

SENATE AGENDA

Friday, December 12, 2014

2:30 p.m. – F210

1. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 14, 2014
2. BUSINESS ARISING FROM THE MINUTES
3. READING and DISPOSING of COMMUNICATIONS
4. QUESTION PERIOD
5. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

**Senate Executive Committee (page 7)**

MOTION 1: That the Report of the Senate Executive Committee dated December 4, 2014 be received,

**Planning and Priorities Committee (page 8)**

MOTION 1: That the Report of the Planning and Priorities Committee dated November 21, 2014 be received.

**Undergraduate Studies Committee**

**October 20, 2014 Report (pages 9-11)**

MOTION 1: That the Report of the Undergraduate Studies Committee dated October 20, 2014, be received.

MOTION 2: That Senate approve that ACCT4866 Advanced Cost Accounting Topics I be included in the list of Accounting Stream electives under the heading "Nine credits from the following:".

MOTION 3: That Senate approve that the prerequisites for ACCT4866 Advanced Cost Accounting Topics I be changed to remove ADMN2616 Management Science.

**November 6, 2014 (pages 12-26)**

MOTION 1: That the Report of the Undergraduate Studies Committee, dated November 6, 2014, be received.

MOTION 2: That Senate approve of the addition of CHFS4316, Fieldwork in ABA to the Human Development stream of the CHFS curriculum.

MOTION 3: That Senate approve the addition of CHFS4205, Practicum in ABA-Lifespan to the Human Development stream of the CHFS curriculum.

MOTION 4: That Senate approve the addition of CHFS4305, Practicum in EIBI-ASD to the Human Development stream of the CHFS curriculum.

MOTION 5: That Senate approve the proposed certificate in EIBI-ASD as outlined in the attached document.

MOTION 6: That Senate approve the proposed certificate in ABA-Lifespan as outlined in the attached document.

MOTION 7: That Senate approve the proposed certificate in Program Evaluation & Applied Research (PEAR) as outlined in the attached document.

#### **November 17, 2014 Report (pages 27-58)**

MOTION 1: That the Report of the Undergraduate Studies Committee, dated November 17, 2014, be received.

#### **Computer Science and Mathematics**

MOTION 2: That Senate approve that the prerequisites for PHYS 2007 General Physics IV: Optics and Introduction to Modern Physics be changed from PHYS 2006 to PHYS 1007 and MATH 1037.

#### **Gender Equality and Social Justice**

MOTION 3: That Senate approve the addition of the following courses as outlined:

- INTD1005 Introduction to Disciplinary Studies.
- INTD2005 Introduction to Interdisciplinary Analysis.
- INTD3005 Applied Interdisciplinary: Solving Wicked Problems.

MOTION 4: That Senate approve the deletion of UNIV2005: Introduction to Cross-Disciplinary Analysis.

#### **Geography**

MOTION 5: That Senate approve the addition of GEOG3316 - Geography of Health and Health Care, as outlined.

MOTION 6: That Senate approve that the prerequisite for GEOG4137 be changed from GEOG2107 and GEOG3107 to GEOG2107.

#### **History**

MOTION 7: That Senate approve the modification of prerequisite requirements for all 3000-level history courses to 12 credits of history with at least 3 credits at 2000 level; or any 54 credits completed.

MOTION 8: That Senate approve that HIST1405: Power and Resistance in Canada's Past, be banked.

#### **Psychology**

MOTION 9: That Senate approve the cross-coding of the following CHFS courses with PSYC:

- CHFS3137 ABA II: Advanced Topics in Applied Behaviour Analysis with PSYC3137 ABA II: Advanced Topics in Applied Behaviour Analysis.
- CHFS3036 Ethics and Professional Standards with PSYC3036, Ethics and Professional Standards.
- CHFS4016, Program Evaluation and Clinical Outcomes Management with PSYC4016 Program Evaluation and Clinical Outcomes Management.
- CHFS4017 Practicum: Applied Research & Evaluation with PSYC4017 Practicum: Applied Research & Evaluation.
- CHFS4106 Assessment & Intervention Planning with PSYC4106 Assessment & Intervention Planning.

- CHFS4206 Applied Developmental Neuropsychology with Psychology as PSYC4216 Applied Developmental Neuropsychology.
- CHFS4306 Special Topics: Human Development & Learning to Psychology with PSYC4306 Special Topics: Human Development & Learning.
- CHFS2026 Methods in Behavioural and Social Sciences with PSYC2026 Methods in Behavioural and Social Sciences.

MOTION 10: That Senate approve the proposed certificate in Early Intensive Behaviour Intervention–Autism Spectrum Disorders (EIBI-ASD), outlined in the document.

MOTION 11: That Senate approve the proposed certificate in ABA-Lifespan outlined in the document.

MOTION 12: That Senate approve the proposed certificate in Program Evaluation & Applied Research (PEAR) outlined in the document.

### **Other Business**

MOTION 13: That Senate create a University-wide ad-hoc committee to review the breadth requirement policy, consisting of at least one tenured or tenure-track faculty member from each faculty and the Registrar (or designate).

### **December 1, 2014 Report**

MOTION 1: That the Report of the Undergraduate Studies Committee, dated December 1, 2014, be received.

### **English**

MOTION 2: That Senate approve a course restriction change from 12 credits to 6 credits for the Topics in Literature courses ENGL1006, 1007, 1016, 1026, 1027, 1036, 1037. (Restriction: Students are limited to a maximum of 6 credits at the 1000 level).

### **Gender Equality and Social Justice**

#### **Non-substantive changes**

- GEND 2226 "Case Studies in Persecution and Violent Conflict" be renamed "Case Studies in Violent Conflict."
- GEND 2147 "Citizenship and Social Justice" be renamed "Bodies, Borders, and Belonging."
- GEND 3066 "Canada, Colonization, and the Politics of Resistance" be renamed "Invasion and Resistance."
- GEND 3306 "Theories of Power and Equality" be renamed to "Ideas of Power."

### **Psychology**

MOTION 3: That Senate approve the prerequisites for PSYC4105 (Senior Empirical Thesis) be changed by removing PSYC3357 (Design & Analysis II) as one of the prerequisites.

MOTION 4: That Senate approve the course pre-requisites for PSYC4105 (Senior Empirical Thesis) be changed to include either PSYC3356 (Design & Analysis I) or CHFS3035 (Statistics in Behavioural & Social Sciences) with a minimum of 70% or better in either prerequisite.

MOTION 5: That Senate approve the course pre-requisites for PSYC4215 (Senior Research Seminar) be changed to PSYC 3356 (Design & Analysis I) or CHFS3035 (Statistics in Behavioural & Social Sciences).

MOTION 6: That Senate approve the following change in program requirements: Students in the BA Honours Specialization in Psychology and BA Specialization in Psychology may substitute CHFS2026 and CHFS3035 for PSYC2126, PSYC2127, and PSYC3356.

MOTION 7: That Senate approve the following change in program requirements: Students in the BA Major in Psychology may substitute CHFS2026 and CHFS3035 for PSYC2126 and PSYC2127; consequently, these students must complete a minimum of 21 additional 2000/3000 level PSYC credits instead of 24.

### **ATCP and TASL Courses**

MOTION 8: That Senate approve the following mandatory courses in the Teacher of Anishnaabemwin as a Second Language Program, as outlined:

- EDUC1546 Anishnaabemwin Language Methodologies I
- EDUC2546 Anishnaabemwin Language Methodologies II
- EDUC1436 Anishnaabemwin Curriculum I (formerly EDUC1441)
- EDUC2436 Anishnaabemwin Curriculum II (formerly EDUC2441)
- EDUC1456 Anishnaabemwin Language I (formerly EDUC1444)
- EDUC2456 Anishnaabemwin Language II (formerly EDUC2444)

MOTION 9: That Senate approve the following mandatory courses in the Aboriginal Teacher Certification Program and Teacher of Anishnaabemwin as a Second Language Program, as outlined:

- EDUC4946 History, Policy and Aboriginal Education
- EDUC4947 Understanding Indigenous Pedagogies

### **Bachelor of Physical and Health Education**

MOTION 10: That Senate approve that the following program requirements of the Bachelor of Physical and Health Education be changed to include:

One of the following 3-credit courses:

- PHED4046 Contemporary Issues in Sport and Physical Activity
- HIST3946 History of Sport in Canada
- HIST3947 Sport and Spectacle in Modern Society
- ENGL1000 level Special Topics course titled: Sport in Literature and Film

MOTION 11: That Senate approve the deletion of the “Three credits of 1000 level English Studies (excluding ENGL1551 and ENGL1552)” within the program requirements of the Bachelor of Physical and Health Education.

### **Non-substantive changes**

- Pre-requisite wording changes to the 3000-level and 4000-level practical courses:

*Current pre-requisite for 3000-level practicals:* “Third year standing in the Bachelor of Physical and Health Education program”

*Proposed change in wording:* “completion of 6-credits at the 1000-level practicals and completion of 6-credits at the 2000-level practicals”

Note: Any other additional pre-requisites, such as part 1 of a practical, would remain.

- Remove the list of the specific 1000-level and 2000-level practicals in the program requirements section of the Academic Calendar and replace with: “6-credits of 1000-level practicals” and “6-credits of 2000-level practicals”.

Rationale: This creates more flexibility in the event that one specific practical cannot be offered as it could then be replaced with a Special Practical course.

- Title changes to 2 courses:

*Current title:* PHED 3106 Community Leadership Placement II

*New title:* PHED 3106 Community Leadership Placement I

Rationale: The original Community Leadership Placement I course (PHED2106) was removed with the changes to the BPHE program that came through earlier this calendar year.

*Current title:* PHED 4106 Community Leadership Placement III

*New title:* PHED4106 Community Leadership Placement II

Rationale: To follow the PHED3106 title for continuity and clarity.

### **In-Service Course**

MOTION 12: That Senate approve that the EDUC2185 International Languages (Spanish) Part 2 be added to the list of available courses.

### **Teaching and Learning Committee (page 87)**

MOTION 1: That the Report of the Teaching and Learning Committee dated November 28, 2014 be received.

## 6. OTHER BUSINESS

## 7. AMENDMENT of BY-LAWS

MOTION 1: That Article 9.2.1 Admissions and Enrolment Subcommittee and references to it in the Senate bylaws be eliminated.

MOTION 2: That Article 2.1(a) of the Senate bylaws be amended with the addition of the position of Associate Vice-President – Academic, or designate, be made the non-voting Chair of the Graduate Studies Council.

## 8. ELECTIONS

## 9. REPORTS FROM OTHER BODIES

- A. (1) Board of Governors
- (2) Alumni Advisory Board
- (3) Council of Ontario Universities (Academic Colleague)

B. Reports from Senate members participating on other university-related committees

## 10. NEW BUSINESS

11     ANNOUNCEMENTS

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Dean of Applied and Professional Studies
- (d) Dean of Arts and Science
- (e) Dean of Education
- (f) Student Representative
- (g) Others

NIPISSING UNIVERSITY  
SENATE EXECUTIVE COMMITTEE

December 4, 2014

There was a meeting of the Senate Executive Committee on Thursday, December 4, 2014.

Present: J. Barker, N. Colborne, H. d'Entremont (vice-chair), S. Renshaw, C. Richardson, M. Tuncali, R. Vanderlee

Regrets: Y. Benoit, M. DeGagné (chair), M-A Parr, T. Vassilev

The Provost Vice-President Academic and Research chaired the meeting in the absence of the President.

The purpose of this meeting was to set the agenda for the December 12, 2014 Senate meeting.

With the recent restructuring, it was agreed that the Bylaws and Elections Subcommittee should meet as soon as possible to address some of the fallout from this.

The PVPAR will address his response to Senator Walter's question at the December meeting.

Respectfully submitted,

*Original signed by:*

H. d'Entremont  
Vice-Chair  
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated December 4, 2014.



**Report of the  
PLANNING AND PRIORITIES COMMITTEE  
Friday, November 21, 2014**

The third meeting of the **Planning and Priorities Committee** was held on **Friday, November 21, 2014**. The following members were in attendance:

|                           |                  |                          |
|---------------------------|------------------|--------------------------|
| Harley d'Entremont, Chair | Greg Brown       | Aroha Page               |
| Jordan Andrews            | Marianna Couchie | Barb Olmstead (for Dean) |
| Liz Ashworth              | Jamie Graham     | Murat Tuncali            |
| Nancy Black               | Uldis Kundrats   | Roxana Vernescu          |

Regrets: C. Bidal, G. Brophey, B. Fisher, G. Laronde, P. Nosko, C. Richardson, M. Saari, R. Vanderlee

Guests: H. Brown, S. Rich, N. Colborne

Recording Secretary: Anne Bolger

Members reviewed and accepted External Reviewers' reports, and Dean and Department responses for the Religions and Cultures program IQAP, which was conducted earlier this year. A draft Final Assessment Report will be prepared for PPC review.

Respectfully submitted,

*Original signed by:*

Harley d'Entremont, PhD  
Provost and Vice-President, Academic and Research  
Chair, Planning and Priorities Committee



**Report of the  
Undergraduate Studies Committee**

**October 20, 2014**

The meeting of the **Undergraduate Studies Committee** was held on Monday, October 20, 2014, at 10:30 am in F214. The following members attended:

Rick Vanderlee (Chair)  
Andrea Robinson  
Matti Saari  
Anne Wagner

Carole Richardson  
James Abbott  
Tara-Lynn Scheffel

Murat Tuncali  
Jane Barker  
Astrid Steele

Jane Hughes, Recording Secretary

**Absent with Regrets:** Brittany Fisher, Jordan Andrews, Christopher Bidal

**Guest:** Crystal Pigeau

**Subcommittee Report:**

*Undergraduate Standing and Petitions Subcommittee*

The Report of the Undergraduate Standing & Petitions Subcommittee, dated October 8, 2014, was received.

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied & Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

The Committee also reviewed the Undergraduate Studies Committee Terms of Reference and forwarded their recommendations to the By-Laws and Elections Subcommittee.

