

Senate Agenda

Friday, April 8, 2022

2:30 p.m.

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0IreXJHWEk2NkphTzR6MFdmL1ZZUT09>

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 our relations.

2. **Approval of the Agenda**

3. **Adoption of the Minutes of the Senate Meeting of:** March 11, 2022

4. **Business Arising From the Minutes**

- Question regarding direct investments in Russia (VPFA)

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) 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 31, 2022 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated March 9, 2022 be received.

Faculty of Arts and Science**Biology**

Motion 2: That Senate approve the creation of BIOL-1022 Concepts in Anatomy and Physiology as outlined in the attached document.

Motion 3: That Senate approve the creation of BIOL-2006 Fundamental Microbiology as outlined in the attached document.

Motion 4: That Senate approve the hours of BIOL-2116 Principles of Microbiology be changed as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Motion 5: That Senate approve the creation of learning outcomes for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Motion 6: That Senate approve the restrictions for BIOL-2116 Principles of Microbiology be revised as outlined in the attached document.

Motion 7: That Senate approve the antirequisite for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3837 Mammalogy as outlined in attached document.

Motion 8: That Senate approve the creation of learning outcomes for BIOL-3837 Mammalogy as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing as outlined in attached document.

Non-Substantive

The revision of the course description for BIOL-1006 Introduction to Molecular and Cell Biology as outlined in attached document.

Motion 9: That Senate approve the creation of learning outcomes for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing as outlined in the attached document.

Non-Substantive

The course title for BIOL-1011 be changed from Introduction to Molecular and Cell Biology for Nursing to Human Biology and Biochemistry as outlined in attached document.

Non-Substantive

The revision of the course description for BIOL-2446: Principles of Ecology as outlined in attached document.

Motion 10: That Senate approve the creation of learning outcomes for BIOL-2446: Principles of Ecology as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3397: Introductory Soil Science as outlined in attached document.

Motion 11: That Senate approve the creation of learning outcomes for BIOL-3397: Introductory Soil Science as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3436: Conservation Biology as outlined in attached document.

Motion 12: That Senate approve the creation of learning outcomes for BIOL-3436: Conservation Biology as outlined in the attached document.

Motion 13: That Senate approve the creation of learning outcomes for BIOL-4995: Thesis as outlined in the attached document.

Motion 14: That Senate approve the creation of BIOL-4507 Special Topics in Molecular and Cell Biology as outlined in the attached document.

Motion 15: That Senate approve the creation of BIOL-4606 Climate Change Biology Seminar as outlined in the attached document.

Motion 16: That Senate approve the deletion of ENSC-1005: Introduction to Environmental Science.

Motion 17: That Senate approve the creation of ENSC-1006: Introduction to Environmental Science Part 1 as outlined in the attached document.

Motion 18: That Senate approve the creation of ENSC-1007: Introduction to Environmental Science Part 2 as outlined in the attached document.

English

Non-Substantive

The course title for ENGL-2257 be changed from Hyphenated-Canadians: Canadian Literature After 1914 to Contemporary Canadian Literature as outlined in attached document.

Non-Substantive

The course title for ENGL-2256 be changed from Double Agents: Canadian Literature before 1914 to Early Canadian Literature as outlined in attached document.

Non-Substantive

That ENGL-2002: Culture in Crisis be unbanked as outlined in attached document.

Fine Arts and Performing Arts

Motion 19: That Senate approve the creation of FAVA-3236 Advanced 2D Studio as outlined in the attached document.

Motion 20: That Senate approve the creation of FAVA-3336 Advanced 3D Studio and Expanded Media as outlined in the attached document.

Motion 21: That Senate approve the creation of FAVA-3356 Curation and Museology as outlined in the attached document.

Motion 22: That Senate approve the creation of FAVA-4116 Independent Study in Art History and Visual Studies as outlined in the attached document.

Motion 23: That Senate approve the program requirements for the Bachelor of Fine Arts (Honours) be changed as outlined in the attached document.

Motion 24: That Senate approve the degree requirements for the Bachelor of Fine Arts (Honours) be changed as outlined in the attached document.

Motion 25: That Senate approve the program requirements for the Bachelor of Arts Specialization in Fine Arts be changed as outlined in the attached document.

Motion 26: That Senate approve the program requirements for the Bachelor of Arts Major in Fine Arts be changed as outlined in the attached document.

Non-Substantive

The following FAVA courses be banked: FAVA 1027 Studio Art: Ideas and Practices; FAVA 3096 Drawing: Contemporary Approaches; FAVA 3056 Advanced Painting; FAVA 3137 Mixed Print Media; FAVA 3147 Extended Sculpture Practice; FAVA 3156 Explorations in Digital Media; FAVA 3046 Critical Theories of Art History and Visual Studies; FAVA 4066 Issues in Curation and Museum Representation

Motion 27: That Senate approve FAVA-3346 Theoretical Issues in Contemporary Art be unbanked.

Non-Substantive

The course title for FAVA-3346 be changed from Theoretical Issues in Contemporary Art to Contemporary Art as outlined in attached document.

Non-Substantive

The course title for FAVA-2506 be changed from Figure Study to Artistic Anatomy and that the course description be revised as outlined in attached document.

Motion 28: That Senate approve the program requirements for the Minor in Film be changed as outlined in the attached document.

Non-Substantive

The prerequisite for FILM-2006 World Cinema, FILM-2106 Popular Spectacle Cinema, FILM-2206 Canadian Films, and FILM-2316 The Animated Feature be changed as outlined in attached document.

Non-Substantive

The course title for FILM-2316 be changed from The Animated Feature to Animated Films.

Geography

Non-Substantive

The course title for GEOG-4106 be changed from Terrain Analysis to Geomorphic Analysis of Landscapes as outlined in attached document.

Non-Substantive

The prerequisite(s) for GEOG-4106 Geomorphic Analysis of Landscapes be changed as outlined in attached document.

Non-Substantive

The prerequisite for GEOG-4237 Urban Health be changed as outlined in attached document.

Non-Substantive

The antirequisite for GEOG-3236 Environment and Health be removed as outlined in attached document.

Non-Substantive

The antirequisite for GEOG-3316 Geography of Health and Health Care be removed as outlined in attached document.

Motion 29: That Senate approve the requirements for the Certificate of Environmental Management be changed as outlined in the attached document.

Motion 30: That Senate approve the addition of a Note for the Certificate of Environmental Management as outlined in the attached document.

Motion 31: That Senate approve the deletion of the Note for the Certificate in Environmental Management as outlined in the attached document.

Math and Computer Science

Motion 32: That Senate approve the creation of COSC-3106, Human-Computer Interaction as outlined in the attached document.

- Motion 33: That Senate approve the deletion of COSC-4106 Human Computer Interaction.
- Motion 34: That Senate approve the creation of DIGI-2016 Contemporary Digital Humanities as outlined in the attached document.
- Motion 35: That Senate approve the creation of DIGI-2316 Digital Humanities Techniques I as outlined in the attached document.
- Motion 36: That Senate approve the creation of DIGI-3107 Digital Humanities Techniques II, as outlined in the attached document.
- Motion 37: That Senate approve that DIGI-2016 Contemporary Digital Humanities, DIGI-3107 Digital Humanities Techniques II, and DIGI-2316 Digital Humanities Techniques I be added as electives for the Certificate in Digital Humanities.

Psychology

- Motion 38: That Senate approve the removal of PSYC-3357 Design and Analysis II as a degree requirement for the BSc Honours Specialization in Psychology as outlined in the attached document.

Economics

- Motion 39: That Senate approve the creation of ECON-3036 Behavioural Economics as outlined in the attached document.
- Motion 40: That Senate approve the creation of ECON-2136 Sports Economics 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.

The attached listing of banked courses (Courses Deleted) were not offered in the past ten calendar years and will be deleted by the Registrar's Office.

Academic Quality Assurance and Planning Committee (AQAPC)

- Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated March 18, 2022 be received.
- Motion 2: That Senate approve the attached Criminology and Criminal Justice IQAP 2-Year Follow-up Report.
- Motion 3: That Senate approve the attached Graduate Studies Oral Defence Examination Regulation.

Research Committee

Motion 1: That the Report of the Research Committee dated March 31, 2022 be received.

Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated February 16, 2022 be received.

9. Other Business**10. Amendment of By-Laws****11. Elections****12. New Business****13. Announcements****14. Adjournment**

Minutes of the Academic Senate Meeting

March 11, 2022

2:30 p.m.

Zoom Videoconference

Members Present:

K. Wamsley (Chair), C. Richardson, C. Sutton, P. Maher,
J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Black

A. Burk, D. Campbell, N. Colborne (Speaker), J. Dech, H.
Earl, R. Gendron, L. Hoehn, M. Litalien, K. Lucas, C.
McFarlane, J. Murton, G. Phillips, S. Renshaw, M. Saari,
S. Srigley, M. Tuncali, R. Vernescu, S. Winters

J. Allison, A. Armenakyan, G. Brown, B. Elliott, K.
Ferguson, C. Greco, R. Hoffman, A. Kociolek, J. Muterera,
P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner

C. Irwin, O. Pokorny

J. Smith, K. Wilcox

J. McIntosh, M. Murray, M. Fichaud

Absent With Regrets:

S. Connor, A. Hatef

C. Anyinam, T. McParland, L. Peachey

A. Parolin

S. Pecoskie-Schweir, M. Taylor, E. Wilson

Approval of the Agenda of the Senate Meeting of: March 11, 2022

Motion 1: Moved by M. Tuncali, seconded by C. McFarlane that the agenda of the Senate meeting of March 11, 2022 be approved.
Carried

Adoption of the Minutes of the Senate Meeting of: Date February 11, 2022

Motion 2: Moved by D. Campbell, seconded by J. Dech that the minutes of the Senate meeting of February 11, 2022 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 our relations.

Reports From Other Bodies

The President began his report by thanking Dr. Carole Richardson for stepping in as Interim Provost and Vice-President, Academic and Research.

He spoke to the changing provincial regulations and advised that to maintain the safety of our campus and our community, the University will maintain our COVID-19 vaccination and masking policies until the end of the current term. The policies will be revisited at that time, and further communication will be provided.

The President advised that communication has not yet been received from the provincial government regarding our latest presentation on short-term funding related to the pandemic, or long-term funding related to our requests to the province. Town Hall meetings will be held with faculty and staff members, as well as students, for information purposes on items of university business including budgets and financing and the upcoming strategic planning process.

The President expressed his sincere gratitude to faculty, staff, and students for their outstanding work on a very successful Black History Month. He was also pleased to announce that the Nipissing University Black Association for Student Expression (NUBASE), in partnership with Lakers Basketball, is hosting the inaugural Shoot for Change Anti-Racism Basketball Game this evening. He acknowledged the tremendous work that NUBASE has done to draw attention to the issue of racism and their work on the antiracism campaign and BIPOC bursaries. If you are unable to attend, please think about donating money towards BIPOC scholarships using the following links:

- [Donate online](#), or
- Set up [Payroll Giving](#)

The following question was asked by a Senator with the request that it be included in the Senate minutes: "Last night at the Board meeting, a Board member asked about the implications for the University of passing the motion to balance the University budget. We are going to have a \$5.6 million deficit this year and, given the recent announcement for cost containment and the freeze on discretionary spending, and the fact that we are already operating at our bare bones, I want to ask the President, in the absence of Ministry funding, what direction Nipissing University will take. Are we going the direction of Laurentian University and moving away from a liberal arts model? Without funding, how will we preserve our academic integrity?"

The President responded that he had not yet arrived to Nipissing University when this motion was passed. However, he noted the financial challenges facing the University and has requested some time from the Board of Governors to create a sustainability plan. It will be a challenge to balance the budget in the short term. He reported that our Strategic Planning process will begin soon and it will be very comprehensive, including an extensive analysis of costs and revenues. The President believes the Board to be supportive, but it will require a great deal of work from faculty, staff members and Senators. Nipissing University will preserve a liberal arts education, but it must be a sustainable plan.

The Interim Provost and Vice-President Academic and Research provided a report. The report is attached to the minutes.

On behalf of the University, the Vice-President Finance and Administration extended her gratitude to the Hilary and Galen Weston Foundation for a grant of \$400,000 to support the establishment of the Rare Dementia Support Institute Canada. These funds will help establish this initiative which is the first of its kind in Canada. We look forward to our ongoing relationship with the Weston Foundation and a huge congratulations to Dr. Sullivan for her work in this area.

The Senate representative on the Board of Governors, Kathy Wilcox, provided a report. The report is attached to the minutes.

The Alumni Advisory Board representative, Bridgette Perron, provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague, Dr. Darren Campbell, provided a report which was included in the Senate agenda. The report is also attached to the minutes.

The NUSU President, Joe McIntosh, provided a report. The report is attached to the minutes.

Question Period

In response to a request as to when the PVPAR position will be posted, the President advised that HR is working on clarifying the job descriptions of the PVPAR and the Dean of Graduate Studies and Research and recalibrating the hiring process. In all likelihood a new Provost will be in place by either January 1, 2023 or July 1, 2023, given a national search. These positions will be posted within the next few months.

A question was asked regarding email communication and whether the everybody email list serve would be reinstated for use to communicate, share information, discuss collegial matters, and easily inform of upcoming events.

The President reported that the issue has been discussed with the NUFA President and will be discussed further with the Executive to consider whether it could be reinstated and under what terms and conditions.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by C. Richardson, seconded by C. McFarlane that the Report of the Senate Executive Committee dated March 3, 2022 be received.
Carried

Academic Curriculum Committee

Motion 4: Moved by C. Richardson, seconded by N. Black that the Report of the Academic Curriculum Committee dated December 9, 2021 be received.
Carried

December 9, 2021 ACC Report

Faculty of Arts and Science

Mathematics

Motion 5: Moved by C. Richardson, seconded by M. Tuncali that Senate approve that the hours for MATH-1257 "Technical Statistics" be changed from "Three hours of lecture and two hours of laboratory work per week for one term." to "Three hours of lecture per week for one term."
Carried

Rationale:

In the past we had been offering two versions of MATH 1257: an onsite version intended primarily for students in the collaborative nursing program with 3 hour lecture + 2 hour lab, and

an online prepackaged version restricted to RPN bridging students with 3 hour lecture only (no lab). The calendar description of MATH 1257 is consistent with the onsite version. With this change we are making both versions of the course to be consistent. We will continue to offer Math 1257 onsite until the BScN collaborative program ends, and after that MATH 1257 will be offered only online. A recently approved new course MATH 1267 has been developed for the new NU nursing program, which will replace the onsite version of MATH 1257.

Child & Family Studies and Psychology

Non-substantive:

The revision of the course title for CHFS-3036/PSYC-3036 “Ethics & Professional Standards” to “Ethics in Practice” and the course description as follows:

New Description

Students learn ethics/ethical decision-making and consider professional standards in practice and policy, for front-line responder and service provider teams, across institutional or community-based settings. They review codes of professional conduct and relevant standards for applied behaviour sciences professionals, and discuss the ethics of trans-professional conduct with relevance to individual clients, support agencies, and workplace settings. Students consider the importance of ethical decision-making for individuals, systems/organizations, and policy.

This course is also offered as PSYC 3036.

Old Description

Students are introduced to ethical issues and professional standards as they relate to applied and/or clinical settings, including applied behavior interventions and supports. Students are exposed to national and provincial codes of professional conduct, including the CPA, CASW, BACB, and other relevant Professional Disciplinary and Ethical Codes and Standards. The ethics of interprofessional conduct are discussed with relevance to both individual clients and support agencies. This course is also offered as PSYC 3036.

Non-substantive:

The course prerequisites for CHFS-3036/PSYC-3036 “Ethics & Professional Standards” from “CHFS-2106/PSYC-2006” to “Any 24 credits or permission of the instructor”.

Motion 6: Moved by C. Richardson, seconded by P. Radia that Senate approve the revision to the course learning outcomes for CHFS-3036/PSYC-3036 “Ethics & Professional Standards” as follows:

Proposed:

1. Describe the history of ethical frameworks for applied behavioural sciences.
2. Apply ethical analysis across disciplines and identify similarities and differences.
3. Analyze various codes of conduct, including Canadian Psychological Association, Canadian Association of Social Workers, Behavior Analyst Certification Board, and other relevant provincial and national codes.
4. Apply ethical considerations and maintain adherence to ethical principles when working with other professionals, supervisors, and supervisees.
5. Analyze ethical considerations when working with vulnerable people and communities.
6. Evaluate guidelines for cultural responsiveness and diversity, including non-discrimination practices that support equitable and inclusive service, in keeping with equity, diversity, inclusion, decolonization frameworks.
7. Evaluate effective use of ethical decision-making models, including how moral codes and values lend strength and provide challenges in a chosen career.
8. Create a plan of action for a variety of ethical scenarios, including ethical decision-making frameworks for organizational decision-making.

Current:

1. Recognize the history of an ethical framework of ABA and the importance of this to people working in this field now.
 2. Be able to describe the importance of assessment and intervention as related to the ethical framework.
 3. Examine ethics across disciplines and identify similarities and differences.
 4. Be familiar with the Behaviour Analyst Certification Board professional and ethical code of conduct.
 5. Identify special ethical considerations when working with vulnerable people.
 6. Prepare to share ethical considerations and maintain adherence to ethical principles when working with other professionals, supervisors, and supervisees.
 7. Demonstrate effective use of an ethical decision making model to create a plan of action for a variety of ethical scenarios.
 8. Describe how their own moral code and values will lend them strength and provide challenges in following the ethical code in their chosen career.
- Carried

Non-substantive:

The course title for CHFS-3116/PSYC-3117 “Autism Spectrum Disorders” to “Perspectives in Autism” and the course description as follows:

New Description

Students explore the nature of Autism and related neurodiversity including epidemiology, screening/assessment, and treatment/intervention, across a broad range of topics (e.g., historical considerations, diagnosis, prevalence/incidence, genetics, environment). Students consider evidence-informed principles for developing successful programs for children, youth, and adults, as well as models for transitioning to adult care and supportive services. Principles of child/family centered care and culturally responsive approaches are considered throughout the course, including values of equity, diversity, inclusion, and decolonization.

This course is also offered as PSYC 3117.

Old Description

This course will explore the nature of Autism Spectrum Disorders, including epidemiology, screening and assessment, and treatment and interventions. A lifespan approach will be applied to a broad range of topics, including historical considerations, diagnostic issues, prevalence/incidence, profile of ASD including the triad of impairments, genetic linkages, cognitive processing and executive functioning, and evidence-informed interventions including an introduction to applied behavioural analysis and positive behavioural support models. Students will consider evidence-informed principles for the development of successful programs for children and adolescents with ASD, as well as explore best-practice models for youth transition into adult care and supportive services. Principles of child/family centered care and support will be studied throughout the course. This course is also offered as PSYC 3117.

Non-substantive:

The course prerequisites for CHFS-3116/PSYC-3117 “Autism Spectrum Disorders” from “CHFS 2106/PSYC 2006” to “Any 24 credits or permission of the instructor”.

Motion 7: Moved by C. Richardson, seconded by M. Saari that Senate approve the revision to the course learning outcomes for CHFS-3116/PSYC-3117 “Autism Spectrum Disorders” as follows:

Proposed:

As relevant to Autism and related neurodiversity, students will:

1. Recognize typical and atypical development.
2. Describe the history and dominant theories
3. Explain screening, assessment, and diagnostic frameworks.
4. Examine epidemiology, developmental considerations, and co-morbidities

5. Evaluate biopsychosocial and spiritual characteristics and implications
6. Interpret the cognitive, socio-emotional, and behavioural characteristics, and implications for the real world from the individual perspective as well as that of family, community, and/or society at large.
7. Analyze evidence informed interventions and principles/values of successful programs for individuals and families.
8. Examine established strategies and supports, and related considerations around equity, diversity, inclusion, and decolonization

Current:

1. Describe typical and atypical development as it relates to ASDs
2. Show an appreciation of the history and dominant theories of ASDs.
3. Demonstrate knowledge of diagnostic frameworks, criteria, and considerations for ASDs.
4. Differentiate between screening and assessment frameworks.
5. Describe epidemiology, developmental considerations, and co-morbidities of ASDs.
6. Discuss biopsychosocial characteristics and implications of ASDs.
7. Show an appreciation for the cognitive, socio-emotional, and behavioural characteristics of ASDs.
8. Discuss established strategies and supports for ASDs
9. Identify evidence informed interventions and principles of successful programs/programming for ASDs.

Carried

Non-substantive:

The revision of the course title for CHFS-3127/PSYC-3127 “Fetal Alcohol Spectrum Disorders” to “Alcohol Related Neurodevelopmental Disorders” and the course description as follows:

New Description

Students explore Alcohol Related Neurodevelopmental Disorders (ARND) across the lifespan by considering social determinants of health and wellbeing, along with values of equity, diversity, inclusion, and decolonization. Diagnosis, epidemiology, cognitive, behavioural, and mental health profile including primary and secondary disabilities, prevention, treatment, management, and policy issues are discussed. Implications are explored from several perspectives, including individual development and learning, child and family well-being, and impact on and responsibility of community and society.

This course is also offered as PSYC 3127.

Old Description

Fetal Alcohol Spectrum Disorders will be explored through a lifespan development and determinants of health framework. Diagnosis, epidemiology, cognitive, behavioural, and mental health profile including primary and secondary disabilities, prevention, treatment, management, and policy issues will be discussed. Implications will be explored from several perspectives, including individual development and learning, child and family well-being, and impact on and responsibility of community and society. This course is also offered as PSYC 3127.

Non-substantive:

The course prerequisites for CHFS 3127/PSYC 3127 “Fetal Alcohol Spectrum Disorders” from “CHFS-2106/PSYC-2006” to “Any 24 credits or permission of the instructor”.

Motion 8: Moved by C. Richardson, seconded by K. Wamsley that Senate approve the revision to the course learning outcomes for CHFS-3127/PSYC-3127 “Fetal Alcohol Spectrum Disorders” as follows:

Proposed:

As relevant to prenatal alcohol exposure and associated neurodiversity, students will:

1. Recognize foundations (e.g., historical, biomedical, clinical background and related disorders).

2. Recognize screening & brief intervention issues, with a view to preventing alcohol-exposed pregnancies in women of childbearing age, and supporting children, women, and families.
3. Compare and contrast models of addiction, including concepts related to addiction in women of childbearing age/or those who are pregnant (e.g., appropriate prevention services, referral, and case management).
4. Analyze the effects of prenatal alcohol, including primary and secondary effects on individuals/families.
5. Review research on screening, diagnosis, and assessment of neurodiversity including issues related to the screening, diagnosis, and assessment of infants, children, adolescents, and adults.
6. Analyze models of treatment and support across the lifespan for persons and families, including issues, treatment and supports across the continuum of care and management, and newly emerging intervention research in the areas of social skills, behavioural, and cognitive rehabilitation/remediation.
7. Summarize ethical, legal, and policy considerations and related issues.
8. Evaluate the complexities of prenatal alcohol exposure and associated neurodiversity in consideration of principles of equity, diversity, inclusion, and decolonization, and a Determinants of Health/Wellbeing framework.

Current:

1. Demonstrate knowledge of FASD Foundations (e.g., historical, biomedical, clinical background and related disorders)
2. Consider FASD Screening & Brief Interventions issues, with a view to preventing alcohol-exposed pregnancies in women of childbearing age
3. Demonstrate knowledge Models of Addiction, including concepts related to addiction in women of childbearing age, including those who are pregnant (e.g., appropriate prevention services, referral, and case management)
4. Critically consider the Effects of Prenatal Alcohol, including primary and secondary effects on individuals/families
5. Synthesize research on Screening, Diagnosis, and Assessment of FASDs, including issues related to the screening, diagnosis, and assessment of infants, children, adolescents, and adults
6. Discuss models of Treatment and Support Across the Lifespan for Persons with FASDs, including issues, treatment and supports across the continuum of care and management such as newly emerging intervention research in the areas of social skills, behavioural, and cognitive rehabilitation/remediation
7. Integrate knowledge of FASD Ethical, Legal, and Policy Considerations and related issues Carried

Non-substantive:

The revision of the course title for CHFS-3136/PSYC-3136 “ABA I: Introduction to Applied Behaviour Analysis” to “ABS I: Introduction to Applied Behavioural Sciences” and the course description as follows:

New Description

Students learn principles of applied behavioural sciences, including cross-sector applications like positive behaviour support (PBS), applied behaviour analysis (ABA), and organizational behaviour management (OBM), and review topics like dimensions and principles of ABA, functional assessment, goal selection and outcomes planning, skill teaching, adaptive behaviour, and maintenance/generalization of skills. Students review inclusive and culturally responsive frameworks of practice, and evaluate strategies of interest for educators, front-line responders, or cross-sector service providers across institutional or community-based settings. This course is also offered as PSYC 3136.

Old Description

This course provides an introduction to fundamentals of learning and applied behaviour analysis (ABA). Students are exposed to an overview of theories and basic principles of behaviour,

features and characteristics of ABA, preference assessment, functional assessment and selection of target behaviours, outcomes planning, and defining, recording and charting of behaviour. This course is the first of two ABA courses that focuses on the application of behaviour analytic principles and strategies/methods in a variety of applied settings, service and workplace environments, and sectors. This course is also offered as PSYC 3136.

Non-substantive:

The course prerequisites for CHFS- 3136/PSYC-3136 “ABA I: Introduction to Applied Behaviour Analysis” from “CHFS-2106/PSYC-2006” to “Any 24 credits or permission of the instructor”.

Motion 9: Moved by C. Richardson, seconded by P. Radia that Senate approve the revision to the course learning outcomes for CHFS-3136/PSYC-3136 “ABA I: Introduction to Applied Behaviour Analysis” as follows:

Proposed:

1. Recognize the empirical, scientific, and critical-thinking process, as the foundation upon which behavioural science and analysis is built.
2. Apply fundamental theories and principles of learning/behaviour, and applications across various settings, including frameworks such as Positive Behaviour Support (PBS), Applied Behaviour Analysis (ABA), and Organizational Behaviour Management (OBM).
3. Analyze characteristics and core values of applied behavioural sciences, including the Dimensions and Principles of ABA.
4. Apply knowledge of behavioural assessment and measurement (e.g., preference, motivational, and functional assessment).
5. Evaluate commonly used strategies and procedures in applied behavioural sciences and an ability to integrate such knowledge into support planning for individuals, including goal setting & selection of target behavior.
6. Evaluate issues of individual and cultural diversity, equity, and inclusion, as related to the application of behavioural sciences.
7. Define, record, and display behavioural data, including the importance and application of data to real-world settings.
8. Evaluate applied behavioural science and its relevancy across sectors and the lifespan.

