8. **Reports of Standing Committees and Faculty Councils**

**Senate Executive Committee**

Motion 1: That the Report of the Senate Executive Committee dated March 4, 2021 be received.

**Academic Curriculum Committee**

Motion 1: That the Report of the Academic Curriculum Committee dated March 1, 2021 be received.

**Faculty of Arts and Science**

**Biology**

**Non-substantive:**

The unbanking of BIOL-3236 Plant Ecology.

**Computer Science**

**Non-substantive:**

The revision of the course description for COSC-3997 Senior Practicum as outlined in the attached document.

**Non-substantive:**

The revision of the course description for COSC-4406 Software Engineering as outlined in the attached document.

**English**

Motion 2: That Senate approve that the 3-credit course ENGL-2446: Children's Literature before 1914 be added to the English Studies Literary History I grouping for Honours Specialization, Specialization and Major.

Motion 3: That Senate approve that the 3-credit course ENGL-2447: Children's Literature after 1914 be added to the English Studies Literary History II grouping for the Honours Specialization, Specialization and Major.

**Fine Arts**

Motion 4: That Senate approve the creation of FAVA-2287 Art in Canada as outlined in the attached template.

Motion 5: That Senate approve the creation of FAVA-2356 Art and Environment as outlined in the attached template.

**Non-substantive:**

The banking of FAVA-2277 Arts and Culture in Modern and Contemporary Canada.

Gender Equality and Social Justice

- Motion 6: That Senate approve that the 3-credit course GEND-3356 International Rights of Indigenous Peoples be added to the calendar in the GESJ list of Group 3 courses (Human Rights and Social Justice) as outlined in the attached template.
- Motion 7: That Senate approve that the 3-credit course GEND-3416 Material Reconciliation be added to the Calendar in the GESJ list of Group 2 courses (Power and Inequality) as outlined in the attached template.
- Motion 8: That Senate approve that the 3-credit course RLCT-2156/GEND-2256 Religion, Justice and Animals be added in the GESJ list of Group 2 courses (Power and Inequality) for the Honours Specialization, Specialization and Major.

Geography**Non-substantive:**

The course title for GEOG-3126: Geographies of Agriculture be changed to GEOG-3126 Food and Agricultural Systems.

**Non-substantive:**

The course title for GEOG-3076: Regional Geography of Africa be changed to GEOG-3076: Africa: Landscapes of Change.

**Non-substantive:**

The course title for GEOG-4437: Hazards Geography be changed to GEOG-4437: At Risk: The Geography of Environmental Hazards.

**Non-substantive:**

The prerequisites for GEOG-2106 Landscapes and Surface Processes be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

**Non-substantive:**

The prerequisites for GEOG-2126 Physical Hydrology be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

**Non-substantive:**

The prerequisites for GEOG-4807 Natural Resource Management be changed from "GEOG-4806" to "GEOG-2226".

**Non-substantive:**

The prerequisites for GEOG-4227 Themes in Social and Cultural Geography be changed from "GEOG-2136 and GEOG-2137" to "GEOG-2136 and GEOG-2146".

History

- Motion 9: That Senate approve the requirements for the Certificate in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Motion 10: That Senate approve the requirements for the Minor in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Motion 11: That Senate approve the creation of HIST-1506 “The Idea of Canada” as outlined in the attached template.

### Indigenous Studies

Motion 12: That Senate approve the creation of INDG-1006 Madjitang (In the Beginning) – An Introduction to Indigenous Studies as outlined in the attached course template.

Motion 13: That Senate approve the creation of INDG-2006 Indigenous Places – Changing Landscapes as outlined in the attached course template.

Motion 14: That Senate approve the creation of INDG-2007 Land-as-Home & Indigenous Well-being as outlined in the attached course template.

Motion 15: That Senate approve the creation of INDG-2026 Indigenous Art and Creativity as outlined in the attached course template.

Motion 16: That Senate approve the creation of INDG-2106 Oral and Literary Storywork as outlined in the attached course template.

Motion 17: That Senate approve the creation of INDG-2206 Indigenous Screen Cultures as outlined in the attached course template.

Motion 18: That Senate approve the creation of INDG-2406 Indigenous Families – Colonial Impacts & Contemporary Responses as outlined in the attached course template.

Motion 19: That Senate approve the creation of INDG-2906 Indigenous Philosophy – Ininimowin (Thought) as outlined in the attached course template.

Motion 20: That Senate approve the creation of INDG-2907 Indigenous Philosophy – Bimaadsiwin (Life) as outlined in the attached course template.

Motion 21: That Senate approve the creation of INDG-3106 Indigenous Health and Wellness as outlined in the attached course template.

Motion 22: That Senate approve the creation of INDG-3416 The News and the First Peoples as outlined in the attached course template.

### **Non-substantive:**

The revision of the course title and description for INDG-3606 Special Topics in Native Studies I to INDG-3606 Special Topics in Indigenous Studies I as outlined in the course template.

### **Old Description:**

The theme and content of this course changes from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies

and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

**New Description:**

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

**Non-substantive:**

The revision of the course title and description for INDG-3607 Special Topics in Native Studies II to INDG-3607 Special Topics in Indigenous Studies II as outlined in the course template.

**Old Description:**

The theme and content of this course will change from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

**New Description:**

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

**Non-substantive:**

Remove the antirequisites for INDG-3606 and INDG-3607.

Motion 23: That Senate approve the creation of INDG-4606 Indigenous Mobilization and Resistance as outlined in the attached course template.

**Non-substantive:**

The deletion of INDG-1005 Madjitang – Introduction to Indigenous Studies.

**Non-substantive:**

The deletion of INDG-2005 Native Kinship with Environment.

**Non-substantive:**

The deletion of INDG-2025 Native Creativity and the Arts.

**Non-substantive:**

The deletion of INDG-2905 Native Philosophy.

Motion 24: That Senate approve to approve the Indigenous Studies Major Modification Proposal as outlined in the attached document.

### Religions and Cultures

**Non-substantive:**

The course title for RLCT-2066 Death, Dying, and Spirituality be changed to Death, Dying and Spirituality in End-of-Life Care.

**Non-substantive:**

The revision of the course description for RLCT-2066 Death, Dying and Spirituality in End-of-Life Care.

### Social Welfare

Motion 25: That Senate approve the revisions to the program requirements for the Honours Specialization with a Social Service Worker Diploma program as outlined in the attached document.

### Sociology

Motion 26: That Senate approve that the 3-credit courses SOCI-2027 Sociology of Nursing, ANTH-3046 The Living and the Dead, and ANTH-3026 Medical Anthropology be added as program requirements for the Certificate in Health Studies and Gerontology as described in the attached chart.

**Non-substantive:**

The revision of the course title for SOCI-3166 Social Epidemiology: The Social Determinants of Health to SOCI-3166: The Social Determinants of Health.

Motion 27: That Senate approve the creation of SOCI-3956: Special Topics in Sociology as outlined in the attached template.

### **Faculty of Education and Professional Studies**

#### In-Service Education

Motion 28: That Senate approve the creation of EDUC 1485 International Languages, Italian, Part 1.

### School of Nursing

**Non-substantive:**

The pre-requisite for NSGD 2028 Clinical Practicum – Mental Health Nursing be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 2029 Clinical Practicum – Maternal/Child Nursing be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

**Non-substantive:**

The co-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 4027 Clinical Practicum be changed as outlined in the attached document.

**Non-substantive:**

The co-requisite for NSGD 2017 Concepts in Maternity and Pediatric Nursing be changed as outlined in the attached document.

**Non-substantive:**

The co-requisite for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 2117 Health Challenges II be changed as outlined in the attached document.

School of Physical and Health Education

Motion 29: That Senate approve that PHED 4086 Musculoskeletal Assessment and Exercise Prescription course hours be changed from “Two hours of lecture and two hours of laboratory work per week for one term.” To “Two hours of lecture and one hour of laboratory work per week for one term.”

School of Social Work**Non-substantive:**

The revised course description for SWRK 4746 Social Work, Health, and Well-Being be changed as outlined in the attached document.

Motion 30: That Senate approve that the revised learning outcomes for SWRK 4746 Social Work, Health and Well-Being be changed as outlined in the attached document.

Motion 31: That Senate approve that the learning outcomes for SWRK 3356 Individual Practice Across the Lifespan Part I be changed as outlined in the attached document.

Motion 32: That Senate approve that the learning outcomes for SWRK 3357 Individual Practice Across the Lifespan Part 2 be changed as outlined in the attached document.

Motion 33: That Senate approve that the learning outcomes for SWRK 4716 Social Work Leadership be changed as outlined in the attached document.

Motion 34: That Senate approve that SWRK 3226 Social Work Research be added as a required course for the BSW program.

**Non-substantive:**

That SWRK 4206 Social Work Research be banked.

Motion 35: That Senate approve that SWRK 4806 Community Practice in Northern, Rural and Remote Communities be added as a required course for the BSW program.

**Non-substantive:**

That SWRK 3806 Community Practice in Northern, Rural, and Remote Communities be banked.

Motion 36: That Senate approve that the BSW Professional Years requirements change as outlined in the attached document.

**Banking and Deleting Courses**

For Information Only:

- The attached listing of courses (Courses Banked) were not offered in the past five calendar years and will be banked by the Registrar's Office (Senate Motion passed on May 20, 2011).
- The attached listing of deleted courses (Courses Deleted) were not offered in the past ten calendar years and will be deleted by the Registrar's Office (Senate Motion passed on May 20, 2011).

**Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated February 19, 2021 be received.

Motion 2: That Senate approve the attached modifications to the Consecutive Education English Language Proficiency Policy.

Motion 3: That Senate approve the attached modifications to the Graduate Studies English Language Proficiency Policy.

Motion 4: That Senate approve the attached modifications to the Undergraduate Studies English Language Proficiency Policy.

9. **Other Business**

10. **Amendment of By-Laws**

Motion 1: That the Senate By-Laws, Article 8.1 General Committee/Ad Hoc Committee Procedures, be amended as outlined below:

Rationale: As no language currently exists in the Senate By-Laws in regards to approving motions over email and email voting, language was discussed at the September 30, 2020 and November 3, 2020 By-Laws and Elections Committee meetings and the following revisions were agreed upon:



### 8.1 General Committee/Ad Hoc Committee Procedures

- (g) Committee business, including the passing of motions to be conveyed to Senate, shall normally be done in regular meetings. In the event that a time-sensitive motion must be considered before the next scheduled meeting of the committee, a vote over email is permissible under the following conditions:
  - (i) all members of the committee must be provided the motion and all supporting documentation;
  - (ii) the motion must be moved and seconded;
  - (iii) members must be given a minimum of two business days to ask questions and discuss the proposed motion before votes are cast;
  - (iv) members must be given a minimum of two further business days to respond with their vote;
  - (v) a simple majority of votes is sufficient to approve a motion over email but the total number of votes cast must make up a quorum of the committee;
  - (vi) motions passed over email will be included in supplemental minutes at the next in-person meeting of the committee and clearly marked as motions passed over email.

## 11. **Elections**

## 12. **New Business**

Motion 1: That Senate move in camera.

Motion 2: That Senate approve the list of Honorary Degree recipients.

Motion 3: That Senate move out of in camera.

## 13. **Announcements**

## 14. **Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**February 12, 2021**  
**2:30 p.m.**  
**Zoom Remote Conferencing**

**Members Present:**

C. Sutton (Interim Chair), A. Vainio-Mattila, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, C. McFarlane, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu, S. Winters, H. Zhu

J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner, P. Zou

C. Irwin, O. Pokorny

K. Wilcox, B. Ray

E. Lougheed

H. Mackie, M. King, C. Foster, S. Pecoskie-Schweir

**Absent With Regrets:**

P. Maher

K. Lucas

S. MacCarthy, A. Locke

**Approval of the Agenda of the Senate Meeting of:** February 12, 2021

Motion 1: Moved by N. Kozuskanich, seconded by S. Winters that the agenda of the Senate meeting of February 12, 2021 be approved.  
Carried

The Speaker announced that a Special Meeting of Senate will take place on February 19, 2021. The approval of graduation applicants will be the only agenda item.

**Adoption of the Minutes of the Senate Meeting of:** January 15, 2021

Motion 2: Moved by S. Winters, seconded by N. Black that the minutes of the Senate meeting of January 15, 2021 be adopted.  
Carried

The Speaker opened the meeting with a welcome to the traditional territory:

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

### **Reports from Other Bodies**

The Interim President began her report by extending heartfelt condolences to the family and friends of Dr. Muriel Sawyer. Dr. Sawyer, the Deputy Chief of Nipissing First Nation and a Nipissing University honorary degree recipient, was a great friend to the University and will be dearly missed.

She was pleased to report that another important milestone has been reached in terms of Equity, Diversity and Inclusion (EDI) at Nipissing University. The RFP has closed and an evaluation of the proposals is underway. It is anticipated that work will begin with the chosen firm in March.

The Interim President acknowledged the challenges faced throughout the Stay At Home order and the uncertainty in terms of our on-campus instruction plans. An announcement is expected today advising what color zone we will be moving to next week and this decision will have implications on our campus. Plans will be communicated as soon as they are available.

Over these past few weeks, the situation unfolding at Laurentian University has been closely watched. Laurentian and Nipissing University are similar in many ways. Both are small schools in Northern Ontario, both have a history of low international enrollment when compared to other Ontario universities and both have been running deficits for several years. Laurentian and Nipissing are also different in many ways. Laurentian has exhausted the reserves while Nipissing continues to have positive reserves (although they are not significant); LU has a defined benefit pension plan which is a significant liability where NU has a defined contribution pension plan; and LU has been drawing approximately \$15M on their line of credit over the past few years to fund ongoing operations, while NU has had enough cash on hand and therefore has not accessed our line of credit of \$5M to date. The LU situation brings our situation into sharper focus as we strive towards balanced budgets and financial sustainability.

The Interim President discussed the sustainability of the university advising that our recovery and projections were heavily reliant on increased revenue from international student tuition. The global pandemic has significantly curtailed our efforts and we will need to turn to expense reduction in the short-term to meet our goal of a balanced budget. The Audit & Finance Committee met earlier this week and a special Board meeting will be held next week to discuss our situation further. We are waiting on a response from the Ministry on the new tuition framework as well as a response to our request for additional COVID-19 related relief funding. While there is no immediate threat of insolvency, the university must continue to strive for balanced budgets to ensure we maintain our reserves.

The Provost and Vice-President Academic and Research also acknowledged the passing of Dr. Muriel Sawyer, a friend, a colleague, a custodian of language and culture, and an irreplaceable advocate for Indigenous education.

She advised that Canadore College was recently granted permission to offer its first four year degree, an Honours Bachelor Degree in Advanced Manufacturing Technology Management. As well, that the notice on the dissolution of Collaborative Nursing has gone to CASN and CNO.

She reported that sabbatical letters have gone out, and reminded that all university travel requires VP level approval. She also reminded of the importance of completing the Cyber Security training. If it has not been completed, please contact the UTS Dept. to request the link.

The Provost informed of the San Francisco Declaration on Research Assessment (DORA) ([https://www.nserc-crsng.gc.ca/NSERC-CRSNG/policies-politiques/DORA-DORA\\_eng.asp](https://www.nserc-crsng.gc.ca/NSERC-CRSNG/policies-politiques/DORA-DORA_eng.asp)). "DORA recognizes the need to improve the ways in which the outputs of scholarly research are evaluated, beyond the widely used journal impact factor. The declaration is comprised of a set of recommendations developed by a group of journal editors and publishers at the Annual Meeting of the American Society for Cell Biology in San Francisco in 2012. Over 1,500 organizations and 15,000 individuals have signed DORA, including research funders, research institutions, publishers, metrics providers, and researchers. DORA recognizes that scholarly outputs are not limited to published journal articles but can also include article preprints, datasets, software, protocols, well-trained researchers, societal outcomes and policy changes resulting from research. DORA aims to advance practical and robust approaches to research assessment globally and across all scholarly disciplines. It draws attention to the problem of the overreliance on journal-based metrics in hiring, promotion, and funding decisions, and encourages a community-driven change." (NSERC website)

The Provost was pleased to announce that on February 1, 2020 the Co-Op Program in Business was launched. She was also pleased to extend congratulations to the faculty members that achieved tenure and/or promotion this year. The report is attached to the minutes.

The Provost discussed scheduling for FW2021, and provided the following report: She advised that her goal was to be able to create predictability in the next academic year and its associated calendar. To do this, two (well attended) consultations with faculty on AQAPC and TLC were organized. The results of this consultation were presented in the December Senate meeting. The commitment was that "everything and everybody would have a schedule". What was decided then continues to result in discussion, which is welcomed. Further feedback was received and we now have to make sure all our systems can support the changes. It is possible that the changes will result in delays in planning.

At this moment we currently have the following:

- On-site: Hybrid courses (3) and normal sections (3) of courses with multiple sections;
- Outdoor synchronous (3 hours);
- On-line: Courses (1x90, 2x90, or 1x3). Students cannot be required to attend. Faculty will need to indicate whether there are synchronous opportunities.

The Chairs and Directors will receive a clarifying message once it has been determined that the system can support the changes. In response to frequently asked questions as to why students can't just be expected to attend a course when it is scheduled, the Provost advised of two reasons; technology and connectivity, and that the students' lives have changed during the pandemic. Our students have always worked outside the university, but now have to compete for a diminishing number of opportunities. This puts extraordinary pressure on students' schedules. The hybridity of the on-site courses allows them to move entirely into the on-line environment should that be required. They would maintain their scheduled 3 hour slot in doing so. It also allows us to make shifts towards being back on campus.

We are preparing for a safe return back to campus. Our goal is to transition to full use of our campus and provide as many students as possible options to choose how they access their learning. We are trying to ensure that learning opportunities are available to more students not less. The assumption is that we are scheduling everything we possibly can on-site (the fall term is like this current term but only more so). We are planning on being a face-to-face institution. The only constraint we have is the physical plant, but what physical plant we have, is expected to be fully scheduled at full capacity within pandemic protocols. The expectation is that the vaccination program will be, if not completed, at least well on its way, and that while the pandemic protocols will be in place to manage low levels of COVID-19 in the community, the Nipissing/Parry Sound district will be in green/yellow/orange zone and thus there will be no expectation of further restrictions to class sizes.

The departments are being asked to consider which courses are gateway courses to their programs, and to think about the first year experience of a student at a university. Also, to think about 2<sup>nd</sup> year students who have already had one pandemic year. While, many students will still choose to study on-line, our goal is to be on campus as much as possible within whatever the public health framework allows us.

The assumption is that we are scheduling everything we possibly can on-site (the fall term is like this current term but only more so). We are planning on being a face-to-face institution. The only constraint we have is the physical plant, but what physical plant we have, is expected to be fully scheduled at full capacity within pandemic protocols. The expectation is that the vaccination program will be, if not completed, at least well on its way, and that while the pandemic protocols will be in place to manage low levels of COVID-19 in the community, the Nipissing/Parry Sound district will be in green/yellow/orange zone and thus there will be no expectation of further restrictions to class sizes. Over the next few months we will take progressive steps towards the resumption of campus activities. The road ahead may still throw a few curve balls towards us but with shared commitment towards that goal, we will figure out the steps we need to take.

The Assistant Vice-President Finance and Infrastructure was recognized by the Speaker and provided a Budget Update. The presentation is attached to the minutes.

The Senate representative on the Board of Governors, Bobby Ray, reported that the Board of Governors had not met since the last Senate meeting. He introduced Board member, Kathy Wilcox. Ms. Wilcox advised that she has been a member of the Board of Governors for 3 years, and she has been the Board Senate representative since September 2020. She has met some Senators and looks forward to meeting everyone in person. She noted that constituencies are very well represented and that she appreciates the intelligent conversations and all that she learns at Senate meetings. She commits to reading and learning what she can to be prepared for Board meetings.

The Alumni Advisory Board representative, Erika Lougheed, provided a report. The report is attached to the minutes.

The NUSU President, Hannah Mackie, provided a report. The report is attached to the minutes.

### **Question Period**

Following a request from the Caucus of Racialized People (CRP) regarding when a response to letters submitted to the Office of the President might be expected, the Provost advised that an email and attached letter was sent to the CRP on February 11, 2021.

Appreciation for the financial update was expressed, and further updates will be anticipated. Following a question as to how our financial situation will affect the Collective Agreement, the Provost advised that we will bargain in good faith, and that the CA is does not fall under the purview of Senate.

Following a question regarding Tri-Council funds, the Assistant Vice-President Finance and Infrastructure advised that currently we hold most of our cash in one bank account, and use accounting practices to separate funds. Since many other universities use similar practices, we expect there may be changes to best practices regarding cash management processes.

In response to a question as to whether a maximum of 30% of courses could be offered in person, the Provost advised that 30% of each classroom's capacity could be used. Once course requests from faculty have been received, the idea is to accommodate how the program wishes to deliver their courses. The Registrar advised that the 30% capacity is advised by Public Health. The goal is to identify the faculty preferred option and figure out what will work best.

In response to a question as to whether labs could be expected to reopen on campus in the fall if the vaccine is available, the Provost advised that decisions can't be made until we know the outcome of the vaccine and further discussion would then take place at the department level. Suggested ideas included, rotating students through the lab space and offering courses in the evening and on weekends. The Provost encouraged the sharing of innovative ideas and suggestions and requested that options and preferences be added to loading sheets for consideration.

Following a request from the NUSU President regarding concerns expressed by students, a discussion took place regarding the timely submission of final grades in accordance with the academic policy. The Provost advised that NUSU had requested data on the number of students and courses where final grades were received late. The academic policy states that final grades must be submitted into the student information system within 7 days of the date a final exam was written or due for on campus courses, and within 14 days of the date a final exam was written or due for alternative delivery courses. For courses where no final exam was scheduled, final grades must be submitted by the last day of the examination period. It was reported that in the fall of 2020 about 12% of students received grades within 7 days, and 50% of students received grades later than 7 days. These numbers did not include students in the Education program. The Provost advised that there are many reason why grades might be submitted late occasionally, but the key piece is communication with students. Students are well within their rights to expect grades to be received according to the policy.

The NUSU President advised that good conversations have been held regarding large class sizes and the time required for the Deans to review all of the grades submitted for courses in their faculties before grades are published. NUSU would like to reach out to faculty for further discussion and start a dialogue with clear shared communication and understanding to identify barriers and supports that could be put in place for faculty and students.

The Teaching and Learning Committee Chair suggested that these issues could be discussed further at a future meeting of the TLC. The Provost suggested that discussion could also take place at Faculty Council meetings.

In response to a question regarding the faculty to student ratio, the Director of Institutional Planning and Analysis reported that based on the Maclean's calculation, the ratio is 24 to 1 including F/T and P/T faculty. The Provost advised that teaching releases must also be taken

into consideration. A request was made that this item be discussed further at the March Senate meeting.

It was noted that the timeframe that faculty are expected to submit a final exam is getting shorter. In response to a question regarding at what point the scheduling of final exams and final grades were linked, the Registrar advised that the Registrar's Office schedules exams for faculty that wish to have a secure exam in the exam period. When the exam is finalized is independent as to the scheduling of the exam.

Following a request for an update on BPHE practical's and whether students would be able to come back to complete them, the Dean of Education and Professional Studies advised that a decision cannot be made until further information is received regarding the lift of the lockdown.

In response to a question regarding how the students perceive the Lockdown Browser platform for secure assessment, the NUSU President advised that students don't like it and have started a petition to remove it. A different modality, such as a take home exam, would be preferred. A meeting has been held and student recommendations will be brought forward at the next Senate meeting. The Provost informed that extensive discussions regarding the Lockdown Browser platform have been held, and two workshops were put on by the Dean of Teaching.

### **Reports of Standing Committees and Faculty or University Councils**

#### **Senate Executive Committee**

Motion 3: Moved by C. Sutton, seconded by M. Litalien that the Report of the Senate Executive Committee dated February 4, 2021 be received.  
Carried

#### **Academic Curriculum Committee**

Motion 4: Moved by A. Vainio-Mattila, seconded by D. Campbell that the Report of the Academic Curriculum Committee dated January 21, 2021 be received.  
Carried

#### **Faculty of Arts and Science**

##### **English**

Motion 5: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the addition of ENGL-2523 "The Lullaby" to the Academic Calendar as outlined in the attached template.  
Carried

Motion 6: Moved by A. Vainio-Mattila, seconded by C. McFarlane that Senate approve the addition of ENGL-2533 "Songs of Personal Struggle" to the Academic Calendar as outlined in the attached template.  
Carried

Motion 7: Moved by A. Vainio-Mattila, seconded by C. McFarlane that Senate approve the addition of ENGL-2543 "Songs that Tell a Story" to the Academic Calendar as outlined in the attached template.  
Carried

- Motion 8: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate consider Motions 10 to 17 as an omnibus motion.  
Carried
- Motion 9: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve Motions 10 to 17 as an omnibus motion.  
Carried
- Motion 10: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2553 "Protest Songs" to the Academic Calendar as outlined in the attached template.
- Motion 11: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2623 "The Nursery Rhyme" to the Academic Calendar as outlined in the attached template.
- Motion 12: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2653 "How to Write for Well-Being" to the Academic Calendar as outlined in the attached template.
- Motion 13: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2723 "Playground Poetry" to the Academic Calendar as outlined in the attached template.
- Motion 14: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2733 "How to Read Poetry" to the Academic Calendar as outlined in the attached template.
- Motion 15: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2743 "How to Read Prose Fiction" to the Academic Calendar as outlined in the attached template.
- Motion 16: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2753 "How to Read Drama" to the Academic Calendar as outlined in the attached template.
- Motion 17: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the addition of ENGL-2763 "How to Read Non-Fiction Prose" to the Academic Calendar as outlined in the attached template.  
Motions 10-17, as omnibus, Carried
- Motion 18: Moved by A. Vainio-Mattila, seconded by C. McFarlane that Senate approve the modification to the Honours Specialization, Specialization, Major, and Minor in English Studies to allow students to count a maximum of 6 credits of 1-credit ENGL courses to their program requirements.  
Carried

#### Faculty of Education and Professional Studies

#### School of Business

#### **Non-substantive (for information only):**



- That the course title for ADMN 3406 change from Work Placement I (iLEAD) to Work Placement I (Co-op).

Motion 19: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the course hours for ADMN 3406: Work Placement I change from "36 hours of work placement per term" to "420 hours of work placement in a 12 week term".  
Carried

**Non-substantive (for information only):**

- That the course title for ADMN 4406 change from Work Placement II (iLEAD) to Work Placement II (Co-op).

Motion 20: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve that the course hours for ADMN 4406: Work Placement II change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".  
Carried

**Non-substantive (for information only):**

- That the course title for ADMN 4407 change from Work Placement III (iLEAD) to Work Placement III (Co-op).

Motion 21: Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve that the course hours for ADMN 4407: Work Placement III change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".  
Carried

**Non-substantive (for information only):**

- The prerequisite for ADMN 4606 Business Strategy & Policy I change from, "ADMN 2167, FINC 3116, and MKTG 1126" to "ADMN 2167, FINC 3116, and MKTG1126, or enrolment in a Post-Baccalaureate Program in the School of Business."

Motion 22: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve that the requirements for the BBA Co-op Option change as outlined in the attached document.  
Carried

**Non-substantive (for information only):**

- The description for ADMN 4407 Work Placement III change from:

Students may complete a third and optional semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.  
To:

Students ~~may~~ **must** complete a third ~~and optional~~ semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.