Respectfully submitted,

*Original signed by:*

Dr. Rick Vanderlee  
Dean, Faculty of Applied and Professional Studies  
Chair, Undergraduate Studies Committee

**MOTION 1:** That the Report of the Undergraduate Studies Committee dated October 20, 2014, be received.

**Faculty of Applied & Professional Studies**

**School of Business**

MOTION 2: That Senate approve that ACCT 4866 Advanced Cost Accounting Topics I be included in the list of Accounting Stream electives under the heading "Nine credits from the following:".

**Rationale:**

Students will be taking this course to meet the requirements for their profession. This adds one more course in their choice of stream electives.

MOTION 3: That Senate approve that the prerequisites for ACCT4866 Advanced Cost Accounting Topics I be changed to remove ADMN2616 Management Science.

**Rationale:**

ADMN2616 Management Science is no longer offered. Further, ADMN2606 Business Statistics and the managerial accounting courses (ACCT 2146 & 2147) should provide sufficient background for students to have a good chance of success in this course.



**Report of the  
Undergraduate Standing & Petitions Subcommittee**

**October 8, 2014**

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Wednesday, October 8, 2014.

PRESENT: Andrea Robinson, Carole Richardson, Cameron McFarlane, Leslie Wardley, Richard Wenghofer, Karey McCullough, Kristina Karvinen, Chris Burke

ABSENT WITH REGRETS: Yannick Benoit, Ian Hall

GUESTS: Heather Brown, Margarida Shail, Crystal Pigeau

1. Petitions Heard: 6

|                                    | APPROVED | DENIED |
|------------------------------------|----------|--------|
| Admission/Readmission              | 0        | 0      |
| Late Registration                  | 1        | 0      |
| Late Withdrawal                    | 1        | 0      |
| Degree Requirements Waived/Altered | 4        | 0      |

Deferred: 3

Respectfully Submitted,

*Original signed by:*

Andrea Robinson, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION 1:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated October 8, 2014, be received.

**Report of the  
Undergraduate Studies Committee  
November6, 2014**

The meeting of the **Undergraduate Studies Committee** was held on Thursday, November 6, 2014, at 2:30 am in F214. The following members attended:

Rick Vanderlee (Chair)  
Andrea Robinson  
Astrid Steele

Carole Richardson  
Jane Barker  
Anne Wagner

Murat Tuncali  
Matti Saari  
Jordan Andrews

Jane Hughes, Recording Secretary

**Absent with Regrets:** James Abbott, Tara-Lynn Scheffel, Brittany Fisher, Christopher Bidal

**Guest:** Crystal Pigeau, Roxana Vernescu

**Subcommittee Report:**

*Undergraduate Standing and Petitions Subcommittee*

The Report of the Undergraduate Standing & Petitions Subcommittee, dated October 29, 2014, was received.

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied & Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,

*Original signed by:*

Dr. Rick Vanderlee  
Dean, Faculty of Applied and Professional Studies  
Chair, Undergraduate Studies Committee

**MOTION 1:** That the Report of the Undergraduate Studies Committee, dated November 6, 2014, be received.

## Faculty of Applied & Professional Studies

### 1. Child and Family Studies

Dr. Roxanna Vernescu presented the proposal.

#### Practicum Courses

MOTION 2: That Senate approve of the addition of CHFS 4316, Fieldwork in ABA to the Human Development stream of the CHFS curriculum.

MOTION 3: That Senate approve the addition of CHFS 4205, Practicum in ABA-Lifespan to the Human Development stream of the CHFS curriculum.

MOTION 4: That Senate approve the addition of CHFS 4305, Practicum in EIBI-ASD to the Human Development stream of the CHFS curriculum.

#### ABA Certificate

MOTION 5: That Senate approve the proposed certificate in EIBI-ASD outlined below.

MOTION 6: That Senate approve the proposed certificate in ABA-Lifespan outlined below.

#### Program Evaluation & Applied Research Certificate

MOTION 7: That Senate approve the proposed certificate in Program Evaluation & Applied Research (PEAR) outlined below.



**Report of the  
Undergraduate Standing & Petitions Subcommittee**

**October 29, 2014**

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Wednesday, October 29, 2014.

PRESENT: Andrea Robinson, Barb Olmstead, Cameron McFarlane, Richard Wenghofer, Kristina Karvinen, Jordan Andrews, Chris Bidal

ABSENT WITH REGRETS: Carole Richardson, Leslie Wardley, Karey McCullough, Brittany Fisher

GUESTS: Heather Brown, Margarida Shail, Crystal Pigeau

2. Petitions Heard: 6

|                                    | APPROVED | DENIED |
|------------------------------------|----------|--------|
| Admission/Readmission              | 0        | 0      |
| Late Registration                  | 0        | 0      |
| Late Withdrawal                    | 2        | 1      |
| Degree Requirements Waived/Altered | 2        | 1      |

Deferred: 0

Respectfully Submitted,

*Original signed by:*

Andrea Robinson, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION 1:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated October 29, 2014, be received.

## **SUPPORTING DOCUMENTATION**

### **FACULTY OF APPLIED & PROFESSIONAL STUDIES**

#### **Child and Family Studies**

Applied Behaviour Analysis (ABA) Practicum Courses  
Prepared by: Roxana Vernescu

October 21, 2014

Three practicum courses were prepared for USC last spring in the context of a larger submission of Human Development courses from CHFS, to enable the offering of a couple of certificates in ABA, and importantly, to enhance practical/clinical opportunities for undergraduate students in CHFS and PSYC. The motions for these courses were withdrawn at the April/May meeting of the USC, in order to allow for further consideration of the BACB (Behaviour Analyst Certification Board®) requirements. Following greater discussion within CHFS, between CHFS and PSYC, and with our community stakeholders, we have fine-tuned these practicum courses and removed what may be perceived as “restrictive” BACB language from the description/requirements of each placement. This will enable us/our students in CHFS and PSYC to meet practicum requirements under more operationally flexible programs/partnerships with our community stakeholders and also with more flexibility throughout their degree.

For the following motions, several acronyms well-known throughout the human/social services sectors and helping professions will be utilized: ABA = Applied Behaviour Analysis; EIBI = Early Intensive Behaviour Intervention; ASD = Autism Spectrum Disorders

**MOTION 1:** That the Undergraduate Studies Committee recommend to Senate the approval of the addition of CHFS 4316, Fieldwork in ABA to the Human Development stream of the CHFS curriculum.

○ Rationale

- i. Required for meeting/enhancing competency requirements of students pursuing the Human Development stream of CHFS and contributing to the applied orientation of CHFS
- ii. Identified as a practical course suitable for the development of the CHFS program Human Development Stream, and also for students interested in ABA
- iii. Identified as a priority for an applied opportunity during the CHFS IQAP program review

A. Descriptive Data:

|   |   |
|---|---|
| Course Code   | CHFS 4316   |
| Course Title  | FIELDWORK IN ABA  |
| Short Title   | Fieldwork in ABA  |
| Course Prerequisite   | CHFS 3036; 70% in each of CHFS 3136 and 3137 and approval of the Department. Valid Criminal Record Check required prior to course start.  |
| Course Corequisite  |   |
| Antirequisite   |   |
| Total Hours   | <input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input checked="" type="checkbox"/> Other (90 hours)  |
| Breakdown of Hours  | 90 hours ( <i>approx. 7.5hrs/week for 12 weeks – or one semester – or suitable alternative</i> )  |
| Course Credits  | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>( <i>Restricted to 50-75 words, present tense and active voice</i> )  | Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs with individuals with emotional/behavioural and/or developmental needs. Placements, placement protocols, and field supervisors must be approved beforehand. Placements may be secured in schools, clinical settings, justice settings, long-term care facilities, and others, and must be in completed within teams proficient in ABA strategies and program development. A student and field supervisor's report must be submitted to the Department upon completion of the placement.  |
| Course Grouping or Stream   | Does this course belong to a Group or Stream?<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Group 1 Human Development   |
| Program Implications  | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| <u>Cross-listing or Cross-Coding</u>  | <input type="checkbox"/> Cross Listed <input type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>( <i>6-8 visible, measurable and in active voice</i> ) | BY THE END OF THE COURSE STUDENTS WILL BE ABLE TO:<br><br><ol style="list-style-type: none"> <li>1. Apply theories, principles, and practices learned in ABA I and ABA II</li> <li>2. Gain experience in developing and implementing ABA programs</li> <li>3. Gain experience in measuring and evaluating individual and program success</li> <li>4. Utilize collaborative professional and communication skills in agency settings</li> <li>5. Demonstrate an ability to work within ethical guidelines</li> <li>6. Articulate the clinical approach and standards of practice of the organization and/or respective program</li> <li>7. Identify resources available to meet the needs of clients and team members</li> </ol> |



B. Comparative Data (Course #s and titles)

| University | Equivalent Course(s) & Titles | Non-Equivalent but 50% or more overlap   |
|------------|-------------------------------|--|
| Brock      |                               | <ul style="list-style-type: none"> <li>• ADST 5P21 Supervised Practicum in Applied Behaviour Analysis I</li> <li>• ADST 5P22 Supervised Practicum in Applied Behaviour Analysis II</li> <li>• ADST 5P23 Advanced Practicum in Applied Behaviour Analysis I</li> <li>• ADST 5P24 Advanced Practicum in Applied Behaviour Analysis II</li> <li>• ADST 5P23 Advanced Practicum in Applied Behaviour Analysis III</li> <li>• ADST 5P30 Internship in Applied Disabilities I</li> <li>• ADST 5P31 Internship in Applied Disabilities Studies</li> </ul> |
| Capilano   |                               | <ul style="list-style-type: none"> <li>• ABA 310 Practicum I – Interventionist</li> <li>• ABA 410 Practicum II – Assistant Behaviour Analysis</li> <li>• ABA 411 Practicum III – Assistant Behaviour Analyst</li> </ul>  |

C. Statement of Need

This course is required for enhancing competency requirements of students pursuing Human Development stream and contributing to the applied orientation of CHFS. Further, this course can function as an elective option for any student in CHFS and/or PSYC who may be interested in an application component of ABA, but who may not meet the requirements for completing the concurrent certificate options (submitted for approval under separate cover) in EIBI-ASD or ABA-Lifepan. Consistent with the university’s increased emphasis on applied learning, and identified in the CHFS IQAP this is one of three courses that will enable students to gain hands-on experience in the health and social services sectors.

D. Statement of Resource Requirements

The course will be coordinated by existing faculty and will become part of the regular rotation. Supervisory requirements are going to be met through partnerships with community agencies (e.g., HANDS, The Family Help Network). However, students will be able to secure their own fieldwork/placement opportunities in their home communities and gain a-priori approval from the Department. Supervision requirements will not tax existing faculty as supervision will be provided externally to the academic unit/institution. Additional resources will depend on student demand. Library holdings are sufficient at this stage.

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate the approval of the addition of CHFS 4205, Practicum in ABA-Lifespan to the Human Development stream of the CHFS curriculum.

- o Rationale
  - i. Required for meeting/enhancing competency requirements of students pursuing the Human Development stream of CHFS and contributing to the applied orientation of CHFS
  - ii. Identified as a practical course suitable for the development of the CHFS program Human Development Stream, and also for students interested in ABA
  - iii. Identified as a priority for an applied opportunity during the CHFS IQAP program review

A. Descriptive Data:

|   |   |
|---|---|
| Course Code   | CHFS 4205   |
| Course Title  | PRACTICUM IN ABA-LIFESPAN   |
| Short Title   | Practicum in ABA-Lifespan   |
| Course Prerequisite   | CHFS 3036; 80% in each of CHFS 3136 and 3137 and approval of the Department. Valid Criminal Record Check required prior to course start.  |
| Course Corequisite  |   |
| Antirequisite   |   |
| Total Hours   | <input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input checked="" type="checkbox"/> Other (180 hours)   |
| Breakdown of Hours  | 180 hours ( <i>approx. 14hrs/week for 13 weeks – or one semester – or suitable alternative</i> )  |
| Course Credits  | <input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other (9 credits)   |
| Course Description<br>( <i>Restricted to 50-75 words, present tense and active voice</i> )  | Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs with individuals with emotional/behavioural and/or developmental needs. Placements, placement protocols, and field supervisors must be approved beforehand. Placements may be secured in schools, clinical settings, justice settings, long-term care facilities, traumatic brain injury or rehabilitation centers, and others, and must be completed within teams proficient in ABA strategies and program development. A student and field supervisor’s report must be submitted to the Department upon completion of the placement.   |
| Course Grouping or Stream   | Does this course belong to a Group or Stream?<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Group 1 Human Development   |
| Program Implications  | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| <u>Cross-listing or Cross-Coding</u>  | <input type="checkbox"/> Cross Listed <input type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>( <i>6-8 visible, measurable and in active voice</i> ) | BY THE END OF THE COURSE STUDENTS WILL BE ABLE TO:<br><br><ol style="list-style-type: none"> <li>1. Apply theories, principles, and practices learned in ABA I and ABA II</li> <li>2. Gain experience in developing and implementing ABA programs in an IBI supervised environment while working with individuals with ASDs</li> <li>3. Gain experience in measuring and evaluating individual and program success</li> <li>4. Utilize collaborative professional and communication skills in agency settings</li> <li>5. Demonstrate an ability to work within ethical guidelines</li> <li>6. Articulate the clinical approach and standards of practice of the organization and/or respective program</li> <li>7. Identify resources available to meet the needs of clients and team members</li> </ol> |

B. Comparative Data (Course #s and titles)

| University | Equivalent Course(s) & Titles | Non-Equivalent but 50% or more overlap   |
|------------|-------------------------------|--|
| Brock      |                               | <ul style="list-style-type: none"> <li>• ADST 5P21 Supervised Practicum in Applied Behaviour Analysis I</li> </ul> |

|          |  |  |
|----------|--|--|
|          |  | <ul style="list-style-type: none"> <li>• ADST 5P22 Supervised Practicum in Applied Behaviour Analysis II</li> <li>• ADST 5P23 Advanced Practicum in Applied Behaviour Analysis I</li> <li>• ADST 5P24 Advanced Practicum in Applied Behaviour Analysis II</li> <li>• ADST 5P23 Advanced Practicum in Applied Behaviour Analysis III</li> <li>• ADST 5P30 Internship in Applied Disabilities I</li> <li>• ADST 5P31 Internship in Applied Disabilities Studies</li> </ul> |
| Capilano |  | <ul style="list-style-type: none"> <li>• ABA 310 Practicum I – Interventionist</li> <li>• ABA 410 Practicum II – Assistant Behaviour Analyst</li> <li>• ABA 411 Practicum III – Assistant Behaviour Analyst</li> </ul>   |

C. Statement of Need

This course is required for enhancing competency requirements of students pursuing Human Development stream and contributing to the applied orientation of CHFS. Further, this course can function as an elective option for upper year, high performing students in either CHFS or PSYC interested in pursuing further credentialing in ABA, and pursuing ABA professional paths. Consistent with the university’s increased emphasis on applied learning, and identified in the CHFS IQAP this is one of three courses that will enable students to gain hands-on experience in the health and social services sectors.

