

## Meeting Book - January Meeting of the Academic Senate

### January 16, 2026, Senate Agenda

<p>1. Acknowledgement of the Traditional Territory <i>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 Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.</i></p>		Senate Speaker
<p>2. Approval of the Agenda <i>That the agenda of the January 16, 2026 Senate meeting be approved.</i></p>	Motion 1	Senate Speaker
<p>3. Adoption of Minutes <i>That the minutes of the November 21, 2025 Senate meeting be approved.</i></p> <p>i. November 21, 2025 DRAFT Senate Minutes and Reports.pdf</p>	Motion 2	Senate Speaker
<p>4. Business Arising from the Minutes</p>		
<p>5. Reading and Disposing of Communications</p>		
<p>6. Reports from Other Bodies</p> <p>i. President <i>oral report</i></p> <p>ii. Provost &amp; Vice-President Academic</p> <p>a. Provost's Senate Report January 16, 2026.pdf</p> <p>iii. Vice-President Finance and Administration <i>no report</i></p> <p>iv. Board of Governors</p> <p>a. Board Report to Senate - December 2025.pdf</p> <p>v. Alumni Advisory Board <i>no report</i></p> <p>vi. Council of Ontario Universities (Academic Colleague)</p> <p>a. COU Report to Academic Senate.pdf</p> <p>vii. Joint Committee of the Board and Senate on Governance <i>no report</i></p> <p>viii. Nipissing University Student Union (NUSU)</p> <p>a. NUSU Academic Senate Report_ January 2026.pdf</p> <p>ix. Other</p>		

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## 7. Question Period

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## 8. Reports of Standing Committees and Faculty Councils

### i. Senate Executive Committee

*That the Report of the Senate Executive Committee dated January 8, 2026 be received.*

**Motion 3**

a. Senate Exec Report January 8, 2026.pdf

### ii. Academic Quality Assurance and Planning Committee (AQAPC)

*Motion 4: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated November 28, 2025, which includes for information:*

**Motion 4-6**

*a) The FARs/IPs for the BA Indigenous Studies, BA Political Science, BA Liberal Arts, BA Liberal Science, and the MSc Kinesiology programs*

*b) The Two (2) Year Post-Cyclical Program Review Monitoring Reports for BA Child and Family Studies, BA & BSc Computer Science, BA Gender Equality and Social Justice, BA Religions and Cultures, BA Social Welfare and Social Development*

*Motion 5: That Senate receive the proposal for suspension of admission to the Art History and Visual Studies stream of the BA (Fine Arts) program for consultation.*

*Motion 6: That Senate approve the consolidation of Anthropology, Religions and Cultures, Gender Equality and Social Justice, and Sociology into a single Sociology program.*

a. AQAPC Senate Report 28NOV25 & Supporting Documents.pdf

### iii. Academic Curriculum Committee

*That the Report of the Academic Curriculum Committee dated November 24, 2025 be received.*

**Motion 7**

#### a. Faculty of Arts & Science

*English:*

**Motion 8 (Substantive)**

*That Senate approve that ENGL 3486: Topics in Genre, ENGL 3496: Topics in Dramatic Genres, and ENGL 3497: Topics in Prose Genres be added to list of available courses in English Studies Group I: Literary Foundations as outlined in the attached proposal.*

#### Fine Arts/Visual Arts

**Motion 9-11  
(Substantive)**

*Motion 9: That Senate approve that the Art History requirements for the BFA Program be changed as outlined in the attached proposal.*

*Motion 10: That Senate approve that the Art History requirements for the BA Specialization in Fine Arts Program be changed as outlined in the attached proposal.*

*Motion 11: That Senate approve that the Art History requirements for the BA Major in Fine Arts, Art History and Visual Studies Stream Program be changed as outlined in the attached proposal.*

*Non-Substantive*

*That a restriction be added to FAVA 2507 Art Abroad as outlined in the attached proposal.*

ACC Report 24Nov25 & Supporting Documents.pdf

## History

Motion 12-17  
(Substantive)

*Motion 12: That Senate approve the creation of HIST 1037 Introduction to U.S. History, as outlined in the attached proposal.*

*Motion 13: That Senate approve the creation of HIST 1116 Food: A North American History as outlined in the attached proposal.*

*Motion 14: That Senate approve the creation of HIST 2046 Slavery and the American Civil War as outlined in the attached proposal.*

*Motion 15: That Senate approve the creation of HIST 3527 American Music as outlined in the attached proposal.*

*Motion 16: That Senate approve the removal of the restriction from the WAG certificate as outlined in the attached proposal.*

*Motion 17: That Senate approve that the requirements for the WAG certificate be changed as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 1016: Introduction to Historical Studies as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 1107: Introduction to Historical Studies as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 2516: Intro to American History as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 2626: Restraining the Hounds of War as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 3116: Topics In European or World History I; HIST 3117: Topics In European or World History II; HIST 3126: Topics In European or World History III; HIST 3127: Topics In European or World History IV; and HIST 3146: Topics in Canadian History; HIST 3136: Selected Topics in Women's and Gender History; and HIST 3355: Topics in the History of Women and Gender in Canada as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 3377: American Healthcare as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 3526: Spies: the Rise of the Secret Security State as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 3716: Russian History to 1917 as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 3717: Russian-Soviet History as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 3947: Sport and Spectacle in Modern Society as outlined in the attached proposal.*

*Non-substantive:*

*The deletion of HIST 4325: Oral History; and HIST 4435 Sexuality and Gender in Europe, 1300-1600 as outlined in the attached proposal.*

*Non-substantive:*

*That HIST 2166: Survival: People and Nature in Northern North America to the Industrial Era be banked.*

*Non-substantive:*

*That HIST 2036: Trade, Commerce, and Economy in the Ancient World be banked.*

*Non-substantive:*

*That HIST 2227: The Making of Modern Europe: From Total War to Revolution 1914 - 1991 be banked.*

*Non-substantive:*

*That HIST 2336: The Vietnam War be banked.*

*Non-substantive:*

*That HIST 2406: Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome be banked.*

*Non-substantive:*

*That HIST 2426: Law and Justice in the Ancient World be banked.*

*Non-substantive:*

*That HIST 2547: Famous Figures in the Ancient World be banked.*

*Non-substantive:*

*That HIST 2706: The Ancient World in Modern Popular Media be banked.*

*Non-substantive:*

*That the course title for HIST 2137 be changed from "The Global Cold War" to "Empire, Ideology, and Intervention: The Cold War in Global Perspective."*

*Non-substantive:*

*That the course description for HIST 2137 Empire, Ideology, and Intervention: The Cold War in Global Perspective be revised.*

*Non-substantive:*

*That the course title for HIST 3147 be changed from "Topics in Canadian History" to "Advanced Topics in History."*

*Non-substantive:*

*That the course description for HIST 3147 Advanced Topics in History be revised.*

*Non-substantive:*

*That the course title for HIST 4335 be changed from "Topics in American History" to "Seminar in American History."*

*Non-substantive:*

*That the course title for HIST 4485 be changed from "Environmental History" to "Seminar in Environmental History."*

*Non-substantive:*

*That the course title for HIST 4815 be changed from "Canada in the Twentieth Century" to "Seminar in Canadian History."*

*Non-substantive:*

*That the course description for HIST 4815 Seminar in Canadian History be revised.*

*Non-substantive:*

*That the course title for HIST 4385 be changed from "Gender in Canadian History" to "Seminar in Gender History."*

*Non-substantive:*

*That the course description for HIST 4385 Seminar in Gender History be revised.*

*Non-substantive:*

*That the course title for HIST 4615 be changed from "Special Topics" to "Seminar in European History."*

*Non-substantive:*

*That the course description for HIST 4615 Seminar in European History be revised.*

*Non-substantive:*

*That the course title for HIST 4815 be changed from "The Third Reich" to "Seminar in International History."*

*Non-substantive:*

*That the course description for HIST 4815 Seminar in International History be revised.*

*Non-substantive:*

*That the course description for HIST 3415 Fieldwork in Classical Archaeology be revised.*

*Non-substantive:*

*That the prerequisite for HIST 3415 Fieldwork in Classical Archaeology be revised.*

**b. Physics**

*Non-substantive:*

*That the prerequisite for PHYS-2006: General Physics III: Electromagnetism be changed as outlined in the attached proposal.*

**c. Sociology**

**Motion 18-23**

*Motion 18: That Senate approve the creation of SOCI 3107 Rural People, Places & Problems as outlined in the attached template and in line with the major modification proposal.*

*Motion 19: That Senate approve the creation of SOCI 3106 Sports & Society as outlined in the attached template and in line with the major modification proposal.*

*Motion 20: That Senate approve the creation of SOCI 4306 Sociology of Organizations as outlined in the attached template and in line with the major modification proposal.*

*Motion 21: That Senate approve that the courses be recoded to SOCI as outlined in the attached document and in line with the major modification proposal.*

*Non-substantive:*

*The deletion of the courses listed in the attached proposal.*

*Non-substantive:*

*That the courses be recoded to SOCI and renamed as outlined in the attached proposal.*

*Non-substantive:*

*That the course title for SOCI 2036 Gerontology: Aging and Society be changed to SOCI 2036 Aging and Society as outlined in the attached proposal.*

*Motion 22: That Senate approve that the learning outcomes for Sociology be revised as outlined in the attached document and in line with the major modification proposal.*

*Non-substantive:*

*That the courses be identified as antirequisites as outlined in the attached proposal.*

*Motion 23: That Senate approve the Major Modification for the Sociology Program as outlined in the attached proposal.*

**d. Faculty of Education and Professional Studies**

**Motion 24  
(Substantive)**

*Master of Education*

*Motion 24: That Senate approve that successful completion of EDUC 4756 (Curriculum Design and Inquiry) with a final grade*

*of 70% or higher be eligible as transfer credit toward an elective course in the MEd as outlined in the attached proposal.*

iv. Graduate Studies Committee

*That the Report of the Graduate Studies Committee dated November 28, 2025 be received.*

Motion 25

a. GSC Report to Senate - November 2025.pdf

v. Honorary Degrees Committee

*That the Report of the Honorary Degrees Committee dated December 3, 2025 be received.*

Motion 26

a. 2025-12-03 Hon Deg Report.pdf

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9. Other Business

Senate  
Speaker

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10. Amendments of By-Laws

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11. Elections

*Elect one (1) faculty Senator to serve as Deputy Speaker of Senate for a term.*

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12. New Business

*Motion 27: That Senate move in camera.*

Motion 27-29

*Motion 28: That Senate approve the list of Honorary Degree recipients.*

*Motion 29: That Senate move out of camera.*

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13. Announcements

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14. Adjournment

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**November 21, 2025**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), C. Richardson, R. Hacquard, B. Law,  
N. Colborne, G. Raymer, D. Iafrate, N. Black

R. Davis, H. Earl, R. Gendron, A. Hatef, S. Kariuki, K.  
Lucas, G. McCann, M. Owens, T. Smith, K. Srigley (Interim  
Speaker), T. Stewart, L. Thielen-Wilson

A. Adler, J. Allison, C. Anyinam, S. Cairns, C. Greco, R.  
Hoffman, T. Horton, D. Jarvis, A. Kociolek, A. Leblond, P.  
Millar, C. Ricci, A. Schinkel-Ivy, M. Sullivan, I. Taveres, J.  
Thornborrow, V. Williams

O. Pokorny, R. Kasperavicius

F. Couchie

R. Hehn

J. Martin, N. Botham, O. Remillard, D. Lamirande

**Absent With Regrets:**

P. Nosko, S. Srigley, H. Texiera, R. Vernescu, H. Zhu, C.  
Irwin, D. Hemsworth, P. Maher, A. Nkurunziza, M. Suszter,  
W. MacKenzie

The Senate Speaker offered a Traditional Territory acknowledgement.

**Adoption of the Agenda of the Senate Meeting of: November 21, 2025**

Motion 1: Moved by J. Allison, seconded by R. Gendron that the agenda of the Senate meeting of November 21, 2025 be adopted.  
CARRIED

The President and Chair of Senate advised that the Senate Executive Committee approved rescheduling the December 12, 2025 Senate meeting to January 16, 2026, as this date better aligns with the receipt of agenda items from ACC and AQAPC meetings and allows sufficient time for calendar change submissions.

**Adoption of the Minutes of the Senate Meeting of: October 24, 2025**

Motion 2: Moved by M. Owens, seconded by J. Martin that the minutes of the Senate meeting of October 24, 2025 be adopted.  
CARRIED

### **Reports From Other Bodies**

The President's report, appended to the minutes, highlighted updates on Bill 33 advising that it passed this week, but it is not yet known what the impact on universities will be. He noted that university leaders strongly advocated against reductions in autonomy, regulation of student fees, and control over admission decisions. Meetings with the province have been held over the past month and a regional meeting on the funding model is scheduled for early December. He reported that an increase in domestic enrolment will offset the losses in international tuition (supplemented by government grant support), resulting in a balanced 2025–26 budget.

The President reminded Senators that that December 2 is Giving Tuesday, and that donations to support the Student Food Bank can be directed to the Student Support Fund to receive a tax receipt. He also reported that our Fall Open House welcomed over 500 visitors, and he extended appreciation for success of the day to faculty, staff, and student volunteers.

The Interim Provost and Vice-President (PVPA) provided a report, which is appended to the minutes. She expressed her pleasure to once again support our academic community and continue the important work underway across faculties and units. She also conveyed her appreciation to colleagues for their dedication to our students and ongoing academic work, and highlighted the following academic leadership appointments:

- Dr. Trevor Holmes appointed Director, Centre for Teaching and Learning (effective December 1, 2025)
- Dr. Denyse Lafrance Horning re-appointed Advisor to the Provost – Quality Assurance and Program Innovation (term extended to June 30, 2026)
- Dr. Nancy Stevens (University of Northern British Columbia) appointed Adjunct Professor for a 5-year term in the Department of Gender Equality and Social Justice, Religions and Cultures, and Indigenous Studies.

The Provost was pleased to share that the Bachelor of Community Planning program received approval from the Ministry of Colleges, Universities, Research Excellence and Security with the first cohort expected in 2027.

She congratulated the recipients of the following awards in support of research, scholarly and creative activity:

- Dr. Kristen Beck – *Understanding Freshwater Ecosystem Response and Resilience to Past Wildfires Using Sedimentary DNA*
- Dr. Ines Tavares – *Online Public Shaming in Canadian Higher Education*
- Dr. Chris Greco – *interRAI Self-Reported Assessment for Mental Health (SAMH): Feasibility and Acceptability Study in the Federation of Saint Christopher and Nevis*
- Dr. Alyssa Leblond – *Exploring the Link between Bail Supervision Programs and Net Widening*

The Provost also reported on the following ongoing and upcoming initiatives that continue to advance:

- Development of the Academic Plan and Operational Plan (APOP) reporting template for academic and administrative unit progress updates

- Continued policy development via the Academic Quality Assurance and Planning Committee (AQAPC) including the Draft Amalgamation, Consolidation, Transfer, Renaming and Closure of Academic Programs and Academic Units Policy

The Council of Ontario Universities Academic Colleague provided a report to Senate which is appended to the minutes. The central focus of the meetings was the question, “Given the challenges brought about by current world issues, how can we foster civil discourse on our campuses?”

Discussion emphasized:

- The need to promote open, constructive dialogue rather than silence or disengagement.
- The importance of creating environments where community members feel able to think out loud and collaborate respectfully.
- Recognizing that when individuals disengage from campus dialogue, they may shift toward other groups or forums that do not encourage balanced or constructive conversation.

Key Discussion Points - Civil Discourse on Campus

Participants discussed approaches for strengthening civil discourse, including the following:

- Encouraging open expression while maintaining respect and safety.
- Developing shared language and shared understanding when addressing controversial or emotionally charged topics.
- Supporting faculty, staff, and students in navigating difficult conversations.

Implications for our University

While no institution-specific issues were discussed, several themes are relevant to our campus:

- Ensuring mechanisms exist for constructive dialogue, especially around global conflicts or politically sensitive issues.
- Investing in training or frameworks that help students and faculty engage productively.
- Reinforcing the university’s commitment to academic freedom alongside a respectful campus culture.

The NUSU VP Advocacy and Awareness reported several successful student events this past month, including a well-attended Diwali celebration. She advised that NUSU plans to continue expanding cultural programming, and that the Facilities and Operations position has been filled. NUSU held its Annual General Meeting on November 13, generating meaningful student feedback for the Board of Directors. The next Board meeting on December 1 will consider proposed By-law revisions aimed at improving organizational structure, balancing executive roles, updating responsibilities, and expanding pathways for student engagement. Updates will follow if revisions are approved.

As exam season approaches, NUSU will host Wellness Week featuring wellness activities, programming, and the Night Owls through the end of the term. Senator Martin introduced Dakota Lamirande, the newly elected NUSU Faculty of Arts and Science student representative.

### **Question Period**

A question was raised regarding whether the institution had been disciplined by the province in relation to the cause for concern identified in the Quality Assurance Audit Report. The Provost clarified that the audit is a standard process required of all universities, and that the identified concern, ensuring all Cyclical Program Reviews (CPRs) are conducted within a cycle not to exceed eight years, has been addressed through the adoption of a new seven-year target for completing self-studies.

It was noted that the university has undergone recent changes, prompting questions about continuity and vision. The Interim Provost advised that the institution is not in a holding pattern and, in consultation with the Deans and faculties, is continuing to move forward with the business of the university. The important work underway across faculties and units, including program amalgamations, will continue.

In follow-up to a question regarding the President's Senate report, specifically the reference to increased domestic enrolment offsetting losses in international student tuition through government grants, clarification was sought on whether these grants had been included in the current year's budget.

The President advised that, due to timing, information about the Northern Grant was not received until the fall, while the budget is prepared in April. As a result, the university has received grants that were not originally budgeted for, and these funds are being applied to the current year's budget.

In response to a question regarding the timeline for referring the Director of the Office of Indigenous Initiatives' voting status as a member of the AQAPC to the Senate By-laws Committee, the Speaker advised that a meeting of the Senate By-laws and Elections Committee will be scheduled in January.

The importance of including Indigenous representation in the membership of the Search Committee for the Provost and Vice-President Academic was noted.

In follow-up to the Council of Ontario Universities (COU) Academic Colleague report, which included recommendations to Senate on fostering civil discourse on university campuses, it was suggested that these recommendations also be shared with the Board of Governors.

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

#### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by R. Gendron that the Report of the Senate Executive Committee dated November 13, 2025 be received.  
CARRIED

Motion 4: Moved by K. Wamsley, seconded by T. Smith that Senate receive the Report of the Senate Governance Review Subcommittee dated October 9, 2025.  
CARRIED

#### **Academic Curriculum Committee**

Motion 5: Moved by C. Richardson, seconded by D. Iafrate that Senate receive the Report of the Academic Curriculum Committee dated November 7, 2025.  
CARRIED

#### **Faculty of Education & Professional Studies**

The following non-substantive motions were received:

That the prerequisite for NURS 1526: Introduction to Pathopharmacology be changed as outlined in the attached proposal.

That the prerequisite for NURS 1516: Health Concepts Across the Lifespan be changed as outlined in the attached proposal.

That the prerequisite for NURS 1707: Nursing Practice Experience 1 be changed as outlined in the attached proposal.

That the prerequisite for NURS 2036: Development of Nursing Knowledge be changed as outlined in the attached proposal.

That the prerequisite for NURS 2016: Care of Individuals and Families with Health Challenges be changed as outlined in the attached proposal.

That the prerequisite for NURS 2706: Nursing Practice Experience 2 be changed as outlined in the attached proposal.

That the prerequisite for NURS 2037: Advanced Pathopharmacology be changed as outlined in the attached proposal.

That the prerequisite for NURS 2517: Therapeutic Relationships be changed as outlined in the attached proposal.

That the prerequisite for NURS 2707: Nursing Practice Experience 3 be changed as outlined in the attached proposal.

That the prerequisite for NURS 2047: Professional Nursing 2 be changed as outlined in the attached proposal.

That the prerequisite for NURS 3017: Nursing Across the Lifespan 1 be changed as outlined in the attached proposal.

That the prerequisite for NURS 3116: Qualitative Health Research be changed as outlined in the attached proposal.

That the prerequisite for prerequisite for NURS 3706: Nursing Practice Experience 4 be changed as outlined in the attached proposal.

That the prerequisite for NURS 3516: Population Health be changed as outlined in the attached proposal.

That the prerequisite for NURS 3036: Culture, Diversity, and Nursing Practice be changed as outlined in the attached proposal.

That the prerequisite for NURS 3536: Indigenous Health and Wellness be changed as outlined in the attached proposal.

That the prerequisite for NURS 3707: Nursing Practice Experience 6 be changed as outlined in the attached proposal.

That the prerequisite for NURS 3117: Quantitative Health Research be changed as outlined in the attached proposal.

That the prerequisite for NURS 3007: Community Health Nursing be changed as outlined in the attached proposal.

That the prerequisite for NURS 3517: Concepts of Maternal & Child Health Care be changed as outlined in the attached proposal.

That the prerequisite for NURS 3207: Concepts of Mental Health Nursing be changed as outlined in the attached proposal.

That the prerequisite for NURS 4036: Advanced Care of Individuals with Multi-System Health Challenges be changed as outlined in the attached proposal.

That the prerequisite for NURS 4436: Nursing Across the Lifespan 2 be changed as outlined in attached proposal.

That the prerequisite for NURS 4706: Nursing Practice Experience 6 be changed as outlined in the attached proposal.

That the prerequisite for NURS 4067: Leadership and Change in Nursing Practice be changed as outlined in the attached proposal.

That the prerequisite for NURS 4126 Professional Practice 3 be changed as outlined in the attached proposal.

### **Other Business**

The following substantive motion was received:

Motion 6: Moved by C. Richardson, seconded by D. Iafrate that Senate approve, for the purposes of publishing the University's Academic Calendar, that the ACC may accept program changes for the upcoming academic year up until March 1. Any submissions to the ACC after this date will not take effect until the following academic year.  
CARRIED

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

Motion 7: Moved by C. Richardson, seconded by M. Sullivan that Senate receive the Report of the Academic Quality Assurance and Planning Committee dated October 3, 2025, which includes for information:  
a) March 2025 Quality Council Audit Report  
CARRIED

Motion 8: Moved by C. Richardson, seconded by N. Colborne that Senate receive the Report of the Academic Quality Assurance and Planning Committee dated October 31, 2025, which includes for information:  
a) the Anthropology IQAP Final Assessment Report and Implementation Plan (FAR/IP)  
CARRIED

**Graduate Studies Committee**

Motion 9: Moved by B. Law, seconded by M. Owens that the Report of the Graduate Studies Committee dated September 25, 2025 be received.  
CARRIED

**Senate Research Committee**

Motion 10: Moved by B. Law, seconded by H. Earl that the Report of the Research Committee dated October 22, 2025 be received.  
CARRIED

**Elections**

- Elect four (4) tenured faculty members, with at least one from each faculty, to be elected by Senate to serve on the Committee for the Search/Appointment/Reappointment of the Provost and Vice-President, Academic.  
**ACCLAIMED:** Dr. Hilary Earl (A&S)  
**ACCLAIMED:** Dr. Robin Gendron (A&S)  
**ACCLAIMED:** Dr. Alison Schinkel-Ivy (EPS)  
**ACCLAIMED:** Dr. Glenda Black (EPS)
- Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU) Academic Colleague (Alternate) for a three-year (3) term effective July 1, 2025 to June 30, 2028.  
**ACCLAIMED:** Senator Aaron Kociolek
- Elect one (1) faculty Senator to serve as Deputy Speaker of Senate for a term. *As no nominations were received, the election will be included in the January 16, 2025 Senate agenda.*

**Announcements**

The Speaker noted that the Lake Nipissing Beading Project is currently on display in the Reflection Gallery at the NU Student Centre. A celebration marking the map’s journey will take place on the evening of November 27, and all are welcome to attend.

Senator Couchie advised that Grade 12 graduating students at Nbsiing Secondary School are making moccasins that they will wear at their graduation ceremony in June. The students will be back in the NU Student Centre next Thursday and Friday, and all are welcome to stop by and observe their work. This initiative represents a positive and meaningful partnership.

The Speaker also highlighted another partnership supported by the Office of Indigenous Initiatives (OII) with Nbsiing Secondary School, which provides access to NU gym space for students to participate in basketball and enter teams in regional competitions. This initiative represents another positive partnership developed through OII.

**Adjournment**

Senate was adjourned at 3:10 p.m.

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K. Wamsley (Chair)

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

**21 November 2025**  
**President's Senate Report**

Good afternoon Senators. I do not have much news to report. Bill 33 passed this week but we do not yet know what the impact will be upon universities. COU of course is monitoring and I don't wish to speculate on how this will impact us yet until I see it. I can tell you that in addition to the work of OCUFA and the Undergraduate Student Alliance, we strongly advocated against any potential reduction in autonomy, against the regulation of student fees, against any control over admissions decision. I have had meetings with the Province over the past month, as I mentioned in my previous report, we have a regional meeting on the funding model in early December.

With respect to the University's finances, from a high level, we have seen an increase in domestic enrolment which will counter the losses in international tuition when it is supplemented by government grants – still leading us to a balanced budget for 2025-26.

With Giving Tuesday happening on December 2, for those of you who wish to donate to the Student Food Bank and receive a tax receipt, please direct your donations to the Student Support Fund.

Our last Senate meeting in October occurred the day before our Fall Open House. I'm pleased to report more than 500 visitors to our campus that day and I wish to thank all of our faculty, staff, and student volunteers for making this day a big success.

There was a question posed in advance of Senate. Did we pay for the Equity Audit or did the Province pay for it. The answer is that we paid 50% out of a government grant towards Equity, Diversity, and Inclusion and 50% from the University.

## **Provost's Report to Senate November 21, 2025**

### **Welcome and General Updates**

It is a pleasure to return to Senate as Interim Provost and Vice-President, Academic. Having served in this role previously, I am delighted once again to support our academic community and to continue the important work underway across our faculties and units. I would like to extend my appreciation to colleagues across the University for their ongoing dedication to our students and to the collective advancement of our academic mission.

### **Academic Leadership and Appointments**

I am pleased to announce that Dr. Trevor Holmes will join Nipissing University as Director of the Centre for Teaching and Learning, effective December 1, 2025. Dr. Holmes brings extensive experience in academic leadership, having most recently served as Associate Director and later Acting Director of the Centre for Teaching Excellence at the University of Waterloo.

In addition, Dr. Denyse Lafrance Horning has been re-appointed as Advisor to the Provost and Vice-President, Academic – Quality Assurance and Program Innovation for a further 12-month term, until June 30, 2026.

Dr. Nancy Stevens (University of Northern British Columbia) has been appointed Adjunct Professor for a five-year term in the Department of Gender Equality & Social Justice, Religions and Cultures, and Indigenous Studies.

### **Academic Program Updates**

I am pleased to share that the Bachelor of Community Planning program has received approval from MCURES (Ministry of Colleges, Universities, Research Excellence and Security). This is the result of the many months of collaboration, persistence, and thoughtful program development, and I want to congratulate all faculty and staff who contributed to this important milestone. The program will move through the approved academic processes and is scheduled to welcome its first cohort in 2027.

### **Academic Curriculum Committee (ACC)**

*The Academic Curriculum Committee (ACC) will be submitting its report to Senate for consideration, providing updates on recent curricular and policy discussions.*

### **Research and Scholarly Activity**

I am pleased to share the recipients of the Awards in Support of Research, Scholarly and Creative Activity. Congratulations to the following faculty members for their successful proposals:

- **Dr. Kristen Beck** – *Understanding Freshwater Ecosystem Response and Resilience to Past Wildfires Using Sedimentary DNA*
- **Dr. Ines Tavares** – *Online Public Shaming in Canadian Higher Education*
- **Dr. Chris Greco** – *interRAI Self-Reported Assessment for Mental Health (SAMH): Feasibility and Acceptability Study in the Federation of Saint Christopher and Nevis*
- **Dr. Alyssa Leblond** – *Exploring the Link between Bail Supervision Programs and Net Widening*

These projects demonstrate the range of innovative, community-engaged, and socially relevant research taking place across our campus.

### **Ongoing and Upcoming Initiatives**

Several initiatives continue to advance through the Provost's Office including:

- The development of an Academic Plan and Operational Plan (APOP) reporting template, that will allow academic and administrative areas to provide regular updates on their activities and progress related to APOP
- Continued policy development through AQAPC, including the Draft Amalgamation, Consolidation, Transfer, Renaming and Closure of Academic Programs and Academic Units Policy

**Report to the Nipissing University Academic Senate  
Council of Ontario Universities (COU)—Academic Colleague Meeting**

**Prepared by: Carlo Ricci**

**Date: 11 November 2025**

## 1. Overview

I attended the Council of Ontario Universities (COU) Academic Colleague sessions held on,

- Evening Preparatory Meeting: Wednesday, October 22, 2025 (6:00–8:30 PM)
- Academic Colleague Meeting: Thursday, October 23, 2025 (9:00 AM–12:00 PM)

Both meetings operated under the Chatham House Rule, which allows information shared in the meetings to be used but prohibits attributing comments or ideas to specific individuals or institutions. This rule facilitated open, candid discussion about current issues affecting Ontario universities.

## 2. Context and Main Theme

The central focus of both sessions was the question, “Given the challenges brought about by current world issues, how can we foster civil discourse on our campuses?”

Discussion emphasized:

- The need to promote open, constructive dialogue rather than silence or disengagement.
- The importance of creating environments where community members feel able to think out loud and collaborate respectfully.
- Recognizing that when individuals disengage from campus dialogue, they may shift toward other groups or forums that do not encourage balanced or constructive conversation.

## 3. Key Discussion Points

### 3.1 Civil Discourse on Campus

Participants discussed approaches for strengthening civil discourse, including the following:

- Encouraging open expression while maintaining respect and safety.
- Developing shared language and shared understanding when addressing controversial or emotionally charged topics.
- Supporting faculty, staff, and students in navigating difficult conversations.

### 3.2 Remarks from a Professor (Working Group on Civil Discourse)

A professor involved in the ongoing Working Group on Civil Discourse provided remarks on,

- The current state of civil discourse in higher education.
- Risks and consequences for universities if they cannot maintain spaces for healthy dialogue.
- The need for proactive strategies to cultivate civil discourse rather than reactive responses to crises.
- Efforts underway within the Working Group to develop guidelines, tools, and educational resources.

#### 4. Implications for Our University

While no institution-specific issues were discussed, several themes are relevant to our campus:

- Ensuring mechanisms exist for constructive dialogue, especially around global conflicts or politically sensitive issues.
- Investing in training or frameworks that help students and faculty engage productively.
- Reinforcing the university's commitment to academic freedom alongside a respectful campus culture.

#### 5. Upcoming COU Academic Colleagues Meetings

The next scheduled meetings are,

- Tuesday, December 9, 2025: 6:00–8:30 PM
- Wednesday, December 10, 2025: 9:00 AM–12:00 PM (hybrid format)

#### 6. Recommendations to Senate

1. Support initiatives that promote civil discourse training or programming for students, faculty, and staff.
2. Review or reaffirm institutional policies related to academic freedom, respectful discourse, and campus dialogue.
3. Consider establishing or joining a working group aligned with the broader sector's efforts on civil discourse.
4. Stay engaged with COU updates, as this theme is expected to remain a major priority throughout the academic year.

# Provost's Report to Senate

## January 16, 2026

### **Welcome and General Updates**

Welcome back and happy new year! As always, the beginning of a new semester is a busy time for the university community.

### **Ongoing and Upcoming Initiatives**

Several initiatives continue to advance through the Provost's Office:

- The development of an Academic Plan and Operational Plan (APOP) reporting template. This work continued at a meeting earlier this week. We look forward to beginning regular updates on our institutional progress at the next Senate meeting.
- Policy development continues to move through AQAPC; specifically, revisions to the Amalgamation, Consolidation, Transfer, Renaming and Closure of Academic Programs and Academic Units and Policy.
- There will be a presentation of the Report on the Annual Program Reviews (APRs) at the next Senate meeting. At that time, we will also speak about how the APRs will differ moving forward and discuss anticipated changes to the template.

### **Quality Assurance**

I have had the pleasure of reading several self-studies and I want to offer my thanks to the faculty members who participated in completing these reports.

### **Strategic Enrolment Management**

The SEM Working Group continues to meet regularly to review recruitment and retention data and to review new retention initiatives.



## Board of Governors Report to Senate – January 2026

### **Board of Governors Meeting December 4, 2025**

The Board of Governors met on Thursday, December 4, 2025, in the President's Boardroom and via Zoom remote conferencing.

Updates on the Academic Plan/Operation Plan (APOP) initiatives were provided, including a Financial Literacy website which is currently in the draft stage. A draft template to track progress of all APOP items is also in development.

The Board of Governors is responsible for appointing Nipissing University Research Ethics Board (NUREB) members through a fair and impartial process. A resolution was passed to appoint Shiv Mohan as a community member for a three-year term.

The President outlined three strategic objectives for the 2025-26 academic year, focusing on financial sustainability, student learning opportunities, and campus inclusivity. The objectives aim to secure funding, enhance the student experience, and implement equity and governance improvements. The Board accepted the recommendation of the Executive Committee to approve the President's 2025/26 Goals and Priorities as presented.

The Board of Governors is pleased to formally announce the reappointment of Dr. Kevin Wamsley as President and Vice-Chancellor of Nipissing University for a second five-year term, beginning August 1, 2026.

The Board of Governors next meets on February 19, 2026.



# Report to Academic Senate

## Council of Ontario Universities (COU)—Academic Colleagues Meetings

**Dates:** December 9–10, 2025

**Format:** Hybrid (COU Office and Zoom)

**Prepared by:** Carlo Ricci

### Executive Summary

The December 9–10, 2025 meetings of the COU Academic Colleagues took place in a context of unprecedented financial pressure on Ontario’s universities. Tuition remains cut and frozen, operating grants are the lowest in Canada on a per-student basis, and recent federal limits on international student permits have had a significant impact. Universities received approval for approximately 68% of requested international student numbers (compared to approximately 20% for colleges), resulting in an estimated system-wide revenue loss of approximately \$300 million in the past year.

A major focus of the meetings was artificial intelligence (AI) in teaching, research, and institutional operations. Presentations and consultations emphasized that AI adoption is accelerating rapidly, bringing transformative opportunities. The discussion underscored the need for ethical, secure, and student-centred integration of AI, alongside clear institutional strategies, faculty support, and attention to equity, privacy, and academic integrity.

### Context: Sector-Wide Challenges

Participants emphasized that Ontario universities are operating under extraordinary financial constraints:

- Tuition remains cut and frozen, limiting institutional revenue growth.
- Ontario’s operating grants are the lowest in the country on a per-student basis.
- Federal caps on international student enrolment have reduced institutional revenues, with universities receiving approval for roughly 68% of requested international students, contributing to an estimated \$300 million system-wide shortfall.

These pressures frame all current policy discussions, including investments in technology, staffing, and student supports.

### December 9, 2025—Evening Meeting

#### Artificial Intelligence in Teaching and Research

**Presenter:** Professor who uses AI

He spoke about improvisation in the rapidly evolving world of AI. He emphasized that,

- The pace of AI development is such that tasks that were impossible only a month ago may now be feasible.
- Responsibility remains with the individual submitting work: regardless of whether AI tools are used, authors are accountable for what they produce.
- AI tools are already embedded in many systems students and faculty use.

The presentation highlighted the importance of shifting the conversation from prohibition toward responsible, transparent, and pedagogically sound use of AI.

## **COU Artificial Intelligence Task Force Consultation**

**Leads:** A President and Vice-Chancellor and a Chief AI Officer

He, speaking as Chair of the COU AI Task Force, stressed the importance of ensuring that AI platforms used in higher education are safe, secure, ethical, and compliant with legal and privacy requirements. We discussed how consumer-grade AI tools often lack adequate intellectual property protections, raising concerns for both faculty research and student work.

A recurring theme was that failing to prepare students to work with AI is itself a risk. Graduates must be equipped to engage critically and ethically with AI tools that are already prevalent in professional environments.

## **Key Themes from the AI Consultation**

### **Opportunities and Risks of AI Adoption**

Participants discussed the dual nature of AI in higher education:

- **Opportunities:** enhanced research methodologies, faster data analysis, personalized learning, administrative efficiencies, and new forms of scholarly inquiry.
- **Risks:** academic integrity challenges, unethical use, environmental costs, algorithmic bias, privacy concerns, deskilling, and over-reliance on proprietary platforms.

### **Student-Centred AI Integration**

Discussion emphasized that learners must remain at the centre of AI adoption:

- Institutions must ensure that students continue to develop critical thinking, judgment, and disciplinary understanding, rather than outsourcing cognition to AI tools.
- Faculty should be supported in using AI to enhance active learning and personalization while maintaining clear expectations around integrity and authorship.
- There was concern about who benefits from AI adoption and who may be left out, particularly students with limited access to paid or institutionally supported tools.

### **Institutional Readiness and Strategic Planning**

Participants identified the need for:

- Targeted professional development to help faculty decide when and how to integrate AI into teaching and research.
- Clear institutional guidance on approved platforms, data security, and intellectual property.
- Equitable access to AI tools for students and faculty across disciplines, campuses, and employment categories.

## **Impact of AI on Higher Education**

Looking ahead 2—5 years, participants anticipated that AI will:

- Transform teaching practices, assessment design, and student support services.
- Influence research practices, including data analysis, peer review, and scholarly publishing.
- Reshape faculty roles and workloads, creating a need for institutional supports to manage change, avoid burnout, and protect academic freedom.

Balancing academic freedom with privacy, data sovereignty, and ethical obligations—especially regarding faculty research and teaching materials—was identified as a governance challenge.

## **December 10, 2025—Morning Meeting**

The morning session focused on information sharing among Academic Colleagues and updates from COU leadership. Financial pressures, government relations, and policy coordination across institutions remained prominent themes. Participants also discussed priorities for future meetings, with AI governance and funding sustainability identified as ongoing concerns.

## **Key Takeaways for the Academic Senate**

1. Ontario universities are facing unprecedented financial strain that will shape all strategic decisions in the near term.
2. AI is already embedded in higher education systems; the question is not whether it is used, but how responsibly and equitably it is governed.
3. Student-centred, ethically grounded AI integration is essential to preserve academic integrity and educational quality.
4. Institutions require clear strategies, faculty development, and shared infrastructure to manage AI's impact on teaching, research, and workload.
5. Governance bodies, including Academic Senate, will play a critical role in balancing innovation, academic freedom, and accountability in the AI era.

## **Next Meetings**

- COU Academic Colleagues: February 10 (6:00—8:30 pm) and February 11 (9:00 am—12:00 noon), 2026 (hybrid)

## **NUSU Academic Senate Report: January 2026**

### **Welcome to the New Semester**

On behalf of NUSU, we'd like to extend a warm welcome to all students, staff, and faculty as we begin the new semester. We are excited to continue providing programming, support, and opportunities that engage and connect our student community.

### **By-Law Updates**

NUSU's updated By-Law has been officially approved. The most significant changes impact the Student Executive roles, the Executive Director position, and the Board of Directors as described below:

- Executive Director (ED): This is now a full-time, non-student staff position. The ED supervises NUSU staff, manages in-house HR, supports and guides the Student Executives. The ED is overseen by a dedicated oversight committee.
- ED Over-Sight Committee: Made up of NUSU Student Executives, Nipissing faculty, and community members. The Nipissing and community members are selected by our Board of Directors. This committee addresses staff concerns and oversees the ED's performance.
- Student Executive Roles: The President position has been removed. NUSU will now have four Student Executive positions, each with distinct responsibilities:
  1. Vice President Student Life: Focuses on creating, running, collecting feedback on student events as well as bar night themes.
  2. Vice President Campus Relations: Leads advocacy work, including committee meetings, addressing student concerns, liaising with the university, and community outreach.
  3. Vice President Communications and Awareness: Oversees social media platforms (website, TikTok, Instagram, Facebook), oversees the Reflection Gallery, and manages campaigns such as Academic Week, Wellness Week, and other awareness initiatives.
  4. Vice President Governance and Services: Maintains policies, oversees the Student Food Pantry, health plan, sponsorships, and student groups.

All Student Executives will continue to have managerial aspects in their roles. Financial responsibilities previously held by Student Executive Vice-President Finance & Administration will now be managed by a full-time Finance Associate (non-student staff).

- Board of Directors: There will now be more opportunities for students to sit on the Board as non-voting members, providing input and contributing to decision-making, ensuring that student perspectives are represented.

### **President Resignation**

Matthew Suszter has resigned from the President role as of December 22, 2025. A by-election will not be held. The responsibilities previously held by the President will be distributed among the other Student Executives and NUSU Staff.

### **Health Plan Updates**

The opt-out period for January start students will run from January 1 to January 19, 2026. This only applies to students starting in January.

### **Upcoming Elections**

NUSU will be holding Executive, Director, and Senator elections this semester. This year, the Director and Senator elections will coincide with the NUSU Executive elections, following best practices compared to other student unions.

- Any current Student Executive running in the election will not be permitted to work during the campaigning and voting period.

#### **Dates**

- Nominations start: January 12, 2026
- Nomination forms are due: January 19, 2026
- Campaigning starts: January 21, 2026
- Campaigning ends: January 30, 2026

During the campaigning period, professors should anticipate students reaching out to speak in classes regarding the elections.

**NIPISSING UNIVERSITY**  
**REPORT OF THE SENATE EXECUTIVE COMMITTEE**

January 8, 2026

A meeting of the Senate Executive Committee took place in person and by Zoom conference on January 8, 2026.

The following members participated:

K. Wamsley (Chair), C. Richardson, B. Law, N. Colborne, G. Raymer, D. Iafrate, K. Srigley (Interim Speaker), J. Martin, S. Landriault (Recording Secretary, n-v)

Regrets: J. Allison, K. Lucas (teaching)

The meeting was convened to set the agenda for the January 16, 2026 Senate meeting.

Reports from the Academic Quality Assurance and Planning Committee, the Academic Curriculum Committee, the Graduate Studies Committee and the Honorary Degrees Committee were received and included in the Senate agenda.

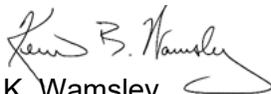
An election for one (1) faculty Senate representative to serve as Interim Deputy Speaker of Senate for one term will be included in the Senate agenda.

Under New Business, and in camera, a request will be made to approve the list of Honorary Degree recipients. The Chair will provide a description of the candidates.

Further discussion regarding proportionate representation on Senate Standing Committees in response to requests to add additional non-faculty members will be discussed further at the By-laws and Elections Committee and at the next Senate Executive Committee meeting.

The Senate Executive Committee approved the January 16, 2026 Senate agenda.

Respectfully submitted,



K. Wamsley  
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated January 8, 2026.

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

**Academic Year 2024-2025**

November 28, 2025

The fourth meeting of the Academic Quality Assurance and Planning Committee of 2025-2026 was held on Friday, November 28, 2025 in person and via Teams conference.

**COMMITTEE MEMBERS:**

Carole Richardson (Chair)	Debra Iafrate	Steve Hansen
Barbi Law	Nancy Black	Greg Rickwood
Nathan Colborne	Stephen Tedesco	Jaden Martin
Graydon Raymer	Rob Breton	

Regrets: Roxana Vernescu, Veronika Williams

Resource Support (non-voting): Patty Chabbert, Beth Holden, Emma Sumilas

Recording Secretary: Emma Sumilas (n/v)

The meeting was called to order at 1:00 pm. The Chair opened with a Land Acknowledgement recognizing Nipissing First Nation Traditional Territory and the Anishinabek Nation.

**Business Arising from the Minutes**

Draft Amalgamation, Consolidation, Transfer, Renaming and Closure of Academic Programs and Academic Units Policy

- The working group met earlier in the day and reported that the policy requires additional development.
- The subgroup requested that the Provost appoint someone to lead a broader environmental scan, including the required expertise and sector practices to help advance the policy.
- The Provost agreed and appointed Dr. Nathan Colborne to conduct an environmental scan and to enlist others as needed. Dr. Colborne accepted the appointment.
- The group noted that progress may be supported by the upcoming RFP for external consulting expertise.

Nipissing University Annual Program Reviews 2024–25

- Following discussion, it was decided that the Deans would consider the Academic Program Reviews and make recommendations for utilizing the information and for making changes to the process moving forward.

**IQAP Final Assessment Reports and Implementation Plans (FARs/IPs)**

**Programs:**

- BA Indigenous Studies
- BA Political Science
- BA Liberal Arts
- BA Liberal Science
- MSc Kinesiology

**Discussion:**

- The Committee considered how best to present these reports to Senate and how the information should be used going forward.
- The Committee will revisit presentation structure at the next AQAPC meeting.
- Members raised concerns about units not seeing reports before they are forwarded to Senate, identifying a gap in current process.
- It was agreed that all units will review their respective FAR/IP before the January 2026 Senate meeting.
- Moving forward, after being approved by the Provost, the FAR/IP will be sent to the Unit Chairs at the same time as they are sent to AQAPC and the Dean.

Motion 1: Moved by N. Colborne, seconded by R. Breton that the AQAPC recommend to Senate for information the FARs/IPs for the BA Indigenous Studies, BA Political Science, BA Liberal Arts, BA Liberal Science, and the MSc Kinesiology programs as circulated.  
CARRIED

### **IQAP Two (2) Year Post-Cyclical Program Review Monitoring Reports**

#### **Programs:**

- BA Child and Family Studies
- BA & BSc Computer Science
- BA Gender Equality & Social Justice
- BA Religions and Cultures
- BA Social Welfare and Social Development

#### **Discussion:**

- Concerns were raised that programs may be unaware their IQAP monitoring report had been shared and these programs should be made aware prior to the reviews being shared with Senate. This will be resolved by having the Deans send the reports to the units at the same time as they are being referred to AQAPC.

Motion 2: Moved by N. Colborne, seconded by R. Breton that the AQAPC recommend to Senate for information the IQAP Two (2) Year Post-Cyclical Program Review Monitoring Reports for BA Child and Family Studies, BA & BSc Computer Science, BA Gender Equality and Social Justice, BA Religions and Cultures, BA Social Welfare and Social Development as circulated.  
CARRIED

### **Recommendation: Suspension of Enrolment to the Art History and Visual Studies Stream of the BA (Fine Arts) Program**

#### **Discussion**

- Members discussed the difference between “enrolment” and “admission,” noting that the intent was to suspend admission, while current students could continue to enrol in courses.
- The Provost confirmed that suspending admission is within the Provost’s authority and does not require formal AQAPC or Senate approval.
- Several members emphasized the importance of having Senate consultation before the Provost’s final decision.
- The Registrar noted that the suspension was not expected to negatively affect current students.
- Members agreed that Senate should have a consultative, non-voting opportunity to provide feedback prior to the final decision.

Motion 3: Moved by R. Breton, seconded by S. Hansen that the AQAPC recommend that Senate receive the proposal for suspension of admission to the Art History and Visual Studies stream of the BA (Fine Arts) program for consultation.  
CARRIED

### **Proposal for Academic Program Consolidation - Sociology**

Motion 4: Moved by N. Colborne, seconded by N. Black that the AQAPC recommend that Senate approve the consolidation of Anthropology, Religions and Cultures, Gender Equality and Social Justice, and Sociology into a single Sociology program.  
CARRIED

#### **Discussion:**

- Dr. Colborne presented the rationale, highlighting the benefits of consolidation for enrollment, resource sharing, and departmental sustainability.
- A committee member raised concerns about how success would be measured given that some programs included in the consolidation are also experiencing low enrollment.
- The Committee recognized that consolidation may create a larger, more stable department with improved capacity to support students.

Respectfully submitted,



Carole Richardson, PhD  
Chair, Academic Quality Assurance and Planning Committee

- Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated November 28, 2025, which includes for information:
- a) The FARs/IPs for the BA Indigenous Studies, BA Political Science, BA Liberal Arts, BA Liberal Science, and the MSc Kinesiology programs
  - b) The Two (2) Year Post-Cyclical Program Review Monitoring Reports for BA Child and Family Studies, BA & BSc Computer Science, BA Gender Equality and Social Justice, BA Religions and Cultures, BA Social Welfare and Social Development
- Motion 2: That Senate receive the proposal for suspension of admission to the Art History and Visual Studies stream of the BA (Fine Arts) program for consultation.
- Motion 3: That Senate approve the consolidation of Anthropology, Religions and Cultures, Gender Equality and Social Justice, and Sociology into a single Sociology program.

## FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

### PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Bachelor of Arts – Indigenous Studies	[Select Date]	Provost and Vice-President

### A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	December 17, 2024
2. Site Visit Conducted	March 18 – April 4 2025
3. Reviewer’s Report Received	August 29, 2025
4. Unit’s Response Received	October 15, 2025
5. Dean’s Response Received	

**The members of the review committee were:**

Dr. Kevin Fitzmaurice, Associate Professor, Chanie Wenjack School for Indigenous Studies,  
Trent University

Dr. Veldon Coburn, Associate Professor & Faculty Chair – Indigenous Relations Initiative  
McGill University

**The academic programs offered by the Department which were examined as part of the review included:**

Bachelor of Arts – Indigenous Studies

This review was conducted under the terms and conditions of the IQAP re-ratified by the Quality Council on January 30, 2023 and approved by Senate on June 26, 2023.

### B. PROGRAM STRENGTHS

The Indigenous Studies program at Nipissing University demonstrates several notably strong and innovative features that contribute to its distinctiveness within the sector. At its core, the program is rooted in Indigenous pedagogies, philosophies, and community accountability. These foundational elements foster an educational environment that centers relationality, land-based learning, and experiential approaches—hallmarks of a culturally responsive and innovative

academic program.

The program's interdisciplinary structure—drawing from history, politics, law, environmental studies, and the arts—allows students to approach complex Indigenous issues from multiple perspectives, fostering critical and holistic thinking. Innovative delivery methods, such as blended learning formats that combine in-person seminars with online resources and experiential components, increase accessibility while maintaining deep engagement. These elements not only enrich the learning experience but also position the program as a leader in combining scholarly rigor with culturally responsive, practice-oriented education.

These practices are complemented by learning assessments which are based in storytelling, community service, research on traditional foods, and multimedia projects, allowing students to demonstrate understanding through culturally relevant methods instead of traditional, western pedagogy; fostering instead a culturally grounded environment supporting Indigenous resurgence, reconciliation, and decolonization.

Further, courses on Indigenous research ethics and data sovereignty reflect current scholarship.

The Dadibaajimo Indigenous Storytelling Lecture Series, established in 2021, features Indigenous storytellers sharing community-centric stories. The program is exploring hybrid and online formats to improve accessibility and maintain partnerships with local First Nations, Elders, and projects to shape curriculum and experience.

Lastly, the Indigenous Studies program has made significant strides in strengthening its interdisciplinary program and course offerings; there are presently 12 Indigenous Studies, cross-listed courses across seven disciplines, including Biology, History, Math, English, Anthropology, and Gender Equality and Social Justice Studies. The Certificate in Societies in Transition (SIT) and the Certificate in Indigenous Leadership—featuring proposed courses such as *LEAD 1006 Concepts and Ethics of Indigenous Leadership* and *LEAD 2006 Indigenous Political Culture*—illustrate the department's commitment to and strength in program innovation and responsiveness to student and community needs.

## OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

[List the specific recommendations from the Review Committee. The Department and Dean will also have an opportunity to comment on each recommendation]

**Recommendation 1:** Advance Indigenous faculty hiring: Recruit a minimum of three Indigenous Studies tenure-track faculty in key areas (language revitalization, law and politics, Indigenous social work), with one position being made available for an Elder or Knowledge Holder with appropriate cultural expertise in lieu of formal academic qualifications. In support of the interdisciplinary work of the Indigenous Studies department and in response to demonstrated student interest over time, it is encouraged that the faculty positions be cross-appointed. (See Recommendation 4 below)

**Unit's Response:** We agree that there needs to be an advance in Indigenous Studies faculty hiring. Health and community development; Indigenous languages; and Indigenous governance, law, and philosophy are areas in need of expansion.

**Dean's Response:** All new tenure-track position requests are ranked within Arts and Science and considered within the list of position requests from across the university. The Dean's office will continue to advocate for the renewal of faculty positions in existing and new program initiatives that have a clear and strong case for investment and that align with the University's Strategic Plan.

**Provost's Response:** I will work with the Dean to prioritize new faculty hires that align with program needs and the University's Strategic Plan. Interdisciplinary collaboration will enrich both the academic environment and student experience.

**Recommendation 2:** Establish an Indigenous-specific Canada Research Chair (CRC). This initiative will support the previously mentioned goal of hiring Indigenous faculty while also fulfilling the CRC program's requirements for equity-focused hiring, as Indigenous peoples are recognized as one of the four designated equity groups.

**Unit's Response:** We would like to pursue a plan to establish an Indigenous-specific CRC in the near future.

**Dean's Response:** The Dean is eager to receive and review a proposal for an Indigenous-specific CRC when the next call for proposals goes out. Please consult with the AVP-RIGS for support in developing such a proposal.

**Provost's Response:** This proposal would benefit the program and the university. As mentioned, the AVP-RIGS would be instrumental in drafting this proposal.

**Recommendation 3:** Expand online program delivery and hybrid learning options: Invest in the development of fully online Indigenous Studies degrees to enhance accessibility, retention, flexibility, and reach across northern and remote communities. Online/hybrid delivery complements land-based learning by allowing flexible engagement and supports students with diverse needs. This approach can also help distribute teaching loads and reach a wider student catchment area.

**Unit's Response:** This is also a recommendation proposed by students during our program's review. Perhaps with more faculty members in the program, we would be able to develop an online degree.

**Dean's Response:** Flexible, online offerings currently make up a component of the Indigenous Studies program. When considering a change to the mode of delivery of a significant portion of the program, the faculty members are encouraged to consider the criteria set out in Section 4.3 of Nipissing University's Institutional Quality Assurance Protocol for major modifications.

**Provost's Response:** Opportunities for student feedback will assist in guiding the ongoing development and refinement of these offerings, ensuring they remain responsive to the needs of Indigenous learners and communities. I would encourage further refinement of the program prior to embarking on a major modification.

**Recommendation 4:** Leverage strong cross-listed course enrollment: Use enrollment data from consistently successful cross-listed courses as the basis for interdisciplinary certificate development and cross-appointment hiring across faculties.

**Unit's Response:** We are happy to contribute to collaborative efforts to Indigenize programs and create new certificates in high-potential areas, such as storytelling and media production, Indigenous ways of knowing and philosophy, Indigenous systems of justice and criminology, etc.

**Dean's Response:** Indigenizing the curriculum, including through integrating Indigenous Studies courses into the requirements of programs throughout the faculty, is a priority of the university. Appointments that can contribute towards multiple programs are a particular priority, though all new tenure-track position requests are ranked within Arts and Science and considered within the list of position requests from across the university.

**Provost's Response:** The responsibility for Indigenizing the program will involve collaboration across departments and degree programs. The input and expertise from this unit will be key to moving forward.

**Recommendation 5:** Track and support Indigenous student retention: In order to address systemic barriers and inform responsive retention strategies, develop institutional tracking of Indigenous student persistence and attrition. Engage NUICE and Indigenous communities to identify supports.

**Unit's Response:** We are amenable to developing more robust ways of tracking Indigenous student success and attrition. With the dean's support, we would like to create a plan that aligns more closely with the university's strategic plan in terms of supporting and working with Indigenous communities, especially Indigenous students from local First Nations, so that their concerns are not only heard but acted on. The externals I think correctly draw our attention to the gaps in Indigenous leadership at our institution as well as the perceived intransigence to address the name of the library. Hiring new faculty would be one initial step to allay their concerns.

**Dean's Response:** The university does keep records of students who self-report Indigenous Ancestry. An EDIA audit report, including an assessment of patterns of indigenization across the university and actionable insights to support indigenization, is expected soon. This report, along with consultation with NUICE and the Office of Indigenous Initiatives, will guide the university's action in this sphere.

**Provost's Response:** We will work with the recommendations of the EDIA Audit report to address concerns and implement change through shared decision-making.

**Recommendation 6:** Develop interdisciplinary certificate clusters and an Indigenous content requirement (ICR) course without overburdening the Indigenous Studies Program: Design short certificate programs and a foundational ICR course that can be cross-listed with other departments (e.g., social work, education, health, politics) in order to distribute teaching responsibility and avoid flooding Indigenous Studies courses, while meeting university-wide reconciliation and Indigenization goals.

**Unit's Response:** Following the loss of Dr. Stevens, I feel we need to build the program back up *and* create innovative cross-appointments (e.g., myself with English, new faculty members with Community Planning, Nursing, Social Work, etc.) throughout the university before an ICR can be entertained.

**Dean's Response:** I concur with the Unit's Response. With only one full-time faculty member in Indigenous Studies, it is difficult to imagine a robust ICR that wouldn't overburden that faculty member. The Dean looks forward to receiving position requests for innovative cross-appointments with Indigenous Studies though all new tenure-track position requests are ranked within Arts and Science and considered within the list of position requests from across the university.

**Provost's Response:** I will work with the Dean to prioritize tenure-track faculty requests that will support Indigenization work across the university.

**Recommendation 7:** Enhance student research opportunities and mentorship: Increase research assistantships and community service placements in collaboration with partners such as North Bay Film, local health organizations and political offices. Encourage faculty and sessional instructors to supervise student research projects, fostering skills in ethics, methodology and community engagement.

**Unit's Response:** I feel like we already strive to do this, but one full-time faculty member cannot possibly ensure that each student has access to these important opportunities. Thank you/miigwech for your time. -Tyson

**Dean’s Response:** Increasing opportunities for experiential learning is a priority for the university. A comprehensive report on Experiential Learning and Work-Integrated Learning in the Nipissing context is expected soon and will guide the university’s action in this sphere.

**Provost’s Response:** I support both the Dean’s response.

**D. IMPLEMENTATION PLAN**

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Submit INDG cross-appointment position request	INDG	December 2025
Submit INDG CRC position request	INDG	Winter 2026
Establish mechanism to track and report Indigenous student retention rates	Dean/Institutional Planning	Fall 2026

**E. CONFIDENTIAL COMMENTS**

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

## FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

### PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Political Science	[Select Date]	Provost and Vice-President

### A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	November 1, 2024
2. Site Visit Conducted	January 13-22, 2025
3. Reviewer's Report Received	March 10, 2025
4. Internal Reviewers Response Received	September 29, 2025
5. Dean's Response Received	November 3, 2025

**The members of the review committee were:**

Dr. Trevor Tchir, Algoma University

Dr. Jarett A. Carty, Liberal Arts College, Concordia University

**The academic programs offered by the Department which were examined as part of the review included:**

Bachelor of Arts

This review was conducted under the terms and conditions of the IQAP re-ratified by the Quality Council on January 30, 2023 and approved by Senate on June 26, 2023.

### B. PROGRAM STRENGTHS

Political Science delivers a high-quality program. The program is especially strong in the subfield of Political Theory, but is able, with a small faculty, to cover all primary subfields of the discipline. Its greatest asset is the full-time faculty, because of their expertise, cooperative working relationships, strong commitment to student success, flexibility, and approach to lifelong learning. The Conflict Resolution suite of courses is innovative, practical, and especially popular among non-majors. The program has an interesting experiential learning opportunity through Royal Military College.

### C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**Recommendation 1: Develop sustainable, regularly rostered course offerings in Canadian Public Administration and Public Policy, as well as Social Science Research Methods. Research Methods could be offered through cross-listings with other programs, or the development of an approved list of research methods courses. This requires collaboration between the Political Science program and other Social Sciences programs and should be facilitated by the Dean.**

**Unit's Response:** The POLI program welcomes the recommendation that we develop a research methods course, as this follows up on a similar recommendation from our last IQAP review. At that time, we initiated discussion with SOCI to cross list SOCI 2126 and/or 2127 with POLI, but at a point that program refused our request to cross-list. Perhaps this ready at hand option could be explored again, with the Dean's assistance.

On course offerings in Canadian Public Admin and Public Policy courses, we have offered public administration courses in the past (prior to 2018, the latest course data in our report from Institutional Planning). However, these courses were poorly enrolled, and so POLI-2605, Public Administration, and POLI-2905, Canadian Local Government were banked and then deleted in 2019. Though quite relevant in an applied sense, the course material tends to be dry and did not generate student interest.

Where we did have success in this sub-field was through a placement of a POLI student with the CAO of the City of North Bay in 2017, when Luke Charlton had an internship with the City of North Bay. The student shadowed the CAO at a conference of Ontario Municipality CAOs, presented regular written updates to Dr. Toivo Koivukoski, and met with both the CAO and the Chief of NFN together in order to prepare a policy paper on the creation of an urban reserve in North Bay. The capstone of the course was to present that paper to the POLI 1007 course, and at the Undergraduate Student Conference. The placement was offered under UNIV 3006, but perhaps this kind of work integrated learning opportunity could be resuscitated. Placement officers for the Faculty of Arts and Sciences could help in this regard.

**Dean's Response:** I concur with the Unit's response to the recommendation. Discussions are underway with members of the Sociology program to cross-list Social Science Research Methods courses with Political Science and I expect a curriculum proposal to be submitted soon. The unit's response is correct regarding the lack of student interest in Public Administration and Public Policy courses, but the unit proposes a creative response to this in the development of Work Integrated Learning opportunities that integrate and develop skills in these areas. A comprehensive report on Experiential Learning and Work-Integrated Learning in response to Nipissing's current Academic and Operational Plan will be submitted soon and will guide the university's investment in this area.

**Provost's Response:** I support the cross-listing of the Social Science Research Methods courses, and agree, when submitted, the the WIL Report could be of assistance to this programme.

**Recommendation 2: Preserve the Conflict Studies subfield and Certificate by expanding full-time faculty expertise, or with part-time instructors. This requires external support by administration to commit to funding part-time or term limited full time contracts to teach core courses within this area.**

**Unit's Response:** The very successful conflict resolution courses were offered in response to our last IQAP review to develop more skills-based courses, specifically addressing requests from our students. The courses have been popular with POLI major and non-majors, with POLI 2607 On Conflict Resolution consistently wait-listed, and a large portion of our recent enrollments by head count in this sub-discipline.

Since this field of study is of proven, broad interest to students beyond Political Science, this seems like a natural place to look for a cross-appointment with a cognate field, and/or to consider cross-listing these courses with other programs to further develop the Certificate in Conflict Resolution. The Certificate speaks not only to student interest but also to community need, cultivating civil discourse suited to the distemper of our times.