**Non-substantive (for information only):**

- The course title for ADMN 4915 change from Entrepreneurship to Entrepreneurship (iLEAD).

### **Academic Quality Assurance and Planning Committee (AQAPC)**

- Motion 23: Moved by A. Vainio-Mattila, seconded by C. McFarlane that the Report of the Academic Quality Assurance and Planning Committee dated January 22, 2021 be received.  
Carried
- Motion 24: Moved by A. Vainio-Mattila, seconded by J. McAuliffe that Senate approve the attached School of Graduate Studies Supervisory Committee Policy.  
Carried
- Motion 25: Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve the attached revised NU-IQAP Manual for Major Modifications.  
Carried

### **Teaching and Learning Committee**

- Motion 26: Moved by G. Raymer, seconded by A. Burk that the Report of the Teaching and Learning Committee dated January 19, 2021 be received.  
Carried

### **Amendment of By-Laws**

- **Notice of Motion that the Senate By-Laws, Article 8.1 General Committee/Ad Hoc Committee Procedures, be amended as outlined below:**

Rationale: As no language currently exists in the Senate By-Laws in regards to approving motions over email and email voting, language was discussed at the September 30, 2020 and November 3, 2020 By-Laws and Elections Committee meetings and the following revisions were agreed upon:

#### 8.1 General Committee/Ad Hoc Committee Procedures

- (g) Committee business, including the passing of motions to be conveyed to Senate, shall normally be done in regular meetings. In the event that a time-sensitive motion must be considered before the next scheduled meeting of the committee, a vote over email is permissible under the following conditions:
- (i) all members of the committee must be provided the motion and all supporting documentation;
  - (ii) the motion must be moved and seconded;
  - (iii) members must be given a minimum of two business days to ask questions and discuss the proposed motion before votes are cast;
  - (iv) members must be given a minimum of two further business days to respond with their vote;
  - (v) a simple majority of votes is sufficient to approve a motion over email but the total number of votes cast must make up a quorum of the committee;
  - (vi) motions passed over email will be included in supplemental minutes at the next in-person meeting of the committee and clearly marked as motions passed over email.

**New Business**

- Motion 27: Moved by D. Iafrate, seconded by M. Saari that Senate consider receipt of the Reports on Graduation Applicants dated February 4 & 12, 2021.  
Carried
- Motion 28: Moved by D. Iafrate, seconded by D. Campbell that Senate receive the Reports on Graduation Applicants dated February 4 & 12, 2021.  
Carried
- Motion 29: Moved by D. Iafrate, seconded by D. Campbell that Senate grant approval to graduate the students listed in the Reports on Graduation Applicants dated February 4 & 12, 2021.  
Carried

**Announcements**

The Deans read out the February 4 & 12, 2021 graduands by faculty and degree and congratulated the students and faculty on their achievements.

**Adjournment**

Senate was adjourned at 4:40 p.m.

.....  
C. Sutton (Interim Chair)

.....  
S. Landriault (Senate Secretary)

# **Provost's Annual Tenure and Promotion Report**

**2020-21**

March 2, 2021

In accordance with the Tenure and Promotion Procedures of Nipissing University, I am forwarding this report to the next meeting of Senate and the next meeting of our Board of Governors for information.

Article 26.32 (a) of the Collective Agreement states that, "Every year by May 20, the Provost of the University will prepare a Report on Tenure and Promotion which will be appended to the September Senate agenda and submitted to the Board around the same time". Article 26.32 (b) defines the dimensions of the report as follows:

<b>TENURE</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Deferred</b>	<b>Withdrawn</b>
1	1	0	0	0
<b>Applicants Awarded Tenure (Tenure &amp; Promotion Process):</b>				
Dr. Reade Davis				

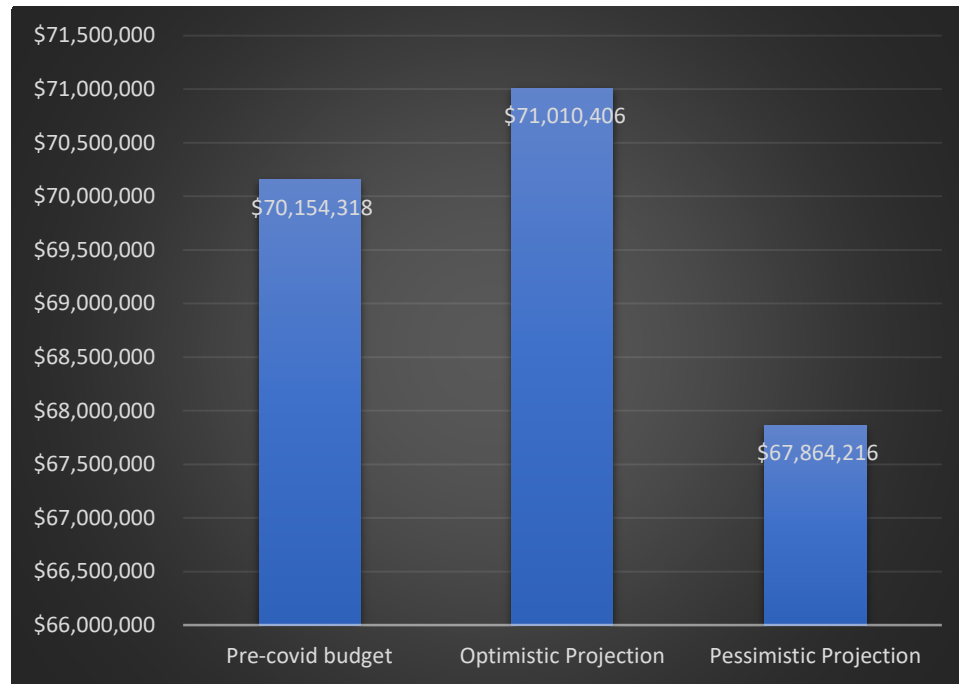
<b>PROMOTION TO ASSOCIATE PROFESSOR</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>	<b>URAC</b>
1	1	0	0	0
<b>Applicants Awarded Promotion to Associate Professor:</b>				
Dr. Louela Manankil-Rankin				

<b>PROMOTION TO PROFESSOR</b>			
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>
8	8	0	0
<b>Applicants Awarded Promotion to Professor (T&amp;P Process):</b>			
Dr. Jamie Murton		Dr. Kathy Mantas	
Dr. Nathan Kozuskanich		Dr. Lorraine Frost	
Dr. Rosemary Nagy		Dr. Glenda Black	
Dr. Justin Carré		Dr. Kristen Ferguson	

<b>No. of Applications heard by the University Review Appeals Committee</b>	0
<b>No. of Grievances heard by the University Review Appeals Board</b>	0

<b>No. of Job Candidates awarded Tenure upon appointment</b>	0
<b>No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment</b>	0

# Operating Revenues



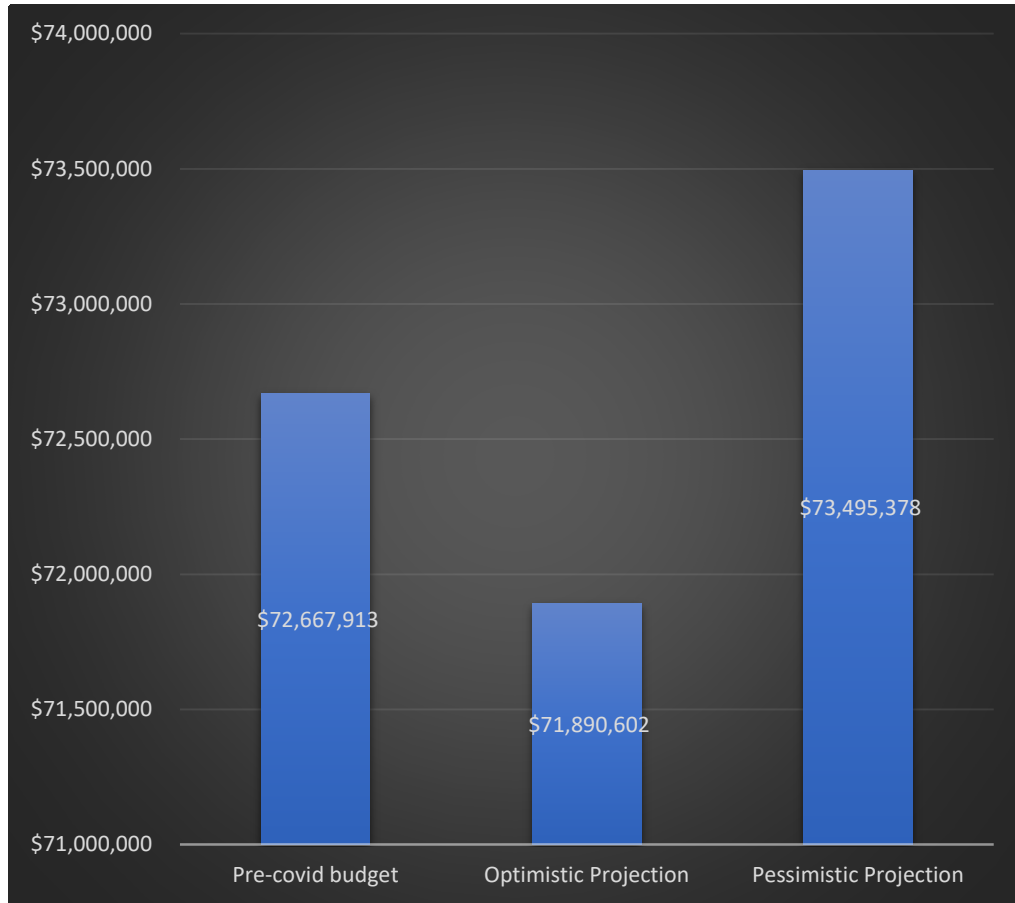
**Optimistic: \$850K better than budget (\$200K better than last report)**

- \$4.2M additional funds
  - \$1.2M additional FRP funds to be spent on FRP projects
  - \$3M additional Covid relief
- \$3.4M revenue shortfall
  - \$2 million shortfall in international tuition (100 students \* \$20,000)
  - \$500k shortfall in domestic tuition compared to budget
  - \$900k shortfall in other revues such as cafeteria commissions, summer camps, etc...

**Pessimistic: \$2.2M shortfall from budget**

- \$1.2M additional FRP funds to be spent on FRP projects
- \$3.4M revenue shortfall
  - Same shortfalls as above

# Operating Expenditures



## Optimistic: Approx. \$800K better than budget

+ \$2.5M savings in salaries & benefits due to savings in PT Academic delaying of filling vacant positions and contracts

+ \$2.1M savings in various budget lines

- \$1.4M estimate of total COVID related expenses

- \$1.2M additional expenses related to FRP spending

- \$1.2M budgeted ancillary surplus transfer

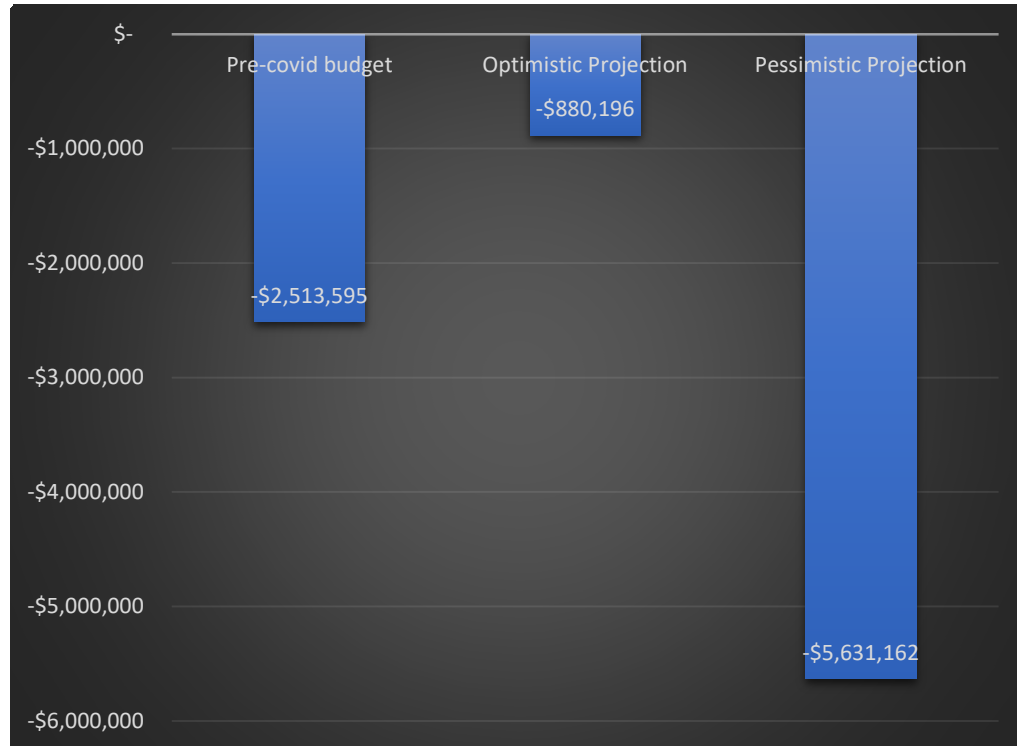
## Pessimistic: Approx. \$800K over budget

- Same net savings as above

- \$1.6M ancillary deficit to be absorbed by Operating

- \$1.6M deficit - \$800k savings = \$800K over budget

# Net Operating Budget Impact



**Optimistic: Approx. \$1.7M better than budget**

**Pessimistic: Approx. \$3.1M over budget**

**\$4.8M difference reconciled:**

- \$3M Covid relief funding
- \$1.6M Ancillary deficit
- \$100k additional revenue shortfall



### **NU Café**

- January's Mentoring Month event with RBC Olympian and Professional Athlete, Sam Effah, and RBC's Executive Vice President & Chief Marketing Officer, Mary DePaoli, went very well. Almost 1000 people across Canada joined in to listen as they shared industry tips for landing a job at a top brand like RBC, and how to stand out in a pile of resumes. The next major event hosted by Ten Thousand Coffees will take place in March for International Women's Day and will include a panel of women talking about this year's theme: Choose to Challenge.
- Book club launch – The new NU Café Book Club launched in January through the alumni e-newsletter. We have created the book club event in the hub and invite all internal and external guests to sign up and read along. Our first book is *Ridgerunner* by Gil Adamson. You can find more information [here](#) about the club.
- Career fair hosted by Student Learning and Transitions and supported by the alumni office – planned for Feb 9-11. Open to students and alumni to network with various industry partners and submit job applications and resumes.

### **NUAAB**

The NUAAB met on January 19<sup>th</sup> in its first meeting of 2021. Our annual call for membership is live on social media and we have encouraged any alumni interested in applying to submit an application to the link [here](#).

### **Affinity**

- MBNA - Our new landing page is now [LIVE](#)! We will be promoting this new and updated program on social media and through the e-newsletter in the coming weeks. Hopefully a better program with relevant and competitive rewards will encourage new accounts and in turn increased revenue for NUAAB.
- TD Insurance – Beginning Feb 5 and again on Feb 8, alumni will receive an email to enjoy a promotional discount on Home & Auto insurance. New marketing is being developed for the Life & Health products which will launch via an email campaign in the spring.
- Graduation photography – Bridgette is working on a template for putting a call out to tender for this service. She is aiming to complete this process shortly and then submitting it to finance for review. Our contract with the current provider expires in April. All graduation photography in any format has been placed on hold for the current academic year due to COVID-19.





## **NUSU Student Centre**

221 College Drive, North Bay, ON P1B 0G1  
 Tel: (705) 474-3450 ext. 4801 Fax: (705) 474-7732  
 Web: [www.nusu.com](http://www.nusu.com)

## **NUSU Senate Report Friday, February 12th, 2021**

### **Executive Elections**

NUSU held its executive elections in January. We would like to congratulate the following students who will be next year's executive team:

President - Joe McIntosh  
 VP Finance & Administration - Joseph Gagnier  
 VP Advocacy & Awareness - Sarah Pecoskie-Schweir  
 VP Student Life - Emily Wilson

We look forward to working with them and helping them transition. NUSU will be reaching out to different departments over the next few months to set up meetings and introductions to the new team.

### **Office Administrator**

We have also welcomed a familiar face to the role of NUSU's Office Administrator. As of this month Armaan Dattani is our Office Administrator. We know that his extensive knowledge and experience of the Lakers community will help support students greatly.

### **Mental Health and Food Bank**

Due to the extended stay at home order students are struggling with their online courses, and of course, their mental health. We have had a number of students reaching out to us expressing how they are struggling to cope with the lockdown restrictions while trying to keep up with their schoolwork.

We have also seen a higher number of students using the student food bank. We want to extend thanks to the University through the SDS department for their generous donation to the food bank to support students, and to every person in our lakers community who has individually contributed as well.

### **Clubs Week**

We held virtual Clubs and Societies Week in January. This is a reminder that students can create their own club and start their own society should there not be one already in place. If faculty hear from any students they are looking to connect or get involved, please send them our way!

**Black History Month**

One student group that has recently been created is NUBASE: The Nipissing University Black Association for Student Expression. This club is to be a supportive network which exists for Black students at Nipissing University.

Although they have recently formed they have created considerable initiatives. NUBASE has partnered with NUSU on one of these initiatives called "Time To Educate" for Black History Month. This project highlights influential Black Canadians through a series of videos presented by members of the Lakers community. The first individual to be featured was Dr. Desmond Anthony who was instrumental both in North Bay and at Nipissing University.

To support this project and view these educational videos please go to NUSU's Facebook and Instagram pages.

Due to their hard work YourTV North Bay, CTV Northern Ontario and Radio-Canada CBC have been speaking with them about the importance of Black History Month, education, and the need to have dialogue and action for greater change.

We encourage you to support this group as they look to create safer spaces for all students but especially for the Black community.

**Student Centre**

We are also currently working closely with the University administration on the opening of the student centre. Obviously, the pandemic continues to create delays for our opening, but have appreciated the support in getting safe and thorough measures in place for the students and rest of the community when we are able to welcome you all.

**Nipissing University**  
**Minutes of the Special Academic Senate Meeting**

**February 19, 2021**

**10:00 a.m.**

**Zoom Remote Conferencing**

**Members Present:**

C. Sutton (Interim Chair), A. Vainio-Mattila, J. McAuliffe, P. Maher, J. Nadeau, P. Radia, D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, H. Earl, A. Hatef, N. Kozuskanich, M. Litalien, K. Lucas, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu, S. Winters, H. Zhu

J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner, P. Zou

C. Irwin, O. Pokorny

K. Wilcox, B. Ray

M. King, C. Foster, A. Locke, S. Pecoskie-Schweir

**Absent With Regrets:**

L. Hoehn, C. McFarlane

P. Ravi

E. Lougheed

H. Mackie, S. MacCarthy

**Approval of the Agenda of the Senate Meeting of:** February 19, 2021

Motion 1: Moved by A. Ackerman, seconded by T. McParland that the agenda of the Senate meeting of February 19, 2021 be approved.  
Carried

The Speaker opened the meeting with a welcome to the traditional territory:  
As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

**Approval of Graduation Applicants**

The Registrar advised that the Ontario College of Teachers (OCT) is allowing students to obtain temporary teaching certificates prior to officially graduating. This recent decision was made by the OCT to address the teaching shortage and will benefit our students, however it required the need to move very quickly. In order to be eligible for the temporary certificate, our 2nd year BEd students had to provide proof of completion of their undergraduate degree which required that the graduates be approved by Senate. The Registrar expressed her appreciation to the Registrar's Office staff for all of their efforts ensuring that the degree audits were completed.

Motion 1: Moved by D. Iafrate, seconded by T. McParland that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 18, 2021.  
Carried

The Deans congratulated the students and faculty on their achievements.

**Adjournment**

Senate was adjourned at 10:20 a.m.

.....  
C. Sutton (Interim Chair)

.....  
S. Landriault (Senate Secretary)



## Report from Alumni for March 2021

### NU Café

- Join us for our [Keynote International Women's Day event](#) on the NU Café, hosted by Ten Thousand Coffees, on **Friday, March 5th at 1:30 pm ET**. In honour of International Women's Day, we are hosting a panel of female talent leaders from Adidas, RBC, AIG, IBM, and Facebook to discuss how we can manage and overcome gender-based hurdles in our career. We aim to celebrate the achievements of women & female identifying people and create an inclusive workplace for all. So, please join us to learn more about how we can #ChooseToChallenge workplace norms and build an environment where women can thrive.
- The NU Café Book Club launched in January through the alumni e-newsletter and we have created a book club event in the hub for anyone to join. Our first book is *Ridgerunner* by Gil Adamson and we will be discussing it at our first meeting on **March 18<sup>th</sup> at 6pm**. You can find more information [here](#) about the club and what we are reading.
- Introductions are out March 9<sup>th</sup> if you would like to join and mentor a student or alumni. Just as a reminder, if you are already registered and are finding you're too busy for this month's meet up please pause your profile matches.

### NUAAB

- Our annual call for membership is live on social media and we have encouraged any alumni interested in applying to submit an application at the link [here](#). If you know if anyone that might be interested, please pass along the link or have them email [alumni@nipissingu.ca](mailto:alumni@nipissingu.ca) for more information.
- We will be hosting our annual retreat this month and will highlight some of the takeaways from that experience in the next report.



100 College Drive, PO Box 5002  
North Bay, ON P1B 8L7  
Tel: (705) 474-3450 ext.4801 Fax: (705) 474-7732  
Web: [www.nusu.com](http://www.nusu.com)

Nipissing University Student Union

## **NUSU Senate Report**

### **CFS Lobby Week**

The week after reading week Hannah Mackie attended the CFS Ontario Lobby Week virtually. This was a great opportunity to talk to different MPP's about student issues in post-secondary education. Some of the topics spoke about included; Indigenous and International access to education, the cuts to OSAP and education funding, student concerns about performance based funding and protecting students' rights to organize. This was a great chance to have discussions with students from all over Ontario, but specifically students from other northern schools. We were able to have some conversations about what access to education in the north means to students and the benefits it provides our province with these MPP's

### **NUSU Recommendations for Senate**

These recommendations come from student consultations, and the whereas section aims to provide background information, and the recommendations follow. We are placing these in the report so that senators can see them in writing, as we will be referencing them for the question period.

Whereas,

- 600 people signed a petition to remove the use of Lockdown Browser within a week;
- Reported issues include continued monitoring after software is shutdown, damage to cameras and microphones after use, not compatible with affordable technology options for students;
- Issues continue with a requirement to have uninterrupted access to strong wifi, requirement to have a quiet uninterrupted space, constant flagging of movement which adds stress and anxiety to students who may have ADHD, or an inability to stay completely still while being tested and other discriminatory experiences (facial recognition, etc.);
- There are concerns around privacy of data when government ID is being captured, and the storage of recording of examinations is not clear to students

The Nipissing University Student Union on behalf of its members recommend:

- That instructors and faculty make an attempt to consider alternative evaluation formats to lockdown browser for the winter semester where possible and reasonable;
- That the Teaching and Learning Committee commit to exploring alternative evaluation methods with a formal report back to senate by September 2021;
- That Nipissing University commit to phasing out lockdown browser or systems that use facial recognition software, recording software, or software that otherwise unreasonably infringes on student privacy without a clear privacy statement and communication about who has access to their data;
- That communication is sent to students around accommodations or disclosures at the beginning of each semester and before the commencement of the exam period (where disclosures includes: needing to stand and stretch in an exam due to back injury, etc., that they might be fidgety during the exam), the intent is to encourage students to communicate with their faculty.

## **NIPISSING UNIVERSITY**

### **REPORT OF THE SENATE EXECUTIVE COMMITTEE**

March 4, 2021

A meeting of the Senate Executive Committee took place on March 4, 2021. The meeting was held via Zoom conference.

The following members participated:

C. Sutton (Interim Chair), A. Vainio-Mattila, P. Maher, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Colborne, J. Allison, T. McParland, T. Sibbald, H. Mackie, S. Landriault (Recording Secretary, n-v)

Regrets: M. Litalien

The purpose of the meeting was to set the agenda for the March 12, 2021 Senate meeting.

Under Business Arising from the Minutes, the Director of Institutional Planning and Analysis will provide further information regarding the faculty to student ratio.

Under Reports from Other Bodies, recommendations regarding the use of the Lockdown Browser Platform will be included in NUSU's Senate report for discussion during Question Period.

The Report of the Academic Curriculum Committee dated March 1, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Academic Quality Assurance and Planning Committee dated February 19, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

A motion that Senate By-Laws, Article 8.1 General Committee/Ad Hoc Committee Procedures, be amended to include language to approve motions over email and email voting is included in the Senate Agenda.

Under New Business, the Interim Chair will request that Senate move in camera to approve the list of Honorary Degree recipients.

Senate meeting dates for 2021-2022 will be discussed further at the next Senate Executive Committee meeting.

Respectfully submitted,



C. Sutton  
Interim Chair  
Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated March 4, 2021.



**Report of the  
Academic Curriculum Committee**

**March 1, 2021**

The meeting of the **Academic Curriculum Committee** was held on Monday, March 1, 2021 at 3:00 pm by Zoom Conference. The following members participated:

Members Present:

Arja Vainio-Mattila  
Nancy Black  
Charles Anyinam  
Douglas Gosse  
James Murton

John Nadeau  
Debra Iafrate  
Darren Campbell  
Chris Greco  
Sarah Pecoskie-Schweir

Pavlina Radia  
Andrew Ackerman  
Julie Corkett  
Alexandre Karassev

Absent with Regrets:

Charlotte Foster, Mykayla King, Ashley Locke, Natalie Muylaert

Guests:

Amanda Burk, Carly Dokis, Beth Holden, Manuel Litalien, Kristen Lucas, Nancy Stevens, Tyson Stewart, Jeffery Thornborrow

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science and the Faculty of Education and Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached.

Respectfully submitted,



Dr. Arja Vainio-Mattila  
Provost & Vice-President, Academic Research

MOTION 1: That Senate receive the Report of the Academic Curriculum Committee, dated March 1, 2021.

**Faculty of Arts and Science****Biology****Non-substantive:**

The unbanking of BIOL-3236 Plant Ecology.

**Computer Science****Non-substantive:**

The revision of the course description for COSC-3997 Senior Practicum as outlined in the attached document.

**Non-substantive:**

The revision of the course description for COSC-4406 Software Engineering as outlined in the attached document.

**English**

Motion 2: That Senate approve that the 3-credit course ENGL-2446: Children's Literature before 1914 be added to the English Studies Literary History I grouping for Honours Specialization, Specialization and Major.

Motion 3: That Senate approve that the 3-credit course ENGL-2447: Children's Literature after 1914 be added to the English Studies Literary History II grouping for the Honours Specialization, Specialization and Major.

**Fine Arts**

Motion 4: That Senate approve the creation of FAVA-2287 Art in Canada as outlined in the attached template.

Motion 5: That Senate approve the creation of FAVA-2356 Art and Environment as outlined in the attached template.

**Non-substantive:**

The banking of FAVA-2277 Arts and Culture in Modern and Contemporary Canada.

**Gender Equality and Social Justice**

Motion 6: That Senate approve that the 3-credit course GEND-3356 International Rights of Indigenous Peoples be added to the calendar in the GESJ list of Group 3 courses (Human Rights and Social Justice) as outlined in the attached template.