D. Statement of Resource Requirements

The course will be coordinated by existing faculty and will become part of the regular rotation. Supervisory requirements are going to be met through partnerships with community agencies (e.g., HANDS, The Family Help Network). However, students will be able to secure their own fieldwork/placement opportunities in their home communities and gain a-priori approval from the Department. Supervision requirements will not tax existing faculty as supervision will be provided externally to the academic unit/institution. Additional resources will depend on student demand. Library holdings are sufficient at this stage.

**MOTION 3:** That the Undergraduate Studies Senate committee recommend to Senate the approval of the addition of CHFS 4305, Practicum in EIBI-ASD to the Human Development stream of the CHFS curriculum.

- o Rationale
  - i. Required for meeting/enhancing competency requirements of students pursuing the Human Development stream of CHFS and contributing to the applied orientation of CHFS
  - ii. Identified as a practical course suitable for the development of the CHFS program Human Development Stream, and also for students interested in ABA
  - iii. Identified as a priority for an applied opportunity during the CHFS IQAP program review

A. Descriptive Data:

|   |   |
|---|---|
| Course Code   | CHFS 4305   |
| Course Title  | Practicum in EIBI-ASD   |
| Short Title   | Practicum in EIBI-ASD   |
| Course Prerequisite   | CHFS 3036; 80% in each of CHFS 3136 and 3137 and approval of the Department. Valid Criminal Record Check required prior to course start.  |
| Course Corequisite  |   |
| Antirequisite   |   |
| Total Hours   | <input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input checked="" type="checkbox"/> Other (180 hours)   |
| Breakdown of Hours  | 180 hours ( <i>approx. 14hrs/week for 13 weeks – or one semester – or suitable alternative</i> )  |
| Course Credits  | <input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other (9 credits)   |
| Course Description<br>( <i>Restricted to 50-75 words, present tense and active voice</i> )  | Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs in Early Intensive Behaviour Intervention (EIBI) settings, and working with children with Autism Spectrum Disorders (ASD). Students are expected to follow agency guidelines for volunteers and/or employees. Placements, placement protocols, and field supervisors must be approved beforehand. Placements must be completed within EIBI centers, under Clinical Psychology and BACB supervision. A student and field supervisor’s report must be submitted to the Department upon completion of the placement.  |
| Course Grouping or Stream   | Does this course belong to a Group or Stream?<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Group 1 Human Development   |
| Program Implications  | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| <u>Cross-listing or Cross-Coding</u>  | <input type="checkbox"/> Cross Listed <input type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>( <i>6-8 visible, measurable and in active voice</i> ) | BY THE END OF THE COURSE STUDENTS WILL BE ABLE TO:<br><br><ol style="list-style-type: none"> <li>1. Apply theories, principles, and practices learned in ABA I and ABA II</li> <li>2. Gain experience in developing and implementing ABA programs while working with children with ASD in EIBI settings</li> <li>3. Gain experience in measuring and evaluating individual and program success</li> <li>4. Utilize collaborative professional and communication skills in agency settings</li> <li>5. Demonstrate an ability to work within ethical guidelines</li> <li>6. Articulate the clinical approach and standards of practice of the organization and/or respective program</li> <li>7. Identify resources available to meet the needs of clients and team members</li> </ol> |

B. Comparative Data (Course #s and titles)

| University | Equivalent Course(s) & Titles | Non-Equivalent but 50% or more overlap   |
|------------|-------------------------------|--|
| Brock      |                               | <ul style="list-style-type: none"> <li>• ADST 5P21 Supervised Practicum in Applied Behaviour Analysis I</li> <li>• ADST 5P22 Supervised Practicum in Applied Behaviour Analysis II</li> <li>• ADST 5P23 Advanced Practicum in Applied Behaviour Analysis I</li> <li>• ADST 5P24 Advanced Practicum in Applied Behaviour Analysis II</li> <li>• ADST 5P23 Advanced Practicum in Applied Behaviour Analysis III</li> <li>• ADST 5P30 Internship in Applied Disabilities I</li> <li>• ADST 5P31 Internship in Applied Disabilities Studies</li> </ul> |
| Capilano   |                               | <ul style="list-style-type: none"> <li>• ABA 310 Practicum I – Interventionist</li> <li>• ABA 410 Practicum II – Assistant Behaviour Analysis</li> <li>• ABA 411 Practicum III – Assistant Behaviour Analyst</li> </ul>  |

C. Statement of Need

This course is required for enhancing competency requirements of students pursuing Human Development stream and contributing to the applied orientation of CHFS. Further, this course can function as an elective option for upper year, high performing students in either CHFS or PSYC interested in pursuing further credentialing in ABA, and pursuing ABA professional paths. Consistent with the university’s increased emphasis on applied learning, and identified in the CHFS IQAP this is one of three courses that will enable students to gain hands-on experience in the health and social services sectors.

D. Statement of Resource Requirements

The course will be coordinated by existing faculty and will become part of the regular rotation. Supervisory requirements are going to be met through partnerships with community agencies (e.g., HANDS, The Family Help Network). However, students will be able to secure their own fieldwork/placement opportunities in their home communities and gain a-priori approval from the Department. Supervision requirements will not tax existing faculty as supervision will be provided externally to the academic unit/institution. Additional resources will depend on student demand. Library holdings are sufficient at this stage.

Proposal for the Development of:

1/ a Certificate in Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorders (ASD) ... *hereafter referred to as the Certificate in EIBI-ASD*

2/ a Certificate in Applied Behaviour Analysis (ABA) - Lifespan ... *hereafter referred to as the Certificate in ABA-Lifespan*

*Prepared by: Roxana Vernescu  
In Partnership and Agreement w/ Psychology: Matti Saari  
October 22, 2014*

Summary of Motions:

**MOTION 1:** That the Undergraduate Studies Committee recommend to Senate the approval of the proposed certificate in EIBI-ASD outlined below.

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate the approval of the proposed certificate in ABA-Lifespan outlined below.

Background:

There is a clearly identified need for qualified professionals to fill a national and international shortage in fields requiring Applied Behaviour Analysis (ABA). ABA qualified professionals are valuable across multiple sectors and practice areas, from teachers, psychologists, ABA therapists, developmental and behavioural practitioners, and various other human service professionals. Employment opportunities for qualified ABA professionals abound across education, justice, clinical, social/community and business/industry settings, including schools, hospitals, mental health centres, behavioural centres, residential facilities, long-term care facilities, IBI-Autism centers, and more recently, organizational behavioural management divisions and teams.

Recent collaborations and partnerships with regional and national stakeholders have identified a need for academically prepared ABA practitioners. For example, the turnover in staff at a regional agency that covers a catchment area from Muskoka to the Manitoba border and the James Bay coast is high (1-2 staff per month). Since the inception of the Autism early intervention programs in Ontario over 15 years ago, there has been a growing need for qualified professionals in the clinical/social services sectors. This need is sweeping not only the nation, but also the US and international centers. Indeed ABA and early IBI (Intensive Behavioural Intervention) are amongst the best examples of evidence-based treatments for individuals with developmental and/or behavioural concerns. Professional experience and recent communication with intervention programs in the Atlantic Provinces and a major Atlantic University has unveiled a need/desire for graduating academically prepared candidates nationally. We have identified both a pressing societal need and a considerable student demand.

Closer to home, Northern Ontario agencies have expressed interest and a desire to support graduates with focused study in this area. Our students as well, have indicated an interest in courses that are more applied in nature, and more applicable to working with clients across education, human and social services, and justice sectors. These courses are currently on the books for CHFS, and packaging them into a concurrent Certificate is both cost-effective and a great opportunity to provide specialized credentialing/recognition for focused academic content and a highly desirable and sought-after academic profile.

Last, the current Certificate motions are in keeping with the larger vision and strategy for development of the Muskoka campus, to grow in applied and professional opportunities and contribute to healthy communities. This proposal for the Certificates in ABA have been developed with committed support from a number of community stakeholders.

1/ Certificate EIBI-ASD

**MOTION 1:** That the Undergraduate Studies Committee recommend to Senate the approval of the proposed certificate in EIBI-ASD outlined below.

Certificate Requirements (33cr)

Students graduating with Honours Specialization, Specialization, or Major degree requirements in either CHFS or PSYC programs will be able to qualify for the Certificate in EIBI-ASD.

*Students must complete all of:*

- PSYC 1106 & PSYC 1107: Introduction to Psychology I & II (6cr)
- CHFS 2106 or PSYC 2006: Human Development (Children/Youth) (3cr)
- CHFS 3036: Ethics & Professional Standards (3cr)
- CHFS 3116 or PSYC 3117: Autism Spectrum Disorders (3cr)
- CHFS 3136 or PSYC 3136: ABA I - Introduction to ABA (3cr)
- CHFS 3137: ABA II - Advanced Topics in ABA (3cr)
- CHFS 4106: Assessment & Intervention Planning (3cr)
- CHFS 4305: Practicum in EIBI – ASD (6cr)

Students must also complete 3cr of:

- CHFS 3127 or PSYC 3127: Fetal Alcohol Spectrum Disorders (3cr)
- CHFS 4206: Applied Developmental Neuropsychology (3cr)
- CHFS 4306: Special Topics: Human Development & Learning (3cr)

### Statement of Financial Viability:

The proposed Certificate in EIBI-ASD is not estimated to require additional resources beyond those already committed for degree requirements by the respective departments (CHFS/PSYC). All courses outlined for the proposed Certificate in EIBI-ASD (except the newly proposed practicum course CHFS 4305) are currently offered by either CHFS or PSYC departments and utilized – as appropriate – for respective degree requirements. Submitted for approval under separate cover, the Practicum course CHFS 4305 will be coordinated by existing faculty, with the supervisory requirements met through established partnerships with community agencies (e.g., HANDS, The Family Help Network). While students will also be able to secure their own fieldwork/placement opportunities in their home communities, supervision requirements will not tax existing faculty/academic resources as supervision will be provided externally to the academic unit/institution via registered Psychologists and/or ABA Registered practitioners.

Library holdings are sufficient at this stage for the proposed concurrent Certificate in EIBI-ASD.

### 2/ Certificate in ABA-Lifespan

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate the approval of the proposed certificate in ABA-Lifespan outlined below.

### Certificate Requirements (33cr)

Students graduating with Honours Specialization, Specialization, or Major degree requirements in either CHFS or PSYC programs will be able to qualify for the Certificate in ABA-Lifespan.

*Students must complete all of:*

- PSYC 1106 & PSYC 1107: Introduction to Psychology I & II (6cr)
- CHFS 2106 or PSYC 2006: Human Development (Children/Youth) (3cr)
- CHFS 2107 or PSYC 2207: Human Development: Adults & Aging (3cr)
- CHFS 3036: Ethics & Professional Standards (3cr)
- CHFS 3136 or PSYC 3136 ABA I: Introduction to ABA (3cr)
- CHFS 3137: Advanced Topics in ABA (3cr)
- CHFS 4106: Assessment & Intervention Planning (3cr)
- CHFS 4205: Practicum in ABA-Lifespan (6cr)

Students must also complete 3cr of:

- CHFS 3116 or PSYC 3117: Autism Spectrum Disorders (3cr)
- CHFS 3127 or PSYC 3127: Fetal Alcohol Spectrum Disorders (3cr)
- CHFS 4206: Applied Developmental Neuropsychology (3cr)

### Statement of Financial Viability:

The proposed Certificate in ABA-Lifespan is not estimated to require additional resources beyond those already committed for degree requirements by the respective departments (CHFS/PSYC). All courses outlined for the proposed Certificate in ABA-Lifespan (except the newly proposed practicum course CHFS 4205) are currently offered by either CHFS or PSYC departments and utilized – as appropriate – for respective degree requirements. Submitted for approval under separate cover, the Practicum course CHFS 4205 will be coordinated by existing faculty, with the supervisory requirements met through established partnerships with community agencies (e.g., HANDS, The Family Help Network). While students will also be able to secure their own fieldwork/placement opportunities in their home communities, supervision requirements will not tax existing faculty/academic resources as supervision will be provided externally to the academic unit/institution via registered Psychologists and/or ABA Registered practitioners.

Library holdings are sufficient at this stage for the proposed Certificate in ABA-Lifespan.



Proposal for the Development of a Certificate in  
Program Evaluation & Applied Research – *hereafter referenced as PEAR Certificate*

*Prepared by: Roxana Vernescu  
In Partnership and Agreement w/ Psychology: Matti Saari  
October 22, 2014*

**MOTION 1:** That the Undergraduate Studies Committee recommend to Senate the approval of the proposed certificate in Program Evaluation & Applied Research (PEAR) outlined below.