**Dean's Response:** The Conflict Resolution courses have been popular electives and ten students have completed the Certificate in the past five years. There is a well-established process for proposing limited-term and tenure-track positions and assessing them in terms of the budgetary requirements of the university.

**Provost's Response:** Recognizing the popularity of the electives, we will continue to follow the established process for proposing new positions.

**Recommendation 3: Develop further opportunities for experiential learning to enhance student experience and program appeal. This requires the external support of an experiential learning office, with staff dedicated to finding placement opportunities for Political Science students.**

**Unit's Response:** The Political Science program welcomes the opportunity to further develop our experiential learning opportunities, building on the success of the Undergraduate Partnered Research Program, and perhaps resuscitating local internship placements in North Bay, ideally with the assistance of a placement officer. Additionally, with the potential to bring in faculty from SWLF with government research connections in Thailand, a WIL placement in the context of a travel-based SI/SU course may be attractive to students.

The POLI program has contributed to the UPRP's current application for funding and hopes to be able to secure 2 student placements in 2026/27.

The PPE Chair sits on the WIL committee.

**Dean's Response:** I concur with this recommendation and am eager to support initiatives such as these. A comprehensive report on Experiential Learning and Work-Integrated Learning in response to Nipissing's current Academic and Operational Plan will be submitted soon and will guide the university's investment in this area.

**Provost's Response:** I agree with the Dean's response. We look forward to moving forward in the area of Work Integrated Learning and recognize the opportunities it could provide to enhance course offerings and students experience.

**Recommendation 4: Create sub-discipline streams (ex: Political Thought, International Relations and Comparative Politics, Canadian Government and Politics) and recognize Specialization and Honours Specialization students who concentrate in one of these, at the time of graduation. This will help students sell their particular concentration to future employers and grad schools, and provide additional tangible program elements to promote during recruitment. This is primarily an initiative for the Political Science program to undertake, but will require cooperation with recruitment.**

**Unit's Response:**

This is an interesting suggestion, that merits exploration if/as course offerings expand. As our curriculum currently consists of a prescriptive set of course offerings, with students reporting that they need to enroll in every POLI course that they can to graduate in 4 years, the differentiation between sub-disciplines means less than the fact that we can cover the main sub disciplines of Political Science.

If POLI is to expand to include members from GESJ and SWLF, it would be worth using that administrative change as an opportunity to develop streams in the degree, including international institutions/law and/or social development, depending on discussions with new members of the program.

**Dean's Response:** I concur with the Unit's response to the recommendation. Sub-discipline streams can be attractive to students but differentiating the streams adequately requires making them prescriptive. In programs with few

faculty members, this prescriptiveness can create barriers for students when the sole expert in a sub-discipline has a sabbatical or leave. An increase in faculty resources in Political Science (currently being explored) may be a good time to revisit this possibility. I am happy to facilitate discussions between the program members and recruitment.

**Provost's Response:** It is vitally important that we ensure we can offer the courses required for students to graduate within four years. Additional courses/streams must be carefully planned within budget constraints.

**Recommendation 5: Create new Political Science course codes cross-listed with, or create an approved course list of Social Welfare & Social Development courses, to increase upper year program electives, take advantage of more faculty trained in Political Science, and diversify the gender composition of faculty delivering courses towards the Political Science major. This will require cooperation with the Social Welfare & Social Development program and should be facilitated by the Dean.**

**Unit's Response:** The POLI program heartily agrees that new courses from cognate disciplines, including SWLF and GESJ, be cross-listed for the time being and re-coded if those programs are eliminated. A more gender balanced faculty cohort would be welcomed.

**Dean's Response:** I support this recommendation and am currently facilitating discussions bent on increasing faculty resources and faculty diversity within Political Science.

**Provost's Response:** Increased faculty resources would provide greater flexibility and diversity.

**Recommendation 6: Update the program's website to be more attractive to potential students, including profiles of alumni, careers and degrees following a POLI major, and the appropriateness of POLI as a pre-law major.**

**Unit's Response:** The program's website is being reconfigured to include alumni profiles and student success stories, and to encourage students to consider POLI as a pre-law degree, a career path which our students have availed themselves of in the past.

**Dean's Response:** I concur; the website redesign is currently underway.

**Provost's Response:** I agree with the Dean's response.

**Recommendation 7: Support the creation of Political Science, or a cognate subject, as teachable within the Education program. This will require the support of the Dean of Education and Professional Studies.**

**Unit's Response:** The POLI program is enthused by the prospect of making the degree a teachable subject in the EDUC program. This aligns with current faculty research efforts led by Dr. Tabachnick to bolster the high school curriculum in Civics to emphasize the importance of civic education, which aligns with our mission to educate well-informed citizens, capable of contributing to civic life.

**Dean's Response:** I am happy to hear that this possibility is currently being explored within the Faculty of Education and Professional Studies.

**Provost's Response:** Politics courses are currently considered for admission to the I/S Social Sciences General teaching subject, but the Dean of Education and Professional Studies can provide further information can provide further information.

#### D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Develop regularly offered courses in social science methods, potentially by cross-listing existing courses from Sociology.	Political Science	2026/27
Propose cross appointment in conflict resolution with cognate discipline such as Indigenous Studies, Sociology, School of Business.	Political Science	December 2025
Increase student access to internships and other experiential and Work-Integrated Learning.	Dean of Arts & Science/Political Science	2027/28
Cross-list and then re-code courses in GESJ and SWLF to accommodate program changes.	Political Science	2026/27
Include alumni profiles on program website.	Dean of Arts & Science/Marketing	2026/27
Explore offering of Political Science as a teachable subject in Education program	Political Science/Dean of EPS	2026/27

#### E. CONFIDENTIAL COMMENTS

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

## FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

### PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Liberal Arts	[Select Date]	Provost and Vice-President

### A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	September 10, 2024
2. Site Visit Conducted	November 14-15, 2024
3. Reviewer's Report Received	December 2, 2024
4. Internal Reviewers Response Received	January 20, 2025
5. Dean's Response Received	March 5, 2025

#### The members of the review committee were:

- Dr. Kathleen Kellett, Toronto Metropolitan University
- Dr. Thomas McMorrow, Ontario Tech University

#### The academic programs offered by the Department which were examined as part of the review included:

- Bachelor of Liberal Arts
- Bachelor of Liberal Sciences

This review was conducted under the terms and conditions of the IQAP re-ratified by the Quality Council on January 30, 2023 and approved by Senate on June 26, 2023.

### B. PROGRAM STRENGTHS

As the self-study report notes, the program's greatest strength is the flexibility it affords students seeking to complete an undergraduate degree. For example, lifelong learners and those pursuing second degrees without a clear career path may benefit from the lack of required courses that would interfere with pursuing courses simply out of interest or passion. Additionally, marginal students, who meet the requirements for admission to the university but not to the degree program of their choice, may benefit from an alternative offer of entry to the Liberal Arts program until they meet their preferred program's requirements. The same may be the case for students transferring to the university without their preferred program's requirements. In our view, such flexibility serves the value of accessibility, affording an opportunity for student success and achievement to a diverse range of students, including those encountering

educational barriers for a variety of potential reasons. At the same time, and also acknowledged in the report, the program has intrinsic value, especially for those students seeking to exercise creative control over which disciplines they study and courses they take. On this point, the self-study observes: “Depending on the choices made by the individual student, a degree in Liberal Arts can provide fundamental knowledge in a range of disciplines and, therefore, preparation for a diverse variety of career paths.” This virtue of the program contributes to students becoming more adaptable learners, while at the same time helping them to develop as more versatile contributors to the labour market. The broader one’s base of knowledge and skills, the wider the range of career paths available. Of course requirements for specialization and advanced degrees arise, but especially for mature students with work experience but no previous university degree, graduating with a BA in Liberal Arts can bring knowledge and confidence to the pursuit of further employment opportunities. Another strength is the “inherent interdisciplinarity” of the Bachelor of Liberal Arts. This is an advantage for graduates and students currently enrolled in the program.

### C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

[List the specific recommendations from the Review Committee. The Department and Dean will also have an opportunity to comment on each recommendation]

**External Reviewers Recommendation #1: Establish stronger administrative support for the program by, for example, situating the program in a willing host department or assigning a faculty member to lead the program, meanwhile assuring appropriate compensation.**

**Unit’s Response:** The current departmental structure includes the following five departments that would fall into the category of the Humanities or Social Sciences: 1) Fine Arts & English; 2) Gender Equality and Social Justice, Religions and Cultures, & Indigenous Studies; 3) History & Anthropology; 4) Philosophy, Political Science, & Economics; 5) Psychology, Sociology, Child and Family Studies, & Social Welfare. The unit is willing to approach the Chairs of these departments to determine whether any are willing to provide administrative support for the program. However, given the breadth of the courses that are covered by the BA Liberal Arts it is likely that no one Chair will be willing to take this on. Given the limits on compensation imposed by the FASBU Collective Agreement, there would be no additional compensation available for any Chair taking on this additional work.

**Dean’s Response:** It is likely that the Faculty of Arts & Science has not yet seen the end of changes to the administrative structure of program offerings as well as changes to the program offerings themselves. The most significant advantage to stronger administrative support of the program would be introducing the possibility of faculty mentorship of students, now lacking. There is a significant imbalance between the workload of Chairs in the current structure and including both Liberal programs among the options for programs to be administered might allow for future restructuring to balance workload more equitably. I support this recommendation.

**Provost’s Response:** I support continued conversation that will support this program being included in one of the existing departments.

**External Reviewers Recommendation #2: Establish a course that aims to equip students with skills in critical, interdisciplinary inquiry that promotes reflection on the purposes and value of undergraduate liberal arts education. This course would be recommended (or required) for Liberal Arts majors, and recommended also for students across the Faculty of Arts and Sciences. Existing courses, such as the INTD courses, could be developed to fulfill this role.**

**Unit’s Response:** The unit is in support of this recommendation, in theory, however, there are some practical considerations that must be taken into account. For example, any new course would need to be housed within a program in the Faculty of Arts and Science. The unit can approach the Chairs to see if anyone is interested in developing such a course, but should no Chair want to take this on, then the unit would not be in a position to force anyone to do so. Further, even if a new course were developed, it is beyond the unit’s control to recommend a new course for students across the Faculty of Arts and Science. The challenge with making an INTD course required is that

these courses are not offered regularly (for example, none are offered in the current academic year). The unit will need to consult with the Dean of Arts and Science to see if there are plans to offer the INTD courses in the future.

**Dean's Response:** The Liberal Arts Self-Study set out two options for the future of the program and requested the advice of the external reviewers on them. The first option was to maintain the program's current flexible structure to allow it to continue to serve its function as an 'exit plan' for students leaving the university without having met the requirements of their preferred degree. The second option was to reimagine the program as a genuinely interdisciplinary degree and create requirements that would give students these skills. These two options are incompatible as increased requirements create obstacles for students needing an 'exit plan.' This recommendation and the two immediately below increase recommended or required courses in the program, making it more like other programs of study at Nipissing with more rigorous requirements and program outcomes, but also requiring investment in resources to allow the program to offer reliably the required courses.

The INTD courses already exist and fulfill the purpose of "equip[ping] students with skills in interdisciplinary inquiry that promotes reflection on the purposes and value of undergraduate liberal arts education." Though these were valuable and popular courses, staffing the courses was a challenge; they were usually taught by a sessional instructor. Interdisciplinarity involves a distinct set of methods and skills and most faculty members do not have the expertise to offer such a course. Those who do cannot always be spared by the programs they primarily serve. A commitment to the regular offering of the INTD courses would require an investment in at least one dedicated faculty member, Current enrollment in Liberal Arts does not justify such a hire and a comprehensive analysis of the potential for enrollment growth in an interdisciplinary program should be undertaken before any such hire could take place. Until such an analysis has been completed with positive results, I do not support this recommendation.

**Provost's Response:** I agree with the Dean. At this point in the life of the faculty of Arts and Science, maintaining flexibility in this program is preferable.

**External Reviewers Recommendation #3: Recommend PHIL 2506 and/or PHIL 2507 Critical Thinking course or similar course to advance the Liberal Arts degree learning outcomes reflected in these course options.**

**Unit's Response:** The unit does not agree with this recommendation because by adding required course(s) to the degree, it reduces the flexibility and attractiveness of the degree to those most likely to enroll in it. The majority of students in the current B.A. Liberal Arts program do not tend to be academically strong and for the most part, these students have been unable to remain in the program of their choice, and by default end up in the B.A. Liberal Arts program, or, if they are able to increase their average, they transfer back into the program of their choice. The retention of these students is in large part due to the flexibility of the degree, and the ability for them to meet the degree requirements without having to take additional required courses (beyond those that make up the two minors).

**Dean's Response:** As with recommendations #2 and recommendation #4, this recommendation makes the Liberal Arts program more like a traditional program with specific requirements. As with those recommendations, this would make the Liberal Arts program more like a genuinely interdisciplinary program reflecting an education in interdisciplinarity itself, not just in multiple disciplines. The academic value of such a degree is evident, but before Nipissing University begins to offer such a degree, it should undertake an analysis of its potential sustainability. The Arts & Science Faculty already has too many under-resourced and under-enrolled programs to add another one without adequate analysis. Until such an analysis has been completed, I do not support this recommendation.

**Provost's Response:** For the same reasons mentioned above, I do not support this recommendation.

**External Reviewers Recommendation #4: Recommend UNIV 3006 as a way to ensure an experiential learning component to the Liberal Arts program, to allow for critical self-reflection on career-integrated learning, and to develop the ability to articulate the professionally applicable skills and knowledge developed in the course of the degree.**

**Unit's Response:** The unit is not in support of this recommendation. The students in the current B.A. Liberal Arts program do not tend to be academically strong (or they are mature learners who already have experience in the job market). For the most part, these students have been unable to remain in the program of their choice, and by default end up in the B.A. Liberal Arts program, or, if they are able to increase their average, they transfer back into the program of their choice. Given that the experiential learning opportunities in the Arts tend to be reserved for academically strong students, it is unlikely that the instructors of experiential learning courses will be willing to recommend placement in community settings for these students.

**Dean's Response:** For the reasons given in the Unit Response, I do not support this recommendation.

**Provost's Response:** At this time, I agree with the Dean and the unit, and I do not support this recommendation. In future, perhaps WIL will be part of every degree.

**External Reviewers Recommendation #5: Expand offerings online to enhance access to the program, while ensuring this approach can be delivered reliably. Selecting courses to be offered online should reflect the need for predictability, as well as the value of online courses as a recruitment tool for the faculty and university.**

**Unit's Response:** The unit does not have control over the delivery mode of classes offered by departments in the Faculty of Arts and Science. According to section 18.2 of the FASBU Collective Agreement, *"The Dean in consultation with the Member and the Chair or Director of the academic unit where the course is housed will determine mode of delivery"*. The decision as to how many courses are offered online is beyond the scope of the unit, and any changes in the number of courses offered online is impossible for the unit to predict.

**Dean's Response:** Unlike the other programs of the university, the Liberal Arts program allows a student to combine any two minors offered by the university into a degree program. Which minors are chosen is up to the student and students make different choices. To offer the Liberal Arts program reliably online would mean to offer all Nipissing's requirements for a minor online in each program. While the university does offer a variety of courses online, targeted offerings in support of an overall online strategy have the most success. Considering the needs of Liberal Arts students should be an important element of developing an online strategy for course offerings. I support this recommendation.

**Provost's Response:** I support targeted online offerings.

**External Reviewers Recommendation #6: Retain Liberal Arts as the name of the program. To address misgivings regarding the name, marketing materials can be revised to communicate more effectively the nature and value of the Liberal Arts degree, using it as an opportunity to showcase the breadth and depth of teaching and learning offered at the faculty. Liberal Arts is an academic term that is generally recognizable across North America; alternatives might be General Arts; Applied Arts; Liberal Studies; Multidisciplinary Studies.**

**Unit's Response:** The unit can make recommendations to marketing, but any changes to the marketing material will need to be completed by the marketing department.

**Dean's Response:** The visibility of the Liberal Arts program has suffered with a lack of Chair or any dedicated faculty members. If the program is given to a specific Chair to administer (recommendation #1) this will improve its ability to represent itself adequately in marketing and recruitment materials. I support this recommendation.

**Provost's Response:** I support moving this program to a specific department to have a dedicated Chair and to enable support for updated marketing materials.

**External Reviewers Recommendation #7: Enhance current marketing strategies, to reflect the implementation of these recommendations and to tailor them to those graduating from high school, mature learners who have**

**been or are currently in the job market, and current university students looking to complete their undergraduate degree in three years.**

**Unit’s Response:** The unit supports this recommendation and is willing to make itself available to the marketing department for consultation on any enhancements to the marketing strategies that are necessary.

**Dean’s Response:** As with recommendation #6, the implementation of recommendation #1 will provide the administrative support to accomplish an overhaul of the marketing materials for Liberal Arts. I support this recommendation.

**Provost’s Response:** I, too, support this recommendation.

#### D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
<b>#1: Establish stronger administrative support for the program by, for example, situating the program in a willing host department or assigning a faculty member to lead the program, meanwhile assuring appropriate compensation.</b>	Unit (BA Liberal Arts)  Compensation is determined by FASBU CA and additional workload by a Chair for taking on Liberal Arts is not likely.	Unit will approach Chairs for a volunteer (2025/26).
<b>#2: Establish a course that aims to equip students with skills in critical, interdisciplinary inquiry that promotes reflection on the purposes and value of undergraduate liberal arts education. This course would be recommended (or required) for Liberal Arts majors, and recommended also for students across the Faculty of Arts and Sciences. Existing courses, such as the INTD courses, could be developed to fulfill this role.</b>	Unit (BA Liberal Arts)  It is beyond the unit’s control to recommend a new course for students across the Faculty of Arts and Science.	Unit will approach Chairs in 2025/26.  Consultation with the Dean regarding INTD courses will occur in 2025/26.
<b>#3: Recommend PHIL 2506 and/or PHIL 2507 Critical Thinking course or similar course to advance the Liberal Arts degree learning outcomes reflected in these course options.</b>	Unit (BA Liberal Arts)	Curriculum change will be submitted in 2025/26 academic year, with change in place for 2026/27.
<b>#4: Recommend UNIV 3006 as a way to ensure an experiential learning component to the Liberal Arts program, to allow for critical</b>	Unit (B.Sc. Liberal Science) not in support of this recommendation	N/A

**self-reflection on career-integrated learning, and to develop the ability to articulate the professionally applicable skills and knowledge developed in the course of the degree.**

<p><b>#5: Expand offerings online to enhance access to the program, while ensuring this approach can be delivered reliably. Selecting courses to be offered online should reflect the need for predictability, as well as the value of online courses as a recruitment tool for the faculty and university.</b></p>	<p>N/A</p>	<p>N/A</p>
<p><b>#6: Retain Liberal Arts as the name of the program. To address misgivings regarding the name, marketing materials can be revised to communicate more effectively the nature and value of the Liberal Arts degree, using it as an opportunity to showcase the breadth and depth of teaching and learning offered at the faculty. Liberal Arts is an academic term that is generally recognizable across North America; alternatives might be General Arts; Applied Arts; Liberal Studies; Multidisciplinary Studies.</b></p>	<p>Marketing</p>	<p>2026/27 following completion of curricular changes for recommendations 1 – 4.</p>
<p><b>#7: Enhance current marketing strategies, to reflect the implementation of these recommendations and to tailor them to those graduating from high school, mature learners who have been or are currently in the job market, and current university students looking to complete their undergraduate degree in three years.</b></p>	<p>Marketing</p>	<p>2026/27 following completion of curricular changes for recommendations 1 – 4.</p>

**E. CONFIDENTIAL COMMENTS**

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

## FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

### PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Liberal Science	[Select Date]	Provost and Vice-President

### A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	September 10, 2024
2. Site Visit Conducted	November 14-15, 2024
3. Reviewer's Report Received	December 2, 2024
4. Internal Reviewers Response Received	January 20, 2025
5. Dean's Response Received	March 5, 2025

#### The members of the review committee were:

- Dr. Kathleen Kellett, Toronto Metropolitan University
- Dr. Thomas McMorrow, Ontario Tech University

#### The academic programs offered by the Department which were examined as part of the review included:

- Bachelor of Liberal Sciences
- Bachelor of Liberal Arts

This review was conducted under the terms and conditions of the IQAP re-ratified by the Quality Council on January 30, 2023 and approved by Senate on June 26, 2023.

### B. PROGRAM STRENGTHS

While the program has the potential to align more closely with the university's mission of enhancing student success, this possibility is currently undermined by the very low number of students that it serves. According to the self-study, "No more than two students a year have been enrolled in the program in the past 10 years and only three have graduated with a BSc Liberal in the same period". At the same time, the program has served as a path for students to use the program to improve their grades and re-enter their chosen major. The self-study also points out the potential usefulness of the program as a transition point for students transferring from other institutions without having the required courses necessary to enter their chosen major.

## C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

[List the specific recommendations from the Review Committee. The Department and Dean will also have an opportunity to comment on each recommendation]

**External Reviewers Recommendation #1: Re-structure the program to allow students to take one minor (instead of two) plus a prescribed number of courses to complete their undergraduate degree to facilitate the use of the program as an “exit plan”. This could include a restriction on the number of lower level courses.**

**Unit’s Response:** Restructuring the program to enable students to take one minor in addition to 18 additional credits (in place of a second minor) allows for more flexibility for those students who are wanting to complete an undergraduate degree and wish to take a wider breadth of courses than they would if they were constrained to take a second minor. It is suggested that no more than 6 of these 18 credits be at the 1000 level (in order that the degree requirements of no more than 48 credits at the 1000 level be met). The unit will pursue this curriculum change in 2025/26.

**Dean’s Response:** This would create significantly more flexibility for students and increase the value of the degree to the institution. I support this recommendation.

**Provost’s Response:** These changes would position the program to serve a specific need. I support the recommendation.

**External Reviewers Recommendation #2: Remove the requirement of one or both of the two PHL courses currently constricting use of the program as an “exit plan”. Consider recommending one or more of these PHL courses, PHL 2716 Bio-ethics or a Critical Inquiry course, preferably one that queries the role of science in modern society, not just for this program but for all B.Sc. students.**

**Unit’s Response:** While the unit can see the advantages of requiring a Bio-ethics or Critical Inquiry course for all B.Sc. students, the unit is not in a position to recommend this change for units that are outside of its scope. Currently, the only Critical Inquiry course available at Nipissing University is a Nursing course which is restricted to Nursing students. For the B.Sc. Liberal Sciences program, we will remove the requirement for PHIL 2506 and PHIL 2507 and instead recommend PHIL 2716 Bio-ethics (3-credits) and an additional 3-credit course that will be added to the list of credits (from 12 to 15) from the following areas: Humanities (Group I), Social Sciences (Group II) and/or Professional Studies (Group IV). The unit will pursue this curriculum change in 2025/26.

**Dean’s Response:** The flexibility of the Liberal Science program is hindered by the PHIL requirements. Removing these requirements would be a significant step forward but replacing them with a different PHIL requirement would serve little purpose and undermine the point of removing the requirements in the first place. Instead, replacing these requirements with a recommended choice of one of PHIL 2716 (Bio-Ethics), PHIL 2717 (Environmental Ethics), or PHIL 2816 (Digital Ethics) would fulfill the function of encouraging reflection on the role of science in modern society without compromising the flexibility of the program. I support this recommendation.

**Provost’s Response:** For maximum flexibility in this programme, I support the unit’s and the Dean’s response.

**External Reviewers Recommendation #3: Rename the program to reflect these proposed changes; one suggestion would be “General Science”.**

**Unit’s Response:** A renaming of the program is a reasonable suggestion. The unit will decide as to whether “B.Sc. General Science” or perhaps another name other than “B.Sc. Liberal Science” is clearer for students. The unit will pursue this curriculum change in 2025/26.

**Dean's Response:** I support this recommendation.

**Provost's Response:** I support this recommendation and agree with the name, B.Sc. General Science, but will defer to the choice of the unit and the Dean.

**External Reviewers Recommendation #4: Require or recommend UNIV 3006 Experiential Learning in Arts and Science as the equivalent to a capstone course, ensuring experiential learning and the opportunity to build a professional portfolio.**

**Unit's Response:** The unit is not in support of this recommendation. The students in the current B.Sc. Liberal Science program do not tend to be academically strong. For the most part, these students have been unable to remain in the science program of their choice, and by default end up in the B.Sc. Liberal Science program, or, if they are able to increase their average, they transfer back into the program of their choice. Given that the experiential learning opportunities in the sciences tend to be reserved for top students, it is unlikely that the instructors of experiential learning courses will be willing to recommend placement in settings such as veterinary practices, medical practices, or dental practices for students who are not academically strong.

**Dean's Response:** For the reasons given in the Unit Response, I do not support this recommendation.

**Provost's Response:** At this time, I agree with the Dean and the unit is disagreeing with this recommendation. In future, perhaps WIL will be part of every degree.

**External Reviewers Recommendation #5: Maintain current marketing strategy but update materials in accordance with modified curriculum.**

**Unit's Response:** The unit does not have control over the marketing strategy for the program but will pass along this information to the marketing department. Once the curricular changes have been made (recommendations 1 through 3), they will be communicated to the marketing department.

**Dean's Response:** If the Liberal Science program were given better administrative support in the form of a Chair responsible for its delivery, communication with the marketing department would be improved. I support this recommendation.

**Provost's Response:** I support the recommendation.

## D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
<b>#1: Re-structure the program to allow students to take one minor (instead of two) plus a prescribed number of courses to complete their undergraduate degree to</b>	Unit (B.Sc. Liberal Science)	Curriculum change will be submitted in 2025/26 academic year, with

<b>facilitate the use of the program as an “exit plan”. This could include a restriction on the number of lower level courses.</b>		change in place for 2026/27.
<b>#2: Remove the requirement of one or both of the two PHL courses currently constricting use of the program as an “exit plan”. Consider recommending one or more of these PHL courses, PHL 2716 Bio-ethics or a Critical Inquiry course, preferably one that queries the role of science in modern society, not just for this program but for all B.Sc. students.</b>	Unit (B.Sc. Liberal Science)	Curriculum change will be submitted in 2025/26 academic year, with change in place for 2026/27.
<b>#3: Rename the program to reflect these proposed changes; one suggestion would be “General Science”.</b>	Unit (B.Sc. Liberal Science)	Curriculum change will be submitted in 2025/26 academic year, with change in place for 2026/27.
<b>#4: Require or recommend UNIV 3006 Experiential Learning in Arts and Science as the equivalent to a capstone course, ensuring experiential learning and the opportunity to build a professional portfolio.</b>	Unit (B.Sc. Liberal Science) not in support of this recommendation	N/A
<b>#5: Maintain current marketing strategy but update materials in accordance with modified curriculum.</b>	Marketing	2026/27 following completion of curricular changes for recommendations 1 through 3.

**E. CONFIDENTIAL COMMENTS**

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

## FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

### PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Master of Science Kinesiology	[Select Date]	Provost and Vice-President Academic

### A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	December 15, 2024
2. Site Visit Conducted	March 20-April 1, 2025
3. Reviewer's Report Received	June 10, 2025
4. Internal Reviewers Response Received	August 22, 2025
5. Dean's Response Received	November 4, 2025

#### **The members of the review committee were:**

Dr. Nick Wattie, Associate Professor, Associate Dean, Research and Graduate Studies, Faculty of Health Sciences, Ontario Tech University

Dr. Bernadette Murphy, Professor Bernadette Murphy, Kinesiology Program Director, Faculty of Health Sciences, Ontario Tech University

#### **The academic programs offered by the Department which were examined as part of the review included:**

Master of Science Kinesiology

This review was conducted under the terms and conditions of the IQAP re-ratified by the Quality Council on January 30, 2023 and approved by Senate on June 26, 2023.

### B. PROGRAM STRENGTHS

It was a pleasure to review this small but successful program. The faculty are dedicated and committed to excellence with a proven track record of Tri-council funding. In addition to considering our recommendation, we suggest that the faculty continue to look for ways to further define the uniqueness of the Masters' program relative to the northeastern Ontario region where it resides.

Although small, the program is cohesive, and the program and graduate level learning outcomes are being met. Opportunities exist to improve diversity of research methods courses, and to create a five to seven year rolling

map/plan for elective offerings taking into account research leaves; known secondments; and whether the nature of an elective relative to the disciplinary area means it needs to be offered annually (as long as there are students in that area) as opposed to bi-annually. For example, in some areas with increased research dependent technical requirements, a graduate course is needed in year one to ensure that students are technically and pedagogically prepared to carry out their research.

The faculty might wish to consider co-located graduate/undergraduate courses for the electives. This would make it more feasible to offer the grad elective courses.

## C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**Recommendation 1:** Find a mechanism to flexibly offer core course options; this may require conversations with other faculty (example of EDUC Indigenous methods and narrative inquiry and SOC Qualitative methods to determine willingness to delivery joint options).

The program could include a statement that students should consult their supervisor as to the most appropriate data analysis course for their type of research.

**Unit's Response:** The MSc Kin faculty is willing to explore the potential substitution of courses that can deliver equivalent learning outcomes to statistics (KINE 5007) while tailoring the content to an individual student's research area. Guided by MSc Kin faculty input, the MSc Kin graduate program coordinator could liaise with other graduate coordinators to identify courses that would address the graduate learning outcomes within a bundle of course offerings (i.e., a "one of" requirement). The MSc Kin graduate program coordinator could work with the Director of SPHE, Associate Dean of Graduate Studies, and relevant Faculty Deans to make sure that courses are available for MSc Kin students in a timely manner. The program is willing to explore incorporating interdisciplinary courses into the program requirements. The Faculty Deans would need to assist by facilitating coordination between academic units and allowing student access to the courses across programs. Collaborations with the Teaching HUB, Manager IQAP, and instructional designers could assist with appropriate course mapping and compliance with IQAP guidelines.

**Dean's Response:** I agree that the option should be provided for students to choose a quantitative or qualitative data analysis course and recommend the unit proceed with such a recommendation. Where I would disagree with the reviewers is with the recommendation to include an Indigenous methods course as a third, separate option. Instead, I recommend the unit develop a plan to formalize Indigenous research methodologies (e.g. relationality, holism, and community accountability) and ethical engagement with Indigenous communities (e.g. OCAP principles).

**Provost's Response:** I agree with the Dean and suggest that the Director of OII and experienced faculty allies currently working with communities could support a plan to formalize Indigenous research methodologies.,

**Recommendation 2:** The program should consider ways to ensure timely and appropriate delivery of graduate electives to ensure students in each area are exposed to needed course content at the best time pedagogically and for quality assurance. There are several ways to do this including one or all of: a) Course mapping exercise over 5 to 7 years; b) Co-locating or Co-sat graduate electives with upper year electives; c) creation of digital content for graduate electives that could be part of independent studies courses in years where the elective cannot be offered.

It became apparent in several of our meetings that faculty workloads/secondments and sabbaticals were a barrier to scheduling graduate electives. Creative solutions need to be considered such as rolling plan to decrease the number of faculty on sabbatical in a given year; this could include a plan for long term appointments (LTAs) to cover undergraduate courses so that graduate offerings can be delivered by discipline leaders. Consideration of supervisory workload could be considered in scheduling electives so supervisors who routinely supervise have the opportunity to offer a graduate elective more regularly.

**Unit's Response:** The ability to deliver discipline-specific program-required elective courses in a timely manner is a multi-faceted issue. With input from the Dean E&PS, the MSc Kin Graduate Coordinator can work with the Director of SPHE to map a potential 5 to 7-year course delivery chart. The chart should consider several factors contributing to

faculty capacity to recruit graduate students including sabbaticals, leaves, retirements, funding, lab-space, and average time to degree completion. The program is willing to investigate the option of selectively co-locating graduate and upper-level undergraduate courses (e.g., KINE 5016 and PHED 4066) as a possible method of ensuring that MSc Kin students acquire their elective in a timely manner. The latter option could be incorporated into a course delivery chart. While the flexibility of digital content can be appealing for independent studies courses, the current program is structured for in-person delivery only. Additional concerns relative to the creation of digital content arise relative to the appropriate archiving of the information, issues around ownership and intellectual property, compensated workload associated with the original creation of the materials, and the need to update the information on an ongoing basis. Furthermore, the close mentorship model of the program would be weakened by adding asynchronous, pre-packaged delivery methods.

**Dean's Response:** I support the recommendation to explore co-sitting of 4000-level electives with 5000-level electives. Regarding a 5-year plan for delivery of the 5000-level electives, I support the recommendation but I appreciate this will be difficult as course offerings, based on current/historical program intake numbers, are largely driven by the subdiscipline/area of study that the small number of new students select. Regarding the development of online course offerings, though the operational concerns the unit raises can all be practically addressed, I do not see it as a practical option given the volume of students and frequency of offerings. I recommend a better option is for graduate students and their Supervisors to explore options available to them to complete electives under the Ontario Visiting Graduate Scholar (OVGS) program.

**Provost's Response:** I, too, support co-locating or co-sitting graduate electives with upper year electives as this is accepted practice and a means by which to address some concerns more quickly. As the programme is delivered face to face, OVGS is also a logical option for completing electives.

**Recommendation 3:** It is recommended to increase funding or find ways to more equitably distribute the available funding (for example some of the Dean's discretionary graduate budget allocation could be withheld and given to students who only end with one TAsip).

**Unit's Response:** The MSc Kin program struck a subcommittee to review the current program funding policy. The subcommittee is tasked with determining areas for more flexibility in distribution of NUGS funding and the flexibility surrounding the allocation of GA as GRA and GTA. The sessional allocation of GTA to the Fall and Winter semesters does prevent some students with a half GTA from acquiring a full GTA should the funds become available midway through FA. The potential to assign the funds as GRA or as GTA in the SS semester will be explored. In addition, with input from the Dean E&PS and Director SPHE, the subcommittee will explore the potential alignment between requests for TA within the SPHE and assignment of GTA to the undergraduate courses. However, while the MSc Kin program coordinator needs guidance from the program's faculty regarding the over-arching approach for funding allocation within a program policy, the coordinator needs the functional flexibility to equitably assign funding that becomes available during the academic year, following the initial funding offers.

**Dean's Response:** The unit has a subcommittee and will work with the Office of Graduate Studies and Research to review allocation of funding as provided under the terms and limits that apply.

**Provost's Response:** I look forward to the committee's findings and recommendations. This has been an ongoing discussion and will not be resolved easily.

### **Additional Reviewer Recommendations Identified by the Academic Unit**

**Recommendation A: Academic hire in Indigenous Health.** The reviewers identified the approved faculty hire in Indigenous Health as an important contributing factor to the fulfillment of our responsibility to Truth and Reconciliation (A).

**Unit's Response:** The unit agrees that the faculty hire in Indigenous Health is an important factor for the programs within SPHE to fulfill our responsibilities to the University's mission and academic plans. Continued support in recruiting and hiring faculty who foster our commitments is essential.

**Dean's Response:** The tenure-track hire was previously approved and the search has been underway.

**Provost's Response:** I confirm the Dean's response.

**Recommendation B: Consider Online or Hybrid Delivery.** The reviewers indicated that consideration of online or hybrid delivery could facilitate the offering of elective courses.

**Unit's Response:** The unit is not considering online or hybrid delivery options. The main challenge for the delivery of required core elective courses has been availability of faculty members due to workload obligations across undergraduate and graduate programs, service, and research rather than mode of course delivery. Furthermore, the close mentorship model of the program would be weakened by adding online or hybrid courses.

**Dean's Response:** See my response to Recommendation 2.

**Provost's Response:** The programme is committed to remaining face to face, and I support this continued direction.

**Recommendation C: Update Learning Outcomes to higher levels on Bloom's taxonomy and to better reflect content delivered through the course(s).** While the reviewers indicated that content and assessments within courses are appropriate and aligned with similar programs at other Universities, some of the learning outcomes, especially for KINE 5006 and KINE 5007 should be increased to graduate level in keeping with Bloom's taxonomy.

**Unit's Response:** The MSc Kin program coordinator can facilitate a scan of the existing learning outcomes and heighten learning outcomes for required and elective courses to graduate level in keeping with Bloom's taxonomy with the program faculty, the Director of SPHE, and the Teaching HUB.

**Dean's Response:** Agreed. See my response to Recommendation 1 regarding Indigenous methodologies. It is important that the updated course and program learning outcomes are mapped to the APOP and Senate-approved Institutional Learning Outcomes.

**Provost's Response:** Agreed. The Director, Teaching and Learning can work to support and facilitate this work.

**Recommendation D: Hold program retreat for MSc Kin Faculty.** The reviewers recommended that MSc Kin graduate faculty have an annual or biannual retreat.

**Unit's Response:** An annual retreat to discuss processes and policy, best practices in graduate supervision, and new innovations in Kinesiology would benefit the program. Support from EP&S and GS in the form of administrative, financial, or procedural resources would be greatly appreciated for such an endeavour.

**Dean's Response:** I support. As a plan is developed, please advise what resources are required.

**Provost's Response:** I support the Dean's response.

**Recommendation E: Create and Conduct an Annual survey for Current Students and Alumni.** Both reviewers recommend the acquisition of feedback from students and alumni through annual surveys.

**Unit's Response:** We agree, while the program is still within the first cyclical review, the maintenance of alumni databases and connection with current students for feedback needs to be enhanced. Increased connection with the NUSU alumni services and the Nipissing Marketing and Advancement teams would provide more opportunity for engagement with the student population.

**Dean's Response:** I agree and am happy to support. Please arrange meeting with relevant units.

**Provost's Response:** Nipissing Marketing and Alumni Engagement offices are striving to work with departments to meet their marketing and Alumni engagement needs.

**Recommendation F: Develop a Process to Ensure Faculty Capacity in the Program.** The reviewers noted that the faculty complement has a diverse expertise, but factors such as high teaching load, high service load, and scheduling of overlapping sabbaticals led to challenges offering graduate courses at optimal times to ensure student success and timely degree completion. These factors also influence the number of students that faculty can mentor. . Further, the reviewers noted that there is no model in place to recognize graduate student supervision from a workload perspective; such a model may help to increase the capacity of the program.

**Unit's Response:** Mechanisms for increasing faculty capacity to supervise graduate students in the MSc Kin program will be discussed with the faculty, Director SPHE, Associate Dean GS, and AVP-RIGS. Discussions around a balance of teaching and supervision, availability of graduate funding on a two-year cycle (i.e., expected duration of the degree), and support for laboratory consumables and infrastructure directly related to graduate research can occur at an annual faculty retreat and on a continuous basis. While a workload model recognizing graduate student supervision is outside the scope of the Academic Unit (i.e. resides within the Collective Agreement), we agree that such a model has the potential to increase supervisory capacity.

**Dean's Response:** As requested by OGSR, it will support planning and recruitment for the unit to identify on an annual basis the capacity for new student supervisions (e.g. how many faculty are able to accept a new student as Supervisor/Co-Supervisor) amongst the number of faculty with status/membership in the program.

**Provost's Response:** Graduate supervision is a workload issue and must be governed by the Collective Agreement. Recommendations can be made but only the Dean can make workload decisions, as governed by the CA.

## D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Develop plan to offer option of quantitative and qualitative data analyses courses.	MSc Kin Coordinator, Director SPHE, Assoc Dean GS, Dean E&PS, Dean A&S	March 2026

Develop a plan to formalize Indigenous research methodologies (e.g. relationality, holism, and community accountability), and ethical engagement with Indigenous communities (e.g. OCAP principles).	MSc Kin Coordinator, Director SPHE, and consultation with community, NUICE, Director OII.	May 2026
Explore co-sitting of 4000-level and 5000-level electives; Explore OVGs for electives that can not be offered by the academic unit	MSc Kin Coordinator, Director SPHE, Assoc Dean GS, Dean E&PS	May 2026
Explore models of funding distribution	MSc Kin program, MSc Kin Coordinator, Director SPHE, AVP-RIGS	May 2026
Faculty Hire in Indigenous Health	MSc Kin program, MSc Kin Coordinator, Director SPHE, Dean E&PS	June 2026
Update Program and Course Learning Outcomes	MSc Kin Coordinator, Director SPHE, working with Centre for Teaching and Learning and Manager Quality Assurance	December 2026
Initiate MSc Kin Program Retreats	MSc Kin Coordinator, Director SPHE, Dean E&PS	June 2026
Create and Conduct Annual Student Surveys	MSc Kin Coordinator, Director SPHE, Alumni and Marketing	June 2027

#### E. CONFIDENTIAL COMMENTS

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

# TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW MONITORING REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Bachelor of Arts – Child and Family Studies	January 19, 2023	December 8, 2023

## PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
Urgent Curriculum Review, stemming from Recommendation 5 with implications to Recommendation 5,6,7,8,10, and 11	80%	CHFS Program Coordinator, Chair, and Dean	<p>In Progress.</p> <p>Proposed Curriculum changes were submitted Mar 2024 under one process framework where the direct message from the Dean was that a Major Modification LOI was not required. After several months, we were informed that an LOI was required. Once we were ready to submit the LOI, the new Program Mapping requirement was introduced, leading to further delays.</p> <p>The CHFS Program Coordinator and sole faculty member has been on approved sabbatical leave from July 1, 2024, to present. Despite this, work on mapping the program has been continued by the CHFS Program Coordinator in consultation with the Chair and Centre for Teaching and Learning staff. We expect to submit the LOI with accompanying curriculum maps once the sabbatical leave has concluded.</p>
Indigenous Commitments in CHFS stemming from Recommendation 3, with implications for Recommendations 1 and 5	80%	CHFS Program Coordinator, Chair, and Dean	<p>In Progress.</p> <p>While somewhat delayed, curriculum development has continued to be completed by the CHFS Program Coordinator during 2024-25, with key Indigenous content added/taught in the program, via modification of existing courses and addition of new courses, e.g., Children and Families: Risk, Resiliency, and Wellbeing (Bio-</p>

psycho-social-spiritual models of care with core content including and expanding the Wiidooktaadyang micro-credential). These are currently required for all students and are part of our core programming.

In addition, several INDG courses have been proposed and will be included in our new Program Mapping. For example *INDG 2406 (Indigenous Families – Colonial Impacts & Contemporary Resources)*, *INDG 3106 (Indigenous Health & Wellness)* and electives like *INDG 2007 (Land as Home & Indigenous Well-Being)* will be included in the updated program maps.

Beyond this, TT interviews for a shared position with a focus on Indigenous, Child, and Youth Mental Health (shared with PSYC) are in progress, to be finalized May, 2025. Pending a successful search outcome, the successful candidate will help fulfill these IQAP recommendations.

## SUMMARY OF PROGRESS TO DATE

While the two recommendations noted above were specifically identified for this 2-year follow-up report, they have implications for all 11 recommendations (CHFS IQAP 2022 Implementation report). As outlined below, a great deal of progress has been made at the operational level for many of the recommendations. In many cases, these items are not mutually exclusive, and all support the core values and the foundation of the program.

- Program maps will be finalized in a meeting with Dean in May, 2025 and will be routed through the senate approval process 2025-26 (*Curriculum Review, and Recommendation 5*) – *this was a newly implemented process this year, not required in our previous submission*
- Curriculum revision and concentrations submitted under the previous academic review process(es) are currently being finalized for resubmission under the new curriculum review and approval process(es). In keeping with final program mapping, these will be submitted to ARCC once the preliminary approvals have been obtained. In direct response to reviewers, the groupings of elective courses based on categories of human development and learning and child and family wellbeing and social justice that formed the core of the original program are being discontinued (*Curriculum Review, and Recommendation 5*)
- Curriculum revisions to methodology courses to include Indigenous methodologies and ways of knowing has been completed (*Indigenous Commitments; Recommendation 3*)
- New curriculum with enhanced Indigenous perspectives have been offered over the past two years as topics courses - Children and Families: Risk, Resiliency, and Wellbeing (Bio-psycho-social-spiritual models of care with core content including and expanding the Wiidooktaadyang micro-credential); (*Indigenous Commitments; Recommendation 3*)
- Wiidooktaadyang material and micro-credential options embedded into current Placement courses, including 4205 and 4305 for graduating students (*Indigenous Commitments; Recommendation 3*)

- TT interviews for a shared position with a focus on Indigenous Child and Youth Mental Health (shared with PSYC) are in progress, to be finalized May, 2025. Start date 07.01.2025, pending successful search outcome. Will contribute to development of core curriculum related Indigenous Child and Youth Mental Health and teaching of existing curriculum (*Indigenous Commitments; Recommendation 3*)
- Exploration of expanding experiential learning opportunities for students, notably in the context of internships, co-op placements, and unpaid placements in the community sector has continued. This work has been supported by CHFS Program Coordinator – active member of the EL/WIL Committee 2024-25, and with continued responsibility for coordination of student practicum placements and agency partnerships during this time frame. This is also in keeping with the NU Strategic Plan (*Recommendation 6*)
- Further work was undertaken for CHFS certificates to become available to non-program students. Two updated certificates in Early Intervention and Applied Behaviour Sciences are now available to non-majors. We will continue to improve access to community-based learners (as per recommendation 7) as we move this work forward and secure program capacity. This is also in keeping with our NU Strategic Plan. Related, the CHFS Program Coordinator and Chair recently worked with the Office of Advancement to finalize the criteria for a new student award in this area (*The Mirjana Alimpic Award*). This award was generously established in memory of Mirjana Alimpic, graduate bookkeeper, and lifelong child development program supporter, dedicated to fostering growth of young individuals with focus on literacy and independence. Selected by CHFS Faculty in collaboration with the Nipissing Awards Office, this award will recognize a full time Nipissing student enrolled in the Child and Family Studies program who is completing the Early Intervention Certificate. (*Recommendation 7*)
- As per the reviewers’ direct recommendation, we will continue to explore ways to develop CHFS as a “more obvious and desirable pathway for careers beyond the education sector, such that a greater percentage of enrolled students aim for social and community service careers rather than education and teaching careers. This is particularly relevant given the dire human resource shortages in health and community service fields in the near North”. We have made partial progress towards this recommendation, with secured agreements that support transfer graduates from a wide range of Ontario college programs that support social and community service career options beyond the education sector. Current pathways do include Early Childhood Education and Educational Assistant, but also Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker, and Developmental Services Worker diploma programs (with a cumulative average of 70% or better), to enter directly into the BA Honours Specialization or Specialization in Child & Family Studies, with up to 45 credits awarded. Additional transfer credit is available for students who have completed post-graduate certificates such as Autism & Behavioural Science or Children’s Mental Health programs, receiving an additional 15 credits. Similarly, graduates of two-year Behavioural Science diplomas are eligible for 45 transfer credits, while graduates of three-year advanced Behavioural Science diplomas are eligible for up to 60 transfer credits. These pathways reflect our strong and long-standing focus on recognizing prior learning and supporting flexible, accessible degree completion options for a diverse range of students. This will come into focus more clearly with the finalization of our curriculum review/and program Map, as well as with the hiring of a new shared position with a focus on Indigenous Child and Youth Mental Health which would directly contribute to strengthening our presence across these sectors and Indigenous children/youth/families in particular (*Recommendations 3 & 8*).

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

- Move above-noted curriculum changes through the senate approval process in a timely manner. Continue to explore and tackle the remaining recommendations of the IQAP as appropriate and as summarized below.

#### CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

With the overarching objectives completed in 2025-26, we plan to tackle the remaining recommendations from the CHFS 2022 IQAP as applicable/follows:

Recommendations:

<p>1. The priority for this program is the hiring of additional tenure-stream faculty members. We strongly urge the University to follow through with the planned replacement hire in 2023/2024, and to consider at least one but ideally two additional tenure stream positions over the next two years.</p>	<p>In-Progress: As per above-noted, we are in the final stages for a position focused on Indigenous Child and Youth Mental Health shared with PSYC.</p>
<p>2. We urge the university to make available dedicated administrative support for this program. It is highly unusual for a program of this size to operate without any dedicated administrative support.</p>	<p>In-Progress: We understand from the Dean that a formal request has been made for administrative support around placements.</p>
<p>3. We strongly recommend strengthening the program’s Indigenous-focused curriculum, including embedding this focus within the program learning outcomes, either by introducing a required course or by significantly increasing Indigenous-focused content, including Indigenous knowledges, across all courses in the curriculum, and notably in the research-related courses and those courses heavily influenced by psychology, since these fields often are centered on Western ways of knowing and white lived experiences.</p>	<p>In-Progress: As per above-noted with new courses, modification to existing courses, and TT recruitment with a focus on Indigenous Mental Health</p>
<p>4. We recommend strongly that there be further exploration of program delivery methods, including virtual and online delivery of courses, hybrid and blended learning opportunities, and intensive courses.</p>	<p>We have been consistently offering online and hybrid options to enhance our EDI and Accessibility efforts for students. Accessibility is a core value of the program with demonstrable benefit for current students and attracting prospective students, with efforts underway since the previous IQAP. While we have less hybrid options for students 2025-26 until the finalization of our program mapping, CHFS is still highly accessible to non-traditional learners, particularly through the establishment of articulated transfer pathways for college graduates.</p>
<p>5. We recommend that the grouping of elective courses based on categories of human development and learning and child and family wellbeing and social justice be discontinued, as these categorizations are out of step with current academic and professional practices.</p>	<p>In-Progress, subsumed under the Curriculum Review and new Program Mapping action items currently being finalized</p>
<p>6. We strongly recommend exploration of expanding experiential learning opportunities for students, notably in the context of internships, co-op placements, and unpaid placements in the community sector.</p>	<p>In Progress:  And in keeping with NU Strategic Plan.  CHFS Program Coordinator active member of the EL/WIL Committee 2024-25, and with continued responsibility for coordination of student practicum placements and agency partnerships.</p>
<p>7. We recommend that further consideration be given to the certificates offered as part of the program becoming available to non-program students and to community-based learners as part of a continuing education scheme.</p>	<p>In Progress:  Two updated certificates in Early Intervention and Applied Behaviour Sciences are now available to non-program - all NU - students.  We will improve access to community-based learners as we continue to move this work forward.</p>
<p>8. We recommend that consideration be given to further development of this program with a view of</p>	<p>In Progress:</p>

<p>becoming a more obvious and desirable pathway for careers beyond the education sector, such that a greater percentage of enrolled students aim for social and community service careers rather than education and teaching careers. This is particularly relevant given the dire human resource shortages in health and community service fields in the near North.</p>	<p>We have made partial progress towards this recommendation, with secured agreements that support transfer graduates from a wide range of Ontario college programs that support social and community service career options beyond the education sector. Current pathways do include Early Childhood Education and Educational Assistant, but also Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker, and Developmental Services Worker diploma programs (with a cumulative average of 70% or better), to enter directly into the BA Honours Specialization or Specialization in Child &amp; Family Studies, with up to 45 credits awarded. Additional transfer credit is available for students who have completed post-graduate certificates such as Autism &amp; Behavioural Science or Children’s Mental Health programs, receiving an additional 15 credits. Similarly, graduates of two-year Behavioural Science diplomas are eligible for 45 transfer credits, while graduates of three-year advanced Behavioural Science diplomas are eligible for up to 60 transfer credits.</p> <p>These pathways reflect our strong and long-standing focus on recognizing prior learning and supporting flexible, accessible degree completion options for a diverse range of students.</p> <p>This recommendation/goal for the program will continue to be developed and come into focus more clearly with the finalization of our curriculum review/and program Map and with the hiring of a new shared position with a focus on Indigenous Child and Youth Mental Health to strengthen our presence across these sectors.</p>
<p>9. We recommend that consideration be given to developing a research facilitation plan for the faculty members, in collaboration with the community professionals involved as instructors, to expand their impact through locally and regionally relevant knowledge generation.</p>	<p>Admin/University level commitment, capacity, and support is necessary. The program has come through a <i>dry</i> decade of limited to no support despite increasing/high student numbers, however we are optimistic that this might be remedied in the near future with the implementation of the new process for UG program review, which identifies a number of indicators focused on admin/university support requirements for research.</p>
<p>10. We recommend that the timelines for banking and deleting courses be accelerated considerably. Specifically, we do not recommend that the time between a course ceasing to be offered and then appearing on a banked courses list be five years, nor that it take five years on the banked courses list for a course to be deleted. This process could be significantly accelerated, and this would provide for greater clarity of the curriculum and its course offerings.</p>	<p>This may not be relevant with completion of the curriculum review/program map and streamlining of courses</p>
<p>11. This program could be enriched by the inclusion of international students, so long as there are support systems in place for international students to live well in the community and be academically successful.</p>	<p>CHFS curriculum and CHFS has played a central role in the development of the International Post Bacc Diploma in Health &amp; Social Impact</p>

## Dean's Response

Progress has been made on the recommendations identified in the review; however, implementation has been slower than anticipated due to a faculty member's sabbatical followed by a subsequent leave. With the recent cross-appointed hire, I am optimistic that work on these recommendations will resume. At the same time, I am mindful of balancing this individual's workload given the demands of starting a new position and establishing a research agenda.



Dr. Nathan Colborne  
Dean of Arts & Science

# TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW MONITORING REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Computer Science (BA, BSc)	November 17, 2022	July 14, 2023

## PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
Remove prescribed list of science courses and allow BSc CompSci students to choose a workable major or minor from other science degree programs.	0%	Chair and Faculty with recommendation to Dean and Curriculum Approval Process	To the best of my knowledge, this recommendation was not a part of reviewers' report and was not discussed at any of the Department meetings. If the Department finds it being worth consideration, this suggestion could be considered within the ongoing redesign of the Computer Science program
Post-Baccalaureate Diploma in Artificial Intelligence and Machine Learning recommended to ACC, Senate, and then recruited for Jan 2024 or Sept 2024.	100%	After approval, Dean communicates to Registrar's Office	
Approval for additional college pathways	0%	Recommended to Senate	Recommended in consultant report referenced above; will be integrated into program redesign; expected completion: 2026
Curriculum Review focused on student progression and retention: Provost suggested "Potential changes to be considered include	20%	Department members	The Computer Science program is currently in its initial stage of redesign. To this end, a consultant was hired. The consultant interviewed faculty, students,

creating an Introduction to Computer Science II course, adding a second Data Structures course, and adding either COSC-1901 or 1902 to the Computer Science 1st year requirements to help students transition from 1st year to 2nd year.”

and other stakeholders. The report was received and will be discussed shortly. DATA 1007 Programming for Data Science has been created and recently approved by Senate. DATA 2006 Data Interaction and Visualization was created and send to curriculum committee for approval. Expected completion: 2026

Industrial Research Chair position creation in Artificial Intelligence and Machine Learning	0%	Dean	Precise focus of position should harmonize with Computer Science and Data Science redesigns currently underway; Expected completion: 2026
Network with local IT industries to ensure opportunities for co-op and collaboration with COSC program	10%	Dean and co-op coordinator A/S office	A meeting was held with the City of North Bay representatives to discuss potential placement/co-op opportunities for Computer Science students; it is expected that first placements may occur as early as Summer 2025

**SUMMARY OF PROGRESS TO DATE**

The Computer Science program is in the initial phase of the redesign process. Consultant’s report was received and will be discussed shortly. Two new DATA courses have been created. These courses will be available to Computer Science students. A potential placement/co-op was discussed with the City of North Bay representatives

**LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW**

- Discuss the Consultants’ report with the Dean and the members of the Department of Computer Science, Mathematics, and Physics
- Decide which recommendations should be implemented
- Implement the recommendations
- Introduce placement/co-op for Computer Science students (in particular, with the City of North Bay); if needed, make respective changes to the description of the COSC research and practicum courses
- Increase visibility of the program in the media (in particular, Nipissing University website and Nipissing University News)

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

Additional steps can be added after the Consultant report is discussed and the redesign of the program progresses to further stages.



## SUMMARY OF PROGRESS TO DATE

Nothing to report

## LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

In the present financial circumstances it is unlikely that the GESJ program will exist in its current form in the next 5 years.

## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

Much will depend on administrative decisions and the openness of cognate programs to consider widening their programming to include the teaching specialties of faculty in Gender Equality and Social Justice.

# TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW MONITORING REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Religions and Cultures	September 27, 2022	July 14, 2023

## PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
Explore college pathways and micro credential development outside of program offerings	n/a	Unit and Dean	There are no obvious college pathways for this program. Susan Srigley has pursued the possibility of a death studies micro credential /online course but without institutional support this has remained unachievable. As it currently stands, the RLCT program is likely to be absorbed into the existing Sociology degree over the next twelve months.
Consider combining programming with GESJ	75%	Unit and Dean	RLCT is part of a much broader conversation about the future of small programs in Arts & Science at Nipissing. At this stage, it seems likely that over the next twelve months RLCT, GESJ, and Anthropology will be absorbed into Sociology and that that program that will be revamped in light of the additional faculty resources and specialties.

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**SUMMARY OF PROGRESS TO DATE**

RLCT is aware of declining enrolment and loss of majors and has taken steps to be responsive to this in the interim as we consider the long-term future of the program and its potential for amalgamation. On June 14, 2024 Nipissing Senate approved the removal of the Specialization and Honours Specialization in Religions and Cultures, reducing the number of degree options in RLCT to a double major, major and a minor.

Department members Sal Renshaw and Susan Srigley met with the Dean in March 2025 to discuss the possibility of merging with cognate programs.

**LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW**

Since the review the RLCT department has lost one full-time faculty member to administration, thus significantly reducing its teaching capacity. Financial constraints of the university continue to put pressure on our ability to compensate for this loss with contract faculty.

As it stands, we only have 2.5 full-time faculty members, and it is unlikely that there will be any further commitment of faculty resources to warrant another review.

**CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS**

Much will depend on administrative decisions and the openness of cognate programs to consider widening their programming to include the teaching specialties of faculty in Religions and Cultures.

# TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW MONITORING REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Social Welfare and Social Development	October 6, 2023	May 10, 2024

## PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
Understand and eliminate barriers to successful degree completion	20%	SWLF Faculty, Registrar	The biggest barrier to successful degree completion is that the program lost two FT positions: one tenured and one LTA. The two existing FT Faculty cannot offer enough courses to satisfy students' needs to complete their degrees. SWLF program did apply in 2024 for a tenure-track position to be cross-appointed between SWLF and CHFS. The application was not successful. There is no chance to eliminate this barrier given the recent budget constraints. We have relied on PT instructors to teach some courses. Now that one faculty is going on half sabbatical in early 2026, we will have to look for PT instructors to teach many more courses. It is important to continue the SWLF program at least for the growth of CHFS and Social Work (SW). For example, out of 66 students in the SWLF1006 this year, 41 of them are in SW. SW students are also scattered in other SWLF courses. Also, in SWLF2006 and SWLF2007 this year, close to one third of the classes are students majoring in CHFS. One strategy that is to strengthen collaboration with CHFS to maximize opportunities for students to take double majors between SWLF and CHFS. Given that 11 courses are cross-listed with CHFS, to increase the number of SWLF majors, one consideration

			is to expand the number of CHFS courses as required courses for SWLF majors.
Marketing	40%	SWLF, Dean, Marketing, Recruitment	SWLF faculty have participated in marketing events such as open house and meeting with high school students during their campus tours. SWLF faculty, Dr. Manuel Litelian, who teaches SWLF2995 on community service-learning, among other courses, has expanded the existing course of the program by leading two experiential learning study tours to Norway together with Dr. Natalya Brown. Both trips were well attended by students from across programs at NU. These trips add further marketing points for the program's strengths in experiential learning. The SWLF program therefore needs the Dean and the Registrar to support a plan to build double major in SWLF and CHFS as discussed above.
Hybrid Delivery consideration	80%	SWLF, Director of Teaching and Learning	The hybrid delivery is successful as it offers an opportunity for mature students to continue learning while taking care young children and working full or part-time. SWLF tends to have more mature students who have had years of experience with working in community services than other programs do. This delivery mode fits them. It also fits with students who fall sick and can still attend classes.

**SUMMARY OF PROGRESS TO DATE**

The SWLF program made changes to align curriculum more closely with the strategic plan by incorporating four INDS courses into the list of required courses for SWLF students. The program also withdrew from the cluster of Political Science, Philosophy and Economics and joined forces with CHFS, PSYCH, and SOCI in 2024. Since SWLF became part of Arts and Science Faculty in 2018, this is the first opportunity for it to come closer to its long-time collaborative program, CHFS, in program development. These two programs still have potential to strengthen the programs together by designing a double major pathway.

**LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW**

1. Review the curricula of the two programs, SWLF and CHFS, to create a pathway for students to have opportunities to take double majors between SWLF and CHFS to boost SWLF's number of majors.
2. This process will require the redesigning of courses and having the redesigned courses approved through ACC.
3. Once approved through the Senate, faculty members will prepare to deliver these redesigned courses to create a satisfactory outcome of increasing number of majors in SWLF and CHFS.

## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

Please add concluding summary regarding next steps, etc.

SWLF is one of the programs that is directly responsive to NU's strategic commitment to under-resourced and under-served communities in northern Ontario. After leaving the cluster of Political Science, Philosophy and Economics last year, SWLF has gained an opportunity to strengthen collaboration with its closely related program, CHFS. By joining forces with CHFS, PSYC and SOCI, SWLF plans to better address their strategic mandates and grow to become a sustainable program. Further work is needed to explore the creation of pathways for students to acquire double major between SWLF and CHFS or other similar integrated programming. To build on the 11 SWLF courses cross-listed with CHFS, more CHFS courses are to be cross-listed in SWLF to support this initiative. With this pathway, SWLF can grow together with CHFS in gaining higher enrollment and heightening its ability to serve local communities. There could be a similar pathway to be instigated between SWLF and SOCI, beginning with adding cross-listed required courses.

### **Dean's Response**

The Dean of Arts & Science commented on and made recommendations for a draft of this monitoring report. No revised version of the report was submitted so the comments will be summarized here.

The unit does not provide evidence that an inadequate number of courses is the cause of low retention and completion rates. The Dean's Office works closely with the Registrar to ensure that students have courses that will allow them to complete their degree. Without a completed curriculum map, it is difficult to see if there are bottlenecks. Moreover, the small enrollment numbers make retention metrics highly sensitive to individual student decisions, making it difficult to determine if these are structural issues. More investigation into the barriers to completion is required to respond to this recommendation. The Annual Program Reviews and the completion of a curriculum map are important steps to complete.

There are several references to the development of a double major in SWLF and CHFS. There is nothing that prevents a student from taking a double major in SWLF and CHFS. The pathway already exists but does not appear to be attractive to students. Cross-listing SWLF courses in CHFS may increase enrolments in SWLF courses and increase capacity in CHFS but it is unlikely to increase the number of students majoring in SWLF as students may not 'double-count' credits in both programs.