Motion 7: That Senate approve that the 3-credit course GEND-3416 Material Reconciliation be added to the Calendar in the GESJ list of Group 2 courses (Power and Inequality) as outlined in the attached template.

Motion 8: That Senate approve that the 3-credit course RLCT-2156/GEND-2256 Religion, Justice and Animals be added in the GESJ list of Group 2 courses (Power and Inequality) for the Honours Specialization, Specialization and Major.

### Geography

**Non-substantive:**

The course title for GEOG-3126: Geographies of Agriculture be changed to GEOG-3126 Food and Agricultural Systems.

**Non-substantive:**

The course title for GEOG-3076: Regional Geography of Africa be changed to GEOG-3076: Africa: Landscapes of Change.

**Non-substantive:**

The course title for GEOG-4437: Hazards Geography be changed to GEOG-4437: At Risk: The Geography of Environmental Hazards.

**Non-substantive:**

The prerequisites for GEOG-2106 Landscapes and Surface Processes be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

**Non-substantive:**

The prerequisites for GEOG-2126 Physical Hydrology be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

**Non-substantive:**

The prerequisites for GEOG-4807 Natural Resource Management be changed from "GEOG-4806" to "GEOG-2226".

**Non-substantive:**

The prerequisites for GEOG-4227 Themes in Social and Cultural Geography be changed from "GEOG-2136 and GEOG-2137" to "GEOG-2136 and GEOG-2146".

### History

Motion 9: That Senate approve the requirements for the Certificate in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Motion 10: That Senate approve the requirements for the Minor in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Motion 11: That Senate approve the creation of HIST-1506 "The Idea of Canada" as outlined in the attached template.

Indigenous Studies

- Motion 12: That Senate approve the creation of INDG-1006 Madjitang (In the Beginning) – An Introduction to Indigenous Studies as outlined in the attached course template.
- Motion 13: That Senate approve the creation of INDG-2006 Indigenous Places – Changing Landscapes as outlined in the attached course template.
- Motion 14: That Senate approve the creation of INDG-2007 Land-as-Home & Indigenous Well-being as outlined in the attached course template.
- Motion 15: That Senate approve the creation of INDG-2026 Indigenous Art and Creativity as outlined in the attached course template.
- Motion 16: That Senate approve the creation of INDG-2106 Oral and Literary Storywork as outlined in the attached course template.
- Motion 17: That Senate approve the creation of INDG-2206 Indigenous Screen Cultures as outlined in the attached course template.
- Motion 18: That Senate approve the creation of INDG-2406 Indigenous Families – Colonial Impacts & Contemporary Responses as outlined in the attached course template.
- Motion 19: That Senate approve the creation of INDG-2906 Indigenous Philosophy – Ininimowin (Thought) as outlined in the attached course template.
- Motion 20: That Senate approve the creation of INDG-2907 Indigenous Philosophy – Bimaadsiwin (Life) as outlined in the attached course template.
- Motion 21: That Senate approve the creation of INDG-3106 Indigenous Health and Wellness as outlined in the attached course template.
- Motion 22: That Senate approve the creation of INDG-3416 The News and the First Peoples as outlined in the attached course template.

**Non-substantive:**

The revision of the course title and description for INDG-3606 Special Topics in Native Studies I to INDG-3606 Special Topics in Indigenous Studies I as outlined in the course template.

**Old Description:**

The theme and content of this course changes from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

**New Description:**

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year

depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

**Non-substantive:**

The revision of the course title and description for INDG-3607 Special Topics in Native Studies II to INDG-3607 Special Topics in Indigenous Studies II as outlined in the course template.

Old Description:

The theme and content of this course will change from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

New Description:

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

**Non-substantive:**

Remove the antirequisites for INDG-3606 and INDG-3607.

Motion 23: That Senate approve the creation of INDG-4606 Indigenous Mobilization and Resistance as outlined in the attached course template.

**Non-substantive:**

The deletion of INDG-1005 Madjitang – Introduction to Indigenous Studies.

**Non-substantive:**

The deletion of INDG-2005 Native Kinship with Environment.

**Non-substantive:**

The deletion of INDG-2025 Native Creativity and the Arts.

**Non-substantive:**

The deletion of INDG-2905 Native Philosophy.

Motion 24: That Senate approve to approve the Indigenous Studies Major Modification Proposal as outlined in the attached document.

Religions and Cultures

**Non-substantive:**

The course title for RLCT-2066 Death, Dying, and Spirituality be changed to Death, Dying and Spirituality in End-of-Life Care.

**Non-substantive:**

The revision of the course description for RLCT-2066 Death, Dying and Spirituality in End-of-Life Care.

Social Welfare

Motion 25: That Senate approve the revisions to the program requirements for the Honours Specialization with a Social Service Worker Diploma program as outlined in the attached document.

Sociology

Motion 26: That Senate approve that the 3-credit courses SOCI-2027 Sociology of Nursing, ANTH-3046 The Living and the Dead, and ANTH-3026 Medical Anthropology be added as program requirements for the Certificate in Health Studies and Gerontology as described in the attached chart.

**Non-substantive:**

The revision of the course title for SOCI-3166 Social Epidemiology: The Social Determinants of Health to SOCI-3166: The Social Determinants of Health.

Motion 27: That Senate approve the creation of SOCI-3956: Special Topics in Sociology as outlined in the attached template.

**6. Faculty of Education and Professional Studies**In-Service Education

Motion 28: That Senate approve the creation of EDUC 1485 International Languages, Italian, Part 1.

School of Nursing**Non-substantive:**

The pre-requisite for NSGD 2028 Clinical Practicum – Mental Health Nursing be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 2029 Clinical Practicum – Maternal/Child Nursing be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

**Non-substantive:**

The co-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 4027 Clinical Practicum be changed as outlined in the attached document.

**Non-substantive:**

The co-requisite for NSGD 2017 Concepts in Maternity and Pediatric Nursing be changed as outlined in the attached document.

**Non-substantive:**

The co-requisite for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined in the attached document.

**Non-substantive:**

The pre-requisite for NSGD 2117 Health Challenges II be changed as outlined in the attached document.

School of Physical and Health Education

Motion 29: That Senate approve that PHED 4086 Musculoskeletal Assessment and Exercise Prescription course hours be changed from “Two hours of lecture and two hours of laboratory work per week for one term.” To “Two hours of lecture and one hour of laboratory work per week for one term.”

School of Social Work**Non-substantive:**

The revised course description for SWRK 4746 Social Work, Health, and Well-Being be changed as outlined in the attached document.

Motion 30: That Senate approve that the revised learning outcomes for SWRK 4746 Social Work, Health and Well-Being be changed as outlined in the attached document.

Motion 31: That Senate approve that the learning outcomes for SWRK 3356 Individual Practice Across the Lifespan Part I be changed as outlined in the attached document.

Motion 32: That Senate approve that the learning outcomes for SWRK 3357 Individual Practice Across the Lifespan Part 2 be changed as outlined in the attached document.

Motion 33: That Senate approve that the learning outcomes for SWRK 4716 Social Work Leadership be changed as outlined in the attached document.

Motion 34: That Senate approve that SWRK 3226 Social Work Research be added as a required course for the BSW program.

**Non-substantive:**

That SWRK 4206 Social Work Research be banked.

Motion 35: That Senate approve that SWRK 4806 Community Practice in Northern, Rural and Remote Communities be added as a required course for the BSW program.

**Non-substantive:**

That SWRK 3806 Community Practice in Northern, Rural, and Remote Communities be banked.

Motion 36: That Senate approve that the BSW Professional Years requirements change as outlined in the attached document.

**7. Banking and Deleting Courses**

For Information Only:

- The attached listing of courses (Courses Banked) were not offered in the past five calendar years and will be banked by the Registrar's Office (Senate Motion passed on May 20, 2011).
  - The attached listing of deleted courses (Courses Deleted) were not offered in the past ten calendar years and will be deleted by the Registrar's Office (Senate Motion passed on May 20, 2011).
-



## **SUPPORTING DOCUMENTATION**

### **BIOLOGY**

#### **Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve the unbanking of **BIOL-3236 Plant Ecology**.

#### **Rationale:**

This course when previously taught covers a unique and important part of our curriculum. The course was banked because teaching assignments made it impossible for the regular instructor to offer it over a period of years. Teaching assignments in the department have changed such that the instructor is now able to offer the course once more. Given the unique subject and the long time that has passed since this course was last offered, we expect enrolments will be substantial for the next offering, which we hope will be next fall.

## Computer Science Curriculum Motions

**Motion 1:** that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **to approve the revision of the course description** for COSC 3997 “Senior Practicum”

**Motion 2:** that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **to approve the revision of the course description** for COSC 4406 “Software Engineering”

### COSC 3997 Senior Practicum

**New Description:** Senior computer science students gain practical experience in a professional setting to apply many of the concepts learned in the classroom. Normally, the experiential learning opportunity is done in partnership with a local business or organization. Students work under the supervision of the industry partner or faculty member. The final report and presentation are assessed on a pass/fail basis.

**Old Description:** In this course, the senior student works on an approved project, either while placed in a business enterprise/organization or supervised by a faculty member on campus. Projects may range from practical/experiential to theoretical, and the student is expected to successfully integrate theory and skills learned in the program. Evaluation of the student's final report and presentation is on a pass/fail basis. This course is also offered as [STEC 3997](#).

### COSC 4406 Software Engineering

**New Description:** Students learn the principal paradigms that govern the design and implementation of large software systems. The course topics include requirement analysis, process- or object-oriented design, bottom-up design, support for reuse, implementation strategies, performance improvement, debugging and antialiasing. Students have the option to take this course as an experiential learning opportunity by completing an applied project that supports the software needs of a local business or organization.

**Old Description:** This course introduces the principal paradigms that govern the design and implementation of large software systems. The course topics include: requirement analysis, functional/process oriented design, bottom-up design, support for reuse, implementation strategies, performance improvement, debugging, antialiasing.

## ENGLISH STUDIES

### Motion #1: Substantive

Moved by R. Vernescu, seconded by A. Weeks that the Arts & Science Executive recommend to the ACC to approve that the 3-credit course **ENGL-2446: Children's Literature before 1914** be added to the **English Studies Literary History I grouping for Honours Specialization, Specialization and Major**.

**Literary History group 1** concentrates on early texts and traditions, as reflected in the current group: ENGL 2256: Canadian Literature before 1914, ENGL 2266: Early American Literature, 2536: Shakespeare before 1600, ENGL 3527: Shakespeare after 1600, ENGL 3096: Writing the Restoration, ENGL 3097: The Age of Satire, ENGL 3196: the 18C Novel, ENGL 3246: Desire and Identity in Early Modern Literature, and ENGL 3247: Transgressing Boundaries in Early Modern Literature.

**ENGL2446, Children's Literature Before 1914** This course is a good fit for Group 1 as it is a historical survey covering texts that form the early part of the tradition of the Children's Literature in English, including its semi-official beginnings as a commodity in the marketplace in the mid eighteenth-century, and culminating in the Golden Age of Children's Literature, 1865 to 1914.

**CARRIED**

### Motion #2: Substantive

Moved by A. Weeks, seconded by K. Srigley that the Arts & Science Executive recommend to the ACC to approve that the 3-credit course **ENGL-2447: Children's Literature after 1914** be added to the **English Studies Literary History II grouping for the Honours Specialization, Specialization and Major**.

**Literary History group II** concentrates on texts that both shape and respond to modern literature and culture, as reflected in the current group: ENGL 2007: British Literature after 1800, ENGL 2056: North American Drama, ENGL 2257: Canadian Literature after 1914, ENGL 2267: Contemporary American Literature, ENGL 3146: Topics in Postcolonial Literature, ENGL 3176: British Literature 1900-1950; ENGL 3177: Contemporary British Literature, ENGL 3276: Indigenous Literatures of North America, ENGL 2246: The Romantics, and ENGL 3347: The Victorians.

**ENGL2447, Children's Literature After 1914** This course is a good fit for Group II as it covers texts that both shape and respond to the contemporary trends in literature bought for and by children in the English-speaking world, including fantasy, the picture book, post-colonial texts, and films.

**CARRIED**

**FAPA Department  
January 2021**

**Overview:**

The Department of Fine and Performing Arts is proposing the following motions. The motions will see the creation of two new courses and the banking of two existing courses. The FAPA department is looking to amalgamate its existing Canadian art courses into one course - FAVA 2287 Art in Canada, and introduce a new course FAVA 2356 Art and the Environment. Students at Nipissing have a clear interest in studying the environment and to thinking about place, this course will provide them with an Art History/Visuals Studies perspective on the environment.

**MOTION:** That the Academic Regulations and Curriculum Committee (ARCC) recommend to Arts and Science Executive the creation of FAVA 2287 Art in Canada.

**MOTION:** That the Academic Regulations and Curriculum Committee (ARCC) recommend to Arts and Science Executive the creation of FAVA 2356 Art and Environment.

**MOTION (non-substantive):**

That the Academic Regulations and Curriculum Committee (ARCC) recommend to Arts and Science Executive to approve the banking of FAVA 2277 Arts and Culture in Modern and Contemporary Canada

**Rationale:**

The FAPA department is looking to amalgamate its existing Canadian art courses, FAVA 2276 Visualizing Canada Pre 1900 and FAVA 2277 Arts and Culture in Modern and Contemporary Canada, into one new course titled FAVA 2287 Art in Canada. FAVA 2276 Visualizing Canada Pre 1900 is already scheduled to be banked and we are banking FAVA 2277 Arts and Culture in Modern and Contemporary Canada.

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** That the Academic Regulations and Curriculum Committee (ARCC) recommend to Arts and Science Executive the creation of FAVA 2287 Art in Canada.

### JUSTIFICATION (Rationale):

Artistic and cultural production in Canada has been uniquely shaped by its First Peoples and Indigenous history and present; its specific histories of settler colonialism; its unique topographies and geographies; its particular political movements, events, resistances, and uprisings; and changes to its federal policies and funding structures. This new course replaces “FAVA 2267: Visualizing Canada Pre 1900” and “FAVA 2277: Art in Canada Post 1900”.

Course Code	<b>FAVA 2287</b>
Course Title	Art in Canada
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits   Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students examine art and cultural production produced within the cultural, social, political and/or geographic boundaries of the colonial construct of “Canada.” Students use art and cultural objects to question the idea of “Canada” in relation to topics under discussion, which may include ongoing settler colonial expansion, histories of Indigenous representation and self-representation, First Nations art and cultural production, immigration, multiculturalism, regionalism, international relations, and the politics of identity.
Course Prerequisite	Any 15 credits completed.
Course Corequisite	None
Antirequisite	FAVA 2276, FAVA 2277
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">If yes, click here to indicate type(s).</a>
Hours of contact time expected per week, if applicable.	Three hours of lecture per week for one term.

For example, two hours of lecture and one hour of laboratory work.	
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Implications For example, changing a required 6 credit course to 3 credit course.	None
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will</p> <ol style="list-style-type: none"> <li>1. assess the limitations and contingency of the categories "Canadian," "art," and "history;"</li> <li>2. critically evaluate the production, circulation, and display of art and cultural objects in relation to the concept of "Canada;"</li> <li>3. analyze how particular moments and events in Canadian history influenced the artistic productions made during and after these times;</li> <li>4. assess knowledge of First Nations and Indigenous histories of resistance and self-determination through artistic and cultural productions;</li> <li>5. differentiate Canadian art and cultural objects in relation to the construction and maintenance of historically specific categories, such as gender, race, class, and nation;</li> <li>6. construct and express arguments, both written and orally, that address critical issues and developments in artistic production in Canada,</li> <li>7. apply research skills and visual literacy and interpretive strategies.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** That the Academic Regulations and Curriculum Committee (ARCC) recommend to Arts and Science Executive the creation of FAVA 2356 Art and Environment.

### JUSTIFICATION (Rationale):

Visual representations of the wider natural environment play crucial roles in the formulation of regionally-determined space, place and identity. In the intertwined pictorial, iconographic and representational ideologies of fine arts and film, the ecological sensitivity to a rapidly shifting schema of land stewardship is of increasing disciplinary import. By creating a new course that foregrounds our department's visually-specific environmental methodology as scholarly practice, students engage with new cultural knowledge of the environment, differentiating its histories, identities, and long-standing symbolic associations.

Course Code	<b>FAVA 2356</b>
Course Title	Art and Environment
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students examine environmental art and visual culture through a close analysis of the landscape genre, installation and intervention, and film. Students differentiate notions of space and place as they relate to particular geographical, topographical, colonial, and national constructs concerning the environment. Topics may include the role of environmental representation in filmic discourse, visual art and environmental modification, Indigenous land ownership, and the wider philosophical and cultural associations of the environment.
Course Prerequisite	Any 15 credits completed.
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).

component? If so, please indicate the type(s).	
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of lecture per week.
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	None
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. contextualize art, cultural objects and film as they relate to the social, political, economic, and cultural circumstances of environmental representation;</li> <li>2. undertake critical evaluations of environmental art in relation to the construction and maintenance of historically specific categories, such as gender, race, class, and nation;</li> <li>3. articulate assessments of landscape, environment, visual art and film in both written and verbal discussions;</li> <li>4. formulate an ability to assess and engage critically with landscape, environmental art, and the representation of place;</li> <li>5. illustrate how art, cultural objects and film continue to be defined by environmental frameworks;</li> <li>6. identify the limitations and contingency of the categories "environment," "art," and "history;"</li> <li>7. construct and express arguments, both written and orally, that address critical issues and developments in artistic production involving the environment.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>



# GESJ

G E N D E R  
E Q U A L I T Y  
S O C I A L  
J U S T I C E

**Submission to the  
Arts & Science Academic Regulations and Curriculum Committee (ARCC)**

**Proposed Modifications to Gender Equality and Social Justice Curriculum  
December 4, 2020**

Dr. Sal Renshaw (Chair)  
Dr. Rosemary Nagy  
Dr. Leslie Thielen-Wilson  
Dr. Wendy Peters  
Dr. Renee Valiquette  
Dr. Stacey Mayhall  
Professor Erin Dokis

## Motion Summaries

- MOTION 1:** That the ARCC recommend to the Arts and Science Executive that the 3-credit course GEND 3356 International Rights of Indigenous Peoples be ADDED to the Calendar in the GESJ Group 3 courses Human Rights and Social Justice courses.
- MOTION 2:** That the ARCC recommend to the Arts and Science Executive that the 3-credit course GEND 3416 Material Reconciliation be ADDED to the Calendar in the GESJ list of Group 2 courses Power and Inequality.
- MOTION 3:** That the ARCC recommend to the Arts and Science Executive that the 3-credit course RLCT2156/GEND 2256 Religion, Justice and Animals be ADDED to the list of GESJ Group 2 Power and Inequality courses for the Honours Specialization, Specialization and Major.
- 

## Motion Rationale/Statement of Academic Merit

- MOTION 1** That the ARCC recommend to the Arts and Science Executive that the 3-credit course GEND 3356 International Rights of Indigenous Peoples be ADDED to the calendar in the GESJ list of Group 3 courses (Human Rights and Social Justice).

### Rationale/Statement of Academic Merit

This course provides an opportunity for anticolonial and decolonial teaching and learning in keeping with the educational and legal recommendations of the Truth and Reconciliation Commission. It is in line with the University's mission to decolonize and indigenize the curriculum and it amplifies offerings in the Human Rights and Social Justice stream within the GEND curriculum and is cross-listed with Indigenous Studies.

**Budget Implications:** None. The course will be part of regular course cycling in GESJ.  
**(Template at the End)**

- MOTION 2** That the ARCC recommend to the Arts and Science Executive that the 3-credit course GEND 3416 Material Reconciliation be ADDED to the Calendar in the GESJ list of Group 2 courses Power and Inequality.

### Rationale/Statement of Academic Merit

This course has been offered for the past 3 years online in the spring/summer session and has proven to be an important addition to the upper level GESJ offerings in Indigenous, critical race and anti-colonial settler studies. It is in line with the University's mission to decolonize and indigenize the curriculum and it amplifies offerings in the Human Rights and Social Justice stream within the GEND curriculum and is cross-listed with Indigenous Studies.

**Budget Implications:** This course has consistently been offered by a part time faculty member and enrolments in the course have consistently exceeded 15.

**(Template at the End)**

**MOTION 3:** (non-substantive) That the ARCC recommend to the Arts and Science Executive that the 3-credit course RLCT2156/GEND 2256 Religion, Justice and Animals be ADDED in the GESJ list of Group 2 courses Power and Inequality for the Honours Specialization, Specialization and Major.

**Rationale/Statement of Academic Merit**

This is a housekeeping matter. The GESJ curriculum is divided into streams and we neglected to identify the appropriate stream when the cross-coding of this course went through last year.

**Budget Implications:** None

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**New Course Templates**

**MOTION 1:** That the ARCC recommend to the Arts and Science Executive that the 3-credit course GEND 3356 International Rights of Indigenous Peoples be ADDED to the Calendar in the GESJ list of Group 3 courses (Human Rights and Social Justice).

**JUSTIFICATION (Rationale):**

This course provides an opportunity for anticolonial and decolonial teaching and learning in keeping with the educational and legal recommendations of the Truth and Reconciliation Commission. It is in line with the University's mission to decolonize and indigenize the curriculum and it amplifies offerings in the Human Rights and Social Justice stream within the GEND curriculum and is cross-listed with Indigenous Studies.

Course Code	<b>GEND 3356</b>
Course Title	International Rights of Indigenous Peoples
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (restricted to 50-75 words, present tense and active voice)	Students explore the historical denial of legal personality to Indigenous peoples under international law. They trace the evolution of international law, especially the impact of Indigenous diplomacy at the United Nations culminating in the UN Declaration on the Rights of Indigenous Peoples. Students assess the prospects of implementing the


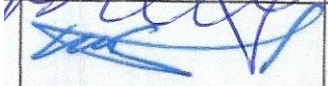
	<p>Declaration and the limits of relying on international rights as an instrument for Indigenous justice.</p> <p>This course may be credited towards Indigenous Studies</p>
Course Prerequisite	Any 18 credits completed.
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hour seminar
<u>Is this course Cross-Listed? If so, with what department?</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Indigenous Studies
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course will fall under the Human Rights and Social Justice stream in Gender Equality and Social Justice.
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of how international law works</li> <li>2. Develop significant familiarity with Indigenous legal systems and Indigenous diplomacy</li> </ol>

	<p>3. Analyze international law as an instrument of violence against Indigenous peoples, both historic and contemporary</p> <p>4. Analyze international law as an instrument of justice for Indigenous peoples, both historic and contemporary</p> <p>5. Evaluate current proposals and efforts within Canada to implement the UN Declaration on the Rights of Indigenous Peoples</p> <p>6. Apply rights practice and theory to specific controversies, issues, or cases</p>
Will this request affect another faculty other than your own?	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Honoraria for Indigenous guest speakers</p>

### DEPARTMENTAL CURRICULUM APPROVAL FORM

*(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)*

The following signatures reflect departmental approval to cross list i GEND 3356 with Indigenous Studies:  
GEND 3356 International Rights of Indigenous Peoples

DEPARTMENT/ DISCIPLINE	NAME	SIGNATURE	DATE
			November 1, 2020
Indigenous Studies	Nancy Stevens		November 1, 2020
Indigenous Studies	Tyson Stewart		1 November, 2020

**MOTION: 2** That the ARCC recommend to the Arts and Science Executive that the 3-credit course GEND 3416 Material Reconciliation be ADDED to the Calendar in the GESJ list of Group 2 courses (Power and Inequality).

**JUSTIFICATION (Rationale):**

This course has been offered for the past 3 years online in the spring/summer session and has proven to be an important addition to the upper level GESJ offerings in Indigenous, critical race and anti-colonial settler studies. It also provides an opportunity for anticolonial and decolonial teaching and learning in keeping with the educational and legal recommendations of the Truth and Reconciliation Commission. It enhances settler colonial study offerings in the Power and Inequality stream within the GEND curriculum.

Course Code	<b>GEND 3416</b>
Course Title	Material Reconciliation
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (restricted to 50-75 words, present tense and active voice)	Students learn how the misinformation about Canada's past and present treatment of Indigenous peoples is hampering reconciliation attempts. The coerced treaties, planned starvation, ceremony bans, confinement on reserves, forced sterilization, economic sabotage as well as the Indian Act stand between us and a more just future. Indigenous authored sources will be foundational throughout. This course may be credited towards Indigenous Studies.
Course Prerequisite	Any 18 credits completed.
Course Corequisite	None
Antirequisite	GEND 3057 taught as Material Reconciliation in 18SS, 19SS, or 20SS HIST 3146 taught as Justice Before Reconciliation in 17SS
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	None
Is this a Topic Course? (Topic courses are courses that	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<i>students can take more than once for credit.)</i>	
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hour seminar
<u>Is this course Cross-Listed? If so, with what department?</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Indigenous Studies
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course will fall under the Group 2 Power and Inequality stream in Gender Equality and Social Justice.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Identify, understand, and analyze the key events and policies that define the relationship between the Canadian nation state and First Nations, Metis, and Inuit people on Turtle Island.</li> <li>2. Identify the false narratives that media and public figures disseminate which misrepresent the nature of the relationship between First Nations, Metis and Inuit people and the Canadian nation state.</li> <li>3. Identify ongoing colonial practices in multiple work sectors that arise from misinformation and build pragmatic correctives to those practices.</li> <li>4. Analyze and deconstruct lengthy government reports, mining them for relevant, useful information.</li> <li>5. Communicate ideas and arguments in generally clear and correct writing</li> <li>6. Communicate socially complex and emotionally fraught ideas and arguments orally in a good way.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all</i>

	<i>departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Honoraria for Indigenous guest speakers

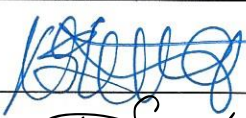



## DEPARTMENTAL CURRICULUM APPROVAL FORM

*(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)*

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The following signatures reflect departmental approval to cross list with Indigenous Studies the course:  
GEND 3416 Material Reconciliation

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Nancy Stevens	Indigenous Studies		March 3, 2021
Tyson Stewart	Indigenous Studies		March 3, 2021

## GEOGRAPHY

### Motion #1: Non-Substantive

\_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts and Science Executive that the course title for **GEOG 3126: Geographies of Agriculture** be changed to **GEOG 3126 Food and Agricultural Systems**.

**Rationale:** The revised title better reflects the course content and learning outcomes. We describe, analyse, and examine contemporary food and agricultural systems from a local, regional, national, and global perspective.

### Motion #2: Non-Substantive

\_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts and Science Executive that the course title for **GEOG 3076: Regional Geography of Africa** be changed to **GEOG 3076: Africa: Landscapes of Change**.

**Rationale:** The changed title better reflects the dynamic social and environmental processes of Africa in the 21st century than a regional approach.

### Motion #3: Non-Substantive

\_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts and Science Executive that the course title for **GEOG 4437: Hazards Geography** be changed to **GEOG 4437: At Risk: The Geography of Environmental Hazards**.

**Rationale:** This course considers how natural hazards interact with human vulnerabilities to create disasters. The title change better accounts for the role of risk in creating vulnerability.

### Motion #4: Non-Substantive

\_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts and Science Executive to approve that the prerequisites for GEOG 2106 Landscapes and Surface Processes be changed from "GEOG 1017" to "GEOG 1017 or GEOL 1007 or GEOL 1032"

**Rationale:** GEOL 1007 and 1032 provide adequate background knowledge of geomorphological processes to act as prerequisites for GEOG 2106. Relevant topics covered in GEOL 1007 and 1032 include: glacial, mass wasting, aeolian, coastal and weathering processes.