Background:

Applied research in the form of Program Evaluation is a highly sought after resource in the professional world, regardless of sector: human/social services, education, justice, clinical, health, and business/industry. In its most basic form, Program Evaluation is the “systematic assessment of the processes and/or outcomes of a program with the intent of furthering its development and improvement”. Program evaluators seek to improve processes and outcomes for (often ministry-funded) programs in the not-for-profit sector. The need for academically prepared evaluators/applied researchers has been voiced repeatedly by our community stakeholders; including both ministry and not-for-profit partners. For example, one of the most critical skillsets that was highlighted as a priority by the human/social services sector during our SW stakeholder consultations was the ability to *transform data into information*. This requires an ability to think critically and systematically about individual and/or program data and translate that into informed decision-making: In other words, evidence-based practices, evidence-based programs, and evidence-based decisions. In addition, the importance of Applied Research and Program Evaluation for the human/social services sector, was also highlighted in our CHFS IQAP review.

Based on this knowledge and information, we developed (and had approved) in the spring of 2014, a set of courses that will academically prepare CHFS undergraduates for careers that required Program Evaluation and/or Applied Research and critical thinking skills at systemic levels of programs/organizations. While not all graduates of a Program Evaluation & Applied Research certificate will secure positions as program evaluators, this set of skills is highly sought across various roles, from front-line staff to executive management teams. End-users of Program Evaluation and Applied Research, including front-line staff and decision-making teams, can benefit from a certificate by becoming knowledgeable about evaluation utilization, which can inform individual and program-level practice, transform agencies/communities, and most importantly, improve client outcomes. This is particularly true in today’s era of accountability that has moved the not-for-profit, health, justice, human/social service sectors from being required to no longer provide mere *outputs* as indicators of success, but evidence of *improved outcomes* at the client, program, and agency levels, as indicators of success.

This certificate will be offered in partnership with Psychology, and will prepare our CHFS and PSYC students for work as evaluators and applied researchers in community based not-for-profit agencies, NGOs, community foundations, national/international foundations, local, regional, and national government agencies. Alternatively, our students will be able to offer their skillset in the capacity of evaluation consultants to a wide variety of organizations across the education, human/social service, health, and justice sectors, particularly given the pairing of the proposed concurrent certificate in Program Evaluation with courses in Psychology, Human Development & Learning, and Social Justice streams. Important to note, offering this certificate would position us as one of the only undergraduate university programs to offer this skillset as a component of an undergraduate degree, giving us an edge in marketing efforts and student recruitment.

PEAR Certificate

Certificate Requirements (30cr)

Students graduating with Honours Specialization or Specialization in either CHFS or PSYC programs will be able to qualify for the Certificate in EIBI-ASD.

*Students must complete all of the following:*

- PSYC 1106 & PSYC 1107: Introduction to Psychology I & II (6cr)
- CHFS 2026: Methods in Behavioural and Social Sciences (3cr)

- CHFS 3035: Statistics in Behavioural and Social Sciences (6cr)
- CHFS 3036: Ethics & Professional Standards (3cr)
- CHFS 4016: Program Evaluation & Clinical Outcomes Management (3cr)
- CHFS 4017: Practicum: Applied Research & Evaluation (3cr)
- CHFS 4505 Senior Research Thesis or PSYC 4105 Senior Empirical Thesis (6cr) (with an Applied Research/Program Evaluation Focus)

Statement of Financial Viability:

All of the courses outlined for the proposed PEAR Certificate are currently offered by either CHFS or PSYC departments and utilized – as appropriate – for respective degree requirements. The proposed concurrent PEAR Certificate is not estimated to require additional resources beyond those committed by the respective departments (CHFS/PSYC) for graduating requirements.

**Report of the  
Undergraduate Studies Committee**

**November 17, 2014**

The meeting of the **Undergraduate Studies Committee** was held on Monday, November 17, 2014, at 10:30 am in F214. The following members attended:

Rick Vanderlee (Chair)  
Andrea Robinson  
Astrid Steele

Carole Richardson  
Jane Barker  
James Abbott

Murat Tuncali  
Matti Saari  
Tara-Lynn Scheffel

Jane Hughes, Recording Secretary

**Absent with Regrets:** Anne Wagner, Jordan Andrews, Brittany Fisher, Christopher Bidal

**Guest:** Crystal Pigeau, Sal Renshaw

The Undergraduate Studies Committee received and discussed changes from the Faculty of Arts & Science. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,

*Original signed by:*

Dr. Rick Vanderlee  
Dean, Faculty of Applied and Professional Studies  
Chair, Undergraduate Studies Committee

**MOTION 1:** That the Report of the Undergraduate Studies Committee, dated November 17, 2014, be received.

## **1. Faculty of Arts & Science**

### **Computer Science and Mathematics**

MOTION 2: That Senate approve that the prerequisites for PHYS 2007 General Physics IV: Optics and Introduction to Modern Physics be changed from PHYS 2006 to PHYS 1007 and MATH 1037.

### **Gender Equality and Social Justice**

MOTION 3: That Senate approve motions 5 through 7 as an omnibus motion.

MOTION 4: That Senate approve the addition of INTD 1005 Introduction to Disciplinary Studies.

MOTION 5: That Senate approve the addition of INTD 2005 Introduction to Interdisciplinary Analysis.

MOTION 6: That Senate approve the addition of INTD 3005 Applied Interdisciplinary: Solving Wicked Problems.

MOTION 7: That Senate approve the deletion of UNIV 2005: Introduction to Cross-Disciplinary Analysis.

### **Geography**

MOTION 8: That Senate approve the addition of GEOG3316 - Geography of Health and Health Care.

MOTION 9: That Senate approve that the prerequisite for GEOG4137 be changed from GEOG 2107 and GEOG 3107 to GEOG 2107.

### **History**

MOTION 10: That Senate approve the modification of prerequisite requirements for all 3000-level history courses to 12 credits of history with at least 3 credits at 2000 level; or any 54 credits completed.

MOTION 11: That Senate approve that HIST1405: Power and Resistance in Canada's Past, be banked.

### **Psychology**

MOTION 12: That Senate approve motions 21 through 28 as an omnibus motion.

MOTION 13: That Senate approve the cross-coding of CHFS3137, ABA II: Advanced Topics in Applied Behaviour Analysis as PSYC 3137 ABA II: Advanced Topics in Applied Behaviour Analysis.

MOTION 14: That Senate approve the cross coding of CHFS3036, Ethics and Professional Standards, as PSYC 3036, Ethics and Professional Standards.

MOTION 15: That Senate approve the cross-coding of CHFS4016, Program Evaluation and Clinical Outcomes Management as PSYC 4016, Program Evaluation and Clinical Outcomes Management.

MOTION 16: That Senate approve the cross-coding of CHFS 4017, Practicum: Applied Research & Evaluation as PSYC 4017, Practicum: Applied Research & Evaluation.

MOTION 17: That Senate approve the cross-coding of CHFS 4106, Assessment & Intervention Planning as PSYC 4106, Assessment & Intervention Planning.

MOTION 18: That Senate approve the cross-coding of CHFS 4206, Applied Developmental Neuropsychology to Psychology as PSYC 4216, Applied Developmental Neuropsychology.

MOTION 19: That Senate approve the cross-coding of CHFS 4306, Special Topics: Human Development & Learning to Psychology as PSYC 4306, Special Topics: Human Development & Learning.

MOTION 20: That Senate approve the cross-coding of CHFS 2026 Methods in Behavioural and Social Sciences as PSYC 2026, Methods in Behavioural and Social Sciences.

MOTION 21: That Senate approve the proposed certificate in Early Intensive Behaviour Intervention – Autism Spectrum Disorders (EIBI-ASD), outlined in the document.

MOTION 22: That Senate approve the proposed certificate in ABA-Lifespan as outlined in the document.

MOTION 23: That Senate approve the proposed certificate in Program Evaluation & Applied Research (PEAR) as outlined in the document.

**Other Business**

MOTION 24: That Senate create a University-wide ad-hoc committee to review the breadth requirement policy, consisting of at least one tenured or tenure-track faculty member from each faculty and the Registrar (or designate).

## **SUPPORTING DOCUMENTATION**

### **FACULTY OF ARTS & SCIENCE**

#### **Computer Science and Mathematics**

MOTION 1: To change prerequisites for PHYS2007 General Physics IV: Optics and Introduction to Modern Physics as follows: replace PHYS2006 with PHYS1007 and MATH1037.

**Rationale:** In PHYS2007, the optics part consists of two main subjects. First part covers the geometric optics where student learn ray tracing technique for light interaction with different optical apparatus such as lenses, mirrors as well as compound optical structures such as microscopes and telescopes. In this part the covered materials have no special overlaps with the other physical concepts that the students do not know so far. Second part covers waves optics that mainly studies some optical phenomena such as interference, diffraction and polarization for which the ray approximation of geometric optics is not valid. For this part students already have insights in the concepts of wave mechanics such as superposition principal and vector analysis that is covered in PHYS1007 and PHYS1006, respectively. The Introduction to Modern Physics covers new concept of physics where there is no special need on knowing any particular techniques or knowledge from PHYS 2006. Therefore removing PHYS 2006, as a prerequisite for PHYS2007 has no effect in the efficiency and the quality of offering that course and will allow more students be able to register before graduation.

The motion was approved by the Department of Computer Science and Mathematics via e-mail voting.

## Gender Equality and Social Justice

- MOTION 1: That the new course INTD1005 Introduction to Disciplinary Studies be added.
- MOTION 2: That the new course INTD2005 Introduction to Interdisciplinary Analysis be added.
- MOTION 3: That the new course INTD3005 Applied Interdisciplinarity Solving Wicked Problems be added.
- MOTION 4: That the course UNIV2005: Introduction to Cross-Disciplinary Analysis be deleted.

### Background & Rationale

In the late winter of 2013, following a number of conversations about Spring and Summer programming, and the ongoing ‘enrolment crisis’ in Arts and Science, Dean Craig Cooper struck a small interdisciplinary committee to explore opportunities for attracting more students to the Spring/Summer sessions. The committee, which was chaired by the Associate Dean at the time, Dr. Ann-Barbara Graff, conceived the idea of what have since become known as the interdisciplinary ‘concept’ courses (See Appendix A for Syllabi). In the Spring term of 2013, the first version of the course, designed around the concept DIRT, was offered using the existing UNIV 2005 code, and titled “Introduction to Cross-disciplinary Analysis: DIRT.” Based on a model of interdisciplinary programming similar to the University of Toronto’s “Big Ideas” courses (<http://www.artsci.utoronto.ca/newstudents/courses/big-ideas-courses>), the course included 10 professors from 8 different disciplines, each of whom spoke to the central theme of the course from their own disciplinary and research backgrounds. Every other class was conducted by the course director, Professor Renee Valiquette, who did the work of integrating the material. As hopefully many at the University already know, the innovation and success of this course was profiled for the cover story of the April 2014 edition of University Affairs. <http://www.universityaffairs.ca/the-subject-was-dirt-nipissing-first-undergrad-interdisciplinary-course.aspx>.

Following the success of DIRT, and seeing an opportunity to continue profiling the high caliber of teaching and innovation in Arts and Science at Nipissing, the interim Dean, Dr Ann-Barbara Graff, became interested in developing more signature courses like DIRT and integrating them into all three terms of the academic year. Dr. Sal Renshaw was asked to take on the role of coordinating the effort. This included establishing permanent course codes, coordinating the development of new courses to strengthen the interdisciplinary identity of the courses, as well as administering their set up and supporting them through committee. To this end, one of the things Dr. Renshaw has established, with the help of marketing, is a visual identity for the courses. (See Appendix B for a sample of the promotional posters thus far).

Included in this proposal are two additional courses: a first year “Introduction to the Disciplines” course, and a third year “Solving Wicked Problems” course. The goal is to have the first year course do double duty in appealing to new students who are already committed to coming to Nipissing while also, and perhaps more importantly, serving as a recruitment tool for High School students who wish to explore their post-secondary options. The third year “Wicked Problems” course will build on the skills students will have attained in the second year Concept courses, which function to introduce the theory of interdisciplinary scholarship as well as expose students to a range of examples of its application in and across multiple disciplines. Third year ‘Wicked Problems’ courses offer students a more concrete and applied engagement with interdisciplinary analysis by focusing the lectures around a contemporary large-scale social problem. For example, the concept course we are proposing for Fall/Winter 2015/16 on the North Bay campus is ‘Evolution’ and the subsequent Wicked Problem course might well be ‘Mass Extinction.’ The third year courses will offer students the opportunity to focus the skills they begin to develop in the second year concept courses, enhancing their capacity to employ interdisciplinarity to address concretely identified problems.

Since the DIRT course, we have used the same code, UNIV 2005, to offer SLOTH in Spring 2014, as well as the inaugural Fall/Winter version, WATER, currently running at the Muskoka Campus. This latest offering draws on faculty from the North Bay campus, the Muskoka campus, as well as guest lecturers from the University of Sydney, York University, Concordia, NSCAD and OCAD universities. In addition to attracting 21 undergraduate students, WATER has provided us with another unique innovation opportunity as 36 “lifelong learners” from the Muskoka community have been permitted to attend the first 3 guest lectures. This integrated classroom format is one of the first initiatives of the Nipissing Muskoka Centre for Lifelong Learning, in partnership with the faculty of Arts & Science, which aims to increase community involvement and interest in Nipissing programming. The integration of credit and non-credit bound students makes the program unique among lifelong learning offerings in Ontario.

Beyond the pedagogical innovation of the courses, their appeal to a broad range of students across the disciplines lies partly in the fact that these courses have been able to count toward their breadth requirements. Each course is designed so there is a balance between the sciences, social sciences and the humanities, a multi-disciplinary focus that provides an effective and important complement to disciplinary breadth requirements. With each iteration of the course so far, the Petitions and Appeals Committee has approved to have it count for all three breadth requirements. We are now seeking ARCC, USC and ultimately Senate's approval to formalize this aspect of the existing Concept course, and for the proposed Wicked Problems courses (Note, we are not seeking breadth approval for the first year course being proposed here.) Specifically, we are proposing that each 6 credit course count for 2 x 3 credits of the student's choice. In other words, the course can count as 3 credits of Humanities and 3 of Science or 3 of Social Science and 3 of Science or 3 of Humanities and 3 of Science. It cannot count as 6 credits from any one group. This way, students will still be required to take additional credits of exclusively disciplinary breadth requirements.