Current:

1. Understand the empirical, scientific, critical-thinking process as the foundation upon which behaviour analysis is built
 2. Show an understanding of fundamental theories and principles of learning/behaviour
 3. Identify principles, characteristics, and core values of ABA
 4. Begin to demonstrate knowledge of behavioural assessment and measurement (e.g., preference assessment, motivational assessment, functional assessment)
 5. Demonstrate a basic understanding of the assessment of basic language and learning
 6. Show an ability to carry out outcomes planning & goal setting, including selection of target behaviour
 7. Be able to define, record, and display behavioural data
 8. Show an understanding of the ethical considerations and ethical decision-making processes in ABA settings/for ABA practitioners
 9. Begin to understand ABA research methods and techniques
 10. Be able to critically evaluate ABA and its relevancy across sectors, life-span developmental stages, and varying service and workplace settings.
- Carried

Non-substantive:

The revision of the course title for CHFS-3137/PSYC-3137 “ABA II: Advanced Topics in Applied Behaviour Analysis” to “ABS II: Advanced Topics in Applied Behavioural Sciences” and the course description as follows:

New Description

Students undertake advanced coverage of Applied Behavioural Science topics, including communication, environmental strategies and situational management, maintenance and generalization of skills, and ethical and social issues. They evaluate least-restrictive and strengths-based approaches across the field, while integrating individually and culturally responsive values and frameworks of practice. Educators, front-line responders, or service providers interested in working with children/adults across institutional and community-based settings, or staffing teams across the non-profit or business sectors will benefit from this course. This course is also offered as PSYC 3137.

Old Description

This course expands on fundamental principles including advanced coverage of topics such as learning, communication, and behaviour assessment; direct training programs; skill teaching and adaptive behaviour; environmental strategies; situational management; generalization; and ethical and social issues. A least-restrictive, lifespan developmental, and integrative ABA framework is considered across sectors and diverse client groups. This course is also offered as PSYC 3137.

Motion 10: Moved by C. Richardson, seconded by M. Litalien that Senate approve the revision to the course learning outcomes for CHFS-3137/PSYC-3137 "ABA II: Advanced Topics in Applied Behaviour Analysis" as follows:

Proposed:

1. Examine advanced principles, strategies, and applications of learning and behaviour, including analytic skills.
2. Outline ethical decision-making processes in applied settings and competence for individual and cultural diversity in planning and goal setting.
3. Integrate theoretical and applied frameworks for addressing diversity considerations across various fields, including responsive and nondiscriminatory practices, as related for example, to neurodiversity, mental health, trauma, language, ethnicity, race, gender, religion, culture, social economic status, and others.
4. Evaluate individual-centered strategies across school, youth/adult institutional facilities, community settings, or private/corporate settings.
5. Generate strategies mindful of least-restrictive, lifespan developmental, and individual strengths and needs principles, in developing integrative plans.
6. Analyze outcomes planning & goal setting, including outcomes data and its application/integration to individualized program planning.

Current:

1. Articulate an understanding of advanced principles, strategies, and applications of learning and behaviour, including advanced analytic skills
2. Demonstrate knowledge of advanced and commonly used skills and procedures in ABA and an ability to integrate such knowledge into the assessment and intervention planning for clients
3. Demonstrate an understanding of client-centered responsibilities and their relevant application across settings and clients
4. Integrate least-restrictive, life-span developmental, and individual strengths and needs principles, in developing integrative ABA plans
5. Be able to identify client strengths and needs and develop suitable programs and/or interventions
6. Demonstrate advanced knowledge of behaviour assessment and measurement, including language and learning assessment
7. Demonstrate skills in outcomes planning & goal setting, including in the analysis of outcomes data and its application/integration to individualized program planning.

Carried

Non-substantive:

The revision of the course title for CHFS-4106/PSYC-4106 “Assessment and Intervention Planning” to “Intervention: Planning for Neurodivergence” and the course description as follows:

New Description

Students explore intervention planning for neurodivergence with children, youth, and adults, including select assessments and evidence-based treatments. Key principles of effective planning are reviewed, including culturally sensitive and responsive practices. Students integrate the biopsychosocial-spiritual model with equity, diversity, inclusion, and decolonization values in supporting individual strengths and needs, achieving successful outcomes, and guiding decisions. Students understand relational practice as a foundation of successful outcomes, across emotional, cognitive, behavioural, communications, and mental health domains. This course is also offered as PSYC 4106.

Old Description

This course focuses on prevention and intervention in the context of developmental and emotional-behavioural disorders of childhood and adolescence. Cognitive, cognitive-behavioural, and behavioural strategies are covered for supporting children and adolescents with exceptionalities. Particularly effective and model international programs are reviewed. A holistic, evidence-based, individual strengths- and needs framework is applied for informing decisions regarding suitable interventions and practices. The course highlights the importance of the therapeutic alliance as a foundation of successful approaches. This course is also offered as PSYC 4106.

Non-substantive:

The Arts & Science Executive recommend to the ACC to approve the course prerequisites for CHFS-4106/PSYC-4106 “Assessment and Intervention Planning” from “CHFS-2106/PSYC-2006” to “CHFS- 2106/PSYC-2006 or equivalent”.

Motion 11: Moved by C. Richardson, seconded by M. Litalien that Senate approve the revision to the course learning outcomes for CHFS-4106/PSYC-4106 “Assessment & Intervention Planning” as follows:

Proposed:

1. Describe the scope of various broad- and narrow-band assessments for intervention planning, and be able to differentiate these from diagnostic assessments.
2. Apply individual strengths/needs and individual and cultural diversity in goal-selection, in identifying suitable interventions, and in planning for effective outcomes.
3. Identify neurodevelopmental processes that can often subserve various behavioural challenges, such as self-regulatory mechanisms (emotional, behavioural, and cognitive self-regulation).
4. Evaluate relational practice in understanding individuals within complex contexts (considering factors such as age, gender, SES, culture, race, history, geography, determinants of health/social well-being) and demonstrate an understanding of cultural sensitivity and responsiveness in supporting effective and meaningful outcomes at an individual level.
5. Apply evidence-based strategies and appropriateness of use.
6. Evaluate for critical clinical issues (e.g., depression, suicidality, neglect, abuse, and others) and relevant follow-up.
7. Analyze emotional-behavioural, developmental, and other related issues (e.g., addictive behavior, psychopathology, neglect and abuse, violence, situational and environmental factors) that may impact academic, personal/social, and workplace success, as well as overall development.
8. Summarize principles supporting equity, diversity, inclusion, and decolonization in their importance for intervention planning and outcomes success.

Current:

1. Identify, develop, and implement different types of interventions at the individual and small group levels
 2. Identify suitable cognitive, cognitive-behavioural, and behavioural interventions for diverse challenges
 3. Demonstrate an understanding of evidence based practices and identify empirically based interventions appropriate for use
 4. Differentiate amongst primary, secondary, and tertiary prevention and appropriate strategies for each
 5. Demonstrate awareness of critical clinical issues (e.g., depression, suicidality, neglect, abuse, and others) and relevant follow-up
 6. Identify emotional-behavioural, developmental, and other related issues (e.g., addictive behavior, psychopathology, neglect and abuse, violence, situational and environmental factors) that may impact academic, personal/social, and career success, as well as overall development
 7. Demonstrate an understanding of the referral process and be able to identify appropriate pathways for referral for individuals with special needs
 8. Demonstrate an understanding of and be able to apply professional and ethical guidelines of conduct
- Carried

Non-substantive:

The revision of the course title for CHFS-4205/PSYC-4225 “Practicum in ABA Lifespan” to “Practicum in Applied Behavioural Sciences” and the course description as follows:

New Description

Students gain experience across various sectors and fields of practice (e.g., PBS, ABA, OBM), in front-line responder or service provision settings or team-based organizational settings. Students engage in blended experiential learning, including seminar, module, case-based pedagogy, and institutional or community-based experience, as applicable. Settings may include schools, intervention/treatment centres, justice/correctional settings, long-term care facilities, traumatic brain injury/rehabilitation centers. Hours must be completed within teams proficient in applied behavioural science principles and strategies.

This course is also offered as PSYC 4225.

Old Description

Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs with individuals with emotional/behavioural and/or developmental needs. Placements, placement protocols, and field supervisors must be approved beforehand. Placements may be secured in schools, clinical settings, justice settings, long-term care facilities, traumatic brain injury or rehabilitation centers, and others, and must be in completed within teams proficient in ABA strategies and program development. A student and field supervisor's report must be submitted to the Department upon completion of the placement.

This course is also offered as PSYC 4225.

Non-substantive:

The course prerequisites for CHFS-4205/PSYC-4225 “Practicum in ABA-Lifespan” be changed from [CHFS-3036 or PSYC-3036; 80% in either CHFS-3136 or PSYC-3136 and 80% in either CHFS-3137 or PSYC-3137 and approval of the Department. Valid Criminal Record Check required prior to course start] to [CHFS-3036 or PSYC-3036; CHFS-3137 or PSYC-3137; and with approval of the Department].

Motion 12: Moved by C. Richardson, seconded by M. Saari that Senate approve the revision to the course learning outcomes for CHFS-4205/PSYC-4225 “Practicum in ABA Lifespan” as follows:

Proposed:

1. Engage with theories, principles, and practices of applied behavioural science across respective fields and frameworks of practice, such as positive behaviour support (PBS), applied behaviour analysis (ABA), and organizational behaviour management (OBM) as applicable.
2. Integrate ethical decision-making processes in applied settings, taking into account strengths and needs along the neurodiversity continuum.
3. Observe and engage in competent planning and goal setting, including theoretical and applied frameworks for addressing diversity considerations in the field (e.g., responsive and nondiscriminatory practices, as related to neurodiversity, mental health, trauma, language, ethnicity, race, gender, sexual orientation, religion, culture, social economic status).
4. Practice individual-centered strategies and their application across various sectors/settings.
5. Choose least-restrictive, lifespan developmental, and individual strengths and needs approaches, for developing integrative plans.
6. Explain outcomes planning & goal setting, including the relevance of outcomes data in the development of individualized programming.
7. Explain sector-based values and practices in synthesizing behavioural science knowledge.

Current:

1. Apply theories, principles, and practices learned in ABA I and ABA II
 2. Gain experience in developing and implementing ABA programs in an IBI supervised environment while working with individuals with ASDs
 3. Gain experience in measuring and evaluating individual and program success
 4. Utilize collaborative professional and communication skills in agency settings
 5. Demonstrate an ability to work within ethical guidelines
 6. Articulate the clinical approach and standards of practice of the organization and/or respective program
 7. Identify resources available to meet the needs of clients and team members
- Carried

Non-substantive:

The revision to the course hours for CHFS-4205/PSYC-4225 "Practicum in ABA Lifespan" be changed from "180hrs" to "180hrs of blended experiential learning".

Non-substantive:

The revision of the course title for CHFS-4305/PSYC-4335 "Practicum in EIBI/ASD" to "Practicum in EBI-ASD/ND" and the course description as follows:

New Description

Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs in Early Behaviour Intervention (EBI) settings, and working with children with Autism Spectrum and other Neurodevelopmental Disorders (ASD/ND). Community placement hours may be secured in clinical or community-based treatment programs providing ABA to children with ASD/ND, and must be completed within teams proficient in ABA strategies and program development. This course is also offered as PSYC 4235.

Old Description

Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs in Early Intensive Behaviour Intervention (EIBI) settings, and working with children with Autism Spectrum Disorders (ASD). Students are expected to follow agency guidelines for volunteers and/or employees. Placements, placement protocols, and field supervisors must be approved beforehand. Placements must be completed within EIBI centers, under Clinical Psychology and BACB supervision. A student and field supervisor's report must be submitted to the Department upon completion of the placement. This course is also offered as PSYC 4235.

Non-substantive:

The course prerequisites for CHFS-4305/PSYC-4325 “Practicum in EIBI-ASD” be changed from [CHFS-3036 or PSYC- 3036; 80% in either CHFS-3136 or PSYC-3136 and 80% in either CHFS-3137 or PSYC-3137 and approval of the Department. Valid Criminal Record Check required prior to course start] to CHFS-3036 or PSYC-3036; CHFS-3137 or PSYC-3137 and with approval of the Department.

Motion 13: Moved by C. Richardson, seconded by P. Radia that Senate approve the revision to the course learning outcomes for CHFS-4305/PSYC-4325 “Practicum in EIBI-ASD” as follows:

Proposed:

1. Apply theories, principles, and practices of applied behavioural science as applicable to early behaviour intervention for children with ASD or other neurodevelopmental disorders.
2. Apply ethical decision-making processes in applied settings, taking into account individual strength and needs.
3. Apply competent planning and goal setting, including theoretical and clinical frameworks for addressing diversity considerations across the field (e.g., responsive and nondiscriminatory practices, as related to neurodiversity, mental health, trauma, language, ethnicity, race, gender, sexual orientation, religion, culture, socio-economic status).
4. Apply individual-centered strategies ~~and their application~~ across **various** early intensive intervention settings.
5. Apply least-restrictive, lifespan developmental, and individual strengths and needs principles, in developing integrative plans.
6. Analyze ~~for~~ outcomes planning & goal setting, including in the analysis of outcomes data and its application/integration to individualized program planning.
7. Analyze sector-based values and practices in synthesizing behavioural science knowledge within EBI-ASD/ND settings.

Current:

1. Apply theories, principles, and practices learned in ABA I and ABA II
 2. Gain experience in developing and implementing ABA programs while working with children with ASD in EIBI settings
 3. Gain experience in measuring and evaluating individual and program success
 4. Utilize collaborative professional and communication skills in agency settings
 5. Demonstrate an ability to work within ethical guidelines
 6. Articulate the clinical approach and standards of practice of the organization and/or respective program
 7. Identify resources available to meet the needs of clients and team members
- Carried

Non-substantive:

The revision to the course hours for CHFS-4305/PSYC-4325 “Practicum in EIBI-ASD” be changed from “180hrs” to “180hrs of blended experiential learning.”

Motion 14: Moved by C. Richardson, seconded by P. Radia that Senate approve the removal of the clause “Available to students in an Honours Specialization, Specialization, or Major in Child and Family Studies or Psychology” from the Graduation Requirements of the ABA-Lifespan and EIBI-ASD Certificates.

Carried

The Provost and Vice-President, Academic and Research, acknowledged the amount of work involved in the Child & Family Studies and Psychology program revisions and thanked all those involved.

Environmental Science

The Academic Curriculum Committee approved the revised Stage II Program Proposal for the Bachelor of Science Honours Specialization, Specialization, Major, and Minor in Environmental Science as outlined in the attached template. The Stage II Program Proposal will be forwarded to the Academic Quality Assurance and Planning Committee and External Reviewers will be selected.

The Provost and Vice-President, Academic and Research, acknowledged the amount of work and time faculty dedicated to the development of the Stage II Program Proposal for Environmental Science and congratulated all those involved.

Faculty of Education and Professional Studies

Non-substantive:

The course title for EDUC 5326 be changed from Organizational Management to Organizational Leadership.

Rationale:

The original title came from a different time and ethos; leadership concepts have changed since this course was originally designed and named and a name change from Management to Leadership would have broader appeal to those in leadership roles within and outside Education.

Motion 15: Moved by C. Richardson, seconded by N. Black that the Report of the Academic Curriculum Committee dated February 25, 2022 be received.
Carried

February 25, 2022 ACC Report

Faculty of Arts and Science

Sociology

Non-substantive:

The course title for SOCI-2036 be changed from "Introduction to Social Gerontology" to "Gerontology: Aging and Society" as outlined in attached document.

Non-substantive:

The course title for SOCI-2037 be changed from "Sociology of Family and Household Relationships" to "Sociology of the Family" as outlined in attached document.

Non-substantive:

The course title for SOCI-2046 be changed from "Minority Groups in Canada" to "Ethnicity and Racialization" as outlined in attached document.

Non-substantive:

The course title for SOCI-2066 be changed from "Social Stratification" to "Social Inequality" as outlined in attached document.

Non-substantive:

The course title for SOCI-2076 be changed from "Deviance and Conformity" to "Deviance, Crime & Social Control" as outlined in attached document.

Non-substantive:

The course title for SOCI-2096 be changed from “Sociology of Education: Social Theory and Education” to “Sociology of Education” as outlined in attached document.

Non-substantive:

The course title for SOCI-2097 be changed from “Sociology of Education: Social Issues in Education” to “Social Issues in Education” as outlined in attached document.

Non-substantive:

The course title for SOCI-2236 be changed from “Sociology of Human Sexual Behaviour I: Love, Sex and Intimacy” to “Love, Sex and Intimacy” as outlined in attached document.

Non-substantive:

The course title for SOCI-2237 be changed from “Sociology of Human Sexual Behaviour II: Varieties of Human Sexual Behaviour” to “Human Sexual Behaviour” as outlined in attached document.

Non-substantive:

The course title for SOCI-3006 be changed from “The Sociology of Collective Behaviour” to “Social Movements and Moral Panics” as outlined in attached document.

Non-substantive:

The course title for SOCI-3026 be changed from “The Sociology of Work” to “Work, Employment and Society” as outlined in attached document

Non-substantive:

The course title for SOCI-3057 be changed from “Demography: Introduction to Population Studies” to “Population and Society” as outlined in attached document.

Non-substantive:

The course title for SOCI-3076 be changed from “Mass Culture and Mass Media I: Journalism and Mass Communication” to “Digital Media and Society” as outlined in attached document.

Non-substantive:

The course title for SOCI-4137 be changed from “Selected Topics in Aging” to “Topics in Aging and Health” as outlined in attached document.

Non-substantive:

The course title for SOCI-4016 be changed from “Advanced Sociological Theory” to “Social Processes and Social Structure” as outlined in attached document.

Non-substantive:

The course title for ANTH-2056 be changed from “The Anthropocene” to “The Anthropocene: Environment & Globalization” as outlined in attached document.

Non-substantive:

The course title for ANTH-2006 be changed from “The Ethnographer’s Craft” to “Ethnographic Imagination” as outlined in attached document.

Non-substantive:

The course title for ANTH-2027 be changed from “Archaeology II” to “Applied Archaeological Excavation” as outlined in attached document.

Non-substantive:

The course title for ANTH-3407 be changed from “Anthropological Theory” to “Contested Concepts: Power & Perspective” as outlined in attached document.

Non-substantive:

The revision of the course description for ANTH-3407 Anthropological Theory as outlined in attached document.

Motion 16: Moved by C. Richardson, seconded by T. Stewart that Senate approve that ANTH-3027: Indigenous Peoples and the State be cross-listed with Sociology.
Carried

Rationale: The Department of Sociology and Anthropology is a combined Department, with some faculty trained in both Sociological and Anthropological theories and methods. Cross-listing the course ANTH 3027 will allow for the Department to make use of faculty resources across programs, and will fill an important gap in course offerings in Sociology.

Non-substantive:

The course SOCI-3156: Women and Age be banked as outlined in attached document.

Non-substantive:

The course SOCI-3176: Age, Health, and Work I be banked as outlined in attached document.

Non-substantive:

That the course SOCI-3177: Age, Health, and Work II be banked as outlined in attached document.

Motion 17: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of SOCI-3167: Society and Mental Disorder as outlined in the attached template.
Carried

Rationale: This proposed course was piloted as a Special Topics course in the Fall 2021, with great success. The addition of SOCI 3167: Society and Mental Disorder fits with the Department’s thematic expertise in Health Studies and can serve as an elective course in the Certificate in Health Studies and Gerontology. The addition of SOCI 3167 will also provide Sociology students with an additional elective option for course selection as part of their degree program.

Motion 18: Moved by C. Richardson, seconded by D. Campbell that Senate approve that the 3-credit course SOCI-3167 Society and Mental Disorder ~~be added as program requirements~~ **to be added to the program requirements** for the Certificate in Health Studies and Gerontology as outlined in the attached document.
**The above friendly amendment, in strikethrough and bold, was accepted by the mover and seconder.*
Carried

Rationale: The course content for SOCI 3167: Society and Mental Disorder directly aligns with the Certificate in Health Studies and Gerontology. Adding this course 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 chart included in the supporting documentation outlines the program structure for the Certificate in Health Studies and Gerontology with the removal of SOCI 3156, SOCI 3176, SOCI 3177 and the addition of SOCI 3167.

Non-substantive:

The prerequisite for SOCI-2016: Classical Sociological Theory be changed as outlined in attached document.

Non-substantive:

The prerequisite for SOCI-2017: Contemporary Sociological Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-2027: Sociology of Nursing be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-2036: Introduction to Social Gerontology be changed as outlined in the attached document:

Non-substantive:

The prerequisite for SOCI-2037: Sociology of Family and Household Relationships, SOCI-2046: Minority Groups in Canada, SOCI-2066: Social Stratification, SOCI-2076: Deviance and Conformity, SOCI-2196: Sociology of Medicine, SOCI-2236: Sociology of Human Sexual Behaviour I: Love, Sex and Intimacy, and SOCI-2237: Sociology of Human Sexual Behaviour II: Varieties of Human Sexual Behaviour be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3006: The Sociology of Collective Behaviour, SOCI-3007: Consumer Culture, SOCI-3026: Sociology of Work, SOCI-3036: Qualitative Research Methods, SOCI-3076: Mass Culture and Mass Media I: Journalism and Mass Communication, SOCI-3166: The Social Determinants of Health, SOCI-3256: Globalization and Development, and SOCI-3506: Social Problems be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3016: Critical Perspectives on Social Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for ANTH-3036: Qualitative Research Methods be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3057: Demography: Introduction to Population Studies be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3186: Health and the Family be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3226: Survey Research be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3956: Special Topics in Sociology and ANTH 3407: Anthropological Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4016: Advanced Sociological Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4127: Advanced Social Data Analysis be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4137: Selected Topics in Aging be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4206: Determinants of Population Change be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4227: Science, Technology and Environment be changed as outlined in the attached document.

Non-substantive:

The prerequisite for ANTH-4106: Multispecies Ethnography be changed as outlined in the attached document.

Motion 19: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of SOCI-3957: Special Topics in Sociology II as outlined in the attached template.
Carried

Rationale: Sociology currently only has one special topics course. The addition of a second 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 second special topics course in Sociology will also provide Sociology students with an additional elective option for course selection.

Motion 20: Moved by C. Richardson, seconded by T. Stewart that Senate approve that the creation of SOCI-3187: Gaming Subcultures as outlined in the attached template.
Carried

Rationale: This course provides a focused discussion of group formation and behavior within the context of gaming in popular culture. While these are issues embedded in and across the curriculum in SOCI/ANTH, there is a need for increasing our course offerings which focus primarily on emerging contemporary social phenomena within the 21st century. SOCI 3187 will also enhance the breadth and number of electives available for students.

Motion 21: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of ANTH-2066 Language and Culture as outlined in the attached template.
Carried

Rationale: Currently, the Anthropology program is primarily focused on the sub-field of Cultural Anthropology, with some course offerings in Archaeology. The addition of ANTH 2066 will provide students with increased exposure to the sub-field of Linguistic Anthropology at the second-year level, and will contribute to the delivery of a four-field Anthropology program. The addition of ANTH 2066 will expand second year course offerings in Anthropology and may be of interest to students in cognate disciplines such as Classical Studies and Modern Languages, History, English, Indigenous Studies, and Gender Equality and Social Justice.

Motion 22: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of ANTH-2076 Biology and Culture as outlined in the attached template.
Carried

Rationale: The Department of Anthropology presently lacks a lower-level course exploring the impact of biological perspectives in Anthropology. Since Biological Anthropology is a core Anthropological subfield and this is an area of considerable demand for many Nipissing students in other programs, we believe this course would both fill an important gap in the Anthropology program and may be of interest to students in cognate disciplines such as Biology, Physical Health and Education, Psychology, Sociology, and History.

Non-substantive:

The revision of the course description for SOCI-3226: Survey Research as outlined in the attached document.

History

Motion 23: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of the certificate Societies in Transition: Relationship, Reciprocity, and Reconciliation Histories as outlined in the attached document.
Carried

Rationale:

SIT deepens the Faculty of Arts & Science and Nipissing University's commitment to indigenization and decolonization. It responds to the Truth and Reconciliation Commission's Calls to Action (# 10, 24, 28, 62) and University's Canada Principles and Commitments to Action in Indigenous Education (#2, 3, 4, 5, 6, 8, 10, 11, 12) by centering Indigenous histories and ways of knowing and being, including enacting reciprocity and building relationships in a good way, in support of reconciliation. Please see attached Departmental Approval forms.

Motion 24: Moved by C. Richardson, seconded by M. Litalien that Senate approve the addition of a note in the Academic Calendar for History Students completing an honours double major, as outlined below:

Note:

History students completing an Honours Double Major may count 3 credits from a 6 credit 4000 level HIST course towards the 3000 level HIST requirement for the Major in History.

Carried

Rationale:

In the fourth year, double major students require "at least 3 credits at fourth year"; however, we do not offer 3 credit fourth-year courses and students have requested this option. To ensure that students are not required to take 3 extra credits, we propose this solution after consultation with Academic Advising and the Registrar's Office. We submitted a global petition for the 2021-22 academic year but want to formalize this in the academic calendar.

Indigenous Studies

Non-Substantive:

The revision of the course description for LEAD-2006 Indigenous Political Culture as outlined in attached document.

Motion 25: Moved by C. Richardson, seconded by P. Radia that Senate approve the addition of learning outcomes for LEAD-2006 Indigenous Political Culture as outlined below:

Learning Outcomes

- Explore critical facets of current political systems that intersect with Indigenous communities

- Describe key features of Indigenous political structures
- Discuss Indigenous customary governance as emergent discourse and practices
- Distinguish culturally-specific leadership practices, particularly in local First Nations
- Analyze urban Indigenous political trends in provincial and federal contexts
- Articulate the intersections of Indigenous and settler political concepts and values

Carried

Rationale:

When LEAD-2006 was created, there were no learning outcomes included with the curriculum proposal.