## PROGRAM SUSPENSION OF ADMISSIONS/ENROLLMENT

Program: Art History and Visual Culture Stream of BA (Fine Arts)

Form completed by: Nathan Colborne, Dean of Arts & Science

Recommendation: The Dean of Arts & Science recommends to the Suspension of Admissions/Enrollment Standing Committee the suspension of admissions/enrollment to the Major Art History and Visual Studies (AHVS) stream in the BA (Fine Arts).

Rationale:

The Major and Minor Art History and Visual Studies (AHVS) stream in the BA (Fine Arts) was established at the Feb 12, 2010 Senate at the same time the program requirements for the stream in Studio Arts was created. Both streams of the Major require six introductory credits of Art History and the six 2000 level credits in AHVS. The dedicated AHVS stream differs from the stream in Studio Arts in the following ways:

- The AHVS stream requires eighteen (18) additional credits of upper-level Art History and Visual Studies, six (6) credits of which may be cross-listed courses
- FAVA 3006 Renaissance(s): Art and the Global Encounter is required in the AHVS stream (also required in the BFA (Honours) and the Specialization in Fine Arts (BA))
- Either FAVA 3346 Contemporary Art or FAVA 3356 Curation and Museology is required (also required in the BFA (Honours) and the Specialization in Fine Arts (BA))

In total, maintaining the AHVS stream requires the regular offering of at least twelve (12) credits of upper-level AHVS courses in addition to the twelve (12) credits we regularly offer for the other FAVA degrees. Furthermore, courses cross-listed with AHVS are not reliably offered. Thus, the actual number of upper-level AHVS courses that must be regularly offered to support the AHVS stream is eighteen (18) credits.

An LTA in Art History offered courses supporting the stream as well as the BFA and BA (Fine Arts) since its establishment. The appointment was discontinued in 2024 and the courses have been taught with CASBU contracts subsequently.

Since the date of its establishment in 2010, one student has received a BA (Fine Arts) in the AHVS stream as part of a three-year, second degree. One other student double-majored in the AHVS stream and the Studio Arts stream. Three other students have been enrolled at some point in their academic career in the AHVS stream. One is currently a student in the BFA. One has changed their major to Gender Equality & Social Justice. One graduated with an Anthropology degree and an AHVS minor.

Currently, one active student is enrolled in the stream. The administrative burden of offering a significant number of AHVS courses to serve a single student is unjustifiable.

Student losses from the suspension of this program are not anticipated. It serves few students and students with an interest in Art History will likely be able to satisfy their interest through the courses still on offer.

For these reasons, the suspension of enrolment into the AHVS stream of the Major in Fine Arts (BA) is justified.

Should enrolments in AHVS be suspended, the Registrar's Office will identify students currently in the program and assist them in meeting their graduation requirements.

#### Unit Response:

We agree that the number of students majoring in the BA Fine Arts Major (art history and visual studies stream) has been low historically. We also understand the importance of this metric in determining the future viability of a program, although we believe it should not be the only factor considered when making such decisions.

As noted by the Dean, the suspension of admissions has resulted in fewer AHVS courses being offered annually. Prior to the suspension, we typically offered six (6) AHVS courses per year, and through the cycling of those courses we were able to deliver the program. Following the suspension, we now offer four (4) AHVS courses annually. Our BFA (Honours) program still requires six (6) AHVS courses - two each from the 1000, 2000, and 3000 levels, which we deliver through the continued cycling of courses. AHVS has become precarious and difficult to staff as we now rely on CASBU faculty to deliver these offerings.

Our art history offerings not only serve the BA Fine Arts (AHVS stream) but also provide a significant amount of the historical and theoretical content of our 'studio-based' programs, specifically the BA Fine Arts Major (studio-arts stream), the BA Specialization in Fine Arts, and the BFA (Honours). While most of our Fine Arts Majors attend Nipissing for our BFA (Honours) program, a significant number of our BFA graduates have chosen to pursue graduate studies in Art History. The loss of the full-time Art Historian (LTA) in 2024 and resulting reduction of AHVS courses will undoubtedly result in fewer Fine Arts graduates pursuing graduate level study.

We note that our ability to attract and retain students in the AHVS stream has been hindered by the precarity of Art History faculty members over the years. Both our 2019 IQAP review and 2009 UPRAC review recommended hiring a tenure-track Art Historian. These position requests have been repeatedly denied.

#### Unit Recommendation:

The unit accepts the suspension of enrolment in the AHVS stream BA Major based on low enrolment. We decline to make a recommendation on the grounds that the decision has effectively already been made. We acknowledge the outcome and consequences of these decisions and are focused on doing the best we can with our remaining Fine Arts programs and resources.

Report of Suspension of Admission/Enrollment Standing Committee of the Arts & Science  
Faculty Council

Report: June 5, 2025

After a careful review of recent enrollment data, faculty supports, and direct feedback from FASBU and CASBU colleagues in FAVA, the Suspension of Admissions/Enrollment Standing Committee recommends that the Dean of Arts & Science suspend admissions/enrollments to the Major Art History and Visual Studies (AHVS) stream in the BA (Fine Arts). This recommendation is not meant to undermine the importance of art history to the BFA degree, or the department's efforts to secure a full-time art historian.

Rationale:

1. The AHVS has always been under-enrolled.
2. Staffing the course requirements of the AHVS is too costly given enrollments.
3. Suspending enrollment in the AHVS does not preclude FAVA from offering Art History courses to support BFA majors and minors.

Respectfully submitted,

Darren Campbell

Nathan Kozuskanich

Laurie Kruk

Tzvetalin Vassilev

Dean's Response to Report of Suspension of Admission/Enrollment Standing Committee of the  
Arts & Science Faculty Council

I accept the recommendation of the Standing Committee and will present my concurring recommendation to the Provost. I wish to thank the Committee for its service, the faculty members associated with the program, including former members and part-time faculty, for their feedback and comments, and Institutional Planning and the Registrar's Office for the support they provided in developing the rationale for this suspension. I provide an account of the process followed thus far below.

At the A&S Faculty Council of January 31<sup>st</sup>, 2025, in accordance with the terms of reference passed at the Faculty Council of October 4<sup>th</sup>, 2024, the Suspension of Admission/Enrollment Standing Committee was populated in response to the Dean's announcement that he had prepared a recommendation to suspend enrollment to the Art History and Visual Studies stream of the BA (Fine Arts) program.

At the first meeting of the committee on March 17<sup>th</sup>, 2025, a rationale for the suspension and supporting data (attached) was provided to the committee. After revision, the rationale and supporting documents were distributed to faculty members of the program for response. A response (attached) was received on April 7<sup>th</sup>, 2025. An email request was sent by the Dean's Office to all current and former instructors in the program for feedback to the proposed recommendation. The committee was convened on June 3<sup>rd</sup>, 2025, to meet personally with the tenured members of FAVA to discuss the recommendation, the unit response, and instructor feedback. The committee's report was the result of a thorough review of all submissions.

I present the following response to the rationale proposed by the committee:

1. The under-enrollment of the AHVS stream of the BA (Fine Arts) has been thoroughly established by the rationale and accompanying documentation originally submitted to the committee. No conflicting documentation was submitted by the unit.
2. Supporting the AHVS stream of the BA (Fine Arts) requires the consistent offering of several courses in Art History over and above those required by the BFA. Offering these courses for very few students is not justifiable.
3. The unit expressed concern that the elimination of the AHVS stream indicated a lack of commitment on the part of the administration to the role of Art History in Fine Arts in general and in the BFA specifically. While the AHVS stream may be under-enrolled and unsustainable, the lack of an Art Historian among the faculty members supporting Fine Arts endangers all of the degree programs in FAVA. I want to take this opportunity as the Dean of Arts & Science to express my continued support for the BFA and the BA (Fine Arts) and for the continued essential role of required courses in Art History in the composition of these degrees. I acknowledge the centrality of an understanding of Art History in the education of those in the Fine Arts programs, I commit to supporting the Art History courses embedded in the remaining Fine Arts degrees, and I commit to advocating for an Art Historian to support the program. The current BFA has healthy enrollments, but the growth of the program is contingent on investment in infrastructure and personnel. The support of Art History as an essential element of Fine Arts must be central to any plan to expand, or even to maintain, the program.

While enrollments in the AHVS stream of the BA (Fine Arts) are inadequate to sustain its offering, it is quite possible that an alternative stream within the program, supported by infrastructure and personnel investment, could have potential for significant growth. A two-year suspension in admission to the stream provides the opportunity to explore thoroughly such a possibility and, if desirable, design and launch such a program. The Dean will explore these options and entertain proposals from current faculty members in this regard.

The Dean's Response and all supporting materials will be distributed to the committee, the unit, Faculty Council, and the Provost.

Title (c)	Sec Term	X Sec All Faculty Names	Sec Locatic	Sec Instr M	Sec Curren	Sec Min Cred	Sec Capacity	Sec Active Student Count
FAVA-1206: Art History I	17FW	Weichel, Eric	NBAY	LEC	A	3	100	18
FAVA-1206: Art History I	23FW	Weichel, Eric	NBAY	LEC	A	3	50	29
FAVA-1206: Art History I	12FW	Johnston, Christine	NBAY	LEC	A	3	60	28
FAVA-1206: Art History I	24FW	Allen, Jean	NBAY	LEC	A	3	50	39
FAVA-1206: Art History I	21FW	Weichel, Eric	NBAY	LEC	A	3	33	13
FAVA-1206: Art History I	18FW	Weichel, Eric	NBAY	LEC	A	3	100	25
FAVA-1206: Art History I	15FW	Weichel, Eric	NBAY	LEC	A	3	90	34
FAVA-1206: Art History I	13FW	Allen, Jean	NBAY	LEC	A	3	50	20
FAVA-1206: Art History I	22FW	Weichel, Eric	NBAY	LEC	A	3	50	26
FAVA-1206: Art History I	19FW	Weichel, Eric	NBAY	LEC	A	3	50	17
FAVA-1206: Art History I	16FW	Weichel, Eric	NBAY	LEC	A	3	100	20
FAVA-1206: Art History I	11FW	Johnston, Christine	NBAY	LEC	A	3	60	41
FAVA-1206: Art History I	14FW	Allen, Jean	NBAY	LEC	A	3	80	20
FAVA-1206: Art History I	20FW	Weichel, Eric	DIST	WEB	A	3	50	12
FAVA-1206: Art History I	21FW	Weichel, Eric	HYBRD	LEC	A	3	50	3
FAVA-1207: Art History II	17FW	Weichel, Eric	NBAY	LEC	A	3	100	18
FAVA-1207: Art History II	23FW	Weichel, Eric	NBAY	LEC	A	3	50	16
FAVA-1207: Art History II	20FW	Weichel, Eric	NBAY	LEC	A	3	50	3
FAVA-1207: Art History II	12FW	Cahill, Susan	NBAY	LEC	A	3	60	23
FAVA-1207: Art History II	24FW	Allen, Jean	NBAY	LEC	A	3	50	46
FAVA-1207: Art History II	18FW	McDonald, Robin	NBAY	LEC	A	3	100	23
FAVA-1207: Art History II	15FW	Weichel, Eric	NBAY	LEC	A	3	90	23
FAVA-1207: Art History II	13FW	Cahill, Susan	NBAY	LEC	A	3	50	18
FAVA-1207: Art History II	19FW	McDonald, Robin	NBAY	LEC	A	3	50	20
FAVA-1207: Art History II	16FW	Weichel, Eric	NBAY	LEC	A	3	100	22
FAVA-1207: Art History II	11FW	Allen, Jean	NBAY	LEC	A	3	60	23
FAVA-1207: Art History II	14FW	Allen, Jean	NBAY	LEC	A	3	50	17
FAVA-1207: Art History II	21FW	Weichel, Eric	DIST	LEC	A	3	50	20
FAVA-1207: Art History II	21FW		DIST	OPT	A	3	50	20
FAVA-1207: Art History II	22FW	Weichel, Eric	DIST	WEB	A	3	50	24
FAVA-1207: Art History II	20FW	Weichel, Eric	DIST	WEB	A	3	50	5
FAVA-2236: Art Against the Academy	12FW	Allen, Jean	NBAY	LEC	A	3	50	9
FAVA-2236: Art Against the Academy	13FW	Allen, Jean	NBAY	LEC	A	3	50	11
FAVA-2236: Art Against the Academy	16FW	Saunders, Heather	NBAY	LEC	A	3	50	13
FAVA-2236: Art Against the Academy	11FW	Allen, Jean	NBAY	LEC	A	3	50	14
FAVA-2236: Art Against the Academy	14FW	Saunders, Heather	NBAY	LEC	A	3	40	10

FAVA-2236: Art Against the Academy	20FW	Weichel, Eric	DIST	WEB	A	3	50	15
FAVA-2237: Modern Art and Architecture	23FW	Weichel, Eric	NBAY	LEC	A	3	50	12
FAVA-2237: Modern Art and Architecture	18FW	McDonald, Robin	NBAY	LEC	A	3	50	14
FAVA-2237: Modern Art and Architecture	15FW	Saunders, Heather	NBAY	LEC	A	3	90	14
FAVA-2237: Modern Art and Architecture	12FW	Allen, Jean	NBAY	LEC	A	3	50	10
FAVA-2237: Modern Art and Architecture	13FW	Saunders, Heather	NBAY	LEC	A	3	50	8
FAVA-2237: Modern Art and Architecture	11FW	Allen, Jean	NBAY	LEC	A	3	50	12
FAVA-2237: Modern Art and Architecture	14FW	Saunders, Heather	NBAY	LEC	A	3	30	10
FAVA-2237: Modern Art and Architecture	20FW	McDonald, Robin	DIST	WEB	A	3	50	13
FAVA-2246: Art and Narrative	23FW	Weichel, Eric	NBAY	LEC	A	3	50	16
FAVA-2246: Art and Narrative	19FW	Weichel, Eric	NBAY	LEC	A	3	50	14
FAVA-2247: Art and Mythology	17FW	Anderson, Stephanie	NBAY	LEC	A	3	50	18
FAVA-2247: Art and Mythology	22FW	Weichel, Eric	NBAY	LEC	A	3	50	13
FAVA-2247: Art and Mythology	17SS	Weichel, Eric	DIST	WEB	A	3	60	28
FAVA-2247: Art and Mythology	18SS	Anderson, Stephanie	DIST	WEB	A	3	50	26
FAVA-2247: Art and Mythology	20SS	Weichel, Eric	DIST	WEB	A	3	50	30
FAVA-2266: Sex and Visual Art	24SS	Weichel, Eric	DIST	WEB	A	3	50	31
FAVA-2266: Sex and Visual Art	24SS	Laframboise, Beverly	DIST		A	3	50	31
FAVA-2266: Sex and Visual Art	24SS	Barker, Jane	DIST		A	3	50	31
FAVA-2266: Sex and Visual Art	24SS	Colborne, Nathan	DIST		A	3	50	31
FAVA-2266: Sex and Visual Art	21SS	Weichel, Eric	DIST	LEC	A	3	50	10
FAVA-2266: Sex and Visual Art	19SS	Anderson, Stephanie	DIST	WEB	A	3	50	23
FAVA-2266: Sex and Visual Art	16SS	Weichel, Eric	DIST	WEB	A	3	60	28
FAVA-2266: Sex and Visual Art	17SS	Weichel, Eric	DIST	WEB	A	3	50	32
FAVA-2266: Sex and Visual Art	18FW	Weichel, Eric	NBAY	LEC	A	3	50	20
FAVA-2266: Sex and Visual Art	16FW	Weichel, Eric	NBAY	LEC	A	3	50	12
FAVA-2287: Art in Canada	24FW	Allen, Jean	NBAY	LEC	A	3	50	25
FAVA-2287: Art in Canada	21FW	McDonald, Robin	DIST	LEC	A	3	50	12
FAVA-2287: Art in Canada	21FW		DIST	OPT	A	3	50	12
FAVA-2356: Art and Environment	21FW	Weichel, Eric	NBAY	LEC	A	3	50	3
FAVA-2356: Art and Environment	21FW	Weichel, Eric	HYBRD	LEC	A	3	50	3
FAVA-2507: Art Abroad	19SS	Ackerman, Andrew	NBAY	STUDI	A	3	12	12
FAVA-3006: Renaissance Art	17FW	Weichel, Eric	NBAY	LEC	A	3	30	17
FAVA-3006: Renaissance Art	23FW	Weichel, Eric	NBAY	LEC	A	3	50	13
FAVA-3006: Renaissance Art	18FW	Weichel, Eric	NBAY	LEC	A	3	30	11
FAVA-3006: Renaissance Art	22FW	Weichel, Eric	NBAY	LEC	A	3	50	7
FAVA-3006: Renaissance Art	19FW	Weichel, Eric	NBAY	LEC	A	3	50	18

FAVA-3006: Renaissance Art	21FW	Weichel, Eric	DIST	LEC	A	3	50	6
FAVA-3006: Renaissance Art	21FW		DIST	OPT	A	3	50	6
FAVA-3006: Renaissance Art	20FW	Weichel, Eric	DIST	WEB	A	3	50	11
FAVA-3346: Contemporary Art	24FW	Laframboise, Beverly	NBAY	LEC	A	3	50	18
FAVA-3346: Contemporary Art	15FW	Weichel, Eric	NBAY	LEC	A	3	50	13
FAVA-3346: Contemporary Art	16FW	Weichel, Eric	NBAY	LEC	A	3	50	8
FAVA-3356: Curation and Museology	23FW	Weichel, Eric	NBAY	SEM	A	3	50	7
FAVA-3356: Curation and Museology	22FW	Laframboise, Beverly	NBAY	LEC	A	3	20	17
FAVA-4067: AHVS Special Topics	15FW	Weichel, Eric	NBAY	LEC	A	3	20	14
FAVA-4067: AHVS Special Topics	17FW	Weichel, Eric	NBAY	LEC	A	3	20	5
FAVA-4067: AHVS Special Topics	18FW	Weichel, Eric	NBAY	LEC	A	3	20	14
FAVA-4067: AHVS Special Topics	19FW	Weichel, Eric	NBAY	LEC	A	3	50	12
FAVA-4067: AHVS Special Topics	16FW	Weichel, Eric	NBAY	LEC	A	3	30	13
FAVA-4067: AHVS Special Topics	21FW	Weichel, Eric	DIST	LEC	A	3	50	6
FAVA-4067: AHVS Special Topics	21FW		DIST	OPT	A	3	50	6
FAVA-4067: AHVS Special Topics	20FW	Weichel, Eric	DIST	WEB	A	3	50	13
FAVA-4116: Independent Study in Art Hist	23FW	Weichel, Eric	IND	IND	A	3	1	1
FAVA-4116: Independent Study in Art Hist	23FW	Weichel, Eric	IND	IND	A	3	1	1

<b>NOC Code</b>	<b>OASIS Code</b>	<b># of Job Postings</b>
52120 - Graphic designers and illustrators	52120.01A - Graphic designers	213
13100 - Administrative officers	13100.00B - Project Managers	150
11202 - Professional occupations in advertising, marketing and public relations	11202.00A - Professional occupations in marketing	129
41210 - College and other vocational instructors	41210.00A - College Instructors and Lecturers	115
22212 - Drafting technologists and technicians	22212.02A - Drafting technicians	105
53110 - Photographers	53110.00A - Photographers	94
21234 - Web developers and programmers	21234.00A - Web developers and programmers	88
64409 - Other customer and information services representatives	64409.00B - Customer service clerks in retail establishments	73
21232 - Software developers and programmers	21232.00B - Interactive media developers	73
11202 - Professional occupations in advertising, marketing and public relations	11202.00C - Professional occupations in digital marketing	71
21221 - Business systems specialists	21221.00A - Business system specialists	67
52121 - Interior designers and interior decorators	52121.00A - Interior designers and interior decorators	63
11202 - Professional occupations in advertising, marketing and public relations	11202.00B - Professional occupations in communications and public relations	62
64101 - Sales and account representatives - wholesale trade (non-technical)	64101.00A - General Sales and Account Representatives	61
21223 - Database analysts and data administrators	21223.01A - Database analysts	61
52110 - Film and video camera operators	52110.00A - Film and video camera operators	58
10022 - Advertising, marketing and public relations managers	10022.02A - Marketing manager	56
21222 - Information systems specialists	21222.00A - Information systems analysts	54
22211 - Industrial designers	22211.00A - Industrial designers	51
51120 - Producers, directors, choreographers and related occupations	51120.04A - Art directors	44
13110 - Administrative assistants	13110.00C - Project coordinators	44
52111 - Graphic arts technicians	52111.00A - Graphic arts technicians	37
21232 - Software developers and programmers	21232.00A - Software developers and programmers	37
90010 - Manufacturing managers	90010.00C - Production co-ordinators	35
21223 - Database analysts and data administrators	21223.02A - Data administrators	34
21202 - Urban and land use planners	21202.00A - Urban and land use planners	33
51110 - Editors	51110.00A - Editors	31
63200 - Cooks	63200.00A - Cooks	29
41210 - College and other vocational instructors	41210.00B - Vocational Instructors and Lecturers	29
41200 - University professors and lecturers	41200.00C - University lecturers	29
63200 - Cooks	63200.00B - Institutional, Business Cooks incl. Health and Senior Care	27
41200 - University professors and lecturers	41200.00A - University professors	25
21300 - Civil engineers	21300.00A - Civil engineers	25
21231 - Software engineers and designers	21231.00A - Software engineers and designers	25
10021 - Banking, credit and other investment managers	10021.01A - Banking and other investment managers	25
10029 - Other business services managers	10029.00B - Operations and general managers	24
41220 - Secondary school teachers	41220.00A - Secondary school teachers	23
64100 - Retail salespersons and visual merchandisers	64100.01A - Retail salespersons	22
21310 - Electrical and electronics engineers	21310.00A - Electrical and electronics engineers	20
10029 - Other business services managers	10029.00C - Program managers	20
52120 - Graphic designers and illustrators	52120.01B - Animators and 3D artists	19
Education, law and social, community and government services (unidentified sub-category)	4.00A - Education, law and social, community and government services (unidentified sub	19
13100 - Administrative officers	13100.00A - Administrative officers	19
41200 - University professors and lecturers	41200.00B - Associate and assistant university professors	18
21222 - Information systems specialists	21222.00B - Information systems consultants	18

65109 - Other sales related occupations	65109.01C - Merchandising Associates	17
62010 - Retail sales supervisors	62010.00A - General retail sales supervisors	16
22310 - Electrical and electronics engineering technologists and technicians	22310.02A - Electrical and electronics engineering technicians	16
60020 - Retail and wholesale trade managers	60020.00A - General Retail and Wholesale Trade Managers	15
53122 - Painters, sculptors and other visual artists	53122.01A - Painters	15
22210 - Architectural technologists and technicians	22210.00A - Architectural technologists and technicians	15
63210 - Hairstylists and barbers	63210.01A - Hairstylists	14
51120 - Producers, directors, choreographers and related occupations	51120.01A - Film, radio, television and video game producers	14
44101 - Home support workers, caregivers and related occupations	44101.00A - Personal support workers and visiting homemakers	14
22212 - Drafting technologists and technicians	22212.01A - Drafting technologists	14
21301 - Mechanical engineers	21301.00A - Mechanical engineers	14
13110 - Administrative assistants	13110.00A - Administrative assistants	14
11200 - Human resources professionals	11200.00A - Human resources professionals excl. consultants and co-ordinators	14
10022 - Advertising, marketing and public relations managers	10022.03A - Communications and Public relations managers	14
64409 - Other customer and information services representatives	64409.00A - Other customer and information services representatives, general	13
53123 - Theatre, fashion, exhibit and other creative designers	53123.02A - Fashion designers	13
51113 - Journalists	51113.00A - Journalists	13
41201 - Post-secondary teaching and research assistants	41201.01A - Post-secondary teaching assistants	13
31301 - Registered nurses and registered psychiatric nurses	31301.01A - General duty registered nurses	13
60010 - Corporate sales managers	60010.00C - Product managers	12
70010 - Construction managers	70010.00A - Construction managers	11
64100 - Retail salespersons and visual merchandisers	64100.02A - Visual merchandisers	11
41402 - Business development officers and market researchers and analysts	41402.00A - Business development officers and market researchers and analysts	11
22302 - Industrial engineering and manufacturing technologists and technicians	22302.02A - Industrial engineering and manufacturing technicians	11
20012 - Computer and information systems managers	20012.00A - Computer and information systems operations and support managers	11
12113 - Statistical officers and related research support occupations	12113.00A - Statistical officers and related research support occupations	11
10022 - Advertising, marketing and public relations managers	10022.04A - E-business and Online Content Management managers	11
80010 - Managers in natural resources production and fishing	80010.00A - Managers in natural resources production and fishing	10
64200 - Tailors, dressmakers, furriers and milliners	64200.01A - Tailors	10
64100 - Retail salespersons and visual merchandisers	64100.01B - Furniture, Appliance and Home Furnishing Salespersons	10
53122 - Painters, sculptors and other visual artists	53122.03A - Art instructors and teachers	10
51120 - Producers, directors, choreographers and related occupations	51120.02A - Directors	10
22310 - Electrical and electronics engineering technologists and technicians	22310.01A - Electrical and electronics engineering technologists	10
12102 - Procurement and purchasing agents and officers	12102.00A - Procurement and purchasing agents and officers	10
52120 - Graphic designers and illustrators	52120.02A - Illustrators	9
41221 - Elementary school and kindergarten teachers	41221.00A - Elementary school and kindergarten teachers	9
40010 - Government managers - health and social policy development and program administratic	40010.00A - Government managers - health and social policy development and program	9
21211 - Data scientists	21211.00B - Data engineers	9
21201 - Landscape architects	21201.00A - Landscape architects	9
20012 - Computer and information systems managers	20012.00B - Computer and Information Systems Project Managers and Scrum Masters	9
14403 - Purchasing and inventory control workers	14403.01A - Purchasing control workers	9
74101 - Letter carriers	74101.00A - Letter carriers	8
62200 - Chefs	62200.01A - Head Chefs	8
60020 - Retail and wholesale trade managers	60020.00H - Sporting Goods, Hobby, Book and Music Store Managers	8
22301 - Mechanical engineering technologists and technicians	22301.01B - Mechanical engineering designers	8
21321 - Industrial and manufacturing engineers	21321.00A - Industrial and manufacturing engineers	8

21231 - Software engineers and designers	21231.00B - Software Architects	8
14101 - Receptionists	14101.01A - Receptionists	8
12103 - Conference and event planners	12103.00A - Conference and event planners	8
12100 - Executive assistants	12100.00A - Executive assistants	8
00012 - Senior managers - financial, communications and other business services	00012.00A - Senior managers - financial, communications and other business services	8
70 - Middle management occupations in trades and transportation (unidentified sub-category)	70.00A - Middle management occupations in trades and transportation (unidentified sub-	7
60020 - Retail and wholesale trade managers	60020.00G - Clothing and Clothing Accessories Store Managers	7
54100 - Program leaders and instructors in recreation, sport and fitness	54100.01A - Instructors in recreation and sport except fitness and personal trainers	7
51111 - Authors and writers (except technical)	51111.01A - Novelists, playwrights, script writers, poets and other creative writers	7
31204 - Kinesiologists and other professional occupations in therapy and assessment	31204.02A - Kinesiologists	7
11201 - Professional occupations in business management consulting	11201.00A - Professional occupations in business management consulting	7
11100 - Financial auditors and accountants	11100.02A - Accountants	7
10011 - Human resources managers	10011.00A - Human resources managers	7
10010 - Financial managers	10010.00B - Accounting managers	7
70010 - Construction managers	70010.00B - Construction project managers and co-ordinators	6
62101 - Retail and wholesale buyers	62101.00B - Merchandisers	6
54100 - Program leaders and instructors in recreation, sport and fitness	54100.01C - Fitness instructors	6
51111 - Authors and writers (except technical)	51111.03A - Copywriters	6
51101 - Conservators and curators	51101.02A - Curators	6
41405 - Education policy researchers, consultants and program officers	41405.00A - Education policy researchers, consultants and program officers	6
22311 - Electronic service technicians (household and business equipment)	22311.00A - Electronic service technicians (household and business equipment)	6
21233 - Web designers	21233.00A - Web designers	6
21222 - Information systems specialists	21222.00D - Information systems quality assurance analysts	6
21222 - Information systems specialists	21222.00C - Solutions Architects	6
13201 - Production and transportation logistics coordinators	13201.01B - Production coordinators	6
92015 - Supervisors, textile, fabric, fur and leather products processing and manufacturing	92015.00A - Supervisors, fabric, fur and leather products manufacturing	5
90010 - Manufacturing managers	90010.00A - Manufacturing managers	5
64100 - Retail salespersons and visual merchandisers	64100.01D - Building Material and Garden Equipment Salespersons	5
62202 - Jewellers, jewellery and watch repairers and related occupations	62202.01A - Jewellers and related workers	5
60010 - Corporate sales managers	60010.00B - Account managers	5
52119 - Other technical and coordinating occupations in motion pictures, broadcasting and the pe	52119.01A - Floor managers	5
42202 - Early childhood educators and assistants	42202.02A - Early childhood educator assistants	5
32101 - Licensed practical nurses	32101.01A - Licensed practical nurses	5
22114 - Landscape and horticulture technicians and specialists	22114.06A - Landscapers	5
21200 - Architects	21200.00A - Architects	5
11200 - Human resources professionals	11200.00C - Human resources consultants	5
93101 - Central control and process operators, petroleum, gas and chemical processing	93101.00A - Central control and process operators, petroleum, gas and chemical proces	4
72310 - Carpenters	72310.00A - Carpenters	4
64320 - Tour and travel guides	64320.01A - Tour guides	4
64101 - Sales and account representatives - wholesale trade (non-technical)	64101.00D - Food and Beverage Sales and Account Representatives	4
62101 - Retail and wholesale buyers	62101.00A - Retail and wholesale buyers and assistant buyers	4
62029 - Other services supervisors	62029.00A - Other services supervisors	4
60030 - Restaurant and food service managers	60030.00A - Restaurant and food service managers	4
60010 - Corporate sales managers	60010.00A - Corporate sales managers	4
53111 - Motion pictures, broadcasting, photography and performing arts assistants and operators	53111.07A - Production assistants	4
51112 - Technical writers	51112.00A - Technical writers	4

41321 - Career development practitioners and career counsellors (except education)	41321.00A - Career development practitioners and career counsellors (except education)	4
41201 - Post-secondary teaching and research assistants	41201.01B - Tutors	4
32112 - Dental technologists and technicians	32112.00A - Dental technologists and technicians	4
30010 - Managers in health care	30010.00A - Managers in health care	4
22303 - Construction estimators	22303.00A - Construction estimators	4
21311 - Computer engineers (except software engineers and designers)	21311.01A - Computer and telecommunications hardware engineers	4
21220 - Cybersecurity specialists	21220.00A - Cybersecurity specialists	4
20011 - Architecture and science managers	20011.01A - Architecture and urban planning managers	4
20010 - Engineering managers	20010.00A - Engineering managers	4
12101 - Human resources and recruitment officers	12101.00B - Recruitment officers	4
11201 - Professional occupations in business management consulting	11201.00B - Regulatory compliance and risk management consultants	4
11200 - Human resources professionals	11200.00B - Human resources co-ordinators	4
11101 - Financial and investment analysts	11101.01A - Financial analysts	4
10019 - Other administrative services managers	10019.00A - Other administrative services managers	4
00015 - Senior managers - construction, transportation, production and utilities	00015.00A - Senior managers - construction, transportation, production and utilities	4
75101 - Material handlers	75101.01A - Material handlers (manual)	3
72603 - Engineer officers, water transport	72603.00A - Engineer officers, water transport	3
72205 - Telecommunications equipment installation and cable television service technicians	72205.04A - Telecommunications equipment technicians	3
72014 - Contractors and supervisors, other construction trades, installers, repairers and servicers	72014.00A - Contractors and supervisors, other construction trades, installers, repairers	3
65329 - Other service support occupations	65329.07A - Other elemental service workers	3
63200 - Cooks	63200.00C - Fast Food and Short Order Cooks	3
63102 - Financial sales representatives	63102.00C - Credit and Loan Service Representatives	3
53100 - Registrars, restorers, interpreters and other occupations related to museum and art galle	53100.04A - Curatorial assistants	3
53100 - Registrars, restorers, interpreters and other occupations related to museum and art galle	53100.02A - Preparators	3
51120 - Producers, directors, choreographers and related occupations	51120.07A - Directors of photography	3
51120 - Producers, directors, choreographers and related occupations	51120.05A - Film editors	3
51111 - Authors and writers (except technical)	51111.02A - Content writers (non-technical)	3
43109 - Other instructors	43109.04C - Tutors - Elementary and Secondary Subjects	3
43100 - Elementary and secondary school teacher assistants	43100.00A - Elementary and secondary school teacher assistants	3
42201 - Social and community service workers	42201.00A - Social and community service workers	3
42200 - Paralegals and related occupations	42200.05A - Justice of the peace	3
41201 - Post-secondary teaching and research assistants	41201.02A - Post-secondary research assistants	3
33102 - Nurse aides, orderlies and patient service associates	33102.00A - Nurse aides, orderlies and patient service associates	3
33100 - Dental assistants and dental laboratory assistants	33100.01A - Dental assistants	3
22114 - Landscape and horticulture technicians and specialists	22114.05A - Landscape gardeners	3
21390 - Aerospace engineers	21390.00A - Aerospace engineers	3
21311 - Computer engineers (except software engineers and designers)	21311.02A - Network system and data communication engineers	3
21211 - Data scientists	21211.00A - Data scientists	3
10019 - Other administrative services managers	10019.00C - Security managers	3
10019 - Other administrative services managers	10019.00B - Office managers	3
10012 - Purchasing managers	10012.00A - Purchasing managers	3
94219 - Other products assemblers, finishers and inspectors	94219.01E - Production workers	2
82031 - Contractors and supervisors, landscaping, grounds maintenance and horticulture service	82031.00A - Supervisors, landscape and horticulture	2
70012 - Facility operation and maintenance managers	70012.01A - Facility operation managers	2
64301 - Bartenders	64301.00A - Bartenders	2
64200 - Tailors, dressmakers, furriers and milliners	64200.01B - Dressmakers	2

64101 - Sales and account representatives - wholesale trade (non-technical)	64101.00G - Printing and Publishing Sales and Account Representatives	2
63210 - Hairstylists and barbers	63210.02A - Barbers	2
62100 - Technical sales specialists - wholesale trade	62100.00A - Technical sales specialists - wholesale trade	2
62010 - Retail sales supervisors	62010.00E - Food and beverage retail sales supervisors	2
60020 - Retail and wholesale trade managers	60020.00F - Health and Personal Care Store Managers	2
53123 - Theatre, fashion, exhibit and other creative designers	53123.03A - Exhibit designers	2
53100 - Registrars, restorers, interpreters and other occupations related to museum and art galle	53100.04D - Museology technicians	2
52119 - Other technical and coordinating occupations in motion pictures, broadcasting and the pe	52119.03A - Gaffers and lighting technicians	2
52113 - Audio and video recording technicians	52113.00A - Audio and video recording technicians	2
51100 - Librarians	51100.00A - Librarians	2
50011 - Managers - publishing, motion pictures, broadcasting and performing arts	50011.00A - Managers - publishing, motion pictures, broadcasting and performing arts	2
50010 - Library, archive, museum and art gallery managers	50010.00A - Library, archive, museum and art gallery managers	2
50 - Specialized middle management occupations in art, culture, recreation and sport (unidentifie	50.00A - Specialized middle management occupations in art, culture, recreation and spo	2
44101 - Home support workers, caregivers and related occupations	44101.00B - Companions	2
41406 - Recreation, sports and fitness policy researchers, consultants and program officers	41406.03A - Recreation and sports program supervisors	2
41403 - Social policy researchers, consultants and program officers	41403.01A - Social policy researchers	2
41402 - Business development officers and market researchers and analysts	41402.00B - Business and economic development officers	2
41210 - College and other vocational instructors	41210.00C - Employment and Employee Trainers	2
40020 - Administrators - post-secondary education and vocational training	40020.02A - Registrars	2
40020 - Administrators - post-secondary education and vocational training	40020.01A - Faculty administrators	2
31301 - Registered nurses and registered psychiatric nurses	31301.03A - Community health nurses	2
22301 - Mechanical engineering technologists and technicians	22301.02A - Mechanical engineering technicians	2
22301 - Mechanical engineering technologists and technicians	22301.01A - Mechanical engineering technologists	2
22300 - Civil engineering technologists and technicians	22300.02A - Civil engineering technicians	2
22233 - Construction inspectors	22233.00A - Construction inspectors	2
22222 - Information systems testing technicians	22222.00A - Information systems testing technicians	2
22114 - Landscape and horticulture technicians and specialists	22114.04A - Landscape designers and landscape architectural technicians and technolo	2
22114 - Landscape and horticulture technicians and specialists	22114.03A - Horticulturists	2
21311 - Computer engineers (except software engineers and designers)	21311.01B - Technical architects	2
21231 - Software engineers and designers	21231.00D - Machine Learning and ML Ops Engineers	2
21231 - Software engineers and designers	21231.00C - DevOps engineers	2
21230 - Computer systems developers and programmers	21230.00A - Computer systems developers and programmers	2
21100 - Physicists and astronomers	21100.01A - Physicists	2
14100 - General office support workers	14100.01A - General office support workers	2
13101 - Property administrators	13101.00A - Property administrators	2
12202 - Insurance underwriters	12202.00A - Insurance underwriters	2
12013 - Supervisors, supply chain, tracking and scheduling coordination occupations	12013.00B - Production supervisors	2
11200 - Human resources professionals	11200.00D - Human resources generalists	2
10030 - Telecommunication carriers managers	10030.00A - Telecommunication carriers managers	2
10029 - Other business services managers	10029.00A - Other business services managers (except operations, general and program	2
00013 - Senior managers - health, education, social and community services and membership or	00013.00A - Senior managers - health, education, social and community services and m	2
00012 - Senior managers - financial, communications and other business services	00012.00B - Corporate controllers	2
95109 - Other labourers in processing, manufacturing and utilities	95109.00A - Other labourers in processing, manufacturing and utilities	1
94153 - Photographic and film processors	94153.00A - Photographic and film processors	1
94151 - Camera, platemaking and other prepress occupations	94151.03B - Prepress technicians	1
94150 - Plateless printing equipment operators	94150.00A - Plateless printing equipment operators	1

94132 - Industrial sewing machine operators	94132.00A - Industrial sewing machine operators	1
94131 - Weavers, knitters and other fabric making occupations	94131.00A - Weavers, knitters and other fabric making occupations	1
94110 - Chemical plant machine operators	94110.00A - Chemical plant machine operators	1
94104 - Inspectors and testers, mineral and metal processing	94104.00A - Inspectors and testers, mineral and metal processing	1
92020 - Supervisors, motor vehicle assembling	92020.00A - Supervisors, motor vehicle assembling	1
92013 - Supervisors, plastic and rubber products manufacturing	92013.00A - Supervisors, plastic and rubber products manufacturing	1
85121 - Landscaping and grounds maintenance labourers	85121.00B - Landscaping labourers	1
75110 - Construction trades helpers and labourers	75110.00A - Construction trades helpers and labourers	1
74205 - Public works maintenance equipment operators and related workers	74205.00A - Public works maintenance equipment operators and related workers	1
74201 - Water transport deck and engine room crew	74201.02A - Deck crew, water transport	1
73401 - Printing press operators	73401.00A - Printing press operators	1
73112 - Painters and decorators (except interior decorators)	73112.00A - Painters and decorators (except interior decorators)	1
73111 - Glaziers	73111.00A - Glaziers	1
72204 - Telecommunications line and cable installers and repairers	72204.00A - Telecommunications line and cable installers and repairers	1
72101 - Tool and die makers	72101.01A - Tool and die makers	1
72024 - Supervisors, motor transport and other ground transit operators	72024.00A - Supervisors, motor transport and other ground transit operators	1
72020 - Contractors and supervisors, mechanic trades	72020.00A - Contractors and supervisors, mechanic trades	1
70020 - Managers in transportation	70020.02A - Transportation managers, freight traffic	1
70020 - Managers in transportation	70020.01A - Transportation managers, operations	1
70012 - Facility operation and maintenance managers	70012.01B - Warehouse managers	1
65312 - Janitors, caretakers and heavy-duty cleaners	65312.00A - Janitors, caretakers and heavy-duty cleaners	1
65201 - Food counter attendants, kitchen helpers and related support occupations	65201.01C - Dietary Aides	1
65201 - Food counter attendants, kitchen helpers and related support occupations	65201.01A - Food counter attendants and food preparers	1
65200 - Food and beverage servers	65200.00A - Food and beverage servers	1
65100 - Cashiers	65100.00A - Cashiers	1
64400 - Customer services representatives - financial institutions	64400.00A - Customer services representatives - financial institutions	1
64100 - Retail salespersons and visual merchandisers	64100.01H - Sporting Goods, Hobby, Book and Music Store Salespersons	1
64100 - Retail salespersons and visual merchandisers	64100.01G - Clothing and Clothing Accessories Salespersons	1
60020 - Retail and wholesale trade managers	60020.00D - Building Material and Garden Equipment Store Managers	1
60010 - Corporate sales managers	60010.00D - Business development managers	1
54100 - Program leaders and instructors in recreation, sport and fitness	54100.01B - Program and camp leaders	1
53124 - Artisans and craftspersons	53124.09A - Artistic floral arrangers	1
53124 - Artisans and craftspersons	53124.08A - Craft instructors	1
53123 - Theatre, fashion, exhibit and other creative designers	53123.01A - Theatre designers	1
53120 - Dancers	53120.02A - Dance teachers	1
53100 - Registrars, restorers, interpreters and other occupations related to museum and art galle	53100.03A - Museum interpreters	1
53100 - Registrars, restorers, interpreters and other occupations related to museum and art galle	53100.01A - Conservation and restoration technicians	1
51114 - Translators, terminologists and interpreters	51114.03A - Interpreters	1
50012 - Recreation, sports and fitness program and service directors	50012.00A - Recreation, sports and fitness program and service directors	1
43202 - By-law enforcement and other regulatory officers	43202.08A - Zoning inspectors	1
43202 - By-law enforcement and other regulatory officers	43202.02A - By-law enforcement officers	1
43109 - Other instructors	43109.04B - First Aid Instructors	1
42201 - Social and community service workers	42201.00B - Child, youth and family support workers	1
42200 - Paralegals and related occupations	42200.01A - Paralegals	1
41407 - Program officers unique to government	41407.00A - Program officers unique to government	1
41406 - Recreation, sports and fitness policy researchers, consultants and program officers	41406.01C - Sports consultants	1

41406 - Recreation, sports and fitness policy researchers, consultants and program officers	41406.01B - Recreation consultants, programmers and coordinators	1
41403 - Social policy researchers, consultants and program officers	41403.04A - immigration consultants	1
41400 - Natural and applied science policy researchers, consultants and program officers	41400.04B - Environmental officers, consultants and advisors	1
41320 - Educational counsellors	41320.00A - Educational counsellors	1
40021 - School principals and administrators of elementary and secondary education	40021.01A - School principals	1
40012 - Government managers - education policy development and program administration	40012.00A - Government managers - education policy development and program admini	1
40011 - Government managers - economic analysis, policy development and program administra	40011.00A - Government managers - economic analysis, policy development and progra	1
32110 - Denturists	32110.00A - Denturists	1
31301 - Registered nurses and registered psychiatric nurses	31301.04A - Registered psychiatric nurses	1
31100 - Specialists in clinical and laboratory medicine	31100.13A - Other specialists in clinical medicine	1
22302 - Industrial engineering and manufacturing technologists and technicians	22302.01A - Industrial engineering and manufacturing technologists	1
22300 - Civil engineering technologists and technicians	22300.01A - Civil engineering technologists	1
22232 - Occupational health and safety specialists	22232.00B - Health and safety managers	1
22232 - Occupational health and safety specialists	22232.00A - Occupational health and safety specialists	1
22221 - User support technicians	22221.00A - User support technicians	1
22214 - Technical occupations in geomatics and meteorology	22214.04A - Geographic information system (GIS) technologists and technicians	1
22100 - Chemical technologists and technicians	22100.02A - Chemical technicians	1
21210 - Mathematicians, statisticians and actuaries	21210.03A - Actuaries	1
21112 - Agricultural representatives, consultants and specialists	21112.00A - Agricultural representatives, consultants and specialists	1
14405 - Transportation route and crew schedulers	14405.00A - Transportation route and crew schedulers	1
14400 - Shippers and receivers	14400.00C - Receivers	1
14400 - Shippers and receivers	14400.00A - Shippers and receivers	1
14112 - Desktop publishing operators and related occupations	14112.02A - Typesetting input operators	1
13110 - Administrative assistants	13110.00B - Secretaries	1
13102 - Payroll administrators	13102.00B - Payroll analysts and specialists	1
12203 - Assessors, business valuers and appraisers	12203.01A - Assessors	1
12101 - Human resources and recruitment officers	12101.00A - Human resources officers	1
11202 - Professional occupations in advertising, marketing and public relations	11202.00D - Professional occupations in advertising	1
11102 - Financial advisors	11102.00A - Financial advisors	1
11101 - Financial and investment analysts	11101.02A - Investment analysts	1
11100 - Financial auditors and accountants	11100.01A - Financial auditors	1
10022 - Advertising, marketing and public relations managers	10022.04B - General Managers in Graphic Design and ITC Firms	1
10010 - Financial managers	10010.00A - Financial managers (except accounting managers and financial controllers)	1

## Sector FTE by CIP

Sum of FTE Institution	Year				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
50.0101 - Visual and Performing Arts, General.	563.12	565.68	524.1	498.03	575.7
50.0401 - Design and Visual Communications, General.	413.15	331.5	256.15	195.9	234.55
50.0402 - Commercial and Advertising Art.	268.3	277.1	269.2	240.3	229.4
50.0404 - Industrial and Product Design.	501.01	459.97	456.64	463.31	475.03
50.041 - Illustration.	556.2	613.5	619.9	646.6	644.8
50.0499 - Design and Applied Arts, Other.	129.46	160.31	169.1	172.1	188.9
50.0605 - Photography.	373.95	363.2	358.18	337.3	328
50.0699 - Film/Video and Photographic Arts, Other.	939.67	1016.01	1032.24	1050.27	1049.75
50.0701 - Art/Art Studies, General.	81.8	91	90.85	97.45	94.35
50.0702 - Fine/Studio Arts, General.	1007.65	962.03	968.69	1021.94	1050.35
50.0703 - Art History, Criticism and Conservation.	1159.55	1107.6	1016.15	1047.45	1108.12
50.0704 - Arts Management	0.7	0.5			
50.0706 - Intermedia/Multimedia.	257.45	246.9	268.7	253.2	256.6
50.0709 - Sculpture.	56.1	40.2	45.8	38.5	51.6
50.071 - Printmaking.	15.7	21	23.8	26.6	25.9
50.0799 - Fine Arts and Art Studies, Other.	1027.87	978.9	1072.95	1152.52	1255.9
50.9999 - Visual and Performing Arts, Other.	162.99	142.4	117.7	100.73	128.67
<b>Grand Total</b>	<b>7514.67</b>	<b>7377.8</b>	<b>7290.15</b>	<b>7342.2</b>	<b>7697.62</b>

# Proposal for Academic Program Consolidation - Sociology

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## Proposal:

**Current Academic Unit Name / Host Faculty** (if applicable): Anthropology, Gender Equality & Social Justice, Religions & Cultures, Sociology / Faculty of Arts & Science

**Proposed Academic Unit Name / Host Faculty:** *name of the new or transferred/consolidated academic unit.* Sociology / Faculty of Arts & Science

**Proposal Contact:** *name, relationship to academic unit, and contact information.*  
Nathan Colborne, Dean of Arts & Science

**Motion:** That AQAPC recommend the consolidation of Anthropology, Religions & Cultures, Gender Equality & Social Justice, and Sociology into a consolidated Sociology program.

## Structure

The new program will be governed by its own academic unit of Sociology (Academic Unit Amalgamation Proposal in development). It will have its own Chair and consist of faculty members whose Member Transfer applications have been approved by the Provost. The dissolution of the Department of Gender Equality & Social Justice/Indigenous Studies/Religions & Cultures will result in no net increase or decrease in the number of Chairs in Arts & Science. On the dissolution of the Department of Gender Equality & Social Justice/Indigenous Studies/Religions & Cultures, the Indigenous Studies program will be transferred to the Department of History, Anthropology, and Ancient Studies to form the Department of History, Ancient Studies, and Indigenous Studies (conditional on the approval of the INDG Administrative Transfer Proposal currently under review).

## Rationale:

Current enrollments in RLCT, GESJ, ANTH, and SOCI are not financially viable. As such, a suspension of enrollment process was initiated by the Dean of Arts and Science for these programs. The re-envisioning of the SOCI program includes integrating courses from RLCT, GESJ, and ANTH into the SOCI program to enhance and broaden the course offerings available to students in Sociology. Students who might have been interested in majoring in GESJ, ANTH, or RLCT can now focus their studies in a concentration within Sociology that aligns with their interests. By including some of the most well subscribed courses

previously coded as RLCT, GESJ or ANTH into Sociology, we anticipate that more students will be exposed to courses that they may not have heard of previously. For example, a GESJ student may not have thought to look in the calendar for courses in RLCT or ANTH, but they will now see many of those courses listed in webadvisor under SOCI. The goal of the SOCI redesign is to strengthen the Sociology program by including a diversity of faculty with expertise in areas that will complement those already in the SOCI program, and enhance the student experience in Sociology through an expansion of course offerings. It is anticipated that this will result in a reinvigoration of the SOCI program, with more appealing concentrations of courses offered to students. It is hoped that we will see an increase in applications and acceptances into the new SOCI program, and that this will ultimately result in more interest in the MA SOCI program as these students complete the final year of their undergraduate degree.

### **Alignment with Strategic and Academic Plans**

We believe the newly revised and much more generously resourced program we are proposing is uniquely positioned to align with Nipissing University's Strategic Plan, especially in relation to the commitment to establish innovative programs and partnerships that meet the needs of students and employers of the future. Moreover, many of the faculty in the combined program have strong track records in promoting civic engagement and regional responsibility - another key priority of the Strategic Plan.

In terms of the Academic Plan we believe this proposal flows directly from and responds to the enhanced commitment to data driven, evidence-based recruitment and retention plans and is part of a dynamic approach to academic and curricular renewal. The newly revised curriculum is up to date, dynamic and increasingly attentive to the academic and vocational interests of students as we move into the next quarter of the 21st century. We see the revised Sociology program, with its focus on the development of a deep understanding of human social structures and social worlds, as especially well-positioned to deliver on the promise of providing education that includes, according to the UN, "conceptual and strategic thinking, creativity, problem-solving, empathy, ethics, emotional intelligence, and judgment [that] are the future-proof skills and attributes that machines will not be able to replicate with the same standards and agility as qualified human beings" (Academic Plan, p.6).

The proposed new Sociology program with its five concentrations (Health, Death, & Wellness, Education & Society, Social Analysis & Public Policy, Environment & Social Justice, and Media, Communication, & Culture) will address issues around Equity, Diversity, Inclusivity, and Accessibility (EDIA) through courses clustered within the concentrations, and the expertise, knowledge, and commitment to EDIA of the faculty who teach them. The proposed concentrations also reflect commitments (ex. 'Embodying Harmony & Care', 'Celebrating Who We Are', 'Building Sustainable Futures') outlined in the Strategic Plan. This proposal directly connects to the commitment we have made as an institution to creatively use existing resources to enhance interdisciplinary opportunities for students that provide them with unique learning opportunities. In other words, the redesigned Sociology program aligns directly with the key commitment around academic renewal and

interdisciplinary curriculum development.

### **Effect on Resource Distribution**

The redesign of the Sociology program will result in seven member transfers from ANTH, GESJ, and RLCT. No additional faculty resources are necessary at this time. With the larger group (eleven in total) of faculty members in SOCI, it is likely that when sabbaticals occur or when faculty members take a leave, or are teaching on a reduced workload, that other members within the group will be able to cover the courses that need to be offered. This would result in a reduction of costs associated with hiring part-time (CASBU) or LTA (FASBU) instructors to teach those courses.

At this stage we do not anticipate there will be an immediate need to invest further in human resources in order to complete Phase 1 of this Major Modification (the combining of the existing programs) although the potential for Sociology to offer a co-op and/or placement opportunity in the near future would require administrative support in the form of a placement coordinator. Notwithstanding this possible 'Phase 2' of the re-development of Sociology, the current Phase 1 plan will result in a significant injection/streamlining of existing faculty resources. From the point of view of faculty resourcing this is, at worst, a budget neutral proposal. The faculty complement in the newly re-designed Sociology program will go from 4 full-time tenured faculty to ten full-time tenured faculty and one full-time tenure-track faculty member. As noted above, there are anticipated savings when members are on a leave or a reduced workload.

### **Impact on Students**

Students who are currently in GESJ, RLCT, and ANTH will require teach out plans to ensure that they are able to meet their degree requirements. The Office of the Dean and the Registrar's Office will be responsible for co-ordinating this. Students who are currently pursuing Majors or Minors in GESJ, RLCT, and ANTH will be able to count those courses recoded to SOCI towards their Major/Minor (the Registrar's Office will be responsible for this).

Students currently in SOCI should be able to meet their degree requirements without any individual teach out plans since the Sociology program will continue to exist. Once the proposed major modification has been approved by Senate, communications and marketing will launch updated web pages and the Registrar's office will convey the changes to recruiters and will communicate with prospective students who have already expressed an interest in GESJ, RLCT, ANTH, and SOCI about the changes to the program for 2026/27.

**Report of the  
Academic Curriculum Committee (ACC)**

**November 24, 2025**

**Members Present:**

Carole Richardson  
Graydon Raymer  
Kurt Clausen  
Toivo Koivukoski

Nathan Colborne  
Nancy Black  
Robin Gibson  
Ping Zou

Barbi Law  
Debra Iafrate  
Ali Hatef  
Jaden Martin

**Regrets:** Aaron Kociolek, Gillian McCann, Dakota Lamirande, Will McKenzie

**Guests:** Jane Barker, Beth Holden, Benjamin Kelly, Nathan Kozuskanich,  
Margaret Owens, Emma Sumilas

**Recording Secretary:** Jane Hughes

The Academic Curriculum Committee reviewed and discussed proposed changes from the Faculty of Arts and Science and the Faculty of Education and Professional Studies. The outcomes of those discussions are reflected in the following recommendations to Senate.

Respectfully submitted,



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

Motion 1: That Senate receive the Report of the ACC, dated November 24, 2025.

**Faculty of Arts & Science**

**English**

Substantive:

Motion 2: That Senate approve that ENGL 3486: Topics in Genre, ENGL 3496: Topics in Dramatic Genres, and ENGL 3497: Topics in Prose Genres be added to list of available courses in English Studies Group I: Literary Foundations as outlined in the attached proposal.

**Fine Arts/Visual Arts**

Substantive:

Motion 3: That Senate approve that the Art History requirements for the BFA Program be changed as outlined in the attached proposal.

Substantive:

Motion 4: That Senate approve that the Art History requirements for the BA Specialization in Fine Arts Program be changed as outlined in the attached proposal.

Substantive:

Motion 5: That Senate approve that the Art History requirements for the BA Major in Fine Arts, Art History and Visual Studies Stream Program be changed as outlined in the attached proposal.

Non-Substantive

That a restriction be added to FAVA 2507 Art Abroad as outlined in the attached proposal.

## History

Substantive:

Motion 6: That Senate approve the creation of HIST 1037 Introduction to U.S. History, as outlined in the attached proposal.

Substantive:

Motion 7: That Senate approve the creation of HIST 1116 Food: A North American History as outlined in the attached proposal.

Substantive:

Motion 8: That Senate approve the creation of HIST 2046 Slavery and the American Civil War as outlined in the attached proposal.

Substantive:

Motion 9: That Senate approve the creation of HIST 3527 American Music as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 1016: Introduction to Historical Studies as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 1107: Introduction to Historical Studies as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 2516: Intro to American History as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 2626: Restraining the Hounds of War as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 3116: Topics In European or World History I; HIST 3117: Topics In European or World History II; HIST 3126: Topics In European or World History III; HIST 3127: Topics In European or World History IV; and HIST 3146: Topics in Canadian History; HIST 3136: Selected Topics in Women's and Gender History; and HIST 3355: Topics in the History of Women and Gender in Canada as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 3377: American Healthcare as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 3526: Spies: the Rise of the Secret Security State as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 3716: Russian History to 1917 as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 3717: Russian-Soviet History as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 3947: Sport and Spectacle in Modern Society as outlined in the attached proposal.

Non-substantive:

The deletion of HIST 4325: Oral History; and HIST 4435 Sexuality and Gender in Europe, 1300-1600 as outlined in the attached proposal.

Non-substantive:

That HIST 2166: Survival: People and Nature in Northern North America to the Industrial Era be banked.

Non-substantive:

That HIST 2036: Trade, Commerce, and Economy in the Ancient World be banked.

Non-substantive:

That HIST 2227: The Making of Modern Europe: From Total War to Revolution 1914 - 1991 be banked.

Non-substantive:

That HIST 2336: The Vietnam War be banked.

Non-substantive:

That HIST 2406: Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome be banked.

Non-substantive:

That HIST 2426: Law and Justice in the Ancient World be banked.

Non-substantive:

That HIST 2547: Famous Figures in the Ancient World be banked.

Non-substantive:

That HIST 2706: The Ancient World in Modern Popular Media be banked.

Non-substantive:

That the course title for HIST 2137 be changed from “The Global Cold War” to “Empire, Ideology, and Intervention: The Cold War in Global Perspective.”

Non-substantive:

That the course description for HIST 2137 Empire, Ideology, and Intervention: The Cold War in Global Perspective be revised.

Non-substantive:

That the course title for HIST 3147 be changed from “Topics in Canadian History” to “Advanced Topics in History.”

Non-substantive:

That the course description for HIST 3147 Advanced Topics in History be revised.

Non-substantive:

That the course title for HIST 4335 be changed from “Topics in American History” to “Seminar in American History.”

Non-substantive:

That the course title for HIST 4485 be changed from “Environmental History” to “Seminar in Environmental History.”

Non-substantive:

That the course title for HIST 4815 be changed from “Canada in the Twentieth Century” to “Seminar in Canadian History.”

Non-substantive:

That the course description for HIST 4815 Seminar in Canadian History be revised.

Non-substantive:

That the course title for HIST 4385 be changed from “Gender in Canadian History” to “Seminar in Gender History.”

Non-substantive:

That the course description for HIST 4385 Seminar in Gender History be revised.

Non-substantive:

That the course title for HIST 4615 be changed from “Special Topics” to “Seminar in European History.”

Non-substantive:

That the course description for HIST 4615 Seminar in European History be revised.

Non-substantive:

That the course title for HIST 4815 be changed from “The Third Reich” to “Seminar in International History.”

Non-substantive:

That the course description for HIST 4815 Seminar in International History be revised.

Non-substantive:

That the course description for HIST 3415 Fieldwork in Classical Archaeology be revised.

Non-substantive:

That the prerequisite for HIST 3415 Fieldwork in Classical Archaeology be revised.

Substantive:

Motion 10: That Senate approve the removal of the restriction from the WAG certificate as outlined in the attached proposal.

Substantive:

Motion 11: That Senate approve that the requirements for the WAG certificate be changed as outlined in the attached proposal.

## **Physics**

Non-substantive:

That the prerequisite for PHYS-2006: General Physics III: Electromagnetism be changed as outlined in the attached proposal.

## **Sociology**

Substantive:

Motion 12: That Senate approve the creation of SOCI 3107 Rural People, Places & Problems as outlined in the attached template and in line with the major modification proposal.

Substantive:

Motion 13: That Senate approve the creation of SOCI 3106 Sports & Society as outlined in the attached template and in line with the major modification proposal.

Substantive:

Motion 14: That Senate approve the creation of SOCI 4306 Sociology of Organizations as outlined in the attached template and in line with the major modification proposal.

Substantive:

Motion 15: That Senate approve that the courses be recoded to SOCI as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The deletion of the courses listed in the attached proposal.

Non-substantive:

That the courses be recoded to SOCI and renamed as outlined in the attached proposal.

Non-substantive:

That the course title for SOCI 2036 Gerontology: Aging and Society be changed to SOCI 2036 Aging and Society as outlined in the attached proposal.

Substantive:

Motion 16: That Senate approve that the learning outcomes for Sociology be revised as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

That the courses be identified as antirequisites as outlined in the attached proposal.

Substantive:

Motion 17: That Senate approve the Major Modification for the Sociology Program be approved as outlined in the attached proposal.

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

#### **Master of Education:**

Substantive:

Motion 18: That Senate approve that successful completion of EDUC 4756 (*Curriculum Design and Inquiry*) with a final grade of 70% or higher be eligible as transfer credit toward an elective course in the MEd as outlined in the attached proposal.

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# Curriculum Change Submission Template

## **Instructions**

- Please complete this document in its entirety prior to submitting to the Curriculum Approval Process
- All Curriculum Change submissions require a curriculum map
- Faculty must consult with the Centre for Teaching and Learning prior to submitting Curriculum Change Requests
- Please delete the “Supplemental Documentation” section if your submission has none.

## **Contents**

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Motion(s) and Rationale(s).....	2
Curriculum Map.....	3
Supplemental Documentation.....	4
Centre for Teaching and Learning Report .....	5
Registrar’s Office Report .....	6
Dean’s Office Report.....	7

## Motion and Rationale

**Motion 1 (Substantive):** That ARCC recommend to Arts and Science Faculty Executive that ENGL 3486: Topics in Genre, ENGL 3496: Topics in Dramatic Genres, and ENGL 3497: Topics in Prose Genres be added to list of available courses in English Studies Group I: Literary Foundations.

**Rationale:** Adding ENGL 3486, ENGL 3496, and ENGL 3497 to our Literary Foundations Group recognizes the significance of genre studies within the discipline of literary studies. Further, it increases staffing flexibility and adds to student choice at the 3000 level of our program.