We are also proposing that we move away from the UNIV shell and implement a new code, INTD, to house the existing concept course, as well as the new first year course, INTD 1005: Introduction to Disciplinary Studies, and the third year course, INTD 3005: Solving Wicked Problems. The INTD code will have the obvious advantage of being identifiable to students and recognizable by other institutions on a transcript. This is an important aspect of credentialing for students and should be a priority. We envisage that by the time we move all 3 courses into regular rotation it will also be possible to offer students a certificate in Critical and Applied Interdisciplinary Studies. Furthermore, the INTD code may also prove useful for the Dialogue courses, with which Arts and Science has been experimenting very successfully since 2012. A new slate of codes INTD 2XXX Dialogue and 3XXX Advanced Dialogue, for example, would allow the same kind of shell format as do the Interdisciplinary Concept and Wicked Problem courses. The actual title of each course – INTD 2005: Introduction to Interdisciplinarity Analysis: WATER – would accompany the code to make each iteration clear and distinct to students that might, for example, take INTD 2005 in the Spring of one year and the Fall/Winter of the next.

The goal in proposing a new 6 credit Intro course as well as a 6 credit 3<sup>rd</sup> year course is to fully integrate and brand the interdisciplinary courses into the Nipissing Curriculum and to offer students the opportunity, if they take all 3, to get a certificate in interdisciplinary studies. In the future, we hope to also develop a practicum course, Applied Interdisciplinarity, that might be modeled on the very successful GESJ 3057 Sanctuary and Salvation course that took place in Hong Kong this past spring.

Finally, the interdisciplinary courses offered thus far on this model have not only proven to be popular and successful with students, they have offered a range of Arts and Science as well as Professional Schools professors an extraordinary opportunity to collaborate across the faculties and the disciplines. The feedback from faculty has been every bit as positive as the feedback from students. Going forward we hope these classes will continue to function as an incubator for innovative pedagogy and collaborative research.



A) Descriptive Data

|  |  |
|--|--|
| <b>Course code:</b>  | <b>INTD1005</b>  |
| <b>Course title:</b>   | <b>Introduction to Disciplinary Studies</b>  |
| <b>Short title:</b>  | <b>Disciplinary Studies</b>  |
| <b>If this course belongs to a major that has course groupings, please indicate which group the course belongs with:</b> | N/A  |
| <b>Course Prerequisites:</b>   | None   |
| <b>Course Co-requisites:</b>   | N/A  |
| <b>Antirequisite:</b>  | N/A  |
| <b>Total Hours:</b>  | 72 hours   |
| <b>Breakdown of Hours:</b>   | 3 hours of lecture per week  |
| <b>Course Credits:</b>   | 6 credits  |
| <b>Course Description:</b>   | This course provides students with a unique opportunity to encounter a wide array of disciplinary approaches to knowledge and scholarship at the same time as they are introduced to the concept and history of disciplinarity. Through guest lectures from professors across the Arts, Sciences, Social Sciences and Professional Schools, students will get a sense of the kind of critical and cutting edge research questions and scholarship undertaken in each of the selected disciplines, allowing them to more fully explore their academic interests.  |
| <b>Program Implications:</b>   | This course is designed to meet the needs of students: <ul style="list-style-type: none"> <li>• Who are new to university and unsure of what they want to study</li> <li>• Who need first year electives</li> <li>• Who are interested in developing a concentration in interdisciplinary studies</li> </ul>   |
| <b>Learning Expectations/ Outputs (6-8, visible, measurable and in active verbs)</b>                                     | By the end of the course students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate some familiarity with the history, theories and methodologies of disciplinary approaches to knowledge.</li> <li>2. Identify and clearly articulate the key strengths and challenges of disciplinary approaches to knowledge.</li> <li>3. Identify and explain the reasons for their own emerging disciplinary preferences</li> <li>4. Demonstrate an emerging ability to identify a well-reasoned analytical argument across a range of disciplinary contexts.</li> <li>5. Demonstrate an emerging capacity to identify and explain the different kinds of evidence that pertain to different disciplines.</li> <li>6. Begin to be able to construct and sustain well-reasoned analytical arguments in consistent, coherent and grammatical prose and express these analyses both in a written project/essay and in verbal analyses.</li> </ol> |
| <b>Cross-listing or cross-coding</b>   |  |

**B) Statement of Need**

Many students entering university say they have no idea what the numerous disciplines at university offer. The average first year student is encouraged to take a broad range of Introductory courses, however, once they have taken ACAD as a requirement and also followed the advice of Advising to get their breadth requirement 'out of the way,' their options are considerably narrowed. "Introduction to the Disciplines" provides an innovative approach to introducing students to a much broader range of disciplines at the university while they still have time to change their majors. It will also introduce students to the concept and history of disciplinarity, thus while standing alone, will also serve as an introduction to the 2<sup>nd</sup> and 3<sup>rd</sup> year Interdisciplinary courses.

Perhaps most significant of all in terms of 'need' is the possibility that this course can be a powerful recruitment tool for High School students considering university but unsure of what they might take. Should the course be approved we intend to pilot this strategy at the Muskoka Campus for the Fall/Winter 2015/2016 term.

**C) Statement of Resource Requirements**

The course will be taught by existing faculty and will become part of the regular rotation. It will not require additional resources at this stage. Library holdings are sufficient at this stage.

A) Descriptive Data

|  |  |
|--|--|
| <b>Course code:</b>  | <b>INTD2005</b>  |
| <b>Course title:</b>   | <b>Introduction to Interdisciplinary Analysis</b>  |
| <b>Short title:</b>  | Given that the course content will vary each year the short title should reflect the actual topic for that year.   |
| <b>If this course belongs to a major that has course groupings, please indicate which group the course belongs with:</b> | N/A  |
| <b>Course Prerequisites:</b>   | 18 credits completed   |
| <b>Course Co-requisites:</b>   | N/A  |
| <b>Antirequisite:</b>  | UNIV 2005  |
| <b>Total Hours:</b>  | 72 hours   |
| <b>Breakdown of Hours</b>  | 3 hours of lecture per week  |
| <b>Course Credits:</b>   | 6 credits  |
| <b>Course Description:</b>   | Interdisciplinary analysis has emerged as a powerful critical and analytic tool for addressing complex problems such as climate change and global poverty. Taking interdisciplinary approaches, principles and methods as its topic, the course engages students through a single theme, such as DIRT or WATER. Students will also develop skills in lateral and collaborative thinking, both essential to innovative and creative problem solving. The course will be taught by a variety of professors across a range of disciplines, each of whom will approach the theme from their own disciplinary/interdisciplinary background. The topic and disciplines will change each time the course is offered.  |
| <b>Program Implications:</b>   | This course is designed to meet the needs of students: <ul style="list-style-type: none"> <li>• who need upper year electives</li> <li>• who are interested in developing a concentration in interdisciplinary studies</li> </ul>  |
| <b>Learning Expectations/ Outputs (6-8, visible, measurable and in active verbs)</b>                                     | By the end of the course students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate familiarity with the history, theories and methodologies of interdisciplinarity.</li> <li>2. Identify and clearly articulate the key strengths and challenges of interdisciplinary approaches to knowledge.</li> <li>3. Select, evaluate and integrate information from various sources to inform a critical analysis of the topic.</li> <li>4. Participate in collaborative efforts to produce emergent, interdisciplinary knowledge on a particular topic.</li> <li>5. Construct and sustain well reasoned analytical arguments in consistent, coherent and grammatical prose and express these analyses both in a substantial written project/essay and in verbal analyses.</li> <li>6. Demonstrate a preliminary understanding of critical epistemology.</li> </ol> |
| <b>Cross-listing or cross-coding</b>   | N/A  |

**B) Statement of Need**

The course provides students with an opportunity to study the strengths and weaknesses of interdisciplinary approaches to knowledge via the strategy of focusing the content around a single theme or topic that is then approached from multiple disciplinary and interdisciplinary angles. This course is designed so that the course director, who attends every class, draws out and helps delineate how interdisciplinary analyses change, clarify, expand on and even sometimes better resolve a set of interrelated questions. Because some prior experience of university level learning will help the students in their varying encounters with different approaches to knowledge, we are proposing this course at the 2<sup>nd</sup> year level with 18 credits of pre-requisites. The course has been piloted three times so far and has proven to be very successful in getting students to see as relevant disciplines and approaches they reflexively reject. By balancing the Science, Social Science and Humanities content, the courses have broad appeal while also making breadth requirements a pedagogically more meaningful and relevant experience for students.

Moreover, the kinds of critical intellectual and analytic skills students develop in these courses are particularly relevant to the current employment context. The capacity to make connections across different contexts, to collaborate in a group of varied experts, and to seek out and acquire new knowledge, are preferential skills that interdisciplinary training optimally develops.

**C) Statement of Resource Requirements**

The course will be taught by existing faculty and will become part of the regular rotation. It will not require additional resources. Library holdings are sufficient at this stage.

A) Descriptive Data

|  |   |
|--|---|
| <b>Course code:</b>  | <b>INTD 3005</b>  |
| <b>Course title:</b>   | <b>Applied Interdisciplinarity: Solving Wicked Problems</b>   |
| <b>Short title:</b>  | <b>Wicked Problems</b><br>Given that the course content will vary each year the short title should reflect the actual topic for that year.  |
| <b>If this course belongs to a major that has course groupings, please indicate which group the course belongs with:</b> | N/A   |
| <b>Course Prerequisites:</b>   | UNIV 2005   |
| <b>Course Co-requisites:</b>   | N/A   |
| <b>Antirequisite:</b>  | N/A   |
| <b>Total Hours:</b>  | 72 hours  |
| <b>Breakdown of Hours</b>  | 3 hours of lecture  |
| <b>Course Credits:</b>   | 6   |
| <b>Course Description:</b>   | Building on the 2 <sup>nd</sup> year course “Introduction to Interdisciplinary Analysis,” “Solving Wicked Problems” offers students the opportunity to apply interdisciplinary scholarship to real world dilemmas facing society locally, nationally and globally. Students will learn how to work collaboratively, integrating a variety of disciplinary expertise, in order to creatively address the most pressing concerns of the day. The ”Wicked Problem” will change with each offering, but might include topics such as: mass extinction, global poverty, homelessness and climate change.   |
| <b>Program Implications:</b>   | This course is designed to meet the needs of students: <ul style="list-style-type: none"> <li>• who need upper level electives</li> <li>• who are interested in developing a concentration in interdisciplinary studies</li> </ul>  |
| <b>Learning Expectations/ Outputs (6-8, visible, measurable and in active verbs)</b>                                     | By the end of the course students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate the application of interdisciplinary approaches to problem solving.</li> <li>2. Identify and clearly articulate the key strengths and challenges of interdisciplinary approaches to problem solving using a concrete example.</li> <li>3. Apply the core concepts and theories they have encountered in the class.</li> <li>4. Demonstrate an understanding of various methodological approaches germane to the disciplines and research relevant to the Wicked Problem they have explored.</li> <li>5. Select, evaluate, integrate and apply information from various disciplines as they pertain to the wicked problem.</li> <li>6. Construct and sustain well reasoned analytic arguments in consistent, coherent and grammatical prose and express these analyses both orally and in writing.</li> </ol> |
| <b>Cross-listing or cross-coding</b>   |   |

**B) Statement of Need**

“Wicked Problems” courses offer students an opportunity to build on and develop the interdisciplinary knowledge they have gained in doing the second year Concept courses. More crucially, the Wicked Problems courses use real world dilemmas, which students already see as relevant to their future lives, as a laboratory for experimenting with applied interdisciplinarity. Each disciplinary contribution will be focused on the selected social problem and students will develop concrete solutions drawing on the material they encounter in the guest lectures. Modeled on the idea of a moot court in Law School, these courses will be appealing as well as pedagogically innovative precisely because they will provide students with an opportunity to apply their learning in the classroom.

**C) Statement of Resource Requirements**

The course will be taught by existing faculty and will become part of the regular rotation. It will not require additional resources at this time. Library holdings are sufficient at this stage.

## Geography

MOTION 1: That GEOG3316: Geography of Health and Health Care be added as a new course in the academic calendar.

**Rational:** Geography is essential in understanding the spatial distribution and spread of diseases. This course is aimed for non-geography students and geography students who have not taken GEOG 3236. With wide spread of infectious and non-infectious ailments, this course will prepare our students to better appreciate the spatial dimension of disease and what needs to be addressed in such cases. GEOG 3236 will be an antirequisite for GEOG 3316. Students will be asked to take either GEOG 3236 or GEOG3316 but not both. There are no program implications.

|  |   |
|--|---|
| Course Code  | GEOG 3316   |
| Course Title   | Geography of Health and Health Care   |
| Course Prerequisite  | 24 credits completed  |
| Course Corequisite   |   |
| Antirequisite  | GEOG 3236   |
| Total Hours  | <input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other   |
| Breakdown of Hours   | Three hours of lecture per week for one term<br>If Other (please specify)   |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | This course introduces students to the geographies of health and health care. Current theories, and methodologies, and case studies will be used to explore the importance of geography in understanding and explaining the spatial patterns of diseases including infectious, chronic and mental health problems. Health inequalities, health care provision and planning will also be examined in a global context.   |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)   |
| Program Implications   | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)   |
| Cross-listing or Cross-Coding  |   |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | Successful graduates of this course will demonstrate: <ul style="list-style-type: none"> <li>• A better understanding of how to communicate their ideas clearly and concisely in both verbal and written form</li> <li>• A better appreciation of the geographical approaches used in health studies</li> <li>• A better understanding of how to read health research critically.</li> <li>• To critically identify and define in detail the main geographical concepts related to the study of health and health care</li> <li>• To evaluate the wider determinants of health and health inequalities</li> <li>• To examine how geographical analysis can contribute to a greater understanding of the variations in health care provision</li> <li>• To develop skills in interpreting health data and geographical information about health and health care</li> </ul> |

B) Statement of Need:

Although there are many students at Nipissing University who are in health related fields, there are no courses that help non-geography students better understand the spatial distribution of disease. This course will prepare students to better appreciate how geography affects the spatial distribution of disease and how best to address them.