### Motion #5: Non-Substantive

\_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts and Science Executive to approve that the prerequisites for GEOG 2126 Physical Hydrology be changed from "GEOG 1017" to "GEOG 1017 or GEOL 1007 or GEOL 1032"

**Rationale:** GEOL 1007 and 1032 provide adequate background knowledge of hydrological processes to act as prerequisites for GEOG 2106. Relevant topics covered in GEOL 1007 and 1032 include: the hydrological cycle, stream flow, floods, and ground water processes.

### Motion #6: Non-Substantive

\_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts and Science Executive to approve that the prerequisites for GEOG 4807 Natural Resource Management be changed from "GEOG 4806" to "GEOG 2226"

**Rationale:** Geography 2226 provides an adequate background knowledge of basic natural resource management concepts.

**Motion #7: Non-Substantive**

\_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts and Science Executive to approve that the prerequisites for GEOG 4227 Themes in Social and Cultural Geography be changed from “GEOG 2136 and GEOG 2137” to “GEOG 2136 and GEOG 2146”.

**Rationale:** The Department recently replaced GEOG 2137 with GEOG 2146 as part of our core geography program offerings.

History Department, ARCC motions, January 15, 2021

Rationale:

The History Department is making these changes to reflect changes to our course offerings that are as a result of banking (1405), shifting course offerings, including the focus in certain courses (3276) and course development (1506, 2447, and 3006) in areas relevant to the WAG certificate and minor. We have also adjusted the formatting in the minor to align it with presentation of information in the certificate.

Motion # 1: Substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts & Science Executive to approve the requirements for the Certificate in the Study of State Violence (War, Atrocity, and Genocide) be changed from:

**Program Requirements (Certificate):**

All of:		
<a href="#">HIST 1206</a>	Blood and Soil: An Introduction to the History Genocide	3 cr.
<a href="#">HIST 2206</a>	W-A-R (Whiskey, Alpha, Romeo): An Introduction to War in the Modern Age	3 cr.
Twelve credits of:		
<a href="#">HIST 1006</a> or <a href="#">HIST 1007</a>	1006: Introduction to Historical Studies <i>Topic: Global History of World War I</i> or <a href="#">HIST 1007</a> : Global History of World War II	3 cr.
<a href="#">HIST 2137</a>	The Global Cold War	3 cr.
<a href="#">HIST 2336</a>	The Vietnam War	3 cr.
<a href="#">HIST 3116</a>	Topics in European or World History I <i>Topic: Kriegsspiel: Warfare Imagined</i>	3 cr.
<a href="#">HIST 3117</a>	Topics in European or World History II <i>Topic: Cold War in Fact, Fiction, and Film</i>	3 cr.
<a href="#">HIST 3126</a>	Topics in European or World History III <i>Topic: The Object of Terror is Terror: Modern Terrorism in Historical Perspective</i>	3 cr.
<a href="#">HIST 3127</a>	Topics in European or World History IV <i>Topic: Savage Wars of Peace: Decolonization, War, and Insurgency</i>	3 cr.
<a href="#">HIST 3526</a>	Spooks: The Rise of the Secret Security State in the 20th Century	3 cr.
<a href="#">HIST 3565</a>	Justice or Vengeance? Mass Atrocity, War Crimes, and Perpetrator Trials in History	6 cr.

<a href="#"><u>HIST 3626</u></a>	Swastikas, Swords, and Symbols: The Fascist Phenomenon in Historical Perspective	3 cr.
<a href="#"><u>HIST 3627</u></a>	Post-1945 Europe	3 cr.
<a href="#"><u>HIST 3705</u></a>	The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews	6 cr.
<a href="#"><u>HIST 3716</u></a>	Russian History From Kievan Rus' To the Russian Revolutions of 1917	3 cr.
<a href="#"><u>HIST 3717</u></a>	Russian-Soviet History From 1917 to 1991	3 cr.
<a href="#"><u>HIST 3005</u></a>	History Travel Course	6 cr.
<a href="#"><u>HIST 3806</u></a>	Experiential Learning Course	3 cr.
<a href="#"><u>HIST 4805</u></a>	War and Genocide in the Twentieth Century	6 cr.
<a href="#"><u>HIST 4615</u></a>	Special Topics. Topic: War and Society	6 cr.
<a href="#"><u>HIST 4617</u></a>	Special Topics. Topic: War and Society	3 cr.
<a href="#"><u>HIST 4815</u></a>	The Third Reich	6 cr.
<a href="#"><u>HIST 4817</u></a>	The Third Reich	3 cr.

To:

### Program Requirements (Certificate):

All of:		
<a href="#"><u>HIST 1206</u></a>	Blood and Soil: An Introduction to the History Genocide	3 cr.
<a href="#"><u>HIST 2206</u></a>	W-A-R (Whiskey, Alpha, Romeo): An Introduction to War in the Modern Age	3 cr.
Twelve credits of:		
<a href="#"><u>HIST 1006</u></a> or <a href="#"><u>HIST 1007</u></a>	1006: Introduction to Historical Studies <i>Topic: Global History of World War I</i> or <a href="#"><u>HIST 1007</u></a> : Global History of World War II	3 cr.
<b>HIST 1506</b>	<b>The Idea of Canada</b>	3 cr.
<b>HIST 2447</b>	<b>Indigenous Treaties in Canada</b>	3 cr.
<a href="#"><u>HIST 2137</u></a>	The Global Cold War	3 cr.
<a href="#"><u>HIST 2336</u></a>	The Vietnam War	3 cr.
<b>HIST 3306</b>	<b>Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island</b>	3 cr.

<a href="#"><u>HIST 3116</u></a>	Topics in European or World History I <i>Topic: Kriegsspiel: Warfare Imagined</i>	3 cr.
<a href="#"><u>HIST 3117</u></a>	Topics in European or World History II <i>Topic: Cold War in Fact, Fiction, and Film</i>	3 cr.
<a href="#"><u>HIST 3126</u></a>	Topics in European or World History III <i>Topic: The Object of Terror is Terror: Modern Terrorism in Historical Perspective</i>	3 cr.
<a href="#"><u>HIST 3127</u></a>	Topics in European or World History IV <i>Topic: Savage Wars of Peace: Decolonization, War, and Insurgency</i>	3 cr.
<a href="#"><u>HIST 3526</u></a>	Spooks: The Rise of the Secret Security State in the 20th Century	3 cr.
<a href="#"><u>HIST 3565</u></a>	Justice or Vengeance? Mass Atrocity, War Crimes, and Perpetrator Trials in History	6 cr.
<a href="#"><u>HIST 3626</u></a>	Swastikas, Swords, and Symbols: The Fascist Phenomenon in Historical Perspective	3 cr.
<a href="#"><u>HIST 3627</u></a>	Post-1945 Europe	3 cr.
<a href="#"><u>HIST 3705</u></a>	The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews	6 cr.
<a href="#"><u>HIST 3716</u></a>	Russian History From Kievan Rus' To the Russian Revolutions of 1917	3 cr.
<a href="#"><u>HIST 3717</u></a>	Russian-Soviet History From 1917 to 1991	3 cr.
<a href="#"><u>HIST 3005</u></a>	History Travel Course	6 cr.
<a href="#"><u>HIST 3806</u></a>	Experiential Learning Course	3 cr.
<a href="#"><u>HIST 4805</u></a>	War and Genocide in the Twentieth Century	6 cr.
<a href="#"><u>HIST 4615</u></a>	Special Topics. Topic: War and Society	6 cr.
<a href="#"><u>HIST 4617</u></a>	Special Topics. Topic: War and Society	3 cr.
<a href="#"><u>HIST 4815</u></a>	The Third Reich	6 cr.
<a href="#"><u>HIST 4817</u></a>	The Third Reich	3 cr.

Motion # 2: Substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts & Science Executive to approve the requirements for the Minor in the Study of State Violence (War, Atrocity, and Genocide) be changed from:

Students must complete 18 credits in the Minor as follows:

3 credits of:

<a href="#"><u>HIST 1006</u></a>	Introduction to Historical Studies <i>Topic: Global History of World War I, 1914-1918</i>	3 cr
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<a href="#">HIST 1007</a>	The Second World War	3 cr.
HIST 1206	“Blood and Soil”: An Introduction to the History of Genocide	3 cr.
HIST 1405	Power and Resistance in Canada's Past	3 cr.
Fifteen credits of:		
<a href="#">HIST 2206</a>	W-A-R (Whiskey, Alpha, Romeo): An Introduction to War in the Modern Age	3 cr.
<a href="#">HIST 2137</a>	The Global Cold War	3 cr.
HIST 2226	The Making of Modern Europe: From Revolution to Total War, 1789-1914	3 cr.
HIST 2227	The Making of Modern Europe: From Total War to Revolution 1914-1991	3 cr.
<a href="#">HIST 2336</a>	The Vietnam War	3 cr.
<a href="#">HIST 3005</a>	History Travel Course	6 cr.
HIST 3276	Topics in Environmental History	3 cr.
HIST 3567	Slavery and the American Civil War	3 cr.
HIST 3577	The American Revolution and Early Republic, 1763-1825	3 cr.
<a href="#">HIST 3626</a>	Swastikas, Swords, and Symbols: The Fascist Phenomenon in Historical Perspective	3 cr.
<a href="#">HIST 3705</a>	The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews	6 cr.
<a href="#">HIST 3116</a>	Topics in European or World History I <i>Topic: Kriegsspiel: Warfare Imagined</i>	3 cr.
<a href="#">HIST 3565</a>	Justice or Vengeance? Mass Atrocity, War Crimes, and Perpetrator Trials in History	6 cr.
<a href="#">HIST 3526</a>	Spooks: The Rise of the Secret Security State in the 20th Century	3 cr.
<a href="#">HIST 3716</a>	Russian History From Kievan Rus' To the Russian Revolutions of 1917	3 cr.
<a href="#">HIST 3806</a>	Experiential Learning Course	3 cr.

To:

**Program Requirements (Minor):**

Students must complete 18 credits in the Minor as follows:		
3 credits of:		
<a href="#">HIST 1006</a>	Introduction to Historical Studies <i>Topic: Global History of World War I, 1914-1918</i>	3 cr

<a href="#">HIST 1007</a>	The Second World War	3 cr.
HIST 1206	"Blood and Soil": An Introduction to the History of Genocide	3 cr.
<del>HIST 1405</del>	<del>Power and Resistance in Canada's Past</del>	<del>3 cr.</del>
<b>HIST 1506</b>	The Idea of Canada	3 cr
Fifteen credits of:		
<a href="#">HIST 2206</a>	W-A-R (Whiskey, Alpha, Romeo): An Introduction to War in the Modern Age	3 cr.
<a href="#">HIST 2137</a>	The Global Cold War	3 cr.
HIST 2226	The Making of Modern Europe: From Revolution to Total War, 1789-1914	3 cr
HIST 2227	The Making of Modern Europe: From Total War to Revolution 1914-1991	3 cr.
<a href="#">HIST 2336</a>	The Vietnam War	3 cr.
<b>HIST 2447</b>	<b>Indigenous Treaties in Canada</b>	3 cr.
<b>HIST 3306</b>	<b>Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island</b>	3 cr.
<a href="#">HIST 3005</a>	History Travel Course	6 cr.
<del>HIST 3276</del>	<del>Topics in Environmental History</del>	<del>3 cr.</del>
<b>HIST 3237</b>	<b>Global Environmental History</b>	<b>3 cr.</b>
HIST 3567	Slavery and the American Civil War	3 cr.
HIST 3577	The American Revolution and Early Republic, 1763-1825	3 cr.
<a href="#">HIST 3626</a>	Swastikas, Swords, and Symbols: The Fascist Phenomenon in Historical Perspective	3 cr.
<a href="#">HIST 3705</a>	The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews	6 cr.
<a href="#">HIST 3116</a>	Topics in European or World History I <i>Topic: Kriegsspiel: Warfare Imagined</i>	3 cr.
<a href="#">HIST 3565</a>	Justice or Vengeance? Mass Atrocity, War Crimes, and Perpetrator Trials in History	6 cr.
<a href="#">HIST 3526</a>	Spooks: The Rise of the Secret Security State in the 20th Century	3 cr.
<a href="#">HIST 3716</a>	Russian History From Kievan Rus' To the Russian Revolutions of 1917	3 cr.
<a href="#">HIST 3806</a>	Experiential Learning Course	3 cr.



## INDIGENOUS STUDIES

### Motion: Substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-1006 Madjitang (In the Beginning) – An Introduction to Indigenous Studies** as outlined in the attached course template.

### Rationale:

We are recommending condensing INDG 1005 (6-cr) into a single 3-cr course, INDG 1006. The single 3-cr course enables the department to focus the foundational requirements for first year students to enable the department additional flexibility in future staffing needs or course cycling.

### Motion: Substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2006 Indigenous Places – Changing Landscapes** as outlined in the attached course template.

### Rationale:

Students may be unable or unwilling to commit to a full year course due to scheduling challenges, etc. Splitting the INDG 2005 Kinships with the Environment into two courses enables the department to broaden the options for second year requirements so that students will have greater flexibility in tailoring their course selections to their degree needs. This will also enable the department additional flexibility in future staffing needs, etc. This course will be able to be offered as a stand-alone course.

### Motion: Substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2007 Land-as-Home & Indigenous Well-being** as outlined in the attached course template.

### Rationale:

Students may be unable or unwilling to commit to a full year course due to scheduling challenges, etc. Splitting the INDG 2005 Kinships with the Environment into two courses enables the department to broaden the options for second year requirements so that students will have greater flexibility in tailoring their course selections to their degree needs. This will also enable the department additional flexibility in future staffing needs, etc. This course will be able to be offered as a stand-alone course.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2026 Indigenous Art and Creativity** as outlined in the attached course template.

**Rationale:**

We recommend splitting **INDG 2025 Native Creativity and the Arts** into two 3-credit courses (INDG 2026 and INDG 2106). INDG 2026 will provide students an overview of traditional and contemporary Indigenous art and offer them an opportunity to learn skills firsthand from Indigenous creatives and craftspeople.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2106 Oral and Literary Storywork** as outlined in the attached course template.

**Rationale:**

We recommend splitting INDG 2025 Native Creativity and the Arts into two 3-credit courses (INDG 2026 and INDG 2106). In our department's pursuit of more course offerings and more specialized content, INDG 2106 will provide Indigenous Studies students an introductory course focused exclusively on Indigenous storytelling and literary works that articulate the importance of the oral tradition and its practice within Indigenous communities.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2206 Indigenous Screen Cultures** as outlined in the attached course template.

**Rationale:**

In our department's pursuit of more diverse course offerings and more specialized content, this 2<sup>nd</sup> year 3 credit course presents students with an historical and critical overview of Indigenous film and television in Canada.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2406 Indigenous Families – Colonial Impacts & Contemporary Responses** as outlined in the attached course template.

**Rationale:**

To add to the current second year course options for Indigenous Studies majors, as well as to increase the diversity and breadth of Indigenous-focused content.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2906 Indigenous Philosophy – Ininimowin (Thought)** as outlined in the attached course template.

**Rationale:**

Splitting INDG 2905 into two 3-credit courses provides greater flexibility for students and faculty members. Students may not be able/willing to commit to a full year of Indigenous Philosophy. We hope students will be inspired to take the other 3-credit course in Indigenous Philosophy. Splitting the courses provides greater flexibility for managing faculty workload. The Indigenous Studies program has new courses that align with the faculty members areas of research interests. This change will provide an opportunity to offer a wider variety of courses.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-2907 Indigenous Philosophy – Bimaadsiwin (Life)** as outlined in the attached course template.

**Rationale:**

Students may not be able to commit to a full year course. Not all students will want to or are able to participate in an experiential learning opportunity. Making the INDG 2905 Indigenous Philosophy two 3-credit courses enables them to have more flexibility. Further, as the INDG 2905 has been a core requirement for graduating from this program, and is now building additional course offerings.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-3106 Indigenous Health and Wellness** as outlined in the attached course template.

**Rationale:**

To add to the current third year course options for Indigenous Studies majors, as well as to increase the diversity and breadth of Indigenous-focused content.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-3416 The News and the First Peoples** as outlined in the attached course template.

**Rationale:**

In our department's pursuit of more diverse course offerings and more specialized content, this 3<sup>rd</sup> year 3 credit course will present students with a critical historical overview of news media and documentary coverage of significant Indigenous issues and events throughout Canadian history.

**Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve the revision of the course title and description for **INDG-3606 Special Topics in Native Studies I** to **INDG-3606 Special Topics in Indigenous Studies I** as outlined in the course template.

**Rationale:**

Updating the course description to reflect more culturally appropriate terminology.

**Old Description:**

The theme and content of this course changes from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

**New Description:**

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

**Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve the revision of the course title and description for **INDG-3607 Special Topics in Native Studies II** to **INDG-3607 Special Topics in Indigenous Studies II** as outlined in the course template.

**Rationale:**

Updating the course description to reflect more culturally appropriate terminology.

**Old Description:**

The theme and content of this course will change from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

**New Description:**

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

**Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to remove the antirequisites for **INDG-3606 and INDG-3607**.

**Rationale:**

This change ensures students are permitted to take our Special Topics codes more than once, provided the topic and content is different on both attempts. This change would put these courses in line with the university's current practice surrounding Special Topics courses and can be considered housekeeping.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC the creation of **INDG-4606 Indigenous Mobilization and Resistance** as outlined in the attached course template.

**Rationale:**

To create 4<sup>th</sup> year course options to meet the requirements to offer Honours level courses, consistent with the growth of the department to offer an Hons. B.A. level of study.

**Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve the deletion of **INDG-1005 Madjitang – Introduction to Indigenous Studies**.

**Rationale:**

As part of the curriculum update, faculty members are splitting 6 credit courses in order to increase flexibility for students and broaden the number of course offerings.

**Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve the deletion of **INDG-2005 Native Kinship with Environment**.

**Rationale:**

As part of the curriculum update, faculty members are splitting 6 credit courses in order to increase flexibility for students and broaden the number of course offerings.

**Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve the deletion of **INDG-2025 Native Creativity and the Arts**.

**Rationale:**

As part of the curriculum update, faculty members are splitting 6 credit courses in order to increase flexibility for students and broaden the number of course offerings.

**Motion: Non-substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve the deletion of **INDG-2905 Native Philosophy**.

**Rationale:**

As part of the curriculum update, faculty members are splitting 6 credit courses in order to increase flexibility for students and broaden the number of course offerings.

**Motion: Substantive**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Arts & Science Executive recommend to the ACC to approve **the Indigenous Studies Major Modification Proposal as outlined in the attached document.**

**Rationale:**

Indigenous Studies course renew requires a modification to the existing Minor and Major Programs in Indigenous Studies.

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation of** INDG 1006 Madjitang (In the Beginning) – An Introduction to Indigenous Studies

**JUSTIFICATION (Rationale):**

We are recommending condensing INDG 1005 (6-cr) into a single 3-cr course, INDG 1006. The single 3-cr course enables the department to focus the foundational requirements for first year students to enable the department additional flexibility in future staffing needs or course cycling.

Course Code	<b>INDG 1006</b>
Course Title	Madjitang (In the Beginning) - An Introduction to Indigenous Studies
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students critically evaluate common assumptions about Indigenous peoples held by non-Indigenous Canadians through the exploration of colonial policies, stereotypes, and nation-building myths created at the expense of Indigenous nations' sovereignty. The Canadian government maintains a particular national narrative, perpetuating myths about Indigenous peoples, enabling the nation-state to ignore its fiduciary responsibilities to Indigenous nations. Students examine Indigenous nations' relations with Canada by considering the themes of identity, demographics, culture, politics, gender, history, economics, and urbanization.
Course Prerequisite	None
Course Corequisite	None
Antirequisite	INDG 1005; NATI 1005
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">If yes, click here to indicate the type.</a>



Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week – lecture format
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	<b>INDG 1005 is being condensed into a single 3-credit course, INDG 1006</b>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Explain Indigenous relationship to the land, worldviews prior to the arrival of Europeans</li> <li>2. Critically evaluate historic colonial narratives as they pertain to key political and social disruptions of Indigenous societies</li> <li>3. Articulate key impacts of Canadian legislation on Indigenous peoples, with a particular emphasis on the Indian Act</li> <li>4. Know the key impacts of treaties on Indigenous and non-Indigenous peoples</li> <li>5. Discuss the impacts of residential schools, day schools and other key government policies on Indigenous people</li> <li>6. Identify and critique the various stereotypes used to maintain Indigenous peoples in disempowered positions within the Canadian social, political and economic context</li> <li>7. Critically consider the social, health and economic impacts of colonization on Indigenous peoples</li> <li>8. Critically examine current events within the broader context of the colonization</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Honouraria for elders, knowledge carriers

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation of** INDG 2006 Indigenous Places – Changing Landscapes

### JUSTIFICATION (Rationale):

Students may be unable or unwilling to commit to a full year course due to scheduling challenges, etc. Splitting the INDG 2005 Kinships with the Environment into two courses enables the department to broaden the options for second year requirements so that students will have greater flexibility in tailoring their course selections to their degree needs. This will also enable the department additional flexibility in future staffing needs, etc. This course will be able to be offered as a stand-alone course.

Course Code	<b>INDG 2006</b>
Course Title	Indigenous Places – Changing Landscapes
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students explore the nature of the changes brought on by colonization, and more recently, climate change. Indigenous peoples' relationships with their lands remain a core aspect of culture and identity. Students examine how Indigenous peoples are responding to these pressures in ways that connect ancient and contemporary sources of knowledge.
Course Prerequisite	INDG 1006 or permission of the instructor
Course Corequisite	None
Antirequisite	INDG 2005; NATI 2005
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Participating in land-based activities
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week, lecture format

<p><u>Is this course Cross-Listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If yes, click here to enter department</p>
<p><u>Program Implications</u>  <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p><u>INDG 2005 is being split into two 3-credit courses, INDG 2006 and INDG 2007. INDG 2005 was part of the degree requirements; however the degree requirements are being updated as part of the curriculum review.</u></p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> <li>• Describe the impacts of colonization as a precursor to contemporary climate change impacts on Indigenous people</li> <li>• Explore key issues resulting from climate change impacts, such as permafrost loss</li> <li>• Examine food security and food sovereignty as a critical pathway to self-determination</li> <li>• Analyze emerging strategies to address climate change in different regions</li> <li>• Distinguish and critique mediation strategies that are internally versus externally imposed</li> <li>• Discuss key impacts of government policies on Indigenous peoples' ability to implement Indigenous responses to environmental changes</li> </ul>
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</p> <p>INDG 2005 is being deleted as part of the curriculum updates, which will impact the Geography Department's Environmental Management Certificate. Geography has been consulted about the change (see attached signature), and is updating the Certificate requirements.</p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Honouraria for guest speakers, elders and knowledge carriers, costs for transportation for field trips</p>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation of** INDG 2007 Land-as-Home & Indigenous Well-being

### JUSTIFICATION (Rationale):

Students may be unable or unwilling to commit to a full year course due to scheduling challenges, etc. Splitting the INDG 2005 Kinships with the Environment into two courses enables the department to broaden the options for second year requirements so that students will have greater flexibility in tailoring their course selections to their degree needs. This will also enable the department additional flexibility in future staffing needs, etc. This course will be able to be offered as a stand-alone course

Course Code	<b>INDG 2007</b>
Course Title	Land-as-Home & Indigenous Well-being
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students learn how Land-as-home critically underpins Indigenous identity. (W)Holistic well-being is examined specifically through its relationship to land. Concepts of Indigenous cultural identity formation in relation to land, Indigenous homelessness, trauma and land-based healing are examined through case studies and praxis-based learning.
Course Prerequisite	INDG 1006, or permission of the instructor
Course Corequisite	None
Antirequisite	INDG 2005; NATI 2005
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Land-based activities, such as medicine walks
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week , lecture format

<p><u>Is this course Cross-Listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If yes, click here to enter department</p>
<p><u>Program Implications</u>  <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p><u>INDG 2005 is being split into two 3-credit courses, INDG 2006 and INDG 2007. INDG 2005 was part of the degree requirements; however the degree requirements are being updated as part of the curriculum review.</u></p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> <li>• Recognize and articulate ways in which land is understood as foundational in Indigenous relations and cultural identity.</li> <li>• Describe how colonization and trauma are connected to loss of land-as-home.</li> <li>• Examine Indigenous concepts of homelessness and their intersection with land-as-home and cultural identity.</li> <li>• Investigate examples of land-based healing as crucial to reclaiming of well-being.</li> <li>• Analyze the impacts of geographic location and acculturation on land-based healing options and strategies.</li> <li>• Discuss strategies and programs that Indigenous communities and organizations utilize to support community members.</li> </ul>
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p> <p>INDG 2005 is being deleted as part of the curriculum updates, which will impact the Geography Department's Environmental Management Certificate. Geography has been consulted about the change (see attached signature) and is updating the Certificate requirements.</p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Honouraria for guest speakers, elders or knowledge carriers, costs for transportation for field trips</p>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulation and Curriculum Committee recommend to the Arts & Science Executive **the creation of** INDG2026 “Indigenous Art and Creativity”.

**JUSTIFICATION (Rationale):**

We recommend splitting **INDG 2025 Native Creativity and the Arts** into two 3-credit courses (INDG 2026 and INDG 2106). INDG 2026 will provide students an overview of traditional and contemporary Indigenous art and offer them an opportunity to learn skills firsthand from Indigenous creatives and craftspeople.

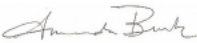
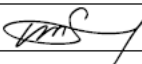
Course Code	<b>INDG 2026</b>
Course Title	Indigenous Art and Creativity
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students explore the roots of Indigenous creativity from its earliest observable forms and expressions to the introduction and worldwide acceptance of contemporary Indigenous creative and artistic works in the visual arts, in drama and film, and in music. In many traditional Indigenous cultures, the creative process has been an integral part of everyday life. This course may be credited towards a Major in Fine Arts (Art History and Visual Studies Stream).
Course Prerequisite	Any 15 credits completed or permission of the Instructor.
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	INDG 2025; NATI 2025
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to indicate type(s). This course will include art and craft-making with Indigenous artists and invited guests.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours for lecture per week.

<p><u>Is this course Cross-Listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>INDG 2026 Indigenous Arts and Creativity may be credited towards a Major in Fine Arts (Art History and Visual Studies stream. Please see the attached Department Curriculum Approval form with signature.</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>The 6-credit course, INDG 2025 Native Creativity and the Arts will be replaced with this new 3-credit course.</p>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Explain the role of creativity in Indigenous cultures</li> <li>2. Analyze creative expression in a wide variety of forms and materials</li> <li>3. Distinguish between different regions and significant historical periods of Indigenous creative expression</li> <li>4. Analyze prominent themes in contemporary Indigenous art</li> <li>5. Create or represent one traditional artwork or craft</li> <li>6. Know of the importance of respecting cultural boundaries and protocols in cultural production</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

### DEPARTMENTAL CURRICULUM APPROVAL FORM

"INDG 2026 Indigenous Arts and Creativity may be credited towards a Major in Fine Arts (Art History and Visual Studies stream)."