## Curriculum Map

*Please insert the relevant program curriculum map in this section. It is recommended that it be copy and pasted from the curriculum mapping template. The original program curriculum map should be kept in a separate document by the program chair or designate.*

[Program Mapping - English Studies.docx](#)

## Supplemental Documentation

*Please add any supplemental documentation required to support this proposal (i.e., new course template)*

## Centre for Teaching and Learning Report

Please note: The Centre for Teaching and Learning does not currently have an Instructional Designer on staff to review the proposal. The Dean has determined this proposal should move forward to ARCC. It is noted that the Curriculum Map will need to be updated. The Program Objectives are missing from the document and the Program Level Learning Outcomes have been mislabelled as Program Objectives.

## Registrar's Office Report

*There are no concerns with this proposal from a Registrar's Office perspective. Academic Advising will help communicate these new options to English Studies students.*

## Dean's Office Report

There are no concerns with the proposal from the Dean's Office. The addition of the courses to the Literary Foundations Group increases flexibility in the program and student choice. No workload effects or increased costs are anticipated. The ability of students to meet English Studies learning outcomes will not be affected.

# Curriculum Change Submission Template

## **Instructions**

- Please complete this document in its entirety prior to submitting to the Curriculum Approval Process
- All Curriculum Change submissions require a curriculum map
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Dean’s Office Report.....	7

## Motion and Rationale

**Motion 1:** That ARCC recommend to the Arts and Science Executive that the art history requirements for the BFA program be changed from:

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

<a href="#">FAVA 1026</a>	Studio Foundations	3 cr.
<a href="#">FAVA 1206</a>	Art History I	3 cr.
<a href="#">FAVA 1207</a>	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2126</a> , <a href="#">FAVA 2226</a> , or <a href="#">FAVA 2227</a>	3 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2046</a> , <a href="#">FAVA 2416</a> , <a href="#">FAVA 2417</a> , or <a href="#">FAVA 2467</a>	3 cr.
FAVA 2000 level	Studio	21 cr.
<a href="#">FAVA 3006</a>	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: <a href="#">FAVA 3346</a> or <a href="#">FAVA 3356</a>	3 cr.
<a href="#">FAVA 3236</a>	Advanced 2D Studio	3 cr.
<a href="#">FAVA 3336</a>	Advanced 3D Studio and Expanded Media	3 cr.
<a href="#">FAVA 4125</a>	Directed Studio Research and Professional Practice	6 cr.

### Breadth Requirements and Electives:

<a href="#">ACAD 1601</a>		3 cr.
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FAS-2526-00065

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<a href="#">Social Science and/or Professional Studies</a>	6 cr.
<a href="#">Science</a>	6 cr.
Electives	45 cr.

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To:

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

<a href="#">FAVA 1026</a>	Studio Foundations	3 cr.
<a href="#">FAVA 1206</a>	Art History I	3 cr.
<a href="#">FAVA 1207</a>	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2126</a> , <a href="#">FAVA 2226</a> , or <a href="#">FAVA 2227</a>	3 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2046</a> , <a href="#">FAVA 2416</a> , <a href="#">FAVA 2417</a> , or <a href="#">FAVA 2467</a>	3 cr.
FAVA 2000 level	Studio	21 cr.
<b>FAVA 3000 level</b>	<b>Art History and Visual Studies</b>	<b>6 cr.</b>
<a href="#">FAVA 3236</a>	Advanced 2D Studio	3 cr.
<a href="#">FAVA 3336</a>	Advanced 3D Studio and Expanded Media	3 cr.
<a href="#">FAVA 4125</a>	Directed Studio Research and Professional Practice	6 cr.

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**Breadth Requirements and Electives:**

## FAS-2526-00065

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

### Rationale:

Allowing any 6 credits of 3000-level Art History to count towards the BFA program requirements offers more flexibility for course cycling and staffing. A global petition was submitted and approved in 2024 with this change to address the loss of the full-time faculty member who taught FAVA 3006. This motion seeks to formalize the change and have it reflected in the program requirements.

**Motion 2:** That ARCC recommend to the Arts and Science Executive that the art history requirements for the BA Specialization in Fine Arts program be changed from:

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

<a href="#">FAVA 1026</a>	Studio Foundations	3 cr.
<a href="#">FAVA 1206</a>	Art History I	3 cr.
<a href="#">FAVA 1207</a>	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2126</a> , <a href="#">FAVA 2226</a> , or <a href="#">FAVA 2227</a>	3 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2046</a> , <a href="#">FAVA 2416</a> , <a href="#">FAVA 2417</a> , or <a href="#">FAVA 2467</a>	3 cr.
FAVA 2000 level	Studio	21 cr.
<a href="#">FAVA 3006</a>	Renaissance(s): Art and the Global Encounter	3 cr.
<a href="#">FAVA 3000 level</a>	Three credits from: <a href="#">FAVA 3346</a> or <a href="#">FAVA 3356</a>	3 cr.
<a href="#">FAVA 3236</a>	Advanced 2D Studio	3 cr.
<a href="#">FAVA 3336</a>	Advanced 3D Studio and Expanded Media	3 cr.

## Breadth Requirements and Electives:

<a href="#">ACAD 1601</a>		3 cr.
<a href="#">Social Science and/or Professional Studies</a>		6 cr.
<a href="#">Science</a>		6 cr.
Electives		51 cr.

To:

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

<a href="#">FAVA 1026</a>	Studio Foundations	3 cr.
<a href="#">FAVA 1206</a>	Art History I	3 cr.
<a href="#">FAVA 1207</a>	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2126</a> , <a href="#">FAVA 2226</a> , or <a href="#">FAVA 2227</a>	3 cr.
FAVA 2000 level	Three credits from: <a href="#">FAVA 2046</a> , <a href="#">FAVA 2416</a> , <a href="#">FAVA 2417</a> , or <a href="#">FAVA 2467</a>	3 cr.
FAVA 2000 level	Studio	21 cr.
<b>FAVA 3000 level</b>	<b>Art History and Visual Studies</b>	<b>6 cr.</b>
<a href="#">FAVA 3236</a>	Advanced 2D Studio	3 cr.
<a href="#">FAVA 3336</a>	Advanced 3D Studio and Expanded Media	3 cr.

## Breadth Requirements and Electives:

<a href="#">ACAD 1601</a>	3 cr.
<a href="#">Social Science and/or Professional Studies</a>	6 cr.
<a href="#">Science</a>	6 cr.
Electives	51 cr.

**Rationale:**

Allowing any 6 credits of 3000-level Art History to count towards the BA Specialization in Fine Arts program requirements offers more flexibility for course cycling and staffing. A global petition was submitted and approved in 2024 with this change to address the loss of the full-time faculty member who taught FAVA 3006. This motion seeks to formalize the change and have it reflected in the program requirements.

**Motion 3:** : That ARCC recommend to the Arts and Science Executive that the art history requirements for the BA Major in Fine Arts, Art History and Visual Studies Stream program be changed from:

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.

**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 FAVA 3356	3 cr.

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**FAVA Art History and Visual Studies or courses cross-listed with the Art History and Visual Studies Stream	6 cr.
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### Breadth Requirements and Electives:

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

Students must complete 36 credits in the Major as follows:

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.
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FAVA 1207	Art History II	3 cr.
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### Art History and Visual Studies Stream

FAVA upper level	Art History and Visual Studies	18 cr.
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FAVA 3000 level	Art History and Visual Studies	6 cr.
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**FAVA Art History and Visual Studies or courses cross-listed with the Art History and Visual Studies Stream	6 cr.
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### Breadth Requirements and Electives:

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

**FAS-2526-00065**

Although the Major in Fine Arts, Art History and Visual Studies Stream has begun the process for program suspension, it has not yet been cancelled. This change maintains consistency until the time that it is removed from the academic calendar.

## Curriculum Map

*Please insert the relevant program curriculum map in this section. It is recommended that it be copy and pasted from the curriculum mapping template. The original program curriculum map should be kept in a separate document by the program chair or designate.*

[2025 FAVA Curriculum Map \(Kari template\).docx](#)

## Supplemental Documentation

*Please add any supplemental documentation required to support this proposal (i.e., new course template)*

## Centre for Teaching and Learning Report

Please Note: CTL does not currently have an Instructional Designer on staff to review.

## Registrar's Office Report

There are no concerns with this proposal from a Registrar's Office perspective.

## Dean's Office Report

Proposed change increases flexibility for students and is necessary given current resources in Fine Arts. An Art History position request that would complement a re-envisioned Fine Arts program would, if approved, allow the program to begin building capacity in new directions.

# Curriculum Change Submission Template

## **Instructions**

- Please complete this document in its entirety prior to submitting to the Curriculum Approval Process
- All Curriculum Change submissions require a curriculum map
- Faculty must consult with the Centre for Teaching and Learning prior to submitting Curriculum Change Requests
- Please delete the “Supplemental Documentation” section if your submission has none.

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## Motion and Rationale

**Motion 1:** That ARCC recommend to Arts and Science Faculty Executive that a restriction be added to FAVA 2507: Art Abroad which states: Approval of the Department is required before registering.

**Rationale:** This change reflects discussions held with the Associate Dean and faculty from other programs who have recently run travel courses and will allow FAVA 2507 'Art Abroad' to be consistent with other travel courses in terms of the prerequisite.

## Curriculum Map

*Please insert the relevant program curriculum map in this section. It is recommended that it be copy and pasted from the curriculum mapping template. The original program curriculum map should be kept in a separate document by the program chair or designate.*

[2025 FAVA Curriculum Map \(Kari template\).docx](#)

## Supplemental Documentation

*Please add any supplemental documentation required to support this proposal (i.e., new course template)*

## Centre for Teaching and Learning Report

There is no one available from the CTL to comment on this proposal.

## Registrar's Office Report

*The Registrar's Office will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.*

## Dean's Office Report

The Dean's Office *will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.*

# Curriculum Change Submission Template

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## Motion(s) and Rationale(s)

*Please add additional motions and rationales as needed.*

### **Course Additions**

**Motion 1:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 1037 Introduction to U.S. History as outlined in the template found on page 27.

**Rationale:** Introduction to U.S. History has been offered under a topics course code (HIST 1107) twice since 2022, having been reworked into a first year course from HIST 2516 (offered in 2017 and 2019, and now marked for deletion). The course is popular and well-enrolled and this motion will regularize the course.

**Motion 2:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 1116 Food: A North American History as outlined in the template on page 33.

**Rationale:** This course will be one of several that make up the first-year offerings for the History program and introduce students to historical study. These courses give students an appealing area of study that also introduces them to major ideas (colonialism, industrialization, etc) and skills in the study of history. Since food touches so many aspects of human existence a food history course is a good way to accomplish these goals, something that has been noted in the academic literature on teaching history. This course also serves as an introduction to the program offerings in environmental history and is a way for students in the early entry Honours Specialization with Orientation to Master of Arts in History (OMAH) option to get their required environmental history course. This course has been taught seven times under a topics code (Hist 1106) since 14-15 and has been a popular course; this is a formalization so it can be taught under its own number and with learning objectives specific to the content.

**Motion 3:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 2046 Slavery and the American Civil War as outlined on page 41.

**Rationale:** 12 years ago HIST 3567 Slavery and the American Civil War was approved by Senate, but the course was never offered (the course is currently banked). At the time of approval, the WAG certificate did not exist. Deleting HIST 3567 and creating HIST 2046 will expand our offerings for the WAG certificate and will be an attractive option for non-

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majors who generally do not take HIST courses beyond the 2000 level. It will expand our offerings to cover a crucial and formative piece of the American past.

**Motion 4:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 3527 American Music as outlined on page 48.

**Rationale:** American Music has been offered under a topics course code (HIST 3517) five times since 2016. The course is popular and well-enrolled and this motion will regularize the course.

### Course Deletions

**Motion 5:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 1016: Introduction to Historical Studies

**Rationale:** HIST does not need so many Topics courses at the 1000 level.

**Motion 6:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 1107: Introduction to Historical Studies

**Rationale:** HIST does not need so many Topics courses at the 1000 level.

**Motion 7:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 2516: Intro to American History.

**Rationale:** HIST 2516 has been reworked into a 1000-level course (taught under the HIST 1107 in 2022 and 2025). A motion to regularize this course as HIST 1037 is included in this package.

**Motion 8:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 2626: Restraining the Hounds of War

**Rationale:** This course was created by Dr. Gordon Morrell who has retired from the university and so the department no longer has the expertise to offer this course. The program learning outcomes met by this course can be met by other course offerings at the at 2000 level, particularly HIST 2206: W-A-R (Whiskey Alpha Romeo): An Introduction to War in the Modern Age.

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**Motion 9:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 3116: Topics In European or World History I; HIST 3117: Topics In European or World History II; HIST 3126: Topics In European or World History III; HIST 3127: Topics In European or World History IV; and HIST 3146: Topics in Canadian History; HIST 3136: Selected Topics in Women's and Gender History; and HIST 3355: Topics in the History of Women and Gender in Canada.

**Rationale:** The department will offer one general topics code at the 3000 level: HIST 3147 (see proposed non-substantive changes below).

**Motion 10:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 3377: American Healthcare

**Rationale:** HIST 2377: History of Nursing is a more popular option for NURS students seeking an elective, and its online delivery works better with their schedules.

**Motion 11:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 3526: Spies: the Rise of the Secret Security State

**Rationale:** This course was created by Dr. Gordon Morrell who has retired from the university and so the department no longer has the expertise to offer this course. The program learning outcomes met by this course can be met by other course offerings at the at 3000 level.

**Motion 13:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 3716: Russian History to 1917.

**Rationale:** This course was created by Dr. Gordon Morrell who has retired from the university and so the department no longer has the expertise to offer this course. The program learning outcomes met by this course can be met by other course offerings at the at 3000 level.

**Motion 14:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 3717: Russian-Soviet History.

**Rationale:** This course was created by Dr. Gordon Morrell who has retired from the university and so the department no longer has the expertise to offer this course. The program learning outcomes met by this course can be met by other course offerings at the at 3000 level.

**Motion 15:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 3947: Sport and Spectacle in Modern Society

**Rationale:** This course has not been taught since 20FW. The only member with expertise to teach the course prefers to offer HIST 3946: History of Sport in Canada

**Motion 16:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the deletion of HIST 4325: Oral History; HIST 4435: and Sexuality and Gender in Europe, 1300-1600.

**Rationale:** The Department will offer five Topics seminars that match the field courses in our MA program (Environmental, Canadian, Gender, European, and International history. See proposed non-substantive changes below), along with HIST 4335: Seminar in American History, and HIST 4446: Seminar in Ancient History.

There are currently twelve 4000 level courses listed in the Academic Calendar (not counting HIST 4015: Directed Studies, which will remain as is). Five of them are specifically Topics courses (4607, 4615, 4617, 4627 are titled “Special Topics,” and 4335 is “Topics in American History”). Three are essentially topics courses (4385: Gender in Canadian History; 4446: Seminar in Ancient History, and 4485: Environmental History). The remaining three courses are more narrow in focus, but their content can easily be offered under a general Topics code.

The MA course fields reflect the department’s focus and expertise. This change will streamline our 4000-level offerings, make the connections between the BAH and the MA more obvious, and make it easier to offer a combined BAH-MA class for a “course-work only” MA degree (proposal is still be developed).

NOTE: while these 6 cr. 4000-level seminars will share a similar title to our 3 cr. 5000-level MA offerings, they are not the same courses.

### **Banking of Courses**

**Motion 17:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2166: Survival: People and Nature in Northern North America to the Industrial Era be banked.

**Rationale:** Course has not been taught since 20 FW.

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**Motion 18:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2036: Trade, Commerce, and Economy in the Ancient World be banked.

**Rationale:** Formerly CLAS 2036. Course has never been offered.

**Motion 19:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2227: The Making of Modern Europe: From Total War to Revolution 1914 - 1991 be banked.

**Rationale:** Course has not been taught since 20 FW.

**Motion 20:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2336: The Vietnam War be banked.

**Rationale:** Course is team-taught and unlikely to be offered in the near future given current enrolments.

**Motion 21:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2406: Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome be banked.

**Rationale:** Formerly CLAS 2206. This course was created and taught by an LTA in CLAS. That position no longer exists and so the department no longer has the expertise to offer the course.

**Motion 22:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2426: Law and Justice in the Ancient World be banked.

**Rationale:** Formerly CLAS 2026. Course has never been offered.

**Motion 23:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2547: Famous Figures in the Ancient World be banked.

**Rationale:** Formerly CLAS 2447. Has not been taught since 2021.

**Motion 24:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that HIST 2706: The Ancient World in Modern Popular Media be banked.

**Rationale:** Formerly CLAS 2706. This course was created and taught by an LTA in CLAS. That position no longer exists and so the department no longer has the expertise to offer the course.

### **Course Revisions- Title & Description**

**Motion 25:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 2137 be changed from “The Global Cold War” to “Empire, Ideology, and Intervention: The Cold War in Global Perspective.”

**Rationale:** This course used to be taught by Dr. Gordon Morrell (retired) and will now be taught by Dr. Stephen Connor. This change reflects Dr. Connor’s version of the course.

**Motion 26:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for HIST 2137.

**New Description:** The Cold War wasn’t just a standoff between the U.S. and the USSR—it was a global system of power, ideology, and intervention. Students examine how this system evolved in Europe and the Global South, shaping decolonization, wars, and social movements from the ideological conflicts of the 1930s through the aftermath of the Cold War in the 1990s.

**Old Description:** Students examine world politics after 1945 as they were shaped by a Cold War that was initially dominated by the superpower conflict between the USA and the USSR. A major part of the course concerns the impact of the Cold War on developments in Asia, Africa, the Middle East and Latin America.

**Rationale:** This course used to be taught by Dr. Gordon Morrell (retired) and will now be taught by Dr. Stephen Connor. This change reflects Dr. Connor’s version of the course.

**Motion 27:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 3147 be changed from “Topics in Canadian History” to “Advanced Topics in History.”

**Rationale:** a general topics code at the 3000 level will be more useful than a specific one and will cut down on the number of topics courses we have listed in the Academic Calendar.

**Motion 28:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for HIST 3147.

New Description: Students will explore an historical topic of the instructor's choosing. The content of this course varies from year to year.

Old Description: This course focuses on some aspect of Canadian History. The content of this course varies from year to year.

**Rationale:** This change reflects the move from a Canadian-specific to a general topics course.

**Motion 29:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 4335 be changed from "Topics in American History" to "Seminar in American History."

**Rationale:** This change is part of the re-titling of all 4000 level HIST seminars.

**Motion 30:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 4485 be changed from "Environmental History" to "Seminar in Environmental History."

**Rationale:** This change is part of the re-titling of all 4000 level HIST seminars.

**Motion 31:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 4815 be changed from " **Canada in the Twentieth Century**" to "Seminar in Canadian History."

**Rationale:** This change is part of the re-titling of all 4000 level HIST seminars.

**Motion 32:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for HIST 4815.

New Description: This course offers a critical examination of selected issues in Canadian History. Topics will vary from year to year at the instructor's discretion.

Old Description: This course examines the political, social, economic, and intellectual developments in Canada from 1896 to the present.

.

**Rationale:** This change reflects the change in title to the course.

**Motion 33:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 4385 be changed from “Gender in Canadian History” to “Seminar in Gender History.”

**Rationale:** This change is part of the re-titling of all 4000 level HIST seminars.

**Motion 34:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for HIST 4385.

**New Description:** This course offers a critical examination of selected issues in Gender History. Topics will vary from year to year at the instructor’s discretion.

**Old Description:** Stretching from the 17th to the late-twentieth century, this course examines the dynamics of gender in Canadian History. As a tool for historical inquiry, gender encourages us to consider how people conceptualized of and experienced femininity and masculinity in the past. In seminars we will consider how scholars have interpreted the field of gender history, examine the diversity of Canadian women's and men's experiences, and pay particular attention to the themes of race/ethnicity, employment, class, sexuality, citizenship, and the family. While engaging with these topics, this seminar also has skill-based outcomes. Students will, therefore, be conducting primary-source research, participate in debate and discussion, review historiography, and critiquing writing.

**Rationale:** This change reflects the change in title to the course.

**Motion 35:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 4615 be changed from “Special Topics” to “Seminar in European History.”

**Rationale:** This change is part of the re-titling of all 4000 level HIST seminars.

**Motion 36:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for HIST 4615.

**New Description:** This course offers a critical examination of selected issues in European History. Topics will vary from year to year at the instructor’s discretion.

**Old Description:** The seminar lies in the professor's field of specialization. This is not an individualized study course.

**Rationale:** This change reflects the change in title to the course.

**Motion 37:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for HIST 4815 be changed from “ **The Third Reich**” to “Seminar in International History.”

**Rationale:** This change is part of the re-titling of all 4000 level HIST seminars.

**Motion 40:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for HIST 4815.

New Description: This course offers a critical examination of selected issues in International History. Topics will vary from year to year at the instructor’s discretion.

Old Description: This course examines the history of modern Germany during the first half of the twentieth century in an attempt to determine the place of Hitler and the Third Reich in relation to the German past and present. The course begins with an examination of the establishment of the Weimar Republic (1918) followed by its collapse and the simultaneous rise of Nazism in the late 1920s and early 1930s. Selected topics will include the rise of National Socialism in Weimar Germany, the Nazi “seizure of power,” Nazi ideology, the leadership role of Adolf Hitler, collaboration and resistance, and the Nazi Holocaust. These and other topics will be examined from a variety of perspectives in order to understand this disturbing episode in the history of the twentieth century. This is a reading intensive course.

**Rationale:** This change reflects the change in title to the course.

**Motion 41:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for HIST 3415 [Fieldwork in Classical Archaeology](#).

New Description: Students participate in an archaeological dig at an ancient Greek or Roman archaeological site with the Balkan Heritage Field School where they learn the basic techniques of archaeological excavation and research methods such as the dating, classification, analysis, and conservation of various types of material culture. This course may be credited towards Anthropology. Students must seek permission from the instructor to enrol in HIST 3415 [Fieldwork in Classical Archaeology](#).

Old Description: Students participate in an archaeological dig at an ancient Greek or Roman archaeological site with the Balkan Heritage Field School where they learn the basic techniques of archaeological excavation and research methods such as the dating, classification, analysis, and conservation of various types of material culture. This course may be credited towards Anthropology.

**Rationale:** Students enrolled in HIST 3415 [Fieldwork in Classical Archaeology](#) earn transfer credits from the Balkan Heritage Field School (BHFS) and thus must pay tuition

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fees and any associated travel expenses. Moreover, there is limited space for Nipissing students to attend the Field Schools. It is therefore imperative that students receive all of the relevant details and have a dialogue with the instructor before enrolling in HIST 3415.

Motion #41a – Non-Substantive

That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the prerequisite for HIST 3415 Fieldwork in Classical Archaeology changes from:

Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.

to:

Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.

Approval of the Instructor is required prior to registration.

**Rationale:** Students enrolled in HIST 3415 earn transfer credits from the Balkan Heritage Field School (BHFS) and thus must pay tuition fees and any associated travel expenses. Moreover, there is limited space for Nipissing students to attend the Field Schools. It is therefore imperative that students receive all of the relevant details and have a dialogue with the instructor before enrolling in HIST 3415.



Curriculum Map

Course Requirements for Program Completion

<b>Program: Bachelor of Arts, History</b>			
		<b>OMAH Specialization</b>	<b>Honours Specialization</b>
<b>Year 1 (CORE)</b>	<b>Year 2 (CORE)</b>	<b>Year 3 (CORE)</b>	<b>Year 4 (CORE)</b>
6 CR (Maximum 12 CR)	12 CR (no cross listed courses)	36 CR (12 courses)	12 CR (Honours Only)
HIST 1006 Intro to Historical Studies*	HIST 2005, HIST 2016**, HIST 2017,	HIST 3005*, HIST 3017, HIST 3066,	HIST 4015, HIST 4185, HIST 4325,
HIST 1007 The Second World War* HIST 1026 The Civilization of Ancient Greece*	HIST 2026*, HIST 2036, HIST 2106, HIST 2107, HIST 2136, HIST 2137*	HIST 3067, HIST 3116*, HIST 3117*, HIST 3126*, HIST 3127*, HIST 3136,	HIST 4335, HIST 4385, HIST 4485, (HIST 4607 OR 4627) 3CR, (HIST 4615* OR HIST 4617*)
HIST 1027 The Civilization of Ancient Rome	HIST 2156, HIST 2157, HIST 2166	HIST 3146, HIST 3147, HIST 3206,	6CR, HIST 4815*
HIST 1206 "Blood and Soil": An Introduction to the History of Genocide	HIST 2167, HIST 2206, HIST 2207,	HIST 3237, HIST 3246, HIST 3267,	
HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada**	HIST 2226, HIST 2227, HIST 2306, HIST 2336*, HIST 2377, HIST 2406,	HIST 3286, HIST 3297, HIST 3306* and **, HIST 3307 **, HIST 3346*, HIST 3355, HIST 3377, HIST 3387, HIST 3415, HIST 3426, HIST 3427, HIST 3517,	
HIST 1306 Animating the Land: Nbisiing Nishnaabeg Histories**	HIST 2426, HIST 2436, HIST 2437,	HIST 3526*, HIST 3565*, HIST 3577, HIST 3626*, HIST 3636, HIST 3705*, HIST 3716*, HIST 3717*, HIST 3806* and **, HIST	

HIST 1506 <i>The Idea of Canada* and **</i>	HIST 2446, HIST 2447* and **, HIST 2516,  HIST 2517, HIST 2547, HIST 2607  HIST 2616, HIST 2626, HIST 2706	3816, HIST 3936, HIST 3937, HIST 3946, HIST 3947	
Same Course Name and description as HIST 1006  HIST 1016 <i>Intro to Historical Studies</i>  HIST 1106 <i>Intro to Historical Studies</i>  HIST 1107 <i>Intro to Historical Studies</i>		Maximum of 12 credits  ESPA 2706, ESPA 2707, <b>GEND 3236</b> , POLI 2106, POLI 2107, POLI 2306, POLI 2307, POLI 2706, POLI 2707, RLCT 2036, RLCT 2037, <b>SWLF 3007</b>	
ACAD 1601		HIST 3906 (OMAH)	
		HIST 3907 (OMAH)	
<b>6 Core credits</b>	<b>12 Core Credits</b>	<b>18(Major)/36/36/30 Core credits</b>	<b>12 Core Credits</b>
<b>MINOR 6 CR</b>	<b>MINOR 12 CR (2000 or 3000)</b>		
<b>Minor in the Study of State Violence: 3 CR (1006, 1007, 1206, 1506), 15 CR (2137, 2206, 2226, 2227, 2336, 2447, 3005, 3116, 3237, 3306, 3526, 3565, 3567, 3577, 3626, 3705, 3716 OR 3806</b>			

\* Certificate in Study in Stake Violence (War, Atrocity, and Genocide)

\*\*Certificate in the Study of Societies in Transition: Reciprocity, Relationship & Reconciliation Histories

**Credits Required**

- **All degrees** require 6 credits at the 1000 level
- **All degrees** require 12 credits at the 2000 level
- The **Major** requires 18 credits at the 3000 level
- The **Specialization** requires 36 credits at the 3000 level
- **The OMAH Honors Specialization** requires 36 credits at the 3000 level and 12 credits at the 4000 level
- The **Honors Specialization** requires 30 credits at the 3000 level and 12 credits at the 4000 level

**Additional Degree Requirements:**

ACAD 1601	3 cr.
Social Science and/or Professional Studies	6 cr.
Science	6 cr.
Electives	51 cr. (specialization)
45 cr. (honours specialization)	

**HIST Degree Requirements:****Major**

- Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

### **Specialization**

- *Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in History.*
- *Students must complete the required 6 credits of introductory History with a minimum grade of 60%.*

### **Honours Specialization with Orientation to a Master of Arts (MA) in History (OMAH)**

- *Students must complete the required 6 credits of introductory History with a minimum grade of 60%.*
- *Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.*
- *When calculating OMAH students' Honours Specialization average, the best 30 credits of 3000 level HIST are considered.*
- *Students are guaranteed admission to the Master of Arts in History, provided they complete their degree including the OMAH specific courses with a minimum 75% on their last 10 full course (20 half/semester) equivalents.*

### **Honours Specialization**

- *Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.*
- *Students must complete the required 6 credits of introductory History with a minimum grade of 60%.*

### **Purpose of Program**

*The Department of History provides a personalized student experience within a collegial learning community dedicated to creativity, innovation, and excellence in teaching, research and scholarly activities.*

*To understand the past is to be able to place yourself in those contexts, to understand and think critically about the world, to empathize. Our program supports the formation of citizens as whole people. Indeed, this could be taken as the summation of our role. Learning in our department provides skills and a critically-informed perspective on society at large that is essential for an active and involved life in the twenty-first century.*

### **Program-Level Student Learning Outcomes**

*Upon graduation the student will be able to:*

	<b>Major and Specialization</b>	<b>Honours Specialization (incl. OMAH)</b>
<b>1. Depth and Breadth of Knowledge</b>	<ul style="list-style-type: none"> <li>a. <i>demonstrate a general knowledge and understanding of many key concepts, methodologies, and approaches in the study of History</i></li> <li>b. <i>demonstrate a broad understanding of some of the major areas and/or periods in the study of History, including the ability to recognize processes of continuity and change within them</i></li> <li>c. <i>understand and interpret primary source materials from one of the major areas and/or periods in the study of History</i></li> <li>d. <i>gather, review, comprehend, and evaluate secondary sources from one of the major areas and/or periods in the study of History</i></li> <li>e. <i>demonstrate some detailed knowledge of one of the major areas and/or periods in the study of History, including the ability to recognize some of the key historiographical debates involved therein</i></li> <li>f. <i>demonstrate critical thinking and analytical skills</i></li> <li>g. <i>demonstrate cumulative intellectual development by applying learning from both previous classes in History and classes outside the discipline</i></li> </ul>	<ul style="list-style-type: none"> <li>a. <i>demonstrate a developed knowledge and critical understanding of the key concepts, methodologies, and approaches in the study of History.</i></li> <li>b. <i>demonstrate a developed understanding of several of the major areas and/or periods in the study of History, including the ability to analyze critically the processes of continuity and change within them</i></li> <li>c. <i>understand, interpret, and analyze a variety of primary source materials from one or more of the major areas and/or periods in the study of History</i></li> <li>d. <i>gather, review, comprehend, and evaluate secondary sources from one or more of the major areas and/or periods in the study of History, including the ability to compare the merits of and discriminate between alternate approaches and interpretations</i></li> <li>e. <i>demonstrate developed, detailed knowledge of one or more of the major areas and/or periods in the study of History, including the ability to engage critically with some of the key historiographical debates involved therein derived from direct experience with historical research</i></li> <li>f. <i>demonstrate developed critical thinking and analytical skills</i></li> <li>g. <i>demonstrate cumulative intellectual development by applying learning from both previous classes in</i></li> </ul>

		<i>History and classes outside the discipline, including the ability to synthesize knowledge</i>
<b>2. Knowledge of Methodologies</b>	<ul style="list-style-type: none"> <li><i>a. demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research</i></li> <li><i>b. formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources</i></li> <li><i>c. identify and evaluate established techniques of historical inquiry and research</i></li> <li><i>d. devise and sustain analytical arguments</i></li> <li><i>e. demonstrate knowledge of the methods of citation and documentation appropriate to the study of History</i></li> </ul>	<ul style="list-style-type: none"> <li><i>a. demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research</i></li> <li><i>b. formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources</i></li> <li><i>c. identify, evaluate, and critique established techniques of historical inquiry and research</i></li> <li><i>d. devise and sustain analytical arguments employing appropriate theoretical and/or methodological approaches to historical inquiry and research</i></li> <li><i>e. demonstrate knowledge of the methods of citation and documentation appropriate to the study of History</i></li> </ul>
<b>3. Application of Knowledge</b>	<ul style="list-style-type: none"> <li><i>a. analyze and interpret primary and secondary sources enabling the student to offer analytical commentary, develop lines of argument, and make sound judgments in accordance with the major concepts and methods in the study of History</i></li> <li><i>b. use established techniques to analyze sources, evaluate different approaches, and propose answers to interpretive questions</i></li> <li><i>c. select appropriate evidence from a primary source to support an analytical argument</i></li> </ul>	<ul style="list-style-type: none"> <li><i>a. analyze and interpret primary and secondary sources enabling the student to offer complex analytical commentary, discriminate between different historiographical arguments, and make sound judgments that are in accordance with the major concepts and methods in the study of History</i></li> <li><i>b. use a range of techniques to analyze sources and evaluate the underlying theoretical principles of different approaches</i></li> </ul>

	<p>d. <i>make use of scholarly secondary sources, including the ability to distinguish between what is and is not a scholarly source</i></p>	<p>c. <i>initiate appropriately framed interpretive questions and propose a variety of possible answers</i></p> <p>d. <i>select the most appropriate evidence from a primary source to support an analytical argument</i></p> <p>e. <i>compare and discriminate between scholarly secondary sources in order to make the most judicious and effective use of them</i></p> <p>f. <i>formulate appropriate projects for independent research and study</i></p>
<b>4. Communication Skills</b>	<p>a. <i>communicate, both orally and in writing, accurately and reliably to a range of audiences</i></p> <p>b. <i>communicate information, ideas, and analytical comments, orally and in writing, in a clear, coherent, and concise manner</i></p> <p>c. <i>participate in a critical discussion by listening actively and responding in an informed and apposite manner</i></p>	<p>a. <i>communicate, both orally and in writing, accurately and reliably to a range of audiences</i></p> <p>b. <i>communicate information, ideas, analyses, and arguments, orally and in writing, in a clear, coherent, and concise manner</i></p> <p>c. <i>initiate and engage in a scholarly discussion by asking critical questions, listening actively to others, and responding in an informed, apposite, and nuanced manner</i></p> <p>d. <i>demonstrate and ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</i></p> <p>e. <i>sustain logical, clear, correct, and persuasive arguments in a paper of significant length</i></p>
<b>5. Awareness of Limits of Knowledge</b>	<p>a. <i>understand the limits of their own knowledge and abilities, and demonstrate an awareness of how</i></p>	<p>a. <i>understand the limits of their own knowledge and abilities, and demonstrate an awareness of how</i></p>

	<p><i>these might affect their analyses and interpretations</i></p> <ul style="list-style-type: none"> <li><i>b. demonstrate some understanding that other disciplines ask different kinds of questions and thus reach different kinds of conclusions</i></li> <li><i>c. demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</i></li> </ul>	<p><i>these might affect their analyses and interpretations</i></p> <ul style="list-style-type: none"> <li><i>b. understand and appreciate that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with History</i></li> <li><i>c. demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</i></li> <li><i>d. appreciate the uncertainty, ambiguity, and limits of knowledge about historical events and/or processes</i></li> </ul>
<b>6. Autonomy and Professional Capacity</b>	<ul style="list-style-type: none"> <li><i>a. exercise good judgment, personal responsibility and accountability</i></li> <li><i>b. work effectively and collegially with others</i></li> <li><i>c. identify their own learning needs, including their goals for their degree and beyond</i></li> <li><i>d. demonstrate behaviour consistent with academic integrity and social responsibility</i></li> </ul>	<ul style="list-style-type: none"> <li><i>a. exercise initiative, good judgment, personal responsibility and accountability</i></li> <li><i>b. work effectively and collegially with others</i></li> <li><i>c. identify their own learning needs, including seeking assistance to identify and address weaknesses; and their goals for their degree and beyond, including selecting an appropriate program for further study</i></li> <li><i>d. demonstrate behaviour consistent with academic integrity and social responsibility</i></li> </ul>

**Program-Level Student Learning Outcomes Matrix**





5	S	S	S	S	S	S	S	S	S	S	S	S	S	S
6	S	S	S	S	S	S	S	S	S	S	S	S	S	S

*University Level Outcomes*

*The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.*

**University-Level Student Learning Outcomes**

*Upon graduation the student will be able to:*

1. *Analyze critically and creatively*
  - a. *engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.*
  - b. *organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.*
  - c. *utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.*
2. *Use knowledge and skills proficiently*
  - a. *demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.*
3. *Initiate inquiries and develop solutions to problems*
  - a. *demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.*
  - b. *evaluate the benefits and challenges of different solutions when proposing specific courses of action.*
4. *Communicate effectively*
  - a. *communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.*

- b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.*
- c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.*
- 5. Pursue self-motivated and self-reflective learning*
  - a. initiate action and demonstrate confidence in the application of their knowledge and skills.*
  - b. work independently and productively.*
  - c. set personal and professional goals and establish a plan of action to attain those goals.*
  - d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.*
- 6. Engage in collaborative leadership and professional practices*
  - a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.*
  - b. demonstrate strong interpersonal skills.*
  - c. demonstrate leadership skills by motivating, including, and supporting others.*
  - d. seek opportunities to collaborate.*
  - e. engage in professional dialogue and participate in learning communities.*
- 7. Engage in ethical and respectful practices*
  - a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.*
  - b. engage in their work using ecologically sustainable practices.*
- 8. Contribute locally, regionally, nationally, and globally*
  - a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.*
  - b. demonstrate knowledge of Anishinabek ontologies.*
  - c. initiate change.*

d. utilize their knowledge and skills to positively impact their community.

**University-Level Outcome Matrix**

**Legend: Beginner, Intermediate, Proficient**

Outcome	HIST 1006	HIST 1007	HIST 1016	HIST 1026	HIST 1027	HIST 1106	HIST 1107	HIST 1206	HIST 1236	HIST 1306	HIST 1506
Year 1											
1	B	B	B	B	B	B	B	B	B	B	B
2	B	B	B	B	B	B	B	B	B	B	B
3	B	B	B	B	B	B	B	B	B	B	B
4	B	B	B	B	B	B	B	B	B	B	B
5	B	B	B	B	B	B	B	B	B	B	B
6	B	B	B	B	B	B	B	B	B	B	B
7	B	B	B	B	B	B	B	B	B	B	B
8	B	B	B	B	B	B	B	B	B	B	B

Outcome	HIST 2005	HIS 2016	HIS 2017	HIS 2026	HIS 2036	HIS 2106	HIS 2107	HIS 2136	HIS 2137	HIS 2156	HIS 2157	HIS 2166	HIS 2167	HIS 2206	HIS 2207	HIS 2226	HIS 2227	HIS 2306	HIS 2336	HIS 2376	HIS 2406	HIS 2426	HIS 2436	HIS 2437	HIS 2446	HIS 2447	HIS 2516	HIS 2517	HIS 2546	HIS 2606	HIS 2616	HIS 2626	HIS 2706	
	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
Year 2																																		







## Supplemental Documentation

### New Course: HIST 1037: Introduction to U.S. History

**MOTION:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 1037 Introduction to U.S. History as outlined in the template below.

**JUSTIFICATION (Rationale):** Introduction to U.S. History has been offered under a topic course code (HIST 1107) twice since 2022, having been reworked into a first year course from HIST 2516 (offered in 2017 and 2019, and now marked for deletion). The course is popular and well-enrolled and this motion will regularize the course.

Course Code	HIST 1037
Course Title:	Introduction to U.S. History
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, student-focused, present tense and active voice)</i>	Students explore the major events, themes, and patterns of the American past, and develop the basic skills integral to the historical profession. Lectures acquaint students with the broad narrative and interpretive frameworks of U.S. history. Practical skills-based assignments develop students' facility with footnoting, primary source analysis, methodology, and historiography.
Course Prerequisite:	none
Course Corequisite:	none
Course Antirequisite:	HIST 1107 (same course title) offered in 22FA and 24WI.
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	none
Is this a Topic Course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p><i>Topic courses are courses that students can take more than once for credit.</i></p>	
<p>Will this course have an Experiential Learning component as defined by the MCU? <a href="https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&amp;data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVC 6Mn0= 3000 &amp;sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNoW/XkvfpmOg=&amp;reserved=0">As defined by MCU</a></p>	<p>Yes      No</p>

<p>Outline the department's plan for offering this course.</p> <p><i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i></p>	<p>HIST 1037 will be offered in regular rotation with the Department's other 3 cr. 1000 level offerings.</p>
<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: 36</p> <p><u>Breakdown of hours per week</u></p> <p>Clinical:</p> <p>Independent Study:</p> <p>Lecture: 3</p> <p>Lab:</p> <p>Practical:</p> <p>Seminar :</p> <p>Tutorial:</p> <p>Service Learning:</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p><u>Program Implications:</u></p> <p><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p>HIST has no specific required courses, but requires that majors take at least 6 cr. credits at the 1000 level. The course will also be an option for students from other majors seeking elective credits.</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p>	<p>Students who successfully complete this course will demonstrate:</p>

<p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<ol style="list-style-type: none"> <li>1. a promising ability to analyze and interpret primary sources.</li> <li>2. the foundational skills essential to the study of history.</li> <li>3. a working knowledge of the key peoples and events that have shaped the history of the United States.</li> <li>4. an appreciation for how and why historians approach the past in different ways.</li> <li>5. an understanding of the limits of historical inquiry.</li> <li>6. the ability to communicate effectively in clear and correct writing.</li> </ol>
<p>Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i></p>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>How will this course contribute to the program level outcomes?</p>	<p>HIST 1037 will teach students about some of the specifics of the history and historiography of American past while developing their research, writing, and critical thinking skills. The course will begin to develop knowledge and skills in the following aspects of History program level outcomes:</p> <ol style="list-style-type: none"> <li>1. Key concepts (colonialism, industrialization, republicanism, etc), methodologies (use of sources), and approaches (i.e. historiographies) in the study of history</li> <li>2. Knowledge of U.S. history and the processes of continuity and change within this national history</li> <li>3. Understanding and interpreting primary sources</li> </ol>

	<p>4. Critical thinking and analytical skills, primarily through the study of primary sources and writing assignments, and written exams</p> <p>5. Methods of citation and documentation</p> <p>6. Written communication</p>
Who amongst your current faculty has the competencies to teach this course?	Dr. Nathan Kozuskanich
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	HIST 1037 teaches students the history of marginalized groups in the American context.
How will you communicate this new offering to students?	HIST 1037 will appear in the academic calendar, and on WebAdvisor in the years it is offered.

## **COURSE SYLLABUS**

### **HIST 1037 – Introduction to U.S. History**

**Credits:** 3

**Hours:** 36

#### **Description:**

Students explore the major events, themes, and patterns of the American past, and develop the basic skills integral to the historical profession. Lectures acquaint students with the broad narrative and interpretive frameworks of U.S. history. Practical skills-based assignments develop students' facility with footnoting, primary source analysis, methodology, and historiography.

#### **Learning Outcomes:**

Upon the successful completion of this course, students will demonstrate:

1. a promising ability to analyze and interpret primary sources.

2. the foundational skills essential to the study of history.
3. a working knowledge of the key peoples and events that have shaped the history of the United States.
4. an appreciation for how and why historians approach the past in different ways.
5. an understanding of the limits of historical inquiry.
6. the ability to communicate effectively in clear and correct writing.

**Required Resources:**

None that would be independent of the instructor.

**Assessment Strategies:**

None that would be independent of the instructor.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>	
<input checked="" type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous	
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous	
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex	
<input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:	

**Prerequisite(s):** none

**Antirequisite(s):** HIST 1107 as offered in FA 22 and WI 25; and HIST 2516.

**Corequisite(s):** none

## New Course: HIST 1116 – Food: A North American History

**MOTION:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 1116 Food: A North American History as outlined in the template below

**JUSTIFICATION (Rationale):** This course will be one of several that make up the first-year offerings for the History program and introduce students to historical study. These courses give students an appealing area of study that also introduces them to major ideas (colonialism, industrialization, etc) and skills in the study of history. Since food touches so many aspects of human existence a food history course is a good way to accomplish these goals, something that has been noted in the academic literature on teaching history. This course also serves as an introduction to the program offerings in environmental history and is a way for students in the early entry Honours Specialization with Orientation to Master of Arts in History (OMAH) option to get their required environmental history course. This course has been taught seven times under a topics code (Hist 1106) since 14-15 and has been a popular course; this is a formalization so it can be taught under its own number and with learning objectives specific to the content.

Course Code	HIST 1116
Course Title:	Food: A North American History
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, student-focused, present tense and active voice)</i>	Through the history of culturally and historically important dishes, students consider the history of food in North America – how it has been grown, cooked and eaten – from Indigenous times to the present. Students consider the way in which major historical forces – the environment, colonialism, capitalism, ethnicity, and gender – have shaped food, and how food has shaped societies, cultures, and the environment. The course will typically include the opportunity to learn by cooking and serving food.
Course Prerequisite:	None
Course Corequisite:	None

Course Antirequisite:	Hist 1106 as taught in 15WI, 16FA, 18WI, 20FA, 21FA, and 23WI
List any restrictions:  <i>For example, "This course is restricted to BPHE students".</i>	NA
Is this a Topic Course?  <i>Topic courses are courses that students can take more than once for credit.</i>	Yes      No
Will this course have an Experiential Learning component as defined by the MCU? <a href="https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&amp;data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWFpbGZsb3d8eyJ">As defined by MCU <a href="https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&amp;data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWFpbGZsb3d8eyJ">https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&amp;data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWFpbGZsb3d8eyJ</a></a>	Yes      No

<a href="http://Wljoimc4wLjAwMDAiLCJQljoiv2luMzliLCJB">Wljoimc4wLjAwMDAiLCJQljoiv2luMzliLCJB</a> <a href="http://Til6lk1haWwiLCJXVCI6Mn0= 3000   &amp;sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNo">Til6lk1haWwiLCJXVCI6Mn0= 3000   &amp;sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNo</a> <a href="http://w/XkvfpmOg=&amp;reserved=0">w/XkvfpmOg=&amp;reserved=0</a>	
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<p>Outline the department's plan for offering this course.</p> <p><i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i></p>	<p>Hist 1116 will be offered in regular rotation with the Department's other 3 cr. 1000 level offerings.</p>
<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: <u>  36  </u></p> <p><u>Breakdown of hours per week</u></p> <p>Clinical: _____</p> <p>Independent Study: _____</p> <p>Lecture: <u>  3  </u></p> <p>Lab: _____</p> <p>Practical: _____</p> <p>Seminar : _____</p> <p>Tutorial: _____</p> <p>Service Learning: _____</p>
<p>Is this course cross-listed? If so, with what department?</p>	<p>Yes      No</p> <p><i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i></p>

<p>Program Implications:</p> <p><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p>HIST has no specific required courses, but requires that majors take at least 6 cr. credits at the 1000 level.</p> <p>The course will also be an option for students from other majors seeking elective credits.</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>If yes, include rationale:</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <p>Enter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>•</li> <li>• Explain key concepts in food studies, including food security, food sovereignty, foodways, and food systems</li> <li>• Appraise key concepts in historical study as they pertain to food history, including colonialism, capitalism, industrialization, class, ethnicity, gender and culture</li> <li>• Assess how environmental factors have shaped human food systems and assess the interaction between environmental and social, cultural, political and economic influences in shaping food systems</li> <li>• Assess the relationship between particular foods and the historical development of Indigenous and colonial North American societies</li> <li>• Describe the difference between primary and secondary sources and demonstrate the use of primary sources to create knowledge of the past</li> <li>• Demonstrate knowledge of the methods of citation and documentation appropriate to the study of history</li> <li>• Demonstrate a basic ability to participate in a critical discussion by listening actively and responding in an informed and apposite manner</li> </ul>

<p>Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>enter additional resources:</p>
<p>How will this course contribute to the program level outcomes?</p>	<p>The course will begin to develop knowledge and skills in the following aspects of History program level outcomes:</p> <ul style="list-style-type: none"> <li>• Key concepts (colonialism, etc), methodologies (use of sources), and approaches (environmental and food history) in the study of history</li> <li>• Knowledge of North American history and food and environmental history and the processes of continuity and change within these histories, in particular, the way that the environmental shapes historical change</li> <li>• Understanding and interpreting primary sources</li> <li>• Critical thinking and analytical skills, primarily through the study of primary sources and writing/oral presentation assignments</li> <li>• Established techniques of historical inquiry and research, in particular, the use of primary sources</li> <li>• Methods of citation and documentation</li> <li>• Written and oral communication</li> </ul>
<p>Who amongst your current faculty has the competencies to teach this course?</p>	<p>Dr. Jamie Murton</p>
<p>How does this course contribute to the institution's commitments to equity,</p>	<p>The course contributes to sustainability by centering a primary point of interaction between the natural environmental and human societies, namely, the</p>

inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	production, preparation and consumption of food. It contributes to Indigenous learning by teaching Indigenous food history, and to decolonization by teaching the history of colonization in North America. It addresses equity by exploring the roots of inequity in colonization and industrialization.
How will you communicate this new offering to students?	The History program routinely advertises courses through posters, in-class announcements of upcoming courses, and Instagram posts.

## **COURSE SYLLABUS**

### **HIST 1116 – Food: A North American History**

**Credits:** 3

**Hours:** 36

#### **Description:**

Through the history of culturally and historically important dishes, students consider the history of food in North America – how it has been produced, cooked and eaten – from Indigenous times to the present. Students consider the way in which major historical forces – the environment, colonialism, capitalism, ethnicity, and gender – have shaped food, and how food has shaped societies, cultures, and the environment. The course will typically include the opportunity to learn by cooking and serving food.

#### **Learning Outcomes:**

Upon the successful completion of this course, students will:

- Explain key concepts in food studies, including food security, food sovereignty, foodways, and food systems
- Explain key concepts in historical study as they pertain to food history, including colonialism, capitalism, industrialization, class, ethnicity, gender and culture
- Explain how environmental factors have shaped human food systems and assess the interaction between environmental and social, cultural, political and economic influences in shaping food systems
- Explain and assess the relationship between particular foods and the historical development of Indigenous and colonial North American societies

- Describe the difference between primary and secondary sources and demonstrate the use of primary sources to create knowledge of the past
- Demonstrate knowledge of the methods of citation and documentation appropriate to the study of history
- Demonstrate an ability to write clearly and concisely on academic subjects
- Demonstrate a basic ability to participate in a critical discussion by listening actively and responding in an informed and apposite manner

**Required Resources:**

None that would be independent of the instructor.

**Assessment Strategies:**

None that would be independent of the instructor.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>	
<input checked="" type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous	
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous	
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex	
<input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:	

**Prerequisite(s):** none

**Antirequisite(s):** Hist 1106 as taught in 15WI, 16FA, 18WI, 20FA, 21FA, and 23WI

**Corequisite(s):** none

## New Course: HIST 2046: Slavery and the American Civil War

**MOTION:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 2046 Slavery and the American Civil War as outlined in the template below.

**JUSTIFICATION (Rationale):** 12 years ago HIST 3567 Slavery and the American Civil War was approved by Senate, but the course was never offered (the course is currently banked). At the time of approval, the WAG certificate did not exist. Deleting HIST 3567 and creating HIST 2046 will expand our offerings for the WAG certificate and will be an attractive option for non-majors who generally do not take HIST courses beyond the 2000 level. It will expand our offerings to cover a crucial and formative piece of the American past.

Course Code	HIST 2046
Course Title:	Slavery and the American Civil War
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, student-focused, present tense and active voice)</i>	In 1858, William Seward called the growing rift between the northern and southern states an "irrepressible conflict." Students are encouraged to eschew any argument about inevitability by exploring in detail the causes, course, and consequences of the U.S. Civil War. Attention is given to both macro and micro history—i.e. large scale changes in the economic, political, and cultural spheres, and how individuals navigated those changes.

Course Prerequisite:	Six credits of 1000 level History or 24 credits completed. HIST 1037 is strongly recommended.
Course Corequisite:	none
Course Antirequisite:	none
List any restrictions: <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>	Yes      No
Will this course have an Experiential Learning component as defined by the MCU? <i>As defined by MCU</i> <a href="https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%252005%2520EN.pdf&amp;data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWfPbGZsb3d8eyJWljo MC4wLjAwMDAiLCJQljo V2luMzliLCJBTiI6k1haWwiLCJXVCi6Mn0= 3000  &amp;sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&amp;reserved=0">https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%252005%2520EN.pdf&amp;data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWfPbGZsb3d8eyJWljo MC4wLjAwMDAiLCJQljo V2luMzliLCJBTiI6k1haWwiLCJXVCi6Mn0= 3000  &amp;sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&amp;reserved=0</a>	Yes      No

Outline the department's plan for offering this course.  <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	HIST 2046 replaces HIST 3567. It will be offered every 2-3 years as part of our WAG offerings.
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<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: 36</p> <p><u>Breakdown of hours per week</u></p> <p>Clinical:</p> <p>Independent Study:</p> <p>Lecture: 3</p> <p>Lab:</p> <p>Practical:</p> <p>Seminar :</p> <p>Tutorial:</p> <p>Service Learning:</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications:</u></p> <p><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p>HIST 2046 will be added to the list of non-core courses students can take to fulfill the requirements for the WAG certificate or minor.</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>There is no course at Nipissing specifically on the U.S. Civil War. However, all 2000 level HIST courses have similar Learning Outcomes because the program does not have any required courses and therefore all/any 2000 level HIST course helps achieve our program outcomes.</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Identify and understand key events in the history of the U.S. Civil War.</li> </ol>

<p>consult the <a href="#">Quality Assurance website</a>.</p>	<ol style="list-style-type: none"> <li>2. Identify and understand continuity and change in the history of 19<sup>th</sup> century America.</li> <li>3. Analyze primary documents as a source of historical understanding about the American past.</li> <li>4. Identify and assess historical arguments in secondary sources.</li> <li>5. Synthesize primary and secondary source material into an original piece of writing.</li> <li>6. Demonstrate a promising ability to communicate effectively, both orally and in writing.</li> </ol>
<p>Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i></p>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>How will this course contribute to the program level outcomes?</p>	<p>HIST 2046 will teach students about the specifics of the history and historiography of the U.S. Civil War while continuing to develop their research, writing, and critical thinking skills at an intermediate level. The course will develop knowledge and skills in the following aspects of History program level outcomes:</p> <ol style="list-style-type: none"> <li>1. Key concepts (racism, white supremacy, states' rights, etc.), methodologies (use of sources), and approaches (i.e. historiographies) in the study of the U.S. Civil War</li> <li>2. Knowledge of U.S. history in general, and the 1850s to 70s in specific, and the processes of continuity and change within this time frame</li> <li>3. Understanding and interpreting primary sources</li> </ol>

	<p>4. Critical thinking and analytical skills, primarily through the study of primary sources and writing assignments, in-class group work, and written exams</p> <p>5. Methods of citation and documentation</p> <p>6. Written communication</p>
Who amongst your current faculty has the competencies to teach this course?	Dr. Nathan Kozuskanich
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	HIST 2046 teaches students about how the construction of race in the U.S. supported political and economic systems. Learning about these systems in the past helps students understand their legacy in the present. HIST 2046 centers the histories and experiences of racialized and enslaved peoples in the nineteenth century.
How will you communicate this new offering to students?	The course will appear in the academic calendar, and on WebAdvisor in the years it is offered. We can announce the course on social media and/or send an email to HIST majors. If there are other channels of communication to reach more students (i.e. non HIST majors) we would be happy to hear about them.

## **COURSE SYLLABUS**

### **HIST 2046 – Slavery and the American Civil War**

**Credits:** 3

**Hours:** 36

#### **Description:**

In 1858, William Seward called the growing rift between the northern and southern states an "irrepressible conflict." Students are encouraged to eschew any argument about inevitability by exploring in detail the causes, course, and consequences of the U.S. Civil War. Attention is given to both macro and micro history–i.e. large scale

changes in the economic, political, and cultural spheres, and how individuals navigated those changes.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

1. Identify and understand key events in the history of the U.S. Civil War.
2. Identify and understand continuity and change in the history of 19<sup>th</sup> century America.
3. Analyze primary documents as a source of historical understanding about the American past.
4. Identify and assess historical arguments in secondary sources.
5. Synthesize primary and secondary source material into an original piece of writing
6. Demonstrate a promising ability to communicate effectively, both orally and in writing.

**Required Resources:**

None that would be independent of the instructor.

**Assessment Strategies:**

None that would be independent of the instructor.

**Method of Delivery:**

Modality	Approach
<input checked="" type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):** Six credits of 1000 level History or 24 credits completed. HIST 1037 strongly recommended.

**Antirequisite(s):** none

**Corequisite(s):** none

## New Course: HIST 3527: American Music

**MOTION:** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of HIST 3527 American Music as outlined in the template below.

### JUSTIFICATION (Rationale):

American Music has been offered under a topics course code (HIST 3517) five times since 2016. The course is popular and well-enrolled and this motion will regularize the course.

Course Code	HIST 3527
Course Title:	American Music
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, student-focused, present tense and active voice)</i>	Students examine the passage of American society from the 1600s to the 1990s through music. At times music reinforced broadly held attitudes and beliefs. At other times it helped modify value systems and spread those changes to an ever-widening segment of the population. Students examine both form and content to gain a better understanding of the development of various genres, their historical significance, and how they help us understand the American past.
Course Prerequisite:	Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed. HIST 1037 is strongly recommended.
Course Corequisite:	none
Course Antirequisite:	HIST 3517 offered between 16FW and 23FW
List any restrictions:	none

<p>For example, “This course is restricted to BPHE students”.</p>	
<p>Is this a Topic Course?</p> <p><i>Topic courses are courses that students can take more than once for credit.</i></p>	<p>Yes      No</p>
<p>Will this course have an Experiential Learning component as defined by the MCU? <a href="https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&amp;data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCi6Mn0= 3000  &amp;sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&amp;reserved=0">As defined by MCU</a></p>	<p>Yes      No</p>

<p>Outline the department’s plan for offering this course.</p> <p><i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i></p>	<p>HIST 3527 will be offered in regular rotation with the Department’s other 3000 level courses.</p>
<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6</p>	<p>Total Hours: 36</p> <p><u>Breakdown of hours per week</u></p> <p>Clinical:</p> <p>Independent Study:</p>

<p>credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Lecture: 3</p> <p>Lab:</p> <p>Practical:</p> <p>Seminar :</p> <p>Tutorial:</p> <p>Service Learning:</p>
<p>Is this course cross-listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p><b>Program Implications:</b></p> <p><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p>HIST has no specific required courses, but requires that majors take 30 credits at the 3000 level. HIST 3527 will be part of a roster of 3000-level options for majors, or an elective for non-majors.</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>There is no course at Nipissing specifically on the history of American music. However, all 3000 level HIST courses have similar Learning Outcomes because the program does not have any required courses and therefore all/any 3000 level HIST course helps achieve our program outcomes.</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Identify, understand, and analyze key themes and developments in American music and culture.</li> <li>2. Identify and analyze the processes of continuity and change in the U.S.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Identify and assess key historiographical arguments that have shaped our historical understanding of the American past.</li> <li>4. Analyze primary documents as a source of historical understanding about the American past.</li> <li>5. Develop and execute an original research project based on primary and secondary material.</li> <li>6. Communicate effectively in writing.</li> </ol>
<p>Will this course have budgetary implications?</p> <p><i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>How will this course contribute to the program level outcomes?</p>	<p>HIST 3527 will teach students about some of the specifics of the history and historiography of American music while continuing to developing their research, writing, and critical thinking skill proficiency. The course will develop knowledge and skills in the following aspects of History program level outcomes:</p> <ol style="list-style-type: none"> <li>1. Key concepts (colonization, cultural development and appropriation, etc.), methodologies (use of sources), and approaches (i.e. historiographies) in the study of U.S. music history</li> <li>2. Knowledge of U.S. history in general, and American music history in specific, and the processes of continuity and change in the broad sweep of the American past</li> <li>3. Understanding and interpreting primary sources</li> </ol>

	<p>4. Critical thinking and analytical skills, primarily through the study of primary sources and writing assignments, and written exams</p> <p>5. Methods of citation and documentation</p>
Who amongst your current faculty has the competencies to teach this course?	Dr. Nathan Kozuskanich
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	HIST 3527 teaches students about Black and indigenous history and cultural expression.
How will you communicate this new offering to students?	HIST 3527 is not a new course offering. It will appear in the academic calendar, and on WebAdvisor in the years it is offered.

## **COURSE SYLLABUS**

### **HIST 3527 – American Music**

**Credits:** 3

**Hours:** 36

#### **Description:**

Students examine the passage of American society from the 1600s to the 1990s through music. At times music reinforced broadly held attitudes and beliefs. At other times it helped modify value systems and spread those changes to an ever-widening segment of the population. Students examine both form and content to gain a better understanding of the development of various genres, their historical significance, and how they help us understand the American past.

#### **Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

1. Identify, understand, and analyze key themes and developments in American music and culture.

2. Identify and analyze the processes of continuity and change in the U.S.
3. Identify and assess key historiographical arguments that have shaped our historical understanding of the American past.
4. Analyze primary documents as a source of historical understanding about the American past.
5. Develop and execute an original research project based on primary and secondary material.
6. Communicate effectively in writing.

**Required Resources:**

None that would be independent of the instructor.

**Assessment Strategies:**

None that would be independent of the instructor.

**Method of Delivery:**

Modality	Approach
<input checked="" type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):** Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed. HIST 1107 is strongly recommended.

**Antirequisite(s):** HIST 3517 offered between 2016-2024

**Corequisite(s):** none



## Centre for Teaching and Learning Report

**Proposal ID:** FAS- 2425-00468

**Department:** Department of History, Anthropology and Ancient Studies

**Program:** History

**Level of Change:** Minor Curricular Change(s)

**Review:** Curriculum Review (Centre for Teaching and Learning)

**Reviewer:** Stephanie Vennard Hummel & Andre Brazeau

### Overview of Minor Curricular Change

This proposal asks for the following:

- addition of two 1000 level electives (HIST 1037 & HIST 1116) to the program.
- addition of a 2000 level elective (HIST 2046) to the program.
- Addition of a 3000 level elective (HIST 3257) to the program.
- The deletion of one 1000 level elective, two 2000 level electives, eleven 3000 level electives, and one 4000 level elective.
- The banking of eight 2000 level electives.
- The revision to course title or course description for seventeen elective courses.

These all fall within a minor curricular change.

### Confirmation of Level of Change

- Minor Curricular Change – upon review from a curricular perspective this proposal lies within this level of change.
  - Proposal reflects changes, in isolation, to specific courses through addition, deletion, banking, or revisions.

### Alignment with IQAP Self-Study

- Proposal is not tied to a Self-Study.
  - Previous self-study is from 2021.

### Program Map (Undergraduate)

- Program Map has been provided. (See above)
  - The request of adding elective courses does not impact the program map.
  - The request of deleting elective courses does not impact the program map.