C) Statement of Resources:

No additional resources needed.

MOTION 2: That the prerequisite for GEOG-4137 be changed from GEOG-2107 and GEOG-3107 to GEOG-2107.

Rationale: GEOG-3107 is no longer offered regularly in the Geography curriculum. There are no program implications. This is a non-substantive change



## History

That the Committee approve the following changes to the courses offered by the Department of History:

MOTION 1: That the Committee approve the modification of prerequisite requirements for all 3000-level history courses to 12 credits of history with at least 3 credits at the 2000 level or any 54 credits completed.

### **Justifications for Changes**

#### **Motion 1**

The History Department is making these changes so that their third and fourth-year courses will be more accessible to non-history students.

We have included the 3 credits at the 2000 level to allow history specialists to join third-year courses in the second semester of second year.

## Psychology

### Overview and Rationale

A number of courses in the Human Development stream of the CHFS program at the Muskoka campus are of a Psychology orientation and would be suitably offered in any academic Psychology program.. We feel that we have a unique and synergistic collaborative opportunity with CHFS, whereby we can increase Psychology offerings in Muskoka via cross-codings with the CHFS program. This is critical in our vision to grow the Muskoka campus and to support the availability and accessibility of Psychology offerings for students on that campus. In addition, these courses will enable Psychology and CHFS to offer the joint-certificate/diploma options in ABA and Program Evaluation (to be submitted for approval in the near future).

The recommended listing of courses for cross-coding will enable the offering of a sufficient selection of Psychology courses on the Muskoka campus, such that both a Major and a Minor in Psychology will become possible for Muskoka students. The concentration of this major will differ from what is currently available in the Psychology program on the NB campus, having a more applied scope, with a particular focus on applied development and developmental disabilities. This will not result in a duplication of Psychology offerings at the NB campus. Instead, it will help complement both the Psychology and the CHFS programs and will result in a diversification of not only Psychology as a program, but of the Muskoka campus. We expect this enhancement of Psychology offerings at Muskoka and the ability of students to pursue a Major and Minor option, will draw an increase in students to that campus.

### Statement of Need:

Diversifying course and program offerings at Muskoka is of significant importance and focus, generally, and in particular since the elimination of the Concurrent Education program on campus. Similarly, diversifying and growing the number of Psychology Majors/Minors has been a strategic focus at the Departmental level. Historically, Psychology has offered a number of courses on the Muskoka campus, which have been both very well attended and repeatedly requested by Muskoka students. Over the past few years, in part due to limited resources, Psychology course offerings at the Muskoka campus have diminished. Anecdotally, this has been met with student requests for increasing the Psychology course offerings and indeed adding a Major or Minor option on campus. Mindful of limited resources on the Muskoka campus, we are proposing the cross-coding of suitable courses between CHFS and Psychology as a mutually beneficial solution that will eventually enable interested students to earn a CHFS Major, a Psychology Major, a CHFS Major with a Psychology Minor, or a Psychology Major with a CHFS Minor; in essence, quadrupling the current degree options on the Muskoka campus. These students would seamlessly complete either option, without having to take multiple courses that would be similar in content, such as if the courses were simply listed in one department or another. This will diversify the options for students, generate a larger and more diverse student body, and leverage the resources currently available at the Muskoka campus by ensuring that the same courses are available for students of two departments.

Furthermore, the offering of Psychology at Muskoka will fit well with the scope and the future direction of the campus, providing synergies not only with CHFS, but also with the planned Social Work and Nursing programs.

### Statement of Resources

The courses suggested for cross-coding are currently offered by CHFS faculty. Resources currently required are minimal. Additional resources, if required, will parallel the growth/capacity of the program in Muskoka.

MOTION 1: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross-coding of CHFS 3137, ABA II: Advanced Topics in Applied Behaviour Analysis with Psychology as PSYC 3137 ABA II: Advanced Topics in Applied Behaviour Analysis be approved.

#### A. Descriptive Data

|                     |   |                                   |   |         |
|---------------------|---|-----------------------------------|---|---------|
| Course Code         | PSYC 3137   |                                   |   |         |
| Course Title        | ABA II: Advanced Topics in Applied Behaviour Analysis |                                   |   |         |
| Short Title         | ABA II: Advanced Topics in ABA                        |                                   |   |         |
| Course Prerequisite | PSYC 3136 or CHFS 3136                                |                                   |   |         |
| Course Co-requisite |   |                                   |   |         |
| Anti-requisite      | CHFS 3137   |                                   |   |         |
| Total Hours         | <input type="checkbox"/> 36 hours                     | <input type="checkbox"/> 72 hours | <input checked="" type="checkbox"/> Other | (48hrs) |

|  |   |
|--|---|
| Breakdown of Hours   | Four hours of lecture/seminar per week for one term   |
| Course Credits   | 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | This course expands on fundamental principles including advanced coverage of topics such as learning, communication, and behaviour assessment; direct training programs; skill teaching and adaptive behaviour; environmental strategies; situational management; generalization; and ethical and social issues. A least-restrictive, life-span developmental, and integrative ABA framework is considered across sectors and diverse client groups.  |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br>✓ No    Yes (please specify)   |
| Program Implications   | Does this course have program implications?<br>✓ No <input type="checkbox"/> Yes  |
| Cross-listing or Cross-Coding  | <input type="checkbox"/> Cross Listed<br>✓ Cross-Coded  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ul style="list-style-type: none"> <li>• Articulate an understanding of advanced principles, strategies, and applications of learning and behaviour, including advanced analytic skills</li> <li>• Demonstrate knowledge of advanced and commonly used skills and procedures in ABA and an ability to integrate such knowledge into the assessment and intervention planning for clients</li> <li>• Demonstrate an understanding of client-centered responsibilities and their relevant application across settings and clients</li> <li>• Integrate least-restrictive, life-span developmental, and individual strengths and needs principles, in developing integrative ABA plans</li> <li>• Be able to identifying client strengths and needs and develop suitable programs and/or interventions</li> <li>• Demonstrate advanced knowledge of behavioural assessment and measurement, including language and learning assessment</li> <li>• Demonstrate skills in outcomes planning &amp; goal setting, including in the analysis of outcomes data and its application/integration to individualized program planning</li> </ul> |

MOTION 2: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross coding of CHFS 3036, Ethics and Professional Standards with Psychology, as PSYC 3036, Ethics and Professional Standards be approved.

A. Descriptive Data

|  |   |
|--|---|
| Course Code  | PSYC 3036   |
| Course Title   | ETHICS AND PROFESSIONAL STANDARDS   |
| Short Title  | Ethics  |
| Course Prerequisite  | CHFS 2106 or PSYC 2006  |
| Course Corequisite   |   |
| Antirequisite  | CHFS 3036   |
| Total Hours  | 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other   |
| Breakdown of Hours   | 3hrs lecture/seminar per week for 1 semester  |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | Students are introduced to ethical issues and professional standards as they relate to applied and/or clinical settings, including applied behavior interventions and supports. Students are exposed to national and provincial codes of professional conduct, including the CPA, CASW, BACB, and other relevant Professional Disciplinary and Ethical Codes and Standards. The ethics of interprofessional conduct are discussed with relevance to both individual clients and support agencies. |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br><input checked="" type="checkbox"/> No   |
| Program Implications   | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| Cross-listing or Cross-Coding  | <input type="checkbox"/> Cross Listed<br><input checked="" type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ul style="list-style-type: none"> <li>• Demonstrate mastery of the national and provincial codes of ethical standards, including CPA, CASW, BACB, and other relevant practice codes, disciplinary, and ethics standards</li> <li>• Demonstrate knowledge of issues related to client and agency confidentiality</li> <li>• Demonstrate understanding of and sensitivity to interprofessional conduct.</li> </ul>                                       |

MOTION 3: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross-coding of CHFS 4016, Program Evaluation and Clinical Outcomes Management with Psychology as PSYC 4016, Program Evaluation and Clinical Outcomes Management be approved.

A. Descriptive Data

|  |   |
|--|---|
| Course Code  | PSYC 4016   |
| Course Title   | PROGRAM EVALUATION & CLINICAL OUTCOMES MANAGEMENT   |
| Short Title  | Program Evaluation  |
| Course Prerequisite  | 70% in CHFS 2026 or PSYC 2026   |
| Course Corequisite   |   |
| Antirequisite  | CHFS 4016   |
| Total Hours  | <input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other   |
| Breakdown of Hours   | 3hrs lecture/seminar per week for 1 semester  |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | Advanced coverage of program evaluation and clinical outcomes management is provided, with a focus on health and social services programs. Using a clinical outcomes management framework, students are introduced to program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning as a co-requisite, and is restricted to a small number of advanced students.  |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br><input checked="" type="checkbox"/> No   |
| Program Implications   | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| Cross-listing or Cross-Coding  | <input type="checkbox"/> Cross Listed<br><input checked="" type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Identify and integrate frameworks of program evaluation and clinical outcomes management (e.g., continuous quality improvement, clinical outcomes management)</li> <li>2. Differentiate between and identify suitable evaluation types (e.g., formative, summative, process/implementation, impact/outcomes, cost/benefit analyses)</li> <li>3. Identify and communicate the suitability of quantitative, qualitative, or mixed data approaches for specific projects</li> <li>4. Demonstrate knowledge of principles of program evaluation (e.g., theory-based, utilization-focused, participatory)</li> <li>5. Demonstrate the systematic application of scientific methods to assess the design, implementation, improvement and/or outcomes of a program</li> <li>6. Document program accomplishments, areas of strength, and areas of need or opportunities for improvement</li> <li>7. Document program design and development activities to ensure quality of professional practices, and/or enhancing the capacity of community-based programs and services</li> <li>8. Demonstrate adherence to ethical principles and guidelines in interacting with community partners.</li> </ol> |

MOTION 4: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross-coding of CHFS 4017, Practicum: Applied Research & Evaluation with Psychology as PSYC 4017, Practicum: Applied Research & Evaluation be approved.

A. Descriptive Data

|  |  |
|--|--|
| Course Code  | PSYC 4017  |
| Course Title   | PRACTICUM: APPLIED RESEARCH & EVALUATION   |
| Short Title  | Practicum: Applied Research  |
| Course Prerequisite  | Restricted to advanced students in an Honours Program; 80% in CHFS 4016 or PSYC 4016 and approval of the Department  |
| Course Corequisite   |  |
| Antirequisite  | CHFS 4017  |
| Total Hours  | <input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input checked="" type="checkbox"/> Other (120hrs)   |
| Breakdown of Hours   | Up to 3hr/week seminar sessions and at least 7hrs/week of independent practicum experience   |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other  |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | This course offers upper year students experience in carrying out applied research and evaluation as part of a departmental research team, in collaboration with community stakeholders. Students must make arrangements with a faculty member before enrolling. Students are expected to detail research issues in seminar and follow ethical and evidence-informed decision-making when implementing relevant stakeholder initiatives. This practicum requires independent and self-directed learning as a co-requisite, and is restricted to a small number of advanced students.   |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br><input checked="" type="checkbox"/> No  |
| Program Implications   | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes   |
| Cross-listing or Cross-Coding  | <input type="checkbox"/> Cross Listed<br><input checked="" type="checkbox"/> Cross-Coded   |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Integrate and apply frameworks of program evaluation and clinical outcomes management to a community-based research project</li> <li>2. Select suitable a suitable evaluation goal following collaboration with community stakeholder and in accordance with stakeholder priorities (e.g., formative, summative, process/implementation, impact/outcomes, cost/benefit analyses)</li> <li>3. Identify and communicate to stakeholder the suitability of quantitative, qualitative, or mixed data approaches for the specific project</li> <li>4. Apply knowledge of principles of program evaluation (e.g., theory-based, utilization-focused, participatory) to a specific community project</li> <li>5. Demonstrate the systematic application of scientific methods to assess the design, implementation, improvement and/or outcomes of a program</li> <li>6. Document and communicate program accomplishments, areas of strength, and areas of need or opportunities for improvement</li> </ol> |

|  |  |
|--|--|
|  | <ol style="list-style-type: none"><li>7. Document and communicate program design and development activities to ensure successful replication, with a particular focus on information management and record keeping in evaluating and improving the quality of professional practices, and/or enhancing the capacity of community-based programs and services</li><li>8. Demonstrate adherence to ethical principles and guidelines in interacting with community partners</li><li>9. Demonstrate exceptional communication and collaboration skills</li><li>10. Produce a summative or formative evaluation report</li></ol> |
|--|--|

MOTION 5: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross-coding of CHFS 4106, Assessment & Intervention Planning with Psychology as PSYC 4106, Assessment & Intervention Planning be approved.