Motion 26: Moved by C. Richardson, seconded by P. Radia that Senate approve to cross-list LEAD-2006 Indigenous Political Culture with Indigenous Studies.

Carried

Rationale:

The Department of Indigenous Studies would like to make this course count towards the Indigenous Studies degree requirements.

Motion 27: Moved by C. Richardson, seconded by P. Radia that Senate approve the change to the expected delivery mode for LEAD-2006 Indigenous Political Culture as outlined below:

New Expected Contact Time

3 hours of lecture per week.

Old Expected Contact Time

2 hours of lecture and 1 hour of service learning per week for one term.

Carried

Rationale:

LEAD-2006 may include a service learning component within the course, it will be at select times throughout the term, not on a weekly basis.

Non-substantive:

The revision of the course description for LEAD-1006 Indigenous Political Culture as outlined in the attached document.

Motion 28: Moved by C. Richardson, seconded by J. Smith that Senate approve the addition of learning outcomes for LEAD-1006 Concepts and Ethics of Indigenous Leadership as outlined below:

Learning Outcomes

- Describe key cultural values in the context of leadership responsibilities
- Analyze the intersection of Indigenous leadership ethics and contemporary socio-political issues
- Identify customary Indigenous conflict resolution practices
- Express through community-based learning experiences basic relational practices, reciprocity
- Engage in self-reflective learning
- Articulate and demonstrate protocols and ethics that are central to Indigenous leadership responsibilities

Carried

Rationale:

There were no learning outcomes submitted with the curriculum proposal to create LEAD-1006.

Motion 29: Moved by C. Richardson, seconded by P. Radia that Senate approve to cross-list LEAD-1006 Concepts and Ethics of Indigenous Leadership with Indigenous Studies.
Carried

Rationale:

The Department of Indigenous Studies would like to make this course count towards the Indigenous Studies degree requirements.

Motion 30: Moved by C. Richardson, seconded by M. Litalien that Senate approve to change the expected delivery mode for LEAD-1006 Concepts and Ethics of Indigenous Leadership as outlined in the attached document.

New Expected Contact Time

3 hours of lecture per week

Old Expected Contact Time

2 hours of lecture and 1 hour of lab per week.

Carried

Rationale:

LEAD-1006 may include a service learning component within the course, it will be at select times throughout the term, not on a weekly basis.

Motion 31: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of INDG-3107 Indigenous Research Methodologies as outlined in the attached document.
Carried

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. This course will become a core requirement for the program when Indigenous Studies becomes an Honours program.

Motion 32: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of INDG-4706 Indigenous Knowledge Seminar – Special Topics as outlined in the attached template.
Carried

Rationale:

To create 4th 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.

Gender Equality and Social Justice

Non-substantive:

The course title for GEND-2147 be changed from Bodies, Borders and Belonging to Forced Migration as outlined in the attached document.

Non-substantive:

The course title for GEND-2246 be changed from Transforming Harm: Case Studies in Transformative Justice to Transformative Justice: Case Studies as outlined in the attached document.

Motion 33: Moved by C. Richardson, seconded by P. Radia that Senate approve the deletion of GEND-3127 Gender, Globalization and Human Rights.
Carried

Rationale:

This course is being replaced (below) by an updated version attached GEND 3137 Re-Imagining Globalization.

Motion 34: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of GEND-3137 Re-Imagining Globalization to be added to Group 3 Human Rights and Social Justice as outlined in the attached template.
Carried

Rationale:

This course replaces Gender, Globalization and Human Rights with an updated and newly re-designed curriculum. Much has changed in the more than ten years since the course was initially put on the books and revisions to the curriculum now exceed the existing description. It is effectively a different course; hence we are deleting 3127 and replacing it with 3137.

Motion 35: Moved by C. Richardson, seconded by T. Stewart that Senate approve the creation of GEND-3216 Testimony and Witness to be added to the GESJ curriculum in Group 3 Human Rights and Social Justice and to the 9-credit option in the Human Rights Minor as outlined in the attached template.
Carried

Rationale:

This course was offered as a special topic in 2020-21 under the title Narrating Human Rights. The course is grounded in the instructor's (R. Nagy) current research interests and represents a timely intervention in the current context of the politics of reconciliation, digital witnessing technologies, the #MeToo movement, and the ways in which the "Empire of Trauma" risks the pathologisation of victims of human rights abuse (Fassin and Rechtman 2009; Million 2013). A significant section of the course engages Indigenous storytelling, residential school survivor testimony, and settler witnessing, thereby contributing to the University's commitment to decolonizing and Indigenizing the curriculum.

Motion 36: Moved by C. Richardson, seconded by D. Campbell that Senate approve the creation of GEND-2326 Pets to be added to the GESJ curriculum in Group 2 Power and Inequality as outlined in the attached template.
Carried

Rationale:

This course is the 4th in a series of courses focused on animals as part of GESJ's developing environmental justice focus. It will be regularly cycled with Animal Rites, Religion Justice and Animals and Virtual Animals.

Motion 37: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the creation of GEND-3357 The Opioid Crisis to be added to the GESJ curriculum in Group 3 Human Rights and Social Justice and to the 9 credit option in the Human Rights Minor as outlined in the attached template.
Carried

Rationale:

This course has been offered twice now under a special topics code and has enrolled with waitlists. It's very popular as an elective with Nursing students and is contributing to an emerging concentration in health related courses in GESJ. It is taught by a part-time faculty member who works directly with this population, The AIDS Committee of North Bay which also provides placement opportunities to students from a range of programs across the university.

Non-substantive:

The revision of the course description for GEND-4205 Honours Seminar as outlined in attached document.

Non-substantive:

The prerequisites for GEND-4205 Honours Seminar be changed as outlined in attached document.

Non-substantive:

Rename Gender Equality & Social Justice's Group 2, Power and Inequality to Power, Justice and Transformation as outlined in attached document.

Motion 38: Moved by C. Richardson, seconded by M. Litalien that Senate approve that the program requirements for the Gender Equality and Social Justice Honours Degree, Specialization, and Major be revised to allow students to count a maximum of 6 credits of 1000 level courses as outlined in the attached document.
Carried

Rationale: When GESJ changed its first year course from 6 credits to 3 credits we revised the program requirements to allow for a 3 credit progression. However, we failed to recognize that many students would take both our first year courses GEND 1006 and GEND 1007 and it was never our intention to prevent them from doing that. We currently have to deal with petitions addressing this issue. The changes will allow them to take up to 6 credits of 1000 level courses.

Motion 39: Moved by C. Richardson, seconded by T. Stewart that Senate approve that the program requirements for the Minor in Gender Equality and Social Justice be revised as outlined in the attached document.
Carried

Rationale: When GESJ changed its first year course from 6 credits to 3 credits we revised the program requirements to allow for a 3 credit progression. However, we failed to recognize that many students would take both our first year courses GEND 1006 and GEND 1007. It was never our intention to prevent them from doing that, hence the revision to allow up to 6 credits at the 1000 level. We also want to allow students to count at least part of INTD classes towards a minor, including INTD 2005 (6 credits) which are cross-listed for all other GESJ degree options.

Faculty of Education and Professional Studies**School of Criminology and Criminal Justice****Non substantive:**

The prerequisite for CRJS 3506 Criminology of Serial Murder be changed as outlined in the attached document:

Motion 40: Moved by C. Richardson, seconded by C. Greco that Senate approve the creation of CRJS 2127 Interpreting Criminal Justice Research as outlined in the attached template.
Carried

Rationale: (1) Students enrolled in the newly approved 2 years college/2 years Nipissing Policing and Corrections streams, and those currently enrolled in the pre-existing Policing, Corrections and general Criminal Justice streams will complete their degrees and seek employment in their chosen policing, correctional services and allied fields: they do not proceed on to graduate programs. (2) Consequently, students enrolled in the newly approved 2 years college/2 years Nipissing Policing and Corrections streams, and those currently enrolled in the pre-existing Policing, Corrections and general Criminal Justice streams will not make use of the skills currently acquired in the required courses SOCI 2126 Sociological Research Methods and SOCI 2127 Quantitative Research Methods, as police officers, correctional workers and probation/parole officers, and others directly seeking employment in the criminal justice field do not conduct research studies as part of their employment positions. (3) The proposed course CRJS 2127 Interpreting Criminal Justice Research will expose Policing, Corrections and the

general Criminal Justice stream students to the kinds of research methods, analysis and reporting found in use in the criminal justice field, including academic research and government reports, and will provide students with basic skills to interpret both qualitative and quantitative presentation of research results.

Motion 41: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of CRJS 3046 – Interpersonal Communications in Criminal Justice as outlined in the attached template.

Carried

Rationale: Interpersonal Communications in Criminal Justice has been taught for 3 academic years as a Special Topics in Criminal Justice Course (CRJS 3927). This course has been very well received by students and provides Criminal Justice students, as well as anyone who hopes to work with the public or vulnerable populations practical communication skills. It would be beneficial for this course to be added to the School of Criminology and Criminal Justice elective course offerings, as it fits with the applied nature of our program and every major functional job analysis conducted on the job of police officer recognizes communication as an essential competency.

Motion 42: Moved by C. Richardson, seconded by M. Litalien that Senate approve that the program requirements for the Bachelor of Arts Criminal Justice, School of Criminology and Criminal Justice be changed as outlined in the attached document.

Carried

Non substantive: The School of Criminology & Criminal Justice be renamed as the School of Criminal Justice as outlined in attached document.

School of Nursing

Motion 43: Moved by C. Richardson, seconded by T. Stewart that Senate approve the following learning outcomes for NSGD 3336 Culture and Nursing Practice be added:

Students who successfully complete this course will:

- describe assumptions, values, and beliefs of themselves personally and professionally as they develop awareness of culture and diversity among people
- assess how evidence is constructed and legitimized as knowledge among differing worldviews
- develop awareness of cultural variables that influence health and health care delivery such as social class, gender, age, ability, race/ethnicity, and health care systems
- critique theoretical perspectives and conceptual models for nursing care in relation to other ways of being and knowing
- discuss potentially uncomfortable/challenging health care experiences of patients and identify strategies for intercultural development among nurses, healthcare teams, and health systems
- integrate elements of cultural awareness that reflect new ways of being and knowing in professional nursing practice.

Carried

Rationale: There are currently no approved learning outcomes for this course.

Non-substantive:

The restrictions for NSGD 3336 Culture and Nursing Practice are changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 1006, NURS 1016, NURS 1037 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 2037 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 2016, NURS 2047, NURS 2036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2016 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 2016 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2706 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2037 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2517 and NURS 2707 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2047 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 3017, NURS 3116, NURS 3117, NURS 3007 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 3036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3017 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 3017 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3116 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3117 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3036 be changed as outlined in the attached document.

Non-substantive:

The antirequisites for NURS 3036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3007 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 3007 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 4036, NURS 4436, NURS 4067, NURS 4126 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4036 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4436 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4436 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4067 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4067 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4126 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4126 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4704 be changed as outlined in the attached document.

Schulich School of Education**Non-substantive:**

The course title for EDUC 1535 be changed from English as a Second Language, Part I to Teaching English Language Learners, Part I as outlined in the attached document.

Non-substantive:

The course title for EDUC 2535 be changed from English as a Second Language, Part II to Teaching English Language Learners, Part II as outlined in the attached document.

Non-substantive:

The course title for EDUC 3535 be changed from English as a Second Language, Part III (Specialist) to Teaching English Language Learners, Part III (Specialist) as outlined in the attached document.

Motion 44: Moved by C. Richardson, seconded by K. Wilcox that Senate approve that the course EDUC 1585 International Languages, Portuguese, Part I be added to the list of In-Service offerings.

Carried

Rationale: To provide candidates the opportunity to enhance their professional practice, pedagogies and knowledge and skills in International Language, Portuguese teaching. Nipissing University continues to be the only AQ provider of International Languages. (Spanish, German, Italian and Portuguese)

School of Business

Motion 45: Moved by C. Richardson, seconded by A. Armenakyan that Senate approve the creation of ADMN 1007: Business Economics course as outlined in the attached template.

Carried

Rationale:

CPA Ontario requires a series of steps to become a chartered professional accountant. The first two steps are the CPA-PREP (prerequisite and preparatory courses) and CPA-PEP (professional education program. Currently, Nipissing University is a CPA-recognized post-secondary institution that provides the necessary courses and degree requirements for students to be exempted from the CPA-PREP portion of the certification and to be able to directly enter into the second step -- the CPA-PEP.

The CPA periodically changes and updates the course requirements for its recognized post-secondary institutions (e.g., Nipissing University), and these institutions are required to update their curriculum to remain recognized. The addition of the following course helps accommodate recent changes to the CPA requirements.

In the Nipissing University School of Business, 90-95% of accounting students seek to secure the CPA designation. Recently the CPA mandated the requirement of data analytics. In order to keep the course workload of business students pursuing the CPA designation from becoming overwhelming, the CPA often balances the competencies required. Thus, the addition of the required data analytics is offset by the CPA allowing post-secondary institutions to combine the two economics courses into a single course to meet the required CPA competencies.

Motion 46: Moved by C. Richardson, seconded by J. Muterera that Senate approve the change of wording in the Academic Calendar as listed below: (*changes in strikethrough*)

New Requirements:

To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including ~~66 credits~~ of core requirements as outlined below. Students may also complete a concentration, along with their core BBA requirements. Available Concentrations are as follows: Accounting, Entrepreneurship and Innovation Leadership, Finance, Human Resource Management, Marketing, and International Business.

BBA Core Requirement Change

<u>ECON 1006 and</u>	Introduction to Microeconomics and	3 cr.
<u>ECON 1007</u>	Introduction to Macroeconomics	3 cr.
Or		
ADMN 1007	Business Economics (Option for Accounting concentration only)***	3 cr.

*****Students registered in the accounting concentration may substitute ECON 1006 and ECON 1007 with ADMN 1007. Students who choose to do this are required to take three additional credits of electives.**

Old Requirements:

To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including 66 credits of core requirements as outlined below. Students may also complete a concentration, along with their core BBA requirements. Available Concentrations are as follows: Accounting, Entrepreneurship and Innovation Leadership, Finance, Human Resource Management, Marketing, and International Business.

Rationale: CPA Ontario requires a series of steps to become a chartered professional accountant. The first two steps are the CPA-PREP (prerequisite and preparatory courses) and CPA-PEP (professional education program. Currently, Nipissing University is a CPA-recognized post-secondary institution that provides the necessary courses and degree requirements for students to be exempted from the CPA-PREP portion of the certification and to be able to directly enter into the second step -- the CPA-PEP.

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Motion 47: Moved by C. Richardson, seconded by J. Muterera that Senate approve the creation of ACCT 3906: Data Analytics for Accounting as outlined in the attached template.
Carried

Rationale: CPA Ontario requires a series of steps to become a chartered professional accountant. The first two steps are the CPA-PREP (prerequisite and preparatory courses) and CPA-PEP (professional education program. Currently, Nipissing University is a CPA-recognized post-secondary institution that provides the necessary courses and degree requirements for students to be exempted from the CPA-PREP portion of the certification and to be able to directly enter into the second step -- the CPA-PEP.

The CPA periodically changes and updates the course requirements for its recognized post-secondary institutions (e.g., Nipissing University), and these institutions are required to update their curriculum to remain recognized. The addition of the following course helps accommodate recent changes to the CPA requirements.

In the Nipissing University School of Business, 90-95% of accounting students seek to secure the CPA designation. Recently the CPA mandated the requirement of data analytics. In order to keep the course workload of business students pursuing the CPA designation from becoming overwhelming, the CPA often balances the competencies required. CPA requires data analytics to be adopted to continue as a recognized post-secondary institution.

Motion 48: Moved by C. Richardson, seconded by P. Radia that Senate approve that an optional Coop be offered to Post Baccalaureate Diploma students as outlined in the attached document.

Co-op Internship Option for Post Baccalaureate program

During their program, Post Baccalaureate students can take part in one optional Co-op Internship. Co-op Internship will be 4 months in length. Co-op Internship will be of minimum 12 weeks duration (minimum 420 hours), in work placements. Entry into Co-op Internship is NOT automatic. **In order to be eligible to enter Co-op Internship, students must have completed 24 credits with a minimum average of 70%.** To select the Co-op Internship option, students must apply by the end their first academic year of the Post Baccalaureate program. Students cannot take any courses during Co-op Internship.

The aim of the work term is to provide Canadian work experience to students and the credits for this course will not be counted towards the graduation.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 49: Moved by C. Richardson, seconded by J. McIntosh that the Report of the Academic Quality Assurance and Planning Committee dated February 18, 2022 be received.
Carried

Motion 50: Moved by C. Richardson, seconded by P. Radia that Senate approve the attached Business IQAP 2-Year Follow-up Report.
Carried

Motion 51: Moved by C. Richardson, seconded by M. Tuncali that Senate approve the attached MSc Mathematics IQAP 2-Year Follow-up Report.
Carried

Motion 52: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the attached Nursing IQAP 2-Year Follow-up Report.
Carried

Motion 53: Moved by C. Richardson, seconded by N. Black that Senate approve the attached Sociology IQAP 2-Year Follow-up Report.
Carried

Motion 54: Moved by C. Richardson, seconded by M. Litalien that Senate approve the attached Education IQAP 2-Year Follow-up Report.
Carried

Motion 55: Moved by C. Richardson, seconded by N. Black that Senate approve the attached MES MESC Environment IQAP 2-Year Follow-up Report.
Carried

Motion 56: Moved by C. Richardson, seconded by B. Elliott that Senate approve the attached Geography IQAP 2-Year Follow-up Report.
Carried

Teaching and Learning Committee

Motion 57: Moved by G. Raymer, seconded by N. Black that the Report of the Teaching and Learning Committee dated January 13, 2022 be received.
Carried

Amendment of By-laws

Motion 58: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 6.0 Regular Senate Meetings, be amended as outlined below:

6.0 Regular Senate Meetings

- (a) Unless otherwise determined and announced by the Senate Executive Committee, regular meetings of Senate shall normally be held once a month.
- (b) Once finalized, the dates of all regular Senate meetings for any given year shall be published on the University website.
- (c) Unless otherwise determined and announced by the Senate Executive Committee, regular Senate meetings shall normally commence at 2:30 PM.
- (d) Regular Senate meetings shall normally end no later than 5:30 PM.
- (e) All those responsible for the timetabling of University classes shall be instructed to make every effort to ensure that faculty Senators are not scheduled to teach during regular Senate meetings.
- (f) At the discretion of the Senate Executive Committee, a regular meeting of Senate may be cancelled if:
 - (i) the volume of business submitted for inclusion in the agenda is insufficient to warrant holding the meeting; and
 - (ii) there is no urgent or time-sensitive business requiring disposition prior to the next regular meeting.
- (g) At the discretion of the Senate Executive Committee, a regular meeting of Senate may be held in-person, virtually, or by a hybrid of both (in which case each senator attends either in-person or virtually, but not both).

Carried

Motion 59: Moved by T. Sibbald, seconded by N. Black that Senate By-laws, Article 6.3(b) Order of Business, be amended as outlined below:

6.3 Order of Business

- (b) Business items submitted too late to be placed on the Senate agenda must be circulated electronically at the meeting for introduction under new business and shall require the passage of a motion to consider before any further motions may be proposed.

Carried

Motion 60: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 7.4(d) Debate and Decorum, be amended as outlined below:

7.4 Debate and Decorum

- (d) Senators shall be expected to observe appropriate decorum during any debate. Online attendees are to refrain from using any 'chat' options to respect the principle of one speaker at a time as identified by the speaker.

Carried

Motion 61: Moved by T. Sibbald, seconded by N. Black that Senate By-laws, Article 7.5, Voting on Senate Motions, be amended as outlined below:

7.5 Voting on Senate Motions

- (a) Except as otherwise specified in 7.3(c), Senate motions shall be carried by a simple plurality of votes in favour over votes against, with abstentions not being called or recorded.
 - (b) Voting on Senate motions shall normally be conducted by a simple show of hands for in-person attendees, and electronic voting for virtual attendees, with the Speaker declaring the motion to be carried or defeated. Should any member request that such a vote be recorded, Senators may be asked to stand or keep their hands in the air until the count is taken.
 - (c) Notwithstanding (b), any Senator may, on a question of privilege, move that the vote on the motion before Senate be conducted by secret ballot (including anonymous electronic voting for online attendees). A motion to hold a secret ballot, once seconded, is not debatable and shall be put to an immediate vote.
 - (d) Notwithstanding (b), any Senator may likewise, on a question of privilege, move that the vote on the motion before Senate be conducted by roll-call. A motion to conduct a vote by roll-call is debatable as to the need for such a vote.
 - (e) Whether a vote is conducted by show of hands, secret ballot or roll-call, the Speaker or Deputy Speaker (whoever is conducting the vote) shall retain the right, as an elected Senator, to vote on the motion. Should the vote on any motion end in a tie, the motion shall be declared defeated.
 - (f) Voting by proxy shall not be permitted.
- Carried

Motion 62: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 12.0 General Responsibilities, be amended as outlined below:

12.0 General Responsibilities

As in other deliberative or legislative bodies, the general responsibilities of Senators shall include:

- (a) the responsibility to attend Senate meetings regularly;
- (b) the responsibilities when attending virtually: having their identity provided through their online name, following protocol principles of one speaker at a time as identified by the speaker, and, unless it is not feasible, using their camera and microphone when speaking;
- (c) the responsibility to become familiar with the Senate By-Laws, as well as with other relevant Senate policies and procedures;
- (d) the responsibility to keep informed regarding the issues which come before Senate;
- (e) the responsibility to read published Senate agendas and other related materials beforehand, and to come to the meetings prepared;
- (f) the responsibility to endeavour to vote in accordance with the long-term academic interests of the University;
- (g) where they have been chosen or elected by and from specific constituencies, the responsibility to represent the interests of their respective constituent groups by informing constituents as necessary when Senate matters of direct concern or impact are pending, by reporting to or meeting with constituents as appropriate or when called upon to do so, and by endeavouring to convey the views and concerns of their constituents to Senate to the best of their ability.

Carried

Motion 63: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 6.2(g) Senate Agenda and Senate Minutes, be amended as outlined below:

6.2 Senate Agenda and Senate Minutes

- (g) A copy of all approved Senate minutes shall be signed by the Chair of Senate and kept as the official, permanent record of Senate proceedings. The Senate Secretary shall ensure reasonable access to archived minutes.
Carried

New Business

Motion 64: Moved by D. Iafrate, seconded by N. Black that Senate move in camera.
Carried

Motion 65: Moved by D. Iafrate, seconded by J. Nadeau that Senate consider the granting of a posthumous degree.
Carried

Motion 66: Moved by D. Iafrate, seconded by N. Black that Senate move out of camera.
Carried

Motion 67: Moved by M. Saari, seconded by C. McFarlane that the Senate of Nipissing University condemns ~~Russia's~~ **the Russian state's** unprovoked invasion of Ukraine and calls on **the Russian state** to cease and withdraw all military operations within Ukraine. **The above friendly amendments, in strikethrough and bold, were accepted by the mover and seconder.*
Carried

In response to a question as to whether Nipissing University has any direct investments in Russia, the Vice-President, Finance and Administration, advised that ESG criteria is followed, and that she would investigate further and report back at the next Senate meeting.

Adjournment

Senate was adjourned at 4:05 p.m.

.....
K. Wamsley (Chair)

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

Senate Report – March 11, 2022

Carole Richardson, Provost and Vice-President, Academic and Research (Interim)

Teaching Hub

- We are proud to announce that Gemma is the recipient of a 2021 Minister's Award of Excellence in the Equality of Opportunity category: for faculty or staff members who have excelled at opening post-secondary education to marginalized and underrepresented groups.
- In the second round of funding under the Ontario Government's Virtual Learning Strategy (VLS), there were 4 Nipissing-led proposals submitted and at least another 9 where Nipissing faculty and staff are collaborators. We expect results by April 2022. First round VLS projects are ending, with deliverables due to eCampus Ontario on February 28th, 2022.
- On Feb. 28th, 2022, we hosted a panel on anti-racism in the academy; facilitated by Dr. Charles Anyinam - Teaching Chair in Equity, Diversity and Inclusion.

Education and Professional Studies

- Program Enrolment Projections for 2022-23: Year 1 (480 max) + Year 2 (524, if all return) = 1004 Teacher Candidates (largest number we've ever had on NB campus)
- Standalone BScN program has been approved by the Ministry - recruiting to first cohort Sept 22 intake with high number of applications
- Criminal Justice is working on promoting our new 2+2 pathway (2 years college diploma in criminal justice + 2 years at Nipissing U. for Criminal Justice = BA) with colleges across the province

Registrar's Office

Winter term enrollment, FTE and headcount, as of February 25th:

Enrollment - FTE	2020	2021	Change
Undergraduate	1,450.85	1,434.61	-1.12%
B. Education	328.75	388.57	+18.2%
Graduate Studies	61.20	56.10	-8.33%
Continuing Education*	35.38	26.55	-24.97%
TOTAL	1,876.18	1,905.83	+1.58%

Enrollment - Headcount	2020	2021	Change
Undergraduate	4,017	3,998	-0.47%
B. Ed	771	858	+11.28%
Graduate Studies	185	169	-8.65%
Continuing Education*	148	135	-8.78%
TOTAL	5,121	5,160	+0.76%

*Continuing Education consists of Additional Qualification courses for Teachers, Indigenous Classroom Assistant Diploma Program, Indigenous Teacher Certificate Program & Teacher of Indigenous as a Second Language.

382 (7.4%) of our students have identified as indigenous and 1,135 (22%) first generation.

Arts and Science

- The BSc Environmental Science program proposal (Stage II) was approved by ACC and AQAPC, currently subject to an external review
- The BA Environmental Studies program proposal (Stage II) is close to being submitted to the curriculum approval process for review.
- The Health Science and Health Studies program/s LOI is in progress.
- The department of History will hold the Dr. Anne Clendinning Lecture on March 16th (further information to follow).

Office of Graduate Studies and Research

The following chart shows the current admission applications for graduate students for 2022.