- The request of banking elective courses does not impact the program map.
- The request of minor title or description revisions to elective courses does not impact the program map.
- As indicated in the summary, there are no required HIST courses, just X number of credits at the 1000, 2000, 3000, and 4000 levels in HIST.
- The deletion and banking of courses eliminates duplicate or unnecessary HIST courses, creating space for the addition of elective courses.
- The revision of course titles or course descriptions ensures that the courses are up to date and relevant.
- The rationale for each addition, deletion, banking, and revision is pedagogically sound.

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*RECOMMENDATION 1: That the addition of the four proposed elective courses be approved as it does not impact the program mapping of the current program and will enable students in the program to meet their HIST requirements.*

*RECOMMENDATION 2: That the deletion of all listed electives be approved as it does not impact the program mapping of the current program.*

*RECOMMENDATION 3: That the banking of all listed electives be approved as it does not impact the program mapping of the current program.*

*RECOMMENDATION 4: That the course title or course description revisions be approved for all listed elective courses as it does not impact the program mapping of the current program.*

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<b>For Consideration</b>
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There are several individual motions for HIST that should all be considered together, as they support one another.

The CTL recommends a substantive review of the program to discuss long-term vision and recruitment.

## Registrar's Office Report

*The recommendations made by the Registrar's Office have been taken into consideration by the faculty when creating this document. There are no concerns with this proposal from a Registration, Scheduling or Academic Advising perspective.*

## Dean's Office Report

### 1. Alignment with Institutional Priorities / Strategic Direction

Proposal streamlines offerings in History, eliminating courses that are no longer offered and creating course codes for some regularly offered courses.

### 2. Workload Effects

No anticipated changes in workload requirements.

### 3. Costs

No anticipated changes in costs.

### 4. Dean's Recommendation

Approve

Approve with Conditions

Do Not Approve

Comments:

# Curriculum Change Submission Template

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## Motion(s) and Rationale(s)

*Please add additional motions and rationales as needed.*

**Motion 42:** That ARCC recommend to Arts and Science Executive the removal of the WAG minor from the academic calendar.

**Rationale:** Since its creation in 2020, no student has completed the requirements for the WAG minor.

**Motion 43:** That ARCC recommend to Arts and Science Executive that the requirements for the WAG certificate be changed from

“This certificate is restricted to students in a History program and will be awarded at the time of graduation.”

to

“This certificate is available to any student who has met the requirements and will be awarded at the time of graduation.”

**Rationale:** A certificate is a more attractive credential for students, especially those who intend to attend the BEd program. The fact that no student has completed the WAG Minor but 32 students have completed the certificate supports this statement. Opening the certificate to non-majors will appeal to students who intend to teach in the social sciences and humanities.

**Motion 44:** That ARCC recommend to Arts and Science Executive that Program Requirements for the WAG certificate be changed from:

All of:

<a href="#">HIST 1206</a>	Blood and Soil: An Introduction to the History of Genocide	3 cr.
<a href="#">HIST 2206</a>	W-A-R (Whiskey, Alpha, Romeo): An Introduction to War in the Modern Age	3 cr.

Twelve credits

of:

FAS-2526-00048

<a href="#">HIST 1006</a> or <a href="#">HIST 1007</a>	1006: Introduction to Historical Studies <i>Topic: Global History of World War I</i> or <a href="#">HIST 1007</a> : Global History of World War II	3 cr.
<a href="#">HIST 1506</a>	The Idea of Canada	3 cr.
<a href="#">HIST 2447</a>	Indigenous Treaties in Canada	3 cr.
<a href="#">HIST 2137</a>	The Global Cold War	3 cr.
<a href="#">HIST 2336</a>	The Vietnam War	3 cr.
<a href="#">HIST 3116</a>	Topics in European or World History I <i>Topic: Kriegsspiel: Warfare Imagined</i>	3 cr.
<a href="#">HIST 3117</a>	Topics in European or World History II <i>Topic: Cold War in Fact, Fiction, and Film</i>	3 cr.
<a href="#">HIST 3126</a>	Topics in European or World History III <i>Topic: The Object of Terror is Terror: Modern Terrorism in Historical Perspective</i>	3 cr.
<a href="#">HIST 3127</a>	Topics in European or World History IV <i>Topic: Savage Wars of Peace: Decolonization, War, and Insurgency</i>	3 cr.
<a href="#">HIST 3306</a>	Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island	3 cr.
<a href="#">HIST 3526</a>	Spooks: The Rise of the Secret Security State in the 20th Century	3 cr.
<a href="#">HIST 3565</a>	Justice or Vengeance? Mass Atrocity, War Crimes, and Perpetrator Trials in History	6 cr.
<a href="#">HIST 3626</a>	Swastikas, Swords, and Symbols: The Fascist Phenomenon in Historical Perspective	3 cr.
<a href="#">HIST 3627</a>	Post-1945 Europe	3 cr.

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<a href="#">HIST 3705</a>	The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews	6 cr.
<a href="#">HIST 3716</a>	Russian History From Kievan Rus' To the Russian Revolutions of 1917	3 cr.
<a href="#">HIST 3717</a>	Russian-Soviet History From 1917 to 1991	3 cr.
<a href="#">HIST 3005</a>	History Travel Course	6 cr.
<a href="#">HIST 3806</a>	Experiential Learning Course	3 cr.
<a href="#">HIST 4615</a>	Special Topics. Topic: War and Society	6 cr.
<a href="#">HIST 4617</a>	Special Topics. Topic: War and Society	3 cr.
<a href="#">HIST 4815</a>	The Third Reich	6 cr.
<a href="#">HIST 4817</a>	The Third Reich	3 cr.

to the following:

**All of:**

All of:		
<a href="#">HIST 1206</a>	Blood and Soil: An Introduction to the History of Genocide	3 cr.
<a href="#">HIST 2206</a>	W-A-R (Whiskey, Alpha, Romeo): An Introduction to War in the Modern Age	3 cr.

Twelve credits  
of:

<a href="#">HIST 1006</a> or <a href="#">HIST 1007</a>	1006: Introduction to Historical Studies <i>Topic: Global History of World War I</i> or <a href="#">HIST 1007</a> : Global History of World War II	3 cr.
<a href="#">HIST 1506</a>	The Idea of Canada	3 cr.

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HIST 2046	Slavery and the American Civil War	3 cr.
<a href="#">HIST 2137</a>	The Global Cold War	3 cr.
HIST 2226	The Making of Modern Europe: From Revolution to Total War, 1789-1914	3 cr.
HIST 2437	The Age of Empires: From Alexander the Great to the Roman Conquest	3 cr.
<a href="#">HIST 2447</a>	Indigenous Treaties in Canada	3 cr.
<del>HIST 2336</del>	<del>The Vietnam War</del>	<del>3 cr.</del>
HIST 2517	Race and Racism in America	3 cr.
HIST 2607	The Trojan War	3 cr.
<del>HIST 3116</del>	<del>Topics in European or World History I -Topic: <i>Kriegsspiel: Warfare Imagined</i></del>	<del>3 cr.</del>
<a href="#">HIST 3005</a>	History Travel Course	6 cr.
<del>HIST 3117</del>	<del>Topics in European or World History II -Topic: <i>Gold War in Fact, Fiction, and Film</i></del>	<del>3 cr.</del>
<del>HIST 3126</del>	<del>Topics in European or World History III -Topic: <i>The Object of Terror is Terror: Modern Terrorism in Historical Perspective</i></del>	<del>3 cr.</del>
HIST 3237	Global Environmental History	3 cr.
<del>HIST 3127</del>	<del>Topics in European or World History IV -Topic: <i>Savage Wars of Peace: Decolonization, War, and Insurgency</i></del>	<del>3 cr.</del>
<a href="#">HIST 3306</a>	Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island	3 cr.
HIST 3526	Spooks: The Rise of the Secret Security State in the 20th Century	3 cr.

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[HIST 3565](#) Justice or Vengeance? Mass Atrocity, War Crimes, and Perpetrator Trials in History 6 cr.

[HIST 3577](#) The American Revolution and Early Republic, 1763-1825

[HIST 3626](#) Swastikas, Swords, and Symbols: The Fascist Phenomenon in Historical Perspective 3 cr.

[HIST 3627](#) Post-1945 Europe 3 cr.

[HIST 3636](#) Empire and Resistance in Ancient Greece and Rome

[HIST 3705](#) The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews 6 cr.

[HIST 3806](#) Experiential Learning Course 3 cr.

[HIST 3716](#) ~~Russian History From Kievan Rus' To the Russian Revolutions of 1917~~ ~~3 cr.~~

[HIST 3717](#) ~~Russian-Soviet History From 1917 to 1991~~ ~~3 cr.~~

[HIST 4615](#) ~~Special Topics. Topic: War and Society~~ ~~6 cr.~~

[HIST 4617](#) ~~Special Topics. Topic: War and Society~~ ~~3 cr.~~

[HIST 4815](#) ~~The Third Reich~~ ~~6 cr.~~

[HIST 4817](#) ~~The Third Reich~~ ~~3 cr.~~

**NOTE:** Topics courses and seminars may count towards the certificate with the approval of the instructor and the Academic Appeals and Petitions Committee.

**Rationale:** This above list is a consolidation of the current program requirements/course list for the WAG certificate and WAG minor, with the addition of new courses created after the development of the WAG certificate, including CLAS courses that are now coded HIST.

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With the exception of the 4000 level seminars, only courses marked for deletion in our other submission are being deleted from the WAG Certificate. Courses being added to the certificate are highlighted in yellow.

This list of 2000 and 3000 level courses that are in regular rotation will make it easier for the department to offer a sufficient slate of courses each year and therefore for students to obtain the certificate. Honours students may count their senior seminar(s) towards the certificate depending on the topic offered, per the note above.

## Curriculum Map

### Course Requirements for Program Completion

<b>Program: Bachelor of Arts, History</b>			
		<b>OMAH Specialization</b>	<b>Honours Specialization</b>
<b>Year 1 (CORE)</b>	<b>Year 2 (CORE)</b>	<b>Year 3 (CORE)</b>	<b>Year 4 (CORE)</b>
6 CR (Maximum 12 CR)	12 CR (no cross listed courses)	36 CR (12 courses)	12 CR (Honours Only)
HIST 1006 Intro to Historical Studies*	HIST 2005, HIST 2016**, HIST 2017,	HIST 3005*, HIST 3017, HIST 3066,	HIST 4015, HIST 4185, HIST 4325,
HIST 1007 The Second World War* HIST 1026 The Civilization of Ancient Greece*	HIST 2026*, HIST 2036, HIST 2106, HIST 2107, HIST 2136, HIST 2137*	HIST 3067, HIST 3116*, HIST 3117*, HIST 3126*, HIST 3127*, HIST 3136,	HIST 4335, HIST 4385, HIST 4485,
HIST 1027 The Civilization of Ancient Rome	HIST 2156, HIST 2157, HIST 2166	HIST 3146, HIST 3147, HIST 3206,	(HIST 4607 OR 4627) 3CR, (HIST 4615* OR HIST 4617*) 6CR,
HIST 1206 "Blood and Soil": An Introduction to the History of Genocide	HIST 2167, HIST 2206, HIST 2207, HIST 2226, HIST 2227, HIST 2306,	HIST 3237, HIST 3246, HIST 3267,	HIST 4815*
HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada**	HIST 2336*, HIST 2377, HIST 2406, HIST 2426, HIST 2436, HIST 2437,	HIST 3286, HIST 3297, HIST 3306* and **, HIST 3307 **, HIST 3346*, HIST 3355, HIST 3377, HIST 3387, HIST 3415, HIST 3426, HIST 3427, HIST 3517, HIST 3526*, HIST 3565*, HIST 3577, HIST 3626*, HIST 3636, HIST 3705*, HIST 3716*, HIST 3717*, HIST 3806* and **, HIST 3816, HIST 3936, HIST 3937, HIST 3946, HIST 3947	
HIST 1306 Animating the Land: Nishnaabeg Histories**	HIST 2446, HIST 2447* and **, HIST 2516, HIST 2517, HIST 2547, HIST 2607		
	HIST 2616, HIST 2626, HIST 2706		

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HIST 1506 <i>The Idea of Canada*</i> and **			
Same Course Name and description as HIST 1006  HIST 1016 <i>Intro to Historical Studies</i>  HIST 1106 <i>Intro to Historical Studies</i>  HIST 1107 <i>Intro to Historical Studies</i>		Maximum of 12 credits  ESPA 2706, ESPA 2707, <b>GEND 3236</b> , POLI 2106, POLI 2107, POLI 2306, POLI 2307, POLI 2706, POLI 2707, RLCT 2036, RLCT 2037, <b>SWLF 3007</b>	
ACAD 1601		HIST 3906 (OMAH)	
		HIST 3907 (OMAH)	
<b>6 Core credits</b>	<b>12 Core Credits</b>	<b>18(Major)/36/36/30 Core credits</b>	<b>12 Core Credits</b>
<b>MINOR 6 CR</b>	<b>MINOR 12 CR (2000 or 3000)</b>		
<b>Minor in the Study of State Violence: 3 CR (1006, 1007, 1206, 1506), 15 CR (2137, 2206, 2226, 2227, 2336, 2447, 3005, 3116, 3237, 3306, 3526, 3565, 3567, 3577, 3626, 3705, 3716 OR 3806)</b>			

\* Certificate in Study in Stake Violence (War, Atrocity, and Genocide)

\*\*Certificate in the Study of Societies in Transition: Reciprocity, Relationship & Reconciliation Histories

**Credits Required**

- **All degrees** require 6 credits at the 1000 level
- **All degrees** require 12 credits at the 2000 level
- The **Major** requires 18 credits at the 3000 level
- The **Specialization** requires 36 credits at the 3000 level
- The **OMAH Honors Specialization** requires 36 credits at the 3000 level and 12 credits at the 4000 level

- The **Honors Specialization** requires 30 credits at the 3000 level and 12 credits at the 4000 level

**Additional Degree Requirements:**

ACAD 1601	3 cr.
Social Science and/or Professional Studies	6 cr.
Science	6 cr.
Electives	51 cr. (specialization)
45 cr. (honours specialization)	

**HIST Degree Requirements:**

**Major**

- Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

**Specialization**

- Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

**Honours Specialization with Orientation to a Master of Arts (MA) in History (OMAH)**

- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.
- Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.
- When calculating OMAH students' Honours Specialization average, the best 30 credits of 3000 level HIST are considered.
- Students are guaranteed admission to the Master of Arts in History, provided they complete their degree including the OMAH specific courses with a minimum 75% on their last 10 full course (20 half/semester) equivalents.

**Honours Specialization**

- *Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.*
- *Students must complete the required 6 credits of introductory History with a minimum grade of 60%.*

*Purpose of Program*

*The Department of History provides a personalized student experience within a collegial learning community dedicated to creativity, innovation, and excellence in teaching, research and scholarly activities.*

*To understand the past is to be able to place yourself in those contexts, to understand and think critically about the world, to empathize. Our program supports the formation of citizens as whole people. Indeed, this could be taken as the summation of our role. Learning in our department provides skills and a critically-informed perspective on society at large that is essential for an active and involved life in the twenty-first century.*

**Program-Level Student Learning Outcomes**

*Upon graduation the student will be able to:*

	<b>Major and Specialization</b>	<b>Honours Specialization (incl. OMAH)</b>
<b>1. Depth and Breadth of Knowledge</b>	<p><i>a. demonstrate a general knowledge and understanding of many key concepts, methodologies, and approaches in the study of History</i></p> <p><i>b. demonstrate a broad understanding of some of the major areas and/or periods in the study of History, including the ability to recognize processes of continuity and change within them</i></p>	<p><i>a. demonstrate a developed knowledge and critical understanding of the key concepts, methodologies, and approaches in the study of History.</i></p> <p><i>b. demonstrate a developed understanding of several of the major areas and/or periods in the study of History, including the ability to analyze</i></p>

	<p>c. <i>understand and interpret primary source materials from one of the major areas and/or periods in the study of History</i></p> <p>d. <i>gather, review, comprehend, and evaluate secondary sources from one of the major areas and/or periods in the study of History</i></p> <p>e. <i>demonstrate some detailed knowledge of one of the major areas and/or periods in the study of History, including the ability to recognize some of the key historiographical debates involved therein</i></p> <p>f. <i>demonstrate critical thinking and analytical skills</i></p> <p>g. <i>demonstrate cumulative intellectual development by applying learning from both previous classes in History and classes outside the discipline</i></p>	<p><i>critically the processes of continuity and change within them</i></p> <p>c. <i>understand, interpret, and analyze a variety of primary source materials from one or more of the major areas and/or periods in the study of History</i></p> <p>d. <i>gather, review, comprehend, and evaluate secondary sources from one or more of the major areas and/or periods in the study of History, including the ability to compare the merits of and discriminate between alternate approaches and interpretations</i></p> <p>e. <i>demonstrate developed, detailed knowledge of one or more of the major areas and/or periods in the study of History, including the ability to engage critically with some of the key historiographical debates involved therein derived from direct experience with historical research</i></p>
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		<p>f. <i>demonstrate developed critical thinking and analytical skills</i></p> <p>g. <i>demonstrate cumulative intellectual development by applying learning from both previous classes in History and classes outside the discipline, including the ability to synthesize knowledge</i></p>
<p><b>2. Knowledge of Methodologies</b></p>	<p>a. <i>demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research</i></p> <p>b. <i>formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources</i></p> <p>c. <i>identify and evaluate established techniques of historical inquiry and research</i></p> <p>d. <i>devise and sustain analytical arguments</i></p> <p>e. <i>demonstrate knowledge of the methods of citation and documentation appropriate to the study of History</i></p>	<p>a. <i>demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research</i></p> <p>b. <i>formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources</i></p> <p>c. <i>identify, evaluate, and critique established techniques of historical inquiry and research</i></p> <p>d. <i>devise and sustain analytical arguments employing appropriate theoretical and/or methodological approaches to historical inquiry and research</i></p> <p>e. <i>demonstrate knowledge of the methods of citation and documentation</i></p>

		<i>appropriate to the study of History</i>
<b>3. Application of Knowledge</b>	<p><i>a. analyze and interpret primary and secondary sources enabling the student to offer analytical commentary, develop lines of argument, and make sound judgments in accordance with the major concepts and methods in the study of History</i></p> <p><i>b. use established techniques to analyze sources, evaluate different approaches, and propose answers to interpretive questions</i></p> <p><i>c. select appropriate evidence from a primary source to support an analytical argument</i></p> <p><i>d. make use of scholarly secondary sources, including the ability to distinguish between what is and is not a scholarly source</i></p>	<p><i>a. analyze and interpret primary and secondary sources enabling the student to offer complex analytical commentary, discriminate between different historiographical arguments, and make sound judgments that are in accordance with the major concepts and methods in the study of History</i></p> <p><i>b. use a range of techniques to analyze sources and evaluate the underlying theoretical principles of different approaches</i></p> <p><i>c. initiate appropriately framed interpretive questions and propose a variety of possible answers</i></p> <p><i>d. select the most appropriate evidence from a primary source to support an analytical argument</i></p> <p><i>e. compare and discriminate between scholarly secondary sources in order to make the most judicious and effective use of them</i></p>

		<p><i>f. formulate appropriate projects for independent research and study</i></p>
<p><b>4. Communication Skills</b></p>	<p><i>a. communicate, both orally and in writing, accurately and reliably to a range of audiences</i></p> <p><i>b. communicate information, ideas, and analytical comments, orally and in writing, in a clear, coherent, and concise manner</i></p> <p><i>c. participate in a critical discussion by listening actively and responding in an informed and apposite manner</i></p>	<p><i>a. communicate, both orally and in writing, accurately and reliably to a range of audiences</i></p> <p><i>b. communicate information, ideas, analyses, and arguments, orally and in writing, in a clear, coherent, and concise manner</i></p> <p><i>c. initiate and engage in a scholarly discussion by asking critical questions, listening actively to others, and responding in an informed, apposite, and nuanced manner</i></p> <p><i>d. demonstrate and ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</i></p> <p><i>e. sustain logical, clear, correct, and persuasive arguments in a paper of significant length</i></p>
<p><b>5. Awareness of Limits of Knowledge</b></p>	<p><i>a. understand the limits of their own knowledge and abilities, and demonstrate an awareness of how these might affect their</i></p>	<p><i>a. understand the limits of their own knowledge and abilities, and demonstrate an awareness of how these might affect their</i></p>

	<p><i>analyses and interpretations</i></p> <p>b. <i>demonstrate some understanding that other disciplines ask different kinds of questions and thus reach different kinds of conclusions</i></p> <p>c. <i>demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</i></p>	<p><i>analyses and interpretations</i></p> <p>b. <i>understand and appreciate that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with History</i></p> <p>c. <i>demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</i></p> <p>d. <i>appreciate the uncertainty, ambiguity, and limits of knowledge about historical events and/or processes</i></p>
<p><b>6. Autonomy and Professional Capacity</b></p>	<p>a. <i>exercise good judgment, personal responsibility and accountability</i></p> <p>b. <i>work effectively and collegially with others</i></p> <p>c. <i>identify their own learning needs, including their goals for their degree and beyond</i></p> <p>d. <i>demonstrate behaviour consistent with academic integrity and social responsibility</i></p>	<p>a. <i>exercise initiative, good judgment, personal responsibility and accountability</i></p> <p>b. <i>work effectively and collegially with others</i></p> <p>c. <i>identify their own learning needs, including seeking assistance to identify and address weaknesses; and their goals for their degree and beyond, including selecting an appropriate</i></p>





1	S	S	S	S	S	S	S	S	S	S	S	S	S
2	S	S	S	S	S	S	S	S	S	S	S	S	S
3	S	S	S	S	S	S	S	S	S	S	S	S	S
4	S	S	S	S	S	S	S	S	S	S	S	S	S
5	S	S	S	S	S	S	S	S	S	S	S	S	S
6	S	S	S	S	S	S	S	S	S	S	S	S	S

### University Level Outcomes

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

### University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. *Analyze critically and creatively*
  - a. *engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.*
  - b. *organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.*
  - c. *utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.*
2. *Use knowledge and skills proficiently*
  - a. *demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.*
3. *Initiate inquiries and develop solutions to problems*
  - a. *demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.*
  - b. *evaluate the benefits and challenges of different solutions when proposing specific courses of action.*
4. *Communicate effectively*

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- a. *communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.*
  - b. *effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.*
  - c. *convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.*
5. *Pursue self-motivated and self-reflective learning*
- a. *initiate action and demonstrate confidence in the application of their knowledge and skills.*
  - b. *work independently and productively.*
  - c. *set personal and professional goals and establish a plan of action to attain those goals.*
  - d. *reflect on their growth and development and use reliable and practical strategies to learn from that reflection.*
6. *Engage in collaborative leadership and professional practices*
- a. *work cooperatively, cultivating and thriving in diversity, with diverse peoples.*
  - b. *demonstrate strong interpersonal skills.*
  - c. *demonstrate leadership skills by motivating, including, and supporting others.*
  - d. *seek opportunities to collaborate.*
  - e. *engage in professional dialogue and participate in learning communities.*
7. *Engage in ethical and respectful practices*
- a. *engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.*
  - b. *engage in their work using ecologically sustainable practices.*
8. *Contribute locally, regionally, nationally, and globally*
- a. *demonstrate they are socially just: they are prepared to participate in local, regional and global communities.*
  - b. *demonstrate knowledge of Anishinabek ontologies.*
  - c. *initiate change.*
  - d. *utilize their knowledge and skills to positively impact their community.*







## Centre for Teaching and Learning Report

**Proposal ID:** FAS- 2425-00475

**Department:** Department of History, Anthropology and Ancient Studies

**Program:** History

**Level of Change:** Minor Curricular Change(s)

**Review:** Curriculum Review (Centre for Teaching and Learning)

**Reviewer:** Stephanie Vennard Hummel & Andre Brazeau

### Overview of Minor Curricular Change

This proposal asks for the following:

- The removal of the War, Atrocity and Genocide (WAG) minor from the academic calendar.
- The modification of the requirements for who can achieve the War, Atrocity and Genocide (WAG) certificate.
- The modification of the Program requirements for the War, Atrocity, and Genocide (WAG) certificate.

These all fall within minor curricular changes.

### Confirmation of Level of Change

- Minor Curricular Change – upon review from a curricular perspective this proposal lies within this level of change.
  - Proposal reflects changes, in isolation, to the removal of a minor, and minor modifications to a specific certificate.

### Alignment with IQAP Self-Study

- Proposal is not tied to a Self-Study.
  - Previous self-study is from 2021.

### Program Map (Undergraduate)

- Program Map has been provided. (See above)
  - The request to remove the program minor does not impact the program map, especially as no student has completed it.
  - The request to modify the requirements for who can achieve the War, Atrocity and Genocide certificate does not impact the program map.
  - The request to modify the Program Requirements for the War, Atrocity, and Genocide certificate do not substantially change the program map and make it more likely for students to obtain the certificate.
  - All rationales for the above motions are pedagogically sound.

*RECOMMENDATION 1: That the removal of the War, Atrocity, and Genocide Minor from the Academic Calendar be approved as it does not impact the program mapping of the current program.*

*RECOMMENDATION 2: That the modification of the requirements for who can achieve the War, Atrocity, and Genocide certificate be approved as it does not impact the program mapping of the current program.*

*RECOMMENDATION 3: That the modification of the Program Requirements for the War, Atrocity, and Genocide certificate be approved as it does not substantially impact the program mapping of the current program.*

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<b>For Consideration</b>
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It is recommended that the CTL support the History department with future visioning for the History program to try and increase the enrolment numbers.

## Registrar's Office Report

*The recommendations made by the Registrar's Office have been taken into consideration by the faculty when creating this document. There are no concerns with this proposal from a Registration, Scheduling or Academic Advising perspective.*

## Dean's Office Report

The Dean's Office *will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.*

### 1. Alignment with Institutional Priorities / Strategic Direction

The proposal increases accessibility by making WAG certificate available to any student who meets the requirements. The proposal removes a minor that no student has qualified for.

### 2. Workload Effects

No anticipated changes in workload requirements.

### 3. Costs

No anticipated changes in costs.

### 4. Dean's Recommendation

- Approve
- Approve with Conditions
- Do Not Approve

#### Comments:

The larger number of students who have been awarded a WAG certificate likely reflects the number of students majoring in History whose program requirements have involved meeting or almost meeting the certificate requirements. Making the certificate available to non-History students may not increase its popularity among those students.

# Curriculum Change Submission Template

## **Instructions**

- Please complete this document in its entirety prior to submitting to the Curriculum Approval Process
- All Curriculum Change submissions require a curriculum map
- Faculty must consult with the Centre for Teaching and Learning prior to submitting Curriculum Change Requests
- Please delete the “Supplemental Documentation” section if your submission has none.

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## Motion and Rationale

### **Motion:**

That ARCC recommend to A&S Executive that the prerequisite for PHYS-2006: General Physics III: Electromagnetism be changed as outlined below.

OLD Prerequisite:

MATH 1037, PHYS 1007. It is strongly recommended that MATH 2036 be taken simultaneously.

NEW Prerequisite:

MATH 1036: Calculus I

### **Rationale:**

The current prerequisites for PHYS 2006 are MATH 1037 and PHYS 1007. However, based on an assessment of the course content and after analyzing the delivery of this course in the past, it became evident that these prerequisites are not essential. Additionally, they have created barriers for students, particularly because PHYS 2006 is offered on a course cycle basis. Furthermore, the content covered in PHYS 1007 differs significantly from the material in PHYS 2006 and is not required to achieve PHYS 2006 course outcomes. Therefore, we propose changing the prerequisite to MATH 1036 Calculus I, which provides adequate background for students to succeed in PHYS 2006 without compromising the quality of the course.

## Curriculum Map: Minor in Physics

### Course Requirements for Program Completion

Program Specialization: Minor in Physics		
Year 1	Year 2	Year 3
<b>PHYS 1006</b> (3 cr, 6 hr/wk) General Physics I: Mechanics	<b>PHYS 2006</b> (3 cr, 6 hr/wk) General Physics III: Electromagnetism	<b>PHYS 3006</b> (3 cr, 3 hr/wk) An Introduction to Quantum Physics
<b>PHYS 1007</b> (3 cr, 6 hr/wk) General Physics II: Mechanical Wave, Fluid Mechanics. And Thermodynamics	<b>PHYS 2007</b> (3 cr, 6 hr/wk) General Physics IV: Optics and Introduction to Modern Physics	<b>PHYS 3007</b> (3 cr, 3 hr/wk) Computational Physics
	<b>PHYS 2016</b> (3 cr, 3 hr/wk) Bio-photonics	<b>PHYS 3016</b> (3 cr, 3 hr/wk) Sensors: Industrial and Diagnostic Applications
<b>6 Core credits</b>	<b>Only 6 Core credits</b>	<b>Only 6 Core credits</b>

### Physics Minor Requirements:

[View Catalog \(nipissingu.ca\)](http://nipissingu.ca)

- a. Students can minor in Physics if they are pursuing a program of study in Mathematics (BA/BSc) or Computer Science (BA/BSc).
- b. Must achieve a minimum 60% average in the 18 credits presented for the Minor.

**FAS-2526-00047**

**FAS-2526-00047**

Course Sequencing – Minor in Physics

PHYS Courses (6 credits)

## Course Sequencing – Minor in Physics

### PHYS Courses (6 credits)

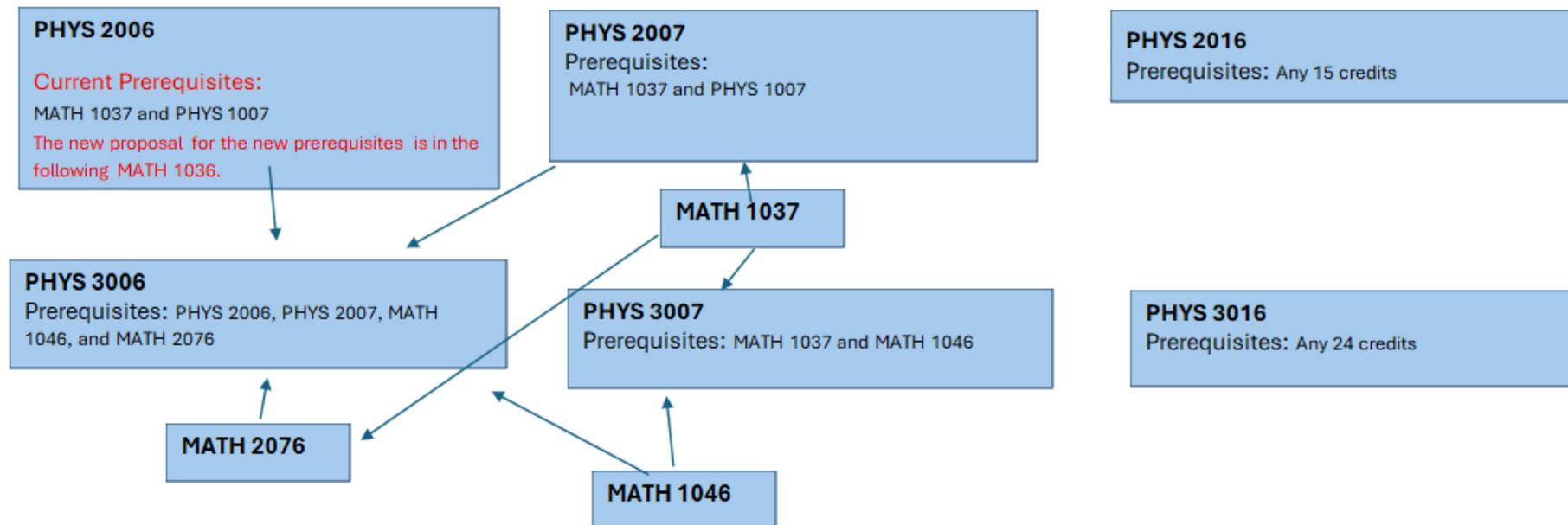
**PHYS 1006**

Prerequisites: 4U Physics; 4U Calculus & Vectors  
Antirequisites: PHYS 1005

**PHYS 1007**

Prerequisites: 4U Physics; 4U Calculus & Vectors  
Antirequisites: PHYS 1005

The new prerequisites for physics courses allow students from the upper years to enroll at any stage to earn a minor in physics upon completing their bachelor's degree.



**FAS-2526-00047**

**FAS-2526-00047**

## Supplemental Documentation

*Please add any supplemental documentation required to support this proposal (i.e., new course template)*

## Centre for Teaching and Learning Report

*The Centre for Teaching and Learning will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.*

## Physics - Review of Request - CTL

**Proposal ID:** FAS- 2425-00431/FAS-2425-00466  
**Department:** Department of Computer Science, Mathematics, and Physics  
**Program:** Physics  
**Level of Change:** Minor Curricular Change(s)  
**Review:** Curriculum Review (Centre for Teaching and Learning)  
**Reviewer:** Stephanie Vennard Hummel & Andre Brazeau

### Overview of Minor Curricular Change

This proposal asks for the modification of pre-requisites to a 2000 level elective to the program. This falls within a minor curricular change.

This was originally submitted as FAS-2425-00431 without the curriculum map. It was resubmitted as FAS-2425-00466 with the curriculum map instead of adding the curriculum map to the original proposal. It has now been resubmitted as FAS-2425-00479.

### Confirmation of Level of Change

- Minor Curricular Change – upon review from a curricular perspective this proposal lies within this level of change.
  - Proposal reflects changes, in isolation, to a specific course.

Alignment with IQAP Self-Study

- Proposal is not tied to a Self-Study (none on file).
  - There is no self-study for a Minor.

Program Map (Undergraduate)

- Program Map has been provided.
  - The request is to modify the pre-requisites for PHYS 2006: General Physics III: Electromagnetism
  - The current prerequisite is MATH 1037 and PHYS 1007. The proposed prerequisite is MATH 1036: Calculus I. The rationale provided is sound there is no nexus between the content of PHYS 1007 and PHYS 2006: General Physics III: Electromagnetism. In addition -- MATH 1036: Calculus I -- has been identified as sufficient to meet the demands of this course and this is the rationale for eliminating MATH 1037 as a prerequisite.

---

*RECOMMENDATION 1: It is recommended that this proposal move forward as requested.*

---

For Consideration

N/A

**FAS-2526-00047**

## Registrar's Office Report

*There are no concerns with this proposal from a Registration, Scheduling or Academic Advising perspective.*

## Dean's Office Report

The Dean's Office *will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.*

### Dean's Review – Curriculum Proposal

#### 1. Alignment with Institutional Priorities / Strategic Direction

Proposal simplifies and rationalizes course prerequisites, improving accessibility and flexibility for students.

#### 2. Workload Effects

No anticipated effect on workload as change is unlikely to increase enrollments sufficiently to require offering the course more often or in multiple sections.

#### 3. Costs

No anticipated increases in costs as change is unlikely to increase enrollments sufficiently to increase lab supply costs or to require offering multiple sections of the associated lab.

#### 4. Dean's Recommendation

Approve

Approve with Conditions

Do Not Approve

Comments:

## Physics - Review of Request - CTL

**Proposal ID:** FAS- 2425-00431/FAS-2425-00466 (current: FAS-2526-00047)  
**Department:** Department of Computer Science, Mathematics, and Physics  
**Program:** Physics  
**Level of Change:** Minor Curricular Change(s)  
**Review:** Curriculum Review (Centre for Teaching and Learning)  
**Reviewer:** Andre Brazeau

### Overview of Minor Curricular Change

This proposal asks for the modification of pre-requisites to a 2000 level elective to the program. This falls within a minor curricular change.

This was originally submitted as FAS-2425-00431 without the curriculum map. It was resubmitted as FAS-2425-00466 with the curriculum map instead of adding the curriculum map to the original proposal. It has now been resubmitted as FAS-2425-00479.

### Confirmation of Level of Change

- Minor Curricular Change – upon review from a curricular perspective this proposal lies within this level of change.
  - Proposal reflects changes, in isolation, to a specific course.

### Alignment with IQAP Self-Study

- Proposal is not tied to a Self-Study (none on file).
  - There is no self-study for a Minor.

### Program Map (Undergraduate)

- Program Map has been provided.
  - The request is to modify the pre-requisites for PHYS 2006: General Physics III: Electromagnetism
  - The current prerequisite is MATH 1037 and PHYS 1007. The proposed prerequisite is MATH 1036: Calculus I. The rationale provided is sound there is no nexus between the content of PHYS 1007 and PHYS 2006: General Physics III: Electromagnetism. In addition -- MATH 1036: Calculus I -- has been identified as

sufficient to meet the demands of this course and this is the rational for eliminating MATH 1037 as a prerequisite.

---

*RECOMMENDATION 1: It is recommended that this proposal move forward as requested.*

---

<b>For Consideration</b>
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FAS-2526-00066

OCTOBER 1, 2025

**CURRICULUM CHANGE PROPOSAL**  
REDESIGN OF SOCIOLOGY PROGRAM

SOCIOLOGY

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FAS-2526-00066

## CURRICULUM CHANGE SUBMISSION

### Motion and Rationale

**Motion 1:** That ARCC recommend to A&S Executive that SOCI 3107 Rural People, Places & Problems be added to the academic calendar.

**Rationale:** This course was successfully offered as a special topics course in Winter 2023 (SOC1 3956). Having this permanently in the academic calendar will offer additional program electives, provide a sociological perspective to an interdisciplinary issue, and contribute to our sociology curriculum renewal process.

Please see page 23 for sample syllabus for SOCI 3107 Rural People, Places, & Problems.

Course Code	<b>SOCI 3107</b>
Course Title:	Rural People, Places & Problems
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, student-focused, present tense and active voice)</i>	Students survey key topics pertaining to Rural Sociology. Students are challenged to think sociologically about the inequalities facing rural peoples and places with a particular emphasis on applying their knowledge to the Canadian context. Students investigate key concepts including rurality, urbanization, capital, migration, identity formation, community, and place-based policies. Students are encouraged to think critically about how spatial inequalities shape life experiences.
Course Prerequisite:	Any 18 credits completed.
Course Corequisite:	None
Course Antirequisite:	SOCI 3956 – “Rural People, Places & Problems” offered in 22W1
List any restrictions:	None
Is this a Topic Course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Will this course have an Experiential Learning component as defined by the MCU?	<input type="checkbox"/> Yes      X No
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Outline the department's plan for offering this course.	This course will be cycled and offered every two years beginning in 2026/27.
<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: _____ 36 _____</p> <p><u>Breakdown of hours per week</u></p> <p>Clinical: _____</p> <p>Independent Study: _____</p> <p>Lecture: _____</p> <p>Lab: _____</p> <p>Practical: _____</p> <p>Seminar : _____ 3 hours _____</p> <p>Tutorial: _____</p> <p>Service Learning: _____</p>
Is this course cross-listed? If so, with what department?	<input type="checkbox"/> Yes      X No
<p><u>Program Implications:</u></p> <p><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	No, it is not required, but it is part of the Education & Society and Environment & Social Justice concentrations (students pick 15 credits from a list of course options).
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Research, articulate and critically assess selected topics and problems in Rural Sociology</li> <li>2. Identify and articulate in a comprehensive manner Rural Sociology theories as well as pertinent research methodologies</li> <li>3. Apply key theories and concepts from Rural Sociology at an intermediate level of comprehension</li> <li>4. Engage and participate knowledgeably and professionally in small group class discussions</li> <li>5. Develop, research and prepare an original research paper on a course-related sociological research question or topic</li> <li>6. Demonstrate intermediate skills in researching, writing, discussing, and presenting on core sociological topics related to rural peoples and places</li> </ol>
<p>Will this course have budgetary implications?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>How will this course contribute to the program level outcomes?</p>	<p>Students in this course will contribute to the following program level outcomes:</p> <p>Demonstrate knowledge and critical understanding of the key concepts, current advances, theoretical approaches, and assumptions in Sociology. A variety of theoretical and policy-relevant bodies of knowledge in Rural Sociology will be explored and critically evaluated.</p> <p>Apply the latest theories and concepts in Sociology to a contemporary global society. Students will be tasked with applying core sociological theories and assessing their relevance in real-world situations.</p>

	<p>Evaluate, analyze and debate current social issues and societal trends through written assignments, oral presentations, and discussions. Students will demonstrate competence of their knowledge and skills through weekly discussion questions, participation, presentations and a course research paper. Students will demonstrate curiosity by posing weekly discussion questions that are reflective of required readings in order to facilitate class discussions. Students will learn to communicate respectfully and work to understand the points of view of others through class discussions. Presentations will offer opportunities for students to convey core ideas orally and visually, while assignments and research papers will provide opportunities for accurate written communication.</p>
--	--

<p>Who amongst your current faculty has the competencies to teach this course?</p>	<p>David Zarifa</p>
<p>How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?</p>	<p><i>The course explores the diverse experiences and systemic challenges encountered by individuals and communities in rural and northern areas, including Indigenous peoples, those from low socioeconomic backgrounds, gender-diverse individuals, and racialized groups. It emphasizes resilience, context-specific knowledge, and the importance of equitable access to resources and opportunities.</i></p>
<p>How will you communicate this new offering to students?</p>	<p>Academic Calendar; Department Website; Email Students</p>

**Motion 2: That ARCC recommend to A&S Executive that SOCI 3106 Sports & Society be added to the academic calendar.**

**Rationale:** This course was offered as a special topics course in Winter 2025 (SOCI 3956). Thirty-one students from many different departments across both faculties were enrolled. Having this permanently in the academic calendar will offer additional program electives, provide a sociological perspective to an interdisciplinary issue, and contribute to our sociology curriculum renewal process.

Please see page 32 for sample syllabus for SOCI 3106 Sports & Society.

Course Code	SOCI 3106
Course Title:	Sports & Society
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, student-focused, present tense and active voice)</i>	Students survey key topics pertaining to the Sociology of Sports. Topics include the social context of sport participation, socialization into sports, the commercialization of sports, sports organizations, and how sports relate to schools, gender, race/ethnicity, the media, the economy, deviance, and ethical issues. Students are challenged to examine sports through a sociological perspective, critically assessing how sport really works, who has power, who benefits under existing social arrangements, and who does not.
Course Prerequisite:	Any 18 credits completed.
Course Corequisite:	None
Course Antirequisite:	PHED 1007 - "Socio-Cultural Dimensions of Sport and Physical Activity", SOCI 3956 - "Sports & Society" offered in 24WI
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	None
Is this a Topic Course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU? <a href="#">As defined by MCU</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Outline the department's plan for offering this course.	This course will be cycled every two years. It was first offered in Winter 2025 (24WI) as a special topics course (SOCI 3956).
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<p>List the total hours and the weekly breakdown of hours by instructional method.          Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.  <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: _____ 36 _____  <u>Breakdown of hours per week</u>          Clinical: _____          Independent Study: _____          Lecture: _____          Lab: _____          Practical: _____          Seminar : _____ 3 _____          Tutorial: _____          Service Learning: _____</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications:</u>   <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p>No, it is not required but it is part of the Health, Death &amp; Wellness and the Media, Communication &amp; Culture concentrations (students pick 15 credits from a list of course options).</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i>           For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Research, articulate and critically assess selected topics and problems in the Sociology of Sport</li> <li>2. Identify and articulate in a comprehensive manner Sociology of Sport theories as well as pertinent research methodologies</li> <li>3. Apply key theories and concepts from the Sociology of Sport at an intermediate level of comprehension</li> <li>4. Engage and actively participate knowledgeably and professionally in small group class discussions</li> <li>5. Investigate, research and apply core concepts through course-related written assignments</li> <li>6. Demonstrate intermediate skills in writing and discussing core sociological topics related to sports</li> </ol>
<p>Will this course have budgetary implications?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>

<p>How will this course contribute to the program level outcomes?</p>	<p>Students in this course will contribute to the following program level outcomes:</p> <p>Demonstrate knowledge and critical understanding of the key concepts, current advances, theoretical approaches, and assumptions in Sociology. A variety of theoretical and policy-relevant bodies of knowledge in the Sociology of Sports will be explored and critically evaluated.</p> <p>Apply the latest theories and concepts in Sociology to a contemporary global society. Students will be tasked with applying core sociological theories and assessing their relevance in real-world situations.</p> <p>Evaluate, analyze and debate current social issues and societal trends through written assignments, oral presentations, and discussions. Students will demonstrate competence of their knowledge and skills through weekly discussion questions, participation, presentations and a course research paper. Students will demonstrate curiosity by posing weekly discussion questions that are reflective of required readings in order to facilitate class discussions. Students will learn to communicate respectfully and work to understand the points of view of others through class discussions. Presentations will offer opportunities for students to convey core ideas orally and visually, while assignments and research papers will provide opportunities for accurate written communication.</p>
<p>Who amongst your current faculty has the competencies to teach this course?</p>	<p>David Zarifa; Ben Kelly</p>
<p>How does this course contribute to the institution’s commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?</p>	<p>The bulk of the course content explores how gender, race and social class inequities relate to sports.</p>
<p>How will you communicate this new offering to students?</p>	<p>Academic Calendar; Department Website; Email Students</p>

**Motion 3: That ARCC recommend to A&S Executive that SOCI 4306 Sociology of Organizations be added to the academic calendar.**

**Rationale:** This course was successfully offered as a special topics course (SOCI 5516) in Winter 2021, 2024 and 2025. Having this permanently in the academic calendar will offer additional program electives at 4th year, provide a sociological perspective to an interdisciplinary issue, and contribute to our sociology curriculum renewal process. A parallel motion has been submitted to GSC to add SOCI 5306 (Sociology of Organizations), so that this course could be offered as a split 4<sup>th</sup> year and MA elective course.

Please see page 43 for sample syllabus for SOCI 4306 Sociology of Organizations.

Course Code	SOCI 4306
Course Title:	Sociology of Organizations
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, student-focused, present tense and active voice)</i>	Students survey topics in the Sociology of Organizations. Students are challenged to think sociologically about the complexity of organizations and their evolving roles and responsibilities over time. Students begin by looking inward at the formal and informal structures of organizations before looking outward at how institutional and ecological influences impact organizational behaviour. Students are encouraged to think critically about the link between organizations and society. The course can be taught together with SOCI 5306 Sociology of Organizations with undergraduate students being subject to different assignments and evaluation criteria than graduate students.
Course Prerequisite:	Any 30 credits completed
Course Corequisite:	None
Course Antirequisite:	SOCI 5306; SOCI 5516: "Sociology of Organizations" offered in 21WI, 24WI and 25WI
List any restrictions:	None
Is this a Topic Course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Outline the department's plan for offering this course.	This course will be cycled every three years beginning in 2026/27.
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<p>List the total hours and the weekly breakdown of hours by instructional method.          Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.  <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: <u>  36  </u>  <u>Breakdown of hours per week</u>          Clinical: _____          Independent Study: _____          Lecture: _____          Lab: _____          Practical: _____          Seminar : <u>  3  </u>          Tutorial: _____          Service Learning: _____</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications:</u>   <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p>No, it is not required, but it is part of the Education &amp; Society concentration (students pick 15 credits from a list of course options).</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i>           For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:          Enter Learning Outcomes:          1. Research, articulate and critically assess selected topics and problems in the Sociology of Organizations          2. Identify, articulate and evaluate in a comprehensive manner organizational theories as well as pertinent research methodologies          3. Apply key theories and concepts from the Sociology of Organizations literature at an advanced level of comprehension          4. Engage and participate knowledgeably and professionally in small group class discussions          5. Develop, research and prepare an original research paper on a course-related sociological question or topic          6. Demonstrate advanced skills in researching, writing, discussing, and presenting on core sociological topics related to organizational behaviour</p>

Will this course have budgetary implications?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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How will this course contribute to the program level outcomes?	<p>Students in this course will contribute to the following program level outcomes:</p> <p>Demonstrate knowledge and critical understanding of the key concepts, current advances, theoretical approaches, and assumptions in Sociology. A variety of theoretical and policy-relevant bodies of knowledge in the Sociology of Organizations will be explored and critically evaluated.</p> <p>Apply the latest theories and concepts in Sociology to a contemporary global society. Students will be tasked with applying core sociological theories and assessing their relevance in real-world situations.</p> <p>Evaluate, analyze and debate current social issues and societal trends through written assignments, oral presentations, and discussions. Students will demonstrate competence of their knowledge and skills through weekly discussion questions, participation, presentations and a course research paper. Students will demonstrate curiosity by posing weekly discussion questions that are reflective of required readings in order to facilitate class discussions. Students will learn to communicate respectfully and work to understand the points of view of others through class discussions. Presentations will offer opportunities for students to convey core ideas orally and visually, while assignments and research papers will provide opportunities for accurate written communication.</p>
Who amongst your current faculty has the competencies to teach this course?	David Zarifa, Ben Kelly
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization,	The course content will teach students about the inequalities that exist for various marginalized groups, as they seek to navigate organizations.

Indigenous learning and sustainability?	
How will you communicate this new offering to students?	Academic Calendar; Department Website; Graduate Student Orientation, Email Students

**Motion 4: That ARCC recommend to Arts and Science Faculty Executive that the following courses be recoded to SOCI as outlined below:**

Course Code	New Course
ANTH 1006 Introduction to Anthropology	SOCI1006
ANTH 2006: The Ethnographic Imagination	SOCI 2276
ANTH 2056: The Anthropocene: Environment and Globalization	SOCI 2056
ANTH 2066: Language and Culture	SOCI 2366
ANTH 2076 Biology and Culture	SOCI 2176
ANTH 3006: Anthropology of Development in the Canadian North	SOCI 3116
ANTH 3027 Indigenous Peoples and the State	SOCI 3227
ANTH 3046: The Living and the Dead	SOCI 3346
ANTH 3206: Narrative and Memory	SOCI 3216
ANTH 4106: Multispecies Ethnography	SOCI 4106
GEND 2036 Environmental Justice	SOCI 2136
GEND 2086 Animal Rites	SOCI 2186
GEND 2157 Case Studies in Gender and the Law	SOCI 2157
GEND 2166 Women, Media and Representation	SOCI 2166
GEND 2206 Sex, Body and Identity	SOCI 2226
GEND 2217 Gender and the Media: Themes and Controversies	SOCI 2217
GEND 2246 Transformative Justice: Case Studies	SOCI 2246
GEND 2256 Religion, Justice and Animals	SOCI 2356

GEND 2286 Contagion	SOCI 2286
GEND 2326 Pets	SOCI 2326
GEND 2516 Violence, Race and Law	SOCI 2516
GEND 2526 Prisons, Race and Gender	SOCI 2526
GEND 2536 Tourism, Pleasure, and Power	SOCI 2536
GEND 3046 Queer Media	SOCI 3356
GEND 3076 Reality Tv and the Politics of Difference	SOCI 3276
GEND 3106 Race and Gender in Popular Culture	SOCI 3106
GEND 3236 Memory and Violence	SOCI 3236
GEND 3326 Virtual Animals	SOCI 3326
GEND 3357 The Opioid Crisis	SOCI 3357
RLCT 1207 Introduction to Religion Topics	SOCI 1207
RLCT 2017 Death and Immortality	SOCI 2227
RLCT 2066 Death, Dying and Spirituality in End-of-Life Care	SOCI 2266
RLCT 2096 Religion, Colonialism and State Violence	SOCI 2396
RLCT 2116 Health Healing and Religion	SOCI 2116
RLCT 2117 Cults and New Religious Movements	SOCI 2117
RLCT 2606 Hospice, Palliative Care, and Religion	SOCI 2606
RLCT 3307 Spiritual Journeys (Spiritual Kinship with Nature)	SOCI 3407
RLCT 3507 Religion and the Environment	SOCI 3507

**Rationale:** The amalgamation of RLCT, GESJ, and ANTH into a redesigned SOCI program necessitates that all course codes be SOCI. New numbers have been assigned to courses where there were already SOCI courses with these numbers.

**Motion 5: That ARCC recommend to Arts and Science Faculty Executive that the following courses be deleted.**

ANTH 2016 Social Conflict and Solidarity

ANTH 2017 Contemporary Sociological Theory

ANTH 2026 Archaeology I

ANTH 2027 Applied Archaeological Excavation (Field course)

ANTH 3026 Medical Anthropology

ANTH 3036 Qualitative Research Methods

ANTH 3037 Archaeological Cataloguing and Reporting

ANTH 3106 Food and Culture

ANTH 3367 Topic: TBA

ANTH 3376 Topic: TBA

ANTH 3407 Contested Concepts

SOCI 2196 Sociology of Medicine

SOCI 2237 Human Sexual Behaviour

SOCI 3076 Digital Media and Society

GEND 1006 Introduction to Gender, Power & Justice

GEND 1007 Selected Topics in Gender Equality and Social Justice

GEND 2026 Makeover Culture

GEND 2047 Gender and Social Media

GEND 2276 Kid Media

GEND 2337 Gender and Film

GEND 2336 Women in Cinema

GEND 2306 Art and Social Justice

GEND 2376 Special Topics in Kid Media

GEND 2556 The 21st Century Family

GEND 3026 Women and World Religions  
GEND 3047 Dark Ecology  
GEND 3056 Selected Topics (Advanced) in Power and Inequality  
GEND 3066 Invasion and Resistance  
GEND 3116 Women and Western Religions  
GEND 3117 Gender, Sex, and the Bible  
GEND 3136 Masculinities and Power  
GEND 3137 Re-Imagining Globalization  
GEND 2067 HIV/AIDS: Health and Social Change  
GEND 3086 Women and HIV  
GEND 3246 Madness and Medicine  
GEND 3306 Ideas of Power  
GEND 3416 Material Reconciliation  
GEND 4106 Selected Topics in Gender Equality and Social Justice  
GEND 4205 Honours Seminar  
RLCT 1206 Introduction to the Study of Religion  
RLCT 1207 Introduction to Religion: Topics  
RLCT 2026 The Roots of Evil  
RLCT 2036 History of Christian Thought I  
RLCT 2037 History of Christian Thought II  
RLCT 2056 Religion and Violence  
RLCT 2057 Peace and Non-Violence  
RLCT 2067 Special Topics in Religions and Cultures  
RLCT 2126 Religious Themes in Literature  
RLCT 2127 The Bible As Cultural Text  
RLCT 2136 Examining the Paranormal

RLCT 2156 Religion, Justice and Animals  
RLCT 2166 Issues in Religion and Law  
RLCT 3026 Women and World Religions  
RLCT 3046 Science vs. Religion?  
RLCT 3056 Special Topics in Religions and Cultures  
RLCT 3066 Religion, Spirituality and Social Justice  
RLCT 3116 Women and Western Religions  
RLCT 3117 Gender, Sex, and the Bible  
RLCT 3206 Theories of Religion  
RLCT 3216 Is God Dead? Faith in the Modern World  
RLCT 3226 Fanaticism  
RLCT 3506 Religions and Politics  
RLCT 4005 Guided Readings in Religions and Culture  
RLCT 4006 Advanced Studies in Religion  
RLCT 4016 Advanced Studies in Religion  
RLCT 4205 Honours Seminar in Religions & Cultures  
RLCT 2146 World Religions: Eastern Traditions  
RLCT 2147 World Religions: Western Traditions  
RLCT 2046 Global Spiritualities: Religious Traditions in the Contemporary World

**Rationale:** The amalgamation of RLCT, GESJ, and ANTH into a redesigned SOCI program involved the identification of courses from RLCT, GESJ, and ANTH that were not deemed to be relevant or appropriate to include under the umbrella of a Sociology program. Courses in SOCI that were not being offered, and whose topics were better reflected in some of the ANTH, GESJ, or RLCT courses being imported into SOCI, are deemed to no longer be necessary to offer. As such, the list of courses to be deleted includes some currently coded as SOCI.

**Motion 6: That ARCC recommend to Arts and Science Faculty Executive that the following courses be recoded to SOCI and renamed as outlined below:**

RLCT 2016 Practicing Religion: Rituals, Ceremonies and Celebrations	SOCI 2316 Rituals, Ceremonies and Celebrations
RLCT 2206 Religion and Popular Culture	SOCI 2216 Belief and Popular Culture

**Rationale:** Because RLCT is moving into SOCI, the names of some courses needed to better reflect their place within Sociology. Removing the reference to ‘Religion’ in the title better reflects the focus of the course within a Sociology program. A more general title like "Rituals, Ceremonies and Celebrations” signals a broader anthropological or sociological inquiry. This proposed title is more likely to attract students interested in culture, identity, and social structure, not just religion, and it better reflects interdisciplinary engagement with the content area. "Belief and Popular Culture" might attract a wider range of students who are curious about how ideas and values circulate in society, not just through religion but through fandoms, influencers, and cultural narratives.

**Motion 7: That ARCC recommend to Arts and Science Faculty Executive that the SOCI 2036 Gerontology: Aging and Society be renamed to SOCI 2036 Aging and Society.**

**Rationale:** During of the amalgamation of ANTH, RLCT, GESJ, and SOCI, it was decided that the proposed title “Aging and Society” would allow for a broader exploration of issues related to society and aging, from a wider lens, without limiting the content to an exploration of gerontology. Removal of "Gerontology" allows the course to be framed more broadly, not just as a study of aging from a biological or health perspective, but also from cultural, economic, and political angles. The title “aging and society” uses plain language that is more likely to be of interest to students from diverse disciplines.

**Motion 8: That ARCC recommend to Arts and Science Faculty Executive that the program-level learning outcomes for Sociology be revised as outlined below:**

**Previous SOCI Program-Level Learning Outcomes**

Upon graduation the student will be able to:

1. Demonstrate knowledge and critical understanding of the key concepts, current advances, theoretical approaches, and assumptions in Sociology;
2. Apply the latest theories and concepts in Sociology to a contemporary global society;
3. Evaluate, analyze and debate current social issues and societal trends through written assignments, oral presentations, and discussions;

4. Demonstrate knowledge of key methodologies and research techniques in Sociology including quantitative and qualitative data collection, analysis, and interpretation.

### **New SOCI Program-Level Student Learning Outcomes**

Upon graduation the student will be able to:

1. Identify and explain central sociological and/or anthropological concepts, theories and research traditions, including their historical development and contemporary applications.
2. Analyze how power inequality, and social categories like race, class, gender, sexuality, colonialism, ability, indigeneity shape social life across diverse contexts.
3. Interpret and critically engage with public policy questions using a range of methodologies to formulate evidence-based recommendations to address urgent social issues.

### **Additional Student Learning Outcomes for the Five Concentrations**

#### **Health, Death, and Wellness Concentration-Level Student Learning Outcome**

Evaluate how health, illness, mortality and wellness are socially constructed and managed and assess their implications for individual and collective well-being.

#### **Social Analysis and Public Policy Concentration-Level Student Learning Outcome**

Apply quantitative, qualitative and mixed-methods research approaches to explore and investigate critical sociological questions while demonstrating competence in data collection, analysis and interpretation.

#### **Education and Society Concentration-Level Student Learning Outcome**

Examine and assess the role of educational institutions, pedagogical practices and knowledge production in shaping social inequalities and opportunities.

#### **Environment and Social Justice Concentration-Level Student Learning Outcome**

Investigate and propose sociologically informed approaches and responses to environmental challenges and struggles for social and ecological justice.

#### **Media, Communication, and Culture Concentration-Level Student Learning Outcome**

Critically evaluate and create analyses of media, cultural texts, social inequality, and communication practices, highlighting their role in shaping social identities, collective meaning and political action.

**Rationale:** The program-level learning outcomes must be modified and expanded to incorporate the additional content from ANTH, GESJ, and RLCT courses that will now be included in the SOCI program.

**Motion 9: That ARCC recommend to Arts and Science Faculty Executive that the following courses be identified as anti-requisites**

<b>Anti-requisite</b>	<b>New Course</b>
ANTH 1006 Introduction to Anthropology	SOCI-1006
ANTH 2006: The Ethnographic Imagination	SOCI 2276
ANTH 2056: The Anthropocene: Environment and Globalization	SOCI 2056
ANTH 2066: Language and Culture	SOCI 2366
ANTH 2076 Biology and Culture	SOCI 2176
ANTH 3006: Anthropology of Development in the Canadian North	SOCI 3116
ANTH 3027 Indigenous Peoples and the State	SOCI 3227
ANTH 3046: The Living and the Dead	SOCI 3346
ANTH 3206: Narrative and Memory	SOCI 3216
ANTH 4106: Multispecies Ethnography	SOCI 4106
GEND 2036 Environmental Justice	SOCI 2136
GEND 2086 Animal Rites	SOCI 2186
GEND 2157 Case Studies in Gender and the Law	SOCI 2157
GEND 2166 Women, Media and Representation	SOCI 2166
GEND 2206 Sex, Body and Identity	SOCI 2226
GEND 2217 Gender and the Media: Themes and Controversies	SOCI 2217
GEND 2246 Transformative Justice: Case Studies	SOCI 2246
GEND 2256 Religion, Justice and Animals	SOCI 2356
GEND 2286 Contagion	SOCI 2286
GEND 2326 Pets	SOCI 2326
GEND 2516 Violence, Race and Law	SOCI 2516
GEND 2526 Prisons, Race and Gender	SOCI 2526
GEND 2536 Tourism, Pleasure, and Power	SOCI 2536

GEND 3046 Queer Media	SOCI 3356
GEND 3076 Reality Tv and the Politics of Difference	SOCI 3276
GEND 3106 Race and Gender in Popular Culture	SOCI 3106
GEND 3236 Memory and Violence	SOCI 3236
GEND 3326 Virtual Animals	SOCI 3326
GEND 3357 The Opioid Crisis	SOCI 3357
RLCT 1207 Introduction to Religion Topics	SOCI 1207
RLCT 2016 Practicing Religion: Rituals, Ceremonies and Celebrations	SOCI 2316
RLCT 2017 Death and Immortality	SOCI 2227
RLCT 2066 Death, Dying and Spirituality in End-of-Life Care	SOCI 2266
RLCT 2096 Religion, Colonialism and State Violence	SOCI 2396
RLCT 2116 Health Healing and Religion	SOCI 2116
RLCT 2117 Cults and New Religious Movements	SOCI 2117
RLCT 2206 Religion and Popular Culture	SOCI 2216
RLCT 2606 Hospice, Palliative Care, and Religion	SOCI 2606
RLCT 3307 Spiritual Journeys (Spiritual Kinship with Nature)	SOCI 3407
RLCT 3507 Religion and the Environment	SOCI 3507

**Rationale:** As a result of the amalgamation of RLCT, GESJ, and ANTH into SOCI, all courses to be included in the new SOCI program that had RLCT, GESJ, and ANTH codes were changed to SOCI codes. The previously named RLCT, GESG, and ANTH courses are now considered anti-requisites to their newly renamed SOCI version of the courses.

**Motion 10 (substantive):** That ARCC recommend to A&S Executive the Major Modification for the Sociology program be approved as outlined in the attached document.