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DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Fine and Performing Arts (FAPA)	Amanda Burk		2021-02-05
Indigenous Studies	Tyson Stewart		11 Feb 2021



## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts & Science Executive **the creation of** INDG2106 Oral and Literary Storywork

### JUSTIFICATION (Rationale):

We recommend splitting INDG 2025 Native Creativity and the Arts into two 3-credit courses (INDG 2026 and INDG 2106). In our department's pursuit of more course offerings and more specialized content, INDG 2106 will provide Indigenous Studies students an introductory course focused exclusively on Indigenous storytelling and literary works that articulate the importance of the oral tradition and its practice within Indigenous communities.

Course Code	<b>INDG 2106</b>
Course Title	Oral and Literary Storywork
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students learn the techniques, methods of persuasion, and holistic philosophies that animate the oral tradition while tracing the influences of orality to contemporary literary works. Oral storytelling is especially significant in Indigenous communities for the continuation of tradition and the dissemination of creation stories and other cultural teachings. By working with stories in an Indigenous context, students gain valuable knowledge that enhances their communication skills. This course may be credited towards English Studies.
Course Prerequisite	Any 15 credits completed, or permission of the instructor.
Course Corequisite	None
Antirequisite	INDG 2025; NATI 2025
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No This course may include an oral presentation within the community, a sharing story circle, and/or a visit from an elder or Indigenous storyteller.
Hours of contact time expected per week, if applicable.	Three hours of lecture per week/36 hours per term.

For example, two hours of lecture and one hour of laboratory work.	
<u>Is this course Cross-Listed? If so, with what department?</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Indigenous Studies
<u>Program Implications</u> <u>For example, changing a required 6 credit course to 3 credit course.</u>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Discuss the themes and main character types (e.g., the trickster and wiindigo) in Indigenous storytelling</li> <li>2. Construct culturally specific lessons and teachings from oral and written stories</li> <li>3. Identify the ceremonial protocols involved in oral storytelling</li> <li>4. Explain the different purposes of oral and written storytelling</li> <li>5. Compose a Creation or traditional story for a contemporary audience</li> <li>6. Interact with and adapt their story for a specific audience</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts & Science Executive the creation of INDG 2206 Indigenous Screen Cultures.

**JUSTIFICATION (Rationale):**

In our department's pursuit of more diverse course offerings and more specialized content, this 2<sup>nd</sup> year 3.0 cr. course presents students with an historical and critical overview of Indigenous film and television in Canada.

Course Code	<b>INDG 2206</b>
Course Title	Indigenous Screen Cultures
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students explore the voices and visions of Indigenous peoples through close readings of historically significant films and television programs. Influential productions, such as <i>Incident at Restigouche</i> (1984), <i>The Rez</i> (1996-97), and <i>Atanarjuat: The Fast Runner</i> (2001), are studied in-depth for their portrayals of Indigenous culture and politics. After an historical overview of cinematic representations of Indigeneity, students examine recent films and television programming that challenge stereotypical representations by highlighting the diversity of Indigenous perspectives. This course may be credited towards English Studies.
Course Prerequisite	Any 18 credits completed.
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable.	Four hours of screening and lecture per week for a total of 48 hours. This amount of time will allow for a full lecture, film screening, and discussion.

For example, two hours of lecture and one hour of laboratory work.	
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Indigenous Studies
<a href="#">Program Implications</a> For example, changing a required 6 credit course to 3 credit course.	Click here to enter Program Implications.
Learning Outcomes (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Understand the theory of film form, including mise-en-scène, cinematography, montage, sound, and narrative</li> <li>2. Produce a photomontage or short film using the technical and stylistic principles of film form</li> <li>3. Distinguish between different historical eras of Indigenous filmmaking</li> <li>4. Assess the marketing strategies of various film and TV productions in Canada</li> <li>5. Discuss the protocols and best practices for filmmakers who depict Indigenous content on screen</li> <li>6. Evaluate the prominent themes and aesthetic approaches in Indigenous narrative film and TV</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Click here to enter hours per term (ie. 36 or 72)

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation of** INDG 2406 Indigenous Families – Colonial Impacts & Contemporary Responses

### JUSTIFICATION (Rationale):

To add to the current second year course options for Indigenous Studies majors, as well as to increase the diversity of Indigenous-focused streams

Course Code	<b>INDG 2406</b>
Course Title	Indigenous Families – Colonial Impacts & Contemporary Responses
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students learn how the extended family, clan, and community are integral facets of Indigenous social structures and how these structures weave together to raise new generations of children. Students examine the lingering impacts of colonization on family systems, along with current responses to the impacts. Students critically examine how current social policies continue to threaten Indigenous social structures.
Course Prerequisite	INDG 1006 or permission of the instructor
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department

<p><u>Program Implications</u>  <u>For example, changing a required 6 credit course to 3 credit course.</u></p>	<p>A new 2<sup>nd</sup> year course to add to the options available for Indigenous Studies students requiring Indigenous Studies credits to meet graduation criteria</p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Explain traditional structures, values and views of Indigenous families across the life-span</li> <li>2. Analyze key historic and contemporary issues and policies that affect Indigenous children in disproportionate ways</li> <li>3. Discuss how colonization continues to impact the overall well-being of family structures (e.g. domestic and sexual violence, poverty, and racism)</li> <li>4. Analyze contemporary life-span wellness issues, including intergenerational trauma, Adverse Childhood Experience (ACEs), and social determinants of health</li> <li>5. Identify seniors/elders well-being issues in the context of Indigenous family, including end-of-life and palliative care</li> <li>6. Examine current responses from Indigenous families and communities to reclaim agency in the context of social policies</li> <li>7. Evaluate strategies that reposition Indigenous families within a strengths-based, holistic approach</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Honouraria for elders, knowledge carriers</p>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation of** INDG 2906 Indigenous Philosophy – Ininimowin (Thought)

### **JUSTIFICATION (Rationale):**

Splitting INDG 2905 into two 3-credit courses provides greater flexibility for students and faculty members. Students may not be able/willing to commit to a full year of Indigenous Philosophy. We hope students will be inspired to take the other 3-credit course in Indigenous Philosophy. Splitting the courses provides greater flexibility for managing faculty workload. The Indigenous Studies program has new courses that align with the faculty members areas of research interests. This change will provide an opportunity to offer a wider variety of courses.

Course Code	INDG 2906
Course Title	Indigenous Philosophy –Ininimowin (Thought)
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students study the foundations of Indigenous worldviews, with a particular focus on the spiritual orientation, the relations with the land, and the relationships that connect humans to Creation. Decolonization involves reclaiming and revitalizing Indigenous knowledge systems and life-ways. Students engage in experiential and in-class learning exercises. This course may be credited towards Philosophy.
Course Prerequisite	Any 18 credits completed.
Course Corequisite	None
Antirequisite	INDG 2905; NATI 2905
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Participating in land-based activities
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week

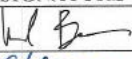


<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input checked="" type="checkbox"/> Yes      No If yes, click here to enter department
<a href="#">Program Implications</a> <a href="#">For example, changing a required 6 credit course to 3 credit course.</a>	INDG 2905 was a 6-credit course that is being split into two 3-credit courses, INDG 2906 and 2907.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Examine Indigenous worldviews, ethics and principles</li> <li>2. Explain key concepts regarding Indigenous epistemologies</li> <li>3. Articulate key modes of Indigenous knowledge transmission</li> <li>4. Investigate of the centrality of spirituality and relationality in Indigenous life-ways</li> <li>5. Explain the role of land as the source of culture, language, and home within Indigenous worldviews</li> <li>6. Learn through Indigenous pedagogies (e.g. experiential, relational, reciprocal)</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Honoraria for elders, knowledge carriers, costs for transportation for field trips



## DEPARTMENTAL CURRICULUM APPROVAL FORM

(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)

PHIL approves the cross-listed to PHIL of the new courses INDG 2906 and INDG 2907

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Philosophy	David Borman		Feb 5, 2021
Indigenous Studies	Nancy Stevens		Feb. 11/21
Indigenous Studies	Tyson Stewart		5 Feb 2021

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation** of INDG 2907 Indigenous Philosophy – Bimaadsiwin (Life).

### JUSTIFICATION (Rationale):

Students may not be able to commit to a full year course. Not all students will want to or are able to participate in an experiential learning opportunity. Making the INDG 2905 Indigenous Philosophy 2 3-credit courses enables them to have more flexibility. Further, as the INDG 2905 has been a core requirement for graduating from this program, and is now building additional course offerings, splitting the original course in two enables the department to re-evaluate which courses will be considered required for the degree designation.

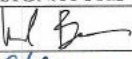


Course Code	INDG 2907
Course Title	Indigenous Philosophy – Bimaadsiwin (Life)
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Building on Indigenous Philosophy – Ininimowin (Thought) students engage in experiential learning, including community service learning opportunities to deepen their internalized learning of key values and principles that were explored in Indigenous Philosophy INDG 2906. The course can count towards Philosophy.
Course Prerequisite	INDG 2906 or permission of the instructor
Course Corequisite	None
Antirequisite	INDG 2905; NATI 2905
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Participating in land-based activities, community-based experiential learning in partnership with Biidaaban Community Service Learning in the Office of Indigenous Initiatives
Hours of contact time expected per week, if applicable.	3 hours per week

For example, two hours of lecture and one hour of laboratory work.	
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <a href="#">For example, changing a required 6 credit course to 3 credit course.</a>	INDG 2905 was a 6-credit course that is being split into two 3-credit courses, INDG 2906 and 2907.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Engage in self-reflection learning</li> <li>2. Analyze how key Indigenous worldview principles are manifested through the experiential learning process</li> <li>3. Demonstrate how key values, such as reciprocity and sharing are integrated in community service experiences</li> <li>4. Critique decolonization and anti-oppression strategies</li> <li>5. Integrate theoretical and experiential knowledge</li> <li>6. Critically examine the role of relationships as an Indigenous worldview orientation</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Honouraria for elders, knowledge carriers, costs for transportation for off-campus field trips

### DEPARTMENTAL CURRICULUM APPROVAL FORM

(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)

PHIL approves the cross-listed to PHIL of the new courses INDG 2906 and INDG 2907

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Philosophy	David Borman		Feb 5, 2021
Indigenous Studies	Nancy Stevens		Feb. 11/21
Indigenous Studies	Tyson Stewart		5 Feb 2021

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation of** INDG 3106 Indigenous Health and Wellness

### JUSTIFICATION (Rationale):

To add to the current third year course options for Indigenous Studies majors, as well as to increase the diversity of Indigenous-focused streams.

Course Code	<b>INDG 3106</b>
Course Title	Indigenous Health and Wellness
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students will explore critical issues, such as cultural safety and humility, social determinants of health, collective trauma, and Indigenous community responses, using a Two-Eyed Seeing approach. Indigenous conceptualizations of health, illness and well-being remain relevant despite the disruptions of colonization. Colonialism creates significant disparities in life-span well-being and access to health services of all types.
Course Prerequisite	INDG 1006 or permission of the instructor
Course Corequisite	None
Antirequisite	NATI 3606-16FA Topic: Indigenous Health
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Land-based learning, such as medicine walks
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department

<p><u>Program Implications</u>  <u>For example, changing a required 6 credit course to 3 credit course.</u></p>	<p><b>Adding to 3<sup>rd</sup> year course options for Indigenous Studies students</b></p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Analyze Indigenous concepts of health and well-being</li> <li>2. Examine how Indigenous well-being is impacted by</li> <li>3. Investigate how intellectual imperialism continues to erode Indigenous knowledge systems</li> <li>4. Apply a “Two-Eyed Seeing” lens to explore current wellness and health issues</li> <li>5. Critique the impacts of collective trauma over generations</li> <li>6. Discuss cultural safety and cultural humility in relation to health and human service systems</li> <li>7. Evaluate protocols, values and ethics that are foundational to Indigenous approaches to wellness and healing</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them.  <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Honouraria for elders, knowledge carriers, costs to cover transportation for field trips</p>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts & Science Executive **the creation of** INDG 3416 The News and the First Peoples.

**JUSTIFICATION (Rationale):**

In our department's pursuit of more diverse course offerings and more specialized content, this 3<sup>rd</sup> year 3.0 cr. course will present students with a critical historical overview of news media and documentary coverage of significant Indigenous issues and events throughout Canadian history.

Course Code	<b>INDG 3416</b>
Course Title	The News and The First Peoples
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students critically examine the ways Indigenous peoples are depicted in news and documentary coverage of significant historical events, including the North-West Rebellion, the White Paper, the Oka Crisis, the TRC, Idle No More, and the Stanley trial. Students will study the ways Indigenous journalists and documentarians have challenged mainstream news with their own reporting and investigative journalism in recent years.
Course Prerequisite	Any 18 credits completed.
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of lecture per week for a total of 36 hours.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No

	If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	Click here to enter Program Implications.
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Critique the depiction of Indigenous issues in different news reports and media outlets</li> <li>2. Analyze past and present news coverage for issues of representation</li> <li>3. Distinguish various modes of journalistic practice and historical periods</li> <li>4. Critique regional news coverage of Treaty rights and Indigenous relationships with the land</li> <li>5. Discuss the protocols and best practices for journalists who cover Indigenous issues</li> <li>6. Debate colonial attitudes and ideologies throughout Canadian media history</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No Click here to enter additional resources



## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **to approve the revision of the course title and description** for INDG 3606 Special Topics in Native Studies I.

### JUSTIFICATION (Rationale):

Updating the course description to reflect more culturally appropriate terminology

Course Code	<b>INDG 3606</b>
Course Title	Indigenous Studies Special Topics I
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.
Course Prerequisite	INDG 1006 or permission of the instructor.
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Examples may include medicine walks, participating in ceremonies or learning fabrication methods for traditional items
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week , lecture format
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department

<p><u>Program Implications</u>  <u>For example, changing a required 6 credit course to 3 credit course.</u></p>	<p><u>Course is being updated</u></p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Apply a breadth of theories to the understanding of a specific topic of indigenous studies.</li> <li>2. Identify and use secondary sources to explain and contextualize indigenous issues.</li> <li>3. Critically analyze diverse methodological approaches.</li> <li>4. Synthesize and communicate key findings and themes in a specific topic of indigenous studies.</li> <li>5. Evaluate key debates within a specific topic area of Indigenous Studies.</li> <li>6. Identify connections between a specific topic of indigenous studies and wider social trends.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them.  <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Honouraria for visiting Elders, materials costs if students will be fabrication techniques, funds to cover the cost of off-campus trips</p>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **to approve the revision of the course title and description** for INDG 3607 Special Topics in Native Studies II.

### JUSTIFICATION (Rationale):

Updating the course description to reflect more culturally appropriate terminology

Course Code	INDG 3607
Course Title	Indigenous Studies Special Topics II
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.
Course Prerequisite	INDG 1006 or permission of the instructor.
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Examples may include medicine walks, participating in ceremonies or learning fabrication methods for traditional items
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week , lecture format
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department

<p><u>Program Implications</u>  <u>For example, changing a required 6 credit course to 3 credit course.</u></p>	<p><u>Course is being updated</u></p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Apply a breadth of theories to the understanding of a specific topic of indigenous studies.</li> <li>2. Identify and use secondary sources to explain and contextualize indigenous issues.</li> <li>3. Critically analyze diverse methodological approaches.</li> <li>4. Synthesize and communicate key findings and themes in a specific topic of indigenous studies.</li> <li>5. Evaluate key debates within a specific topic area of Indigenous Studies.</li> <li>6. Identify connections between a specific topic of indigenous studies and wider social trends.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Honouraria for visiting Elders, materials costs if students will be fabrication techniques, funds to cover the cost of off-campus trips</p>

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation** of INDG 4606 Indigenous Mobilization and Resistance

### JUSTIFICATION (Rationale):

To create 4<sup>th</sup> year course options to meet the requirements to offer Honours level courses, consistent with the growth of the department to offer an Hons. B.A. level of study.

Course Code	<b>INDG 4606</b>
Course Title	Indigenous Mobilization & Resistance
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students critically examine strategies used to mobilize Indigenous people and resources, to engage in resistance of the colonial state and intellectual imperialism. Concepts such as decolonizing and cultural safety are foundational to examine the intersections of colonial systems and Indigenous sovereignty. Equally pivotal are the roles of women and youth as leaders in these actions.
Course Prerequisite	Completion of 54 credits including INDG 1006, or permission of the instructor.
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	None
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	3 hours per week lecture format
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

	If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This is a new course at a 4 <sup>th</sup> year level with the goal of developing Indigenous Studies course offerings to make the program a 4 year Hons B.A. option.
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Articulate components of self-determination and sovereignty that underpin Indigenous resistance</li> <li>2. Articulate ways in which Indigenous arts and artists are key drivers in resistance efforts</li> <li>3. Understand the critical role of women and youth in mobilization and resistance efforts</li> <li>4. Analyze the role of social media platforms in mobilizing resistance efforts</li> <li>5. Critique government, legal and human-service systems responses to resistance</li> <li>6. Examine food insecurity, sovereignty and climate change impacts in relation to resistance</li> <li>7. Analyze the general media and Canadian public's responses to acts of Indigenous resistance</li> <li>8. Understand the psycho-social impacts of Indigenous resistance and mobilization on Indigenous peoples</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Honouraria for elders, knowledge carriers, costs for transportation for field trips




DEPARTMENTAL CURRICI

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**DEPARTMENTAL CURRICULUM APPROVAL FORM**

*(to be used to substantiate the approval of any department/discipline/program affecting curriculum changes)*

ENGL approves the cross-listing to ENGL of the new courses INDG 2206 and INDG 2106

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE
English Studies	Kristin Lucas	
Indigenous Studies	Nancy Stokers	
Indigenous Studies	Tyson Stewart	

## Appendix E2

### Proposal for Major Modification

Once the Letter of Intent is approved by the Provost, the academic unit will prepare the Proposal for Major Modification as per the template below. From there, this Proposal will be submitted to:

- ARCC (Undergraduate Programs) or GSC (Graduate Programs)
- Faculty Executive\*
- ACC
- Senate

\*If the Provost determines the Major Modification may require substantial changes to resources/infrastructure, the proposal will also need to be heard at AQAPC following Faculty Executive. It does not matter if the proposal is heard at AQAPC or ACC first, however it must be reviewed at both committees before moving forward to Senate.

Current Program Name:	Indigenous Studies
If changing, Proposed Program Name:	
Academic Unit Proposing the Modification:	Indigenous Studies
Proposed Start Date:	1 May 2021
Submitted by:	Dr. Nancy Stevens and Dr. Tyson Stewart

Provide a brief summary of the proposed Major Modification.
<p>As the department looks to grow into a four-year program, there are areas that require focused development. We seek to build enrollment by offering more course options that reflect the diversity and expertise of the new Indigenous Studies full-time faculty. As such, we are proposing changes to the Indigenous Studies Minor and Major program requirements. Details of the changes are provided below. The change to the Minor (18 credits) in Indigenous Studies involves adding INDG 1006 as a required course. The changes to the Major are more substantial. The previous Major required three 6-credit courses (18 credits) plus 18-credits of electives. The revised Major (36 credits) program requires only one 3-credit course (INDG 1006) plus 33-credits of electives. We also undertook an extensive curriculum update (Table 1). We feel the revised structure will enable students to take a wider breadth of Indigenous Studies courses.</p>



Explain the rationale for modifying the existing program. Why are these changes necessary? What does the program seek to accomplish by implementing these changes?
<p>This is the first stage of a three-year plan that begins with offering more diverse courses with specialized content and learning opportunities, culminating in the implementation of a four-year Honours degree in Indigenous Studies. While courses with indigenous content are also offered through other departments that complement the requirements necessary for an Indigenous Studies Major, there remains a significant amount of room for the department to grow. New courses on wellness and health, art and traditional crafts, family and community, film and television, storywork circle pedagogy, and Indigenous mobilization and resistance will bring about new and appealing avenues for studying Indigenous issues in the 21<sup>st</sup> century. We feel the changes will attract more students to Indigenous Studies at Nipissing University.</p>
<p>Identify this modification's relationship to the University's Strategic Plan and the approved Strategic Mandate Agreement (SMA).</p> <ul style="list-style-type: none"> <li>•Strategic Plan: <a href="https://www.nipissingu.ca/departments/presidents-office/strategic-plan/Documents/Nipissing%20Strat%20Plan-FINAL_8Jan15.pdf">https://www.nipissingu.ca/departments/presidents-office/strategic-plan/Documents/Nipissing%20Strat%20Plan-FINAL_8Jan15.pdf</a></li> <li>•Strategic Mandate Agreement: <a href="https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements">https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements</a></li> </ul>
<p>These modifications to Indigenous Studies deepen the Faculty of Arts &amp; Science and Nipissing University's commitment to Indigenization and better serving Northern communities. It responds to the Truth and Reconciliation Commission's Calls to Action (# 10, 24, 28, 62, 86) and Universities Canada's Principles and Commitments to Action in Indigenous Education by centering Indigenous histories and ways of knowing and being and by providing students with a comprehensive education about Indigenous peoples, including the history and legacy of the residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous law, and Aboriginal-Crown relations.</p>
<p>If any of the changes have been developed as a result of recommendation(s) from a cyclical program review, please identify those changes along with their associated recommendation(s) from the review.</p>
<p>These current changes are not based on an external program review. There are two new full-time faculty in Indigenous Studies that seek to modernize the curriculum and offer more flexible degree options for students.</p>
<p>Provide details of existing and new resources (human, physical and budgetary) required to modify the program.</p>

The two new full-time faculty will teach the bulk of the new course offerings. Our proposed part-time 2021-2022 teaching budget includes seven 3 cr. courses to be delivered throughout the year starting in Spring Summer 2021.

Include certification from the relevant Dean(s) that the modified program is an appropriate and desirable addition to the academic programs of the University, and that a proposed discontinuation is appropriate and in line with the strategic direction of the Faculty. As well, a clear commitment that the modified program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.

Decanal Comments

I fully support this major revision of the Indigenous Studies program. The proposal outlines a staged approach to the revision of the program and its transition to a 4-year program in the future. The above-mentioned revisions align with the Faculty of Arts and Science recommendations and commitment to TRC. The new courses provide a better progression from Year 1 to Year 3 for students interested in Indigenous Studies. The suggested modifications also expand on the interdisciplinary opportunities and courses offered by other Arts and Science programs. (PR)

If this proposal impacts the program's curriculum, please provide a copy of the current program requirements from the Academic Calendar, as well as a copy of how the proposed version would appear if approved. Please highlight the differences between the two versions of the program.

**Changes highlighted in YELLOW**

#### CURRENT Minor in Indigenous Studies

##### **Graduation Requirements:**

A Minor in Indigenous Studies is available to students pursuing a program of study in a different discipline. In addition to the requirements listed below, please refer to the Minor Requirements section.

##### **Program Requirements:**

A Minor in Indigenous Studies consists of a minimum of 18 credits of Indigenous Studies, with no more than six credits at the 1000 level. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Indigenous Studies.

##### **Note:**

Cross-listed courses may not count towards a Minor in Indigenous Studies.

#### PROPOSED Minor in Indigenous Studies

##### **Graduation Requirements:**

A Minor in Indigenous Studies is available to students pursuing a program of study in a different discipline. In addition to the requirements listed below, please refer to the Minor

Requirements section.

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Indigenous Studies. **Students must complete INDG 1006 with a minimum grade of 60%.**

Students must complete a minimum of 18 credits as follows:

<b>INDG 1006 Madjitang Introduction to Indigenous Studies</b>	3 cr.
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INDG	15 cr.
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NOTES:

**Students are strongly encouraged to complete a language course, INDG 1306.**

Students can count a maximum of 6-credits at the 1000 level.

Cross-listed courses may not count towards a Minor in Indigenous Studies.

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**CURRENT Major in Indigenous Studies**

**Graduation Requirements:**

In addition to the program requirements listed below students must also satisfy the Bachelor of Arts degree requirements, please refer to that section of the Calendar, including regulations on first year and subject maximum and breadth requirements.

**Program Requirements:**

Students must complete [INDG 1005](#) with a minimum grade of 60%.

Students must complete a minimum of 36 credits as follows:

<a href="#">INDG 1005</a>	Madjitang, in the Beginning... An Introduction to Native Studies	6 cr.
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<a href="#">INDG 2905</a>	Native Philosophy	6 cr.
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<a href="#">INDG 3005</a>	Native Spirituality and Religions	6 cr.
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INDG	Upper level or cross-listed	18 cr.
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**Breadth Requirements and Electives:**

[ACAD 1601](#)

3 cr.

[Science](#)

6 cr.

### **PROPOSED Major in Indigenous Studies**

#### **Graduation Requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, including regulations on first year and subject maximum and breadth requirements. Please refer to the Degree Requirement section for further information.

#### **Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Indigenous Studies. **Students must complete INDG 1006 with a minimum grade of 60%.**

Students must complete a minimum of 36 credits as follows:

**INDG 1006 Madjitang Introduction to Indigenous Studies**

**3 cr.**

**INDG 2000-level**

**12 cr.**

**INDG 3000, 4000 level**

**18 cr.**

**INDG**

**3 cr.**

NOTE:

**Students are strongly encouraged to complete a language course, INDG 1306.**

**Students may count up to a maximum of 12 credits of cross-listed courses towards the Major in Indigenous Studies if they have not been used elsewhere to complete program requirements.**

**Students can count a maximum of 6-credits at the 1000 level.**

#### **Breadth Requirements:**

[ACAD 1601](#)

3 cr.

**Humanities**

**3 cr.**

[Science](#)

6 cr.

Please provide a copy of the current learning outcomes. If the proposal impacts the current learning outcomes, provide the proposed learning outcomes and highlight the differences between the two.
The learning outcomes are included within the attached curriculum proposals. (see attached document titled Indigenous Studies Program Expectations 2021 Final.docx)
If this impacts other academic units, please indicate they have been consulted. If you believe enrolment may be impacted by this change, please discuss below.
<p>The Arts and Science Executive members received an email outlining the proposed program changes. We invited faculty members to reach out to discuss the proposal. We met individually with Katrina Srigley (History), Manuel Litalien (SWLF), Amanda Burk (FAPA), Carly Dokis (Anthropology/Sociology), Cindy Peltier (Education), Veronika Williams (Nursing), among others.</p> <p>The importance of decolonizing the curriculum and offering anti-oppressive approaches to pedagogy and learning will be emphasized within the department's current set of changes. Along with the proposed Minor/Certificate in Societies in Transition (SIT): Reciprocity, Relationship, Reconciliation Histories and Experiences, these changes to course requirements and offering more 3 cr. courses will greatly increase the visibility and course options available to Indigenous Studies minors/majors and other Nipissing students seeking courses with an Indigenous focus.</p>
If this proposal impacts the faculty compliment, please provide a detailed explanation and rationale.
<p><i>No additional position required for the major modification of the program as noted above.</i></p> <p>A minimum of a third full-time instructor will be needed, once we move to the 4-year program level, who would bring a deep understanding of Anishinaabe or Cree spirituality and traditional knowledge to offer a more comprehensive education in Indigenous Studies.</p>
Outline the expected impact on continuing students, if any, and how they will be accommodated.
Students will need to submit a petition to substitute the required course INDG 3005 Native Spirituality and Religions for current course offerings.
If this proposal impacts the delivery mode, discuss the appropriateness of the proposed modes of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance on-line, problem-based, compressed part-time, different campus, inter-institutional collaboration or other

non-standard form of delivery) to meet the intended program learning outcomes. Explain why these are the most appropriate methods of delivery to help students achieve the proposed learning outcomes and improve student learning experience.