MA History	Complete: 6 Incomplete: 4
MA Sociology	Complete: 2 Incomplete: 3
MEd (Full-Time) <i>*MEd Flex-Time admission applications aren't due until May 1st.</i>	Complete: 13 Incomplete: 6
MES/MESc	Complete: 6 Incomplete: 0
MSc Kinesiology	Complete: 10 Incomplete: 3
MSc Math	Complete: 1
PhD:	Complete: 17 Incomplete: 3
	Total: 56 complete 19 incomplete

- Research Month will be held in the month of March, alongside the Undergraduate Research Conference. This year, we will also hold one face to face event and plans are currently underway. Preparations are also being made for the annual 3MT Competition to be held in May 2022.
- The Office of Graduate Studies and Research confirm that three SSHRC IDG applications were submitted, and two SSHRC SIG awards were granted in January, and for the most recent SSHRC SIG call – the total value to be awarded is \$71,000. The Awards for Research, Scholarly and Creative Activities will be announced shortly.

Student Development and Services

- RESIDENCE LIFE

Residence Life currently has 776 students in house.

Our Residence Application for 2022/23 is open for current students and those who have been offered admission for fall 2022.

- STUDENT INTERVENTION SERVICES

For Bell Let's Talk Day, students were provided kits including a Bell Let's Talk kit. 118 kits were mailed along with distribution to students in Residence and student athletes.

Surviving to Thriving Lakers Wellness Month is February 7th to March 7th.

- STUDENT LEARNING AND TRANSITIONS

The Peer Tutoring program, in conjunction with Nimbus Learning, will be launching a new platform to reduce barriers for students wanting to supplement their learning experience.

The Dave Marshall Leadership Awards ceremony is scheduled for March 18th at 1:30 p.m. This year we are planning for a hybrid ceremony format.

A virtual Career Fair took place February 15th-17th.

- ATHLETICS

The Nipissing Lakers are very excited and proud to celebrate 97 student-athletes who have earned the high recognition of being an Academic All-Canadian and OUA Academic Achievement Award winners. The award is handed out to student-athletes who earn a GPA of 80 per cent or higher and are a member of a varsity team.

On February 25 we honoured the 2019-2020 Academic All Canadians through our social media accounts, highlighting the student-athletes that have earned this honour.

Intramurals are back at Nipissing!

Jhanelle Peters offered a workshop on February 24 entitled Mental Health Stigma in Black Community: Finding Black Joy.

The Nipissing University Black Association for Student Expression (NUBASE), in partnership with Lakers Basketball, will be hosting their first annual Shoot for Change Anti-Racism Basketball Game against the Ontario Tech Ridgebacks at the Robert J. Surtees Student Athletics tonight. Created by NUBASE Co-Founder and President Tajjon Eccleston-Graham, this event will serve as a fundraiser to create the first-ever Nipissing University BIPOC Bursary for students at Nipissing University.

Board of Governors' Report to Senate

Friday, March 11, 2022

The Board met yesterday, after first participating in a well received University Governance training session with Cheryl Foy, author and governance professional. Break out groups discussed ways to improve Board effectiveness in decision making, resources and planning, relationships and within the big picture. The emphasis of the session was the Board's fiduciary responsibility for the University and how to best stay focused on that.

At the following open board meeting, new appointment Joe Sinicrope, a retired lawyer, was welcomed to the Board.

A motion was passed to accept the recommendation of the Audit and Finance Committee to approve revisions to the Investment Policy. This led to a discussion about what investments the University holds, and the topic of whether those investments align with the University's values. This topic will be discussed further with more information to be shared with the board.

The NUSU executives who are coming to the end of their terms were recognized and thanked for their work and dedication to improving the student experience at Nipissing.



Alumni Report – March 2022

NUAAB

The Nipissing University Black Association for Student Expression (NUBASE), in partnership with Lakers Basketball, will be hosting their first annual Shoot for Change Anti-Racism Basketball Game against the Ontario Tech Ridgebacks at the Robert J. Surtees Student Athletics Centre on March 11, 2022. All funds raised at the event will directly support the establishment of the Nipissing University BIPOC Bursary for students at Nipissing University. The NUAAB stand with NUBASE and the University to establish this important bursary, and as such we are thrilled to announce that NUAAB will be matching donations made to the BIPOC Bursary up to \$5,000! Donate today and double your impact.

To find out more about the event or to donate please click [here](#).

NU Café

#BreakTheBias: Empowering women to succeed and allies to support

On March 10th at 3pm join our special International Women's Day event with Christine Silva (Shopify), Emma Mohns (Kinaxis) and Ten Thousand Coffee's CEO and Co-Founder Dave Wilkin to hear about the tactics these women used to navigate and succeed in their career. They will also highlight the role allyship played in their success and share the tools and tricks that other allies can leverage to build inclusive environments.

Sign up or learn more [here](#).

Convocation

The alumni office is busy preparing for upcoming June convocation. With a return to in person events we have much work to do to ensure we are prepared. More information will be announced when we have it.

COU Update to Academic Colleagues – February 15 & 16

International

- In December, the British Council IELTS released a report showing that there is rapidly increasing competition from European and Asian markets for international students in high-demand programs: <https://studyportals.com/wp-content/uploads/2021/12/British-Council-Studyportals-The-changing-landscape-of-English-taught-programmes-in-2021.pdf>
- This is a significant risk for Ontario institutions. COU will be exploring options for a sector approach.

Pre-Election Strategy

- COU's advocacy is focused on the vital role the sector has to play in helping the province rebuild after COVID-19 and drive a robust economic recovery, framed around four key pillars: helping rebuild a world-class healthcare system; developing job-ready graduates; driving regional economic development and supporting a globally competitive economy. The fifth pillar then outlines how in order to continue supporting the province, universities need support.
- **Internal Government Advocacy:** Based on advice from affiliates and committees, working groups and economic research, COU is proposing a three-pronged strategy for internal government relations:
 - o Tuition Flexibility
 - o Increases in Operating Grant Funding
 - o Increases in University Capacity
- **Public-facing Communications:** To further support internal government advocacy, COU recently launched its public-facing campaign. The campaign leverages communications and government relations to influence the government, as well as build relationships with candidates and the other major political parties. This campaign will run from January until April.

Strategic Mandate Agreements (SMA3)

- Performance-based funding for Ontario universities is scheduled to be activated for 2022-23. This is after the government delayed activation for the first two years of SMA3 to mitigate the impacts of COVID on performance evaluation. On December 17, COU sent a letter to the ministry expressing the sector's concerns regarding the timing of recoupling performance funding given the impact of COVID-19, and the impact of the Delta and Omicron variants.
- The Faculty Activity and Faculty Compensation reporting metrics are scheduled to be implemented for 2022-23. These metrics are not tied to performance but will be made public. The ministry has started a consultation process with the sector on the proposed reporting template. The sector has formed a working group with representatives from OCAV, CUPA and GRO to develop recommendations for MCU.

Micro-credentials

- The results of the Microcredential Challenge Fund were communicated to institutions on December 9.

- COU is working with the Ontario Council of Ontario Lifelong Learning (OCULL) to collect data on universities' continuing education offerings to supplement advocacy around microcredentials and the established role of universities in upskilling/reskilling for the labour market. A two-phase data request (February/May) is being developed in consultation with OCAV.

eCampusOntario

- The microcredential portal (listing OSAP-approved college, university and Indigenous Institute microcredentials) was launched on December 15. <https://micro.ecampusontario.ca/>

Math Proficiency Test for Teacher Candidates

- On December 17, 2021 the Ontario Superior Court of Justice Divisional Court found the Math Proficiency Test (MPT) requirement infringes on the Canadian Charter of Rights and Freedoms.
- The court found that the MPT had an adverse impact on entry to the teaching profession for racialized teacher candidates and other reasonable alternatives should have been implemented.
- They ruled that Ontario College of Teachers (OCT) shall grant certification to teacher candidates who have not yet passed the MPT but who have otherwise met all other teacher certification requirements
- While the government has filed a motion to appeal, the MPT will not be a requirement in the interim.



Senate Report

March 11th, 2022

Skiing/Curling

NUSU hosted a night of skiing at Laurentian Ski Hill for our students to ski and snowboard for free. At the end of this month, we are hosting a free curling night for students and faculty to join and engage with one another.

Food Bank

We have seen a massive increase in the use of our student food bank. We have been receiving food and monetary donations and we are extremely grateful. Unfortunately, this time of year is particularly difficult for students financially. We are continuously looking for food and monetary donations. For anyone looking to donate, they can e-transfer money to finance@nusu.com, or contact us for more details.

Night Owls

NUSU has been hosting Night Owls for extended hours in our Student Centre. Students have enjoyed being able to study or work on group projects together. We have six nights coming up in the next few weeks for students to be in the building until midnight.

Academic Week: March 14th to 18th

After the success of last semester's Academic Week, we are hosting Academic Week next week from March 14th to 18th. This will be in partnership with groups such as Academic Advising, the Dean of Arts and Science, the Dean of Education and Professional Studies, the Teaching Hub, and Student Learning and Transitions. This can be found at nusu.com/academicweek.

Pi Day

On Monday, it is Pi Day and NUSU will be selling pies to raise money for our student food bank. We will be selling raspberry, apple or blueberry pies. It will be \$3.14/per pie or 3 for \$9. These pies are made by Victoria Sweets which are frequent vendors at the North Bay Farmers' Market.

Congratulations

We would like to congratulate Dr. Catherine Murton Stoehr who was honoured by the Anishinabek Nation Grand Council Chief with the 2021 Debwewin Citation for excellence in journalism.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

March 31, 2022

There was a meeting of the Senate Executive Committee on March 31, 2022. The meeting took place by Zoom conference.

The following members participated:

K. Wamsley (Chair), C. Richardson, N. Colborne (Speaker), P. Maher, P. Radia, J. McAuliffe, J. Allison, T. McParland, T. Sibbald, S. Pecoskie-Schweir, S. Landriault (Recording Secretary, n-v)

Regrets: J. Nadeau, D. Iafrate, M. Litalien

The purpose of the meeting was to set the agenda for the April 8, 2022 Senate meeting.

Under Business Arising from the Minutes of the March 11, 2022 Senate meeting, the VPFA will advise that Nipissing University has no direct investments in Russia.

The Academic Curriculum Committee Report dated March 9, 2022 was provided for inclusion in the Senate Agenda.

The Academic Quality Assurance and Planning Committee Report dated March 18, 2022 was provided for inclusion in the Senate Agenda.

The Senate Research Committee Report dated March 31, 2022 was provided for inclusion in the Senate Agenda.

The Teaching and Learning Committee Report dated February 16, 2022 was provided for inclusion in the Senate Agenda.

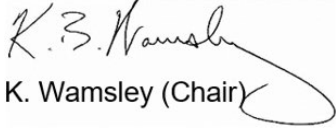
The dates for the Senate and Senate Executive meetings for the 2022-23 academic year were set and are outlined below:

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Thursday, June 30, 2022	*Friday, July 8, 2022 (10:30 a.m. start)
Thursday, August 4, 2022	*Friday, August 12, 2022 (10:30 a.m. start)
Thursday, September 1, 2022	Friday, September 9, 2022
Thursday, October 6, 2022	Friday, October 14, 2022
Thursday, November 3, 2022	Friday, November 11, 2022
Thursday, December 1, 2022	Friday, December 9, 2022
Thursday, January 5, 2023	Friday, January 13, 2023
Thursday, February 2, 2023	Friday, February 10, 2023
Thursday, March 2, 2023	Friday, March 10, 2023
Thursday, April 6, 2023	Friday, April 14, 2023
Thursday, May 4, 2023	*Friday, May 12, 2023 (10:30 a.m. start)
Thursday, May 18, 2023	*Friday, May 26, 2023 (10:30 a.m. start)

*All Senate meetings commence at 2:30 p.m. (except July 8 & August 12, 2022, and May 12 & 26, 2023). All Senate Executive Committee meetings commence at 10:30 a.m.

Moved by C. Richardson, seconded by P. Radia that the Senate Executive Committee approves the April 8, 2022 Senate Agenda.
CARRIED

Respectfully submitted,

A handwritten signature in black ink, appearing to read "K. Wamsley". The signature is written in a cursive style with a large, sweeping flourish at the end.

K. Wamsley (Chair)

Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated March 31, 2022.

2022-2023 Senate Year

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Thursday, June 30, 2022	*Friday, July 8, 2022 (10:30 a.m. start)
Thursday, August 4, 2022	*Friday, August 12, 2022 (10:30 a.m. start)
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*All Senate meetings commence at 2:30 p.m. (except July 8 & August 12, 2022, and May 12 & 26, 2023).

All Senate Executive Committee meetings commence at 10:30 a.m.

**Report of the
Academic Curriculum Committee**

Wednesday, March 9, 2022

The meeting of the Academic Curriculum Committee was held on Wednesday, March 9, 2022, at 10:00am by Zoom Conference. The following members participated:

Members

Carole Richardson

Pavlina Radia

Douglas Gosse

Debra Iafrate

Charles Anyinam

Nancy Black

Darren Campbell

Julie Corkett

Chris Greco

Blaine Hatt

Rosemary Nagy

James Murton

Mercedes (Fichaud) Parsons

Absent with Regrets:

Julie Corkett, Sarah Pecoskie-Schweir, Alexandre Karassev, Madalyn Murray

Guests:

Andrew Weeks, Haibin Zhu, Jeff Dech, John Kovacs, Natalya Brown, Mark Wachowiak

Sarah Tedesco, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science and 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,



Carole Richardson, PhD

Provost and Vice-President, Academic and Research (Interim)

Motion 1:

That Senate receive the Report of the Academic Curriculum Committee, dated March 9, 2022.

Faculty of Arts and Science**BIOLOGY****Motion 2:**

That Senate approve the creation of BIOL-1022 Concepts in Anatomy and Physiology as outlined in the attached document.

Motion 3:

That Senate approve the creation of BIOL-2006 Fundamental Microbiology as outlined in the attached document.

Motion 4:

That Senate approve the hours of BIOL-2116 Principles of Microbiology be changed as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Motion 5:

That Senate approve the creation of learning outcomes for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Motion 6:

That Senate approve the restrictions for BIOL-2116 Principles of Microbiology be revised as outlined in the attached document.

Motion 7:

That Senate approve the antirequisite for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3837 Mammalogy as outlined in attached document.

Motion 8:

That Senate approve the creation of learning outcomes for BIOL-3837 Mammalogy as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing as outlined in attached document.

Non-Substantive

The revision of the course description for BIOL-1006 Introduction to Molecular and Cell Biology as outlined in attached document.

Motion 9:

That Senate approve the creation of learning outcomes for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing as outlined in the attached document.

Non-Substantive

The course title for BIOL-1011 be changed from Introduction to Molecular and Cell Biology for Nursing to Human Biology and Biochemistry as outlined in attached document.

Non-Substantive

The revision of the course description for BIOL-2446: Principles of Ecology as outlined in attached document.

Motion 10:

That Senate approve the creation of learning outcomes for BIOL-2446: Principles of Ecology as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3397: Introductory Soil Science as outlined in attached document.

Motion 11:

That Senate approve the creation of learning outcomes for BIOL-3397: Introductory Soil Science as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3436: Conservation Biology as outlined in attached document.

Motion 12:

That Senate approve the creation of learning outcomes for BIOL-3436: Conservation Biology as outlined in the attached document.

Motion 13:

That Senate approve the creation of learning outcomes for BIOL-4995: Thesis as outlined in the attached document.

Motion 14:

That Senate approve the creation of BIOL-4507 Special Topics in Molecular and Cell Biology as outlined in the attached document.

Motion 15:

That Senate approve the creation of BIOL-4606 Climate Change Biology Seminar as outlined in the attached document.

Motion 16:

That Senate approve the deletion of ENSC-1005: Introduction to Environmental Science.

Motion 17:

That Senate approve the creation of ENSC-1006: Introduction to Environmental Science Part 1 as outlined in the attached document.

Motion 18:

That Senate approve the creation of ENSC-1007: Introduction to Environmental Science Part 2 as outlined in the attached document.

ENGLISH**Non-Substantive**

The course title for ENGL-2257 be changed from Hyphenated-Canadians: Canadian Literature After 1914 to Contemporary Canadian Literature as outlined in attached document.

Non-Substantive

The course title for ENGL-2256 be changed from Double Agents: Canadian Literature before 1914 to Early Canadian Literature as outlined in attached document.

Non-Substantive

That ENGL-2002: Culture in Crisis be unbanked as outlined in attached document.

FINE ARTS AND PERFORMING ARTS**Motion 19:**

That Senate approve the creation of FAVA-3236 Advanced 2D Studio as outlined in the attached document.

Motion 20:

That Senate approve the creation of FAVA-3336 Advanced 3D Studio and Expanded Media as outlined in the attached document.

Motion 21:

That Senate approve the creation of FAVA-3356 Curation and Museology as outlined in the attached document.

Motion 22:

That Senate approve the creation of FAVA-4116 Independent Study in Art History and Visual Studies as outlined in the attached document.

Motion 23:

That Senate approve the program requirements for the Bachelor of Fine Arts (Honours) be changed as outlined in the attached document.

Motion 24:

That Senate approve the degree requirements for the Bachelor of Fine Arts (Honours) be changed as outlined in the attached document.

Motion 25:

That Senate approve the program requirements for the Bachelor of Arts Specialization in Fine Arts be changed as outlined in the attached document.

Motion 26:

That Senate approve the program requirements for the Bachelor of Arts Major in Fine Arts be changed as outlined in the attached document.

Non-Substantive

The following FAVA courses be banked: FAVA 1027 Studio Art: Ideas and Practices; FAVA 3096 Drawing: Contemporary Approaches; FAVA 3056 Advanced Painting; FAVA 3137 Mixed Print Media; FAVA 3147 Extended Sculpture Practice; FAVA 3156 Explorations in Digital Media; FAVA 3046 Critical Theories of Art History and Visual Studies; FAVA 4066 Issues in Curation and Museum Representation

Motion 27:

That Senate approve FAVA-3346 Theoretical Issues in Contemporary Art be unbanked.

Non-Substantive

The course title for FAVA-3346 be changed from Theoretical Issues in Contemporary Art to Contemporary Art as outlined in attached document.

Non-Substantive

The course title for FAVA-2506 be changed from Figure Study to Artistic Anatomy and that the course description be revised as outlined in attached document.

Motion 28:

That Senate approve the program requirements for the Minor in Film be changed as outlined in the attached document.

Non-Substantive

The prerequisite for FILM-2006 World Cinema, FILM-2106 Popular Spectacle Cinema, FILM-2206 Canadian Films, and FILM-2316 The Animated Feature be changed as outlined in attached document.

Non-Substantive

The course title for FILM-2316 be changed from The Animated Feature to Animated Films.

GEOGRAPHY**Non-Substantive**

The course title for GEOG-4106 be changed from Terrain Analysis to Geomorphic Analysis of Landscapes as outlined in attached document.

Non-Substantive

The prerequisite(s) for GEOG-4106 Geomorphic Analysis of Landscapes be changed as outlined in attached document.

Non-Substantive

The prerequisite for GEOG-4237 Urban Health be changed as outlined in attached document.

Non-Substantive

The antirequisite for GEOG-3236 Environment and Health be removed as outlined in attached document.

Non-Substantive

The antirequisite for GEOG-3316 Geography of Health and Health Care be removed as outlined in attached document.

Motion 29:

That Senate approve the requirements for the Certificate of Environmental Management be changed as outlined in the attached document.

Motion 30:

That Senate approve the addition of a Note for the Certificate of Environmental Management as outlined in the attached document.

Motion 31:

That Senate approve the deletion of the Note for the Certificate in Environmental Management as outlined in the attached document.

MATH AND COMPUTER SCIENCE**Motion 32:**

That Senate approve the creation of COSC-3106, Human-Computer Interaction as outlined in the attached document.

Motion 33:

That Senate approve the deletion of COSC-4106 Human Computer Interaction.

Motion 34:

That Senate approve the creation of DIGI-2016 Contemporary Digital Humanities as outlined in the attached document.

Motion 35:

That Senate approve the creation of DIGI-2316 Digital Humanities Techniques I as outlined in the attached document.

Motion 36:

That Senate approve the creation of DIGI-3107 Digital Humanities Techniques II, as outlined in the attached document.

Motion 37:

That Senate approve that DIGI-2016 Contemporary Digital Humanities, DIGI-3107 Digital Humanities Techniques II, and DIGI-2316 Digital Humanities Techniques I be added as electives for the Certificate in Digital Humanities.

PSYCHOLOGY**Motion 38:**

That Senate approve the removal of PSYC-3357 Design and Analysis II as a degree requirement for the BSc Honours Specialization in Psychology as outlined in the attached document.

ECONOMICS**Motion 39:**

That Senate approve the creation of ECON-3036 Behavioural Economics as outlined in the attached document.

Motion 40:

That Senate approve the creation of ECON-2136 Sports Economics 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.

The attached listing of banked courses (Courses Deleted) were not offered in the past ten calendar years and will be deleted by the Registrar's Office.

Courses Banked

The following courses were not offered in the past five calendar years and will be banked by the Registrar's Office in April, 2022.

Course Code	Short Title
ADMN-4896	Topic: TBA
ADMN-4897	Topic: TBA
BIOL-3066	Flora of Northern Ontario
BIOL-3126	Molecular Biology Techniques
BIOL-3267	Animal Physiology
CHEM-1991	Chemistry Essentials
CHEM-4206	Electrochemistry
CLAS-3066	Race and Ethnic Identity
COSC-3206	Theory of Computation
CRJS-4476	Sr Seminar in Criminal Justice
DIGI-2405	Digital Lives
ECON-4005	Research Project in Economics
EDUC-1011	Child Development
EDUC-1012	NCADP Primary Methods I
EDUC-1021	Language Arts I
EDUC-1022	NCADP Junior Methods I
EDUC-1031	Native Culture and Heritage
EDUC-1041	Behaviour Management Support
EDUC-1215	Hlth & Phys Ed, P/J, Pt.1
EDUC-1735	Teaching Combined Grades
EDUC-2011	NCADP Primary Methods II
EDUC-2013	Observ. & Prac. Teaching II
EDUC-2021	NCADP Junior Methods II
EDUC-2031	Physical Education I
EDUC-2041	Language Arts II
EDUC-2051	Mathematics
EDUC-2061	Computers I
EDUC-2112	NSEADP Spec.Ed.-LD/Incl. Class
EDUC-2121	NSEADP Methods IV
EDUC-2123	Observation and PT II (P/J)
EDUC-2215	Hlth & Phys Ed, P/J, Pt. II
EDUC-2745	Inclusive Classroom, Part II
EDUC-3011	NCADP Primary Methods III
EDUC-3013	Observ. & Prac. Teaching III
EDUC-3031	Physical Education II
EDUC-3061	Computers in the Classroom
EDUC-3112	NSEADP III Spec Ed. Behaviour

EDUC-3122	NSEADP III Spec.Ed. Slow Learn
EDUC-3123	Observation and PT III (P/J)
EDUC-3132	Technology and Learning
EDUC-3215	Hlth & Phys Ed, P/J, Pt.III
EDUC-3441	Ojibwe Curriculum 3
EDUC-3442	Ojibwe Methodology 3
EDUC-3443	Education Foundations 3
EDUC-3444	Ojibwe Language 3
EDUC-3445	Technology for Ojibwe 3
EDUC-3446	Ojibwe Team Teaching 2
EDUC-3447	Ojibwe Practicum 3
EDUC-3745	Inclusive Classroom, Part III
EDUC-4103	Educ. Psych & Spec. Ed. (P/J)
EDUC-4112	Language Arts - Part I (P/J)
EDUC-4113	Language Arts - Part II (P/J)
EDUC-4116	Language Arts - Part I (J/I)
EDUC-4117	Language Arts - Part II (J/I)
EDUC-4128	Curriculum Methods II (P/J)
EDUC-4138	Curriculum Methods III (P/J)
EDUC-4203	Educ. Psys. & Spec.Ed. (J/I)
EDUC-4228	Curriculum Methods II (J/I)
EDUC-4238	Curriculum Methods III (J/I)
EDUC-4285	Science, Grades 7 & 8
EDUC-4407	English (senior)
EDUC-4420	Honour Specialist: English
EDUC-4430	Honour Specialist - FSL
EDUC-4434	Curriculum Methods I (P/J)
EDUC-4437	FSL (Senior)
EDUC-4447	Geography (Senior)
EDUC-4450	Honour Specialist - History
EDUC-4457	History (Senior)
EDUC-4465	Adult Learners
EDUC-4467	Mathematics (Senior)
EDUC-4474	Curriculum Methods I (J/I)
EDUC-4475	Adults With Disabilities
EDUC-4485	Educ. Tech. for Adult Learners
EDUC-4495	Communication: Adult Education
EDUC-4520	Honour Specialist: HPE
EDUC-4586	Religious Studies (Int.)
EDUC-4587	Religious Studies (Senior)
EDUC-4630	Senior ABQ: Bus.Studies Acct.
EDUC-4661	Observ.& Prac.Teaching II(P/J)
EDUC-4681	Observ. & Prac.Teach II (J/I)

EDUC-4686	Observ. & Prac.Tech IV (P/J)
EDUC-4690	Senior ABQ - Visual Arts
EDUC-4691	Observ.& Prac.Teach. III (J/I)
EDUC-4696	Observ. & Prac.Teach. IV (J/I)
EDUC-4718	Computer Studies (Int)
EDUC-4719	Computer Science (Senior)
EDUC-4741	Teaching With Mobile Technolog
EDUC-4752	Understanding First Nations
EDUC-4791	Integrated Curriculum
EDUC-4807	International Teaching
EDUC-5126	Theories of Learning
EDUC-5236	Curricular Strategies
EDUC-5237	Educating for Environment
EDUC-5256	Evaluation of Curriculum
EDUC-5257	Transitions
EDUC-5346	Interpersonal Relations
EDUC-5356	Supervision of Instruction
EDUC-5486	Independent Study
EDUC-5496	Meanings of Literacy
EDUC-5637	Integrated Approach to Lang.
ENST-5327	Aquatic Behavioural Ecology
ENST-5346	Watershed Governance
GEND-1025	Gender Equality&Social Justice
GEND-2026	Makeover Culture
GEND-2047	Gender and Social Media
GEND-4005	Honours Essay
GEOG-4817	Urban Land Use Planning in Can
GEOG-4977	Human Geography Field Camp
HIST-3137	Crusade and Jihad
PHED-3146	Issues in Education and Physic
RUSS-1005	Introductory Russian
SOCI-3016	Critical Sociological Theory
SOCI-3176	Age, Health, and Work I
SOCI-4546	Honours Seminar
STEC-3997	Practicum I
SWLF-4005	Research Essay
TMGT-2106	Systems Analysis and Design
UNIV-0100	MELD Summer Program