## SYLLABI

### SOCI 3956 Special Topics: Rural People, Places & Problems

Winter 2023

**Instructor:** Dr. David Zarifa **Lectures:** Mondays, 1–3:50pm

**Office:** R205 **Lecture Location:** H303

**Office Hours:** by appointment

**Telephone:** (705) 474-3450, x.4386

**E-mail:** [davidz@nipissingu.ca](mailto:davidz@nipissingu.ca)

#### Overview

This course surveys a number of key topics pertaining to Rural Sociology. Students will engage with core theoretical and empirical works in the field and will apply and extend these ideas to current, real-world circumstances. The course challenges students to think sociologically about the inequalities facing rural peoples and places with a particular emphasis on applying their knowledge to the Canadian context. We will begin the course by discussing some of the key concepts surrounding rurality, urbanization, identity formation, community, and place-based policies, before investigating the challenges facing rural peoples and communities. A major goal of this course is to encourage students to think critically about how spatial inequalities shape the life experiences of individuals who reside in rural areas.

#### Learning Expectations:

By the end of the course, students will be able to

Research, articulate and critically assess selected topics and problems in Rural Sociology

Identify and articulate in a comprehensive manner organizational theories as well as pertinent research methodologies

Engage and participate knowledgeably and professionally in small group class discussions

Develop, research and prepare an original research paper on a course-related sociological research question or topic

**Course Outcomes:**

Successful graduates of this course will demonstrate

Ability to articulate and apply key theories and concepts from Rural Sociology at an advanced level of comprehension

Ability to make informed contributions in small group class discussions and disseminate key research findings

Advanced skills in researching, writing, discussing, and presenting on core sociological topics related to rural peoples and places

**Required Texts:**

[FFG] Flora, Cornelia B., Jan L. Flora, and Stephen P. Gasteyer. 2016. *Rural Communities: Legacy & Change*. 5<sup>th</sup> Edition. Routledge.

[B&S] Brown, David L. and Kai A. Schafft. 2018. *Rural People & Communities in the 21<sup>st</sup> Century: Resilience & Transformation*. 2<sup>nd</sup> Edition. Polity Press.

**NOTE:** Links to additional required readings have been posted on Blackboard.

**Course Webpage:**

Supplementary course materials are available on Blackboard Academic Suite. To access the material, you will need to sign in to the Blackboard portal (<https://learn.nipissingu.ca/>) using your WebAdvisor/GMail username and password.

**Evaluation:**

Participation & Discussion Questions	15%
Presentations (TBA)	30%
Mid-term (Due: February 27 <sup>th</sup> )	25%
Research Paper (Due: April 3 <sup>rd</sup> )	30%

**\*Class Participation and Discussion Questions:**

This is an upper year seminar course. As such, students are expected to have read and summarized the assigned readings **before** each lecture and come prepared to discuss the assigned readings in detail. Students must be present at the seminar and must actively participate in class discussions. Simply attending the seminar without making a meaningful contribution to the class discussions will result in a poor participation grade. Missing classes should only happen in unforeseen, extenuating circumstances. To facilitate fruitful discussions, all students must create, bring along, and submit one discussion question per reading for each lecture (e.g., **three readings = three questions = one question per reading**).

**\*\*Presentations/Discussion Leaders:**

Each student will make **two** scholarly presentations of assigned readings. Student presentations will set the stage for scholarly discussions of the assigned readings by presenting the core ideas of the reading (including a brief one-page handout and/or power point slides). Electronic copies of presentation slides and handouts must be submitted via email to [davidz@nipissingu.ca](mailto:davidz@nipissingu.ca) and will be posted on Blackboard. More details will be given in class.

NOTE: In order to facilitate a happy and healthy learning environment, please refrain from talking, texting, tweeting, etc. during the lectures. Also, please turn off all cell phones or smart phones for the duration of the class.

### **Mid-term Critical Review:**

At the midway point in the course, students will write a 5-6 page (double-spaced) critical review of the course readings covered up to that point. The review will be due at the start of the lecture on **Monday, February 27<sup>th</sup>**. The paper must be handed in at the start of the lecture on that date in order to avoid late penalties, and an **electronic copy must also be uploaded to SafeAssign** via the link on Blackboard. More details will be given in class.

### **Research Paper:**

Students will write a high quality, original 10- to 12-page research paper. Research papers must reflect course content, address key concepts discussed in the course, and draw on sociological sources, primarily peer-reviewed, academic journal articles. Research papers are due at the start of the class on **Monday, April 3<sup>rd</sup>**. The paper must be handed in at the start of the lecture on that date in order to avoid late penalties, and an **electronic copy must also be uploaded to SafeAssign** via the link on Blackboard. More details will be given in class.

### **Late Penalties:**

Late exams, assignments and papers will be penalized at a rate of **10%** per day (including weekends and holidays). Assignments received more than 5 days after the due date will receive a grade of **zero**.

Exceptions to penalties will be made only for serious circumstances where proper medical documentation is presented. Further details on the topic and expectations on the course assignment will be provided in class.

### **Unforeseen Circumstances:**

In the event of a serious illness or accident or death in the family, students must contact me as early as possible to inform me of the problem. It is the student's responsibility to ensure that all necessary documentation has been obtained and procedures followed as per the student policies in [Nipissing University's Academic Calendar](#).

### **Nipissing University's Policy on Academic Dishonesty:**

Nipissing University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

### **1) Plagiarism**

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.

parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author.

the whole work (e.g. an essay) is copied from another source and/or

a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

plagiarism should be noted and reported to the Dean.

students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

### **Cheating**

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

### **Penalties**

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, of which those listed below shall be exemplary:

assignment of a grade of zero in the assignment, test, or exam;

assignment of a grade of zero in the course in which the offence is committed;

suspension from attendance in all courses in which the student is registered at the time the offence was committed, and loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offence was committed; d) suspension from the Faculty;

expulsion from the Faculty;

suspension from the University;

expulsion from the University. Withdrawal from a course will not preclude proceedings in respect of academic offences committed in the course, and the right to withdraw may be refused where an academic offence is alleged.

Please consult [Nipissing University's Academic Calendar](#) for further details on student policies and procedures.

### **Intellectual Property of Course Materials:**

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Posting, providing, sharing or selling any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Nipissing University.

### **Connect with the Department of Sociology and Anthropology on Social Media:**

Facebook page - [Nipissing U Sociology and Anthropology Department](#) Instagram page - nipissingusocandanthro

## **Lectures and Required Readings Schedule\***

Lecture Date	Topic
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## Week 1 (January 9) Introduction to the Course

## Week 2 (January 16) Rurality, Urbanization and Community Capitals

- “Rurality in Metropolitan Society.” (Chapter 1 in B&S)
- “Urbanization and Population Redistribution.” (Chapter 2 in B&S)
- “Community Capitals and the Rural Landscape.” (Chapter 1 in FFG)

## Week 3 (January 23) Rural Demographics and Populations I

“Youth Aging, and the Life Course.” (Chapter 7 in B&S) ○ “Racial and Ethnic Minorities in Rural Areas.” (Chapter 8 in B&S)

Yoshida, Yoko, and Howard Ramos. 2013. “Destination Rural Canada: An Overview of Recent Immigrants to Rural Small Towns.” Chapter 3 (Pp. 67-87) in *Social Transformation in Rural Canada: Community, Cultures, and Collective Action*. UBC Press.

## Week 4 (January 30) Rural Demographics and Populations II

Looker, Dianne E., and Ted D. Naylor. 2009. ““At Risk” of Being Rural? The Experience of Rural Youth in a Risk Society.” *Journal of Rural and Community Development*, 4(2): 39-64.

Southcott, Chris. 2013. “Globalization and Rural Change in Canada’s Territorial North.” Chapter 2 (Pp. 43-66) in *Social Transformation in Rural Canada: Community, Cultures, and Collective Action*. UBC Press. ○ Zarifa, David, Cathlene Hillier, and Darcy Hango. 2022. “Location Matters: Education and Employment

Inequalities in Northern and Rural Canada.” Chapter 8 (Pp. 102-116) in *Social Inequality in Canada:*

*Dimensions of Disadvantage. Seventh Edition*. Edited by Hwang, Grabb and Reitz. Oxford University Press.

## Week 5 (February 6) Social Capital and Community in Rural Society

- “Understanding Community in Rural Society.” (Chapter 4 in B&S) ○ “Community Institutions in Rural Society.” (Chapter 5 in B&S) ○ “Social Capital.” (Chapter 5 in FFG)

## Week 6 (February 13) Natural Capital

- “Natural Capital.” (Chapter 2 in FFG)

“Natural Resources and Social Change.” (Chapter 6 in B&S)

Caine, Ken J. 2013. “Logic of Land and Power: The Social Transformation of Northern Natural Resource Management.” Chapter 8 (Pp. 169-188) in *Social Transformation in Rural Canada: Community, Cultures, and Collective Action*. UBC Press.

## Week 7 (February 20) Study Week (No Classes)

## Week 8 (February 27) Cultural Capital

“Cultural Capital.” (Chapter 3 in FFG)

Andres, Lesley, and E. Dianne Looker. 2001. “Rurality and Capital: Educational Expectations and Attainments of Rural, Urban/Rural and Metropolitan Youth.” *Canadian Journal of Higher Education*, 31(2): 1-45.

“Poverty Across Rural People and Places.” (Chapter 11 in B&S)

**\*\*\*Mid-term Critical Review Due\*\*\***

## Week 9 (March 6) Human Capital I

- “Human Capital.” (Chapter 4 in FFG)

Hillier, Cathlene, David Zarifa, and Darcy Hango. 2022. “Mind the Gaps: Examining Youth’s Reading, Math and Science Skills Across Northern and Rural Canada.” *Rural Sociology*, 87(1): 264-302.

Zarifa, David, Brad Seward and Roger Pizarro Milian. 2019. “Location, Location, Location: Examining the Rural-Urban Skills Gap in Canada.” *The Journal of Rural Studies*, 72: 252-263.

## Week 10 (March 13) Human Capital II

Corbett, Michael. 2005. "Rural Education and Out-Migration: The Case of a Coastal Community." *Canadian Journal of Education*, 28 (1/2): 52–72.

Carr, Patrick J. and Maria J. Kefalas. 2009. Introduction (Pp 1-26) in *Hollowing Out the Middle: The Rural Brain Drain and What it Means for America*. Boston: Beacon Press.

Hillier, Cathlene, Yujiro Sano, David Zarifa, and Michael Haan. 2020. "Will They Stay or Will They Go?

Examining the Brain Drain in Canada's Provincial North?" *Canadian Review of Sociology*, 57(2): 174-196.

## Week 11 (March 20) Political Capital and Governance

"Political Capital." (Chapter 6 in FFG) ○ "Governance." (Chapter 10 in FFG)

Wilson, Gary N., and Greg Poelzer. 2005. "Still Forgotten? The Politics and Communities of the Provincial Norths." *Northern Review*, (25/26): 11-16.

## Week 12 (March 27) Financial Capital

○ "Financial Capital." (Chapter 7 in FFG) ○ "Making a Living in Rural Communities." (Chapter 9 in B&S) ○ Hango, Darcy, David Zarifa, and Brad Seward. 2021. "Are Some Canadian Youth NEETer than Others? Examining North-South and Rural-Urban Inequalities in Education, Employment, and Training." *The Northern Review*. 52: 61-89.

## Week 13 (April 3) Course Wrap-up and Review

**\*\*\*Research Papers Due\*\*\***

## Course Syllabus

SOCI 3956 - Special Topics: Sports & Society

Department of Sociology Winter 2025

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**Instructor:** Dr. David Zarifa

**Office:** R205

**Office Hours:** Wednesdays, 9-11am **Telephone:** (705) 474-3450, x.4386 **E-mail:**  
[davidz@nipissingu.ca](mailto:davidz@nipissingu.ca)

**Land Acknowledgement:**

Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

**Course Description:**

This course surveys a number of key topics pertaining to the Sociology of Sports. Students will engage with core theoretical and empirical works in the field and will apply and extend these ideas to current, real-world circumstances. The course will challenge students to examine sports through a sociological perspective, critically assessing how sport really works, who has power, who benefits under existing social arrangements, and who does not. Topics will include the social context of sport participation, socialization into sports, the commercialization of sports, sports organizations, and how sports relate to schools, gender, race/ethnicity, the media, the economy, deviance, and ethical issues.

For further details regarding this course and/or your program please refer to the academic calendar:  
<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx>.

**Learning Outcomes:**

Students who successfully complete this course will:

Research, articulate and critically assess selected topics and problems in the Sociology of Sport

Identify and articulate in a comprehensive manner Sociology of Sport theories as well as pertinent research methodologies

Apply key theories and concepts from the Sociology of Sport at an intermediate level of comprehension

Engage and actively participate knowledgeably and professionally in small group class discussions

Investigate, research and apply core concepts through course-related written assignments

Demonstrate intermediate skills in writing and discussing core sociological topics related to sports

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## Course Resources

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### Required Texts:

Coakley, Jay. 2021. *Sports in Society: Issues and Controversies. Thirteenth Edition*. New York: McGraw Hill.

Digital or print copies of the text can be purchased from the Campus Shop or directly from the publisher at this [link](#) (approximately \$100).

**NOTE:** Links to supplemental required readings have been posted on Blackboard.

### Course Webpage:

Supplementary course materials are available on Blackboard Academic Suite. To access the material, you will need to sign in to the Blackboard portal (<https://learn.nipissingu.ca/>) using your WebAdvisor/GMail username and password.

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## Course Evaluation

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Item	Date and Time	Grade Weight
Participation & Discussion Questions	Weekly	20%
Assignments		25%
Mid-term	February 13th, 9:00am	25%

Final Assessment	April Exam Period, TBA	30%
	<b>Total</b>	<b>100%</b>

**Class Participation and Discussion Questions:**

This is an upper year seminar course. As such, students are expected to have read and summarized the assigned readings **before** each lecture and come prepared to discuss the assigned readings in detail. Students **must** be present at the seminar and **must actively participate** in class discussions. Simply attending the seminar without making a meaningful contribution to the class discussions will result in a poor participation grade. Missing classes should only happen in unforeseen, extenuating circumstances and otherwise will result in a grade of zero for that week's participation. To facilitate fruitful discussions, all students must come to class prepared with two discussion questions based on the weekly readings (e.g., two chapters = two questions = one question per chapter). These questions are due to be uploaded on Blackboard prior to the start of each class.

### Mid-term and Final Exam:

Students will have one mid-term test and one final exam during the course. All lecture and reading materials are fair game for tests and exams. This includes media viewed during lectures. The content for tests and examinations will not be cumulative. The mid-term test is in-class on **Thursday, February 13, 2024**, and will include content up to and including the week of February 6<sup>th</sup>. The final exam (**TBD**) will include content from the week of February 27<sup>th</sup> to the end of the course.

### Assignments:

Students will have the choice of doing **two out of three course assignments** (Sportography, Generational Changes, and Infographic). Additional details will be provided in class. Each assignment is worth **12.5%** of their overall grade in the course. The due dates for each of the assignments are shown in the course schedule below.

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## Course Policies

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**Generative AI:** The use of Generative AI platforms is **not** permitted for any work in this course. Academic dishonesty penalties will apply to any course work that was generated in this manner.

**Late Penalties:** Late assignments will be penalized at a rate of **10%** per day (including weekends and holidays). Assignments received more than 5 days after the due date will receive a grade of **zero**. Exceptions to penalties will be made only for serious circumstances where proper medical documentation is presented.

In order to facilitate a happy and healthy learning environment, please refrain from talking, texting, tweeting, etc. during the lectures. Also, please turn off all cell phones or smart phones for the duration of the class.

**Unforeseen Circumstances:** In the event of a serious illness or accident or death in the family, students must contact me as early as possible to inform me of the problem. It is the student's

responsibility to ensure that all necessary documentation has been obtained and procedures followed as per the student policies in [Nipissing University's Academic Calendar](#).

**Nipissing University's Policy on Academic Integrity:** Nipissing University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

### **Plagiarism**

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.

parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author.

the whole work (e.g. an essay) is copied from another source and/or

a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

plagiarism should be noted and reported to the Dean.

students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

## **Cheating**

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

## **Penalties**

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, of which those listed below shall be exemplary:

assignment of a grade of zero in the assignment, test, or exam;

assignment of a grade of zero in the course in which the offence is committed;

suspension from attendance in all courses in which the student is registered at the time the offence was committed, and loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offence was committed;

suspension from the Faculty;

expulsion from the Faculty;

suspension from the University;

expulsion from the University. Withdrawal from a course will not preclude proceedings in respect of academic offences committed in the course, and the right to withdraw may be refused where an academic offence is alleged.

Please consult [Nipissing University's Academic Calendar](#) for further details on student policies and procedures.

**Intellectual Property of Course Materials:** All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Posting, providing, sharing or selling any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Nipissing University.

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## Other Important Links

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### Student Development & Services (SDS):

Supports for every learner are available to help ensure your success at Nipissing University. For full details please refer to:

<https://www.nipissingu.ca/departments/student-development-and-services>

### The Harris Learning Library:

To access the online portal please refer to: <https://www.nipissingu.ca/library>.

**Connect with the Department of Sociology on Social Media:** Facebook page - [Nipissing U Sociology and Anthropology Department](#) Instagram page – [nipissingusocandanthro](#)

## Lectures and Required Readings Schedule\*

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Lecture Date	Topic
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<b>Week 1 (January 9)</b>	<b>Introduction to the Course</b>
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<b>Week 2 (January 16)</b>	<b>The Sociology of Sports: What Is it? Why Study It? How is Knowledge Produced?</b>
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Chapters 1 and 2 in Coakley

Chapter 1 Supplemental Reading 2

Chapter 2 Supplemental Reading 4

<b>Week 3 (January 23)</b>	<b>Sports, Socialization and Organized Youth Sports</b>
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Chapters 3 and 4 in Coakley

Chapter 3 Supplemental Reading 3

Chapter 4 Supplemental Reading 3

**Week 4 (January 30) Social Class: Do Money and Power Matter in Sports?**

Chapter 9 in Coakley

Chapter 9 Supplemental Readings 2, 3, 4 and 5

**\*\*Sportography Assignment Due\*\* Week 5 (February 6) Gender Inequities**

Chapter 7 in Coakley

Chapter 7 Supplemental Readings 2, 4 and 8

**Week 6 (February 13) Mid-term Test**

**Week 7 (February 20) Study Week (No Classes)**

**Week 8 (February 27) Race and Ethnicity**

Chapter 8 in Coakley

Chapter 8 Supplemental Readings 1, 3 and 8

**\*\*Generational Changes Assignment Due\*\* Week 9 (March 6) Deviance and Violence in Sports**

Chapter 5 and 6 in Coakley

Chapter 5 Supplemental Reading 4

Chapter 6 Supplemental Reading 4

**Week 10 (March 13) Sports and the Economy**

Chapter 11 in Coakley

Chapter 11 Supplemental Reading 1

**Week 11 (March 20) Sports and the Media**

Chapter 12 in Coakley

Chapter 12 Supplemental Readings 1, 3 and 7

**\*\*Infographic Assignment Due\*\***

**Week 12 (March 27) Sports in High School and Postsecondary Education**

Chapter 14 in Coakley

Chapter 14 Supplemental Reading 6

**Week 13 (April 3) Course Wrap-up and Review**

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\* NOTE: This is a *tentative* schedule. If the scheduling does change due to unforeseen circumstances, I will notify students well in advance and provide an updated version of the course outline.

# NIPISSING UNIVERSITY

## Department of Sociology

### SOCI 4306 Sociology of Organizations

XXXX XXXX

**Instructor:** Dr. David Zarifa

**Lectures:** Thursdays, 1–3:50pm

**Office:** R205

**Lecture Location:** A122 and virtual

**Office Hours:** by appointment

**Telephone:** (705) 474-3450, x.4386

**E-mail:** [davidz@nipissingu.ca](mailto:davidz@nipissingu.ca)

#### Overview

This course surveys a number of key topics pertaining to the Sociology of Organizations. Students will engage with core theoretical and empirical works in the field and will apply and extend these ideas to current, real-world circumstances. The course challenges students to think sociologically about the complexity of organizations and their evolving roles and responsibilities over time. We will begin the course by looking inward to understand the formal and informal structures of organizations before looking outward to recognize how larger institutional and ecological influences impact organizational behaviour. A major goal of this course is to encourage students to think critically about the link between organizations and society.

#### Learning Expectations:

By the end of the course, students will be able to

Research, articulate and critically assess selected topics and problems in the Sociology of Organizations

Identify and articulate in a comprehensive manner organizational theories as well as pertinent research methodologies

Engage and participate knowledgeably and professionally in small group class discussions

Develop, research and prepare an original research paper on a course-related sociological question or topic

**Course Outcomes:**

Successful graduates of this course will demonstrate

Ability to articulate and apply key theories and concepts from the Sociology of Organizations literature at an advanced level of comprehension

Ability to make informed contributions in small group class discussions and disseminate key research findings

Advanced skills in researching, writing, discussing, and presenting on core sociological topics related to organizational behaviour

## Required Readings:

Handel, Michael J. (Ed.). 2003. *The Sociology of Organizations: Classic, Contemporary and Critical Readings*. Thousand Oaks, CA: Sage Publications, Inc.

**NOTE:** Links to additional required readings have been posted on Blackboard.

## Course Webpage:

Supplementary course materials are available on Blackboard Academic Suite. To access the material, you will need to sign in to the Blackboard portal (<https://learn.nipissingu.ca/>) using your WebAdvisor/GMail username and password.

## On-site and Zoom Class Sessions:

Class discussion sessions will be held on-site in A122. Class discussions can also be attended virtually via Zoom (details below). We will be interacting synchronously (in real-time) with students who are not physically present. Students taking the course on-site are also expected to bring their laptop computers to the in-class sessions to facilitate this blended mode of delivery.

Join Zoom Meeting <https://zoom.us/j/99884424512?pwd=cUpKWkpYbUZlRQlF6ZmNCS2lFYmRqQT09>

Meeting ID: 998 8442 4512

Passcode: x9NcJ7

## Evaluation:

Participation & Discussion Questions	20%	Presentations	25%
Mid-term (Due: February 25 <sup>th</sup> )	25%		
Research Paper (Due: April 8 <sup>th</sup> )	30%		

## \*Class Participation and Discussion Questions:

This is a graduate seminar course. As such, students are expected to have read and summarized the assigned readings **before** each lecture and come prepared to discuss the assigned readings in detail. Students must be

present at the seminar and must actively participate in class discussions. Simply attending the seminar without making a meaningful contribution to the class discussions will result in a poor participation grade.

Missing classes in a graduate course should only happen in unforeseen, extenuating circumstances. To facilitate fruitful discussions, all students must create, bring along, and submit one discussion question per reading for each lecture (e.g., **three readings = three questions = one question per reading**).

**\*ASYNCHRONOUS NOTE:** In the event that this course is taken asynchronously, weekly summaries (1/2 page, single-spaced, 12 pt font) of each of the readings will be **required** for submission and will be graded as a substitute for the synchronous participation portion of evaluation. Discussion questions will still be required as well.

**\*\*Presentations/Discussion Leaders:**

Each week, students will set the stage for scholarly discussions of the assigned readings by presenting the core ideas of the reading (including either a brief one-page handout and/or power point slides). Electronic copies of presentation slides and handouts must be submitted via email to [davidz@nipissingu.ca](mailto:davidz@nipissingu.ca) and will be posted on Blackboard. More details will be given in class.

**\*\*ASYNCHRONOUS NOTE:** Students taking the course asynchronously will still be **required** to present. They must prepare, pre-record, and submit their presentations to [davidz@nipissingu.ca](mailto:davidz@nipissingu.ca) the day **before** the scheduled class time, so that their presentation may be viewed during its scheduled class time.

NOTE: In order to facilitate a happy and healthy learning environment, please refrain from talking, texting, tweeting, etc. during the lectures. Also, please turn off all cell phones or smart phones for the duration of the class.

### **Mid-term Critical Review:**

At the midway point in the course, students will write a 5-6 page (double-spaced) critical review of the course readings covered up to that point. The review will be due at the start of the lecture on **Thursday, February 25<sup>th</sup>**. The paper must be handed in at the start of the lecture on that date in order to avoid late penalties, and an **electronic copy must also be uploaded to SafeAssign** via the link on Blackboard. More details will be given in class.

### **Research Paper:**

Students will write a high quality, original 12 to 15 page research paper. Research papers must reflect course content, address key concepts discussed in the course, and draw on sociological sources, primarily peer-reviewed academic journals. Research papers are due at the start of the class on **Thursday, April 8<sup>th</sup>**. The paper must be handed in at the start of the lecture on that date in order to avoid late penalties, and an **electronic copy must also be uploaded to SafeAssign** via the link on Blackboard. More details will be given in class.

### **Late Penalties:**

Late exams, assignments and papers will be penalized at a rate of **10%** per day (including weekends and holidays). Assignments received more than 5 days after the due date will receive a grade of **zero**.

Exceptions to penalties will be made only for serious circumstances where proper medical documentation is presented. Further details on the topic and expectations on the course assignment will be provided in class.

In the event of a serious illness or accident or death in the family, students must contact me as early as possible to inform me of the problem. It is the student's responsibility to ensure that all necessary documentation has been obtained and procedures followed as per the student policies in Nipissing University's Academic Calendar.

### **Nipissing University's Policy on Academic Dishonesty:**

Nipissing University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

## **Plagiarism**

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly

plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.

parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author.

the whole work (e.g. an essay) is copied from another source and/or

a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

### **Cheating**

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances

whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

### **Penalties**

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, of which those listed below shall be exemplary:

assignment of a grade of zero in the assignment, test, or exam;

assignment of a grade of zero in the course in which the offence is committed;

suspension from attendance in all courses in which the student is registered at the time the offence was committed, and loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offence was committed;

suspension from the Faculty;

expulsion from the Faculty;

suspension from the University;

expulsion from the University.

Withdrawal from a course will not preclude proceedings in respect of academic offences committed in the course, and the right to withdraw may be refused where an academic offence is alleged.

Please consult Nipissing's Academic Calendar for further details on student policies and procedures.

(<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=7&chapterid=577&loadusercredits=False>).

### **Intellectual Property of Course Materials:**

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Posting, providing, sharing or selling any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Nipissing University.

The only exception to the above is formally authorized accommodation arrangements made through Student Development Services.

## Lectures and Required Readings Schedule\*

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**Lecture Date    Topic**

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**Week 1 (January 14)    Introduction to the main content and direction of the course**

No readings.

**Week 2 (January 21)    Organizations as Rational Systems: Classical Theories of Bureaucracy and Administration**

Weber, Max. "Bureaucracy and Legitimate Authority." (pg. 5-16 and Chapter 1 in Handel)

Taylor, Frederick W. "The Principles of Scientific Management." (Chapter 2 in Handel)

Braverman, Harry. "The Degradation of Work in the Twentieth Century." (Chapter 3 in Handel)

Ritzer, George. 2011. *The McDonaldization of Society. 6<sup>th</sup> Edition*. Thousand Oaks, CA: Sage Publications. (Chapters 1 and 10)

**Week 3 (January 28)    Organizations as Human and Social Systems I: From the Human Relations Movement to Commitment in the Workplace**

Homans, George C. "The Hawthorne Experiments." (pg. 77-84 and Chapter 7 in Handel)

McGregor, Douglas. "The Human Side of Enterprise." (Chapter 9 in Handel)

Walton, Richard E. "From Control to Commitment in the Workplace." (Chapter 10 in Handel)

Kanter, Rosabeth Moss. 2006. *Confidence: How Winning Streaks and Losing Streaks Begin and End*. New York: Crown Business. (Chapters 1 and 10)

**Week 4 (February 4)    Organizations as Human and Social Systems II: Informal Organization as a Shadow Structure**

Dalton, Melville. "Conflicts between Staff and Line Managerial Officers." (pg. 145-148 and Chapter 13 in Handel)

Jackall, Robert. "The World of Corporate Managers." (Chapter 14 in Handel)

Burawoy, Michael. "Manufacturing Consent: Changes in the Labor Process Under Market Capitalism." (Chapter 15 in Handel)

Vallas, Steven P. 2003. "Why Teamwork Fails: Obstacles to Workplace Change in Four Manufacturing Plants." *American Sociological Review*, 68(2): 223-250.

**Week 5 (February 11) Organizations as Open Systems I: Neoinstitutional Theory**

DiMaggio, Paul and Walter Powell. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." (pg. 225 to 232 and Chapter 19 in Handel)

Zucker, Lynne G. 1987. "Institutional Theories of Organization." *Annual Review of Sociology*, 13:443–464.

Kraatz, Matthew S. and Edward J. Zajac. "Exploring the Limits of the New Institutionalism: The Causes and Consequences of Illegitimate Organizational Change." *American Sociological Review*, 61(5):812–836.

**Week 6 (February 18) Study Week (No Classes)**

**Week 7 (February 25) Organizations as Open Systems II: Resource Dependency Theory and the Transaction Cost Approach**

**\*\*\*Mid-term Critical Review Due\*\*\***

Pfeffer, Jeffrey and Gerald R. Salancik. "The External Control of Organizations: A Resource Dependence Perspective." (Chapter 18 in Handel)

Williamson, Oliver E. "The Economics of Organization: The Transaction Cost Approach." (Chapter 22 in Handel)

Arum, Richard. 1996. "Do Private Schools Force Public Schools to Compete?" *American Sociological Review*, 29-46.

### **Week 8 (March 4) Organizations as Open Systems III: Ecological Theory**

Carroll, Glenn R. and Michael T. Hannan. "Density-Dependent Processes." (Chapter 20 in Handel)

Hannan, Michael T. 2005. "Ecologies of Organizations: Diversity and Identity." *The Journal of Economic Perspectives*, 19(1): 51-70.

Carroll, Glenn R. and Anand Swaminathan. 2000. "Why the Microbrewery Movement? Organizational Dynamics of Resource Partitioning in the U.S. Brewing Industry." *American Journal of Sociology*, 106(3): 715-762.

### **Week 9 (March 11) Network Theory: From Embeddedness to Interorganizational Networks**

Granovetter, Mark. 2005. "The Impact of Social Structure on Economic Outcomes." *The Journal of Economic Perspectives*, 19(1): 33-50.

Podolny, Joel. 2001. "Networks as the Pipes and Prisms of the Market." *American Journal of Sociology*, 107(1): 33-60.

Gulati, Ranjay and Martin Gargiulo. 1999. "Where Do Interorganizational Networks Come From?" *American Journal of Sociology*, 104(5): 1439-1493.

### **Week 10 (March 18) Tokenism, Referrals, and (Im)mobility**

Kanter, Rosabeth Moss. "Men and Women of the Corporation." (Chapter 28 in Handel)

Collins, Sharon. "Black Mobility in White Corporations: Up the Corporate Ladder But Out on a Limb" (Chapter 29 in Handel)

Edwards, Richard. "Segmented Labor Markets." (Chapter 30 in Handel)

Fernandez, Roberto M. and Isabel Fernandez-Mateo, I. 2006. Networks, Race, and Hiring. *American Sociological Review*, 71(1), 42-71.

**Week 11 (March 25) Organizational Deviance: Acceptable Levels of Risk?**

Perrow, Charles. "Normal Accidents: Living with High-Risk Technologies." (Chapter 32 in Handel)

Vaughan, Diane. "Rational Choice, Situated Action, and the Social Control of Organizations: The *Challenger*

Launch Decision." (Chapter 33 in Handel)

Fox, Cybelle & David J. Harding. 2005. "School Shootings as Organizational Deviance." *Sociology of Education*, 78(1): 69-97.

**Week 12 (April 1) Innovation: From Worker Ownership to "Socially Responsible" Organizations to Advanced Leaders**

Whyte, William, Joseph Blasi and Douglas Kruse. "Worker Ownership, Participation, and Control: Toward a Theoretical Model." (Chapter 35 in Handel)

Kanter, Rosabeth Moss. 2009. *SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good*. New York: Crown Business. (Chapters 1 and 3)

Kanter, Rosabeth Moss. 2020. *Think Outside the Building: How Advanced Leaders Can Change the World One Smart Innovation at a Time*. (Introduction, Chapter 1 and Chapter 2)

**Week 13 (April 8) Course wrap-up and review**

**\*\*\*Research Papers Due\*\*\***

# SECTION 4 – MAJOR MODIFICATION PROTOCOL

(PROGRAM RENEWAL AND SIGNIFICANT CHANGE)

## Proposal for Major Modification

APPROVAL OF THE LETTER OF INTENT MUST HAVE BEEN RECEIVED TO CONTINUE TO THIS STEP. PLEASE ATTACH THE APPROVED LOI TO THIS PROPOSAL.

*The academic unit will prepare the Proposal for Major Modification as per the template below. From there, this Proposal will be submitted to:*

### Undergraduate Programs

- Academic Unit
- ARCC
- Faculty Executive
- ACC\*
- Senate

### Graduate Programs

- Academic Unit
- GSC\*
- Faculty Executive
- Senate

\*If the Provost determines the Major Modification may require substantial changes to resources/infrastructure, the proposal will also need to be heard at AQAPC following ACC (for undergraduate programs) or GSC (for graduate programs). The proposal must be reviewed at both AQAPC and ACC/GSC before moving forward to Senate.

CURRENT PROGRAM NAME:	Sociology
IF CHANGING, PROPOSED PROGRAM NAME:	
ACADEMIC UNIT PROPOSING THE MODIFICATION:	Departments of:  Sociology  Gender Equality & Social Justice  Religions & Cultures  Anthropology
PROPOSED START DATE:	September 2026

SUBMITTED BY:	Reade Davis, Carly Dokis, Amir Erfani, Benjamin Kelly, Gillian McCann, Wendy Peters, Sal Renshaw, Susan Srigley, Leslie Thielen-Wilson, Trevor Smith, David Zarifa
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<p><b>PROVIDE A DETAILED SUMMARY OF THE PROPOSED MAJOR MODIFICATION.</b></p>
<p>A suspension of enrollment process was recently initiated by the Dean of Arts and Science with respect to Sociology, Anthropology, Religions and Cultures (RLCT), and Gender Equality and Social Justice (GESJ). While this process is ongoing, a revised Sociology program built around curriculum concentrations which will reflect the teaching and research strengths of faculty from these programs, as well as the academic and vocational interests of students is being proposed. The five concentrations being proposed are:</p> <ol style="list-style-type: none"> <li>1. Health, Death, and Wellness</li> <li>2. Education and Society</li> <li>3. Social Analysis and Public Policy</li> <li>4. Environment and Social Justice</li> <li>5. Media, Communication, and Culture.</li> </ol> <p>Anthropology, GESJ, and RLCT have been carefully woven into the fabric of our newly redesigned Sociology concentrations and play an important role in giving more students robust access to modern sociological themes considered in the context of students' vocational and academic pursuits. The newly revised program, with administrative support, will provide incoming Concurrent Education students with a greatly enhanced and more focused opportunity for securing their teachable in the Social Science General category. With a significant influx of existing Nipissing University faculty (from 4 to 11) we will also be better positioned to diversify our course offerings and create more pathways into the existing Masters in Sociology.</p>

<p><b>EXPLAIN THE RATIONALE FOR MODIFYING THE EXISTING PROGRAM. WHY ARE THESE CHANGES NECESSARY? WHAT DOES THE PROGRAM SEEK TO ACCOMPLISH BY IMPLEMENTING THESE CHANGES? HOW DOES THIS MODIFICATION IMPROVE THE STUDENT EXPERIENCE?</b></p>
<p>In Fall 2024, the Provost set enrollment targets for all programs in Arts and Science at 25 new students per year by 2028. It is unlikely that even with a significant investment in marketing, RLCT, ANTH, SOCI, or GESJ could achieve those targets when taking into account Nipissing's typical demographic which tends towards vocational orientation. There are no recruitment plans or sectoral trends in higher education in Canada at this time indicating that these programs could look forward to a sudden and significant increase in enrollment</p>

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Current enrollments in RLCT, GESJ, ANTH, and SOCI are so low that they are not financially viable. As such, a suspension of enrollment process was initiated by the Dean of Arts and Science for these programs. The re-envisioning of the SOCI program includes integrating courses from RLCT, GESJ, and ANTH into the SOCI program to enhance and broaden the course offerings available to students in Sociology. Students who might have been interested in majoring in GESJ, ANTH, or RLCT can now focus their studies in a concentration within Sociology that aligns with their interests. By including some of the most well subscribed courses previously coded as RLCT, GESJ or ANTH into Sociology, we anticipate that more students will be exposed to courses that they may not have heard of previously. For example, a GESJ student may not have thought to look in the calendar for courses in RLCT or ANTH, but they will now see many of those courses listed in webadvisor under SOCI. The goal of the SOCI redesign is to strengthen the Sociology program by including a diversity of faculty with expertise in areas that will compliment those already in the SOCI program, and enhance the student experience in Sociology through an expansion of course offerings. It is anticipated that this will result in a reinvigoration of the SOCI program, with more appealing concentrations of courses offered to students. It is hoped that we will see an increase in applications and acceptances into the new SOCI program, and that this will ultimately result in more interest in the MA SOCI program as these students complete the final year of their undergraduate degree.

IDENTIFY THIS MODIFICATION'S RELATIONSHIP TO [THE UNIVERSITY'S STRATEGIC PLAN](#), AND THE APPROVED [STRATEGIC MANDATE AGREEMENT \(SMA\)](#). IF RELEVANT, DISCUSS THIS PROPOSAL IN RELATION TO OTHER STRATEGIC DOCUMENTS EXTERNAL TO THE UNIVERSITY (FOR EXAMPLE, [THE TRUTH AND RECONCILIATION COMMISSION OF CANADA: CALLS TO ACTION](#), AND [THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS](#)).

We believe the newly revised and much more generously resourced program we are proposing is uniquely positioned to align with Nipissing University's Strategic Plan and especially in relation to the commitment to establish innovative programs and partnerships that meet the needs of students and employers of the future. Moreover, many of the faculty in the programs we are proposing to be combined have strong track records in promoting civic engagement and regional responsibility - another key priority of the Strategic Plan. The proposed new Sociology program with its five concentrations (Health, Death, & Wellness, Education & Society, Social Analysis & Public Policy, Environment & Social Justice, and Media, Communication, & Culture) will address issues around Equity, Diversity, Inclusion, and Accessibility (EDIA) through courses clustered within the concentrations, and the expertise, knowledge, and commitment to EDIA of the faculty who teach them. The proposed concentrations also reflect commitments (ex. 'Fulfilling Our Responsibility to Truth and Reconciliation', 'Nurturing Our Relationships with Land and Place', 'Embodying Harmony and Care', 'Celebrating Who We Are', 'Building Sustainable Futures') outlined in the Strategic Plan. This proposal directly connects to the commitment we have made as an institution to

creatively use existing resources to enhance interdisciplinary opportunities for students that provide them with unique learning opportunities. In other words, the redesigned Sociology program aligns directly with the key commitment around academic renewal and interdisciplinary curriculum development.

In terms of the Academic Plan we believe this proposal flows directly from and responds to the enhanced commitment to data driven, evidence-based recruitment and retention plans and is part of a dynamic approach to curriculum renewal. The newly revised curriculum is up to date, dynamic and increasingly attentive to the academic and vocational interests of students as we move into the next quarter of the 21st century. We see the revised Sociology program, with its focus on the development of a deep understanding of human social structures and social worlds, as especially well positioned to deliver on the promise of providing education that includes, according to the UN, "conceptual and strategic thinking, creativity, problem-solving, empathy, ethics, emotional intelligence, and judgment [that] are the future-proof skills and attributes that machines will not be able to replicate with the same standards and agility as qualified human beings" (Academic Plan, p.6).

IF ANY OF THE CHANGES HAVE BEEN DEVELOPED AS A RESULT OF RECOMMENDATION(S) FROM A CYCLICAL PROGRAM REVIEW, PLEASE IDENTIFY THOSE CHANGES ALONG WITH THEIR ASSOCIATED RECOMMENDATION(S) FROM THE REVIEW.

None of these changes are a direct result of recommendations from a cyclical program review. However, the most recent Anthropology IQAP FAR-IP includes two recommendations that will be addressed by the amalgamation. They are: 1. pursuing an Honours Specialization and; 2. exploring curricular collaborations with other programs.

PROVIDE DETAILS OF EXISTING AND NEW RESOURCES (HUMAN, PHYSICAL AND BUDGETARY) REQUIRED TO MODIFY THE PROGRAM. BE SURE TO DETAIL WHERE SAVINGS MAY BE FOUND AS A RESULT OF THE MODIFICATION.

The redesign of the Sociology program will result in seven member transfers from ANTH, GESJ, and RLCT. No additional faculty resources are necessary at this time. With the larger group (eleven in total) of faculty members in SOCI, it is likely that when sabbaticals occur or when faculty members take a leave, or are teaching on a reduced workload, that other members within the group will be able to cover the courses that need to be offered. This would result in a reduction of costs associated with hiring part-time (CASBU) or LTA (FASBU) instructors to teach those courses.

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At this stage we do not anticipate there will be an immediate need to invest further in human resources in order to complete Phase 1 of this Major Modification (the combining of the existing programs) although the potential for Sociology to offer a co-op and/or placement opportunity in the near future would require administrative support in the form of a

placement coordinator. Notwithstanding this possible 'Phase 2' of the re-development of Sociology, the current Phase 1 plan will result in a significant injection/streamlining of existing faculty resources. From the point of view of faculty resourcing this is, at worst, a budget neutral proposal. The faculty complement in the newly re-designed Sociology program will go from 4 full-time tenured faculty to ten full-time tenured faculty and one full-time tenure-track faculty member. As noted above, there are anticipated savings when members are on a leave or a reduced workload.

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A critical investment in marketing a launch for this new program will be required; the goal is to attract new students, not simply to re-focus those already enrolling. As such, we need a significant investment up front in preparing an official launch that will profile the program for incoming students as well as support recruitment in its efforts to increase enrollment. We are proposing a budget of \$40,000 be allocated to cover an initial launch including design, social media outreach, new brochures, and recruiting costs.

DISCUSS THE PROGRAM'S MODE(S) OF DELIVERY (E.G., LECTURE FORMAT, DISTANCE, PROBLEM-BASED, COMPRESSED PART-TIME, OR OTHER NON-STANDARD FORM OF DELIVERY). EXPLAIN WHY THIS APPROACH IS BEST SUITED TO FACILITATE STUDENTS' SUCCESSFUL COMPLETION OF THE PROGRAM-LEVEL LEARNING OUTCOMES.

We are not anticipating any immediate changes to the modes of delivery for the courses in the program. The proposed program will continue to include predominantly in-person lecture format, although some courses will continue to be offered at a distance as is currently the case to meet the needs of some students. The majority of programs in Arts and Science at Nipissing are offered primarily in person, due in part to the fact most have affiliations with the Concurrent and/or Consecutive Education programs which are also offered primarily in-person.

IF THIS PROPOSAL IMPACTS THE PROGRAM'S CURRICULUM, PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM REQUIREMENTS FROM THE ACADEMIC CALENDAR, AS WELL AS A COPY OF HOW THE PROPOSED VERSION WOULD APPEAR IF APPROVED. PLEASE HIGHLIGHT THE DIFFERENCES BETWEEN THE TWO VERSIONS OF THE PROGRAM.

Summary of Differences

Honours Specialization

-Removed requirement to take SOCI 2127 Quantitative Research Methods. Students now have the choice to take SOCI 2127 Quantitative Research Methods OR SOCI 3036 Qualitative Research Methods

-Removed SOCI 4016 Social Processes and Social Structure

-Removed SOCI 4127 Advanced Social Data Analysis

-Added 6 credits of 4000 level SOCI.

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### Specialization

-Removed requirement to take SOCI 2127 Quantitative Research Methods. Students now have the choice to take SOCI 2127 Quantitative Research Methods OR SOCI 3036 Qualitative Research Methods

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### Major

-Removed requirement to take SOCI 2127 Quantitative Research Methods

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Added 5 Concentrations to the program:

1. Health, Death, and Wellness
2. Education and Society
3. Social Analysis and Public Policy
4. Environment and Social Justice
5. Media, Communication, and Culture

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For all concentrations (except Social Analysis and Public Policy) the students must take 15 credits from the list of courses specified under a particular concentration to graduate with that concentration.

For the Social Analysis and Public Policy concentration, students must take 9 credits of required courses in addition to 15 credits from the list of courses specified for this concentration.

Students do not need to pick a concentration, they may graduate with a degree in Sociology without a concentration. Students may complete multiple concentrations.

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### Current Honours Specialization in Sociology

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## Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

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## Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

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

SOCI 1016 Introduction to Sociology 3 cr.

SOCI 2016 Exploring Social Conflict and Solidarity or

SOCI 2017 Communication, Power, and Capital 3 cr.

SOCI 2126 Introduction to Sociological Research Methods 3 cr.

SOCI 2127 Quantitative Research Methods 3 cr.

SOCI 4016 Social Processes and Social Structure 3 cr.

SOCI 4127 Advanced Social Data Analysis 3 cr.

SOCI Upper level 42 cr.

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## Breadth Requirements and Electives:

ACAD 1601 3 cr.

Humanities 3 cr.

Science 6 cr.

Electives 48 cr.

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Specialization

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Specialization in Sociology

**Graduation Requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

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**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.

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

SOCI 1016 Introduction to Sociology 3 cr.

SOCI 2016 Exploring Social Conflict and Solidarity or

SOCI 2017 Communication, Power, and Capital 3 cr.

SOCI 2126 Introduction to Sociological Research Methods 3 cr.

SOCI 2127 Quantitative Research Methods 3 cr.

SOCI Upper level 42 cr.

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**Breadth Requirements and Electives:**

ACAD 1601 3 cr.

Humanities 3 cr.

Science 6 cr.

Electives 54 cr.

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**Major**

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**Major in Sociology**

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**Graduation Requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

?

**Program Requirements:**

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

?

Students must complete 36 credits in the Major as follows:

SOCI 1016 Introduction to Sociology 3 cr.

SOCI 2016 Exploring Social Conflict and Solidarity or

SOCI 2017 Communication, Power, and Capital 3 cr.

SOCI 2126 Introduction to Sociological Research Methods 3 cr.

SOCI 2127 Quantitative Research Methods 3 cr.

SOCI Upper level 24 cr.

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**Breadth Requirements and Electives:**

ACAD 1601 3 cr.

Humanities 3 cr.

Science 6 cr.

?

**Minor in Sociology**

**Graduation Requirements:**

A Minor in Sociology is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below, please refer to the Minor Requirements section.

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**Program Requirements:**

Students must complete 18 credits in as follows:

SOCI 1016 Introduction to Sociology 3 cr.

SOCI Upper level 15 cr.

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**Note:**

A maximum of 6 credits of cross-listed courses may count toward a Minor in Sociology.

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**PROPOSED Honours Specialization in Sociology**

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**Graduation Requirements:**

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In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

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**Program Requirements:**

?

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

?

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

SOCI 1016 Introduction to Sociology 3 cr.

SOCI 2016 Exploring Social Conflict and Solidarity or

SOCI 2017 Communication, Power, and Capital 3 cr.

SOCI 2126 Introduction to Sociological Research Methods 3 cr.

SOCI 2127 Quantitative Research Methods or

SOCI 3036 Qualitative Research Methods 3 cr.

SOCI 4000 level\* 6 cr

SOCI Any level\* 42 cr.

\*Students may choose to pursue one or more of the concentrations listed below. The credits used for the concentration can be used towards the SOCI any level and SOCI 4000 level requirements.

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Breadth Requirements and Electives:

ACAD 1601 3 cr.

Humanities 3 cr.

Science 6 cr.

Electives 48 cr.

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Concentrations (Please note that ANTH, GEND, and RLCT course codes will be changed to a SOCI code):

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Health, Death, & Wellness

15 credits from the Health, Death, & Wellness list

SOCI 1207 Intro to Religion Topics 3 cr.

SOCI 2027 Sociology of Nursing 3 cr.

SOCI 2036 Gerontology: Aging and Society 3 cr.

SOCI 2037 Sociology of the Family 3 cr.

SOCI 2116 Health Healing and Religion 3 cr.

SOCI 2176 Biology and Culture 3 cr.

SOCI 2226 Sex, Body and Identity 3 cr.

SOCI 2227 Death and Immortality 3 cr.

SOCI 2236 Love, Sex and Intimacy 3 cr.

SOCI 2237 Human Sexual Behaviour 3 cr.

SOCI 2266 Death, Dying and Spirituality in End-of-Life Care 3 cr.

SOCI 2606 Hospice, Palliative Care, and Religion 3 cr.

SOCI 3057 Population and Society 3 cr.

SOCI 3106 Sports and Society 3 cr.

SOCI 3166 The Social Determinants of Health 3 cr.

SOCI 3167 Society and Mental Disorder 3 cr.

SOCI 3186 Health and the Family 3 cr.

SOCI 3226 Survey Design 3 cr.

SOCI 3346 The Living and the Dead 3 cr.

SOCI 3357 The Opioid Crisis 3 cr.

SOCI 4106 Multispecies Ethnography 3 cr.

SOCI 4206 Determinants of Population Change 3 cr.

SOCI 4227 Science, Technology and Environment 3 cr.



### Education & Society

15 credits from the Education & Society List

- SOCI 1207 Intro to Religion Topics 3 cr. ,
- SOCI 2006 The Child and Society 3 cr. ,
- SOCI 2007 The Adolescent and Society 3 cr. ,
- SOCI 2037 Sociology of the Family 3 cr. ,
- SOCI 2046 Ethnicity and Racialization 3 cr. ,
- SOCI 2066 Social Inequality 3 cr.
- SOCI 2096 Sociology of Education 3 cr.
- SOCI 2097 Social Issues in Education 3 cr.
- SOCI 3026 Work, Employment and Society 3 cr.
- SOCI 3057 Population and Society 3 cr.
- SOCI 3107 Rural People, Places, and Problems 3 cr.
- SOCI 3186 Health and the Family 3 cr.
- SOCI 3226 Survey Design 3 cr.
- SOCI 4016 Social Processes and Social Structure 3 cr.
- SOCI 4206 Determinants of Population Change 3 cr.
- SOCI 4306 Sociology of Organizations 3 cr.
- SOCI 4547 Education & Inequality 3 cr.



### Environment & Social Justice

15 credits from the Environment & Social Justice List

- SOCI 2046 Ethnicity and Racialization 3 cr.
- SOCI 2056 The Anthropocene: Environment and Globalization 3 cr.
- SOCI 2066 Social Inequality 3 cr.
- SOCI 2076 Deviance, Crime & Social Control 3 cr.
- SOCI 2136 Environmental Justice 3 cr.
- SOCI 2157 Case Studies in Gender and the Law 3 cr.
- SOCI 2176 Biology and Culture 3 cr.
- SOCI 2186 Animal Rites 3 cr.
- SOCI 2226 Sex, Body and Identity 3 cr.
- SOCI 2246 Transformative Justice: Case Studies 3 cr.
- SOCI 2276 The Ethnographic Imagination 3 cr.
- SOCI 2286 Contagion 3 cr.
- SOCI 2326 Pets 3 cr.
- SOCI 2356 Religion, Justice and Animals 3 cr.
- SOCI 2396 Religion, Colonialism and State Violence 3 cr.
- SOCI 2516 Violence, Race and Law 3 cr.
- SOCI 2526 Prisons, Race and Gender 3 cr.
- SOCI 3006 Social Movements and Moral Panics 3 cr.
- SOCI 3106 Race and Gender in Popular Culture 3 cr.

SOCI 3107 Rural People, Places, and Problems 3 cr.  
SOCI 3116 Anthropology of Development in the Canadian North 3 cr.  
SOCI 3166 The Social Determinants of Health 3 cr.  
SOCI 3227 Indigenous Peoples and the State 3 cr.  
SOCI 3236 Memory and Violence 3 cr.  
SOCI 3256 Globalization and Development 3 cr.  
SOCI 3326 Virtual Animals 3 cr.  
SOCI 3407 Spiritual Journeys 3 cr.  
SOCI 3507 Religion and the Environment 3 cr.  
SOCI 4106 Multispecies Ethnography 3 cr.  
SOCI 4227 Science, Technology and Environment 3 cr.



#### Media, Communication, & Culture

15 credits from the Media, Communication, & Culture List

SOCI 1006 Intro to Anthropology 3 cr.  
SOCI 2076 Deviance, Crime, and Social Control 3 cr.  
SOCI 2117 Cults and New Religious Movements 3 cr.  
SOCI 2166 Women, Media and Representation 3 cr.  
SOCI 2216 Belief and Popular Culture 3 cr.  
SOCI 2217 Gender and the Media: Themes and Controversies 3 cr.  
SOCI 2276 The Ethnographic Imagination 3 cr.  
SOCI 2316 Rituals, Ceremonies and Celebrations 3 cr.  
SOCI 2366 Language and Culture 3 cr.  
SOCI 2536 Tourism, Pleasure, and Power 3 cr.  
SOCI 3007 Consumer Culture 3 cr.  
SOCI 3076 Digital Media and Society 3 cr.  
SOCI 3077 Mass Culture and Mass Media 3 cr.  
SOCI 3106 Sports and Society 3 cr.  
SOCI 3106 Race and Gender in Popular Culture 3 cr.  
SOCI 3216 Narrative and Memory 3 cr.  
SOCI 3236 Memory and Violence 3 cr.  
SOCI 3276 Reality Tv and the Politics of Difference 3 cr.  
SOCI 3326 Virtual Animals 3 cr.  
SOCI 3356 Queer Media 3 cr.



#### Social Analysis & Public Policy

9 Credits of Required Concentration Courses from

SOCI 2127 Quantitative Research Methods or

SOCI 3036 Qualitative Research Methods 3 cr.

(whichever is not taken as part of the program requirements listed above)

SOCI 3226 Survey Design 3 cr.

SOCI 4127 Advanced Social Data Analysis 3 cr.



Students should note that in the degree requirements SOCI 2127 or SOCI 3036 are listed as a requirement, however, in the Social Analysis & Public Policy concentration both courses are required.

And 15 Credits from the Social Analysis & Public Policy List

SOCI 2157 Case Studies in Gender and the Law 3 cr.

SOCI 2246 Transformative Justice: Case Studies 3 cr.

SOCI 2276 The Ethnographic Imagination 3 cr.

SOCI 3116 Anthropology of Development in the Canadian North 3 cr.

SOCI 3166 The Social Determinants of Health 3 cr.

SOCI 3227 Indigenous Peoples and the State 3 cr.

SOCI 2037 Sociology of the Family 3 cr.

SOCI 3026 Work, Employment and Society 3 cr.

SOCI 3057 Population and Society 3 cr.

SOCI 3506 Social Problems 3 cr.

SOCI 4016 Social Processes and Social Structure 3 cr.

SOCI 4206 Determinants of Population Change 3 cr.

## Specialization

### Specialization in Sociology

#### Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.



#### Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.



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

SOCI 1016 Introduction to Sociology 3 cr.

SOCI 2016 Exploring Social Conflict and Solidarity or

SOCI 2017 Communication, Power, and Capital 3 cr.

SOCI 2126 Introduction to Sociological Research Methods 3 cr.

SOCI 2127 Quantitative Research Methods or

SOCI 3036 Qualitative Research Methods 3 cr.

SOCI 3000 or 4000 Level 6 cr.

SOCI Any Level\* 36 cr.



\*Students may choose to use some of these credits to pursue one or more of the concentrations listed below.



#### Breadth Requirements and Electives:

ACAD 1601 3 cr.  
Humanities 3 cr.  
Science 6 cr.  
Electives 54 cr.

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See Honours Specialization for List of Courses for Health, Death, & Wellness, Education & Society, Environment & Justice, and Media, Communication, & Culture Concentrations.

?

Social Analysis & Public Policy

?

6 Credits of Required Concentration Courses from  
SOCI 2127 Quantitative Research Methods or  
SOCI 3036 Qualitative Research Methods 3 cr.

(whichever is not taken as part of the program requirements listed above)

SOCI 3226 Survey Design 3 cr.

Students should note that in the degree requirements SOCI 2127 or SOCI 3036 are listed as a requirement, however, in the Social Analysis & Public Policy concentration both courses are required.

15 Credits from the Social Analysis & Public Policy List (in addition to the 6 credits of required concentration courses listed above)

SOCI 2157 Case Studies in Gender and the Law 3 cr.

SOCI 2246 Transformative Justice: Case Studies 3 cr.

SOCI 2276 The Ethnographic Imagination 3 cr.

SOCI 3116 Anthropology of Development in the Canadian North 3 cr.

SOCI 3166 The Social Determinants of Health 3 cr.

SOCI 3227 Indigenous Peoples and the State 3 cr.

SOCI 2037 Sociology of the Family 3 cr.

SOCI 3026 Work, Employment and Society 3 cr.

SOCI 3057 Population and Society 3 cr.

SOCI 3506 Social Problems 3 cr.

SOCI 4016 Social Processes and Social Structure 3 cr.

SOCI 4206 Determinants of Population Change 3 cr.

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Major

Major in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

?

Program Requirements:

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

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Students must complete 36 credits in the Major as follows:

SOCI 1016 Introduction to Sociology 3 cr.

SOCI 2016 Exploring Social Conflict and Solidarity or

SOCI 2017 Communication, Power, and Capital 3 cr.

SOCI 2126 Introduction to Sociological Research Methods 3 cr.

SOCI 3000 or 4000 level 6 cr.

SOCI Any Level 21 cr.

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Breadth Requirements and Electives:

ACAD 1601 3 cr.

Humanities 3 cr.

Science 6 cr.

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Note:

Students may complete an Honours BA double major 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 Degree Requirement section for further information.

?

Minor in Sociology

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Graduation Requirements:

A Minor in Sociology is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below, please refer to the Minor Requirements section.

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Program Requirements:

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Students must complete 18 credits in as follows:

SOCI 1016 Introduction to Sociology 3 cr.

SOCI Any level 3 cr.

SOCI Upper Level 12 cr.

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Note:

A maximum of 6 credits of cross-listed courses may count toward a Minor in Sociology.

PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM-LEVEL LEARNING OUTCOMES. DISCUSS HOW THESE CHANGES ARE IN ALIGNMENT WITH THOSE OUTCOMES OR IDENTIFY HOW THEY WILL BE MODIFIED.

#### Current SOCI Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Demonstrate knowledge and critical understanding of the key concepts, current advances, theoretical approaches, and assumptions in Sociology;
2. Apply the latest theories and concepts in Sociology to a contemporary global society;
3. Evaluate, analyze and debate current social issues and societal trends through written assignments, oral presentations, and discussions;
4. Demonstrate knowledge of key methodologies and research techniques in Sociology including quantitative and qualitative data collection, analysis, and interpretation.

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#### New SOCI Program-Level Student Learning Outcomes

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Upon graduation the student will be able to:

1. Identify and explain central sociological and/or anthropological concepts, theories and research traditions, including their historical development and contemporary applications.
2. Analyze how power inequality, and social categories like race, class, gender, sexuality, colonialism, ability, indigeneity shape social life across diverse contexts.

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3. Interpret and critically engage with public policy questions using a range of methodologies to formulate evidence-based recommendations to address urgent social issues.

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#### Additional Student Learning Outcomes for the Five Concentrations

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#### Health, Death, and Wellness Concentration-Level Student Learning Outcome

4. Evaluate how health, illness, mortality and wellness are socially constructed and managed and assess their implications for individual and collective well-being.

#### Social Analysis and Public Policy Concentration-Level Student Learning Outcome

?

5. Apply quantitative, qualitative and mixed-methods research approaches to explore and investigate critical sociological questions while demonstrating competence in data collection, analysis and interpretation.

?

#### Education and Society Concentration-Level Student Learning Outcome

6. Examine and assess the role of educational institutions, pedagogical practices and knowledge production in shaping social inequalities and opportunities.

?

#### Environment and Social Justice Concentration-Level Student Learning Outcome

7. Investigate and propose sociologically informed approaches and responses to environmental challenges and struggles for social and ecological justice.

?

#### Media, Communication, and Culture Concentration-Level Student Learning Outcome

8. Critically evaluate and create analyses of media, cultural texts, social inequality, and communication practices, highlighting their role in shaping social identities, collective meaning and political action.

?

The program-level learning outcomes have been modified to incorporate the additional content from ANTH, GESJ, and RLCT courses that will now be included in the SOCI program.

IF THIS PROPOSAL IMPACTS THE FACULTY COMPLEMENT, PLEASE PROVIDE A DETAILED EXPLANATION AND RATIONALE, SHOWING THE INTENDED TIMELINE(S) AND BENCHMARKS USED.

see below (repeat question)

IF THIS PROPOSAL IMPACTS THE FACULTY COMPLEMENT, PLEASE PROVIDE A DETAILED EXPLANATION AND RATIONALE, SHOWING THE INTENDED TIMELINE(S) AND BENCHMARKS USED.

The current faculty complement of SOCI includes four tenured members.

The faculty complement will increase, with the inclusion of existing members from ANTH, RLCT, and GESJ, from four tenured members to eleven (10 tenured, 1 tenure-track) members. The process for member transfers (as outlined in the FASBU CA Article 25) will be undertaken prior to the anticipated Fall 2026 start of the new Sociology program. No new hires are necessary for the proposed major modification of the SOCI program.

OUTLINE THE EXPECTED IMPACT ON CONTINUING STUDENTS, IF ANY, AND HOW THEY WILL BE ACCOMMODATED. AS WELL, DESCRIBE HOW THIS CHANGE WILL BE COMMUNICATED TO NEW AND ACTIVE STUDENTS.

Students who are currently in GESJ, RLCT, and ANTH will require teach out plans to ensure that they are able to meet their degree requirements. The Office of the Dean and the Registrar's Office will be responsible for co-ordinating this. Students who are currently

pursuing Majors or Minors in GESJ, RLCT, and ANTH will be able to count those courses recoded to SOCI towards their Major/Minor (the Registrar's Office will be responsible for this).

☐

Students currently in SOCI should be able to meet their degree requirements without any individual teach out plans since the Sociology program will continue to exist. Once the proposed major modification has been approved by Senate, communications and marketing will launch updated web pages and the Registrar's office will convey the changes to recruiters and will communicate with prospective students who have already expressed an interest in GESJ, RLCT, ANTH, and SOCI about the changes to the program for 2026/27.

PLEASE INCLUDE EVIDENCE OF CONSULTATION WITH ALL AFFECTED ACADEMIC UNITS, AS WELL AS INPUT FROM CURRENT STUDENTS AND RECENT GRADUATES.