See attached curriculum templates.

If the Provost determines this Major Modification involves substantial changes to resources or infrastructure those submitting the Major Modification will be required to provide details to explain additional resources required. Areas discussed may include (but not be limited to) resources such as:

- Human, physical, and financial resources, and any institutional commitment to supplement these resources
- The planned faculty hiring schedule of a faculty complement that is competent to teach and/or supervise in the program
- The resources necessary to sustain the quality of scholarship produced by students, including library support, information technology support, and laboratory access (if applicable)

This information will be heard at AQAPC following Faculty Executive.

Table 1: Indigenous Studies Curriculum Changes

<b>OLD Course Curriculum</b>	<b>NEW Course Curriculum</b>
<del>INDG 1005 Madjitang</del> Reduced to 3-cr	INDG 1006 Madjitang – Introduction to Indigenous Studies
INDG 1306 Ojibwe I	INDG 1306 Ojibwe I
INDG 1307 Ojibwe II	INDG 1307 Ojibwe II
INDG 1506 On the Land	INDG 1506 On the Land
INDG 1507 Critical Learning skills	INDG 1507 Critical Learning skills
<del>INDG 2005 Native Kinship with Environment</del> Split	INDG 2006 Indigenous Places – Changing Landscapes
	INDG 2007 Land as Home & Indigenous Well-being
<del>INDG 2025 Native Creativity and the Arts</del> Split	INDG 2026 Indigenous Art and Creativity
	INDG 2106 Oral and Literary Storytelling
	INDG 2206 Indigenous Screen Cultures
	INDG 2406 Indigenous Families – Colonial impacts and Contemporary Responses
<del>INDG 2905 Native Philosophy</del> Split	INDG 2906 Indigenous Philosophy – Ininimowin
	INDG 2907 Indigenous Philosophy – Bimaadsiwin
INDG 3005 Native Spirituality and Religions	INDG 3005 Native Spirituality and Religions
	INDG 3106 Indigenous Health and Wellness
SWLF/INDG 3406 Colonialism in First Nations' Communities	SWLF/INDG 3406 Colonialism in First Nations' Communities
SWLF/INDG 3407 Social Development in First Nations' Communities	SWLF/INDG 3407 Social Development in First Nations' Communities
	INDG 3416 The News and the First Peoples
INDG 3567 Ethnobotany	BIOL/INDG 3567 Ethnobotany
INDG 3606 Special Topics in Native Studies I	INDG 3606 Special Topics in Indigenous Studies I
INDG 3607 Special Topics in Native Studies II	INDG 3607 Special Topics in Indigenous Studies II
	INDG 4606 Indigenous Mobilization and Resistance

#### Cross-listed Courses

ANTH 3006 Anthropology of Development in the Canadian North  
 ANTH 3027 Indigenous Peoples and the State  
 ENGL 3276 Indigenous Literatures of North America  
 ENGL 3277 Topics in the Indigenous Literatures of North America  
 GEND 3066 Invasion and Resistance  
 HIST 3346 First Nations in Historical Perspective

## **INDIGENOUS STUDIES**

### **OVERALL PROGRAM EXPECTATIONS**

#### **PROGRAM EXPECTATIONS**

##### **Bachelor's Degree**

This degree is awarded to students who have demonstrated the following qualities and abilities:

##### **1. DEPTH AND BREADTH OF KNOWLEDGE**

- a) A general knowledge and understanding of many key concepts, methodologies, and approaches in the study of Indigenous Studies and Indigenous knowledge
- b) A broad understanding of some of the major historical and contemporary events and topics in Indigenous Studies, including the ability to recognize processes of continuity, change, survivance and resilience
- c) An ability to understand and interpret Indigenous knowledge from primary sources in key areas in Indigenous Studies
- d) An ability to gather, review, comprehend, and evaluate secondary sources from key areas in the study of Indigenous Studies
- e) Some detailed knowledge of key topics in Indigenous Studies, including the ability to recognize some of the critical debates and discourse utilized within and externally to Indigenous communities
- f) Critical thinking and analytical skills
- g) An ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Indigenous Studies and classes outside the discipline

##### **2. KNOWLEDGE OF METHODOLOGIES**

- a) An understanding of the nature, purpose, and methods of lived experience, praxis, creative activity and critical enquiry in the context of Indigenous knowledge
- b) An ability to utilize Indigenous worldviews and analyses to formulate the kinds of questions that lead to critical enquiry within the holistic context of Indigenous Studies
- c) An ability to identify and assess experiential learning, embodied praxis, creative activity and critical enquiry from an Indigenous lens to examine historic and contemporary Indigenous realities
- d) An ability to devise and sustain culturally-informed analytical discussions
- e) A demonstrated knowledge of the appropriate methods of citation and documentation

##### **3. APPLICATION OF KNOWLEDGE**

- a) An ability to analyze and interpret primary and secondary sources enabling the student to offer analytical commentary, to develop lines of argument, and to make sound judgments in accordance with the major concepts and methods in Indigenous Studies
- b) An ability to draw on Indigenous theories and methodologies to analyze sources, evaluate different approaches, and interpret course content



- c) An ability to select appropriate evidence from primary sources to support analyses
- d) An ability to make use of scholarly secondary sources, including the ability to distinguish between what is and is not a scholarly source
- e) An ability to identify, articulate and engage with culturally-based protocols in the context of accessing Traditional Knowledge Holders and articulating traditionally-held knowledge

#### **4. COMMUNICATION SKILLS**

- a) An ability to communicate, both orally and in writing, accurately and reliably to a range of audiences
- b) An ability to communicate information, ideas, and analytical comments, orally and in writing, in a clear, coherent, and concise manner
- c) An ability to participate in critical discussions by listening actively and responding in an informed and apposite manner

#### **5. AWARENESS OF LIMITS OF KNOWLEDGE**

- a) An understanding of the limits of their own knowledge and abilities, and an awareness of how these might affect their analyses and interpretations
- b) Some understanding that other disciplines ask different kinds of questions, use different worldviews, and thus reach different kinds of conclusions
- c) An awareness that what counts as legitimate knowledge varies by discipline, that knowledge is never value-free, which thus impacts the ways in which knowledge is understood

#### **6. AUTONOMY AND PROFESSIONAL CAPACITY**

- a) The exercise of key Indigenous values, including respect, responsibility, relationality and reciprocity
- b) An ability to work effectively and collegially with others
- c) An ability to identify their own learning needs, including their goals for their degree and beyond
- d) Behaviour consistent with academic integrity and social responsibility

## **Religions and Cultures**

**Rationale:** This Religions and Cultures course has always been taught with a focus on end-of-life care, often serving as an elective for Nursing students. The change in the course title and the updated course description make that focus on palliative/end-of-life care more explicit for students.

### **Motion 1:** Non-substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts & Science Executive that the course title for RLCT 2066 Death, Dying, and Spirituality be changed to **Death, Dying and Spirituality in End-of-Life Care**.

### **Motion 2:** Non-substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that ARCC recommend to the Arts & Science Executive to approve the revision of the course description for **RLCT-2066 "Death, Dying and Spirituality in End-of-Life Care"**.

### **New Description:**

**Students explore the spiritual and religious dimensions of death and dying in end-of-life care. They learn about the origins of hospice and how palliative care extends beyond the medical model in order to ease the experience of dying. They focus particularly on analyzing the experience of dying and end-of-life care for Indigenous cultures, children, the homeless, LGBTQ+ communities, atheists and those who choose a medically assisted death.**

### **Old Description:**

This course introduces students to the spiritual dimensions of death and dying in various religious contexts and cultures. Attention is given to spiritual practice and forms of spiritual therapy used with the dying in conversation with medical models of healing in end-of-life care.

## SOCIAL WELFARE

### Motion #14: Substantive

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

that the

Academic Regulations and Curriculum Committee recommend to the Arts & Science Executive to approve the revisions to the program requirements for the **Honours Specialization with a Social Service Worker Diploma program** as outline below.

#### Old Program Requirements:

##### Year 2

SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SWLF 2995	Community Service-Learning for Social Development	6 cr.
SOCI 2126	Social Research Methods	3 cr.
SOCI 2127	Social Statistics and Data Analysis	3 cr.
**SWLF	3000 level	6 cr.
Electives		6 cr.

##### Year 3

Canadore Block		30 cr.
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##### Year 4

SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
**SWLF	3000 level	12 cr.
SWLF 4006	Social Development	3 cr.
SWLF 4007	Honours Seminar	3 cr.
Electives		6 cr.

#### New Program Requirements:

This change clarifies where cross-listed courses can count towards the program requirements in the 2<sup>nd</sup> and 4<sup>th</sup> year.

<b>Year 2</b>		
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SOCL 2126</a>	Social Research Methods	3 cr.
<a href="#">SOCL 2127</a>	Social Statistics and Data Analysis	3 cr.
<b>**SWLF</b>	Upper Level	6 cr.
Electives		6 cr.
<b>Year 3</b>		
<a href="#">Canadore Block</a>		30 cr.
<b>Year 4</b>		
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
<b>**SWLF</b>	Upper Level	12 cr.
<a href="#">SWLF 4006</a>	Social Development	3 cr.
<a href="#">SWLF 4007</a>	Honours Seminar	3 cr.
Electives		6 cr.

### Rationale:

The current program requirement suggests 2000 level cross-listed courses can count, but it did not specify where in the program those credits fit, as the program is made up of courses from 1000, 2000, and 3000 level, plus additional upper level SWFL credits. The revised program requirements now indicates that up to 6-credits of cross-listed courses can count towards the SWLF Honours Specialization with a Social Service Worker Diploma.

To: ARCC

From: Carly Dokis  
Chair, Department of Sociology and Anthropology

Date: January 18, 2021

Re: Proposal to add SOCI 2027: Sociology of Nursing, ANTH 3046: The Living and the Dead, and ANTH 3026: Medical Anthropology to the list of elective courses for the Certificate in Health Studies and Gerontology.

Proposal to change the course title of SOCI 3166: Social Epidemiology: The Social Determinants of Health.

Proposal to add the course SOCI 3956: Special Topics to the list of Sociology course offerings.

Proposal approved at the Sociology and Anthropology Department meeting on December 14<sup>th</sup>, 2020.

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#### **MOTION #1: (substantive):**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive to approve that the 3-credit courses SOCI 2027 Sociology of Nursing, ANTH 3046 The Living and the Dead, and ANTH 3026 Medical Anthropology **be added as program requirements** for the Certificate in Health Studies and Gerontology as described in the attached chart.

#### **Rationale:**

The course content for SOCI 2027: Sociology of Nursing, ANTH 3046: The Living and the Dead, and ANTH 3026: Medical Anthropology directly aligns with the Certificate in Health Studies and Gerontology. Adding these courses to the list of elective courses for the Certificate in Health Studies and Gerontology will allow students more options for course selection and will allow for greater flexibility in course planning. The following chart outlines the program structure for the Certificate in Health Studies and Gerontology with the addition of the aforementioned elective courses:

**Program Requirements:**

The certificate in Health Studies and Gerontology consists of 18 credits as outlined below:

All of:		
SOCI 2036	Social Gerontology	3 cr.
SOCI 3186	Health and the Family	3 cr.
Twelve credits of:		
SOCI 2196	Sociology of Medicine	3 cr.
*SOCI 2027	Sociology of Nursing	3 cr.
SOCI 3057	Demography	3 cr.
SOCI 3156	Women and Age	3 cr.
SOCI 3166	Social Epidemiology	3 cr.
SOCI 3176	Age, Health, and Work I	3 cr.
SOCI 3177	Age, Health, and Work II	3 cr.
SOCI 4137	Selected Topics in Aging	3 cr.
*ANTH 3046	The Living and the Dead	3 cr.
*ANTH 3026	Medical Anthropology	3 cr.
*Course added to the list of elective courses for the Certificate in Health Studies and Gerontology		

**MOTION #2: (non-substantive)**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **to approve the revision of the course title** for SOCI 3166 Social Epidemiology: The Social Determinants of Health to SOCI 3166: The Social Determinants of Health.

***New title:***

*The Social Determinants of Health*

***Old title:***

*Social Epidemiology: The Social Determinants of Health*

**Rationale:**

The new title is a more suitable description of the course content. The shorter title will make it easier for students to locate and register in the course.

### MOTION #3: (substantive)

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive **the creation** of SOCI 3956: Special Topics in Sociology.

#### Rationale:

Sociology currently does not have a special topics course. The addition of a special topics course in Sociology will allow for greater flexibility in course planning and will allow the Department to pilot new thematic courses to assess student interest. The addition of a special topics course in Sociology will also provide Sociology students with an additional elective option for course selection.

#### A) Descriptive Data: To add SOCI 3956: Special Topics in Sociology

Course Code	SOCI 3956	
Course Title	Special Topics in Sociology	
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>	
Course Description	Students examine a focused topic in Sociology. The topic of the course varies from year to year and is announced before registration.	
Course Prerequisite	30 credits or permission of the instructor.	
Course Corequisite	None	
Antirequisite	None	
Restriction	None	
Instructional Method	<div><input type="checkbox"/> lecture <input type="checkbox"/> tutorial</div> <div><input type="checkbox"/> laboratory work <input type="checkbox"/> studio work</div> <div><input type="checkbox"/> private study <input type="checkbox"/> service learning</div> <div><input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice</div> <div><input type="checkbox"/> practical work <input type="checkbox"/> online delivery</div> <div><input type="checkbox"/> independent study</div>	

Hours of contact time expected per week	3 hours of seminar per week
Hours of contact time expected per term	36 seminar hours per term
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: <a href="#">click here to specify</a></p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: <a href="#">click here to specify</a></p>
Cross-Listing	<p><input type="checkbox"/> Cross-Listed - this course may be credited towards</p> <p><a href="#">Click here to enter cross-listing information</a></p>
<p>Learning Outcomes</p> <p><i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1) Apply a breadth of sociological theories to the understanding of a specific topic of sociological inquiry.</li> <li>2) Identify and use secondary sources to explain and contextualize sociological problems.</li> <li>3) Critically analyze diverse methodological approaches to the study of a specific topic of sociological inquiry.</li> <li>4) Synthesize and communicate key findings and themes in a specific topic of sociological inquiry.</li> <li>5) Evaluate key debates within a specific topic area of sociological inquiry.</li> <li>6) Identify connections between a specific topic of sociological inquiry and wider trends in sociology and social life.</li> </ol>



**In-Service Education**

**MOTION:** That EPS Executive recommend to the Academic Curriculum Committee the creation of EDUC 1485 International Languages, Italian, Part 1. See course Descriptive Data below:

**A) Descriptive Data:**

Course Code	<b>EDUC 1485</b>
Course Title	International Languages, Italian, Part I
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description	Students develop awareness and understanding of classroom theory and practice in International Languages. They examine various strategies for planning, assessment, and evaluation within an International Languages classroom. Focus is placed on effective learning strategies, differentiation, and collaboration. Candidates examine resources and tools for International Language integration, in the context of a 21 <sup>st</sup> century classroom.
Course Prerequisite	Certificate of Qualification and Registration. Candidates are required to successfully complete an Italian Language Proficiency Test.
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
Restriction	<a href="#">Click here to enter Restriction</a>
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input checked="" type="checkbox"/> online delivery <input type="checkbox"/> independent study
Total Hours	125
Breakdown of Hours	100 contact hours + 25 hours for readings and assignments (as mandated by the Ontario College of Teachers)
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: <a href="#">click here to specify</a>
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: <a href="#">click here to specify</a>
<a href="#">Cross-Listing</a>	<input type="checkbox"/> Cross-Listed - this course may be credited towards <a href="#">Click here to enter cross-listing information</a>
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• explore an overview of International Languages programs in Ontario;</li> <li>• reflect on authentic ways to integrate student voice and interest in the International Languages classroom;</li> </ul>

	<ul style="list-style-type: none"> <li>• reflect on authentic ways to embed culturally-appropriate content that is representative of our students' lived experiences, including those with Italian-language heritage and/or experience, First Nations, Métis, or Inuit (FNMI) backgrounds, those with special needs, and other diverse members of our communities;</li> <li>• begin to explore the necessary steps for creating an International Languages program, and reflect on experiences with second language learning;</li> <li>• examine and discuss the emphasis on oral communication and the use of the target language in International Languages classrooms;</li> <li>• develop a bank of community resources/agencies that can support International Languages classes.</li> </ul>
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### **School of Nursing:**

**Motion 1 (non-Substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the pre-requisite for NSGD 2028 Clinical Practicum – Mental Health Nursing be changed from:

Enrolment in the RPN to BScN Blended Learning Program, BIOL, 1011, (UNIV 1011 or ACAD 1601), NSGD 2047, NSGD 2016, NSGD, 2106, NSGD 2107 and NSGD 2007.

To:

Enrolment in the RPN to BScN Blended Learning Program, BIOL 1011, BIOL 2116 ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2216, NSGD 2106, and NSGD 2007 with a minimum grade of 60% or SAT,

**Rationale:** This is housekeeping. The changes reflect and align with the new program requirements previously approved at Senate in January 2018.

**Motion 2 (non-substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the pre-requisite for NSGD 2029 Clinical Practicum – Maternal/Child Nursing be changed from:

Enrolment in the RPN to BScN Blended Learning Program, BIOL, 1011, (UNIV 1011 or ACAD 1601), NSGD 2047, NSGD 2016, NSGD, 2106, NSGD 2107 and NSGD 2017.

To:

Enrolment in the RPN to BScN Blended Learning Program, BIOL 1011, BIOL 2116 ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2216, NSGD 2106, and NSGD 2017 with a minimum grade of 60% or SAT.

**Rationale:** This is housekeeping. The changes reflect and align with the new program requirements previously approved at Senate in January 2018.

**Motion 3a (non-substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the pre-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed from: NSGD 4036 and all RPN to BScN courses at the 3000 level, with a minimum grade of 60% or SAT.

To:

Enrolment in the RPN to BScN Blended Learning Program, NSGD 4136, MATH 1257 and all RPN to BScN courses at the 3000 level with a minimum grade of 60% or SAT.

**Motion 3b (non-substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the co-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed from: None

To:

NSGD 4137 Complex Health Challenges II

**Rationale:** This is housekeeping. The changes reflect and align with the new program requirements previously approved at Senate in January 2018.

**Motion 4 (non-substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the pre-requisite for NSGD 4027 Clinical Practicum be changed from:

Enrolment in the RPN to BScN Blended Learning Program, all, RPN to BScN courses at the 3000 level with a minimum grade, of 60% or SAT; NSGD 4006, NSGD 4016 and NSGD 4036 with a minimum grade of 60% and NSGD 4026 with a SAT grade.

To:

Enrolment in the RPN to BScN Blended Learning Program, all RPN to BScN courses at the 3000 level with a minimum grade of 60% or SAT; NSGD 4006, NSGD 4136 and NSGD 4137, with a minimum grade of 60% and NSGD 4026 with a SAT grade.

**Rationale:** This is housekeeping. The changes reflect and align with the new program requirements previously approved at Senate in January 2018.

**Motion 5 (non-substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the co-requisite for NSGD 2017 Concepts in Maternity and Pediatric Nursing be changed from:

NSGD 2007

To:

None.

**Rationale:** This allows students to take one without the other facilitating student course plan options

**Motion 6 (non-substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the co-requisite for NSGD 2007 Concepts in Mental Health Nursing be changed from:

NSGD 2017

To:

None

**Rationale:** This allows students to take one without the other facilitating student course plan options

**Motion 7 (non-substantive):** That EPS Executive recommend to the Academic Curriculum Committee that the pre-requisite for NSGD 2117 Health Challenges II be changed from:

ACAD-1601, NSGD-2147

To:

ACAD 1601, and NSGD 2116 & NSGD 2147 with minimum grade of 60%

**Rationale:** This is housekeeping. The changes align with all NSGD passing grade requirements as previously approved at Senate in January 2018.

**School of Physical and Health Education:**

**MOTION:** That EPS Executive recommend to the Academic Curriculum Committee, that PHED 4086 Musculoskeletal Assessment and Exercise Prescription course hours be changed from “Two hours of lecture and two hours of laboratory work per week for one term.” To “Two hours of lecture and one hour of laboratory work per week for one term.”

**RATIONALE:** Changing this course to 36 hours/semester, from 42 hours, better aligns with other 3-credit elective courses in the BPHE program.

**School of Social Work**

Motion 1 (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that the following revised course description for SWRK 4746 Social Work, Health, and Well-Being be changed from:

Social work’s key roles in promoting good health and preventing illness by securing necessary social conditions are introduced and examined. Social work’s role in assessing individuals, families, groups and communities to secure the social, environmental and psychological resources to manage acute and long-term illness undergo in-depth exploration.

To:

Students examine social work’s key roles in health promotion and illness prevention. Students critically investigate evidence-informed practice for work with individuals, families, groups and communities to secure the social, spiritual, psychological and environmental resources necessary to cope and live with acute and/or long-term illness.

Motion 2: That EPS Executive recommend to the Academic Curriculum Committee that the following revised learning outcomes for SWRK 4746 Social Work, Health and Well-Being be changed from:

By the end of the course students will:

1. Understand health and illness including the social, economic and psychological consequences of illness.
2. Recognize the conditions for health and health behaviours extend beyond the individual to encompass social conditions such as housing, employment and living conditions.
3. Identify the psychosocial impact of changes in health status.
4. Understand the social causes and impact of health inequality on the lives of individuals and families and appropriate professional responses such as health promotion and prevention initiatives.
5. Critically analyze Canadian Indigenous populations and their overrepresentation in a variety of physical and mental health categories.
6. Develop culturally relevant understandings of Indigenous-specific responses to healthcare needs.

To:

- **explain** the intersection of health and illness that are determined through the social, economic and psychological consequences of illness;

- recognize the conditions for health and how health behaviours extend beyond the individual to encompass social conditions such as housing, employment and living conditions;
- identify the psychosocial impact with changes in health status;
- **identify** the social causes and impact of health inequality on the lives of individuals and families and appropriate professional responses such as health promotion and prevention initiatives;
- critically analyze Canadian Indigenous **and other minority overrepresentation** in a variety of physical and mental health categories;
- develop culturally relevant understandings of responses to healthcare needs.

Rationale: Updating Learning Outcomes to reflect clearer presentation as per guidance received from the Teaching Chair, Learning Outcomes.

Motion 3: That EPS Executive recommend to the Academic Curriculum Committee that the following learning outcomes for SWRK 3356 Individual Practice Across the Lifespan Part I be changed from:

By the end of this course students will:

1. An understanding of human development theories in relation to practice methods.
2. An ability to describe and critically analyze social work theories and practice methods across a diverse range of practice scenarios, analyzing benefits and limitation of each.
3. An ability to compare and contrast the strengths and limitations of various social work approaches related to assessment and intervention with individuals and families.
4. A holistic approach to the identification of needs, rights, strengths and risks.
5. An awareness and respect for diversity of individuals, families, cultures, systems of belief and values, and the need to adapt practice to respond effectively.
6. An understanding of the significance of structural level analyses when working with intra-personal and inter-personal problems.
7. An ability to apply core knowledge and transferrable skills to a range of service user groups.

To:

By the end of this course students will:

- **understand and apply** human development theories in relation to **child and youth** practice methods;
- **describe and critically analyze** social work theories and practice methods across a diverse range of **child and youth** practice scenarios, **distinguishing** benefits and limitation of each;
- **compare and contrast** various social work approaches related to assessment and intervention with **children and youth** and families;
- **identify the elements that are required to develop** a holistic approach to the identification of needs, rights, strengths, and risks;
- **demonstrate** an awareness and respect for diversity of individuals, families, cultures, systems of belief and values, and the need to adapt practice to respond effectively;
- **explain** the significance of structural level analyses when working with intra-personal and inter-personal problems;
- **apply** core knowledge and transferrable skills to a range of **child and youth** service user groups.

Rationale: Updating Learning Outcomes to reflect clearer presentation as per guidance received from the Teaching Chair, Learning Outcomes.

Motion 4: That EPS Executive recommend to the Academic Curriculum Committee that the learning outcomes for SWRK 3357 Individual Practice Across the Lifespan Part 2 be changed from:

By the end of this course students will:

1. An understanding of human development theories in relation to practice methods.
2. An ability to describe and critically analyze social work theories and practice methods across a diverse range of practice scenarios, analyzing benefits and limitation of each.
3. An ability to compare and contrast the strengths and limitations of various social work approaches related to assessment and intervention with individuals and families.
4. A holistic approach to the identification of needs, rights, strengths and risks.
5. An awareness and respect for diversity of individuals, families, cultures, systems of belief and values, and the need to adapt practice to respond effectively.
6. An understanding of the significance of structural level analyses when working with intra-personal and inter-personal problems.
7. An ability to apply core knowledge and transferrable skills to a range of service user groups.

To:

By the end of this course students will:

- **understand and apply** human development theories in relation to **adult** practice methods;
- **describe and critically analyze** social work theories and practice methods across a diverse range of **adult** practice scenarios, **distinguishing** benefits and limitation of each;
- **compare and contrast** various social work approaches related to assessment and intervention with **adults** and families;
- **identify the elements that are required to develop** a holistic approach to the identification of needs, rights, strengths and risks;
- **demonstrate** an awareness and respect for diversity of individuals, families, cultures, systems of belief and values, and the need to adapt practice to respond effectively;
- **explain** the significance of structural level analyses when working with intra-personal and inter-personal problems;
- **apply** core knowledge and transferrable skills to a range of **adult** service user groups.

Rationale: Updating Learning Outcomes to reflect clearer presentation as per guidance received from the Teaching Chair, Learning Outcomes.

Motion 5: That EPS Executive recommend to the Academic Curriculum Committee that the learning outcomes for SWRK 4716 Social Work Leadership be changed from:

By the end of this course students will:

1. Understand leadership within professional social work and the context in which social workers practice.
2. Articulate the theoretical frameworks for leadership and how they apply to social work.
3. Understand the dimensions of effective leadership and the characteristics of effective or ethical leadership.

4. Demonstrate opportunities for leadership at all stages of the social work career – including early career opportunities such as mentoring and supervision, research, peer networks or continuing professional development.
5. Practice skill development in areas such as advocacy, proposal writing, financial management, lobbying, coalition building, bargaining and negotiating, conflict resolution, media relations and public speaking.
6. Critically evaluate social work's leadership responsibilities in micro versus macro levels of practice.

To:

By the end of this course students will:

- **deconstruct** leadership within professional social work and the context in which social workers practice;
- **critically analyze social work leadership theories and practice methods across a diverse range of practice scenarios;**
- **evaluate** the dimensions of effective leadership and the characteristics of effective or ethical leadership;
- **assess areas of opportunity** for leadership at all stages of the social work career – including early career opportunities such as mentoring and supervision, research, peer networks or continuing professional development;
- practice **leadership** skills such as advocacy, proposal writing, financial management, lobbying, coalition building, bargaining and negotiating, conflict resolution, media relations, and public speaking;
- critically evaluate social work's leadership responsibilities in micro versus macro levels of practice.

Rationale: Updating Learning Outcomes to reflect clearer presentation as per guidance received from the Teaching Chair, Learning Outcomes.

Motion 6: That EPS Executive recommend to the Academic Curriculum Committee that SWRK 3226 Social Work Research be added as a required course for the BSW program.

Rationale: BSW students have repeatedly requested that Social Work Research is delivered in their third year to enable them to more effectively access and utilize social work research and knowledge relevant for evidence-informed practice across all courses in their professional years.