Courses Deleted

The following courses were not offered in the past ten calendar years and will be deleted by the Registrar's Office in April, 2022

Course Code	Short Title
ACCT-4236	Acct. Theory & Integration
ACCT-4826	Operational Auditing
ADMN-3657	Mngmnt & Integration of New Te
BIOL-3346	Microscopy
CHFS-2005	Child and Family Studies
CHFS-2016	Child & Family Equity Issues
CHFS-3006	Children's Rights
CRJS-4305	Research Project
EDUC-1105	Primary Education, Part I
EDUC-1165	Dance, Part I
EDUC-1345	Science & Tech, P/J, Pt. I
EDUC-1435	Media, Part I
EDUC-1745	Inclusive Classroom, Part I
EDUC-2105	Primary Education, Part II
EDUC-2165	Dance, Part II
EDUC-2265	Teacher Librarian, Pt 2
EDUC-2425	Dramatic Arts, Part II
EDUC-3105	Primary Ed., III (Specialist)
EDUC-3165	Dance, Part III
EDUC-3205	The Deaf Core, Part III
EDUC-4325C	CD&E - CI/LAC I/S
EDUC-4440	Honour Specialist - Geography
EDUC-4460	Honour Specialist - Biology
EDUC-4470	Honour Specialist - Chemistry
EDUC-4490	Honour Specialist-Mathematics
EDUC-4530	Honour Specialist - Visual Art
EDUC-4540	Honour Specialist - Science
EDUC-4550	Honour Spec:Computer Studies
EDUC-4651	Observ.& Prac.Teaching I (J/I)
EDUC-4745	Learning Disabillities
EDUC-4775	Developmental Disabilities
EDUC-4795	Students with Multiple Needs
EDUC-4835	Students With Physical Needs
EDUC-4836	Teaching in French Immersion
EDUC-4906	Ed Leader's Role in Curr. Imp.
EDUC-5446	Literature-based Lang.Instruct
ENGL-1105LA	Seminar for ENGL-1105

ENGL-1105LB	Seminar for ENGL-1105
ENGL-1105LC	Seminar for ENGL-1105
ENGL-2055	Drama:Classical to Contemporay
ENGL-2255	Canadian Lit. Colonial/Contemp
ENGL-2265	American Lit. Colonial/Contemp
ENGL-2445	Children's Literature
ENGL-3035	Lit. Theory&Critical Practice
ENGL-3045	Early Modern Literature
ENGL-3095	Restoration & 18THC Literature
ENGL-3145	19th C British Literature
ENGL-3175	British Literature After 1900
FREN-0001	French Test Equivalency
GEND-2055	Race, Class and Sexuality
HIST-2105	History of Medieval Europe
HIST-3326	New France
HIST-3436	Women in Modern Europe
HIST-4465	Family and Community in N.A.
PHIL-2245	Philosophy of Art and Literatu
PHIL-3477	Existentialism II
PLP-0001	Checkmark Conference Nov. 2001
POLI-3535	Women and Politics in Canada
RLCT-3306	Holy Women:Mystics,Saints/Visi
SIGN-0103	SIGN 0103
SIGN-0304	SIGN 0304
SIGN-0305	SIGN 0305
SOCI-3126LA	Lab for SOCI-3126-FA001
SOCI-3126LB	Lab for SOCI-3126-FA002
SOCI-3127LA	Lab for SOCI-3127-WI001
SOCI-3127LB	Lab for SOCI-3127-WI002
SOCI-4556	Honours Seminar
SWLF-3917	Topic: TBA
TMGT-3006	Technology, Business & Society
TMGT-3017	Programming for Business
TMGT-3236	Networking in a Business Envir
TMGT-4417	Current Trends in Tech Manag.
UNIV-2011	Intro to Service-Learning
WCT-1	Writing Comp. Test Score = 1
WCT-2	Writing Comp. Test Score = 2
WCT-3	Writing Comp. Test Score = 3

BIOLOGY

Motion 2:

Moved by Nancy Black, seconded by Rosemary Nagy, that the Academic Curriculum Committee recommend to Senate the creation of BIOL-1022 Concepts in Anatomy and Physiology as outlined below:

Carried

Rationale: This course is being added to provide students in the BScN program with 3 credits of 1000-level BIOL in the subject of anatomy and physiology. This course will be taken instead of the two 3cr. Courses (BIOL2706/BIOL2707) that are currently taken by the BScN (collaborative) students. The BIOL 2706/2707 courses will remain in the calendar and available to all BIOL students.

Course Code	BIOL1022
Course Title	Concepts in Anatomy & Physiology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students in this introductory anatomy & physiology course for non-majors work in the laboratory to directly examine the relationship between structure, function and human health, focusing on selected organ systems at both the microscopic and macroscopic level. Organ systems covered include the integumentary, muscular, nervous, respiratory, lymphatic & immune, cardiovascular and digestive systems.
Course Prerequisite	Enrolment in the on-campus BScN.
Course Corequisite	
Antirequisite	
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Restricted to students in the on-campus BScN. This course cannot be taken for credit towards an Honours Specialization, Specialization or Major in Biology
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No The course will be scheduled in the laboratory and give students the opportunity to participate in web-based simulations, as well as practical hands-on curriculum in the

	form of dissections of model organisms, microscopy and other lab-based techniques.
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 of lab/lecture
<u>Is this course Cross-Listed? If so, with what department?</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This new course will be required for the BSc. N program.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will be able to: <ol style="list-style-type: none"> 1. Identify and describe the major organs and organ systems of the human body 2. Explain the importance of nutrients in the construction of cells, tissues and organ systems. 3. Recognize the relationship between tissue structure and physiological function. 4. Evaluate the importance of form and function through organ dissections of various model organisms. 5. Interpret anatomical, physiological and biochemical concepts of the human body in the context of human health and disease. 6. Apply knowledge of human anatomy & physiology to various health-related disciplines.
Will this request affect another faculty other than your own?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form 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 Currently there is a dedicated budget line to support BIOL2706/2707. This budget can also be used to support this new course.

DEPARTMENTAL CURRICULUM APPROVAL FORM

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

For BIOL 1022/ BIOL 1011/ BIOL 2116

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Nursing	Veronika Williams	<i>V. Williams</i>	30 th Nov 2021

Motion 3:

Moved by Pavlina Radia, seconded by Douglas Gosse, that the Academic Curriculum Committee recommend to Senate the creation of BIOL-2006 Fundamental Microbiology as outlined below:

Carried

Rationale: Over time, the content of this proposed course has diverged from the content of the prepackaged version of BIOL 2116 offered in service to nursing students. Because the two courses have become substantially different in terms of their learning outcomes and content, and given that they are intended for two different audiences, we are seeking to differentiate them from one another by describing the new course presented here. BIOL-2006 Fundamental Microbiology is important course for students pursuing a medical career.

Course Code	BIOL 2006
Course Title	Fundamental Microbiology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students study microbiology including the morphology, structure, classification, nutrition and growth of microbes and basic immunology. Students conduct a survey of infectious diseases, examine environmental effects on microbes, study mutation and genetic recombination, and analyze antimicrobial chemotherapeutic agents. Students explore and integrate both the theoretical and applied aspects of microbiology.

Course Prerequisite	BIOL-1006 or BIOL-1011
Course Corequisite	None
Antirequisite	Biol 2116
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	
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 of lecture and three hours lab per week
Is this course Cross-Listed ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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 Quality Assurance website .	Students who successfully complete this course will be able to: <ul style="list-style-type: none"> • Employ an understanding of the biological features of bacteria, viruses, and eukaryotic microbes. • Describe the mechanisms of microbial pathogenesis. • Explain the components and cellular structure of bacterial cells • Employ a basic understanding of the biological features of bacteria, viruses, and eukaryotic microbes to transition to higher level microbiology courses.

	<ul style="list-style-type: none"> Evaluate the impact of microbial replication, gene expression, and antibiotic resistance of the microorganism in health, disease, or the environment Demonstrate competency with a wide variety of microbiological laboratory techniques.
Will this request affect another faculty other than your own?	Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form 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

Motion 4:

Moved by Nancy Black, seconded by Charles Anyinam, that the Academic Curriculum Committee recommend to Senate that the hours for BIOL-2116 Principles of Microbiology be changed as outlined below:

Carried

New Hours:

Three hours per week for one term.

Old Hours:

Three hours of lecture and three hours of laboratory work per week for one term.

Rationale: This course is offered in service to the BScN, RPN to BScN, Blended BScN programs in prepackaged format and on campus. Nursing students in the online Blended program enroll in the prepackage version. Nursing students in the BScN and RPN to BScN students will enroll in the on campus version.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the revision of the **course description** for BIOL-2116 Principles of Microbiology.

New Course Description

Students learn about microbiological concepts as they relate to human health. Topics include principles of medical microbiology, exploration of infectious diseases, an introduction to immunology, as well as key concepts in microbial nutrition, structure, function and growth. Students also explore applications of microbiology in the laboratory, with a focus on staining techniques, environmental adaptation, and diagnostic approaches.

Old Description

This course provides an introduction to microbiology with topics including the morphology, structure, classification, nutrition and growth of microbes and basic immunology. The course will also offer a survey of infectious diseases; an examination of environmental effects on microbes; the study of mutation and genetic recombination; and an analysis of antimicrobial chemotherapeutic agents.

RATIONALE:

The revised course description better reflects the content of the course that is offered in service to the Nursing programs.

Motion 5:

Moved by Douglas Gosse, seconded by Mercedes Parsons, that the Academic Curriculum Committee recommend to Senate the following learning outcomes for BIOL-2116 Principles of Microbiology.

Students who successfully complete this course will:

1. Recognize the scope and importance of microbiology as a discipline.
2. List and summarize the structural and functional features of different classes of microorganisms.
3. Understand and apply the principles of public health and epidemiology.
4. Understand and apply the basic concepts of microbial genetics,
5. Understand and apply the basic concepts of metabolism, nutrition and factors that affect growth.
6. Apply knowledge of the control of microbial growth to pathogenesis in infectious diseases and the broader immune system model as they relate to human health.

Rationale: Biology 2116 Principles of Microbiology was created without any Learning Outcomes.

Motion 6:

Moved by James Murton, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate to list restrictions for BIOL-2116 Principles of Microbiology.

Carried

Course Restrictions

- Restricted to students in the Bachelor of Science in Nursing.
- BIOL 2116 will not count towards an Honours Specialization, Specialization or Major in Biology

Rationale: A separate course was created for Biology students. BIOL-2006 Fundamental Microbiology is important course for students pursuing a medical career.

DEPARTMENTAL CURRICULUM APPROVAL FORM

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

For BIOL 1022/ BIOL 1011/ BIOL 2116

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Nursing	Veronika Williams	<i>v.williams</i>	30 th Nov 2021

Motion 7:

Moved by Mercedes Parsons, seconded by Nancy Black, that the Academic Curriculum Committee recommend to Senate to add the antirequisite for BIOL-2116 Principles of Microbiology outlined below.

Carried

New Anti-requisite

BIOL-2006 Fundamental Microbiology

Rationale: These courses are designed for different audiences; however, there is sufficient overlapping content in the courses to exclude students for taking the course for credit a second time.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the revision of the **course description** for BIOL-3837 Mammalogy.

New Description:

Students examine the diversity and distribution of mammals across the world. Topics include mammalian classification and origins as well as evolutionary adaptations such as hair, dentition & mammary glands. Mammalian systems such as the digestive, respiratory and reproductive systems are investigated as are mammalian behavioral and ecological traits such as foraging and mating strategies.

Old Description:

This course studies the evolution, diversity, and distribution of mammals of the world. Topics include the origin, classification, adaptations, ecological relationships, behaviours, abundance, conservation issues, and economic importance of mammals.

RATIONALE:

Updating to meet academic calendar standards.

Motion 8:

Moved by Douglas Gosse, seconded by James Murton, that the Academic Curriculum Committee recommend to Senate the following learning outcomes for BIOL-3837 Mammalogy.

Carried

Students who successfully complete this course will:

1. Examine the evolutionary origins of mammals and the features that separate them from their ancestors.
2. Analyze mammalian diversity and distribution across the three classes of mammals; monotremes, marsupials & eutherians.
3. Compare and contrast the diversity amongst mammalian species with respect to morphology, physiology and reproduction
4. Examine the environmental adaptations of mammals across various climates
5. Investigate the influence that mammalian body size has on thermodynamics, energetics and fitness.

6. Discuss and debate current research on mammalian behavior such as social organization and mating strategies

Rationale: BIOL-3837 Mammalogy was created without Learning Outcomes when initially approved.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the revision of the **course description** for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing

New Description:

Students examine the principles of human biology from a molecular and cellular perspective. Students learn the important role of chemistry in the human body and how molecules can influence physiological change by examining the chemical aspects of the various biological systems. This course is designed for students in nursing programs.

Old Description:

This course examines the fundamentals of biology at the molecular and cellular levels and is designed for students in the Nursing program. This course is also offered as [BIOL 1006](#).

RATIONALE:

This is a prepackaged online course that was last revised in 2016 and a new course description is needed to reflect the content of the course. This course is offered in service to the BScN, RPN to BScN, Blended BScN programs in prepackage format and on campus. Nursing students in the online Blended program enroll in the prepackage version. Nursing students in the BScN and RPN to BScN students will enroll in the on campus version.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the revision of the **course description** for BIOL-1006 Introduction to Molecular and Cell Biology as stated below.

New Description:

Students foster an understanding of concepts and processes of biological systems up to the cellular level. Topics include the molecules of life, cell structure and function, mitosis and meiosis, metabolism, DNA replication, and protein synthesis. Students collect and interpret experimentally obtained data during laboratory sessions to further enhance their developing lexicon and apply theoretical concepts.

Old Description:

This course examines the fundamentals of biology at the molecular and cellular levels. This course is also offered as [BIOL 1011](#).

RATIONALE:

Updating to meet academic calendar standards.

Motion 9:

Moved by Debra Iafrate, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate the following learning outcomes for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing.

Carried

Students who successfully complete this course will:

1. Describe the role that scientific data plays in developing the fundamental theories and concepts of human health
2. Explain the importance of carbohydrates, lipids, proteins and nucleic acids to the structure and function of organs and organ systems.
3. Identify the importance of macromolecules to metabolism.
4. Explain how the structure of molecules dictates the function of integral components of living cells
5. Assess the connections between the chemistry of life and homeostasis of the human body.
6. Describe the importance of nutrients as the building blocks of organ systems

Rationale: This is a prepackaged online course that was last revised in 2016. There are no approved learning outcomes for this course. This course will be taken by students in the BScN program.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that the **course title** for BIOL-1011 be changed from Introduction to Molecular and Cell Biology for Nursing **to** Human Biology and Biochemistry.

RATIONALE:

This is a prepackaged online course that was last revised in 2016 and a title change is needed to reflect the content of the course. This course will be taken by students in the Nursing programs.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the revision of the **course description** for BIOL-2446: Principles of Ecology

New Description:

Students study the interaction of organisms and the environment, focusing on various scales and levels of organization. Topics will include physiological ecology, population ecology, succession and various ecosystem functions. Students practice a variety of field and laboratory techniques and learn the principles of the scientific method and communication of scientific information.

Old Description:

This course is an introduction to the study of the interaction of organisms and the environment. Topics include physiological ecology, population ecology, ecosystem processes, and life history strategies. An emphasis is placed on selected terrestrial, wetland and aquatic environments.

Rationale:

Updating to meet academic calendar standards.

Motion 10:

Moved by Douglas Gosse, seconded by Rosemary Nagy, that the Academic Curriculum Committee recommend to Senate the following learning outcomes for BIOL-2446: Principles of Ecology.

Carried

Students who successfully complete this course will:

Understand the complexity of ecosystems and the interrelatedness of their components.

1. Recognize the sensitivity and resilience of ecological systems to environmental change and human activities.
2. Explain the major theories, concepts and methodologies on which ecological research is based.
3. Apply ecological concepts and the scientific method to address real-world ecological problems.
4. Plan ecological studies/experiments, and use established and specialized laboratory and field techniques to collect appropriate and accurate data.
5. Effectively and professionally communicate scientific information.
6. Apply general ecological concepts and approaches in upper-year biology, ecology and environmental science courses.

Rationale: There are no approved learning outcomes for this course currently.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the revision of the **course description** for BIOL-3397: Introductory Soil Science

New Description:

Students examine the soil as an integral part of our physical environment, studying soil profile characteristics in the context of soil-forming factors, pedogenic processes, and soil classification systems. In laboratory sessions students analyze typical soil profiles in the field and methods of physical, chemical, and biological analysis of soil samples in the wet lab. This course is also offered as [GEOG 3397](#).

Old Description:

Lectures deal with the study of soil as an integral part of our physical environment. Soil profile characteristics are studied in the context of soil-forming factors, pedogenic processes, and soil classification systems. Laboratory sessions include analysis of typical soil profiles in the field and methods of physical, chemical, and biological analysis of soil samples in the wet lab. This course is also offered as [GEOG 3397](#)

Rationale:

Updating to meet academic calendar standards.

DEPARTMENTAL CURRICULUM APPROVAL FORM

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Geography	John Kovacs	John Kovacs <small>Faculty Signature Line Please Print Name and Department Date: _____ Signature: _____ Title: _____</small>	2-22-2022

Motion 11:

Moved by Douglas Gosse, seconded by Rosemary Nagy, that the Academic Curriculum Committee recommend to Senate the following learning outcomes for BIOL-3397: Introductory Soil Science.

Carried

Students who successfully complete this course will:

1. describe the complexity of soil and how its constituent parts interact
2. discuss soil related concepts and how they impact human activities
3. analyze soil profiles, making inferences about the biology, geology, chemistry, history and ecology of the containing ecosystems
4. identify and evaluate soil and assess the potential of that soil as a growth medium
5. predict how changes in soil chemistry and structure will affect real world situations such as gardening or construction
6. create a soil profile using the Canadian Soil Classification System

Rationale: There are no approved learning outcomes for this course currently.

DEPARTMENTAL CURRICULUM APPROVAL FORM

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Geography	John Kovacs	John Kovacs <small>Faculty Signature Line Please Print Name and Department Date: _____ Signature: _____ Title: _____</small>	2-22-2022

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the revision of the **course description** for BIOL-3436: Conservation Biology

New Description:

Students explore conservation biology as a crisis-based and mission-oriented science. Key concepts such as biodiversity, habitat destruction, invasive species, and extinction provide a biological basis from which to expand and address global, national and regional conservation strategies from an interdisciplinary perspective.

Old Description:

Conservation involves protection of ""Species and Spaces"" at risk. It has been described as both a ""crisis science"" and a ""mission-oriented science"" that aims to protect, manage and restore nature in the face of human population growth. Conservation has been motivated both by an inherent appreciation of wilderness and natural areas, and by ""enlightened self-interest,"" assigning a dollar value to ""nature's services."" We will consider global, national and regional conservation strategies and the role of protected areas as well as projects involving ecological restoration and re-introduction of species.

Rationale:

Updating to meet academic calendar standards.

Motion 12:

Moved by Blaine Hatt, seconded by Darren Campbell, that the Academic Curriculum Committee recommend to Senate the following learning outcomes for BIOL-3436:
Conservation Biology
Carried

Students who successfully complete this course will:

1. Convey a critical understanding of the concepts and principles of conservation biology.
2. Explain the basic methods and approaches used to study diversity, extinction and restoration from an ecological perspective.
3. Recognize and assess the strengths, weaknesses and opportunities for improved understanding of environmental issues through conservation biology approaches.
4. Link learned theoretical concepts in the field of ecology to applied practices in resource management, conservation biology and global environmental assessment.
5. Develop strong communication skills through discussions, presentations and written assignments.

6. Extend current biological concepts and information to hypothetical discussions about the margins of biological knowledge.

Rationale: There are no approved learning outcomes for this course currently.

Motion 13:

Moved by Blaine Hatt, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate the following learning outcomes for BIOL-4995:
Thesis
Carried

Students who successfully complete this course will:

1. gather, review, and evaluate primary literature relevant to at least one of the major sub-disciplines of the biological sciences
2. express original thought that is clearly distinguished from ideas arising from other sources such as biological literature.
3. develop and support advanced analytical arguments and compare the merits of different critical and theoretical approaches.
4. formulate an appropriate topic for research and to complete an original thesis.
5. independently execute all stages of data collection and analysis in support of a thesis project
6. initiate critical discussion and to participate in a sustained scholarly conversation.
7. communicate, both orally and in written work, complex ideas and analyses in a clear, concise, correct, and professional manner
8. extend current biological concepts and information to hypothetical discussions about the margins of biological knowledge

Rationale: There are no approved learning outcomes for this course currently.

Motion 14:

Moved by Pavlina Radia, seconded by James Murton, that the Academic Curriculum Committee recommend to Senate the creation of BIOL-4507 Special Topics in Molecular and Cell Biology as outlined in the template below.

Carried

Rationale: There is a general shortage of 4000-level courses available to biology students. We have seminar courses in ecology and environmental science, but no 4000-seminar in molecular and cell biology. This is a critical and growing area of biology, and we have many students interested in the topics (cell division and cancer biology, recombinant DNA techniques) that could be covered in such a course. This course would also be of general interest to students enrolled in future programs related to biomedical or health sciences.

Course Code	BIOL 4507
Course Title	Special Topics in Molecular and Cell Biology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine a specific topic or theme in molecular or cell biology (e.g. cell division, DNA recombination & repair, cancer, CRISPR, epigenetics, molecular biology of ageing, cell signaling, protein trafficking and turnover, and cellular control of gene expression), with an emphasis on related medical or health concepts.
Course Prerequisite	BIOL 2557 or BIOL 2127
Course Corequisite	
Antirequisite	
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Restricted to students in the third or fourth year of the Honours Biology or Environmental Biology and Technology programs.
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<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 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 of lecture per week for one term.
Is this course Cross-Listed ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning	Students who successfully complete this course will:

<p>Outcomes, please consult the Quality Assurance website.</p>	<ol style="list-style-type: none"> 1. convey a detailed knowledge and critical understanding of key concepts and techniques of molecular and cell biology. 2. initiate critical discussion and participate in a sustained scholarly conversation related to molecular and cell biology. 3. appreciate and explain the role of molecular techniques to understand and address human health issues. 4. recognize original ideas and emerging trends in current biological literature. 5. extend current biological concepts and information to hypothetical discussions about the margins of biological knowledge. 6. communicate, both orally and in written work, complex ideas and analyses in a clear, concise, correct, and professional manner
<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 Departmental Curriculum Approval form 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 checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Motion 15:

Moved by Douglas Gosse, seconded by Rosemary Nagy, that the Academic Curriculum Committee recommend to Senate the creation of BIOL-4606 Climate Change Biology Seminar as outlined in the template below.

Carried

Rationale: This course, focusing on perhaps the world’s most significant environmental (if not economic, social, etc.) issue, adds important content to our programs and augments our 4th-year course offerings. Honours Specialization students in both the Biology and Environmental Biology and Technology programs require nine 4th-year credits. In recent years, the absence of sufficient 4th-year courses among our regular offerings has challenged many of our students in satisfying their program requirements. If an important goal of our programs is to provide training to help future scientists find answers and solve

problems, a dedicated course that focusses on the impacts of global climate change is a timely and needed addition to our curriculum.

Course Code	BIOL 4606
Course Title	Climate Change Biology Seminar
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students consider the impacts of climate change on organisms and ecosystems in various parts of the world through an analysis of the current research literature. This is a capstone course for senior undergraduate students to further develop their ability to critically evaluate and professionally communicate scientific information.
Course Prerequisite	BIOL 2446
Course Corequisite	
Antirequisite	BIOL 4506 if taken 21FW
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 3 rd and 4 th -year students in the Biology or Environmental Biology and Technology program.
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 seminar hours per week
Is this course Cross-Listed ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course augments our course offerings at the 4th-year level and will help students meet their program requirements in Biology and Environmental Biology and Technology. Honours Specialization in these programs requires nine 4th-yr credits. In recent years, the absence of sufficient 4th-year courses among our regular offerings has presented a challenge to satisfy program requirements for many of our students.

<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 Quality Assurance website.</p>	<p>Through: a) the analysis of current research literature related to climate change biology; b) the compilation of information, and the organization and delivery of oral presentations based on one or more research papers; c) a critical evaluation of the strengths and weaknesses of that research; and d) leading a class discussion based on questions arising from key findings and the validity/value of the selected research, students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1) apply concepts and methods learned in other biology, ecology and environmental science courses to assess specific ecological case studies considered in this capstone course; 2) understand and value the multidisciplinary nature of ecological research; 3) understand and demonstrate the complexity of ecosystems and the interrelatedness of their components; 4) explain and demonstrate the sensitivity and resilience of ecological systems to environmental change and human activities; 5) demonstrate an awareness of how researchers apply ecological concepts and the scientific method to address real-world ecological problems; 6) plan ecological studies/experiments, and apply established and specialized field and laboratory techniques to collect appropriate and accurate data; 7) critically evaluate scientific research; 8) analyze strengths and weaknesses in the ability of field studies (as opposed to controlled laboratory studies) to address specific ecological questions; 9) communicate scientific information effectively and professionally
<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 Departmental Curriculum Approval form 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>

Motion 16:

Moved by James Murton, seconded by Debra Iafraite, that the Academic Curriculum Committee recommend to Senate the deletion of ENSC-1005: Introduction to Environmental Science.

Carried

Rationale: ENSC 1005 has been a longstanding and popular course (120 students) that remained in its original 2-term 6-credit format over the years because the entire course needed to be taken to introduce all aspects of environmental science. However, the Dean wishes ENSC 1005 to be broken into two courses (ENSC 1006 & 1007) in order to be more similar to the way other courses are listed in the calendar. Students would still need both of these courses in order to be introduced to the breadth and interconnectedness of environmental science.