A. Descriptive Data

|  |   |
|--|---|
| Course Code  | PSYC 4106   |
| Course Title   | ASSESSMENT AND INTERVENTION PLANNING  |
| Short Title  | Assessment and Intervention Planning  |
| Course Prerequisite  | CHFS 2106 or PSYC 2006  |
| Course Corequisite   |   |
| Antirequisite  | CHFS 4106   |
| Total Hours  | <input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input checked="" type="checkbox"/> Other (48hrs)   |
| Breakdown of Hours   | 4hrs of lecture/seminar per week for 1 semester   |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | This course focuses on prevention and intervention in the context of developmental and emotional-behavioural disorders of childhood and adolescence. Cognitive, cognitive-behavioural, and behavioural strategies are covered for supporting children and adolescents with exceptionalities. Particularly effective and model international programs are reviewed. A holistic, evidence-based, individual strengths- and needs framework is applied for informing decisions regarding suitable interventions and practices. The course highlights the importance of the therapeutic alliance as a foundation of successful approaches.  |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br><input checked="" type="checkbox"/> No   |
| Program Implications   | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| Cross-listing or Cross-Coding  | <input type="checkbox"/> Cross Listed<br><input checked="" type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Identify, develop, and implement different types of interventions at the individual and small group levels</li> <li>2. Identify suitable cognitive, cognitive-behavioural, and behavioural interventions for diverse challenges</li> <li>3. Demonstrate an understanding of evidence based practices and identify empirically based interventions appropriate for use</li> <li>4. Differentiate amongst primary, secondary, and tertiary prevention and appropriate strategies for each</li> <li>5. Demonstrate awareness of critical clinical issues (e.g., depression, suicidality, neglect, abuse, and others) and relevant follow-up</li> <li>6. Identify emotional-behavioural, developmental, and other related issues (e.g., addictive behavior, psychopathology, neglect and abuse, violence, situational and environmental factors) that may impact academic, personal/social, and career success, as well as overall development</li> <li>7. Demonstrate an understanding of the referral process and be able to identify appropriate pathways for referral for individuals with special needs</li> <li>8. Demonstrate an understanding of and be able to apply professional and ethical guidelines of conduct</li> </ol> |

MOTION 6: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross-coding of CHFS 4206, Applied Developmental Neuropsychology to



Psychology as PSYC 4216, Applied Developmental Neuropsychology be approved.

A. Descriptive Data

|  |   |
|--|---|
| Course Code  | PSYC 4216   |
| Course Title   | APPLIED DEVELOPMENTAL NEUROPSYCHOLOGY   |
| Short Title  | Applied Developmental Neuropsychology   |
| Course Prerequisite  | Restricted to students in the 4 <sup>th</sup> Year of an Honours Program and completion of CHFS 2106/2017 or PSYC 2006/2007<br>2106/2107  |
| Course Corequisite   |   |
| Antirequisite  | CHFS 4206   |
| Total Hours  | <input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other   |
| Breakdown of Hours   | 3hrs of lecture per week for 1 semester   |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | This course introduces students to basic neuroscientific principles, principles of neurodevelopment, and theories of Applied Developmental Neuropsychology. An introduction to principles of neuropsychological assessment and the relationship between nervous system function, cognition, emotion and behavior is provided. Students are introduced to the design of individualized interventions, in a review of pediatric and adult disorders, including acquired and traumatic brain injury. Biopsychosocial factors and adjustment of clients are addressed in an interdisciplinary approach that covers both clinical cases and research evidence.   |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br><input checked="" type="checkbox"/> No   |
| Program Implications   | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| Cross-listing or Cross-Coding  | <input type="checkbox"/> Cross Listed<br><input checked="" type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of neurodevelopment and basic neuroscientific principles</li> <li>2. Clearly articulate principles of neuroassessment and knowledge of cognitive and emotional domains</li> <li>3. Demonstrate a basic understanding of the methods researchers use to study developmental cognitive neuroscience, including metabolic measures, electrophysiological techniques, and optical imaging</li> <li>4. Discuss the relationship between nervous system function and relationship to cognition, emotion, and behaviour</li> <li>5. Conduct a thorough review and summarize current thinking on the theoretical definition of a domain of interest and its underlying neural substrates (e.g., attention, memory, executive functioning)</li> <li>6. Demonstrate the ability to conduct a mock neuropsychological assessment, write a summary report, and interpret findings</li> <li>7. Critically synthesize current thinking through an empirical review of a relevant disorder/disease, focusing on one aspect of disease-etiology and symptomology, assessment, or treatment<br/>Demonstrate an understanding of the ethical challenges in neuropsychology</li> </ol> |

MOTION 7: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross-coding of CHFS 4306, Special Topics: Human Development & Learning to Psychology as PSYC 4306, Special Topics: Human Development & Learning be approved.

A. Descriptive Data

|  |   |
|--|---|
| Course Code  | PSYC 4306   |
| Course Title   | SPECIAL TOPICS: HUMAN DEVELOPMENT & LEARNING  |
| Short Title<br>(maximum 29 characters)   | Special Topics: Human Development   |
| Course Prerequisite  | CHFS 2106 and CHFS 2107 OR PSYC 2006 and PSYC 2007  |
| Course Corequisite   |   |
| Antirequisite  | CHFS 4306   |
| Total Hours  | <input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other   |
| Breakdown of Hours   | 3hrs of lecture per week for 1 semester   |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other   |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | This course provides advanced coverage of particular topics in Human Development and Learning. Specific content varies from year to year depending on the interests of the faculty member teaching the course   |
| Course Grouping or Stream  | Does this course belong to a Group or Stream?<br><input checked="" type="checkbox"/> No   |
| Program Implications   | Does this course have program implications?<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  |
| <u>Cross-listing or Cross-Coding</u>   | <input type="checkbox"/> Cross Listed<br><input checked="" type="checkbox"/> Cross-Coded  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Demonstrate mastery of content area covered in the course</li> <li>2. Demonstrate an ability to convey major theoretical concepts covered in the course</li> <li>3. Demonstrate an ability to compare and contrast various constructs covered in the course, assessing the validity of each in the context of the literature and/or case reviews</li> <li>4. Articulate the main implications of the content covered in relation to a wide range of constructs, conditions, and/or diagnoses as applicable</li> </ol> |

MOTION 8: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee that the cross-coding of CHFS 2026 Methods in Behavioural and Social Sciences with Psychology as PSYC 2026 Methods in Behavioural and Social Sciences be approved.

A. Descriptive Data

|  |  |
|--|--|
| Course Code  | PSYC 2026  |
| Course Title   | METHODS IN BEHAVIOURAL AND SOCIAL SCIENCES   |
| Short Title<br>(maximum 29 characters)   | Research Methods   |
| Course Prerequisite  | PSYC 1106; PSYC 1107   |
| Antirequisite  | CHFS 3036; CHFS 2026   |
| Total Hours  | <input type="checkbox"/> 36 hours <input checked="" type="checkbox"/> 72 hours <input type="checkbox"/> Other  |
| Breakdown of Hours   | 3hrs lecture/3hrs lab per week   |
| Course Credits   | <input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other  |
| Course Description<br>(Restricted to 50-75 words, present tense and active voice)  | This course focuses on understanding quantitative and qualitative research methodology in the behavioural and social sciences. Topics include basic research methodology and application, developing hypotheses, designing quasi- and experimental protocols, ethics, measurement concepts, survey research, qualitative methodologies (including but not limited to ethnographies, case studies, interviews, focus groups), ABA design and measurement (including but not limited to single-Ss, reversal, multiple baseline, and others).   |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>BY THE END OF THE COURSE STUDENTS:</p> <ul style="list-style-type: none"> <li>• Formulate good research questions</li> <li>• Differentiate between quantitative and qualitative methodologies, including ABA methodology/design</li> <li>• Select appropriate quantitative and/or qualitative approaches</li> <li>• Differentiate between statistical significance and meaningfulness and the role of power in research design</li> <li>• Design methodologically sound protocols appropriate for answering different types of questions in the behavioural and social sciences</li> <li>• Demonstrate knowledge of ethical principles &amp; guidelines for research and attain TCPS 2 CORE Certification</li> <li>• Demonstrate knowledge of requirements of good design in line with REB guidelines</li> <li>• Demonstrate critical thinking or analytic skills for developing, implementing, and critically evaluating research</li> </ul> |

**FACULTY OF ARTS & SCIENCE or APPLIED & PROFESSIONAL STUDIES****DEPARTMENTAL APPROVAL FORM**

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

Insert Date Here

CHFS Approval for or Cross-Coding of:

- 1/ CHFS 3137, ABA II: Advanced Topics in Applied Behaviour Analysis
- 2/ CHFS 3036, Ethics and Professional Standards
- 3/ CHFS 4016, Program Evaluation and Clinical Outcomes Management
- 4/ CHFS 4017, Practicum: Applied Research & Evaluation
- 5/ CHFS 4106, Assessment & Intervention Planning
- 6/ CHFS 4206, Applied Developmental Neuropsychology
- 7/ CHFS 4306, Special Topics: Human Development & Learning
- 8/ CHFS 2026 Methods in Behavioural and Social Sciences

with Psychology with the goal of offering a Psychology Major and Minor on the Muskoka Campus.

| <b>DEPARTMENT/DISCIPLINE</b> | <b>NAME (print)</b> | <b><u>Signature</u></b> |
|------------------------------|---------------------|-------------------------|
| CHFS(Muskoka)                |                     |                         |

## Proposal for the Development of:

1/ a Concurrent Certificate in Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorders (ASD) ...  
*hereafter referred to as the Certificate in EIBI-ASD*

2/ a Concurrent Certificate in Applied Behaviour Analysis (ABA) - Lifespan ... *hereafter referred to as the Certificate in ABA-Lifespan*

*Submitted by:* The Department of Psychology to ARCC

*Prepared by:* Roxana Vernescu w/ Matti Saari  
*October 22, 2014 w/ ARCC Suggested Revisions Oct 31, 2014*

Summary of Motions:

MOTION 1: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee the approval of the proposed certificate in EIBI-ASD outlined below.

MOTION 2: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee the approval of the proposed certificate in ABA-Lifespan outlined below.

Background:

There is a clearly identified need for qualified professionals to fill a national and international shortage in fields requiring Applied Behaviour Analysis (ABA). ABA qualified professionals are valuable across multiple sectors and practice areas, from teachers, psychologists, ABA therapists, developmental and behavioural practitioners, and various other human service professionals. Employment opportunities for qualified ABA professionals abound across education, justice, clinical, social/community and business/industry settings, including schools, hospitals, mental health centres, behavioural centres, residential facilities, long-term care facilities, IBI-Autism centers, and more recently, organizational behavioural management divisions and teams.

Recent collaborations and partnerships with regional and national stakeholders have identified a need for academically prepared ABA practitioners. For example, the turnover in staff at a regional agency that covers a catchment area from Muskoka to the Manitoba border and the James Bay coast is high (1-2 staff per month). Since the inception of the Autism early intervention programs in Ontario over 15 years ago, there has been a growing need for qualified professionals in the clinical/social services sectors. This need is sweeping not only the nation, but also the US and international centers. Indeed ABA and early IBI (Intensive Behavioural Intervention) are amongst the best examples of evidence-based treatments for individuals with developmental and/or behavioural concerns. Professional experience and recent communication with intervention programs in the Atlantic Provinces and a major Atlantic University has unveiled a need/desire for graduating academically prepared candidates nationally. We have identified both a pressing societal need and a considerable student demand.

Closer to home, Northern Ontario agencies have expressed interest and a desire to support graduates with focused study in this area. Our students as well, have indicated an interest in courses that are more applied in nature, and more applicable to working with clients across education, human and social services, and justice sectors. These courses are currently on the books for CHFS, and packaging them into a concurrent Certificate is both cost-effective and a great opportunity to provide specialized credentialing/recognition for focused academic content and a highly desirable and sought-after academic profile.

Last, the current Certificate motions are in keeping with the larger vision and strategy for development of the Muskoka campus, to grow in applied and professional opportunities and contribute to healthy communities. This proposal for the Certificates in ABA have been developed with committed support from a number of community stakeholders.

### 1/ Certificate EIBI-ASD

MOTION 1: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee the approval of the proposed certificate in EIBI-ASD outlined below.

#### Statement of Academic Merit:

The current proposal for a concurrent Certificate in EIBI-ASD aims to package several academic courses, previously approved by Senate and offered by CHFS and/or PSYC. Students graduating with Honours Specialization or Specialization degree requirements in either CHFS or PSYC programs will be able to qualify for the Certificate in EIBI-ASD.

#### Learning Objectives:

Rigorous academic education in ABA requires a coherent set of learning objectives across several content areas. For a certificate in EIBI-ASD with application across Early Intensive Behaviour Intervention settings for children with Autism Spectrum Disorders, these Learning Objectives include: 1) Ethical considerations, 2) Principles, Processes, and Concepts related to Behaviour and Behaviour Analysis (including definitions and characteristics of behaviour), 3) Behavioural Assessment and Measurement, 4) Methodological or Experimental Evaluation of Interventions and Behavioural Data, 5) Intervention Outcomes and Strategies, 6) Behavioural Change Procedures and Systems-level Support, 7) Human Development & Learning, and 8) Specialized Knowledge of Autism Spectrum Disorders

#### Academic Credit Courses which Collectively Meet Learning Objectives (33cr)

*Students must complete all of:*

- PSYC 1106 & PSYC 1107: Introduction to Psychology I & II (6cr)
- CHFS 2106 or PSYC 2006: Human Development (Children/Youth) (3cr)
- CHFS 3036: Ethics & Professional Standards (3cr)
- CHFS 3116 or PSYC 3117: Autism Spectrum Disorders (3cr)
- CHFS 3136 or PSYC 3136: ABA I - Introduction to ABA (3cr)
- CHFS 3137: ABA II - Advanced Topics in ABA (3cr)
- CHFS 4106: Assessment & Intervention Planning (3cr)
- CHFS 4305: Practicum in EIBI – ASD (6cr)

Students must also complete 3cr of:

- CHFS 3127 or PSYC 3127: Fetal Alcohol Spectrum Disorders (3cr)
- CHFS 4206: Applied Developmental Neuropsychology (3cr)
- CHFS 4306: Special Topics: Human Development & Learning (3cr)

Statement of Financial Viability:

The proposed Certificate in EIBI-ASD is not estimated to require additional resources beyond those already committed for degree requirements by the respective departments (CHFS/PSYC). All courses outlined for the proposed Certificate in EIBI-ASD (except the newly proposed practicum course CHFS 4305) are currently offered by either CHFS or PSYC departments and utilized – as appropriate – for respective degree requirements. Submitted for approval under separate cover, the Practicum course CHFS 4305 will be coordinated by existing faculty, with the supervisory requirements met through established partnerships with community agencies (e.g., HANDS, The Family Help Network). While students will also be able to secure their own fieldwork/placement opportunities in their home communities, supervision requirements will not tax existing faculty/academic resources as supervision will be provided externally to the academic unit/institution via registered Psychologists and/or ABA Registered practitioners.