Course Code	<b>SWRK 3226</b>
Course Title	Social Work Research
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students examine social work knowledge development including quantitative and qualitative research design and program evaluation. Students acquire the necessary knowledge and skills to effectively critique knowledge development within an anti-oppression framework.
Course Prerequisite	SWRK1007; SWLF1006; SWRK2106; SWRK2006

Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	SWRK4206
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to BSW Professional Years students.
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours per week.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• examine and evaluate qualitative and quantitative paradigms in research and their role in the development of social work knowledge;</li> <li>• develop skills in accessing, reviewing and assessing social work research literature;</li> <li>• examine the ethical considerations in conducting research, particularly in relation to marginalized groups;</li> <li>• explain the process of research design and the formulation of a research hypothesis/question, sampling, data collection, and quantitative and qualitative data analysis;</li> </ul>



	<ul style="list-style-type: none"> <li>• discuss program evaluation and explain the use of formative and summative approaches;</li> <li>• Critically evaluate research knowledge in relation to practice, program or policy development, and social action.</li> </ul>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. ( <i>ie. additional faculty, library resources or new laboratory space</i> )?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Motion 7 (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that SWRK 4206 Social Work Research be banked.

Motion 8: That EPS Executive recommend to the Academic Curriculum Committee that SWRK 4806 Community Practice in Northern, Rural and Remote Communities be added as a required course for the BSW program.

Rationale: This course currently exists as a third year course. Moving it for delivery in the fourth year enables Social Work Research to be delivered in third year.

Course Code	<b>SWRK 4806</b>
Course Title	Community Practice in Northern, Rural, and Remote Communities
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description ( <i>restricted to 50-75 words, present tense and active voice</i> )	Students explore and evaluate the opportunities and challenges associated with generalist social work practice in the context of northern, rural, and remote settings. Drawing on theories of community engagement, students examine how community practice may harness the collective knowledge and strengths of citizens to effect social change. Students apply theory to practice using case studies and engaging in approaches to community organizing.

Course Prerequisite	SWRK3216; SWRK3356; SWRK3505; SWRK3506; SWRK3106; SWRK3226; SWRK3316; SWRK3406; SWRK3357
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	SWRK3806
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to BSW Professional Years students.
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours per week.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• articulate the challenges and opportunities associated with social work practice in northern and rural contexts;</li> <li>• apply theories of community engagement to the context of northern and rural settings, identifying the strengths and limitations of each;</li> <li>• analyze the impact of the socio-political context on those living in northern and rural settings;</li> </ul>

	<ul style="list-style-type: none"> <li>• synthesize diverse sources of information to develop a reasoned analysis regarding strategies that may be used to influence public policy in ways that limit or reduce social inequality;</li> <li>• analyze case studies and devise approaches for community practice with diverse groups;</li> <li>• identify practices to meet the unique needs of Francophones and Indigenous peoples in northern and rural contexts;</li> <li>• identify strategies employed by individuals, communities, groups and organizations to promote well-being in northern and rural contexts.</li> </ul>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Motion 9 (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that SWRK 3806 Community Practice in Northern, Rural, and Remote Communities be banked.

Motion 10: That EPS Executive recommend to the Academic Curriculum Committee that the BSW Professional Years requirements change from:

#### Year Three (Professional Years)

<a href="#">SWRK 3106</a>	Social Work as a Transformative Practice	3 cr.
<a href="#">SWRK 3216</a>	Social Work Professional Skills Development	3 cr.
<a href="#">SWRK 3316</a>	Structural and Interpersonal Violence	3 cr.
<a href="#">SWRK 3356</a>	Individual Practice Across the Life Span I	3 cr.
<a href="#">SWRK 3357</a>	Individual Practice Across the Life Span II	3 cr.
<a href="#">SWRK 3406</a>	Indigenous Perspectives and Social Work Practice	3 cr.

<a href="#">SWRK 3506</a>	Anti-Oppression Theorizing	3 cr.
<a href="#">SWRK 3806</a>	Community Practice in Northern, Rural, and Remote Communities	3 cr.
<a href="#">SWRK 3505</a>	Field Practicum I	6 cr.

#### Year Four (Professional Years)

<a href="#">SWRK 4106</a>	Social Work Practice with Groups	3 cr.
<a href="#">SWRK 4206</a>	Social Work Research	3 cr.
<a href="#">SWRK 4306</a>	Indigenous Wellness	3 cr.
<a href="#">SWRK 4316</a>	Indigenous Child Welfare	3 cr.
<a href="#">SWRK 4706</a>	Risk, Resilience and Complexity	3 cr.
<a href="#">SWRK 4716</a>	Social Work Leadership	3 cr.
<a href="#">SWRK 4605</a>	Field Practicum II	6 cr.

Six credits from the list of Social Work electives:

<a href="#">SWRK 4416</a>	Gerontological Social Work	3 cr.
<a href="#">SWRK 4426</a>	Social Work with Children and Families	3 cr.
<a href="#">SWRK 4436</a>	Social Work with Youth	3 cr.
<a href="#">SWRK 4446</a>	Social Work with People with Disabilities	3 cr.
<a href="#">SWRK 4456</a>	International Social Work	3 cr.
<a href="#">SWRK 4746</a>	Social Work, Health and Well-Being	

To:

<a href="#">SWRK 3106</a>	Social Work as a Transformative Practice	3 cr.
<a href="#">SWRK 3216</a>	Social Work Professional Skills Development	3 cr.
<a href="#">SWRK 3316</a>	Structural and Interpersonal Violence	3 cr.
<a href="#">SWRK 3356</a>	Individual Practice Across the Life Span I	3 cr.
<a href="#">SWRK 3357</a>	Individual Practice Across the Life Span II	3 cr.
<a href="#">SWRK 3406</a>	Indigenous Perspectives and Social Work Practice	3 cr.
<a href="#">SWRK 3506</a>	Anti-Oppression Theorizing	3 cr.
<a href="#">SWRK 3806</a>	<del>Community Practice in Northern, Rural and Remote Communities</del>	<del>3 cr.</del>
<b>SWRK3226</b>	<b>Social Work Research</b>	<b>3 cr.</b>
<a href="#">SWRK 3505</a>	Field Practicum I	6 cr.

<a href="#">SWRK 4106</a>	Social Work Practice with Groups	3 cr.
<del><a href="#">SWRK 4206</a></del>	<del>Social Work Research</del>	<del>3 cr.</del>
SWRK4806	Community Practice in Northern, Rural, and Remote Communities	3 cr.
<a href="#">SWRK 4306</a>	Indigenous Wellness	3 cr.
<a href="#">SWRK 4316</a>	Indigenous Child Welfare	3 cr.
<a href="#">SWRK 4706</a>	Risk, Resilience and Complexity	3 cr.
<a href="#">SWRK 4716</a>	Social Work Leadership	3 cr.
<a href="#">SWRK 4605</a>	Field Practicum II	6 cr.

Six credits from the list of Social Work electives:

<a href="#">SWRK 4416</a>	Gerontological Social Work	3 cr.
<a href="#">SWRK 4426</a>	Social Work with Children and Families	3 cr.
<a href="#">SWRK 4436</a>	Social Work with Youth	3 cr.

**Course to be Banked**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
ACCT-3127	Accounting Information Systems	14FW	14FW, 13FW, 12FW, 11FW, 10FW, 09FW
ACCT-4926	Info Systems Auditing & Assur.	14FW	14FW, 13FW, 12FW, 11FW, 10FW, 09FW
ACMT-3006	Art and Culture Administration		
ACMT-3007	Cultural Entrepreneurship		
ACMT-4005	Acmt Senior Internship		
ADMN-4165	Intercultural Internship		
BIOL-3006	Enviro Interpretation & Commun	04FW	04FW, 00/WI
BIOL-4997	Freshwater Field Camp	11SS	11SS, 09FW, 08FW
CHEM-2056	Intro to Physical Chemistry		
CHFS-3206	Case Sts.: Marg. Children	13FW	13FW, 11FW
CHFS-4307	Special Topics: Social Justice		
CHFS-4316	Fieldwork in ABA		
CLAS-3206	Gender and Sexuality	15FW	15FW, 12FW, 09FW, 07FW
CLAS-3505	Directed Studies	12FW	12FW, 10SS, 08FW, 03FW, 02FW, 01/FW, 00/FW, 97/FW, 96/FW
COSC-2107	Machine Structures II	15FW	15FW, 14FW, 11FW, 05FW, 01/WI
COSC-2206	Mathematical Computation	13FW	13FW, 11FW, 09FW, 07FW, 05FW, 03FW, 02FW
COSC-2216	Computational Geometry	08FW	08FW
COSC-3006	Numerical Methods I	12FW	12FW, 10FW, 08FW, 06FW, 04FW, 02FW, 00/WI, 00/SPFT, 99/WI, 97/WI, 95/WI
COSC-3407	Systems Control	15FW	15FW
COSC-3706	The Computing Profession	13FW	13FW, 09FW, 07FW, 05FW, 03FW, 01/FA
COSC-3806	Service Computing		
COSC-4127	Real-time Programming	14FW	14FW, 12FW, 08FW, 06FW, 04FW
CULT-1005	Intro to Arts and Culture	13FW	13FW, 12FW, 11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW
CULT-2006	Visual Culture I	14FW	14FW, 11FW, 10FW, 09FW
CULT-2007	Visual Culture II	14FW	14FW, 11FW, 10FW, 09FW
CULT-4006	Topic: TBA		
CULT-4007	Topic: TBA		
CULT-4105	Research Essay in Arts & Cult.	14FW	14FW, 13FW, 12FW
ECON-2106	Managerial Economics	15FW	15FW, 15SS, 14FW, 13FW, 12FW, 12SS, 11FW, 11SS, 10FW, 10SS, 09FW, 09SS, 08FW, 08SS, 07FW, 06FW, 05FW, 04FW, 03FW
ECON-3087	Canadian Economic Policy Iss.	14FW	14FW, 11FW, 09FW, 07FW, 06FW, 05FW, 04FW

**Course to be Banked**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
ENGL-1016	Topics in Literature	15FW	15FW, 14FW
ENGL-2056	North American Drama		
ENGL-2535	Shakespeare	15FW	15FW, 14FW, 13FW, 12FW, 11FW, 10FW, 09FW, 08FW, 07FW, 07SS, 06FW, 05FW, 05SS, 04FW, 04SS, 03FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW
ENGL-2605	Cultural Studies	15FW	15FW, 10FW, 09FW, 08FW, 07FW, 05FW, 04FW, 03FW
ENGL-3177	British Lit. 1950 and After		
ENSC-3006	Enviro Interpretation & Commun	00/WI	00/WI, 98/WI
ENST-5118	Major Research Paper		
ENST-5336	Land and Subsistence History		
ESPA-3006	Hispanic Literary Studies I		
ESPA-3007	Hispanic Literary Studies II		
FAVA-2276	Visualizing Canada Pre-1900		
FREN-2207	Litterature pour la jeunesse	14FW	14FW, 12FW, 10FW, 08FW, 06FW, 05SS, 04FW
FREN-3207	Composition française	14FW	14FW, 12FW, 10FW, 08FW, 07FW, 06FW, 04FW
FREN-3407	L'art dramatique français		
GEND-2056	Topic: TBA	15FW	15FW, 14FW, 13FW
GEND-2155	Topic: TBA		
GEND-2175	SJ Practicum		
GEND-3205	Philosophy of Sex and Love	14FW	14FW, 12FW, 10FW
GEOG-3016	Field Techniques in Geography	15FW	15FW, 14FW, 13FW, 11FW, 10FW
GEOG-3026	Developing Countries	10FW	10FW
GEOG-3217	Political Geog.and Development	14FW	14FW, 13FW, 11FW, 10FW, 09FW, 08FW, 07FW, 07SS, 06FW, 06SS, 99/WI, 96/WI, 94/WI
GEOG-3356	Intro to Int'l Development	15FW	15FW, 14FW, 13FW, 12FW
GEOG-4816	Landscapes and Urban Planning	14FW	14FW, 13FW, 95/FA, 93/FA, 91/FA
HIST-1405	Power and Resistance in Canada	14FW	14FW, 13FW, 12FW, 11FW, 10FW, 09FW, 09SS, 08FW
HIST-2146	Modern Britain, 1760-1914	14FW	14FW, 13FW, 12FW
HIST-3036	Canadian Culture and Identity	15SS	15SS, 14FW, 12FW, 11FW, 09FW
HIST-3576	America in the Colonial Era 2	15FW	15FW, 08FW, 04FW, 03FW, 02FW, 97/WI, 91/FA, 90/SPT1, 84/FA, 83/FA
HIST-4805	War and Genocide in the 20THC	11FW	11FW, 10FW, 09FW

**Course to be Banked**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
HIST-5106	Canadian History	GR15FW	GR15FW, GR14FW, GR13FW, GR12FW
HIST-5107	Canadian History	GR09FW	GR09FW
HIST-5306	International History	GR14FW	GR14FW, GR13FW, GR12FW, MA08FW
HIST-5407	Gender History	GR14FW	GR14FW, GR09FW
LEAD-2007	Indigenous Governance Models		
LEAD-3126	Treaty Law in Canada		
LEAD-3127	Leadership in Globalized World		
LEAD-3147	Leadership Placement		
NURS-4446	Gerontological Nursing	15SS	15SS, 13SS, 12FW, 11FW
PHED-3203	Aquatics II		
PHIL-3205	Philosophy of Sex and Love	14FW	14FW, 12FW, 10FW, 07FW, 05FW, 03FW, 02FW
POLI-2207	Democracy & Development	14SS	14SS, 11FW, 10FW
POLI-2606	Govt. in Action: Public Admin	14FW	14FW
POLI-2906	Local Gov't in Canada	15FW	15FW, 12FW
POLI-4306	Concepts of Leadership		
PSYC-4017	Practicum: Applied Research	15SS	15SS
PSYC-4637	Psychology of Crime	10FW	10FW
RLCT-2046	East. Trad. in Contemp. World	12FW	12FW, 09FW
RLCT-3205	Philosophy of Sex and Love	14FW	14FW, 12FW, 10FW



**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
ADMN-1606	Business Quants	13SS	13SS, 12FW, 12SS, 11FW, 11SS, 10FW, 09FW
ANTR-3976	Anthropology Field Camp		
CHEM-1005	General Chemistry	10FW	10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 92/FW, 91/FW, 90/FW, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 84/FW, 81/FW, 79/FW
CHFS-3025	Research Methods	11FW	11FW, 10FW, 09FW, 08FW
CLAS-1105	Introductory Latin	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/SPFT, 00/FW, 99/SPFT, 98/FW
CLAS-1205	Introductory Greek	11FW	11FW, 07FW, 06FW
CRJS-2126	Criminal Justice Statistics	10FW	10FW, 09FW
ECON-3126	Introduction to Econometrics		
EDUC-1013	Observ. & Prac. Teaching I	14FW	14FW, 13FW, 12FW, 11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW
EDUC-1123	Observation and PT I (P/J)	14FW	14FW, 13FW, 12FW, 11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW
EDUC-4102	Education & Schooling (P/J)	CED14FW	CED14FW, BED14FW, 14FW, CED13FW, BED13FW, 13FW, BED12FW, CED12FW, 12FW, BED11FW, 11FW, CED11FW, BED10FW, 10FW, CED10FW, 09FW, BED09FW, CED09FW, BED08FW, 08FW, EDC08FW, CED08FW, BED07FW, 07FW, CED07FW, 06FW, EDC06FW, BED06FW, CED06FW, CED05FW, BED05FW, 05FW, CED04FW, BED04FW, CED03FW,
EDUC-4114	Curriculum Studies 1 (P/J)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, EDC08FW, BED07FW, EDC06FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 91/FW, 90/FW, 90/SUT2, 89/FA, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 84/FW
EDUC-4118	Curriculum Methods I (P/J)	CED14FW	CED14FW, CED13FW, CED12FW, CED11FW, CED10FW, CED09FW, CED08FW, CED07FW, CED06FW, CED05FW, CED04FW, CED03FW
EDUC-4202	Education & Schooling (J/I)	CED14FW	CED14FW, BED14FW, 14FW, CED13FW, 13FW, BED13FW, BED12FW, CED12FW, 12FW, BED11FW, 11FW, CED11FW, BED10FW, 10FW, CED10FW, 09FW, BED09FW, CED09FW, BED08FW, 08FW, CED08FW, BED07FW, 07FW, CED07FW, 06FW, BED06FW, CED06FW, CED05FW, BED05FW, 05FW, 04FW, CED04FW, BED04FW, CED03FW, 03FW, 02FW
EDUC-4214	Curriculum Studies 1 (J/I)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 90/FW, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 84/FW
EDUC-4218	Curriculum Methods I (J/I)	CED14FW	CED14FW, CED13FW, CED12FW, CED11FW, CED10FW, CED09FW, CED08FW, CED07FW, CED06FW, CED05FW, CED04FW, CED03FW, 02FW
EDUC-4306	Education & Schooling (I/S)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW

**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
EDUC-4307	Educ. Psyc. & Spec.Ed. (I/S)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW
EDUC-4315	Curriculum Methods (I/S)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW
EDUC-4315C	Methods - Computers I/S		
EDUC-4315M	Methods - Management I/S		
EDUC-4325	Curriculum Devel. & Eval.(I/S)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW
EDUC-4326	Business Studies: Intermediate	BED14FW	BED14FW, BED13FW
EDUC-4327	Business Studies: Senior	BED14FW	BED14FW, BED13FW
EDUC-4355	Observ.& Pract. Teaching (I/S)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW
EDUC-4416	Computer Studies-Intermediate	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW
EDUC-4417	Computer Studies (Senior)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, AQ05FW, BED05FW, SPIN05S, AQ04FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW
EDUC-4445	Teaching Environmental Sci., I	AQ04FW	AQ04FW, 94/SUFT
EDUC-4454	Curriculum Methods (P/J)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, EDC08FW, BED07FW, EDC06FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 92/SUFT, 91/FW, 91/SUFT, 90/FW, 90/SUT2, 89/FA, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 84/FW
EDUC-4454C	Methods - Computers P/J		
EDUC-4454M	Methods - Management P/J		
EDUC-4464	Curriculum Methods (J/I)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 90/FW, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 84/FW
EDUC-4464C	Methods - Computers J/I		
EDUC-4464M	Methods - Management J/I		

**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
EDUC-4476	Physical & Health Educ.(Inter)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 90/FW, 89/FW, 84/FW
EDUC-4477	Physical & Health Educ. (Sr)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, SPIN05S, BED04FW, SPIN04S, 03FW, SPIN03S, 02FW, AQ02SS, 01/FW, 01/SPT1, 00/FW, 00/SPT1, 99/FW, 99/SPT1, 98/FW, 98/SPT1, 97/WI, 97/FW, 97/SPT1, 96/FW, 96/SPT1, 95/FW, 95/SPT1, 94/FW, 94/SPT1, 93/FW, 93/SUT2, 93/SPT1, 92/FW
EDUC-4487	Science-Biology (Senior)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, AQ05FW, BED05FW, SPIN05S, BED04FW, SPIN04S, 03FW, SPIN03S, 02FW, AQ02SS, 01/FW, 01/SPT1, 00/FW, 00/SPT1, 99/FW, 99/SPT1, 98/FW, 98/SPT1, 97/WI, 97/FW, 97/SPT1, 96/FW, 96/SPT1, 95/WI, 95/FW, 95/SUT2, 95/SPT1, 94/FW, 94/SPT1, 93/FW, 93/SUT2, 93/SPT1, 92/FW
EDUC-4496	Visual Arts (Intermediate)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 89/FW
EDUC-4497	Visual Arts (Senior)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, SPIN05S, BED04FW, SPIN04S, 03FW, SPIN03S, 02FW, AQ02SS, 01/FW, 01/SPT1, 00/FW, 99/FW, 99/SPT1, 98/FW, 98/SPT1, 97/SPT1, 96/FW, 95/FW, 95/SPT1, 94/FW, 94/SPT1, 93/FW, 93/SPT1, 92/FW
EDUC-4506	Science - Physics (senior)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW
EDUC-4516	Music-Intstrumental (Int.)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 89/FW
EDUC-4517	Music-Instrumental (Senior)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, SPIN05S, BED04FW, SPIN04S, 03FW, SPIN03S, 02FW, AQ02SS, 01/FW, 01/SPT1, 00/FW, 00/SPT1, 99/FW, 99/SPT1, 98/WIFT, 98/FW, 98/SPT1, 97/FW, 97/SPT1, 96/FW, 96/SPT1, 95/FW, 95/SUT2, 95/SPT1, 94/FW, 94/SPT1, 93/FW, 93/SUT2, 93/SPT1, 92/FW

**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
EDUC-4537	Science - Chemistry (Senior)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, SPIN03S, 02FW, 01/FW, 00/FW, 99/FW, 98/WIFT, 95/SPT1, 94/SPT1, 93/SUT2, 93/SPT1
EDUC-4596	Science II (intermediate)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW
EDUC-4641	Observ.& Prac.Teaching I (P/J)	CED14FW	CED14FW, CED13FW, CED12FW, CED11FW, CED10FW, CED09FW, CED08FW, CED07FW, CED06FW, CED05FW, CED04FW, CED03FW
EDUC-4684	Observ.& Practice Teach. (P/J)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, EDC08FW, BED07FW, EDC06FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/WI, 99/FW, 98/FW, 97/FW
EDUC-4694	Observ.& Practice Teach. (J/I)	BED14FW	BED14FW, BED13FW, BED12FW, BED11FW, BED10FW, BED09FW, BED08FW, BED07FW, BED06FW, BED05FW, BED04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW
EDUC-5998	Continuation Fee - No Charge		
EDUC-5999	Comprehensive Exam		
ENGL-1106	Intro English Studies I	11SS	11SS, 10FW, 10SS, 09FW
ENGL-1107	Intro English Studies II	11SS	11SS, 10FW, 10SS, 09FW
ENGL-2117	Texts and Intertexts II	10FW	10FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW
ENGL-3037	Studies in Media II	12FW	12FW, 11FW, 10FW, 09FW, 08FW, 07FW
ENGL-3147	Studies in Postcolonial Lit II	10FW	10FW, 09FW, 07FW, 03FW
ENGL-3607	Studies in Popular Culture II	12FW	12FW, 11FW, 10FW, 09FW, 08FW, 08SS, 06FW, 06SS, 05FW, 03FW
ENGL-4887	Honours Seminar	10FW	10FW, 09FW, 06FW, 05FW
ENGL-4897	Honours Seminar	12FW	12FW, 10FW, 07FW
GEND-3045	Masculinities & Power	12FW	12FW
GEND-3506	Environmental Justice I	11SS	11SS, 10SS, 09SS, 08SS, 07SS, 06SS
GEOG-2356	Intro to Int'l Development	11FW	11FW, 10FW, 09FW
GEOG-2406	A Geography of Canada	11FW	11FW, 10FW, 10SS, 09FW, 09SS, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW
GEOG-2407	Selected Regions of N.A.	10SS	10SS, 07FW
GEOG-2706	Russia and Eurasian Republics	10FW	10FW, 08FW, 07FW, 05FW, 04FW, 03FW
GEOG-2707	A Geography of Eastern Europe	11FW	11FW, 09FW, 07FW, 06FW, 04FW
GEOG-2807	Local and Regional Development	10FW	10FW, 09FW, 08FW, 06FW, 05FW, 04FW, 02FW, 00/WI, 99/WI, 98/WI, 95/FA, 93/FA, 91/FA
GEOG-3027	Spatial Statistics	10FW	10FW, 09FW
GEOG-3107	Weather Analysis & Forecasting	10FW	10FW
GEOG-3127	Water Resource Management	12FW	12FW, 11FW, 11SS, 10FW, 09FW, 08FW, 07FW
GEOG-3806	Transportation & Communication	10FW	10FW, 09FW, 08FW, 06FW, 05FW, 03FW, 01/WI, 99/FA, 98/FA

**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
GEOL-1005	General Geology	10FW	10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 81/FW
GEOL-1020	Understanding the Earth	10FW	10FW, 10SS, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 97/SPFT, 96/FW, 95/FW, 94/FW, 93/FW, 93/SPFT, 92/FW, 91/FW, 90/FW, 90/SPFT, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW
HIST-1205	Europe Since 1500	10FW	10FW, 09FW, 08FW, 07FW, 07SS, 06SS, 05FW, 05SS, 04FW, 04SS, 03FW, 03SS, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 95/FW, 94/FW, 93/FW, 92/FW, 91/FW, 90/FW, 90/SPFT, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 84/FW, 82/FW, 81/FW
HIST-1505	A History of the Modern World	10SS	10SS, 08SS, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/SPFT, 98/FW, 97/FW, 96/FW
HIST-2055	History Ancient Civilizations	08SS	08SS, 07FW, 07SS, 06SS, 05FW, 04SS, 03SS, 02SS, 00/FW, 98/FW, 96/FW, 93/FW, 92/FW, 91/FW, 90/FW, 89/FW, 88/SPFT, 83/FW
HIST-2155	Early Modern Europe: 1400-1800	10FW	10FW, 08FW, 07FW, 06FW, 05FW, 03FW, 01/FW, 99/FW, 97/FW, 94/FW, 92/FW, 91/FW, 89/FW
HIST-2275	Environmental History	10FW	10FW
HIST-2305	20th Century World	11FW	11FW, 09FW, 07FW, 06FW, 06SS, 05FW, 00/SUFT, 97/FW, 94/FW, 92/FW, 88/FW, 86/FW
HIST-2405	History of Modern Britain	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 04FW, 02FW, 01/SUFT, 99/SUFT, 90/FW, 87/FW, 85/FW, 83/FW
HIST-2506	Modern France	06FW	06FW, 05FW, 04FW, 03FW, 00/WI
HIST-2515	History of the United States	11FW	11FW, 10FW, 09FW, 08FW, 07FW
HIST-2555	State and Society in Canada	11FW	11FW, 09FW
HIST-3236	Slavery in the Americas	06FW	06FW, 04FW
HIST-3416	War and Peace: 1648 to 1919	08SS	08SS
HIST-3605	Modern Germany	07FW	07FW, 06FW
HIST-4675	Int'l History of the Cold War	08FW	08FW, 07FW, 06FW
MUSC-1026	Hist of Western Art Music I	10FW	10FW, 06FW, 05FW, 04FW
MUSC-1027	Hist of Western Art Music II	11FW	11FW, 06FW, 05FW, 04FW
MUSC-1101	Music Theory I	11FW	11FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FA, 00/FA, 99/FA, 98/FA, 93/SPT1
MUSC-1420	Applied Music I	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW
MUSC-2126	Aural Skills	11FW	11FW
MUSC-2127	Fundamentals of Conducting	10FW	10FW, 06SS
MUSC-2216	Topics in Music Education	11FW	11FW, 09FW, 08FW
MUSC-2255	Elementary School Music I	10FW	10FW, 07SS, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 01/SPFT, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 93/FW, 91/FW