Motion 17:

Moved by James Murton, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate the creation of ENSC-1006: Introduction to Environmental Science Part 1 as outlined in the template below.

Carried

Rationale: ENSC 1005 has been a longstanding and popular course (120 students) that remained in its original 2-term 6-credit format over the years because the entire course needed to be taken to introduce all aspects of environmental science. However, the Dean wishes ENSC 1005 to be broken into two courses (ENSC 1006 & 1007) in order to be more similar with the way other courses are listed in the calendar. Students would still need both of these courses in order to be introduced to the breadth and interconnectedness of environmental science.

Course Code	ENSC 1006
Course Title	Introduction to Environmental Science Part 1
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students are exposed to a basic background of various sciences – such as Ecology, Biology, Chemistry, and Geography – that are integrated as “Environmental Science” and used to study the environment and to solve environmental problems. In Part 1, students use this knowledge to: learn about natural and altered ecosystems, consider issues stemming from human population growth & impact, and comprehend a host of problems associated with biodiversity, extinctions and invasive species.
Course Prerequisite	None
Course Corequisite	
Antirequisite	ENSC 1005
List any restrictions or special notes for this course.	

<p>For example "This course is restricted to BPHE students".</p>	
<p>Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Students take part in a number of outdoor environmental activities in the campus forest as well as having some hands-on skill-based scientific experiences in the lab.</p>
<p>Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.</p>	<p>The contact time averages two hours of lecture and one hour of lab per week. (We present a 2-hour lecture every week and a 2-hour lab every second week.)</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><u>Program Implications</u> For example, changing a required 6 credit course to 3 credit course.</p>	<p>ENSC 1005, a 6-credit course, is being changed to two 3-credit courses in order to match the 3-credit convention used by most courses at Nipissing University. Students would still need to take ENSC 1006 as a prerequisite to ENSC 1007; both courses would still be needed to have an introductory understanding of the environment; both courses would continue to be required where ENSC 1005 is compulsory (such as in the Environmental Biology program and the Environmental Geography Program).</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Master the body of knowledge associated with an introduction to Environmental Science, its sub-disciplines and its major topics. 2. Comprehend and explain the ecological principles underlying environmental problems. 3. Apply this understanding to creative solutions for environmental problems. 4. Identify key aspects of environmental topics that require further study. 5. Demonstrate competence with field and laboratory techniques that are used to study environmental topics. 6. Collect, analyze and interpret environmental data. 7. Communicate effectively about environmental topics, using both verbal and written skills.
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

	<p>This course is required in the Environmental Geography Program at NU and in the Environmental Biology Program that is presented in cooperation with Canadore College.</p> <p><i>If yes, please use the Departmental Curriculum Approval form 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 checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Motion 18:

Moved by Mercedes Parsons, seconded by Rosemary Nagy, that the Academic Curriculum Committee recommend to Senate the creation of ENSC-1007: Introduction to Environmental Science Part 2 as outlined in the template below.

Carried

Rationale: ENSC 1005 has been a longstanding and popular course (120 students) that remained in its original 2-term 6-credit format over the years because the entire course needed to be taken to introduce all aspects of environmental science. However, the Dean wishes ENSC 1005 to be broken into two courses (ENSC 1006 & 1007) in order to be more similar to the way other courses are listed in the calendar. Students would still need both of these courses in order to be introduced to the breadth and interconnectedness of environmental science.


Course Code	ENSC 1007
Course Title	Introduction to Environmental Science Part 2
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (<i>restricted to 50-75 words, present tense and active voice</i>)	In Part 2 of Introduction to Environmental Science, students use the knowledge and experience gained in Part 1 of this course to study the problems, interconnectedness and proposed solutions associated with environmental topics such as waste disposal, fossil fuels, renewable energy, nuclear energy, food production, pesticide use, water pollution, air pollution and climate change.
Course Prerequisite	ENSC 1006
Course Corequisite	
Antirequisite	ENSC 1005
List any restrictions or special notes for this course.	

<p>For example "This course is restricted to BPHE students".</p>	
<p>Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Students take part in a number of outdoor environmental activities in the campus forest as well as having some hands-on skill-based scientific experiences in the lab.</p>
<p>Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.</p>	<p>The contact time averages two hours of lectures and one hour of lab per week. (We present a 2-hour lecture every week and a 2-hour lab every second week.)</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><u>Program Implications</u> For example, changing a required 6 credit course to 3 credit course.</p>	<p>ENSC 1005, a 6-credit course, is being changed to two 3-credit courses in order to match the 3-credit convention used by most courses at Nipissing University. Students would still need to take ENSC 1006 as a prerequisite to ENSC 1007; both courses would still be needed to have an introductory understanding of the environment; both courses would continue to be required where ENSC 1005 is compulsory (such as in the Environmental Biology program).</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Master the body of knowledge associated with an introduction to Environmental Science, its sub-disciplines and its major topics. 2. Comprehend and explain the ecological principles underlying environmental problems. 3. Apply this understanding to creative solutions for environmental problems. 4. Identify key aspects of environmental topics that require further study. 5. Demonstrate competence with field and laboratory techniques that are used to study environmental topics. 6. Collect, analyze and interpret environmental data. 7. Communicate effectively about environmental topics, using both verbal and written skills.
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

	<p>This course is required in the Environmental Geography Program at NU and in the Environmental Biology Program that is presented in cooperation with Canadore College.</p> <p><i>If yes, please use the Departmental Curriculum Approval form 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 checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

DEPARTMENTAL CURRICULUM APPROVAL FORM

with reference to ENSC 1005: Introduction to Environmental Science (6 credits; 2 terms) being divided into two courses ENSC 1006 & ENSC 1007 (each course would be 3 credits; 1 term) to better fit the conventions used in the Nipissing University Academic Calendar.

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Environmental Studies Canadore College	Letitia Nadalin Penno		Feb 8/22
Geography	John Kovacs	John Kovacs <small>Digitally signed by John Kovacs DN: cn=John Kovacs, o=Nipissing University, ou=Department of Geography, email=jkovacs@nipissing.ca, c=CA Date: 2022.02.02 01:34:46 -0500</small>	Feb 2-2022

MATH AND COMPUTER SCIENCE

Motion 32:

Moved by Pavlina Radia, seconded by Darren Campbell, that the Academic Curriculum Committee recommend to Senate the creation of COSC-3106, Human-Computer Interaction as outlined in the template below.

Carried

Rationale: Human Computer interaction (HCI) is a popular topic in Information Technology. Many students in our computer science programs would like to take this course. By introducing the HCI course at the 3rd year level, both 2nd and 3rd year students have opportunity to enroll in this course. In order to make this change, we had to bank the 4th year course and created the 3rd year course to replace it.

Course Code	COSC 3106
Course Title	Human-Computer Interaction
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students explore the interactions between people and computers. Students learn about tradeoffs in human-computer interaction (HCI) design and evaluate alternative solutions. Topics include usability and affordances, direct manipulation, systematic design methods, user conceptual models and interface metaphors, human cognitive models, physical ergonomics, information and interactivity structures, design tools and environments, user-centered design, and universal design.
Course Prerequisite	COSC 2767
Course Corequisite	
Antirequisite	COSC 4106
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course will be included in the list of courses under the heading, Group Requirements, for Computer Science Honours Specialization and Specialization programs in the calendar.
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).

<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>36 hours</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>N/A</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 Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> 1. Recognize the contexts for human-computer interaction (HCI) applications (mobile devices, consumer devices, business applications, web, business applications, collaboration systems, games, etc.) 2. Review models that inform HCI, such as, human factors, multi-modal interaction, multi-cultural interaction and communication, groupware to support specialized tasks. 3. Comprehend the principles of graphical user interfaces (GUIs). 4. Apply the process for user-centered development: early focus on users, empirical testing, and iterative design. 5. Apply different measures for evaluating HCI: utility, efficiency, learnability, user satisfaction. 6. Analyze social issues influencing HCI design and use, e.g., online communities, social psychology, social networking, and social computing. 7. Evaluate HCI design from different aspects, such as human diversity and accessibility. 8. Create end-user interfaces incorporating models and principles of HCI.
<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 Departmental Curriculum Approval form 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 checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Motion 33:

Moved by Douglas Gosse, seconded by Debra Iafrate, that the Academic Curriculum Committee recommend to Senate the deletion of COSC-4106 Human Computer Interaction.

Carried

Rationale: Human Computer interaction (HCI) is a popular topic in Information Technology. Many students in our computer science programs would like to take this course. By introducing the HCI course at the 3rd year level, both 2nd and 3rd year students have opportunity to enroll in this course. In order to make this change, we had to bank the 4th year course and created the 3rd year course to replace it.

Motion 34:

Moved by Blaine Hatt, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate the creation of DIGI-2016 Contemporary Digital Humanities as outlined in the template below.

Carried

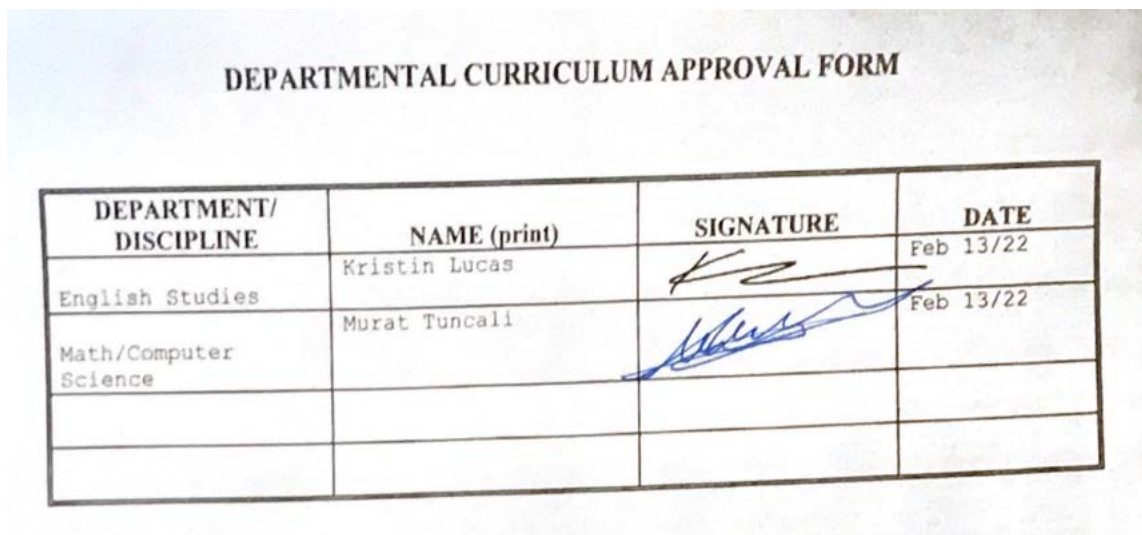
JUSTIFICATION (Rationale):

This introductory course will be added to the list Digital Humanities courses and will count towards the Digital Humanities Certificate.

Course Code	DIGI 2016
Course Title	Contemporary Digital Humanities
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students study the digital humanities from the perspective of state-of-the-art and leading-edge work in the field. They are provided with an overview of the digital humanities, its history, large digital humanities projects over the past few decades, digital scholarship, broad introduction to computing and to the main computational tools used in the humanities, digital archives, text analysis, and criticisms of the digital humanities, and its possible future(s).
Course Prerequisite	Any 24 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>	No restrictions

<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>36 hours</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>This course will be added to the list of courses to satisfy the Certificate of Digital Humanities.</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 Quality Assurance website.</p>	<p>By the end of this course, successful students will be able to:</p> <ul style="list-style-type: none"> • Explain in detail the scope and practices in the digital humanities from an historical and state-of-the-art perspective. • Explain and describe recent large-scale, collaborative projects in the digital humanities, and their interdisciplinary nature. • Investigate and research publicly available resources in the digital humanities, such as academic blogs and open-access online journals (e.g., <i>Digital Humanities Quarterly</i>). • Discuss the interrelationships between the humanities, the computational sciences, the social sciences, and other scholarly fields. • Discuss the basic technical aspects of the computing field, including fundamental concepts of hardware, software, and Internet technologies, and the ways in which they fundamentally shape digital humanities scholarship. • Apply and assess broad categories of computational tools for the learner’s own projects. • Explain the basic concepts of text analysis text mining.

	<ul style="list-style-type: none"> Critically assess recent scholarship, trends, applications, and projects in the digital humanities and their subfields.
Will this request affect another faculty other than your own?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form 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 Continued support from the Teaching Hub, specifically, LSTs, and technical support from Technology Services.



Motion 35:

Moved by Blaine Hatt, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate the creation of DIGI-2316 Digital Humanities Techniques I as outlined in the template below.
 Carried

JUSTIFICATION (Rationale):


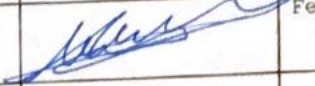
The proposed course is an introduction to data science, machine learning, and visualization in the digital humanities. The course will be delivered online to increase accessibility.

Course Code	DIGI 2316
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Course Title	Digital Humanities Techniques I Digital Humanities Tools and Techniques I
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students explore the relationship between two emerging fields: the digital humanities, and data science. Students learn about data in the digital humanities, Big Data, and create basic scripts in Python and R. They are provided with an overview of machine learning techniques and information visualization in the digital humanities. Students learn about algorithms in the digital humanities via virtual labs that allow them to experiment and interact with Python and R code.
Course Prerequisite	Any 24 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>	No restrictions
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
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 lecture per week
Is this course Cross-Listed ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course will be added to the list of courses to complete the Certificate in Digital Humanities.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course, successful students will be able to:

<p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<ul style="list-style-type: none"> • Explain in detail the scope and practices of data science, and how data science facilitates many aspects of humanities scholarship. • Apply basic data science methodologies to humanities questions. • Explain in detail the different types of data (Big Data, Smart Data, multimedia data, etc.) and the role of these types of data in humanities scholarship. • Design, implement, test, and analyze short code sections or scripts in Python and R. • Apply basic machine learning techniques to the digital humanities. • Generate interactive graphs and visualizations that are widely used in the digital humanities. • Apply basic text processing and analysis methods using specialized Python libraries and R packages. • Obtain in-depth information about Python and R functions using online resources available to help solve programming problems.
<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 Departmental Curriculum Approval form 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>Continued support from the Teaching Hub, specifically, LSTs, and technical support from Technology Services.</p>

DEPARTMENTAL CURRICULUM APPROVAL FORM

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
English Studies	Kristin Lucas		Feb 13/22
Math/Computer Science	Murat Tuncali		Feb 13/22

Motion 36:

Moved by Blaine Hatt, seconded by Charles Anyinam, that the Academic Curriculum Committee recommend to Senate the creation of DIGI-3107 Digital Humanities Techniques II, as outlined in the attached template.

Carried

JUSTIFICATION (Rationale):


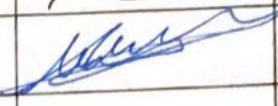
The proposed course continues DIGI 2316 Digital Humanities Techniques I, and covers more advanced topics in data science, machine learning, and visualization in the digital humanities. The course is an elective course for this certificate.

Course Code	DIGI 3107
Course Title	Digital Humanities Techniques II
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students are introduced to advanced digital humanities techniques in machine learning and information visualization. Students gain experience in tool building for humanities scholarship. Tools and techniques are illustrated in the Python and R programming languages and libraries. Students explore algorithms via interactive virtual labs.
Course Prerequisite	DIGI 2316, Digital Humanities Techniques I
Course Corequisite	None
Antirequisite	none
List any restrictions or special notes for this course.	No restrictions

<p><i>For example “This course is restricted to BPHE students”.</i></p>	
<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>36 hours</p>
<p>Is this course <u>Cross-Listed</u>? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>This course will be added to the list of courses for the Certificate in Digital Humanities.</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 Quality Assurance website.</p>	<p>By the end of this course, successful students will be able to:</p> <ul style="list-style-type: none"> • Apply advanced machine learning techniques to humanities scholarship. • Analyze complex humanities data with statistical techniques such as principal component analysis and t-SNE. • Analyze text with a variety of well-known metrics. • Implement advanced visualization methods for humanities data in Python and R using publicly available libraries. • Classify humanities data with artificial neural networks and analyze the results. • Discuss and explain immersive technologies in the digital humanities and GLAM institutions (Galleries, Libraries, Archives, and Museums). • Discuss and explain accessibility issues and universal design considerations in systems used in the digital humanities.

	<ul style="list-style-type: none"> Critically evaluate current literature in the digital humanities research and in digital humanities techniques.
Will this request affect another faculty other than your own?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form 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 Continued support from the Teaching Hub, specifically, LSTs, and technical support from Technology Services.

DEPARTMENTAL CURRICULUM APPROVAL FORM


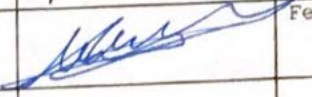
DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
English Studies	Kristin Lucas		Feb 13/22
Math/Computer Science	Murat Tuncali		Feb 13/22

Motion 37:

Moved by Douglas Gosse, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate that DIGI-2016 Contemporary Digital Humanities, DIGI-3107 Digital Humanities Techniques II, and DIGI-2316 Digital Humanities Techniques I be added as electives for the Certificate in Digital Humanities.
 Carried

Rationale: These courses will add to the list of courses for completing the Certificate in Digital Humanities. These courses will be offered online in an effort in increase accessibility and enrolment.

DEPARTMENTAL CURRICULUM APPROVAL FORM

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
English Studies	Kristin Lucas		Feb 13/22
Math/Computer Science	Murat Tuncali		Feb 13/22

ECONOMICS

Motion 39:

Moved by Mercedes Parsons, seconded by Chris Greco, that the Academic Curriculum Committee recommend to Senate the creation of ECON-3036 Behavioural Economics as outlined in the template below.

Carried

JUSTIFICATION (Rationale):

Behavioral economists study models of human decision making and the interaction among such decision makers in games and markets and these models are inspired by psychological and experimental studies. As such the course will appeal to both majors and non-majors. Specifically, students studying Psychology and Marketing will find this course interesting and useful.

Course Code	ECON-3036
Course Title	Behavioural Economics
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students study behavioural economics, which incorporates psychological aspects into economic theory and analyses actual individual and strategic decision making and departures in behavior predicted by classical economic theory. Students learn how behavioural principles and concepts are applied to economic problems.
Course Prerequisite	ECON-1006; and ECON-2126 or ADMN-2606 or CHFS-2026 or GEOG-2026 or PSYC-2126 or SOCI-2127
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No Applied Research Project: This course includes, as a major course component, an applied research project that

	involves formulating a research question and designing a plan to investigate the application of economic theory.
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 of lecture per week
Is this course Cross-Listed ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will be able to: <ol style="list-style-type: none"> 1. Explain the standard assumptions of classical economic theory; 2. Demonstrate how the standard assumptions of classical economic theory translate into predicted behavior; 3. Explain behavioural concepts in individual and strategic decision-making; 4. Apply behavioural concepts to a wide variety of contexts; 5. Evaluate current economics and behavioural research; and 6. Formulate a novel research question and design a plan to investigate it
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 Departmental Curriculum Approval form 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 Click here to enter additional resources

Motion 40:

Moved by Blaine Hatt, seconded by Mercedes Parsons, that the Academic Curriculum Committee recommend to Senate the creation of ECON-2136 Sports Economics as outlined in the template below.

Carried

JUSTIFICATION (Rationale):

The economics of sports and sporting events is an area of growing interest inside and outside the discipline of Economics, and inside and outside of academia. A course in sports economics will provide an introduction to many economic principles for non-Economics majors while allowing Economics majors to apply economic analysis to interesting and challenging problems in the world of sport. The course is also a good candidate for a Community Engagement Course. The course will be designed to make economic principles accessible and approachable.

Course Code	ECON-2136
Course Title	Sports Economics
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students apply economic analysis to three main areas of sport – mass participation, professional sports, and sporting events. Topics include the theory of sports leagues, revenues and profits in professional sports, the market for athletes, collective bargaining, competition policy and competitive balance, and public finance of sporting events.
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
Hours of contact time expected per week, if applicable.	3 hours of lecture per week

<p><i>For example, two hours of lecture and one hour of laboratory work.</i></p>	
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></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 Quality Assurance website.</p>	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Apply microeconomic theories to analyze decision making in sports; 2. Evaluate pricing strategies in the primary and secondary market for event tickets; 3. Use basic statistical tools to measure the level of competition in a league and evaluate whether the degree of competitive balance is consistent with revenue and profit maximization; 4. Evaluate the financial performance of sports teams; 5. List current and historical issues in collective bargaining and evaluate the outcomes of collective agreements using microeconomic theories; 6. Apply microeconomics theories to evaluate the benefits and costs of public subsidies in sports; 7. Report results of the analysis of economics models, policies, and data in an accessible way.
<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 Departmental Curriculum Approval form 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 checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

ENGLISH

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that the **course title** for ENGL-2257 be changed from Hyphenated-Canadians: Canadian Literature After 1914 **to** Contemporary Canadian Literature.

Rationale:

The phrase “hyphenated Canadians” invokes an outdated and conservative vision of multiculturalism which does not reflect contemporary thought or critical paradigms. As such, we request to change the course title.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that the **course title** for ENGL-2256 be changed from Double Agents: Canadian Literature before 1914 **to** Early Canadian Literature.

Rationale:

The department wishes to revise the title of ENGL 2256 so that it aligns with the proposed title for ENGL 2257.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that ENGL-2002: Culture in Crisis be **unbanked**.

Rationale:

We're developing new courses and want ENGL 2002 to be available.

FINE ARTS

Motion 19:

Moved by Nancy Black, seconded by James Murton, that the Academic Curriculum Committee recommend to Senate the creation of FAVA-3236 Advanced 2D Studio as outlined in the template below.

Carried

Rationale: This course addresses a recommendation from our most recent IQAP review (i.e. Appropriateness of the program’s structure, curriculum and length to its learning outcomes and degree level expectations – Recommendation #2). The reviewers suggest that an interdisciplinary approach provides students with greater flexibility and allows them to focus earlier in their area of choice, pursue independent coursework, and creates a more cohesive cohort, while maintaining the collaborative and interdisciplinary goals that our department strives to achieve at the 3000 level. Additionally, this course provides a more cost-effective and sustainable way to deliver our programs, as it replaces several 3000 level courses spanning the areas of drawing, painting, print media and photography.

Course Code	FAVA 3236
Course Title	Advanced 2D Studio
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students create interdisciplinary two-dimensional artworks utilizing techniques including but not limited to drawing, painting, printmaking, collage, and photography. Coursework includes discipline-specific technical training. Students investigate relevant themes in contemporary art through studio-based experimentation, instructor-led and individual research, and major studio projects.
Course Prerequisite	6 credits of 2000 level studio which must include 3 credits from FAVA 2226, FAVA 2227, FAVA 2126 or FAVA 2127
Course Corequisite	None
Antirequisite	FAVA 3136, FAVA 3137.
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

<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>Four hours of studio work per week for one term.</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>This is a required course for the new BFA program.</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 Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Research, evaluate and skillfully employ various historical and contemporary methods and materials of two-dimensional practice, including but not limited to the disciplines of drawing, painting, printmaking, collage, and photography; • Explain how the material and aesthetic qualities of two-dimensional media relate to expressive, conceptual or philosophical ideas; • Compare the merits of alternative creative options and interdisciplinary approaches; • Create original two-dimensional artworks; • Evaluate and contextualize their art practice within the discipline of Fine/Visual Arts; • Evaluate the creative work of peers and provide substantive and constructive critique based on an appropriate set of criteria; • Demonstrate behaviour that is consistent with academic and creative integrity, freedom, and social responsibility.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form 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.</i>)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

<i>additional faculty, library resources or new laboratory space)?</i>	Click here to enter additional resources
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Motion 20:

Moved by Mercedes Parsons, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate the creation of FAVA-3336 Advanced 3D Studio and Expanded Media as outlined in the template below.
Carried

Rationale: This course addresses a recommendation from our most recent IQAP review (i.e. Appropriateness of the program’s structure, curriculum and length to its learning outcomes and degree level expectations – Recommendation #2). The reviewers suggest that an interdisciplinary approach provides students with greater flexibility and allows them to focus earlier in their area of choice, pursue independent coursework, and creates a more cohesive cohort, while maintaining the collaborative and interdisciplinary goals that we strive to achieve at the 3000 level. Additionally, this course provides a more cost-effective and sustainable way to deliver our programs, as it replaces several 3000 level courses spanning the areas of sculpture and digital media.

Course Code	FAVA 3336
Course Title	Advanced 3D Studio and Expanded Media
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students engage with the expansive field of three-dimensional practice within an interdisciplinary context. Students work within and across the areas of sculpture, ceramics, installation, and site-specific work, and may also incorporate video, sound, interactive media and performance. Core components of the course include experimentation and independently driven projects.
Course Prerequisite	6 credits of 2000 level studio which must include 3 credits from FAVA 2046, FAVA 2416 or FAVA 2417
Course Corequisite	None
Antirequisite	FAVA 3146, FAVA 3147
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	None

<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>Four hours of studio work per week for one term.</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>This is a required course for the new BFA program.</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 Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Research, evaluate and skillfully employ various historical and contemporary methods and materials of three-dimensional and expanded practice; • Explain how the material, formal and experiential qualities of three-dimensional and expanded media relate to expressive, conceptual or philosophical ideas; • Compare the merits of alternative creative options and interdisciplinary approaches; • Create original three-dimensional artwork; • Evaluate and contextualize their art practice within the discipline of Fine/Visual Arts; • Evaluate creative work of peers and provide substantive and constructive critique based on an appropriate set of criteria; • Demonstrate behaviour that is consistent with academic and creative integrity, freedom, and social responsibility.
<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 Departmental Curriculum Approval form 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.</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

<i>additional faculty, library resources or new laboratory space)?</i>	Click here to enter additional resources
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Motion 21:

Moved by Debra lafrate, seconded by Darren Campbell, that the Academic Curriculum Committee recommend to Senate the creation of FAVA-3356 Curation and Museology as outlined in the template below.