All members of GESJ, RLCT, ANTH, SWLF and SOCI were consulted in a meeting held on May 5, 2025. At this meeting the proposal for a redesign of Sociology was presented as a possible response to the suspension of enrollment process that was being proposed by the Dean of Arts and Science. SWLF members eventually decided that they were interested in pursuing other options. SOCI, RLCT, GESJ, and ANTH expressed an interest in exploring a redesign/amalgamation of SOCI. A working group was established, consisting of representatives from these four programs. Time constraints meant that we were not able to engage in consultation with current or recent graduates.

INCLUDE CERTIFICATION FROM THE RELEVANT DEAN(S) THAT THIS MODIFICATION IS AN APPROPRIATE AND DESIRABLE ADDITION TO THE ACADEMIC PROGRAMS OF THE UNIVERSITY, AND THAT A PROPOSED DISCONTINUATION OF THE CURRENT VERSION IS APPROPRIATE AND IN LINE WITH THE STRATEGIC DIRECTION OF THE FACULTY. AS WELL, INCLUDE A CLEAR COMMITMENT THAT THE MODIFIED PROGRAM WILL BE APPROPRIATELY RESOURCED.

FOR UNDERGRADUATE PROGRAMS, THE RELEVANT DEAN(S) SHALL BE THE DEAN(S) OF THE FACULTY WITHIN WHICH THE PROGRAM RESIDES. FOR GRADUATE PROGRAMS, THE APPROPRIATE DEANS SHALL BE BOTH THE DEAN OF GRADUATE STUDIES AND THE DEAN(S) OF THE RELEVANT FACULTY OR FACULTIES.

As Dean of the Faculty of Arts and Science, I certify that the proposed major modification to the Sociology program represents a necessary and strategically sound adjustment in the academic offerings of Nipissing University. The unsustainability of the current program configuration has been demonstrated by the recent motion for suspension of enrolment initiated by my office, affecting Sociology, Anthropology, Religions and Cultures, and Gender Equality and Social Justice. In response, this proposal offers a comprehensive and forward-looking redesign that consolidates faculty expertise and curricular strengths from the affected programs into a revitalized Sociology program. This modification aligns with the strategic direction of the Faculty and the broader institutional priorities, including academic

renewal, interdisciplinary collaboration, and enhanced student engagement. I affirm that the modified program will be appropriately resourced to ensure its successful implementation and long-term viability.

**DECANEL COMMENTS:**

Please see above.

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

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

This information will be heard at AQAPC following ACC (for undergraduate programs) or GSC (for graduate programs).



# CURRICULUM MAP

## Purpose of Program

*A suspension of enrollment process was recently initiated by the Dean of Arts and Science with respect to Sociology, Anthropology, Religions and Cultures (RLCT), and Gender Equality and Social Justice (GESJ). While this process is ongoing, a revised Sociology program built around curriculum concentrations which will reflect the teaching and research strengths of faculty from these programs, as well as the academic and vocational interests of students is being proposed. The five concentrations being proposed are:*

- 1. Health, Death, and Wellness*
- 2. Education and Society*
- 3. Social Analysis and Public Policy*
- 4. Environment and Social Justice*
- 5. Media, Communication, and Culture.*

*Anthropology, GESJ, and RLCT have been carefully woven into the fabric of our newly redesigned Sociology concentrations and play an important role in giving more students access to modern sociological themes considered in the context of student's vocational and academic pursuits. The newly revised program, with administrative support, will provide incoming Concurrent Education students with a greatly enhanced and more focused opportunity for securing their teachable in the Social Science General category. With a significant influx of existing Nipissing University faculty (from 4 to 11) we will also be better positioned to diversify our course offerings and create more robust pathways into the existing Masters in Sociology.*

## Program Learning Outcomes

### **New SOCI Program-Level Student Learning Outcomes**

Upon graduation the student will be able to:

1. Identify and explain central sociological and/or anthropological concepts, theories and research traditions, including their historical development and contemporary applications.
2. Analyze how power inequality, and social categories like race, class, gender, sexuality, colonialism, ability, indigeneity shape social life across diverse contexts.
3. Interpret and critically engage with public policy questions using a range of methodologies to formulate evidence-based recommendations to address urgent social issues.

## **Additional Student Learning Outcomes for the Five Concentrations**

### **Health, Death, and Wellness Concentration-Level Student Learning Outcome**

4. Evaluate how health, illness, mortality and wellness are socially constructed and managed and assess their implications for individual and collective well-being.

### **Social Analysis and Public Policy Concentration-Level Student Learning Outcome**

5. Apply quantitative, qualitative and mixed-methods research approaches to explore and investigate critical sociological questions while demonstrating competence in data collection, analysis and interpretation.

### **Education and Society Concentration-Level Student Learning Outcome**

6. Examine and assess the role of educational institutions, pedagogical practices and knowledge production in shaping social inequalities and opportunities.

### **Environment and Social Justice Concentration-Level Student Learning Outcome**

7. Investigate and propose sociologically informed approaches and responses to environmental challenges and struggles for social and ecological justice.

### **Media, Communication, and Culture Concentration-Level Student Learning Outcome**

8. Critically evaluate and create analyses of media, cultural texts, social inequality, and communication practices, highlighting their role in shaping social identities, collective meaning and political action.

## Course Requirements for Program Completion

<b>Program: Bachelor of Arts</b>		<b>Program Specialization: Sociology, Honours Specialization &amp; Specialization</b> <b>Program Concentration: Health, Death, and Wellness</b>	
<b>Year 1 (CORE)</b>	<b>Year 2 (CORE)</b>	<b>Year 3 (CORE)</b>	<b>Year 4 (CORE)</b>
<b>SOCI 1016 (3 cr, 3 hr/wk)</b> Into to Sociology	<i>SOCI2126 (3cr 3hr/wk)</i> <i>Social Research Methods</i>		6 credits of 4000 level SOCI
Colour can be used to indicate Specialization/Major	<i>SOCI 2016 (3cr 3hr/wk)</i> Exploring Social Conflict and Solidarity  or <i>SOCI 2017 (3cr 3hr/wk)</i> Communication, Power, and Capital		
	<i>SOCI 2127 (3cr 3hr/wk)</i> Quantitative Research methods or <i>SOCI3036 (3cr 3hr/wk)</i> Qualitative Research Methods		
Core credits	15 credits from Health, Death, and Wellness list		

<b>Program: Bachelor of Arts</b>		<b>Program Specialization: Sociology, Honours Specialization &amp; Specialization</b> <b>Program Concentration: Social Analysis and Public Policy</b>	
<b>Year 1 (CORE)</b>	<b>Year 2 (CORE)</b>	<b>Year 3 (CORE)</b>	<b>Year 4 (CORE)</b>
<b>SOCI 1016 (3 cr, 3 hr/wk)</b> Intro to Sociology	<i>SOCI 2126 (3cr 3hr/wk)</i> <i>Social Research Methods</i>		3 credits of 4000 level SOCI
Colour can be used to indicate Specialization/Major	<i>SOCI 2016 (3cr 3hr/wk)</i> Exploring Social Conflict and Solidarity  or <i>SOCI 2017 (3cr 3hr/wk)</i> Communication, Power, and Capital	<i>SOCI 3036 (3cr 3hr/wk)</i> Qualitative Research Methods	<i>SOCI 4127</i> Advanced Social Data Analysis
	<i>SOCI 2127 (3cr 3hr/wk)</i> Quantitative Research methods	<i>SOCI 3226 (3cr 3hr/wk)</i> Survey Design	
Core credits	15 credits form the Social Analysis and Public Policy list		

<b>Program: Bachelor of Arts</b>		<b>Program Specialization: Sociology, Honours Specialization &amp; Specialization</b>	
		<b>Program Concentration: Education and Society</b>	
<b>Year 1 (CORE)</b>	<b>Year 2 (CORE)</b>	<b>Year 3 (CORE)</b>	<b>Year 4 (CORE)</b>
<b>SOCI 1016 (3 cr, 3 hr/wk)</b> Into to Sociology	<i>SOCI2126 (3cr 3hr/wk)</i> <i>Social Research Methods</i>		<b>6 credits of 4000 level SOCI</b>
Colour can be used to indicate Specialization/Major	<i>SOCI 2016 (3cr 3hr/wk)</i> Exploring Social Conflict and Solidarity  or <i>SOCI 2017 (3cr 3hr/wk)</i> Communication, Power, and Capita		
	<i>SOCI 2127 (3cr 3hr/wk)</i> Quantitative Research methods or <i>SOCI3036 (3cr 3hr/wk)</i> Qualitative Research Methods		
Core credits	15 credits from the Education and Society list		

<b>Program: Bachelor of Arts</b>		<b>Program Specialization: Sociology, Honours Specialization &amp; Specialization</b>	
		<b>Program Concentration: Environment and Social Justice</b>	
<b>Year 1 (CORE)</b>	<b>Year 2 (CORE)</b>	<b>Year 3 (CORE)</b>	<b>Year 4 (CORE)</b>
<b>SOCI 1016 (3 cr, 3 hr/wk)</b> Intro to Sociology	<i>SOCI2126 (3cr 3hr/wk)</i> <i>Social Research Methods</i>		6 credits of 4000 level SOCI
Colour can be used to indicate Specialization/Major	<i>SOCI 2016 (3cr 3hr/wk)</i> Exploring Social Conflict and Solidarity  or <i>SOCI 2017 (3cr 3hr/wk)</i> Communication, Power, and Capita		
	<i>SOCI 2127 (3cr 3hr/wk)</i> Quantitative Research methods or <i>SOCI3036 (3cr 3hr/wk)</i> Qualitative Research Methods		
Core credits	15 credits from the Environment and Social Justice list		

<b>Program: Bachelor of Arts</b>		<b>Program Specialization: Sociology, Honours Specialization &amp; Specialization</b> <b>Program Concentration: Media, Communication, and Culture</b>	
<b>Year 1 (CORE)</b>	<b>Year 2 (CORE)</b>	<b>Year 3 (CORE)</b>	<b>Year 4 (CORE)</b>
<b>SOCI 1016 (3 cr, 3 hr/wk)</b> Intro to Sociology	<i>SOCI2126 (3cr 3hr/wk)</i> <i>Social Research Methods</i>		6 credits of 4000 level SOCI
Colour can be used to indicate Specialization/Major	SOCI 2016 (3cr 3hr/wk) Exploring Social Conflict and Solidarity  or SOCI 2017 (3cr 3hr/wk) Communication, Power, and Capita		
	SOCI 2127 (3cr 3hr/wk) Quantitative Research methods or SOCI3036 (3cr 3hr/wk) Qualitative Research Methods		
Core credits	15 credits from the Media, Communication, and Culture list		

## Additional Discipline Requirements

A maximum of 6 credits of cross-listed courses may count toward an Honours Specialization

## Additional Degree Requirements

### Honours Specialization

- ACAD 1601
- 3 credits in Humanities
- 6 credits in Science
- 48 credits of electives
- A maximum of 6 credits of cross-listed courses may count towards a Honours Specialization

### Specialization

- ACAD 1601
- 3 credits in Humanities
- 6 credits in Science
- 54 credits of electives
- A maximum of 6 credits of cross-listed courses may count towards a Specialization

### Major

- ACAD 1601
- 3 credits in Humanities
- 6 credits in Science
- A maximum of 6 credits of cross-listed courses may count towards a Major

### Minor

- A maximum of 6 credits of cross-listed courses may count towards a Minor

## Bachelor of Arts Degree Requirements

[View Catalog \(nipissingu.ca\)](#)

### **Honours Specialization**

- a. Must complete 120 credits, including the 60 credits outlined in the Honours Specialization
- b. Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization.

### **Specialization**

- a. Must complete 120 credits, including the 54 credits for the Specialization as outlined
- b. Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization.

### **Major**

- a. Must complete 36 credits outlined in the Major
- b. Students will need to achieve a minimum 60% average in the 36 credits presented for the Major.

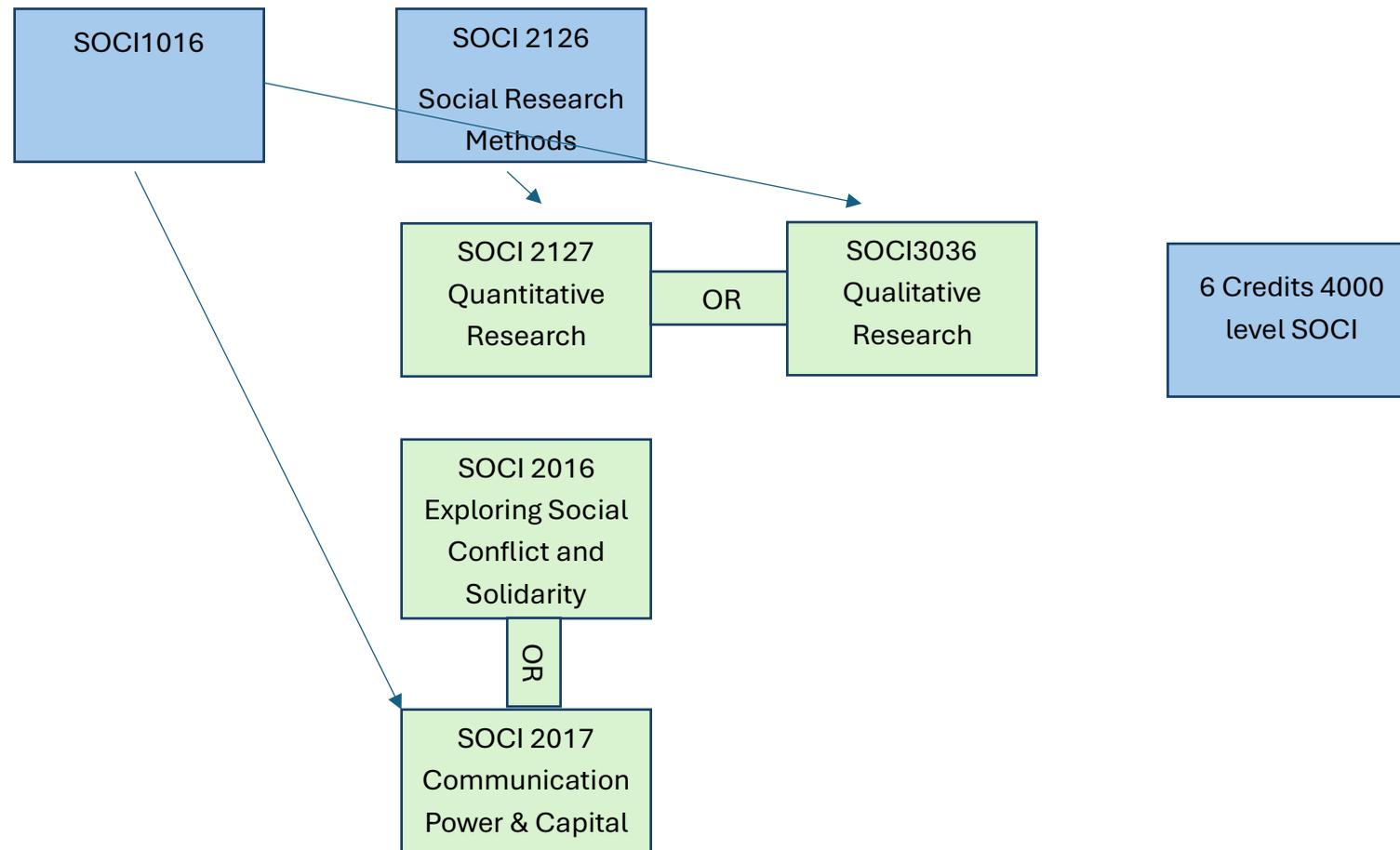
### **Minor**

- a. Must complete 18 credits outlined in the Minor
- b. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor.

Course Sequencing for Honours Specialization – no Concentration or Concentration in Health, Death, and Wellness, Education and Society, Environment and Social Justice, Media, Communication, and Culture

**Concentrations: *Health, Death, and Wellness, Education and Society, Environment and Social Justice, Media, Communication, and Culture.***

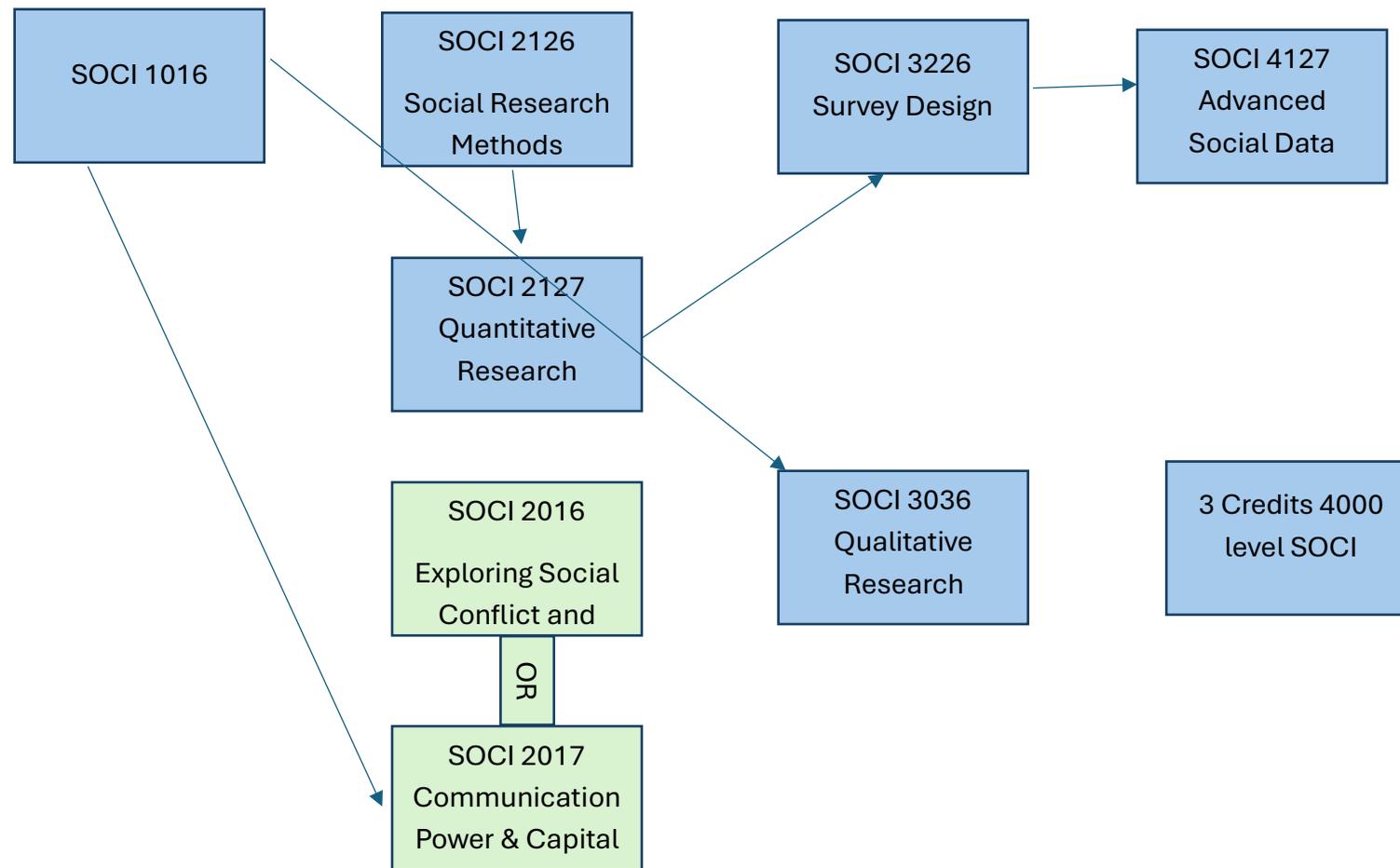
SOCI Courses (18 credits)



## Course Sequencing for Honours Specialization

**Concentration: *Social Analysis and Public Policy***

SOCI Courses (24 credits)



## Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Identify and explain central sociological and/or anthropological concepts, theories and research traditions, including their historical development and contemporary applications.
2. Analyze how power inequality, and social categories like race, class, gender, sexuality, colonialism, ability, indigeneity shape social life across diverse contexts.
3. Interpret and critically engage with public policy questions using a range of methodologies to formulate evidence-based recommendations to address urgent social issues.

### **Additional Student Learning Outcomes for the Five Concentrations**

#### **Health, Death, and Wellness Concentration-Level Student Learning Outcome**

4. Evaluate how health, illness, mortality and wellness are socially constructed and managed and assess their implications for individual and collective well-being.

#### **Social Analysis and Public Policy Concentration-Level Student Learning Outcome**

5. Apply quantitative, qualitative and mixed-methods research approaches to explore and investigate critical sociological questions while demonstrating competence in data collection, analysis and interpretation.

#### **Education and Society Concentration-Level Student Learning Outcome**

6. Examine and assess the role of educational institutions, pedagogical practices and knowledge production in shaping social inequalities and opportunities.

#### **Environment and Social Justice Concentration-Level Student Learning Outcome**

7. Investigate and propose sociologically informed approaches and responses to environmental challenges and struggles for social and ecological justice.

#### **Media, Communication, and Culture Concentration-Level Student Learning Outcome**

8. Critically evaluate and create analyses of media, cultural texts, social inequality, and communication practices, highlighting their role in shaping social identities, collective meaning and political action.

## Program-Level Outcomes Progression Matrix (Honours Specialization: Social Analysis & Public Policy Concentration)

The follow matrix documents the progression of learning of students within the program.

\*Denotes list of courses from which students must complete 15 credits

Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Outcome	Year 1										Year 2							Year 3							Year 4																	
	SOCI 1016										SOCI 2016	SOCI 2017	SOCI 2126	SOCI 2127	GEND 2246*	GEND 2157*	ANTH 2006*				SOCI 3226	SOCI 3036	SOCI 3026*	SOCI 3057*	SOCI 3506*	SOCI 3166*	ANTH 3027*	ANTH 3006*			SOCI 4127	SOCI 4016*	SOCI 4206*									
1	B										I	I	I	I	I	I	I				I	I	I	I	I	I	P	P			P	P	P									
2	B										I	I			I	I	I						I		I	I	P	P				P	P									
3	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I	I			P	P	P									
4	B										I	I											I	I	I	I	P	I			P	P	P									
5	B												I	I							P	P		I		I					P		P									
6	B										I	I			I	I	I						I	I	I	I	P	P				P	P									
7	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I	I				P	P									
8	B										I	I			I	I	I						I		P		P	P														

The only courses that are identified and mapped are those that are required (CORE).

## Program-Level Outcomes Progression Matrix for Honours Specialization (no concentration) and for Health, Death, & Wellness; Education & Society; Environment & Social Justice; Media, Communication, & Culture Concentrations

The follow matrix documents the progression of learning of students within the program.

\*Denotes list of courses from which students must complete 15 credits in Health, Death, & Wellness Concentration

\*\*Denotes list of courses from which students must complete 15 credits in Education & Society Concentration

+Denotes list of courses from which students must complete 15 credits in Environment & Social Justice Concentration

++Denotes list of courses from which students must complete 15 credits in Media, Communication, & Culture Concentration

Note: B for Beginner, I for Intermediate, and P for Proficient.

<i>Outcome</i>	SOCI 1016	RLCT 1207*/**	ANTH 1006++
	<i>Year 1</i>		
1	B	B	B
2	B	B	B
3	B	B	B
4	B	B	B
5	B		B
6	B	B	B
7	B	B	B
8	B	B	B



Outcome	SOCI 3166 */+	SOCI 3167 *	SOCI 3186 */**	GEND 3357 *	ANTH 3046 *	SOCI 3057 */**	SOCI 3226 */**	SOCI 3026 **	SOCI 3006 +	SOCI 3256 +	GEND 3326 +/++	GEND 3236 +/++	GEND 3106 +/++	ANTH 3006 +	ANTH 3027 +	RLCT 3507 +	RLCT 3307 +	SOCI 3007 ++	SOCI 3076 ++	SOCI 3077 ++	GEND 3046 ++	GEND 3076 ++	ANTH 3206 ++	SOCI 3036	SOCI 3106 */++	SOCI 3107 **/+
	Year 3																									
1	I	I	I	I	I	I	I	I	I	I	I	I	I	P	P	P	P	I	I	I	P	P	P	I	P	P
2	I	I	I	P	P			I	P	P	P	I	P	P	P	I	I				I	I	P		I	P
3	P	I	P	I	P	P	I	I		P	I	P	I	I	I	P	P				I	I	P	I	I	I
4	P	I	P	P	P	I		I	P	P	P	P	I	I	P	I	I	P	P	P	I	I	P		I	I
5	I					I	P																	P		
6	I	I				P		I		P	I	I		P	P	P	P	P	P	P	P	P	P		P	I
7	I		I	I	I	I	I	I	P	I	I	P	I	I	I	I	I				I	I	P	I	I	P
8								I	P		I	I	P	P	P	I	I	P	P	P	P	P			I	I

Outcome	SOCI 4227 */+	ANTH 4106 */+	SOCI 4206 */**	SOCI 4016 **	SOCI 4547 **	SOCI 4306 **
	Year 4					
1	P	P	P	P	P	P
2	P	P	P	P	P	P
3	P	P	P	P	P	P
4	P	P	P	P	P	P
5	P	P	P			
6	P	P	P	P	P	P
7	P	P	P	P	P	P
8	P	P	P		P	P

## University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
  - a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
  - b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
  - c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
  - a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
  - a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
  - b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
  - a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
  - b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
  - c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
  - a. initiate action and demonstrate confidence in the application of their knowledge and skills.
  - b. work independently and productively.
  - c. set personal and professional goals and establish a plan of action to attain those goals.
  - d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
  - a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
  - b. demonstrate strong interpersonal skills.
  - c. demonstrate leadership skills by motivating, including, and supporting others.

- d. seek opportunities to collaborate.
  - e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
- a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
  - b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
- a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
  - b. demonstrate knowledge of Anishinabek ontologies.
  - c. initiate change.
  - d. utilize their knowledge and skills to positively impact their community.

## University-Level Outcomes Progression Matrix (Honours Specialization: Social Analysis & Public Policy Concentration)

The follow matrix documents the progression of learning of students within the program as part of Nipissing University.

Note: B for Beginner, I for Intermediate, and P for Proficient.

Outcome	Year 1										Year 2						Year 3						Year 4																
	SOCI 1016										SOCI 2016	SOCI 2017	SOCI 2126	SOCI 2127	GEND 2246*	GEND 2157*	ANTH 2006*				SOCI 3226	SOCI 3036	SOCI 3026*	SOCI 3057*	SOCI 3506*	SOCI 3166*	ANTH 3027*	ANTH 3006*			SOCI 4127	SOCI 4016*	SOCI 4206*						
1	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							
2	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							
3	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							
4	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							
5	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							
6	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							
7	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							
8	B										I	I	I	I	I	I	I				I	I	I	I	I	I	I			P	P	P							





<i>Outcome</i>	SOCI 4227 */+	ANTH 4106 */+	SOCI 4206 */**	SOCI 4016 **	SOCI 4547 **	SOCI 4306 **
	<i>Year 4</i>					
1	P	P	P	P	P	P
2	P	P	P	P	P	P
3	P	P	P	P	P	P
4	P	P	P	P	P	P
5	P	P	P	P	P	P
6	P	P	P	P	P	P
7	P	P	P	P	P	P
8	P	P	P	P	P	P

## Resource Links

Ontario Universities, Council on Quality Assurance

**Definitions** — [Ontario Universities Council on Quality Assurance](#)

**Program Objectives and Program-level Learning Outcomes** — [Ontario Universities Council on Quality Assurance](#)

# SECTION 4 – MAJOR MODIFICATION PROTOCOL (PROGRAM RENEWAL AND SIGNIFICANT CHANGE)

## Letter of Intent for a Major Modification

**Step 1:** This Letter of Intent is the first stage of approval for all proposed Major Modifications. Complete and submit to the Dean.

CURRENT PROGRAM NAME	Sociology
IF CHANGING, PROPOSED PROGRAM NAME	N/A
ACADEMIC UNIT PROPOSING THE MODIFICATION	Departments of: Sociology, Anthropology, Gender Equality & Social Justice, Religions & Cultures
PROPOSED START DATE	July 1, 2026
SUBMITTED BY	Reade Davis, Carly Dokis, Amir Erfani, Benjamin Kelly, Gillian McCann, Wendy Peters, Sal Renshaw, Susan Srigley, Leslie Thielen Wilson, Trevor Smith, David Zarifa

PLEASE PROVIDE A DESCRIPTION OF THE PROPOSED MAJOR MODIFICATION
<p>A suspension of enrollment process was recently initiated by the Dean of Arts and Science with respect to Sociology, Anthropology, Religions and Cultures (RLCT), and Gender Equality and Social Justice (GESJ). While this process is ongoing, a revised Sociology program built around curriculum concentrations which will reflect the teaching and research strengths of faculty from these programs, as well as the academic and vocational interests of students is being proposed. The five concentrations being proposed are:</p> <ol style="list-style-type: none"> <li>1. Health, Death, and Wellness</li> <li>2. Education and Society</li> <li>3. Social Analysis and Public Policy</li> <li>4. Environment and Social Justice</li> <li>5. Media, Communication, and Culture.</li> </ol> <p>Anthropology, GESJ, and RLCT have been carefully woven into the fabric of our newly redesigned Sociology concentrations and play an important role in giving more students robust access to modern sociological themes considered in the context of students' vocational and academic pursuits. The newly revised program, with administrative support, will provide incoming Concurrent Education students with a greatly enhanced</p>

and more focused opportunity for securing their teachable in the Social Science General category. With a significant influx of existing Nipissing University faculty (from 4 to 11) we will also be better positioned to diversify our course offerings and create more robust pathways into the existing Masters in Sociology.

**WHAT INITIATED THIS PROPOSAL (STUDENT DEMAND, RECOMMENDATIONS FROM CYCLICAL REVIEW, EXTERNAL FUNDING, ETC.)?**

In Fall 2024, the Provost set minimum enrollment targets for most programs in Arts and Science at 25 new students per year by 2028. Such enrollment targets are prima facie not achievable for many, if not all, small programs at Nipissing University. There are no recruitment plans or sectoral trends in higher education in Canada at this time indicating that these programs could look forward to a sudden and significant increase in enrollment. It is unlikely that even with a significant investment in marketing, RLCT, Anthropology, or GESJ could achieve those targets when taking into account Nipissing's typical demographic which tends towards vocational orientation. On the other hand, data indicates that Sociology programs across the province tend to have reasonably stable, if not increasing enrollment, and the under enrollment at Nipissing is the outlier. We believe that by combining the interdisciplinary sociologically-oriented curriculum strengths and critical insights from GESJ, RLCT, and Anthropology with Sociology, we can vastly enhance the appeal of the program while retaining its existing strength in social policy analysis and both qualitative and quantitative research methodologies. We believe that collectively we can grow the program through a combination of focused programming organized around five concentrations while also retaining a flexible, rigorous and expansive approach to delivering an appealing, contemporary sociology degree that broadly trains students in both qualitative and quantitative research methodologies and well prepares them for a range of opportunities in the workforce (ex. careers in health, social work, social services, deathcare, sexual health, community advocacy, education, data analysis, market research, public policy, program evaluation,

research analysis, human resources, advertising, art, television, film, social media) or post graduate study.

**PROVIDE DETAILS OF EXISTING AND NEW RESOURCES (HUMAN, PHYSICAL AND BUDGETARY)**

**REQUIRED TO SUPPORT THIS PROPOSAL. IF FINANCIAL RESOURCES ARE REQUIRED, PLEASE INCLUDE A PRELIMINARY BUDGET WITH THIS LETTER OF INTENT**

At this stage we do not anticipate there will be an immediate need to invest further in human resources in order to complete Phase 1 of this Major Modification (the combining of the existing programs) although the potential for Sociology to offer a co-op and/or placement opportunity in the near future would require administrative support in the form of a placement coordinator.

Notwithstanding this possible 'Phase 2' of the re-development of Sociology, the current Phase 1 plan will result in a significant injection/streamlining of existing faculty resources. From the point of view of faculty resourcing this is a budget neutral proposal. The faculty complement in the newly re-designed Sociology program will go from 4 full-time tenured faculty to ten full-time tenured faculty and one full-time tenure-track faculty member. A critical investment in marketing a launch for this new program will be required; the goal is to attract new students, not simply to re-focus those already enrolling. As such, we need a significant investment up front in preparing an official launch that will profile the program for incoming students as well as support recruitment in its efforts to increase enrollment. We are proposing a budget of \$40,000 be allocated to cover an initial launch including design, social media outreach, new brochures, and recruiting costs.

**WHAT IS THIS PROPOSAL'S RELATIONSHIP TO BOTH THE UNIVERSITY'S STRATEGIC PLAN AND ACADEMIC PLAN?**

We believe the newly revised and much more generously resourced program we are proposing is uniquely positioned to align with Nipissing University's Strategic Plan and especially in relation to the commitment to establish innovative programs and partnerships that meet the needs of students and employers of the future. Moreover, many of the faculty in the programs we are proposing to be combined have strong track records in promoting civic engagement and regional responsibility - another key priority of the Strategic Plan. The proposed new Sociology program with its five concentrations (Health, Death, & Wellness, Education & Society, Social Analysis & Public Policy, Environment & Social Justice, and Media, Communication, & Culture) will address issues around Equity, Diversity, Inclusivity, and Accessibility (EDIA) through courses clustered within the concentrations, and the expertise, knowledge, and commitment to EDIA of the faculty who teach them. The proposed concentrations also reflect commitments (ex. 'Embodying Harmony & Care', 'Celebrating Who We Are', 'Building Sustainable Futures') outlined in the Strategic Plan. This proposal directly connects to

the commitment we have made as an institution to creatively use existing resources to enhance interdisciplinary opportunities for students that provide them with unique learning opportunities. In other words, the redesigned Sociology program aligns directly with the key commitment around academic renewal and interdisciplinary curriculum development.

In terms of the Academic Plan, we believe this proposal flows directly from and responds to the enhanced commitment to data driven, evidence-based recruitment and retention plans and is part of a dynamic approach to academic and curricula renewal. The newly revised curriculum is up to date, dynamic and increasingly attentive to the academic and vocational interests of students as we move into the next quarter of the 21st century. We see the revised Sociology program, with its focus on the development of a deep understanding of human social structures and social worlds, as especially well positioned to deliver on the promise of providing education that includes, according to the UN, "conceptual and strategic thinking, creativity, problem-solving, empathy, ethics, emotional intelligence, and judgment [that] are the future-proof skills and attributes that machines will not be able to replicate with the same standards and agility as qualified human beings" (Academic Plan, p.6).

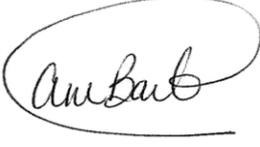
## ADMINISTRATIVE COMMENTS

### DECANAL COMMENTS

The proposed amalgamation addresses two distinct challenges facing Arts & Science. The first is the number of small, unsustainable programs that require disproportionate resources to support very limited numbers of students. The second is the case of Sociology itself: its underperformance within the context of Concurrent Education has created an added enrollment burden for Psychology and Child & Family Studies, while also representing a missed opportunity to attract new students to Nipissing. Consolidating the four programs into a single, dynamic Sociology degree provides a creative and timely response to these challenges, allowing us to redeploy underutilized resources more effectively and to build a program with genuine growth potential.

The design of the program is thoughtful and strategic. The proposed concentrations align with current teaching and research strengths while also highlighting vocational pathways that will be meaningful to students. The initiative does not require additional human resources and should in fact reduce the resources now spread thinly across four separate programs. Coupled with a dedicated marketing plan, this degree has the

potential to re-establish Sociology as a vibrant and competitive program. The proposal clearly aligns with the Academic Plan (APOP) and the University's Strategic Plan, embodying the innovative use of resources to meet the needs of today's undergraduate students.

DECANAL SIGNATURE	PROVOST SIGNATURE
	

### Dean's Office Report

*The Dean's Office will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.*

This is a well-considered and creative proposal. It uses current resources well to increase flexibility and value for student. It has my full support.

## **PROPOSAL: Transfer Credit of EDUC 4756 to the M.Ed. Program**

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At the August 28, 2025 Graduate Studies in Education (GSE) meeting, a proposal was put forward **that the second-year B.Ed. course EDUC 4756 (*Curriculum Design and Inquiry*) count towards one elective course equivalent for a Nipissing M.Ed. degree.** The rationale was that such an offering would be an incentive for Nipissing B.Ed. students to remain when choosing a graduate program of studies.

**GSC Amendment: A minimum of 70% grade must be achieved in EDUC-4756 for inclusion of transfer credit, in line with Graduate level grading regulations.**

At the end of the meeting, the chair was tasked with formulating a more detailed proposal to be voted upon at the next GSE meeting including various options, and agreed to do so. To that end, he met with the Associate Dean of Education (Kristen Ferguson), Associate Registrar, Academic Policy & Advising (Beth Holden) and Associate Registrar, Admissions/Administrative Departments (Heather Brown) to discuss these options. The conclusion that was reached was that extending transfer credit to EDUC 4756 was the simplest and most direct solution. The reasons are as follows:

### **EDUC 4756 Outcome Alignments with M.Ed. Outcomes**

When this course was created, it was designed as a type of “capstone” for second-year teacher candidates with goals and learning outcomes that were created to act as a culminating experience for the program. The course description attests to the advanced skills it intended to develop:

“Teacher candidates explore the principles of curriculum design and inquiry and examine various orientations toward the curriculum and educative processes, including long-range forms of planning. As the course progresses, candidates explore their role as teacher-researchers while they examine the importance of reflective practice and educational research.”

The specific expectations are listed that “candidates will”:

- Develop, personalize, and revise when necessary, a philosophy of teaching.
- Demonstrate critical thinking/analytical skills with regard to educational theory (i.e., its changing nature) and how this impacts practice.
- Construct appropriate learning plans for complex learning situations (i.e., long-range plans) within the context of assessment of learners’ needs, the learning environment, provincial expectations, etc.
- Demonstrate the ability to integrate interdisciplinary knowledge into classroom instruction.
- Demonstrate an understanding of the various relationships (i.e., between assessment, instructional planning, exceptionalities, resources, classroom management) that impact on learning.

- Demonstrate an ability to manage their own learning in changing circumstances and to select appropriate professional development opportunities in order to improve practice and enhance learning (i.e., through reflective practice and other research methods).

Additionally, the **Primary Program Learning Outcomes** that connected to this specific course were:

1.7 Demonstrates critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment, and evaluation to inform professional practice
2.4. Demonstrates understanding of the relationship between assessment, evaluation, instructional planning, and their impact on learning
3.4. Integrates into classroom instruction interdisciplinary knowledge related, but not limited to, curricular areas, environmental awareness, social justice and equity, Indigenous education, technology, character education, local/national/global communities and citizenship, historical context, etc.
3.5. Respond to factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality) with adaptations to pedagogy where necessary
3.6. Selects appropriate instructional resources to advance learner growth based on a process of gathering, reviewing, interpreting, evaluating
3.7. Constructs appropriate learning plans (e.g., lesson plans, longer-range plans, individual education plans) within the context of assessment of learners' needs, the learning environment, provincial expectations, etc.
5.2. Demonstrates an appreciation of the uncertainty, ambiguity, and limits to knowledge (e.g., self, student, content, context) and how this might influence learning (e.g., environment, instructional cycle)
5.4. Demonstrates an awareness of the changing nature of educational research/theory and how this impacts practice
5.5. Engages in ongoing reflective practice
6.1. Develops, personalizes, and revises when necessary, a philosophy of teaching
6.2. Demonstrates an ability to manage their own learning in changing circumstances, both within and outside the discipline and to select appropriate professional development opportunities in order to improve practice and enhance learning

When examining these above expectations and outcomes, the reader will see how they align with the M.Ed. Program-Level Student Learning Outcomes (pp. 16-17), General Master of Education Degree Outcomes (p. 18), and the University-Level Student Learning Outcomes (pp. 19-20) listed below.

### **EDUC 4756 Research Focus**

One of the most prominent elements of this course is the same as what is found at the graduate level: By design, it mandates a substantial project that involves primary research/inquiry by each teacher candidate; There is the necessity of ethical approval, a proposal review followed by study in the field; A written report is submitted and presented orally to a group of peers. This is, of course, not to say that other courses in the program do not do this. However, the primary focus of this EDUC 4756 is not the use of inquiry for a subject or skill: it is the endeavour of inquiry

*itself*. For this reason, this course has been commended by both the Ontario College of Teachers and IQAP.

### **A Universal Course Taken by All**

Rather than elective courses (taken by some), this Core course is taken by all. If any elective courses were chosen to have Transfer Credit, students would have to be interested in a graduate program beforehand and make conscious choices in advance. For this Core course, students could decide later on whether or not to take Graduate Work and still use this as a Transfer Credit.

On September 26, this proposal was brought back to the GSE, the rationale was explained, and after discussion, the following motion was made by secret ballot:

That the GSE recommend the 2<sup>nd</sup>-Year NU B.Ed. course EDUC 4756 (*Curriculum Design and Inquiry*) be given transfer credit to the NU M.Ed. as the equivalent of an elective course.

This motion was subsequently overwhelmingly passed. It has been explained to the chair that it must now pass through the EPS Executive Committee, the GSC committee and then the ACC for approval before proceeding to Senate.

**GSC Amendment: A minimum of 70% grade must be achieved in EDUC-4756 for inclusion of transfer credit, in line with Graduate level grading regulations.**

## Program Curriculum Mapping Package Master of Education (Curriculum Leadership)

### Course Requirements for Program Completion

<b>Program: Master of Education (Full-Time)</b>	
<b>Program Specialization: Research Project route</b>	
<b>Year 1 (FULL)</b>	<b>Year 2 (FULL)</b>
<b>EDUC 5157</b> (3 cr, 3 hr/wk) Survey of Research Methods (First Year Recommended)	
<b>EDUC 5196</b> (3 cr, 3 hr/wk) Understanding Education (First Year Recommended)	
<b>Seven of the following Electives</b> (each 3 cr, 3 hr/wk):	
<b>EDUC 5116</b> Principles of Curriculum and Instruction	
<b>EDUC 5126</b> Theories of Learning	
<b>EDUC 5146</b> Reflective Practice	
<b>EDUC 5147</b> Applying Evidence-Based Practice	
<b>EDUC 5156</b> History of Education in Canada	
<b>EDUC 5166</b> Critical Pedagogy and Democratic Education	
<b>EDUC 5176</b> Education Law in Schools	
<b>EDUC 5206</b> Exploring Experiential Education in Health	
<b>EDUC 5237</b> Educating for Environmental Sustainability	
<b>EDUC 5246</b> Curriculum Issues	
<b>EDUC 5247</b> Issues in Mathematics Education	
<b>EDUC 5256</b> Evaluation of Curriculum and Instruction	
<b>EDUC 5266</b> Holistic Education	
<b>EDUC 5276</b> Educational Representations in Popular Culture	
<b>EDUC 5286</b> Narrative Inquiry in Teaching	
<b>EDUC 5296</b> New Literacies: Multiple Meanings	
<b>EDUC 5316</b> Organizational Theory	
<b>EDUC 5326</b> Organizational Leadership	
<b>EDUC 5336</b> Educational Leadership	
<b>EDUC 5337</b> Student Risk and Resilience	
<b>EDUC 5366</b> Safe Schools	

EDUC 5376 Ethics, Values, & Decision-Making	
EDUC 5416 Curriculum for Adult Learning	
EDUC 5417 Alternative Schooling	
EDUC 5426 Reading Across the Lifespan	
EDUC 5436 Early Literacy	
EDUC 5437 Special Topics in Education	
EDUC 5447 Teaching & Learning of Boys & Men	
EDUC 5456 Issues in Special Education	
EDUC 5466 Adults as Learners	
EDUC 5476 Mentoring As Supportive Practice	
EDUC 5496 Meanings of Literacy	
EDUC 5516 Information & Communication Technology in Education	
EDUC 5536 Issues in First Nations Education	
EDUC 5546 Assessment of Learning	
EDUC 5547 Indigenous Research	
EDUC 5586 Research Themes in Secondary Language Education	
EDUC 5616 Assessment in Special Education	
EDUC 5617 Readings in Special Education	
EDUC 5626 Foundations of Special Education	
EDUC 5646 Creativity and Learning	
EDUC 5647 The Gifted Learner	
EDUC 5676 Qualitative Approaches to Educational Research	
EDUC 5687 Comparative & International Education	
EDUC 5736 Teaching & Learning Through the Arts	
EDUC 5747 Inquiry Through the Arts	
	EDUC 5186 (3 cr, 3 hr/wk) Research Project & Seminar (prerequisite includes 15 credits, including EDUC 5157)

**Additional Discipline Requirements: n/a**

**Additional Degree Requirements: n/a**

**M.Ed. Degree Requirements:**

[M.Ed. Graduation Requirements - View Catalog](#)

## Course Requirements for Program Completion

<b>Program: Master of Education (Full-Time)</b>	
<b>Program Specialization: Major Research Paper route</b>	
<b>Year 1 (FULL)</b>	<b>Year 2 (FULL)</b>
<b>EDUC 5157</b> (3 cr, 3 hr/wk) Survey of Research Methods (First Year Recommended)	
<b>EDUC 5196</b> (3 cr, 3 hr/wk) Understanding Education (First Year Recommended)	
<b>Six of the following Electives</b> (each 3 cr, 3 hr/wk):	
<b>EDUC 5116</b> Principles of Curriculum and Instruction	
<b>EDUC 5126</b> Theories of Learning	
<b>EDUC 5146</b> Reflective Practice	
<b>EDUC 5147</b> Applying Evidence-Based Practice	
<b>EDUC 5156</b> History of Education in Canada	
<b>EDUC 5166</b> Critical Pedagogy and Democratic Education	
<b>EDUC 5176</b> Education Law in Schools	
<b>EDUC 5206</b> Exploring Experiential Education in Health	
<b>EDUC 5237</b> Educating for Environmental Sustainability	
<b>EDUC 5246</b> Curriculum Issues	
<b>EDUC 5247</b> Issues in Mathematics Education	
<b>EDUC 5256</b> Evaluation of Curriculum and Instruction	
<b>EDUC 5266</b> Holistic Education	
<b>EDUC 5276</b> Educational Representations in Popular Culture	
<b>EDUC 5286</b> Narrative Inquiry in Teaching	
<b>EDUC 5296</b> New Literacies: Multiple Meanings	
<b>EDUC 5316</b> Organizational Theory	
<b>EDUC 5326</b> Organizational Leadership	
<b>EDUC 5336</b> Educational Leadership	
<b>EDUC 5337</b> Student Risk and Resilience	
<b>EDUC 5366</b> Safe Schools	
<b>EDUC 5376</b> Ethics, Values, & Decision-Making	
<b>EDUC 5416</b> Curriculum for Adult Learning	
<b>EDUC 5417</b> Alternative Schooling	
<b>EDUC 5426</b> Reading Across the Lifespan	
<b>EDUC 5436</b> Early Literacy	

EDUC 5437 Special Topics in Education	
EDUC 5447 Teaching & Learning of Boys & Men	
EDUC 5456 Issues in Special Education	
EDUC 5466 Adults as Learners	
EDUC 5476 Mentoring As Supportive Practice	
EDUC 5496 Meanings of Literacy	
EDUC 5516 Information & Communication Technology in Education	
EDUC 5536 Issues in First Nations Education	
EDUC 5546 Assessment of Learning	
EDUC 5547 Indigenous Research	
EDUC 5586 Research Themes in Secondary Language Education	
EDUC 5616 Assessment in Special Education	
EDUC 5617 Readings in Special Education	
EDUC 5626 Foundations of Special Education	
EDUC 5646 Creativity and Learning	
EDUC 5647 The Gifted Learner	
EDUC 5676 Qualitative Approaches to Educational Research	
EDUC 5687 Comparative & International Education	
EDUC 5736 Teaching & Learning Through the Arts	
EDUC 5747 Inquiry Through the Arts	
	EDUC 5115 (6 cr) Major Research Paper (prerequisite: EDUC 5157)

**Additional Discipline Requirements: n/a**

**Additional Degree Requirements: n/a**

**M.Ed. Degree Requirements:**

[M.Ed. Graduation Requirements - View Catalog](#)

## Course Requirements for Program Completion

<b>Program: Master of Education (Full-Time)</b>	
<b>Program Specialization: Thesis route</b>	
<b>Year 1 (FULL)</b>	<b>Year 2 (FULL)</b>
<b>EDUC 5157</b> (3 cr, 3 hr/wk) Survey of Research Methods (First Year Recommended)	
<b>EDUC 5196</b> (3 cr, 3 hr/wk) Understanding Education (First Year Recommended)	
<b>Four of the following Electives</b> (each 3 cr, 3 hr/wk):	
<b>EDUC 5116</b> Principles of Curriculum and Instruction	
<b>EDUC 5126</b> Theories of Learning	
<b>EDUC 5146</b> Reflective Practice	
<b>EDUC 5147</b> Applying Evidence-Based Practice	
<b>EDUC 5156</b> History of Education in Canada	
<b>EDUC 5166</b> Critical Pedagogy and Democratic Education	
<b>EDUC 5176</b> Education Law in Schools	
<b>EDUC 5206</b> Exploring Experiential Education in Health	
<b>EDUC 5237</b> Educating for Environmental Sustainability	
<b>EDUC 5246</b> Curriculum Issues	
<b>EDUC 5247</b> Issues in Mathematics Education	
<b>EDUC 5256</b> Evaluation of Curriculum and Instruction	
<b>EDUC 5266</b> Holistic Education	
<b>EDUC 5276</b> Educational Representations in Popular Culture	
<b>EDUC 5286</b> Narrative Inquiry in Teaching	
<b>EDUC 5296</b> New Literacies: Multiple Meanings	
<b>EDUC 5316</b> Organizational Theory	
<b>EDUC 5326</b> Organizational Leadership	
<b>EDUC 5336</b> Educational Leadership	
<b>EDUC 5337</b> Student Risk and Resilience	
<b>EDUC 5366</b> Safe Schools	
<b>EDUC 5376</b> Ethics, Values, & Decision-Making	
<b>EDUC 5416</b> Curriculum for Adult Learning	
<b>EDUC 5417</b> Alternative Schooling	
<b>EDUC 5426</b> Reading Across the Lifespan	
<b>EDUC 5436</b> Early Literacy	

EDUC 5437 Special Topics in Education
EDUC 5447 Teaching & Learning of Boys & Men
EDUC 5456 Issues in Special Education
EDUC 5466 Adults as Learners
EDUC 5476 Mentoring As Supportive Practice
EDUC 5496 Meanings of Literacy
EDUC 5516 Information & Communication Technology in Education
EDUC 5536 Issues in First Nations Education
EDUC 5546 Assessment of Learning
EDUC 5547 Indigenous Research
EDUC 5586 Research Themes in Secondary Language Education
EDUC 5616 Assessment in Special Education
EDUC 5617 Readings in Special Education
EDUC 5626 Foundations of Special Education
EDUC 5646 Creativity and Learning
EDUC 5647 The Gifted Learner
EDUC 5676 Qualitative Approaches to Educational Research
EDUC 5687 Comparative & International Education
EDUC 5736 Teaching & Learning Through the Arts
EDUC 5747 Inquiry Through the Arts
EDUC 5454 (12 cr) Thesis (prerequisite: EDUC 5157)

**Additional Discipline Requirements: n/a**

**Additional Degree Requirements: n/a**

**M.Ed. Degree Requirements:**

[M.Ed. Graduation Requirements - View Catalog](#)

## Course Requirements for Program Completion

<b>Program: Master of Education (Flex-Time)</b>			
<b>Program Specialization: Research Project route</b>			
<b>Year 1 (FLEX TIME)</b>	<b>Year 2 (FLEX TIME)</b>	<b>Year 3 (FLEX TIME)</b>	<b>Year 4 (FLEX TIME)</b>
<b>EDUC 5157</b> (3 cr, 3 hr/wk) Survey of Research Methods (First Year Recommended)			
<b>EDUC 5196</b> (3 cr, 3 hr/wk) Understanding Education (First Year Recommended)			
<b>Seven of the following Electives</b> (each 3 cr, 3 hr/wk):			
<b>EDUC 5116</b> Principles of Curriculum and Instruction			
<b>EDUC 5126</b> Theories of Learning			
<b>EDUC 5146</b> Reflective Practice			
<b>EDUC 5147</b> Applying Evidence-Based Practice			
<b>EDUC 5156</b> History of Education in Canada			
<b>EDUC 5166</b> Critical Pedagogy and Democratic Education			
<b>EDUC 5176</b> Education Law in Schools			
<b>EDUC 5206</b> Exploring Experiential Education in Health			
<b>EDUC 5237</b> Educating for Environmental Sustainability			
<b>EDUC 5246</b> Curriculum Issues			
<b>EDUC 5247</b> Issues in Mathematics Education			
<b>EDUC 5256</b> Evaluation of Curriculum and Instruction			
<b>EDUC 5266</b> Holistic Education			
<b>EDUC 5276</b> Educational Representations in Popular Culture			
<b>EDUC 5286</b> Narrative Inquiry in Teaching			
<b>EDUC 5296</b> New Literacies: Multiple Meanings			
<b>EDUC 5316</b> Organizational Theory			
<b>EDUC 5326</b> Organizational Leadership			
<b>EDUC 5336</b> Educational Leadership			
<b>EDUC 5337</b> Student Risk and Resilience			
<b>EDUC 5366</b> Safe Schools			
<b>EDUC 5376</b> Ethics, Values, & Decision-Making			
<b>EDUC 5416</b> Curriculum for Adult Learning			
<b>EDUC 5417</b> Alternative Schooling			

EDUC 5426 Reading Across the Lifespan		
EDUC 5436 Early Literacy		
EDUC 5437 Special Topics in Education		
EDUC 5447 Teaching & Learning of Boys & Men		
EDUC 5456 Issues in Special Education		
EDUC 5466 Adults as Learners		
EDUC 5476 Mentoring As Supportive Practice		
EDUC 5496 Meanings of Literacy		
EDUC 5516 Information & Communication Technology in Education		
EDUC 5536 Issues in First Nations Education		
EDUC 5546 Assessment of Learning		
EDUC 5547 Indigenous Research		
EDUC 5586 Research Themes in Secondary Language Education		
EDUC 5616 Assessment in Special Education		
EDUC 5617 Readings in Special Education		
EDUC 5626 Foundations of Special Education		
EDUC 5646 Creativity and Learning		
EDUC 5647 The Gifted Learner		
EDUC 5676 Qualitative Approaches to Educational Research		
EDUC 5687 Comparative & International Education		
EDUC 5736 Teaching & Learning Through the Arts		
EDUC 5747 Inquiry Through the Arts		
		EDUC 5186 (3 cr, 3 hr/wk) Research Project & Seminar (prerequisite includes 15 credits, including EDUC 5157)

**Additional Discipline Requirements: n/a**

**Additional Degree Requirements: n/a**

**M.Ed. Degree Requirements:**

[M.Ed. Graduation Requirements - View Catalog](#)

## Course Requirements for Program Completion

<b>Program: Master of Education (Full-Time)</b>			
<b>Program Specialization: Major Research Paper route</b>			
<b>Year 1 (FLEX TIME)</b>	<b>Year 2 (FLEX TIME)</b>	<b>Year 3 (FLEX TIME)</b>	<b>Year 4 (FLEX TIME)</b>
<b>EDUC 5157</b> (3 cr, 3 hr/wk) Survey of Research Methods (First Year Recommended)			
<b>EDUC 5196</b> (3 cr, 3 hr/wk) Understanding Education (First Year Recommended)			
<b>Six of the following Electives</b> (each 3 cr, 3 hr/wk):			
<b>EDUC 5116</b> Principles of Curriculum and Instruction			
<b>EDUC 5126</b> Theories of Learning			
<b>EDUC 5146</b> Reflective Practice			
<b>EDUC 5147</b> Applying Evidence-Based Practice			
<b>EDUC 5156</b> History of Education in Canada			
<b>EDUC 5166</b> Critical Pedagogy and Democratic Education			
<b>EDUC 5176</b> Education Law in Schools			
<b>EDUC 5206</b> Exploring Experiential Education in Health			
<b>EDUC 5237</b> Educating for Environmental Sustainability			
<b>EDUC 5246</b> Curriculum Issues			
<b>EDUC 5247</b> Issues in Mathematics Education			
<b>EDUC 5256</b> Evaluation of Curriculum and Instruction			
<b>EDUC 5266</b> Holistic Education			
<b>EDUC 5276</b> Educational Representations in Popular Culture			
<b>EDUC 5286</b> Narrative Inquiry in Teaching			
<b>EDUC 5296</b> New Literacies: Multiple Meanings			
<b>EDUC 5316</b> Organizational Theory			
<b>EDUC 5326</b> Organizational Leadership			
<b>EDUC 5336</b> Educational Leadership			
<b>EDUC 5337</b> Student Risk and Resilience			
<b>EDUC 5366</b> Safe Schools			
<b>EDUC 5376</b> Ethics, Values, & Decision-Making			
<b>EDUC 5416</b> Curriculum for Adult Learning			
<b>EDUC 5417</b> Alternative Schooling			

EDUC 5426 Reading Across the Lifespan		
EDUC 5436 Early Literacy		
EDUC 5437 Special Topics in Education		
EDUC 5447 Teaching & Learning of Boys & Men		
EDUC 5456 Issues in Special Education		
EDUC 5466 Adults as Learners		
EDUC 5476 Mentoring As Supportive Practice		
EDUC 5496 Meanings of Literacy		
EDUC 5516 Information & Communication Technology in Education		
EDUC 5536 Issues in First Nations Education		
EDUC 5546 Assessment of Learning		
EDUC 5547 Indigenous Research		
EDUC 5586 Research Themes in Secondary Language Education		
EDUC 5616 Assessment in Special Education		
EDUC 5617 Readings in Special Education		
EDUC 5626 Foundations of Special Education		
EDUC 5646 Creativity and Learning		
EDUC 5647 The Gifted Learner		
EDUC 5676 Qualitative Approaches to Educational Research		
EDUC 5687 Comparative & International Education		
EDUC 5736 Teaching & Learning Through the Arts		
EDUC 5747 Inquiry Through the Arts		
		EDUC 5115 (6 cr) Major Research Paper (prerequisite: EDUC 5157)

**Additional Discipline Requirements: n/a**

**Additional Degree Requirements: n/a**

**M.Ed. Degree Requirements:**

[M.Ed. Graduation Requirements - View Catalog](#)

## Course Requirements for Program Completion

<b>Program: Master of Education (Full-Time)</b>			
<b>Program Specialization: Thesis route</b>			
<b>Year 1 (FLEX TIME)</b>	<b>Year 2 (FLEX TIME)</b>	<b>Year 3 (FLEX TIME)</b>	<b>Year 4 (FLEX TIME)</b>
<b>EDUC 5157</b> (3 cr, 3 hr/wk) Survey of Research Methods (First Year Recommended)			
<b>EDUC 5196</b> (3 cr, 3 hr/wk) Understanding Education (First Year Recommended)			
<b>Four of the following Electives</b> (each 3 cr, 3 hr/wk):			
<b>EDUC 5116</b> Principles of Curriculum and Instruction			
<b>EDUC 5126</b> Theories of Learning			
<b>EDUC 5146</b> Reflective Practice			
<b>EDUC 5147</b> Applying Evidence-Based Practice			
<b>EDUC 5156</b> History of Education in Canada			
<b>EDUC 5166</b> Critical Pedagogy and Democratic Education			
<b>EDUC 5176</b> Education Law in Schools			
<b>EDUC 5206</b> Exploring Experiential Education in Health			
<b>EDUC 5237</b> Educating for Environmental Sustainability			
<b>EDUC 5246</b> Curriculum Issues			
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<b>EDUC 5256</b> Evaluation of Curriculum and Instruction			
<b>EDUC 5266</b> Holistic Education			
<b>EDUC 5276</b> Educational Representations in Popular Culture			
<b>EDUC 5286</b> Narrative Inquiry in Teaching			
<b>EDUC 5296</b> New Literacies: Multiple Meanings			
<b>EDUC 5316</b> Organizational Theory			
<b>EDUC 5326</b> Organizational Leadership			
<b>EDUC 5336</b> Educational Leadership			
<b>EDUC 5337</b> Student Risk and Resilience			
<b>EDUC 5366</b> Safe Schools			
<b>EDUC 5376</b> Ethics, Values, & Decision-Making			
<b>EDUC 5416</b> Curriculum for Adult Learning			
<b>EDUC 5417</b> Alternative Schooling			

EDUC 5426 Reading Across the Lifespan
EDUC 5436 Early Literacy
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EDUC 5646 Creativity and Learning
EDUC 5647 The Gifted Learner
EDUC 5676 Qualitative Approaches to Educational Research
EDUC 5687 Comparative & International Education
EDUC 5736 Teaching & Learning Through the Arts
EDUC 5747 Inquiry Through the Arts
EDUC 5454 (12 cr) Thesis (prerequisite: EDUC 5157)

**Additional Discipline Requirements: n/a**

**Additional Degree Requirements: n/a**

**M.Ed. Degree Requirements:**

[M.Ed. Graduation Requirements - View Catalog](#)

## Purpose of Program

Program learning outcomes for our M.Ed. program are grounded in contemporary research, degree learning expectations established by the Ontario Council of Academic Vice-Presidents, and extend natural from our conceptual framework. We take a broad approach to education, recognizing that education is not synonymous with formal education (i.e., schooling). The learning outcomes presented below form the foundation of tables throughout this section.

### Program-Level Student Learning Outcomes (IQAP)

Upon graduation the student will be able to:

- 1. Understand the human qualities (i.e., the attitudes, skills, and knowledge) that society values in its members and how these qualities have evolved.**

Our candidates are educators (formal and informal) who are connected, in meaningful ways, to the values that society holds as important and vital to its growth and development. Understanding the roles that concomitant attitudes, skills, and knowledge play in supporting these values and their involvement in the evolution of society is an integral part of the program.

- 2. Are able to critically examine assumptions upon which current educational thinking is based and to contribute ideas to ongoing professional dialogue.**

Professional practice is grounded in assumptions, many of which are explicit and well understood. Others are more implicit and need to be discovered through critical reflection, critical thinking, and dialogue. Immersed in dialogue, exploration, study, and writing, candidates further develop critical thinking skills and an ability to challenge assumptions that drive perceptions of relationships, organization and structure, and curricula, both orally and in writing.