**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
MUSC-2420	Applied Music II	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW
MUSC-3420	Applied Music III	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW
NURS-2027	ClinPrac-Specialized Settings	13FW	13FW, 13SS, 12FW, 12SS, 11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW
ORGS-4145	Field Placement in HRM	10FW	10FW
PHED-1006	Introduction to PE	13FW	13FW, 12FW, 11FW, 10FW, 09FW, 08FW, 07FW
PHED-2007	Adapted Physical Activity	13FW	13FW, 12FW, 11FW, 10FW, 09FW, 08FW
PHED-2106	Placement I	13FW	13FW, 12FW, 11FW, 10FW, 09FW, 08FW
PHED-3026	Biomechanics I	13FW	13FW, 12FW, 11FW, 10FW, 09FW
PHED-3217	Research Methods	13FW	13FW, 12FW, 11FW, 10FW, 09FW
PHED-4027	Fitness Principles	13FW	13FW, 12FW, 11FW, 10FW
PHED-4036	Ergonomics	11FW	11FW
PHIL-3755	Social & Political Philosophy	10FW	10FW, 08FW, 06FW, 05SS, 02FW
PHIL-4205	Seminar in Problems of Philoso	10FW	10FW, 08FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW
POLI-1005	Intro. to Political Science	12FW	12FW, 11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 99/SPFT, 98/FW, 97/FW, 96/FW, 95/FW, 95/SPFT, 94/FW, 93/FW, 92/FW, 91/FW, 90/FW, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 83/FW, 82/FW
PSYC-3307	Learning II	01/WI	01/WI, 01/SPT2, 97/SPT2, 93/WI, 91/WI
SOCI-1017	Sociological Analysis	11FW	11FW, 10FW, 09FW, 09SS
SOCI-2026	Sociology of Work	10FW	10FW, 09FW
SOCI-2086	Intro Criminological Theory	10FW	10FW, 09FW, 08FW, 08SS, 07FW, 06FW, 06SS, 05FW, 05SS, 04FW, 03FW, 02FW, 01/FA, 00/FA, 00/SPT1, 99/FA, 98/FA, 98/SUT1, 97/FA, 96/FA, 96/SPT1, 95/SPT1, 94/FA, 92/FA, 89/FA, 88/FA
SOCI-2087	Intro to Criminal Justice	10FW	10FW, 09FW, 08FW, 08SS, 07FW, 06FW, 06SS, 05FW, 05SS, 04FW, 03FW, 02FW, 01/WI, 00/WI, 00/SPT2, 99/WI, 98/WI, 98/SUT2, 97/WI, 96/WI, 96/SPT2, 95/SPT2, 95/SPT1, 93/SPT1, 89/WI, 88/WI
SOCI-2206	Demography	10FW	10FW, 09FW
SOCI-2256	Globalization and Development	11FW	11FW, 09FW
SOCI-2506	Social Problems	11SS	11SS, 10FW, 09SS, 08FW, 07FW, 06FW, 06SS, 05FW, 04FW, 03FW, 02FW, 02SS, 01/FA, 00/FA, 99/FA, 98/WI, 95/FA, 93/FA, 92/WI, 90/FA, 90/SPT1
SOCI-3037	Topics in Sociology of Family	10FW	10FW, 09FW
SOCI-3066	Social Inequality		
SOCI-3075	Mass Culture and Mass Media	08FW	08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/SPFT, 95/FW, 93/FW, 91/FW, 89/FW, 84/SUFT
SOCI-3086	Law and Society	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 03FW

**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
SOCI-3087	Society, Law and Social Change	11FW	11FW, 10FW, 09FW, 08FW, 07FW
SOCI-3096	Topics in Canadian Society		
SOCI-3115	Comparative Social Systems	93/FW	93/FW, 92/FW, 91/FW, 90/FW, 89/FW
SOCI-3125	Research Methods & Data Analys	07FW	07FW, 07SS, 06FW, 06SS, 05FW, 05SS, 04FW, 04SS, 03FW, 03SS, 02FW, 02SS, 01/FW, 00/FW, 99/FW, 99/SPFT, 98/FW, 97/FW, 97/SUFT, 96/FW, 96/SPFT
SOCI-3126	Social Research Methods	11SS	11SS, 10FW, 10SS, 09FW, 09SS, 08FW, 08SS, 03FW
SOCI-3127	Social Statistics and Data Ana	11SS	11SS, 10FW, 10SS, 09FW, 09SS, 08FW, 08SS
SOCI-3136	Ageism	07FW	07FW, 06FW
SOCI-3146	Age and Culture	07FW	07FW, 06FW
SOCI-3157	Diversity and Age		
SOCI-3196	Social Movements	88/FA	88/FA
SOCI-3197	Topics in Soc of Medicine		
SOCI-3206	Population and Society		
SOCI-3246	Gender & International Develop	06FW	06FW, 06SS, 05FW, 05SS, 04FW, 03FW, 02FW, 01/WI, 00/FA
SOCI-3307	Social Problems: Legal Issues	08SS	08SS, 06FW, 06SS, 98/FA, 95/WI, 94/SPT1, 90/WI, 90/SPT2
SOCI-4005	Independent Studies	08FW	08FW, 08SS, 06FW, 06SS, 97/SUFT, 97/SPFT, 96/FW, 96/SUFT, 95/FW, 95/SPFT, 94/FW, 94/SPFT, 93/FW, 93/SPFT, 92/FW, 92/SPFT, 91/FW, 91/SPFT
SOCI-4017	Topics in Sociological Theory	08FW	08FW, 07FW
SOCI-4026	Structuralism and Post-Struct.		
SOCI-4027	Feminist Sociological Theory		
SOCI-4036	Qualitative Research Methods	08FW	08FW, 07FW
SOCI-4095	Research Essay	08FW	08FW, 06FW, 04FW, 03FW, 03SS, 02FW, 02SS, 01/FW, 00/FW, 00/SPFT, 99/FW, 99/SUFT, 98/FW, 98/SUFT, 97/FW, 97/SUFT, 97/SPFT, 96/FW, 96/SPFT, 95/FW, 95/SPFT, 94/FW, 94/SUFT, 93/FW, 93/SUFT, 93/SPFT, 92/FW, 92/SPFT, 91/FW, 91/SPFT, 90/FW
SOCI-4126	Survey Research	10FW	10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 03FW, 01/FA
SOCI-4136	Social Theories in Aging	08FW	08FW, 07FW, 06FW
SOCI-4295	Selected Topics in Sociology	08FW	08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW
SOCI-4347	Applied Criminological Theory		
SOSC-2106	Ethics for Social Science	01/WI	01/WI, 00/SUFT, 99/WI
SWLF-1005	Social Welfare & Development	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FW, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 91/FW, 90/FW, 89/FW, 88/FW, 87/FW, 86/FW, 85/FW, 84/FW, 83/FW, 82/FW
SWLF-2105	Social Welfare as Social Insti	07FW	07FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 98/FW, 97/FA, 96/FW, 95/FW, 94/FW, 93/FW, 92/FW, 91/FW, 90/FW, 89/FW, 88/FW, 87/FW, 86/FW, 84/FW, 83/FW

**Courses to be Deleted**

<b>Course Term</b>	<b>Course Short Title</b>	<b>Most Recent Term</b>	<b>Terms Offered</b>
SWLF-3255	Rural Social Development	06FW	06FW, 04FW, 01/FW, 98/FW, 94/FW, 92/FW, 87/FW
SWLF-3306	Social Welfare in US & Europe	09FW	09FW, 03FW, 02FW, 99/FA, 97/FA, 95/FA, 93/FA, 92/FA
SWLF-3405	Concepts of Wellness in 1st Na	11SS	11SS, 10FW, 09FW, 08FW, 08SS, 07SS, 06SS, 05SS, 04SS, 03SS, 02SS, 00/SPFT, 97/FW, 96/FW, 94/FW
SWLF-3445	Women and Social Welfare	11FW	11FW, 10FW, 08FW, 06FW, 05FW, 04FW, 03FW, 02FW, 01/FW, 00/FW, 99/FW, 99/SPFT, 97/FW, 96/SUFT, 94/FW
SWLF-3505	Social Change Social Justice	08FW	08FW
SWLF-3805	Abuse & Violence Within the Fa	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 04SS, 03FW, 01/FW, 00/FW, 00/SPFT, 98/FW, 97/FW, 97/SPFT, 96/FW, 95/SUFT, 93/FW, 92/FW, 91/FW, 90/FW, 89/FW, 88/FW, 87/FW, 85/FW, 84/FW, 83/FW, 82/FW
SWLF-3825	Addictions	11FW	11FW, 10FW, 09FW, 08FW, 07FW, 06FW, 05FW, 04FW, 03FW, 03SS, 02FW, 01/SPFT, 00/SUFT, 98/FW, 97/SUFT, 95/FW, 92/SPFT
SWLF-3915	Special Topics	05FW	05FW, 04FW, 99/SUFT, 95/FW, 92/FW, 91/FW, 91/SPFT, 89/FW
SWLF-3926	Topic: TBA		
SWLF-3927	Topic: TBA		
SWLF-3995	Community Service Learning	11FW	11FW, 10FW, 09FW
TMGT-1106	Technology in Business	12FW	12FW, 11FW, 10FW, 09FW, 08FW, 07FW, 06FW
TMGT-2011	Fundamentals of GIS		
TMGT-3096	Field Placement in Tech Mgmt	09SS	09SS



**Report of the  
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

**Friday, February 19, 2021**

The sixth meeting of the Academic Quality Assurance and Planning Committee was held on Friday, February 19, 2021 via Zoom conference.

**COMMITTEE MEMBERS:**

Arja Vainio-Mattila  
Jim McAuliffe  
John Nadeau  
Debra Iafrate  
Nancy Black  
Stephen Tedesco

Judy Smith  
James Abbott  
Rob Breton  
Steven Cairns  
Ron Hoffman  
Kristina Karvinen

Graydon Raymer  
Susan Srigley  
Sarah Winters  
Hannah Mackie  
Charlotte Foster

Regrets: Pat Maher, Pavlina Radia, Ashley Locke

Guests: Beth Holden, Laura Solano Moya

Recording Secretary: S. Landriault

**Recommendation on Adjusting the English Language Requirement for Nipissing University**

The Registrar and the Manager of International Recruitment and Admissions brought forward policy modifications to the Consecutive Education, Graduate Studies and the Undergraduate Studies English Language Proficiency Policies. The rationale for the changes to the Consecutive Education and the Graduate Studies programs' Policies included a change in the IELTS test. The current writing band of 6 would move to a 6.5. The purpose of this change is to align all the scores to 6.5. As well, two new tests, CAEL Online and Cambridge, will be introduced. The purpose of these additions is to align with the Undergraduate Studies English Language Proficiency Policy.

The rationale for the changes to the Undergraduate Studies English Language Proficiency Policy included a change in the structure dividing it into three parts: English Language Proficiency Tests & Scores, Exemptions to the Policy, and EAP Pathways. In the first part (Test & Scores), the scores on the IELTS test have been changed from overall 6.5 with no bands less than 6.5, to overall 6.5 with no bands less than 6. The purpose of this change is to align our bands' scores with the rest of the Ontario universities and to be able to attract more International students. Two new tests have also been introduced:

1. CAEL online: A Canadian English Online test as a good option when there is no opportunity to do the test in a specialized test centre and to replace DUOLINGO, which is no longer accepted for IRCC.
2. Cambridge, a well-recognized test that is popular in the Latin America and Africa markets.

The scores in all the tests for the Nursing program have been raised. IELTS will be an overall 7 with no bands less than 6.5. The reason for this change is to be congruent with the nature of this profession that requires a high command of language skills, and also to align with the scores that the rest of the universities are using for this type of program.

In the second part, the following exemptions have been excluded as these certificates do not guarantee the English proficiency of the students:

Achieve a minimum score of 75% or better in the All India Senior Secondary School Certificate (ISSC) Core or Functional English or the Indian School Certificate (ISC) English, issued by the Council for the Indian School Certificate Examinations (CISCE).

In the third part (EAP Pathways) a general sentence is being introduced: "Nipissing's Pathways partners", instead of mentioning one by one the EAP pathways partners that we will accept. This will avoid modifying the policy every time a new EAP pathways partner is approved.

- Motion 1: Moved by R. Breton, seconded by J. McAuliffe that motions 3-5 be considered as an omnibus motion.  
Carried
- Motion 2: Moved by R. Breton, seconded by J. McAuliffe that motions 3-5 be approved as an omnibus motion.  
Carried
- Motion 3: Moved by R. Breton, seconded by J. McAuliffe that the modification to the Consecutive Education English Language Proficiency Policy be approved and recommended to Senate.
- Motion 4: Moved by R. Breton, seconded by J. McAuliffe that the modification to the Graduate Studies English Language Proficiency Policy be approved and recommended to Senate.
- Motion 5: Moved by R. Breton, seconded by J. McAuliffe that the modification to the Undergraduate Studies English Language Proficiency Policy be approved and recommended to Senate.  
Motions 3-5 approved as omnibus, Carried.

### **Background on Program Renewal - Presentation by Stephen Tedesco, Director of Institutional Planning and Analysis**

The Director of Institutional Planning and Analysis provided a presentation which included a head count by program and academic year, the annual undergraduate full time equivalent (FTE) by course registration, and the fiscal full time equivalent identifying the enrolment in top programs.

The Provost opened the discussion by providing background on the Academic Quality Assurance Committee (AQAPC). Over the past 3 years our position as being in arrears with our IQAP processes has been corrected, and a new institutional protocol was created. The name of the AQAPC was also changed to reflect the focus on IQAP processes. Although the AQAPC's terms of reference focus on academic policy, it is also important to examine policy decisions that need to be made to support the renewal of our programs. The AQAPC could examine the banking of old programs that have not been offered in years that dilute resources, and replace them with new programs.

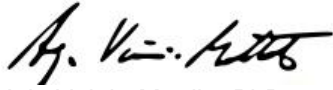
The AQAPC could also be a good platform for the discussion of program renewal, continuing education, micro credentials, delivery modes, as well as the review and development of programs to interest and make available to more students. We have 4 cohorts of students, Aboriginal, international, mature and high school students. It is important that we figure out how to get better data on what kind of opportunities are desirable in the community. It was noted that the course, "Water", offered by Dr. Renee Valiquette a few years ago, brought in a lot of interest. The "ACAD" course, is another good example. Continuing education courses often become a conduit and a way of connecting with the local community. There is also interest in the community to audit courses. These types of courses could be a good transition for students to NU. Another opportunity discussed were students that come to us to take a second degree. The Registrar's Office will sit down with students and discuss continued pathways. The IB program is also an area of opportunity to create pathways. It is important that we get better at telling our NU story and provide opportunities such as these.

Over the next months, the AQAPC will raise these questions and formulate recommendations and proposals to have further discussions. Goals will be set for the program renewal process so that we are offering the types of academic courses and programs that students are interested in.

At the last AQAPC meeting, the change of terminology of students being admitted as undeclared students was discussed. It was further noted that having an open first year may appeal more to undecided younger students as well as undecided mature students. It was also suggested that the structure be changed so that students don't have to declare. This would be more helpful than just changing the name. It is important for students to get the breadth first. The Provost, Registrar, and Associate Registrar, Academic Policy and Advising, will meet to identify the policy structures. This change will be brought forward to the next AQAPC meeting to make a policy decision and then brought forward to Senate.

The Provost encouraged AQAPC members to think further about the ideas and suggestions discussed and continue conversations with colleagues.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Arja Vainio-Mattila'.

Arja Vainio-Mattila, PhD  
Chair, Academic Quality Assurance and Planning Committee

- Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated February 19, 2021.
- Motion 2: That Senate approve the attached modifications to the Consecutive Education English Language Proficiency Policy.
- Motion 3: That Senate approve the attached modifications to the Graduate Studies English Language Proficiency Policy.
- Motion 4: That Senate approve the attached modifications to the Undergraduate Studies English Language Proficiency Policy.

## **Academic Quality Assurance and Planning Committee**

### **Consecutive Education English Language Proficiency Policy Modification**

**Motion:** That Academic Quality Assurance and Planning Committee recommend to Senate that the Consecutive Education English Language Proficiency Policy modification be approved.

#### **Current Policy**

Applicants whose first language is not English will be required to submit the results from either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English. The required minimum score for the TOEFL iBT is 93 with a minimum score of 20 in reading and listening and a minimum score of 22 in writing and speaking. The TOEFL is administered by the Educational Testing Service: [www.toefl.org](http://www.toefl.org). The requirement for IELTS is a minimum overall score of 6.5 with a minimum score of at least 6.5 in reading, listening and speaking and a minimum score of 6 in writing. The test is administered by IELTS Test Centre Canada: [www.ieltscanada.ca](http://www.ieltscanada.ca). The requirement for the Pearson Test of English is an overall score of 63 with a minimum score of 60 in each section.

#### **Proposed Policy**

Applicants to Nipissing University's Consecutive Education program whose first language is not English will be required to achieve the required proficiency level on one of the following tests of English language proficiency for admission consideration.

- Test of English as a Foreign Language (TOEFL) 93 with a minimum score of 20 in reading and listening and a minimum score of 22 in writing and speaking. The TOEFL is administered by the Educational Testing Service (ETS): [www.toefl.org](http://www.toefl.org).
- International English Language Testing Service (IELTS) with a minimum overall score of 6.5 with no band less than 6.5. The test is administered by IELTS Test Centre Canada: [www.ieltscanada.ca](http://www.ieltscanada.ca).
- Pearson Test of English (PTE Academic) with a minimum overall score of 63 with a minimum score of 60 in each section.
- Canadian Academic English Language (CAEL/CAEL Online) with a minimum overall score of 70 with no band less than 60.
- Cambridge English Qualifications with a C1 minimum overall score of 176 with a minimum score of 169.

#### **Rationale**

The new policy has only two changes:

1. One change in the IELTS test, instead of a 6 in the writing band, we are moving to a 6.5 in that band. The purpose of this change is to align all the scores to 6.5
2. Introducing two new tests CAEL Online and Cambridge, the purpose of this additions is to be align with the UG policy.



**Academic Quality Assurance and Planning Committee**  
**Graduate Studies English Language Proficiency Policy Modification**

**Motion:** That Academic Quality Assurance and Planning Committee recommend to Senate that the Graduate Studies English Language Proficiency Policy modification be approved.

**Current Policy**

Applicants whose first language is not English are required to submit the results of an acceptable English Language Proficiency test, with the minimum scores indicated below:

The following are the minimum ELP requirements for admission to the School of Graduate Studies; in addition, each program will have minimum language requirements specific to the program:

- TOEFL iBT, with a minimum overall score of 93, and a minimum score of 20 in reading and listening and a minimum score of 22 in speaking and writing, or
- IELTS, with an overall score of no less than 6.5 and a minimum of 6.5 in reading, listening and speaking and a minimum score of 6.0 in writing, or
- Pearson Test (PTE Academic), with a minimum overall score of 63 with a minimum score of 60 in each subsection

The required minimum scores must be submitted before the candidate can be considered for admission.

In some circumstances the English Language Proficiency requirement may be waived. Please contact the Office of the Registrar for additional information.

**Proposed Policy**

Applicants to programs offered by the School of Graduate Studies at Nipissing University whose first language is not English will be required to achieve the required proficiency level on one of the following tests of English language proficiency for admission consideration:

- Test of English as a Foreign Language (TOEFL) 93 with a minimum score of 20 in reading and listening and a minimum score of 22 in writing and speaking.
- International English Language Testing Service (IELTS) with a minimum overall score of 6.5 with no band less than 6.5.
- Pearson Test of English (PTE Academic) with a minimum overall score of 63 with a minimum score of 60 in each section.
- Canadian Academic English Language (CAEL/CAEL Online) with a minimum overall score of 70 with no band less than 60.
- Cambridge English Qualifications with a C1 minimum overall score of 176 with a minimum score of 169.

**Rationale:**

The new policy has only two changes:

1. One change in the IELTS test, instead of a 6 in the writing band, we are moving to a 6.5 in that band. The purpose of this change is to align all the scores to 6.5.
2. Introducing two new tests CAEL Online and Cambridge, the purpose of these additions is to align with the UG policy.

Submitted by: Laura Solano Moya

Date: February 18, 2021



## **Academic Quality Assurance and Planning Committee**

### **Undergraduate Studies English Language Proficiency Policy Modification**

**Motion:** That Academic Quality Assurance and Planning Committee recommend to Senate that the Undergraduate Studies English Language Proficiency Policy modification be approved.

#### **Current Policy**

All applicants to Nipissing University undergraduate degree and post-baccalaureate programs (excluding BEd) from countries where the dominant language of instruction is other than English are required to demonstrate proficiency in English for admission consideration.

Permanent Resident applicants whose first language is not English may be required to provide proof of proficiency in English. Permanent Resident applicants whose first language is not English but who have lived at least three years in Canada, or a country where English is the dominant language may be exempt.

Applicants can demonstrate proficiency in one of the following ways:

1. Completion of three or more consecutive years of full-time education in English within Canada immediately prior to attending Nipissing University.
2. Completion of three or more consecutive years of full-time education in English in a country other than Canada where English is the dominant language. These years must be immediately prior to attending Nipissing University.
3. Achieve the required proficiency level on one of the following tests of English language proficiency:
  - Test of English as a Foreign Language (TOEFL): minimum score of 83 (iBT) with a minimum score of 20 in reading, listening and writing, and a minimum score of 22 in speaking. The Nipissing University TOEFL institution code is #3614
  - International English Language Test Service (IELTS): minimum overall band score of 6.5 with a minimum 6.5 in reading, listening, speaking and writing.
  - Pearson Test of English (PTE) Academic: minimum overall score of 58 with a minimum score of 56 in speaking, writing, reading and listening.
4. Completion of an International Baccalaureate (IB) diploma with a minimum score of 5 or better in HL or SL English A: Literature or HL or SL English A: Language and Literature.
5. Graduate from a regionally accredited US secondary school and achieve a minimum score of 4 or better in Advanced Placement (AP) English Language & Composition or English Literature & Composition.
6. Achieve a minimum grade of B in GCSE, IGCSE or GCE Ordinary Level English Literature or English Language, a minimum grade of C in GCE A Level or AS Level or AICE or CAPE English or English Language, or a minimum score of M3 in Cambridge Pre-U English.
7. Achieve a minimum score of 75% or better in the All India Senior Secondary School Certificate (ISSC) Core or Functional English or the Indian School Certificate (ISC) English, issued by the Council for the Indian School Certificate Examinations (CISCE).

Applicants who have met all of Nipissing University's admission requirements except for the English language proficiency requirement can enroll in an EAP program. Applicants who enroll in one of the following programs will receive a conditional offer of admission. By successfully completing the program level indicated below, applicants can begin their studies at Nipissing University without further testing.

UOIT English Language Centre: Level 5

AYJ Global EAP Program: Highest Level

Brock University's Intensive English Language Program: Level 5

Canadian as a Second Language Institute (CSLI): Advanced Level 10

Capital English Solutions: College/University Preparation Course (CUPIC)

CultureWorks: Level 7

Applicants who have successfully completed EAP programs associated with other Canadian universities and obtained that university's minimum level for admission consideration may also be considered to have met Nipissing University's English language proficiency requirement. Alternatively, Nipissing University may enter into an agreement with a Languages Canada accredited program/school to offer such services on its campus, with similar minimum levels of proficiency.

### **Proposed Policy**

All applicants to Nipissing University undergraduate degree and post-baccalaureate programs (excluding BEd) from countries where the dominant language of instruction is other than English will be required to achieve the required proficiency level on one of the following tests of English language proficiency for admission consideration.

- *Test of English as a Foreign Language (TOEFL)*: Applicants to all programs except Nursing require a minimum score of 83 (iBT) with a minimum score of 20 in reading, listening and writing, and a minimum score of 22 in speaking. Applicants to Nursing require a minimum score of 93 with a minimum score of 20 in reading and listening and a minimum score of 22 in writing and speaking. The Nipissing University TOEFL institution code is #3614.
- *International English Language Test Service (IELTS)*: Applicants to all programs except Nursing require a minimum overall band score of 6.5 with a minimum 6 in reading, listening, speaking and writing. Applicants to Nursing require a minimum overall band score of 7 with a minimum 6.5 in reading, listening, speaking and writing.
- *Pearson Test of English (PTE) Academic*: Applicants to all programs except Nursing require a minimum overall score of 58 with a minimum score of 56 in speaking, writing, reading and listening. Applicants to Nursing require a minimum overall score of 63 with a minimum score of 60 in each section.
- *Canadian Academic English Language (CAEL/CAEL Online)*: Applicants to all programs except Nursing require a minimum overall score of 60 with no band less than 60. Applicants to Nursing require a minimum overall score of 70 with no band less than 60.
- *Cambridge English Qualifications*: A C1 minimum overall score of 176 with a minimum score of 169.



Permanent Resident applicants whose first language is not English may be required to provide proof of proficiency in English. Permanent Resident applicants whose first language is not English but who have lived at least three years in Canada, or a country where English is the dominant language may be exempt.

### ***English Language Policy Exemptions***

To be exempted from providing proof of English language proficiency you must satisfy one of the following criteria:

Applicants can demonstrate proficiency in one of the following ways:

- Completion of three or more consecutive years of full-time education in English within Canada immediately prior to attending Nipissing University.
- Completion of three or more consecutive years of full-time education in English in a country other than Canada where English is the dominant language. These years must be immediately prior to attending Nipissing University.
- Completion of an International Baccalaureate (IB) diploma with a minimum score of 5 or better in HL or SL English A: Literature or HL or SL English A: Language and Literature.
- Graduate from a regionally accredited US secondary school and achieve a minimum score of 4 or better in Advanced Placement (AP) English Language & Composition or English Literature & Composition.
- Achieve a minimum grade of B in GCSE, IGCSE or GCE Ordinary Level English Literature or English Language, a minimum grade of C in GCE A Level or AS Level or AICE or CAPE English or English Language, or a minimum score of M3 in Cambridge Pre-U English.

### ***English for Academic Purposes (EAP)***

Applicants who enroll in an EAP program with one of Nipissing's pathway partners will receive a conditional offer of admission. By successfully completing the level indicated in the partner agreement, applicants can begin their studies at Nipissing without further testing.

### **Rationale**

In the new policy we have included a change in the structure dividing it in three parts:

English Language Proficiency Tests & scores.

Exemptions to the Policy

EAP Pathways

In the **first part (test & scores)**, we have changed the scores on the IELTS test from overall 6.5 with no bands less than 6.5, to overall 6.5 with no bands less than 6. The purpose of this change is to align our bands scores with the rest of the Ontario Universities and to be able to attract more International students.

We have also introduced two new tests:

1. CAEL online: A Canadian English Online test as a good option when there is no opportunity to do the test at a specialized test centre and, to replace DUOLINGO that is not accepted anymore for IRCC.
2. Cambridge, a well recognized test that is popular in markets like Latin America and Africa.

Finally, we have changed and raised the scores in all the tests for the Nursing program, for instance IELTS will be: overall 7 no bands less than 6.5. The reason for this change is to be congruent with the nature of this profession that requires high commands of language skills and also, to align with the scores that the rest of the universities are using for this kind of program.

In the **second part (Exemptions)**, we have excluded:

*Achieve a minimum score of 75% or better in the All-India Senior Secondary School Certificate (ISSC) Core or Functional English or the Indian School Certificate (ISC) English, issued by the Council for the Indian School Certificate Examinations (CISCE).*

The reason is that those certificates do not guarantee the English proficiency of the students.

And lastly, in the **third part (EAP Pathways)** we are just introducing a general sentence by saying: “*Nipissing’s Pathways partners*”, instead of mentioning one by one the EAP pathways partners that we will accept. In that way we can avoid modifying the policy anytime that we approve a new EAP pathway partner.

Submitted by: Laura Solano Moya

Date: February 18, 2021