Carried

Rationale:We are reducing the total number of FAVA credits required for the BFA Honours program and this includes a reduction in the number of art history and visual studies credits at the 4000 level. The course already exists as a 4000-level course but is being relocated to the 3000 level to replace FAVA 3046 Critical Theories of Art History and Visual Studies. We intend to cycle this new course with FAVA 3346 Contemporary Art. Both courses provide enough theory to support our BFA Honours program. Shifting the course to third year also makes it more accessible for elective students (e.g. History, Classics, etc.)

Course Code	FAVA 3356
Course Title	Curation and Museology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine the history of Western practices of curating, collecting, and display and explore revisions to those practices through the lens of critical theories, which may include theories of gender, race, class, and sexuality. Students analyze current historical and contemporary exhibitions and produce collaborative and independent writing and/or projects.
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	FAVA 4066
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

<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>Three hours of seminar per week</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>This course replaces FAVA 4066 Issues in Curation and Museum Representation, which is required for the current BFA program. We are changing the BFA program requirements, and this new course will be used to satisfy the program requirements at the 3000 level.</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 Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Critically apply interdisciplinary theories and methods to the analysis of the objects and documents of art history; • Contextualize art and cultural objects as they relate to social, political, economic, and cultural circumstances from both a historical and contemporary standpoint; • Analyze current historical and contemporary exhibitions and debate the merits of different curatorial practices; • Collaborate with peers and exercise accountability in both personal and group contexts through active engagement with lectures and discussions to create a dynamic learning environment; • Produce critical and coherent writing about art history and theory as well as read and discuss art theory at an advanced level; • Exhibit behaviour that is consistent with academic and creative integrity, freedom, and social responsibility.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form 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. (<i>ie. additional faculty, library resources or new laboratory space</i>)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter additional resources
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Motion 22:

Moved by Pavlina Radia, seconded by Douglas Gosse, that the Academic Curriculum Committee recommend to Senate the creation of FAVA-4116 Independent Study in Art History and Visual Studies as outlined in the template below.

Carried

Rationale: We are proposing changes to the BFA Honours program that eliminate our existing 4000 level art history and visual studies requirements. Many of our BFA graduates go on to pursue graduate work in Art History and Visual Studies. This individualized study course is a cost-effective way to continue supporting those students. Additionally, this course can be used to satisfy the 4000 level requirements for an Honours Double Major when combined with the BA in Fine Arts (art history and visual studies stream).

Course Code	FAVA 4116
Course Title	Independent Study in Art History and Visual Studies
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students complete an independent research paper or project under the guidance of a faculty supervisor. Regular meetings are scheduled to support research. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the department Chair no later than February 15.
Course Prerequisite	6 credits of 3000 level art history and visual studies or permission of the department. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the department Chair no later than February 15.
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>	This course is restricted to students in the BA Major in Fine Arts (art history and visual studies stream) who require a 4000-level course to satisfy the additional requirement for an Honours Double

	Major. BFA Honours students may also take this course as an elective but <u>may not</u> count it towards the BFA program requirements.
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>	To be arranged with the Supervisor.
<u>Is this course Cross-Listed? If so, with what department?</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course may be used to satisfy the additional 4000 level requirement for an Honours Double Major when combined with the BA Major in Fine Arts (art history and visual studies stream).
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • Formulate a well-considered research proposal and individualized learning/project plan and demonstrate time-management, organization skills, resourcefulness, and critical self-reflection; • Critically apply interdisciplinary theories and methods to the analysis of the objects and documents of art history; • Produce a comprehensive and critical research paper; • Contextualize works of art as they relate to social, political, economic, and cultural circumstances; • Pursue lines of inquiry as informed by discussions with the faculty supervisor; • Demonstrate behaviour that is consistent with academic integrity, freedom, and social responsibility.
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 Departmental Curriculum Approval form 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No Faculty compensation is required to deliver this individualized study course, as per the FASBU Collective Agreement. However, this course offers a cost-effective alternative to running a standard 3 credit course and will allow us to continue supporting students who wish to prepare and apply for graduate level study in art history and visual studies.

Motion 23:

Moved by Blaine Hatt, seconded by Nancy Black, that the Academic Curriculum Committee recommend to Senate the program requirements for the Bachelor of Fine Arts (Honours) be changed as outlined below:
Carried

New Program Requirements:

Students must achieve a minimum Honours program average of 70%.

Students must successfully complete a Portfolio Assessment in the year prior to their final year of study to be admitted to the fourth / final year of the BFA (Studio Arts stream). The annual deadline for portfolio submissions is April 1st. If April 1st falls on a weekend or holiday, the deadline will be the next business day. Contact the department Chair for further details.

Students must complete 120 credits with a minimum of 60 credits in Fine arts as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, or 2417	3 cr.
FAVA 2000 level	Studio	21 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.
FAVA 4125	Directed Studio Research and Professional Practice	6 cr.

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Sciences and/or Professional Studies	6 cr.
Science	6 cr.
Electives	45 cr.

Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study.

The department recommends that students take no more than nine credits of studio per term.

Old Program Requirements:

Students must achieve a minimum Honours program average of 70%.

No more than 9 credits in any single 2000 level studio concentration may be counted towards the degree requirements.

Students must successfully complete a Portfolio Assessment in the year prior to their final year of study in order to be admitted to the fourth /final year of the BFA (Studio Arts stream). The annual deadline for portfolio submissions is March 1st. If March 1st falls on a weekend or holiday, the deadline will be the next business day. Contact the department for further details.

Students must complete 120 credits with a minimum of 78 credits in Fine arts as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1027	Contemporary Studio Practice	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
*FAVA 2000 level	Three credits from each of the five following 2000 level Studio Concentrations: Drawing, Painting, Printmaking, Sculpture and Digital	15 cr.
FAVA 2000 level	Studio Concentrations or Specialized Studio	12 cr.
FAVA 3046	Critical Theories of Art History and Visual Studies	3 cr.
3000 level	Art History and Visual Studies	3 cr.
3000 level	Studio	15 cr.
4000 level	Art History and Visual Studies	6 cr.
FAVA 4125	Directed Studio Research and Professional Practice	6 cr.

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Sciences and/or Professional Studies	6 cr.
Science	6 cr.
Electives	27 cr.

Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. The department recommends that students take no more than nine credits per term.

Group Requirements:

***Studio Groupings.** Each course represents three credits.

Drawing

FAVA 2006	Observational Drawing
FAVA 2007	Expressive Drawing
FAVA 2086	Drawing from Life
FAVA 2406	Drawing: Image and Ideation

Painting

FAVA 2026	Painting: Historical Methods and Materials
FAVA 2027	Painting: Contemporary Methods and Materials
FAVA 2407	Painting: Memory, Imagination and Narrative

Printmaking

FAVA 2126	Printmaking: Screenprinting
FAVA 2127	Printmaking: Lithography
FAVA 2226	Printmaking: Intaglio
FAVA 2227	Printmaking: Relief

Sculpture

FAVA 2046	Sculpture: Modelling and Replication
FAVA 2416	Sculpture: Carving and Reduction
FAVA 2417	Sculpture: Material and Structure

Digital Media

FAVA 2426	Digital Photography
FAVA 2427	Video and Time-Based Media

Other: Specialized Studio

FAVA 2506	Figure Study
FAVA 2507	Art Abroad
FAVA 2516	Community Based Practiced

Rationale: This motion reduces the BFA Honours program requirements from 78 credits to 60 credits by eliminating 6 credits of art history from the 4000 level, 9 credits of studio from the 3000 level, and 3 credits of studio from the 1000 level. Minor changes have also been made to

the deadline for the portfolio submission as well as limits placed on the number of courses in each studio discipline that may be counted towards the program requirements.

A review of Fine/Visual Arts programs across Ontario indicates that three institutions currently require 60 credits (Algoma, Brock and Western), two require fewer than 60 credits (Guelph and Waterloo), and seven require more than 60 credits (Windsor, York, Lakehead, McMaster, UofT, Queens, Ottawa, and OCADu). While our current program requirements are in line with the provincial average, we believe our program and the institution will be better served by a reduction in credits and that this is an appropriate decision given our current enrolment numbers, faculty complement, and Nipissing's ongoing financial challenges. We hope this change will improve enrolment and retention over time by easing student progression through the program, improving course options, and providing greater flexibility to students who wish to switch or transfer into the BFA program. This change also aligns the BFA with most other Honours programs at Nipissing that require 60 credits.

The elimination of FAVA 1027 Studio Art: Ideas and Practices also addresses a recent IQAP recommendation (i.e. Appropriateness of the program's structure, curriculum and length to its learning outcomes and degree level expectations – recommendation #1), which states that:

...the emphasis of Form and Content as the basis for developing an understanding of this pivotal relationship for art making would be best discussed in the more advanced third and fourth-year studio courses. Creating a unified fundamentals curriculum with a focus on making, developing haptic skills, collaborative projects, etc. will provide incoming students with an experience that is entirely different from the other required lecture-based courses they are taking. In the opinion of the reviewers, this will very likely encourage greater retention from first year.

Given the recommendation, we have decided to eliminate FAVA 1027 and focus our conceptually driven pedagogy in our third and fourth year courses.

Students currently registered in the BFA Honours program will be affected by the proposed changes. We have prepared global petitions for AAAPC containing course substitutions that will allow affected students to complete the program following either the old or new requirements.

Motion 24:

Moved by Pavlina Radia, seconded by Douglas Gosse, that the Academic Curriculum Committee recommend to Senate the degree requirements for the Bachelor of Fine Arts (Honours) be changed as outlined below:

Carried

New Requirements:

To graduate with a Bachelor of Fine Arts (Honours), students must:

- a. Complete 120 credits with a minimum overall average of 60%;
- b. Satisfy all the stated requirements for the degree;

- c. Complete at least **60 credits in Fine Arts** (according to details provided in the Program Requirements section);
- d. Achieve a minimum program average of 70% (based on the best 60 credits which meet all of the requirements for the program);
- e. Not exceed a maximum of 42 credits at the 1000 level;
- f. Not exceed a maximum of 90 credits in Fine Arts;
- g. Complete at least six credits in each of Groups II (Social Sciences) and III (Sciences);
- h. Must successfully complete ACAD 1601 within the first 60 Nipissing credits.

Old Requirements:

To graduate with a Bachelor of Fine Arts (Honours), students must:

- a. Complete 120 credits with a minimum overall average of 60%;
- b. Satisfy all the stated requirements for the degree;
- c. Complete at least **78 credits in Fine Arts** (according to details provided in the Program Requirements section);
- d. Achieve a minimum program average of 70% (based on the best 78 credits which meet all of the requirements for the program);
- e. Not exceed a maximum of 42 credits at the 1000 level;
- f. Not exceed a maximum of 90 credits in Fine Arts;
- g. Complete at least six credits in each of Groups II (Social Sciences) and III (Sciences);
- h. Must successfully complete ACAD 1601 within the first 60 Nipissing credits.

Motion 25:

Moved by Douglas Gosse, seconded by Palina Radia, that the Academic Curriculum Committee recommend to Senate the program requirements for the Bachelor of Arts Specialization in Fine Arts be changed as outlined below:

Carried

New Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Fine Arts (Studio Arts stream).

Students must complete 120 credits including 54 credits in the Specialization as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, or 2417	3 cr.
FAVA 2000 level	Studio	21 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Sciences and/or Professional Studies	6 cr.
Science	6 cr.
Electives	51 cr.

Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. The department recommends that students take no more than nine credits of studio per term.

Cross-listed courses may not be counted towards the Specialization in Fine Arts (Studio Arts stream).

Old Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Fine Arts (Studio Arts stream).

No more than 9 credits in any single 2000 level studio concentration may be counted towards the degree requirements.

Students must complete 120 credits including 54 credits in the Specialization as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1027	Contemporary Studio Practice	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
*FAVA 2000 level	Three credits EACH from four of the five following 2000 level Studio Concentrations: Drawing, Painting, Printmaking, Sculpture and/or Digital Media	12 cr.
FAVA 2000 level	Studio Concentrations or Specialized Studio	6 cr.
FAVA 3046	Critical Theories of Art History and Visual Studies	3 cr.
3000 level	Art History and Visual Studies	3 cr.
3000 level	Studio	12 cr.

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Sciences and/or Professional Studies	6 cr.
Science	6 cr.
Electives	51 cr.

Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. The department recommends that students take no more than nine credits of studio per term.

Cross-listed courses may not be counted towards the Specialization in Fine Arts (Studio Arts stream).

Group Requirements:

***Studio Groupings.** Each course represents three credits.

Drawing

FAVA 2006	Observational Drawing
FAVA 2007	Expressive Drawing
FAVA 2086	Drawing from Life
FAVA 2406	Drawing: Image and Ideation

Painting

FAVA 2026	Painting: Historical Methods and Materials
FAVA 2027	Painting: Contemporary Methods and Materials
FAVA 2407	Painting: Memory, Imagination and Narrative

Printmaking

FAVA 2126	Printmaking: Screenprinting
FAVA 2127	Printmaking: Lithography
FAVA 2226	Printmaking: Intaglio
FAVA 2227	Printmaking: Relief

Sculpture

FAVA 2046	Sculpture: Modelling and Replication
FAVA 2416	Sculpture: Carving and Reduction
FAVA 2417	Sculpture: Material and Structure

Digital Media

FAVA 2426	Digital Photography
FAVA 2427	Video and Time-Based Media

Other: Specialized Studio

FAVA 2506	Figure Study
FAVA 2507	Art Abroad
FAVA 2516	Community Based Practiced

Rationale: This motion aligns the BA Specialization in Fine Arts program requirements with those of the new BFA Honours program and ensures that students can easily upgrade to the BFA Honours, if desired.

Students currently registered in the BA Specialization in Fine Arts program will be affected by these proposed changes. We have prepared global petitions for AAAPC containing course

substitutions that will allow affected students to complete the program following either the old or new requirements.

Motion 26:

Moved by Rosemary Nagy, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate the program requirements for the Bachelor of Arts Major in Fine Arts be changed as outlined below:

Carried

New Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Fine Arts.

Students must complete 36 credits in the Major as follows:

FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.

In addition, students must choose a stream in Studio Arts **or** Art History and Visual Studies

[Studio Arts Stream](#)

FAVA 1026	Studio Foundations	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, or 2417	3 cr.
FAVA 2000 level	Studio	9 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.

[Art History and Visual Studies Stream](#)

FAVA upper level	Art History and Visual Studies	18 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
** FAVA Art History and Visual Studies or courses cross-listed with the Art History and Visual Studies stream		6 cr.

Breadth Requirements and Electives:

ACAD 1601		3 cr.
Social Sciences and/or Professional Studies		6 cr.
Science		6 cr.

Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. The department recommends that students take no more than nine credits of studio per term.

Cross-listed courses may not be counted towards the Studio Arts stream.

** A maximum of six credits of cross-listed courses may be used towards the Art History and Visual Studies stream. The following courses are cross-listed with the Major in Fine Arts – Art History and Visual Studies stream:

ENGL 2605, CLAS 2516, FILM 2006, ESPA 2706, ESPA 2707, FILM 2106, FILM 2206, FILM 2316, FILM 2336, FILM 2337, FILM 3106, GEND 2166, GEND 2217, GEND 2336, GEND 2337, GEND 2306, GEND 3046, INDG 2026, PHIL 2246.

Students may complete an Honours BA double major (Art History and Visual Studies stream ONLY) if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Honours double major degree requirements section for further information.

Old Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Fine Arts.

Students must complete 36 credits in the Major as follows:

FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.

In addition, students must choose a stream in Studio Arts **or** Art History and Visual Studies

Studio Arts Stream

FAVA 1026	Studio Foundations	3 cr.
FAVA 1027	Contemporary Studio Practice	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
*FAVA 2000 level	Three credits EACH from three of the five following 2000 level Studio Concentrations: Drawing, Painting, Printmaking, Sculpture and/or Digital	9 cr.
FAVA 2000 level	Studio Concentrations or Specialized Studio	3 cr.
FAVA 3000 level	Studio	6 cr.

Art History and Visual Studies Stream

FAVA 2000 level	Art History and Visual Studies	12 cr.
FAVA 3000 level	Art History and Visual Studies	6 cr.
FAVA 4000 level	Art History and Visual Studies	6 cr.
** FAVA Art History and Visual Studies or courses cross-listed with the Art History and Visual Studies stream		6 cr.

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Sciences and/or Professional Studies	6 cr.
Science	6 cr.

Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. The department recommends that students take no more than nine credits of studio per term.

Cross-listed courses may not be counted towards the Studio Arts stream.

** A maximum of six credits of cross-listed courses may be used towards the Art History and Visual Studies stream. The following courses are cross-listed with the Major in Fine Arts – Art History and Visual Studies stream:

ENGL 2605, CLAS 2516, FILM 2006, ESPA 2706, ESPA 2707, FILM 2106, FILM 2206, FILM 2316, FILM 2336, FILM 2337, FILM 3106, GEND 2166, GEND 2217, GEND 2336, GEND 2337, GEND 2306, GEND 3046, INDG 2026, PHIL 2246.

Students may complete an Honours BA double major (Art History and Visual Studies stream ONLY) if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Honours double major degree requirements section for further information.

Group Requirements:

***Studio Groupings.** Each course represents three credits.

Drawing

FAVA 2006	Observational Drawing
FAVA 2007	Expressive Drawing
FAVA 2086	Drawing from Life
FAVA 2406	Drawing: Image and Ideation

Painting

FAVA 2026	Painting: Historical Methods and Materials
FAVA 2027	Painting: Contemporary Methods and Materials
FAVA 2407	Painting: Memory, Imagination and Narrative

Printmaking

FAVA 2126	Printmaking: Screenprinting
FAVA 2127	Printmaking: Lithography
FAVA 2226	Printmaking: Intaglio
FAVA 2227	Printmaking: Relief

Sculpture

FAVA 2046	Sculpture: Modelling and Replication
FAVA 2416	Sculpture: Carving and Reduction
FAVA 2417	Sculpture: Material and Structure

Digital Media

FAVA 2426	Digital Photography
FAVA 2427	Video and Time-Based Media

Other: Specialized Studio

FAVA 2506	Figure Study
FAVA 2507	Art Abroad
FAVA 2516	Community Based Practiced

Rationale: This motion aligns the BA Major in Fine Arts program requirements with those of the new BFA Honours program and new BA Specialization in Fine Arts program and ensures that students can easily upgrade to those programs, if desired.

Students currently registered in the BA Major in Fine Arts program will be affected by these proposed changes. We have prepared global petitions for AAAPC containing course substitutions that will allow affected students to complete the program following either the old or new requirements.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that the following courses be **banked**:

FAVA 1027 Studio Art: Ideas and Practices
 FAVA 3096 Drawing: Contemporary Approaches
 FAVA 3056 Advanced Painting
 FAVA 3137 Mixed Print Media
 FAVA 3147 Extended Sculpture Practice
 FAVA 3156 Explorations in Digital Media
 FAVA 3046 Critical Theories of Art History and Visual Studies
 FAVA 4066 Issues in Curation and Museum Representation

Motion 27:

Moved by Douglas Gosse, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate that FAVA-3346 Theoretical Issues in Contemporary Art be unbanked.

Carried

Rationale: We intend to cycle this course as part of the new BFA and BA programs.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that the **course title** for FAVA-3346 be changed from Theoretical Issues in Contemporary Art **to** Contemporary Art.

Rationale:

We have found that course titles containing the words “theory” or “theoretical” tend to deter students.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that the **course title** for FAVA-2506 be changed from Figure Study **to** Artistic Anatomy and that the **course description** be revised as outlined below:

New Description:

Students learn strategies for conceptualizing and rendering human form through the study of anatomy, providing a solid foundation for further study in figurative art, illustration, animation, and two and three-dimensional design. Students employ structural anatomy, anatomical drawing, écorché, and work directly from live models.

Old Description:

In this course, students will work from life subjects including the clothed and unclothed model. Students will complete a series of directed projects using a variety of mediums and technical processes and will develop critical and interpretive fluency through lively discourse.

Rationale:

The new title and course description better reflect the course content.

Motion 28:

Moved by Debra lafrate, seconded by Douglas Gosse, that the Academic Curriculum Committee recommend to Senate the program requirements for the Minor in Film be changed as outlined below:

Carried

New Program Requirements:

Students must complete 18 credits for a Minor in Film as follows:

FILM 1006	Introduction to Film	3 cr.
FILM	Upper Level	15 cr.

Note:

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

Old Program Requirements:

Students must complete 18 credits for a Minor in Studio Arts as follows:

FILM 1006	Introduction to Film	3 cr.
FILM 1007	The Moving Image	3 cr.
FILM	Upper Level	12 cr.

Note:

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

Rationale:

The PVPAR suggested we reduce the 1000 level requirements to provide greater flexibility. The department supports the change.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC the **prerequisite** for FILM-2006 World Cinema, FILM-2106 Popular Spectacle Cinema, FILM-2206 Canadian Films, and FILM-2316 The Animated Feature be changed as outlined below:

New Requirements:

None.

Old Requirements:

Three credits of film.

Rationale:

This motion aligns the prerequisites with our other 2000 level film courses, which also have no prerequisites. This motion also addresses the PVPAR's request that we promote "courses that have roles in multiple modules, can serve modules in other disciplines, and provide elective opportunities for students", and that we also consider "which courses can be accessed by students not majoring in the discipline without 1st year prerequisites." Our film courses have proven to be very popular elective options and have the potential to serve other program modules.

Motion: Non-Substantive

Moved by _____, seconded by _____ that the A&S Executive recommend to the ACC that the **course title** for FILM-2316 be changed from The Animated Feature **to** Animated Films.

Rationale:

This motion simplifies the course title.

GEOGRAPHY

Motion: Non-Substantive

Moved by _____, seconded by _____ that ARCC recommend to the Arts and Science Executive that the **course title** for GEOG-4106 be changed from Terrain Analysis to Geomorphic Analysis of Landscapes.

Rationale: The name change reflects both the existing course content and brings the course name in line with the main prerequisite GEOG 2106, which was recently renamed Landscapes and Surface Processes.

Motion: Non-Substantive

Moved by _____, seconded by _____ that ARCC recommend to the Arts and Science Executive that the **prerequisite(s)** for GEOG-4106 Geomorphic Analysis of Landscapes be changed as described below.

New Prerequisite

GEOG 2106

Old Prerequisites

GEOG 3056 and GEOG 2106 or GEOL 1006 and GEOL 1007

Rationale:

GEOG 2106 now contains enough content on digital elevation models for the removal of GEOG 3056 as a prerequisite, and furthermore the change makes GEOG 4106 more accessible by reducing requirements. GEOL 1006 and GEOL 1007 are being removed because GEOG 2106 is now more relevant to GEOG 4106.

Motion: Non-Substantive

Moved by _____, seconded by _____ that ARCC recommend to the Arts and Science Executive that the **prerequisite** for GEOG-4237 Urban Health be changed as described below.

New Prerequisite

Any 54 credits completed.

Old Prerequisite

GEOG 3236

Rationale: 54 credits completed provides sufficient information and materials for students to take GEOG 4237 with no difficulties.

Motion : Non-Substantive

Moved by _____, seconded by _____ that ARCC recommend to the Arts and Science Executive that the **antirequisite** for GEOG-3236 Environment and Health be removed.

Rationale:

GEOG 3236 now contains enough academic materials that are different from GEOG 3316

Motion: Non-Substantive

Moved by _____, seconded by _____ that ARCC recommend to the Arts and Science Executive that the **antirequisite** for GEOG-3316 Geography of Health and Health Care be removed.

Rationale:

GEOG 3316 now contains enough academic materials that are different from GEOG 3236

Motion 29:

Moved by Douglas Gosse, seconded by Palina Radia, that the Academic Curriculum Committee recommend to Senate the requirements for the Certificate of Environmental Management be changed as outline below:

Carried

New Requirements:

Students must complete nine credits from the following: 9 cr.

GEOG 4777	Water Governance
GEOG 4437	At Risk: The Geography of Environmental Hazards
GEOG 4317	Issues in Global Economic Geography
GEOG 4026	Political Ecology
GEOG 4807	Natural Resource Management

Students must complete **six** credits from the following: **6 cr.**

ENSC 2007	Topics in Environmental Science II
GEOG 3106	Impact Assessment for Resource Management
GEOG 2226	Environment and Society
GEOG 3436	Earth Resources
GEOG 3126	Food and Agricultural Systems
GEOG 3237	Global Environmental History
ECON 3006	Environmental Economics
ANTH 3027	Indigenous Peoples and the State
ANTH 3006	Anthropology of Development in the Canadian North

Current Requirements:

Students must complete nine credits from the following: 9 cr.

- GEOG 4777 Water Governance
- GEOG 4437 **At Risk: The Geography of Environmental Hazards**
- GEOG 4317 Issues in Global Economic Geography
- GEOG 4806 Natural Resource Development in Regional Planning
- GEOG 4807 Natural Resource Management

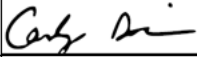
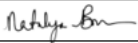
Students must complete nine credits from the following: 9 cr.

- ENSC 2007 Topics in Environmental Science II
- GEOG 3106 Impact Assessment for Resource Management
- GEOG 2226 Environment and Society
- GEOG 3436 Earth Resources
- HIST 3276 Topics in Environmental History
- INDG 2005 Native Kinships in Environment

Rationale: This certificate has been offered to honours geography majors for over a decade. The proposed changes include reducing the number of required credits, updating the list of courses and making the certificate available to all Honours students. The revised list of courses is a housekeeping matter. INDG-2005 was deleted from the academic calendar during the recent Indigenous Studies program update. GEOG-4806 Resource Development in Regional Planning is being removed because it will likely be banked due to a retirement. We are adding courses from Economics and Anthropology, and two courses Geography related to Environmental Management.

DEPARTMENTAL CURRICULUM APPROVAL FORM

The Departments of Anthropology/Sociology and Economics approve adding ANTH-3006, ANTH-3027 and ECON-3006 to the list of courses in the Certificate in Environmental Management

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Anthropology and Sociology	Carly <u>Dokis</u>		2/2/22
Economics	Natalya Brown		Feb 22, 2022

Motion 30:

Moved by James Murton, seconded by Nancy Black, that the Academic Curriculum Committee recommend to Senate the addition of a Note for the Certificate of Environmental Management be as stated below.

Carried

New Certificate Requirement:

This certificate is available to any graduating student who has otherwise met the requirements for the certificate. The certificate in Environmental Management will be awarded at the time of graduation.