- 3. Understand the unique and shared roles of individuals and social structures in the educational process.**

Understanding the roles that individuals play in the education process leads our graduates to recognize and accept the ideals of collaboration and collegiality. Such understandings actively facilitate the development of a shared set of goals and directions.

- 4. Understand how the perspectives and skills employed within any one major subject discipline or field of study might be integrated to achieve educational ends.**

Disciplinary understanding is imperative in facilitating meaningful integration of disciplines or fields of study. Development of interdisciplinary perspectives may require unique skills, and strategies in the educative process particularly in a program that increasingly extends beyond formal education (i.e., schooling).

- 5. Demonstrate leadership in (a) collaborative, interagency curriculum work that goes beyond the learning institution; (b) interdisciplinary/integrated/holistic curriculum design; and (c) differentiated teaching teams in their own environments.**

Candidates occupy leadership roles that often extend beyond the borders of their institutions. Frequently engaging in interagency collaboration, graduates have an understanding of principles and practices of effective leadership that provides them with credibility beyond their professional environments.

- 6. Believe that educators must be lifelong learners who profit both from an active research posture toward teaching and learning and the practice of continuous reflection on teaching.**

There is a culture of learning within education. As lifelong learners, graduates continually and critically investigate their professional knowledge and practice in an ongoing process of growth and development about one's professional practice and the learning that develops from an active research process.

- 7. Acquire a deep sense of personal worth and fulfillment by contributing to society's efforts in education, and the interconnecting of various occupations around the themes and metaphors that give life meaning.**

Making valuable contributions to the growth and development of education, within the profession and within society at large, is an essential, meaningful activity for graduates. Such involvement elevates their work to the level of professional vocation and facilitates the development of knowledge, skills, and attitudes that are essential in the pursuit of lifelong learning

## **General Master of Education Degree Outcomes (based on the OCAV DLEs)**

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

### **1. Depth and breadth of knowledge**

A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

### **2. Research and scholarship**

A conceptual understanding and methodological competence that:

- a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and
- c. Enables a treatment of complex issues and judgments based on established principles and techniques; and,

On the basis of that competence, has shown at least one of the following:

- a. The development and support of a sustained argument in written form; or
- b. Originality in the application of knowledge.

### **3. Level of application of knowledge**

Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

### **4. Professional capacity/autonomy**

- a. The qualities and transferable skills necessary for employment requiring:
  - i. The exercise of initiative and of personal responsibility and accountability; and
  - ii. Decision-making in complex situations;
- b. The intellectual independence required for continuing professional development;
- c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
- d. The ability to appreciate the broader implications of applying knowledge to particular contexts.

### **5. Level of communication skills**

The ability to communicate ideas, issues and conclusions clearly.

### **6. Awareness of limits of knowledge**

Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

## University Level Outcomes

### University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
  - a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
  - b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
  - c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
  - a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
  - a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
  - b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
  - a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
  - b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
  - c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
  - a. initiate action and demonstrate confidence in the application of their knowledge and skills.
  - b. work independently and productively.
  - c. set personal and professional goals and establish a plan of action to attain those goals.
  - d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.

6. Engage in collaborative leadership and professional practices
  - a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
  - b. demonstrate strong interpersonal skills.
  - c. demonstrate leadership skills by motivating, including, and supporting others.
  - d. seek opportunities to collaborate.
  - e. engage in professional dialogue and participate in learning communities.
  
7. Engage in ethical and respectful practices
  - a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
  - b. engage in their work using ecologically sustainable practices.
  
8. Contribute locally, regionally, nationally, and globally
  - a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
  - b. demonstrate knowledge of Anishinabek ontologies.
  - c. initiate change.
  - d. utilize their knowledge and skills to positively impact their community.

## Course Syllabi

The following section contains a syllabus of each course. Please note that these syllabi contain the information that lays out the agreement of learning between the university and student within any given program. These syllabi do not contain details that individual instructors will add for each delivery of a course.

<b>EDUC 5157</b> - Survey of Research Methods	<b>EDUC 5376</b> Ethics, Values, & Decision-Making
<b>EDUC 5196</b> - Understanding Education	<b>EDUC 5416</b> Curriculum for Adult Learning
<b>EDUC 5186</b> - Research Project & Seminar	<b>EDUC 5417</b> Alternative Schooling
<b>EDUC 5115</b> - Major Research Paper	<b>EDUC 5426</b> Reading Across the Lifespan
<b>EDUC 5454</b> - Thesis	<b>EDUC 5436</b> Early Literacy
<b>EDUC 5116</b> Principles of Curriculum and Instruction	<b>EDUC 5437</b> Special Topics in Education
<b>EDUC 5126</b> Theories of Learning	<b>EDUC 5447</b> Teaching & Learning of Boys & Men
<b>EDUC 5146</b> Reflective Practice	<b>EDUC 5456</b> Issues in Special Education
<b>EDUC 5147</b> Applying Evidence-Based Practice	<b>EDUC 5466</b> Adults as Learners
<b>EDUC 5156</b> History of Education in Canada	<b>EDUC 5476</b> Mentoring As Supportive Practice
<b>EDUC 5166</b> Critical Pedagogy and Democratic Education	<b>EDUC 5496</b> Meanings of Literacy
<b>EDUC 5176</b> Education Law in Schools	<b>EDUC 5516</b> Information & Communication Technology in Education
<b>EDUC 5206</b> Exploring Experiential Education in Health	<b>EDUC 5536</b> Issues in First Nations Education
<b>EDUC 5237</b> Educating for Environmental Sustainability	<b>EDUC 5546</b> Assessment of Learning
<b>EDUC 5246</b> Curriculum Issues	<b>EDUC 5547</b> Indigenous Research
<b>EDUC 5247</b> Issues in Mathematics Education	<b>EDUC 5586</b> Research Themes in Secondary Language Education
<b>EDUC 5256</b> Evaluation of Curriculum and Instruction	<b>EDUC 5616</b> Assessment in Special Education
<b>EDUC 5266</b> Holistic Education	<b>EDUC 5617</b> Readings in Special Education
<b>EDUC 5276</b> Educational Representations in Popular Culture	<b>EDUC 5626</b> Foundations of Special Education
<b>EDUC 5286</b> Narrative Inquiry in Teaching	<b>EDUC 5646</b> Creativity and Learning
<b>EDUC 5296</b> New Literacies: Multiple Meanings	<b>EDUC 5647</b> The Gifted Learner
<b>EDUC 5316</b> Organizational Theory	<b>EDUC 5676</b> Qualitative Approaches to Educational Research
<b>EDUC 5326</b> Organizational Leadership	<b>EDUC 5687</b> Comparative & International Education
<b>EDUC 5336</b> Educational Leadership	<b>EDUC 5736</b> Teaching & Learning Through the Arts
<b>EDUC 5337</b> Student Risk and Resilience	<b>EDUC 5747</b> Inquiry Through the Arts
<b>EDUC 5366</b> Safe Schools	

## Course Syllabi

### EDUC 5157 - Survey of Research Methods

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

**Calendar** - The purpose of this course is to provide an overview of methods of educational research.

**IQAP** – This is one of the two core/required courses in the MEd program. EDUC 5157 is designed to provide graduate students with an overview of the principles and methods for conducting research within the educational environment.

**Learning Outcomes:**

Course and Degree Learning Outcomes are interwoven throughout the course learning activities. Four specific Course Learning Outcomes are addressed in a more specific way in the table that follows, including related activities, assessment, and improvement strategies.

- Identify and examine current issues and perspectives in educational research
- Gain the ability to be critical consumers of educational research
- Develop an understanding of the various types of research methods used in educational settings
- Begin the process of planning a research activity

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5196 - Understanding Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

It has been said that the more things change the more they stay the same. What philosophical and empirical theories underpin current understandings of education? In what ways does an educational theory inform curriculum and leadership development? Such questions will form the basis for discussion.

**Learning Outcomes:**

The specific graduate course learning outcomes include:

- Understands a range of learning theories and how they support learning;
- Shows cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines;
- Demonstrates a systematic understanding of knowledge of educational philosophy and empirical theory;
- Embraces a critical awareness of current problems and/or new insights related to the field of education.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5186 - Research Project and Seminar

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

#### **Description:**

The Research Project will consist of library-based research. Students will develop a research question or problem based on an issue or concern of interest to them, conduct a thorough literature research on the topic, write up their findings, conclusions, and recommendations, and present their paper to their peers. Student evaluation within the course is Pass/Fail and the intention is that the course will be completed within one academic term.

#### **Learning Outcomes:**

##### Overarching

1. To develop an understanding of literature-based research praxes.
2. To become self-aware of one's own research beliefs and values.
3. To identify situations in educational institutions that require examination.
4. To be able to assemble and present a literature-based research project.

##### Knowledge

1. Develop an operational definition of research.
2. Identify key implications regarding research in education.
3. Identify steps in the research process.
4. Describe various research-based stances.
5. Describe models for systematically analyzing education via research.
6. Explain different research approaches/modes/designs.
7. Identify various means by which literature-based data can be collected, interpreted, and used.

##### Skills

1. Students will be familiar with educational research modes and reasoning within literature.
2. Students will be able to use research as professional development.
3. Students will be able to define research, data, and evidence.
4. Students will examine and use non-human based research paradigms.
5. Students will be able to analyze research frameworks to put forward arguments.
6. Students will be able to articulate positions via research literature.

7. Students will be able to engage in the planning, implementing and documenting aspects of research and present.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours. Specifically, Students will create a Major Research Project based on secondary sources, and present their findings to their colleagues within the course.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

15 credits, including [EDUC 5157](#)

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5115 – Major Research Paper

**Credits: 6**

**Hours: ~72**

**Description:**

An individual investigation or analysis of a special area in contemporary educational practice. Please refer to the MEd Research Handbook for further information on the research paper process. The MEd Research Handbook can be downloaded from the Nipissing University website at [www.nipissingu.ca](http://www.nipissingu.ca). Candidates interested in pursuing the research paper option must obtain permission to register in the research paper course. Approval must be obtained from a supervisor willing to supervise and guide the student during the preparation of the research paper. Candidates must complete the Application to Complete a Research Paper form and have it signed by the supervisor who has agreed to supervise the research paper study. The completed form must be submitted to the Office of the Registrar when registering for the research paper. Forms can be downloaded from the Nipissing University website at [www.nipissingu.ca](http://www.nipissingu.ca).

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

Major Research Paper

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Other: Individual/Supervisor

**Prerequisite(s):**

EDUC 5157

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5454 - Master's Thesis

**Credits: 12**

**Hours: ~144**

**Description:**

An individual investigation or analysis of a special area in contemporary educational practice. Please refer to the MEd Research Handbook for further information on the thesis process. The MEd Research Handbook can be downloaded from the Nipissing University website at [www.nipissingu.ca](http://www.nipissingu.ca). Candidates interested in pursuing the thesis option must obtain permission to register in the thesis. Approval must be obtained from a supervisor willing to supervise and guide the student during the preparation of the thesis. Candidates must complete the Application to Complete a Thesis form and have it signed by the supervisor who has agreed to supervise the thesis study. The completed form must be submitted to the Office of the Registrar when registering for the thesis. Forms can be downloaded from the Nipissing University website at [www.nipissingu.ca](http://www.nipissingu.ca).

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

Written Thesis / Oral Defense

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Other: Individual/Supervisor

**Prerequisite(s):**

[EDUC 5157](#)

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5116 - Principles of Curriculum and Instruction

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

#### **Description:**

***Calendar Description*** The goal of this course is to develop an awareness and understanding of the underlying principles and philosophies of contemporary curriculum development and instructional practices. In this course, transformative possibilities and current perspectives in curriculum theorizing will be explored.

#### **Learning Outcomes:**

##### Curriculum & Instruction Defined

- Define curriculum for your context.
- Distinguish between curriculum and instruction.
- Explain the ways curriculum can be considered a discipline.

##### Principles of Curriculum

- Illustrate ways the curriculum is influenced by changes in society.
- Describe limitations affecting curriculum changes in schools.
- Describe the concepts of curriculum construction.

##### Models for Curriculum Development

- Analyze the models of curriculum.
- Distinguish between deductive and inductive and linear and nonlinear models for curriculum development.

##### Philosophy of Education

- Examine the reasons for a philosophy of education.
- Compare and contrast philosophies of education.
- Apply philosophy to context.

##### Curriculum as knowledge to be transmitted.

- Explore the social and historical perspectives of the curriculum as knowledge to be transmitted.
- Apply and understand the value dimensions that are foundational to curriculum as knowledge to be transmitted.

##### Curriculum as Product

- Explore the social and historical perspectives of the curriculum as product.

- Apply and understand the value dimensions that are foundational to curriculum as product.

#### Curriculum as Guide

- Explore the social and historical perspectives of the curriculum as guide development.
- Apply and understand the value dimensions that are foundational to curriculum as guide.

#### Curriculum as Experience/ Process

- Explore the social and historical perspectives of the curriculum as process/experience development.
- Apply and understand the value dimensions that are foundational to curriculum as process/experience.

#### Digital Curriculum and Instruction

- Explore the components of online learning environments.
- Apply quality standards to digital learning to an available resource.

#### Teachers as Curriculum Leaders

- Explore and discuss teachers' role as curriculum leaders.

#### Hidden / Null Curriculum

- Explore what constitutes hidden curriculum.
- Explain how educators might address issues of hidden curriculum.
- Explore what constitutes deschooling.

#### Synthesis of Curriculum and Instruction

- Synthesize research and hypothesize about the future of curriculum and instruction.
- Offer contextually relevant implications and consequences (positive and negative) for adult learning (e.g., for educators and researchers).

#### **Required Resources:**

none

#### **Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavour

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### **EDUC 5126 – Theories of Learning**

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

The course provides an overview of behaviorist, humanist and developmental theories of learning with an emphasis on the implications for curriculum development and the improvement of instruction.

**Learning Outcomes:**

Drawing on course resources, informative interactive peer dialogue, inquiry, and writing assignments, students will:

- Demonstrate familiarity with a range of historical and contemporary theories of learning and their implications for educational practice
- Clarify and examine their own theories of learning and the impact of relevant academic and professional literature
- Participate constructively in an on-line community of inquiry.
- Discuss contemporary educational topics and issues related to theories of learning
- Continue to develop the ability to write academically at the graduate level and to use APA standards in academic papers

**Required Resources:**

none

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavour

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	<input type="checkbox"/> X Synchronous
X <input type="checkbox"/> Online	<input type="checkbox"/> X Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5146 - Reflective Practice

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

*Reflective Practice* is designed to encourage participants to explore their own teaching philosophy and to connect it with their teaching practice. Strategies such as critical reflection and personal journal writing will be utilized as examples of building and sustaining reflection in teaching, planning and practice.

**Learning Outcomes:**

The specific graduate course learning outcomes include:

- 1) Demonstrate an understanding of the theoretical underpinnings of reflective practice.
- 2) Assess your own position in terms of your vision of reflective practice.
- 3) Display an ability to use strategies that incorporate reflective practice.
- 4) Begin to write connections between your personal teaching philosophy and your practice based on information highlighted in the course.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavour

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	X <input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5147 Applying Evidence-Based Practice

**Credits: 3**

**Hours:** 3 hours of lecture or online delivery

**Description:**

Students use critical appraisal skills across different research designs and paradigms to effectively practise and teach evidence-based practice to others. Students from various disciplinary backgrounds analyse their learning in relation to their professional setting.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

Modality	Approach
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

[EDUC 5196](#) & [EDUC 5157](#)

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### **EDUC 5156 History of Education in Canada**

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

History of Education in Canada offers M.Ed. candidates the opportunity to develop an understanding of educational change and continuity in Canada's past. Candidates will explore the reasons for change and continuity, gain understanding of the historical approach to knowledge construction, and develop an understanding of ways in which the past influences present educational endeavors.

This course takes a chronological and thematic approach to the History of Education in Canada. This is designed to give graduate students the broad sweep of the History of Education, but also to provide them with snapshots of particular subjects within this history. The course does not intend to be a comprehensive review/summary of all the history of education in Canada. The course also looks briefly at some historiographical questions and issues of historical methodology. The course also does not assume a background in history.

**Learning Outcomes:**

The Course Outcomes are as follows.

1. To consider the question of “Why History?” and explore students’ views on history.
2. To explore a historical archive and write a report on this archive.
3. To examine questions of historical methodology and historiography.
4. To explore themes in the history of education
5. To collaborate in answering questions associated with these themes
6. To critically examine, in an in-depth fashion, a historical question through a term paper.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavour

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5166 - Critical Pedagogy and Approaches to Democratic Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

#### **Description:**

The purpose of this course is to discuss both the erosion of democracy in our education system and possibilities for its revitalization. The course will focus on theory and practice, and wherever possible the various components of the course will be examined within the context of Ontario. We will examine issues such as standardization, outcomes-based education, marketization of education, and the struggle for equity, diversity, and social justice in schools. The readings will focus on democratic and critical pedagogical theorists such as Dewey, Freire, Apple, McLaren, Giroux and others as well as leading Canadian Scholars

#### **Learning Outcomes:**

- ***Depth and breadth of knowledge.*** You will develop systematic understanding of knowledge related to ways of thinking about literacy, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study, or area of professional practice.
- ***Research and scholarship.*** You will develop the ability to a) examine the complexity of issues and judgments surrounding literacy based on established principles and techniques; and, b) develop and sustain arguments surrounding literacy in written forms.
- ***Level of application of knowledge.*** You will develop competence in the research process by applying the knowledge surrounding literacy to your unique setting or context.
- ***Professional capacity/autonomy.*** You will develop a) the qualities and transferable skills necessary for employment requiring the exercise of initiative, personal responsibility, accountability, and decision-making in complex situations; b) the intellectual independence required for continuing professional development; c) the ability to appreciate the broader implications of applying literacy knowledge to particular contexts.
- ***Level of communication skills.*** You will develop the ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
- ***Awareness of limits of knowledge.*** You will develop cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines as it related to literacy theory.

#### **Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5176 – Education Law in Schools

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

The purpose of this course is to examine the legal environment of elementary and secondary schools, including constitutional rights, statutory mandates, and legislative control. To study the major areas of school law, students will investigate statutes, case law, and education policies that are related to the duties and responsibilities of teachers and others involved in education. Topics of discussion will include policy development, tort liability, and the impact of law on the context of teaching.

**Learning Outcomes:**

The candidate will:

- Begin to develop a systematic understanding of legal knowledge that is associated with the Ontario education system and Canadian systems in general
- Begin to develop a systematic understanding of legal knowledge including relevant knowledge from outside the education discipline from the field of law and other education related areas (e.g., collective bargaining, labour relations, CAS)
- Begin to develop a critical legal awareness of current problems that affect the education system
- Use research, inquiry, discussion and readings to interpret and understand existing legal decisions/judgments, whether the case was precedent-setting or the decision was the result of precedents, through critical and thoughtful evaluation using precedents and the law.
- Make a decision and support an argument using precedents and legal statutes, including but not limited to: laws, regulations, policies, rules, societal expectations, customary law, etc.
- Communicate their ideas in a clear manner and follow current APA guidelines at a graduate level
- Participate in on-line discussions with others and reflect on the contributions of others; participate in the academic conversation
- Be encouraged to examine assumptions about human qualities and societal values, the unique and shared roles of individuals and societal mechanisms such as our laws and our education system, and challenge or defend accordingly

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5206 - Exploring Experiential Education in Health

**Credits: 3**

**Hours: ~36** Three hours of lecture or online delivery per week

**Description:**

Students utilize an evidence-based approach to facilitate learning in health practice education. Students examine the use of learning theories relevant in practice education: self-regulated learning, experiential learning, social constructivism, reflective practice, arts based learning, and emerging technological learning theories. Students explore experiential learning strategies to promote a supportive and positive practice-learning environment.

**Restrictions:**

Available only to students enrolled in a graduate course at Nipissing University

**Learning Outcomes:**

***Overarching***

1. Develop an understanding of literature based EL research.
2. To become self-aware of one's own EL beliefs and values.
3. To identify situations in educational institutions that require EL.
4. To be able to assemble and present EL material and positions.

***Knowledge***

1. Develop an operational definition of EL.
2. Identify key implications regarding research in EL.
3. Identify steps in EL.
4. Describe various EL stances.
5. Describe models for systematically analyzing education via EL.
6. Explain different research approaches/modes/designs to examine EL.
7. Identify various means by which literature-based data can be collected, interpreted, and used to explore EL.

***Skills***

1. Students will be familiar with educational research modes and reasoning within literature.
2. Students will be able to use research as professional development.
3. Students will be able to define research, data, and EL evidence.
4. Students will examine and use non-human based research paradigms to explore EL.
5. Students will be able to analyze EL research frameworks to put forward arguments.
6. Students will be able to articulate positions via research literature on EL.
7. Students will be able to engage in the planning, implementing and documenting aspects of EL.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

[EDUC 5196](#) & [EDUC 5157](#)

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5237 - Educating for Environmental Sustainability

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Participants investigate topics related to environmental and sustainability education including: theoretical and historical foundations and practical applications; the importance of environmental sustainability education in formal and informal education; effective teaching and learning strategies; and identified local/global environmental concerns. Participants explore issues associated with implementing environmental and sustainability education for a diverse range of learners, and consider the ways in which the principles and practices of environmental sustainability can inform educational sustainability.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5246—Curriculum Issues

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course provides a community for participants to examine current curriculum issues from a personal and professional perspective. Through class dialogue, students will have the opportunity to consider issues from various points of view.

**Learning Outcomes:**

The specific graduate course learning outcomes include the following:

- A critical awareness of current problems and/or new insights;
- Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence;
- The development and support of a sustained argument in written form;
- Originality in the application of knowledge;
- The ability to communicate ideas, issues and conclusions clearly;
- A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5247 - Issues in Mathematics Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Course Description: Students examine issues associated with mathematics education such as mathematical literacy (including numeracy) within the various levels of schooling; cross-curricular integration; equity; problem-based learning; student collaboration; the role of instructional technology; balanced assessment; professional development for teachers; and historical/contemporary trends in mathematics teaching and learning. Since discussions and assignments will focus on issues, a specialized mathematics background is not a prerequisite for this course.

**Learning Outcomes:**

The course outcomes and objectives that are emphasized in this course are:

- Demonstrates critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment, and evaluation to inform professional practice
- Actively engages in critical and analytical thinking through reflective practice before, during, and after teaching/learning opportunities
- Demonstrates and models ethical, professional, and appropriate language conventions in all communication
- Demonstrates an appreciation of the uncertainty, ambiguity, and limits to knowledge (e.g., self, student, content, context) and how this might influence learning (e.g., environment, instructional cycle)
- Develops, personalizes, and revises when necessary, a philosophy of teaching.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5256 Evaluation of Curriculum & Instruction

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

In this course, various theories and practices in program assessment and evaluation will be examined. Both formal and informal strategies will be explored.

INTRODUCTION DEVELOPED BY INSTRUCTOR: This course examines current issues in the evaluation of programs, curriculum and instruction. Professionals explore both theory and practice related to this focus in order to further develop their ability to discern effective and responsive programs, curriculum and instruction. The course is informed by current evaluations of educational programs and initiatives. Various research methodologies are utilized in determining the effectiveness of a program, curriculum or instructional strategy including case studies, ethnographic research and data collected from stakeholder groups. Course participants will be asked to consider a range of perspectives as they examine evaluation of program, curriculum and instruction from multiple points of views in order that they can develop perspectives related to their field of work or study. The course will be tailored for the professional backgrounds and research interests of students. The ultimate outcome of the course is to further the capacity of each student to communicate effectively; to become familiar with evaluation practices and to enhance research knowledge and skills.

**Learning Outcomes:**

1. Acquire relevant knowledge and a critical awareness of current problems and/or new insights, much of which is informed by the forefront of an academic discipline, field of study, or area of professional practice.
2. Demonstrate a conceptual understanding and methodological competence that: - enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and -enables a treatment of complex issues and judgments based on established principles and techniques
3. Develop and support a sustained argument in written form
4. Demonstrate competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
5. Demonstrate the qualities and transferable skills necessary for the field of education.
6. Demonstrate the ability to communicate ideas, issues and conclusions clearly.
7. Be cognizant of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5266—Holistic Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

The purpose of this course is to reacquaint ourselves with the interconnectedness of body, mind, emotions, and spirit. The course will focus on theory and practice, and wherever possible the various components of the course will be examined within the context of Ontario. We will examine topics such as the holistic curriculum, nurturing our wholeness, standardization, outcomes-based education, marketization of education. The readings will focus on the works of Jack Miller and others leading scholars in holistic education.

**Learning Outcomes:**

The specific graduate course learning outcomes include the following:

- A critical awareness of current problems and/or new insights;
- The development and support of a sustained argument in written form;
- Originality in the application of knowledge;
- The ability to communicate ideas, issues and conclusions clearly;
- Develops interdisciplinary knowledge related to environmental awareness, social justice and equity;
- Demonstrates an understanding of the limits of educational systems in various contexts;
- Develops, personalizes, and revises when necessary, a philosophy of teaching;
- select and integrate information from various sources, including electronic and print resources, community resources, and personally collected data, to answer the questions chosen
- The exercise of initiative and of personal responsibility and accountability
- Decision-making in complex situations
- The intellectual independence required for continuing professional development
- The ability to appreciate the broader implications of applying knowledge to particular contexts.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5276E – Educational Representations in Popular Culture

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will examine how culture forms education and schooling and how it is being presented in popular culture. Novels, poetry, songs, television, film, the Internet, and newspapers are all possible areas for critical exploration to examine topics such as teacher, student, administration, support staff, parents, the community, architecture, and so on and how they are represented in popular culture. Part of this course will look at what role these media play within a curriculum.

**Learning Outcomes:**

- Demonstrate a depth and breadth of knowledge, including a systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline or field of study.
- Demonstrate the ability to engage in research and scholarship, including a conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques
- Demonstrate the ability to apply knowledge, including competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
- Demonstrate effective communication skills, specifically the ability to communicate ideas, issues and conclusions clearly.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5286 - Narrative Inquiry in Teaching, Learning and Research

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

In this course personal narratives of experience will be explored as they pertain to the study of curriculum development, educational research, and teacher transformation. Personal story, life history, and their connection to professional practice and research will form the basis of the course along with appropriate readings.

**Learning Outcomes:**

The specific graduate course learning outcomes include the following:

- A critical awareness of current problems and/or new insights;
- The development and support of a sustained argument in written form;
- Originality in the application of knowledge;
- The ability to communicate ideas, issues and conclusions clearly;
- Develops interdisciplinary knowledge related to environmental awareness, social justice and equity;
- Demonstrates an understanding of the limits of educational systems in various contexts;
- Develops, personalizes, and revises when necessary, a philosophy of teaching;
- select and integrate information from various sources, including electronic and print resources, community resources, and personally collected data, to answer the questions chosen
- The exercise of initiative and of personal responsibility and accountability
- Decision-making in complex situations
- The intellectual independence required for continuing professional development
- The ability to appreciate the broader implications of applying knowledge to particular contexts.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input type="checkbox"/> <b>X</b> Face-to-Face	<input type="checkbox"/> <b>X</b> Synchronous
<input type="checkbox"/> <b>X</b> Online	<input type="checkbox"/> <b>X</b> Asynchronous
<input type="checkbox"/> <b>X</b> Blended	<input type="checkbox"/> HyFlex
<input type="checkbox"/> <b>X</b> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5296 - New Literacies: Making Multiple Meanings

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will examine new approaches to literacy that are both critical and culturally inclusive, and that draw on digital technology and multi-media to make meaning across the K-12 curriculum. Literacies are viewed in the plural as socially constructed and influenced by social, economic, cultural, and power relationships. The course offers a concentration of theory and practice in digital literacies, print literacies, and multi-media literacies in all areas of the curriculum.

*Instructor* - Further, you will explore new literacy practices as they differ from conventional print-based literacies, including digital, print, and multi-media literacies and their corresponding values, sensibilities, and norms. Candidates consider the impact of new literacies on culture and identity; the use of multi-modal texts in meaning-making and critical analysis; the need to bridge in-school and out-of-school literacies; teaching and learning with new literacies across the curriculum; and the impact of new literacies on knowledge construction.

**Learning Outcomes:**

Course Outcomes

- demonstrate an awareness of the nature and rationale of new and continuing literacies theory and pedagogy;
- recognize the multi-modality of all meaning making;
- develop an ability to attend to, consider, integrate, and contextualize both new and continuing forms of literacy and text forms both in language and across the curriculum;
- develop an understanding of dominant literacy forms and their role in marginalizing or silencing voices;
- demonstrate understanding of literacy as a situated and local practice, and learn to balance diverse perspectives, including but not limited to personal, social, cultural, political.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5316 - Organizational Theory

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Focused on foundational theories, interrelated concepts, assumptions, and generalizations relevant to understanding the theory and practice of education and organizations, this course will offer an overview of the field of administration. The primary purpose of this course is to offer participants the opportunity to critically examine traditional and emergent theories and research in organizations and the field of administration.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5326 - Organizational Leadership

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will help participants develop a critical awareness of the intersections between organizational management theories and practice in schools. In order to achieve these objectives students will read and discuss organizational management theories and relate them to educational contexts. This course aims to: critically investigate issues related to organizational management in a democratic context; help participants develop their own critical views; and enhance ongoing, responsible, reflective action and practice.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5336 - Educational Leadership

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

#### **Description:**

This course initially explores educational leadership on a broad conceptual and theoretical basis. Additionally, as a means to further understand the reasons why leaders do the things they do, participants will consider various intrinsic and extrinsic aspects of leadership: leadership styles, leaders as managers of meaning and critical agents of change, transformational conceptions of leadership, charismatic leadership, the moral and ethical processes of leadership, as well as the challenges and dilemmas currently facing educational leaders.

#### **Learning Outcomes:**

Graduate Program Outcomes

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

- **Depth and breadth of knowledge** A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
- **Research and scholarship** A conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and, c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.
- **Level of application of knowledge:** Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
- **Professional capacity:** The qualities and transferable skills necessary for employment requiring a) The exercise of initiative and of personal responsibility and accountability; and decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible

conduct of research; and the ability to appreciate the broader implications of applying knowledge to particular contexts.

- **Level of communication skills:** The ability to communicate ideas, issues and conclusions clearly.
- **Awareness of limits of knowledge:** Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

## Course Syllabi

### **EDUC 5337 - Conceptions of Student Risk and Resilience, and Educational Leadership**

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Educational administrators and teacher leaders are being called on to develop and implement initiatives loosely directed toward 'students at risk.' Sometimes renamed as 'student success' or 'pathways to work,' these programs most often fail to address important underlying philosophical issues. Conflicting notions of student risk and resilience exist both within theory and practice. This course will examine the various and often conflicting meanings of risk and resiliency and the paradigms of educational leadership with which they most clearly align. It will address questions such as: at risk or resilient for what, according to whom, and under which conditions? The purposes of this course are to: become familiar with and critically examine different meanings of risk and resilience; critically apply this analysis to current ministry, board, and school policies, and procedures; and formulate and clarify personal understandings of the role of educational leaders in risk and resilience for students in their school communities.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5366 - Safe Schools

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will examine the challenge and need for all educational stakeholders to make schools safe. Diverse topics include: meaning and images concerning violence, systemic violence, the social context of violence, the rural/urban experience, diversity and culture, youth disaffection and schooling, causal links to violence, health issues, architecture, participative and democratic schooling and conflict resolution.

**Learning Outcomes:**

Using important past, seminal, and current writings, coursework will have a two pronged approach. One avenue will concern the on-going issues of school violence (however defined) and the other will focus on concerns related to personal health and building safety. Both issues will be examined through a preventative/proactive lens.

(School) violence is not a new phenomenon, therefore to gain a perspective of this dilemma, our examination of school violence and its evolution will span at least several decades or so. I anticipate that this course will offer school-based professionals the opportunity to (re)define their basic assumptions/perceptions of violence and its related behaviours: physical/verbal abuse, bullying and victimization, systemic violence (for example, labelling), vulnerable populations, emotional and psychological abuse, socio-cultural risk factors, issues of equity, intellectual abuse (among others); the root causes of violence; zero tolerance; and to (re)define the role of the school as a caring social system in the prevention and intervention of violence.

Personal health, concerning substances that are ingested, such as food/drugs and the plethora of environmental issues related to the school buildings themselves (arguably another form of 'violence') are on-going. Often, the somewhat insidious nature of ecological issues appears to preclude the wide-spread media attention that the usual understanding of school violence receives until some hazard manifests as a serious health concern. I anticipate, therefore, that this course may serve to help focus attention and provide a learning and discussion forum around the many health and safety issues that continue to impact in a negative way, the health and safety of all school students, educators, parents, administrators, and numerous members of the public who enter/populate school buildings.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### **EDUC 5376 - Ethics, Values, and Decision-Making in Education & Schooling**

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Educational stakeholders are regularly asked to adjudicate conflicts concerning policies, procedures, and outcomes. In this course participants will study the ethical, moral and value laden aspects of educational decision-making.

**Learning Outcomes:**

By the end of this course, students will be able to:

- Apply ethical theories to school-based dilemmas and/or professional dilemmas,
- Apply frameworks for ethical decision making to school-based dilemmas and/or professional dilemmas,
- Identify and explain multiple perspectives to an ethical decision,
- Analyze an ethical dilemma from a variety of perspectives.
- Identify the consequences of an choosing one decision over another,
- Reflect on a personal ethical stance related to social justice issues

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5416 - Developing Curriculum for Adult Learning

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will focus on the development of curriculum for adult learners and various factors that impinge upon the curriculum development process. Drawing upon a number of theorists, participants will be exposed to a number of current models for the development of curriculum for adult learning.

**Learning Outcomes:**

This course, like any on-line course, engages participants in on-line discussion and focused interaction. Following the principles of adult education, you will read and discuss texts and articles, share the results of individual inquiries and in so doing construct your own knowledge. By the end of this course learners will:

1. Demonstrate an understanding of theories of adult learning.
2. Demonstrate an understanding of the nature of curriculum for adult learners.
3. Gather, review, and interpret information about the adult learner as it relates to the development of appropriate curriculum.
4. Compare and contrast various approaches to the development of curricula for adult learners.
5. Evaluate the effectiveness of various approaches to curriculum development for adults.
6. Lead a discussion and present an argument for a selected approach to adult learning and curriculum development.
7. Critically evaluate various approaches to adult education.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5417 - Alternative Schooling

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Alternative schooling offers students, parents, and communities something different from mainstream schooling. Alternative schooling has a distinct identity and approach to curriculum delivery. This course will examine alternative schooling by focusing on both how it is practiced and its theoretical foundations.

**Learning Outcomes:**

The specific graduate course learning outcomes include:

- A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- Enables a treatment of complex issues and judgments based on established principles and techniques;
- The development and support of a sustained argument in written form;
- Originality in the application of knowledge;
- The ability to appreciate the broader implications of applying knowledge to particular contexts;
- Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines
- The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research;
- The ability to communicate ideas, issues and conclusions clearly

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5426 - Models and Theories of Reading Across the Lifespan

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Students develop theoretical understandings of reading from diverse perspectives (e.g., developmental, sociocultural, psychological, social, emotional, environmental, cognitive) that can be transferred to multiple contexts, texts, and levels of readers. Students explore issues related to teaching and learning reading in formal and informal educational settings, with particular emphasis on evidence-based instructional strategies and assessment techniques that support readers across the lifespan in the development of reading and reading-related skills, literacy and self-efficacy.

*Campbell (W23)* The course provides a research-based approach to understanding the foundations of early literacy and life-long literacy. The purpose of the assigned readings is to assist learners in establishing a sound theoretical foundation that they can later transfer to practice, including instructional strategies for learners of all ages. Over the twelve weeks of the course, learners will engage in activities and discussions to expand their understanding of how reading and related literacies emerge and develop. As a culminating activity, learners will identify and explore a burning issue in literacy (theory and practice) and develop and defend a personal position on their chosen problem.

**Learning Outcomes:**

What is reading?

- Examine key approaches to reading (and writing) past and present
- Explore the connections between reading and related literacies

How does one learn to read?

- Explore theories about how one becomes literate
- Analyze approaches to how literacy develops
- Examine the connections between reading and writing
- Consider the relationship between literacy and oral language

How do we teach and assess reading?

- Research some effective instructional practices for the 21st century
- Discuss the role of quality children's literature in literacy instruction
- Explore diverse ways of assessing readers

What are some of the current contexts for the teaching and learning of reading and related literacies?

- Explore various cultural contexts and perspectives of literacy learning and teaching

- Offer contextually relevant opinions on the roles of technology, pop culture, and media (for example) on how literacy currently manifests itself.

**Life-long Readers**

- Explore types of reading experienced by mature readers
- Consider the lived experience of an adult “learning” to read
- Reflect on the concepts of reading for pleasure and cultivating life-long readers

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5436 - Early Literacy

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will explore emergent and early literacy, examining theoretical and practical issues related to the teaching of reading and writing at the primary levels.

*Campbell (W18)* The course provides a research-based approach to understanding the foundations of early and emergent literacy. The purpose of the assigned readings is to assist learners in establishing a sound theoretical foundation that they can later transfer to practice, including instructional strategies and approaches that support young learners as they become literate. Over the ten weeks of the course, learners will engage in activities and discussions to expand their understanding of how reading, writing, and related literacies emerge and flourish. As a culminating activity, learners will identify and reflect on an issue in early literacy they encountered during the course, and articulate a personal position on that topic.

**Learning Outcomes:**

**Introduction to “early literacy”: A brief history**

**Exploring Meanings: Perspectives on Emergent and Early Childhood Literacy/literacies**

- Explore various perspectives on early childhood literacies
- Consider the roles of multimodal literacies, of play, of community and indigenous cultures, and the role of gendered identity

**Becoming literate: How does it all begin?**

- Explore theories about how one becomes literate
- Analyze approaches to how literacy emerges
- Examine the question of whether literacy is acquired or transpires as a process over time
- Consider the relationships between literacy and oral language

**Early Childhood Literacy in Families, Communities, and Cultures**

- Explore how the contexts for literacy learning influence young learners
- Discuss the connections and disconnects between out-of-school and in-school literacy experiences

**Literacy in Preschools and School Settings: Play, curriculum, and the learning environment**

- Examine the roles of play and direct instruction in school settings
- Explore culturally relevant children’s literature and how to choose high-quality literature

**Implications for Practice: We, the teachers**

- Reflect on how teacher creativity has an impact on the learning environment in schools
- Relate a teaching story that demonstrates how literacy emerges and flourishes in or out of the classroom
- Read a final assigned article, and examine the assumptions made by the author regarding how early literacy emerges.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5437 - Special Topics in Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This special topics course will examine in depth, for example, but not limited to, teaching practices, curriculum, research methods or emerging trends in education and related disciplines. The topical courses will be specific and not intended to replace any of the current MEd courses already available.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### **EDUC 5447 - Current Issues in the Teaching & Learning of Boys and Men**

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Students explore intersections of race, class, gender, sexual orientation, disability, geographical location, and language and culture regarding males in Canadian education and internationally. Analyzing the trajectories of diverse boys throughout schooling, and that of male adults, students ascertain which identities are validated and marginalized. Students explore how certain media, programs, and approaches affect the engagement and success of males educationally and socially.

**Learning Outcomes:**

As a result of specified instruction and active engagement, students will be able to identify and articulate critically informed opinions on multiple current issues in the teaching of boys and men.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

[EDUC 5437](#) Special Topics in Education: The Teaching & Learning of Men & Boys if taken in GR15SS, GR17SS, GR18FW

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5456 - Issues in Special Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Contemporary issues in the education of students with special needs; assessment and identification; service delivery models; instructional and social/emotional considerations; parent/professional relationships; research priorities; and transition to employment.

*Richardson (F21)* - In this course we will visit many theories, perspectives, topics and/or issues, which have influence/impact upon and within the very broad human development and “special” educational domains (some not without some inherent controversy).

**Learning Outcomes:**

As will be measured through weekly class discussions, individual audio-visual assignments, assigned reading/question modules, and a culminating final research paper, at the conclusion of this course graduate students:

- should be able to more critically reflect on, evaluate and synthesize knowledge gained from audiovisual sources, general discussion, reading, and writing, to demonstrate an advanced understanding of educational research, policies and practices within the broad field of special education.
- should be able to apply contemporary evidence-based knowledge to practices and contexts within the broad field of special education.
- should be able to demonstrate research-based scholarship as it relates directly to the broad field of special education.
- should have a conceptual understanding and methodological competence that enables them to have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge within the broad field of special education.
- should be more comfortable in advocating for legal and ethical policy that supports high quality education for individuals with exceptional and/or special learning needs.
- should be able to provide proactive leadership through effective communication and use of current research and technology to promote practices and procedures that support and respect all individuals with exceptionalities and/or special needs.
- should be able to more effectively use educational research to increase expertise, improve instructional and intervention techniques and materials that better foster an environment that supports instructional improvement for exceptional and/or special needs students.
- should be able to more effectively collaborate with multiple stakeholders to improve individual experiences and programs for exceptional learners and/or special needs students.
- should have a general awareness of the developmental (life span) stages, especially with direct reference to language, physical, social, emotional and cognitive considerations.

- should have a clearer understanding of the relationship of other factors, besides those that are educational in orientation, which have an impact on the identification, classification, and programming of/for the exceptional or special needs student.
- should have a clearer understanding of what it takes to become a culturally proficient/sensitive “special” educator.
- should be much more aware of current issues and future trends within the broad field of special education.
- should be able to apply contemporary evidence-based knowledge and research methodologies to practices and contexts which extend to other disciplines besides those that are purely special education in nature.
- should have acquired more intellectual independence (a major prerequisite for continuing professional growth).

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

## Course Syllabi

### EDUC 5466 - Adults as Learners

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

The course will focus on adults as learners with attention to theories of adult development, motivation to participate, and adult learning.

**Learning Outcomes:**

*Black (W23)*

Theories and Models

- Examine the orientations to adult learning
- Compare, contrast, and assess the effectiveness of adult learning theories
- Examine personal assumptions and preconceptions toward adult learning

Self-Directed Learning

- Compare and contrast models of self-directed learning
- Explore the applicability of self-directed learning models in professional context

Transformational Learning

- Explore multiple perspectives and key components of transformational learning theory

Societal Forces and Environment

- Explore the societal forces influencing adult learning
- Examine the implications of learning environments on adult learning
- Explore the motivation and barriers to the adult learners' participation in learning
- Identify strategies to create an inclusive learning environment

Experience and Learning, Critical Thinking

- Explore theoretical perspectives that emphasize aspects of experiential learning.
- Apply experiential learning components to professional context

Online Learning

- Explore the implications, challenges, and benefits to teaching adult learners online.
- Assess the kinds of rhetoric shaping the discourse on online learning

Indigenous, Feminism Post Modern, and

- Explore spirituality, narrative, and non-Western ways of knowing in a professional context

- Explore postmodernism, critical learning theory, and feminism pedagogy and their intersection with the structure of power relations, oppression, gender, race, sexual orientation, and class bias.

#### Adult Development (Teen)

- Explore the human development process through biological, psychological, sociocultural, and integrated perspectives.
- Examine the models of cognitive development and theories of intelligence

#### Intelligence and Aging

- Examine the developmental characteristics of adults from four perspectives: biological aging, psychological change, sociocultural factors, and the integrative paradigm.

#### Adults in Popular Culture

- Explore and discuss popular culture rhetoric focused on adult learners

#### Future of Adult Learning

- Explore the perspectives offered by newer approaches to adult learning
- Explain how the newer approaches to adult learning pertain to culture, identity, and societal assumptions

#### Synthesis of Adult Learning

- Synthesize research and hypothesize about the future of adult learning
- Offer contextually relevant implications and consequences (positive and negative) for adult learning (e.g., for educators and researchers)

#### **Required Resources:**

None

#### **Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5476 - Mentoring As Supportive Practice

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

In this course various ways of conceiving the notion of mentoring will be examined and strategies for supporting both personal practice and the practice of others through mentoring will be explored.

**Learning Outcomes:**

- understand and describe various models, theories, and ways of conceiving of mentoring;
- extend and apply knowledge, skills, and practices related to mentoring and relationship-building;
- apply the phases of mentoring from preparing to coming to closure through the development and implementation of a personal mentoring project;
- explore how mentoring relationships support educational, community, and leadership practices;
- explore mentoring in various contexts;
- adopt an intersectional approach to mentoring that embeds contemporary perspectives of equity, diversity, inclusion, Indigenous ways of knowing, antiracism, age, ability, etc.;

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

Modality	Approach
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5496 - Meanings of Literacy: Theory Into Practice

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

#### **Description:**

A critical examination of the concept of literacy in terms of what it means and how it is realized. Students will explore their own assumptions about literacy within historical and contemporary conceptualizations of literacy; current trends in language and literacy education; and the cognitive, cultural, economic, individual, social, and cultural contexts and consequences of these definitions.

#### **Learning Outcomes:**

##### ***Assumptions and Pre Conceptions of Literacy***

- Examine personal assumptions toward literacy from a theoretical standpoint
- Identify areas for growth and further development
- Explore multiple perspectives of literacy
- Depth and Breadth
- Application
- Professional Autonomy
- Communication

##### **Literacy's Past**

- Understand the roots of literacy (e.g., preliterate societies, primary oral cultures)
- Explore and critique the consequences of literacy (positive and negative)
- Analyze the literacy myth and its implications for contemporary literacy pedagogy
- Conceptualize and demystify literacy from multiple perspectives
- Consider the relationship between literacy and orality and literacy as thinking

##### **Literacy's Present**

- Research topics and perspectives relevant in literacy's present (e.g., Global, Language and Culture, Aboriginal Literacy, Biliteracy, Family Literacy, Local Literacies, Out-of School Literacies, Changing Literacies (e.g., media, digital), Literacy and Identity, Literacy across the Lifespan)
- Problematize the idealization of literacy in the public eye, standardized curriculum and assessment, global views, benchmarks, and goals, etc.
- Discuss the influences of literacy's past on contemporary literacy pedagogies and practices

#### **Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

Modality	Approach
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5516 - Information and Communication Technology In Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Examination and critical analysis of current research, issues, and topics relating to information technology with a primary focus on the impact of computer technology on society, the education system and instruction. Access to a computer is required.

*IQAP* - Examination and critical analysis of current research, issues, and topics relating to Information and Communication Technology (ICT) with a primary focus on the impact of ICT on society, the education system, and instruction. The course involves an investigation of trends in educational ICT and explores emerging practices and corresponding implications. The course provides graduate students an opportunity to explore, exchange ideas, and keep abreast of current educational related developments in the rapidly and ever evolving field of Information and Communication Technology. Access to a computer/internet is required.

**Learning Outcomes:**

IQAP

- Conduct an examination and critical analysis of current research, issues, and topics relating to Information and Communication Technology (ICT) with a primary focus on the impact of ICT on society, the education system, and instruction.
- Undertake an investigation of trends in educational ICT and explore emerging practices and corresponding implications
- Explore, exchange ideas, and keep abreast of current educational related developments in the rapidly and ever evolving field of Information and Communication Technology.

Kariuki

**Depth and breadth of knowledge.** You will develop systematic understanding of knowledge related to ways of thinking about ICT, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights.

**Research and scholarship.** You will develop the ability to examine the complexity of issues and judgments surrounding ICT based on established principles and techniques.

**Level of application of knowledge.** You will develop competence in the research process by applying the knowledge surrounding ICT to your unique setting or context.

**Level of communication skills.** You will develop the ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

**Awareness of limits of knowledge.** You will develop cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines as it related to potential ICT theoretical underpinnings

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

None

**Cross-Coded (if applicable):**

None

## Course Syllabi

### EDUC 5536 - Issues in First Nations Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Issues in First Nations Education offers candidates the opportunity to develop an understanding of current theories and issues in First Nations education, with particular focus on their implications for curriculum and practice.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

Modality	Approach
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5546 - Assessment of Learning

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will examine the various means by which teachers assess student performance. The focus of the course will be on teacher-created instruments intended to examine classroom performance. Group assessment instruments will be emphasized, but some discussion of individual assessment instruments will be undertaken. Government mandated standards tests of student achievement will also be considered. An overview of standardized tests will be provided. Issues in assessment, such as test bias, fairness in testing and ethical use of tests and test results, will be discussed.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5547 - Indigenous Research

**Credits: 3**

**Hours: ~36** 36 hours

**Description:**

Committed to principles of ethical engagement with Indigenous peoples and communities, students critically examine the research process through decolonizing and Indigenous research perspectives. While Indigenous ways of being, knowing and doing are foundational to Indigenous research, students examine the “ethical space” between Indigenous and Western perspectives. Students begin with self-location, the development of meaningful relationships and follow a path to ethical knowledge production and translation.

**Learning Outcomes:**

By the end of this course, you will:

1. Discuss and explore aspects of Indigenous research and methodologies, including ethical principles, data collection, interpretation, and representation from an Indigenous epistemological foundation.
2. Discuss and explore the critical importance of decolonizing research approaches within Indigenous contexts.
3. Engage with Indigenous Research Paradigms (working from an Indigenous worldview, theoretical perspective, and methodological design) and apply them to a research project of interest.
4. Design a mini-research proposal employing an Indigenous-informed approach.
5. Reflect on assumptions about relationships and research practice.
6. Engage in experiential learning through the TCPS-2 CORE Tutorial Course on Research Ethics and developing community-based partnerships through a Biidaaban Community Service-Learning opportunity.
7. Continue developing critical thinking, writing, presentation, and research skills.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

[EDUC 5437](#) Special Topics: Indigenous Research if taken in GR17FW or GR18FW

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5586 - Research Themes in Second Language Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course involves a critical examination of representative empirical studies of second language education-- their objectives, design, implementation and effectiveness. Each week will provide a choice of readings from three domains: FSL, ESL and additional language learning. Research issues to be examined include product studies (e.g. second language outcomes associated with a specific delivery model) and process studies (e.g. the influence of particular instructional strategies on student learning and attitudes.) The course should acquaint students with major, relevant research paradigms and permit them to develop proposals for research in second language education in their own classrooms or elsewhere.

*Mady F22* - This course is organized around some of the prevalent themes found across second language educational contexts. In addition to exploration of the theme of the week, it requires a critical examination of the research methodology chosen-- the objectives, design, implementation and effectiveness. Each week will provide a choice of readings from different domains: French as a second language, English as a second language, and aboriginal/heritage/international language learning. Research issues to be examined include product studies (e.g. second language outcomes associated with a specific delivery model), process studies (e.g. the influence of particular instructional strategies on student learning and attitudes). Articles were chosen to offer seminal pieces in second language education while providing a variety of foci including literature reviews, qualitative, quantitative and mixed methods studies.

The course should acquaint you with major, relevant research paradigms and permit you to develop proposals for research in second language education in your own contexts.

**Learning Outcomes:**

You will read and discuss texts and articles and in so doing interrogate your own ways of knowing. By the end of this course you will:

1. Demonstrate an understanding of second language education research.
2. Gather, review, and interpret information as it relates to second language education research.
3. Critically assess second language education research.
4. Compare and contrast various approaches to second language education research.
5. Propose research methods to examine an aspect of second language education.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

Modality	Approach
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5616 - Assessment in Special Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Assessment in Special Education will provide the opportunity for intensive study of the purpose, philosophy and means of assessing students with special needs. It is assumed that, as practising teachers, students will have experience and knowledge in the area of assessment. Upon this basic knowledge, the course will build students' ability to critique, evaluate and modify assessment practices. They will examine theory and research in assessment to create their own philosophy of assessment and to build their praxis.

**Learning Outcomes:**

By the end of this course, students will:

- } successfully write a quiz on descriptive statistics
- } analyze case studies and list the norm-referenced cognitive, academic, social/emotional devices that were administered and the pertinent derived scores such as percentiles, standard score, grade equivalents, age equivalents, etc.
- } summarize a student's strengths and needs
- } examine and critique an IEP
- } select, study, practice, administer and interpret the results for three norm-referenced assessment devices
- } participate fully in the online discussion, with prepared thoughts and questions

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

<b>Program</b>	<b>Core or Elective</b>

**Cross-Coded (if applicable):**

<b>Program</b>	<b>Course Code</b>	<b>Core or Elective</b>

## Course Syllabi

### EDUC 5617 - Readings in Special Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Readings in Special Education will provide students with the opportunity to read and discuss a broad selection of literature in Special Education. The intention of this course is to create a rich and deep understanding of the literature in the students' individual areas of interest, areas in which they are planning their thesis or major paper research. The students' reading will not be restricted to the literature relevant to their theses or major papers, but rather will draw broadly from the general topic areas.

Corkett – S24 - It is assumed that students enrolled in this course are interested in special education research as part of their graduate studies. It is not necessary, however, to have completed prior study in the field to take this course. The focus of the course will be on reviewing and analyzing literature in special education.

Classic articles in special education will be reviewed along with contemporary materials. One of the goals of the course is to provide participants with an understanding of the roots of current special education philosophies and practices. Participants will compare and apply the ideas in the assigned readings to their area of interest.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5626 - Foundations of Special Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Foundations of Special Education will provide an overview of the history, philosophy, and social context of special education. It is intended to provide the underpinning for ideas and concepts to be explored in advanced study in Special Education.

**Learning Outcomes:**

Depth and Breadth of Knowledge

- Analyze diverse perspectives and opinions.
- Identify principles of a critical literature review.
- Understand the historical development of special education and its associated principles.
- Recognize the societal perceptions and cultural aspects associated with disability.
- Evaluate the impact of the intersectionality disability and systemic inequity in special education.

Research and Scholarship

- Understand the association between historical, philosophical, social contexts and emerging trends within the field of special education.
- Apply theoretical frameworks and process that underpin the understanding of disability.

Level of Application of Knowledge

- Critically examine the quality of academic studies.
- Identify biases, gaps, and limitations in peer-reviewed academic articles.

Professional Capacity/Autonomy

- Develop effective critical analysis skills

Level of Communication Skills

- Clearly and effectively communicate complex and/or ambiguous ideas, issues, and conclusions.

Awareness of limits of Knowledge

- Develop awareness of the complexity of knowledge and of the potential contributions of the interpretations of others.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5646 - Creativity and Learning

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course will assist candidates who are interested in understanding the nature of creativity. Typically, it will focus on the creative person, creative thinking, creativity and culture, tests of creativity, and creativity in education. During the course, candidates will be encouraged to monitor any personal patterns of creative growth.

**Learning Outcomes:**

In this course, like any on-line course, participants are required to engage in on-line discussion and focused interaction. Following the principles of online education, you will read and discuss texts and articles, share the results of individual inquiries, and in so doing construct your own knowledge. By the end of this course learners will:

1. Demonstrate an understanding of conceptualizations and contextualizations of imagination, creativity, innovation, and learning for adults and children.
2. Demonstrate an understanding of the nature of motivation that engenders participant involvement in imagination, creativity, innovation, and learning.
3. Gather, review, and interpret information about theories of creativity and learning.
4. Compare, contrast, and evaluate the effectiveness of various learning theories of andragogy and pedagogy as each relates to imagination creativity education for adults and for children.
5. Demonstrate an understanding of the “how” and “why” adults and children are imaginative, creative, and innovative.
6. Demonstrate an understanding of “what factors” have a positive or negative effect on creativity and learning.
7. Competently and confidently lead a discussion on the impact of creativity and learning for adults and children.
8. Critically reflect on, and evaluate, the experiential influences (cognitive, social, emotional, physical, and spiritual) on creativity and learning for adults and children.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

# Course Syllabi

## EDUC 5647 - The Gifted Learner

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course offers MEd candidates the opportunity to critically analyze issues related to gifted education. Such issues include: 1) identification and screening procedures, 2) the development of creativity and task commitment, 3) the impact of home and school, and 4) the characteristics of gifted learners. Differences and similarities between gifted and talented learners will also be examined.

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

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**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

Modality	Approach
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5676 - Qualitative Approaches to Educational Research

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

In this course a wide variety of qualitative research approaches such as ethnography, grounded theory, action research, case study, phenomenology, narrative inquiry and arts-based research will be examined. Students will discuss and practice methods that support these approaches such as conducting various types of interviews, observation, note-taking, keeping a journal, annuals, chronicles, conversation, photos, and artistic representation.

**Learning Outcomes:**

Students will:

- develop critical insights into various types of qualitative research methods and methodologies
- gain a working comprehension of how established techniques of qualitative research and inquiry are used to create and interpret knowledge in the discipline
- apply an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting
- demonstrate the ability to communicate ideas, issues and conclusions clearly.
- analyze the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

[EDUC 5157](#) and [EDUC 6116](#)

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5687 - Comparative and International Education

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

Comparative and International Education offers M.Ed. candidates the opportunity to develop an understanding of the international environment and how this has an impact on education and schooling. Candidates will explore schooling in other countries, how culture has an impact on education, education and development, education and the international system (i.e. international organizations and education diplomacy), and teaching in the global environment.

**Learning Outcomes:**

Students will be expected to:

1. Acquire relevant knowledge and a critical awareness of current problems and/or new insights, much of which is informed by the forefront of an academic discipline, field of study, or area of professional practice.
2. Demonstrate a conceptual understanding and methodological competence that: - enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and -enables a treatment of complex issues and judgments based on established principles and techniques
3. Develop and support a sustained argument in written form
4. Demonstrate competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
5. Demonstrate the qualities and transferable skills necessary for the field of education.
6. Demonstrate the ability to communicate ideas, issues and conclusions clearly.
7. Be cognizant of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
<input checked="" type="checkbox"/> Face-to-Face	<input checked="" type="checkbox"/> Synchronous
<input checked="" type="checkbox"/> Online	<input checked="" type="checkbox"/> Asynchronous
<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### EDUC 5736 - Teaching and Learning Through The Arts

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course provides an understanding of how the Arts can support learning, foster alternative ways of knowing, and enrich the teaching-learning process. Students will have the opportunity to explore various approaches to the Arts such as visual arts, music, drama, dance, and mixed and new media forms in a hands-on fashion. No previous experience in the Arts is necessary for the successful completion of this course.

**Learning Outcomes:**

By the completion of this course graduate students should be able to:

1. Demonstrate an understanding of theories that underpin teaching and learning through the arts.
2. Display an understanding of how the arts can support learning, foster alternative ways of knowing, and enrich the teaching-learning process.
3. Demonstrate an awareness of and appreciation for various processes, forms and approaches to teaching and learning through the arts.
4. Display awareness of issues, dilemmas, and challenges related to teaching and learning through the arts.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

## Course Syllabi

### **EDUC 5747 - Inquiry Through the Arts: Research Methodologies and Methods**

**Credits: 3**

**Hours: ~36** Three hours of lecture per week for one term.

**Description:**

This course enables students to develop an understanding of current methodologies in arts-based research in the field of education, and become familiar with methods that foster the creation of artistic works as data for inclusion or representation in graduate research.

Methodologies will include: Arts-based research, Arts-informed research, A/R/Tography and Image-based research. Methods will include: visual arts, performance, new media, popular art forms, poetry and fiction.

**Learning Outcomes:**

By the end of this course graduate students should be able to:

1. demonstrate understanding of current methodologies in arts-based research;
2. develop awareness of various methods that foster the creation of artistic works as data for inclusion or representation in research;
3. display an understanding of the notion of inquiry through the arts in education;
4. develop awareness of issues, dilemmas, and challenges related to current methodologies and methods in arts-based research; develop an appreciation for various processes and forms related to inquiry through the arts.

**Required Resources:**

None

**Assessment Strategies:**

A combination of written assignments and/or oral discussions/presentations created through individual and/or group endeavours.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	X <input type="checkbox"/> Synchronous
X <input type="checkbox"/> Online	X <input type="checkbox"/> Asynchronous
X <input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
X <input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):**

None

**Antirequisite(s):**

None

**Corequisite(s):**

None

**Cross-Listed (if applicable):**

Program	Core or Elective

**Cross-Coded (if applicable):**

Program	Course Code	Core or Elective

**Nipissing University  
Graduate Studies Committee Report  
November 28, 2025**

The Graduate Studies Committee met on November 28, 2025.

Members in attendance: B. Law (Chair), N. Black, N. Colborne, K. Greer, S. Hansen, D. Iafrate, B. Kelly, J. Murton, G. Raymer, T. Vassilev. Regrets: K. Clausen. Absent: W. MacKenzie  
Guests: A. McCarthy, D. Walters. Recording Secretary: L. Snoddon

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the November 28<sup>th</sup> meeting. The Associate Dean of Graduate Studies also provided an oral report.

Updates included:

- OGS Allocations for 2026-2027 have not yet been provided to universities; we anticipate receiving the allocation in time to send funding offers to prospective students.
- Beginning in 2026, international graduate students will be exempt from the PAL/TAL requirement.
- CAGS National Community of Practice webinar on December 12 will focus on Supervision.
- Graduate Teaching Assistants are enrolled in TA Training Modules and will receive recognition via Record of Student Development (RSD) for module completion.
- Discussion of graduate program enrollment target, supervision capacity, and graduate program marketing and recruitment strategies.

Members were invited to share their feedback on the following:

- Graduate Studies Awards Funding Model
- External Examiner Policy
- Graduate Studies Faculty Membership Policy

New business included:

- Visiting Graduate Student Researcher Policy

Moved by N. Black, seconded by N. Colborne, the Graduate Studies Committee recommends to the Academic Quality Assurance and Planning Committee (AQAPC) that the Visiting Graduate Student Policy be accepted.

Respectfully submitted,



B. Law  
Chair, Graduate Studies Committee

**MOTION 1:** That Senate receives the report of the Graduate Studies Committee, dated November 28, 2025.

NIPISSING UNIVERSITY  
REPORT OF THE HONORARY DEGREES COMMITTEE

December 3, 2025

**Members**

K. Wamsley  
C. Richardson  
N. Colborne  
D. Smits  
R. Davis  
N. Botham  
J. Bramburger

**Absent with Regrets**

M. Bruner

**Resource Guests**

Abby Blaszczyk  
Christine Benoit

As per past practice, an e-mail was sent out to the University community in September to solicit names of potential candidates to add to the master list.

Additional names were received from the solicitation. The committee agreed to forward nine (9) individuals to Senate for approval at an in-camera meeting.

The Committee reviewed the Professor Emeritus/Emerita Policy and concluded that, due to its current composition, the Honorary Degrees Committee is not the appropriate body to evaluate these submissions. A revised policy will be prepared, identifying the suitable committee and membership moving forward.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Kevin B. Wamsley". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kevin Wamsley, Chair  
Honorary Degrees Committee