Old Certificate Requirement:

This certificate is restricted to Honours Geography program(s) and will be awarded at the time of graduation.

Rationale: The Geography Department is proposing to make the Certificate in Environmental Management available to all Honours students that complete the requirements. Currently the Certificate is only available to Geography Honours majors.

Motion 31:

Moved by Douglas Gosse, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate to delete the Note for the Certificate in Environmental Management be as stated below.

Carried

Old Note:

All courses required for the certificate also count towards the respective Honours Geography program(s).

Rationale: The Note might be confusing for students from outside Geography wanting to earn the Certificate.

PSYCHOLOGY

Motion 38:

Moved by Charles Anyinam, seconded by Pavlina Radia, that the Academic Curriculum Committee recommend to Senate to remove PSYC-3357 Design and Analysis II as a degree requirement for the BSc Honours Specialization in Psychology as outlined below.
Carried

New Degree Requirements

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
PSYC 2126	Scientific Method and Analysis I	3 cr.
PSYC 2127	Scientific Method and Analysis II	3 cr.
PSYC 3356	Design and Analysis I	3 cr.
PSYC 4005	Systems and Theories in Psychology	6 cr.
PSYC 4105	Senior Empirical Thesis	6 cr.
2000/3000/4000 level Psychology courses		33 cr.

Old Degree Requirements

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
PSYC 2126	Scientific Method and Analysis I	3 cr.
PSYC 2127	Scientific Method and Analysis II	3 cr.
PSYC 3356	Design and Analysis I	3 cr.
PSYC 3357	Design and Analysis II	3 cr.
PSYC 4005	Systems and Theories in Psychology	6 cr.
PSYC 4105	Senior Empirical Thesis	6 cr.
2000/3000/4000 level Psychology courses		30 cr.

Rationale:

This change for the BSc Honours Specialization in Psychology brings the course requirements in line with the BA Honours Specialization degree.

**Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)
Academic Year 2021-2022**

March 18, 2022

The sixth meeting of the **Academic Quality Assurance and Planning Committee** was held on **March 18, 2022** at 1:00 p.m. via Zoom conference.

COMMITTEE MEMBERS:

Carole Richardson
Jim McAuliffe
Pavlina Radia
Debra Iafrate

Stephen Tedesco
Nancy Black
Stuart Kidd
James Abbott

Rob Breton
Ron Hoffman
Cameron McFarlane

Regrets: Pat Maher, John Nadeau, Steven Cairns, Kristina Karvinen, Jamie Murton, Prasad Ravi, Joe McIntosh, Mercedes Fichaud

Guest: Sarah Tedesco

Recording Secretary: S. Landriault

Review of the Criminology and Criminal Justice IQAP 2-Year Follow-up Report

The Criminology and Criminal Justice IQAP 2-Year Follow-up Report was provided and discussed.

Moved by P. Radia, seconded by J. Abbott that the Criminology and Criminal Justice IQAP 2-Year Follow-up Report be received and approved.
Carried

The Criminology and Criminal Justice IQAP 2-Year Follow-up Report will be included in the April 8, 2022 Senate Agenda.

Graduate Studies Oral Defence Examination Regulation

The Oral Defence Examination Regulation provided by the Graduate Studies Committee, was reviewed and discussed. The creation of this regulation will clarify the Oral Defence Examination process moving forward.

It was advised that the Graduate Studies Committee was removed from the list of Senate committees in 2019 and is no longer a standing committee of Senate. The GSC acts as an ARCC for Graduate curriculum changes. Curriculum matters come from the GSC to ARCC to ACC and then to Senate. Policy matters come from the GSC to the AQAPC and then to Senate. The AQAPC takes the place of the ARCC in that process. Motions are reviewed by the AQAPC and moved to Senate. The Chair advised that the IQAP Protocol is being reviewed and the process as to how the ACC and AQAPC committees fit will be clarified.

The Dean of Graduate Studies and Research advised that this is a new regulation that will govern oral defences across the board in Graduate Studies and is applicable to all degrees. The regulation was put in place to create a mechanism that would allow students to defend without the approval of their supervisor. Students have the right to do this. The language created is a combination of a survey of Ontario universities and their policies. The regulation is consistent with what other universities are doing in this regard.

The regulation will provide clarity and is not considered to be a major modification. The regulation will be located on the Graduate Studies website.

Moved by J. McAuliffe, seconded by N. Black that the Oral Defence Examination Regulation be received and approved.

Carried

The next meeting is scheduled for Friday, April 22, 2022 at 1:00 p.m. by Zoom conference.

Respectfully submitted,



Carole Richardson, PhD
Chair, Academic Quality Assurance and Planning Committee

Encl.

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated March 18, 2022.

Motion 2: That Senate approve the attached Criminology and Criminal Justice IQAP 2-Year Follow-up Report.

Motion 3: That Senate approve the attached Graduate Studies Oral Defence Examination Regulation.

TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW FOLLOW-UP REPORT

PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
School of Criminal Justice -School of Criminology and Criminal Justice -Bachelor of Arts in Criminal Justice Program	January 23, 2019	September 13, 2019

PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
#1 Articulate the tenets of the NU Strategic Plan and the School's Self Study Academic Planning. Strengthen these aspects in course and program planning and materials	100%	School of Criminology & Criminal Justice	The School continues to offer a course on Indigenous Legal Issues and include Indigenous issues and topics related to the justice system in many of its course offerings including women, suicide, correctional system, policing, parolees, implementation of the Gladue decision and mental health. The School had planned to investigate developing a course with the Chair of Indigenous Studies on Indigenous health, wellness and the role of the justice system, but insufficient faculty and the advent of COVID-19 pandemic has interrupted progress. The School has included the newly approved and required course CRJS 3436 Racialization of the Politics of Judicial Typcasting

#2 Refresh the School's vision and mission statements to also include Indigenization, equity and inclusivity beyond the presentation of topics and guest speakers in these areas.	100%	School of Criminology & Criminal Justice	The School of Criminology and Criminal Justice is committed to the mission of the university to focus on Indigenization. Efforts to support this mission include course development (ex. Indigenous Legal Studies, Vulnerable Populations) and guest lectures. A number of the faculty are actively engaged in research that includes focus on Indigenous people and the criminal Justice system, and has involved consultation with various Indigenous organizations/groups/offices (ex. Enji giigdoyang, and the Office of Indigenous Initiatives.
#3 Change the name of the School to the School of Criminal Justice to better reflect its actual Program and streams.	100%	School of Criminology & Criminal Justice	At the ARCC meeting of February 11, 2022 the following motion was passed and is currently scheduled to be tabled at the next ACC on February 25, 2022: <i>"That the Education and Professional Studies Executive recommend to the Academic Curriculum Committee that the School of Criminology & Criminal Justice be renamed as the School of Criminal Justice"</i>
#7 Consider offering a major or a minor in Criminal Justice which would be available to students in other programs across the Arts and Science Faculties.	100%	School of Criminology & Criminal Justice	The School currently offers a minor in Legal Studies available to students in other departments and Schools. The School currently offers a Major in Criminal Justice. Students are not able to do a double major with Criminal Justice as one of the majors because of the sheer number of required courses that the students in Criminal Justice are required to take. Students may take a second degree in Criminal Justice that can be completed in approximately 18 months to 2 years.
#17 Revise the Vulnerable Populations (CRJS 3356) course to be a core requirement.	100%	School of Criminology & Criminal Justice	At the ARCC meeting of February 11, 2022 the following motion was passed and is currently scheduled to be tabled at the next ACC on February 25, 2022: that the course CJRS 3356 be added to the Policing and Corrections streams as a required course.
#27 - Revise grad student placement protocol	0%	Graduate Committee Sociology	This decision will need to be made by the Graduate committee for the Applied Sociology MA which has yet to be done.
#31 - Make a decision on the physical space of the School	0%	Administration	Repeated requests have been submitted by the department without response from Administration.

SUMMARY OF PROGRESS TO DATE

In efforts to modernize the School, a number of initiatives have been made. For example, the ACC and Senate approved a new pathway (2 years college/2 years Nipissing) for Police Foundations and Community and Justice Services diploma graduates into the BA Honours Criminal Justice (Policing and Corrections Streams respectively). New courses have been developed including CRJS 2127 Interpreting Criminal Justice Research for students in the Policing and Corrections streams which is better suited to their needs. Other changes in line with IQAP recommendations include the creation of a new course: CRJS 3436 Racialization and the Politics of Judicial Typecasting and making CRJS 3356 Vulnerable Populations a required course for Policing and Corrections students. A summary of the changes are as follows:

Removing courses and replacing them with courses more in line with their applied needs:

Removing:

- From the courses required by all students regardless of stream: Remove: SOCI 2126 Introduction to Sociological Research Methods and SOCI 2127 Quantitative Research Methods
- From the required courses in the Corrections stream: Remove CRJS 3086 Law & Society and CRJS 3087 Law & Society II
- From the required courses in the Policing stream: Remove CRJS 3086 Law & Society and CRJS 3087 Law & Society II

Adding:

- From the courses required by all students regardless of stream: Add CRJS 3436 Racialization and the Politics of Judicial Typecasting.
- From the required courses in the Criminal Justice stream: Add CRJS 2126 Interpreting Criminal Justice Research and to the Criminal Justice Electives list, Add: CRJS 3086 Law & Society and CRJS 3087 Law & Society II and Add CRJS 3046 Interpersonal Communications in Criminal Justice and require one less elective from the Electives list (from 45 to 42).
- From the required courses in the Corrections stream: Add CRJS 2126 Interpreting Criminal Justice Research and CRJS 3356 Vulnerable Populations and to the Corrections Elective list add: CRJS 3046 Interpersonal Communications in Criminal Justice and require one less elective.
- From the required courses in the Policing stream: Add CRJS 2126 Interpreting Criminal Justice Research and CRJS 3356 Vulnerable Populations and to the Policing Electives list add CRJS 3046 Interpersonal Communications in Criminal Justice.
- From the required courses in the Criminology stream: Add SOCI 2126 Introduction to Sociological Research Methods, SOCI 2127 Quantitative Research Methods and CRJS 4466 Program Policy Evaluation and to the Criminology Electives list add: CRJS 3046 Interpersonal Communications in Criminal Justice

LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

The School will continue to modernize its course offerings to attract additional students to the program. Next steps include consulting with the Chair of Indigenous Studies to develop a new course on Indigenous health, wellness and the role of the justice system. The School will strive to ensure that its courses are up-to-date and in line with those offered at other comparable schools. Finally, the School will continue to investigate the possibility of offering more online courses,

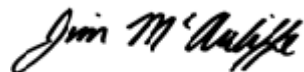
Motion for the Academic Quality Assurance and Planning Committee (AQAPC)

The following motion was approved by the Graduate Studies Committee at the March 3, 2022 meeting.

Motion 1: That the Graduate Studies Committee recommend to the Academic Quality Assurance and Planning Committee (AQAPC) that the attached Oral Defence Examination Regulation be approved and recommended to Senate.

Rationale: The creation of this regulation will clarify the Oral Defence Examination process moving forward.

Respectfully submitted,



Jim McAuliffe, PhD.,
Dean, Graduate Studies and Research
on behalf of the Graduate Studies Committee

Encl.

Nipissing University Oral Defence Examination Regulation

Office of Accountability	Graduate Studies & Research
Office of Administrative Responsibility	School of Graduate Studies
Approving Body	Graduate Studies Committee
Approval Date	
Renewal Date	

The following regulations outline the process of submitting a major research paper (MRP), thesis, or dissertation for oral defence examination at Nipissing University.

I. General Information

Students writing a thesis or dissertation are required to have their thesis/dissertation and their Oral Defence Examination assessed and approved by the Supervisory Committee (see [Supervisory Committee Policy](#)) and Examiner(s) to determine that the thesis meets the degree program learner outcomes. Not all graduate programs require an Oral Defence Examination for students writing an MRP. Students should contact their respective Graduate Program Coordinator to learn the assessment requirements of their MRP. Graduate programs that do require an Oral Defence Examination for students writing an MRP will fall under this regulation.

I.I Glossary of Terms

Term	Definition
Chair	Refers to the Chair of the Oral Defence Examination. The Chair is a non-voting member of the Examination Committee who presides over the Oral Defence Examination ensuring procedures are followed in a cordial manner. The Chair of the Oral Defence is the Graduate Program Coordinator or designate.
Supervisor(s)	The Supervisor (or Co-Supervisors) refers to the student's primary MRP/thesis/dissertation advisor. The Supervisor guides the student throughout the course of the research project including advising on courses, assisting with research design, filing Research Ethics Board applications, etc.
Committee Member(s)	Refers to the second, third, or fourth reviewers of the MRP/thesis/dissertation.
Supervisory Committee	Refers to the Supervisor(s) and Committee Member(s) as a whole.
External Examiner	Refers to an arm's length reviewer who is an expert in the student's research area of the MRP/thesis/dissertation, as defined in the External Examiner Policy .
Internal Examiner	In PhD Dissertation Committees, the Internal Examiner refers to a Nipissing University Graduate Faculty Member who has not been involved with the supervision or direction of the dissertation and is in a position to render an objective and impartial assessment of the quality of the work.

Examiner(s)	Refers to both the External Examiner and the Internal Examiner, where applicable.
Examination Committee	Refers to the Supervisor(s), Committee Member(s), External Examiner, and Internal Examiner (where applicable) as a whole.
Graduate Program Coordinator	The Graduate Program Coordinator is an elected faculty member (as per the Nipissing University Collective Agreement) who assists graduate students in their programs and works with the academic administrator of Graduate Studies and the relevant Deans to ensure that graduate regulations, policies, and procedures as approved by Senate are followed.

II. Prior to the Oral Defence Examination Process

The Supervisory Committee should follow the internal Graduate Program Committee procedures for determining if the MRP/thesis/dissertation is ready to be sent to the Examiner(s) and/or Oral Defence Examination. Then, the Supervisor, in consultation with the rest of the Supervisory Committee, will recommend an External Examiner for the MRP/thesis/dissertation (see [External Examiner Recommendation Form](#)). For PhD programs, the Supervisor will also recommend an Internal Examiner (see [Internal Examiner Recommendation Form](#)).

The Supervisor will contact potential Examiners to see if they meet the eligibility requirements (see [External Examiner Policy](#)) and are available during the proposed Oral Defence Examination time frame. The Supervisory Committee will sign the [Examiner Recommendation Form\(s\)](#) and send them as instructed to the SGS. The SGS will collect the Graduate Program Coordinator and Dean, Graduate Studies and Research signatures as required.

III. Oral Defence Examination Process

The Oral Defence Examination process typically requires up to eight weeks to execute. The eight-week process begins when the Graduate Program Coordinator submits the Oral Defence Examination Request Form to the School of Graduate Studies (SGS). The process is complete once the student receives a successful outcome in the Oral Defence Examination and completes the final library submission.

In order to be eligible for graduation, students will need to complete any revisions arising from the Oral Defence Examination and the School of Graduate Studies final library submission requirements (see [Final Submission Requirements](#)). Students and Supervisory Committees may need to consider additional time beyond the eight-week Oral Defence Examination process to complete revisions. Students entering a new term of study in order to complete revisions or the final submission requirements may be subject to additional fees.

III.I Request an Oral Defence Examination

Week One

When the Supervisory Committee agrees that the MRP/thesis/dissertation meets the degree program standards and learner outcomes, the Supervisory Committee will complete the Oral Defence Examination Request Form and send it, along with a copy of the Committee-approved MRP/thesis/dissertation, to the respective Graduate Program Coordinator. The Graduate Program Coordinator will review the Request Form and if approved will sign and send it, along with a copy of the

Committee-approved MRP/thesis/dissertation, to the SGS at least eight working weeks before the intended Oral Defence Examination.

III.II External Examiner and Internal Examiner

Week Two to Five

Upon approval of the Oral Defence Examination Request Form, the SGS will send the MRP/thesis/dissertation and instructions to the External Examiner and Internal Examiner (PhD programs only). The Examiner(s) has up to four weeks to submit their report to the SGS. The Examiner(s) assesses the MRP/thesis/dissertation based on these categories, where applicable:

- Importance of the thesis to the field of study
- Literature review
- Results, conclusions, recommendations
- Methodology
- Organization
- Conventions
- Comparisons to applicable work in the field

III.III External Examiner and Internal Examiner Reports

Week Six

When the School of Graduate Studies receives the Examiner report(s), the SGS will email the full report to the Supervisor and copy the Graduate Program Coordinator. The Supervisor may share the Examiner report(s) with the Committee Member(s) as needed. The “Comments for the Candidate” section is emailed directly to the student and copied to the Supervisor and Graduate Program Coordinator. The SGS will first verify that the comments are cordial in nature before sending them to the student. In the event that the comments are not cordial, the SGS will not send the comments to the student.

The student has at least one week with the report prior to the Oral Defence Examination. The student and Supervisor will discuss the report and how, if applicable, to factor in the Examiner’s comments into the MRP/thesis/dissertation and/or Oral Defence Examination.

If the Examiner(s) does not recommend that the MRP/thesis/dissertation proceed to the Oral Defence Examination stage, the Supervisory Committee will have final decision as to whether or not to recommend that the MRP/thesis/dissertation proceed to the Oral Defence Examination (see IV).

III.IV The Oral Defence Examination

Week Seven

The SGS sets aside up to 3 hours for an Oral Defence Examination. The duration of each defence varies, based on the following general timeline:

1. The Chair of the Examination Committee will deliver a brief introduction and will clarify the procedures and/or agenda of the examination process (5 to 10 minutes).

2. The student will make a presentation of the MRP/Thesis/Dissertation (approximately 30 minutes, depending on specific program requirements).
3. The Examination Committee will ask questions in rounds (1 to 2 hours total).
 - Round One of Questioning: (10 minutes per committee member)
 - Round Two of Questioning: (10 minutes per committee member)
 - Round Three of Questioning: (optional - only if needed)
4. The Chair invites questions from the audience.
5. The student may give closing remarks, if desired (5 minutes).
6. After the questioning has been completed the Examination Committee will deliberate in camera to decide on the outcome of the defence.
7. After deliberations the Chair will inform the student of the outcome.

The possible Oral Defence Examination outcomes are (see [Examination Committee Report](#)):

- Unconditional Pass
- Conditional Pass with minor revisions
- Conditional Pass with major revisions
- Fail
- Adjourned

III.V After the Oral Defence Examination

Week Eight (unless additional time for revisions is required)

If an “Unconditional Pass” is granted at the Oral Defence Examination, the student will begin their Final Submission Requirements during week eight of the Oral Defence Examination Process. If revisions are required, the Final Submission Requirements will be delayed until the Supervisor(s) (or full Examination Committee, if required) approve the revised MRP/thesis/dissertation document.

The process after the Oral Defence Examination is as follows:

1. The Chair of the Examination Committee signs the Certificate of Examination, the [Examination Committee Report](#), and [Signature Page](#) and sends the three forms to the SGS.
2. a) The SGS collects the remaining Examination Committee member signatures on the Examination Committee Report and Signature Page. The Supervisor(s) is the last person to sign the forms.

b) If there are required revisions, the Supervisor(s) is responsible for ensuring the student makes all required changes by the date determined by the Examination Committee and shared on the Examination Committee Report. Once final version of the MRP/thesis/dissertation has been

reviewed and approved by the Supervisor(s) (and Committee Member(s), if required), the Supervisor(s) will then sign the Examination Committee Report and Signature Page and send the forms to the SGS.

3. The SGS will send the signed and completed Examination Committee Report, Signature Page, and Certificate of Examination to the student. The student will then insert the Certificate of Examination into the final version of their MRP/thesis/dissertation. At this point the student will also receive instructions for the [Final Submission Requirements](#) from the SGS.
4. The student submits final copy of the MRP/Thesis/Dissertation and all required documentation electronically to the SGS.
5. The SGS reviews all required documentation (verifying for completeness, formatting, and any copyright concerns) and submits a grade for the Dean's approval.
6. The SGS sends all required documentation to the Harris Learning Library for cataloguing.

IV.I The Student Submits the Thesis to the Examiner(s) without the Approval of the Supervisor(s)

It is not advisable for students to submit their MRP/thesis/dissertation to an External Examiner or Internal Examiner (PhD programs only) without approval from their Supervisor(s). However, students have the right to submit their MRP/thesis/dissertation to the Examiner(s) without approval from their Supervisor(s). In these instances, the Supervisor(s) must state on the Oral Defence Examination Request Form why their approval is withheld. The Graduate Program Coordinator will sign the form and provide the student with the Supervisor's rationale for withholding approval of the MRP/thesis/dissertation proceeding to the Examiner(s). Upon reviewing the rationale, the student will sign the Oral Defence Examination Request Form acknowledging that they are submitting their MRP/thesis/dissertation to the Examiner(s) without approval of their Supervisor(s).

The Examiner(s) will not be made aware that the MRP/thesis/dissertation was submitted without the approval of the Supervisor(s) in order to give an impartial review of the thesis. The SGS will submit the instructions to the Examiner(s) as per normal.

Once the MRP/thesis/dissertation is sent to the Examiner(s), it cannot be withdrawn unless approved by the Dean, Graduate Studies and Research. The version of the MRP/thesis/dissertation that was submitted to and circulated by the SGS is the only version that the Examiner(s) may evaluate.

The Supervisor will still review the External Examiner's and Internal Examiner's Report with the student as per normal.

IV.II The Student Proceeds to the Oral Defence Examination without the Approval of the Supervisor(s)

It is not advisable for students to proceed to the Oral Defence Examination without the approval of their Supervisor(s). However, students have the right to proceed to the Oral Defence Examination without approval from their Supervisor(s). In these instances, these processes will be followed:

1. If the reason for withholding approval concerns academic dishonesty, then the procedures within Nipissing University's [Academic Dishonesty Policy](#) will be followed.

2. If the reason for withholding approval concerns the quality of the work:
 - I. the Supervisor(s) must state on the Oral Defence Examination Request Form their specific concerns they have relating to the quality of the MRP/thesis/dissertation and submit it to the Graduate Program Coordinator.
 - II. The Graduate Program Coordinator will provide, in writing, the student with the Supervisor's concerns about the quality of the work and why they feel it is not ready for the Oral Defence Examination. The Graduate Program Coordinator will inform the student that the risk of failure is higher when proceeding to the Oral Defence Examination without the approval of the Supervisor(s).
 - III. The Supervisor(s) will still be present at the Oral Defence Examination to give the student the opportunity to defend the merits of the MRP/thesis/dissertation.
 - IV. The student, Examiner(s), Committee Member(s), and the Supervisor(s) may not discuss the content or quality of the MRP/thesis/dissertation until the Oral Defence Examination.
 - V. When the Examination Committee deliberates the outcome of the defence in camera, they are reminded to assess the Oral Defence Examination on its academic merits.

If the Supervisor(s) decides to withdraw from the role, the Graduate Program Coordinator (or designate) takes on the role of the Supervisor(s) and attends the Oral Defence Examination in lieu of the Supervisor(s). This involves undertaking any of the steps for the Oral Defence Examination Process as outlined in these regulations.

Once the Graduate Program Coordinator (or designate) assumes the role of the Supervisor:

- The original Supervisor(s) does not attend the Oral Defence Examination and has the right to decline to be recognized as the Supervisor on the published MRP/thesis/dissertation.
- The student, Examiner(s), Committee Member(s), and the new Supervisor may not discuss the content or quality of the MRP/thesis/dissertation until the Oral Defence Examination.
- When the Examination Committee deliberates the outcome of the defence in camera, they are reminded to assess the Oral Defence Examination on its academic merits.

The decision of the Examination Committee is final. The student has the right to submit an [Academic Appeal](#) of the decision, if desired.

This regulation is written with thanks to the members of the Ontario Council of Graduate Studies for sharing their policies, with particular thanks to Western University and Guelph University as their policies greatly assisted us in writing this regulation.

Report of the Senate Research Committee

March 31, 2022

From: The Office of Graduate Studies and Research

The Senate Research Committee met on March 16, 2022.

Members:

Jim McAuliffe
Carole Richardson
Matti Saari
Amir Erfani
Anahita Baregheh
Aaron Kociolek
Nancy Black
Montana Taylor (NUSU Executive)

Guests:

Justin Carré
Carly Byers
Corri Daniels (Secretary)
Tish Hukezalie (regrets)

The meeting was chaired by the Dean, Dr. Jim McAuliffe. The agenda and past minutes of the January 19, 2022, meeting were passed unanimously. Updates were given by the Dean and the Research Coordinator with topics including commercialization and budget. The awards in support of Research, Scholarly and Creative Activities were also discussed in camera.

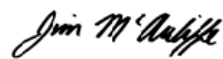
There was one motion:

Moratorium on reviewing new applications for Centres/Institutes until January 2023.

Moved: A. Kociolek / **Seconded:** A. Erfani

CARRIED.

Respectfully Submitted:



Dr. J. McAuliffe, Dean, Graduate Studies and Research

Motion 1: That Senate receive the Report of the Senate Research Committee, dated March 31, 2022.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

February 16, 2022

The following members participated:

Graydon Raymer (Chair), Pat Maher (Dean of Teaching), John Allison, Roxana Vernescu, Nancy Black, Veronika Williams, Madalyn Murray, Lorrie Tunney Maxwell (Recording Secretary).

Guests: Heather Carroll, Sarah Pecoskie-Schweir

Absent: Alex Karassev, Mercedes Fichaud

In the February meeting of The Teaching and Learning Committee (TLC), committee members continued discussion on the institutional syllabus template. Heather Carroll provided the TLC with an update on the current iteration of the template. The TLC members discussed various items in the template, with some minor revisions made during the meeting and some areas identified for revision prior to the March 10 TLC meeting. The final template is expected to return to the TLC on March 10 for approval.

Finally, the Dean of Teaching reported on a number of Virtual Learning Strategy 2.0 applications, a number of 3M Student Fellowship applications, as well as a number of 3M National Teaching Fellowship applications, a D2L Innovation Award application. The Dean highlighted the Panel February 28 on the topic of Anti-Racism in the Academy, with Dr. Charles Anyinam facilitating along with a group of external speakers as well as student speakers.

Respectfully submitted,



G. Raymer
Chair
Teaching and Learning Committee

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated February 16, 2022.