Library holdings are sufficient at this stage for the proposed concurrent Certificate in EIBI-ASD.

2/ Certificate in ABA-Lifespan

MOTION 2: That the Academic Regulations and Curriculum Committee recommend to the Undergraduate Studies Committee the approval of the proposed certificate in ABA-Lifespan outlined below.

Statement of Academic Merit:

The current proposal for a concurrent Certificate in ABA-Lifespan aims to package several academic courses, previously approved by Senate and offered by CHFS and/or PSYC. Students graduating with Honours Specialization, Specialization, or Major degree requirements in either CHFS or PSYC programs will be able to qualify for the Certificate in ABA-Lifespan.

Learning Objectives:

Rigorous academic education in ABA requires a coherent set of learning objectives across several content areas. For a specialized Certificate in ABA-Lifespan with application across a wide variety of sectors and age groups, these Learning Objectives include: 1) Ethical considerations, 2) Principles, Processes, and Concepts related to Behaviour and Behaviour Analysis (including definitions and characteristics of behaviour), 3) Behavioural Assessment and Measurement, 4) Methodological or Experimental Evaluation of Interventions and Behavioural Data, 5) Intervention Outcomes and Strategies, 6) Behavioural Change Procedures and Systems-level Support, and 7) Adult Development/Aging & Learning

Academic Credit Courses which Collectively Meet Learning Objectives (33cr)

*Students must complete all of:*

- PSYC 1106 & PSYC 1107: Introduction to Psychology I & II (6cr)
- CHFS 2106 or PSYC 2006: Human Development (Children/Youth) (3cr)
- CHFS 2107 or PSYC 2207: Human Development: Adults & Aging (3cr)
- CHFS 3036: Ethics & Professional Standards (3cr)
- CHFS 3136 or PSYC 3136 ABA I: Introduction to ABA (3cr)
- CHFS 3137: Advanced Topics in ABA (3cr)
- CHFS 4106: Assessment & Intervention Planning (3cr)
- CHFS 4205 Practicum in ABA-Lifespan (6cr)

Students must complete 3cr of:

- CHFS 3116 or PSYC 3117: Autism Spectrum Disorders (3cr)
- CHFS 3127 or PSYC 3127: Fetal Alcohol Spectrum Disorders (3cr)
- CHFS 4206: Applied Developmental Neuropsychology (3cr)

Statement of Financial Viability:

The proposed Certificate in ABA-Lifespan is not estimated to require additional resources beyond those already committed for degree requirements by the respective departments (CHFS/PSYC). All courses outlined for the proposed Certificate in ABA-Lifespan (except the newly proposed practicum course CHFS 4205) are currently offered by either CHFS or PSYC departments and utilized – as appropriate – for respective degree requirements. Submitted for approval under separate cover, the Practicum course CHFS 4205 will be coordinated by existing faculty, with the supervisory requirements met through established partnerships with community agencies (e.g., HANDS, The Family Help Network). While students will also be able to secure their own fieldwork/placement opportunities in their home communities, supervision requirements will not tax existing faculty/academic resources as supervision will be provided externally to the academic unit/institution via registered Psychologists and/or ABA Registered practitioners.

Library holdings are sufficient at this stage for the proposed Certificate in ABA-Lifespan.



Proposal for the Development of a Concurrent Certificate in  
Program Evaluation & Applied Research – *hereafter referenced as PEAR Certificate*

*Submitted by:* The Department of Child & Family Studies to APS Executive

*Prepared by:* Roxana Vernescu  
*In Partnership and Agreement w/ Psychology:* Matti Saari  
*October 22, 2014 w/ ARCC Suggested Revisions, Oct 31, 2014*

Summary of Motion(s):

MOTION 1: That the Academic Regulations and Curriculum Committee recommend to Senate Undergraduate Studies the approval of the proposed certificate in Program Evaluation & Applied Research (PEAR) outlined below.

Background:

Applied research in the form of Program Evaluation is a highly sought after resource in the professional world, regardless of sector: human/social services, education, justice, clinical, health, and business/industry. In its most basic form, Program Evaluation is the “systematic assessment of the processes and/or outcomes of a program with the intent of furthering its development and improvement”. Program evaluators seek to improve processes and outcomes for (often ministry-funded) programs in the not-for-profit sector. The need for academically prepared evaluators/applied researchers has been voiced repeatedly by our community stakeholders; including both ministry and not-for-profit partners. For example, one of the most critical skillsets that was highlighted as a priority by the human/social services sector during our SW stakeholder consultations was the ability to *transform data into information*. This requires an ability to think critically and systematically about individual and/or program data and translate that into informed decision-making: In other words, evidence-based practices, evidence-based programs, and evidence-based decisions. In addition, the importance of Applied Research and Program Evaluation for the human/social services sector, was also highlighted in our CHFS IQAP review.

Based on this knowledge and information, we developed (and had approved) in the spring of 2014, a set of courses that will academically prepare CHFS undergraduates for careers that required Program Evaluation and/or Applied Research and critical thinking skills at systemic levels of programs/organizations. While not all graduates of a Program Evaluation & Applied Research certificate will secure positions as program evaluators, this set of skills is highly sought across various roles, from front-line staff to executive management teams. End-users of Program Evaluation and Applied Research, including front-line staff and decision-making teams, can benefit from a certificate by becoming knowledgeable about evaluation utilization, which can inform individual and program-level practice, transform agencies/communities, and most importantly, improve client outcomes. This is particularly true in today’s era of accountability that has moved the not-for-profit, health, justice, human/social service sectors from being required to no longer provide mere *outputs* as indicators of success, but evidence of *improved outcomes* at the client, program, and agency levels, as indicators of success.

This certificate will be offered in partnership with Psychology, and will prepare our CHFS and PSYC students for work as evaluators and applied researchers in community based not-for-profit agencies, NGOs, community foundations, national/international foundations, local, regional, and national government agencies. Alternatively, our students will be able to offer their skillset in the capacity of evaluation consultants to a wide variety of organizations across the education, human/social service, health, and justice sectors, particularly given the pairing of the proposed concurrent certificate in Program Evaluation with courses in Psychology, Human Development & Learning, and Social Justice streams. Important to note, offering this certificate would position us as one of the only undergraduate university programs to offer this skillset as a component of an undergraduate degree, giving us an edge in marketing efforts and student recruitment.

PEAR Certificate

Statement of Academic Merit:

The current proposal for a concurrent PEAR Certificate aims to package several academic courses, previously approved by Senate and offered by CHFS and/or PSYC. Students graduating with Honours Specialization or Specialization degree requirements in either CHFS or PSYC programs will be able to qualify for the PEAR Certificate.

Learning Objectives:

Rigorous academic education in PEAR requires a coherent set of learning objectives across several content areas. For a general PEAR Certificate, with application across various sectors including human/social services, education, health, justice, government, not-for-profit, NGO etc., these Learning Objectives include: 1) Quantitative and Qualitative Methods; 2) Quantitative and Qualitative Data Analysis and Statistics; 3) Program Evaluation Methodology; 4) Total Clinical Outcomes Management; 5) Ethics; 6) Competence in Communicating Evaluation Results to Multiple Audiences; 7) Skills in Evaluation Project Management; 8) Cultural Competence to Work in Diverse Cultural Settings; and 9) Competence in Carrying out Collaborative Evaluations Involving Multiple Stakeholders.

Academic Credit Courses which Collectively Meet Learning Objectives (30cr)

*Students must complete all of the following:*

- PSYC 1106 & PSYC 1107: Introduction to Psychology I & II (6cr)
- CHFS 2026: Methods in Behavioural and Social Sciences (3cr)
- CHFS 3035: Statistics in Behavioural and Social Sciences (6cr)
- CHFS 3036: Ethics & Professional Standards (3cr)
- CHFS 4016: Program Evaluation & Clinical Outcomes Management (3cr)
- CHFS 4017: Practicum: Applied Research & Evaluation (3cr)
- CHFS 4505 Senior Research Thesis or PSYC 4105 Senior Empirical Thesis (6cr) (with an Applied Research/Program Evaluation Focus)

Statement of Financial Viability:

All of the courses outlined for the proposed PEAR Certificate are currently offered by either CHFS or PSYC departments and utilized – as appropriate – for respective degree requirements. The proposed concurrent PEAR Certificate is not estimated to require additional resources beyond those committed by the respective departments (CHFS/PSYC) for graduating requirements.

Other Business

The following motions were defeated at ARCC, however, ARCC recommends that USC undertake a consideration of breadth requirements, including the revision of those requirements that this motion proposes. Because breadth requirements are degree requirements, rather than a program requirement, it was felt at ARCC that such a discussion required the broader faculty representation found at USC.

*Motion 4: That the Undergraduate Studies Committee recommend to Senate to approve that INTD 2005 and INTD 3005 be counted towards breadth requirement. Each course can be counted for 2 x 3 credits of the student's choice among Science, Social Science and Humanities. DEFEATED*

At the October 24, 2014 meeting there was a revised motion:

*That the new course INTD 2005 be counted towards breadth requirements. The course can be counted for 3 credits of the student's choice for a maximum of 6 credits among Science, Social Science and Humanities. \*\*Students cannot take more than 6 credits of INTD 2005 for breadth requirement.*

The revised Motion 4 was defeated.

Dr. Sal Renshaw presented the proposal regarding a potential review of the breadth requirement policy.

MOTION 32: That Senate create a University-wide ad-hoc committee to review the breadth requirement policy, consisting of at least one tenured or tenure-track faculty member from each faculty and the Registrar (or designate).

**Report of the  
Undergraduate Studies Committee**

**December 1, 2014**

The meeting of the **Undergraduate Studies Committee** was held on Monday, December 1, 2014, at 10:30 am in F214. The following members attended:

|                            |              |                    |             |
|----------------------------|--------------|--------------------|-------------|
| Murat Tuncali (Vice-Chair) | Jamie Graham | Jane Barker        | Matti Saari |
| Astrid Steele              | James Abbott | Tara-Lynn Scheffel | Anne Wagner |
| Jordan Andrews             |              |                    |             |

Jane Hughes, Recording Secretary

**Absent with Regrets:** Rick Vanderlee, Carole Richardson, Brittany Fisher, Christopher Bidal

**Guest:** Crystal Pigeau

The Undergraduate Studies Committee received and discussed changes from the Faculty of Arts & Science and the Schulich School of Education. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,

*Original signed by:*

Dr. Rick Vanderlee  
Dean, Faculty of Applied and Professional Studies  
Chair, Undergraduate Studies Committee

**MOTION 1:** That the Report of the Undergraduate Studies Committee, dated December 1, 2014, be received.

**English**

MOTION 2: That Senate approve a course restriction change from 12 credits to 6 credits for the Topics in Literature courses ENGL 1006, 1007, 1016, 1026, 1027, 1036, 1037. (Restriction: Students are limited to a maximum of 6 credits at the 1000 level).

**Gender Equality and Social Justice****Non-substantive changes**

- GEND 2226 "Case Studies in Persecution and Violent Conflict" be renamed "Case Studies in Violent Conflict."
- GEND 2147 "Citizenship and Social Justice" be renamed "Bodies, Borders, and Belonging."
- GEND 3066 "Canada, Colonization, and the Politics of Resistance" be renamed "Invasion and Resistance."
- GEND 3306 "Theories of Power and Equality" be renamed to "Ideas of Power."

**Psychology**

- MOTION 3: That Senate approve the prerequisites for PSYC 4105 (Senior Empirical Thesis) be changed by removing PSYC 3357 (Design & Analysis II) as one of the prerequisites.
- MOTION 4: That Senate approve the course pre-requisites for PSYC 4105 (Senior Empirical Thesis) be changed to include either PSYC 3356 (Design & Analysis I) or CHFS 3035 (Statistics in Behavioural & Social Sciences) with a minimum of 70% or better in either prerequisite.
- MOTION 5: That Senate approve the course pre-requisites for PSYC 4215 (Senior Research Seminar) be changed to PSYC 3356 (Design & Analysis I) or CHFS 3035 (Statistics in Behavioural & Social Sciences).
- MOTION 6: That Senate approve the following change in program requirements: Students in the BA Honours Specialization in Psychology and BA Specialization in Psychology may substitute CHFS 2026 and CHFS 3035 for PSYC 2126, PSYC 2127, and PSYC 3356.
- MOTION 7: That Senate approve the following change in program requirements: Students in the BA Major in Psychology may substitute CHFS 2026 and CHFS 3035 for PSYC 2126 and PSYC 2127; consequently, these students must complete a minimum of 21 additional 2000/3000 level PSYC credits instead of 24.

**ATCP and TASL Courses**

- MOTION 8: That Senate approve Motions 9-15 as an omnibus motion.
- MOTION 9: That Senate approve that the EDUC 1546 Anishnaabemwin Language Methodologies I course be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- MOTION 10: That Senate approve that the EDUC 2546 Anishnaabemwin Language Methodologies II course be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- MOTION 11: That Senate approve that the EDUC 4946 History, Policy and Aboriginal Education course be added as a mandatory course in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program.
- MOTION 12: That Senate approve that the EDUC 4947 Understanding Indigenous Pedagogies course be added as a mandatory course in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program.

- MOTION 13: That Senate approve that the EDUC 1436 Anishnaabemwin Curriculum I (formerly EDUC 1441) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- MOTION 14: That Senate approve that the EDUC 2436 Anishnaabemwin Curriculum II (formerly EDUC 2441) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- MOTION 15: That Senate approve that the EDUC 1456 Anishnaabemwin Language I (formerly 1444) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- MOTION 16: That Senate approve that the EDUC 2456 Anishnaabemwin Language II (formerly 2444) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.

### **Bachelor of Physical and Health Education**

- MOTION 17: That Senate approve that the following program requirements of the Bachelor of Physical and Health Education be changed to include:

One of the following 3-credit courses:

PHED 4046 Contemporary Issues in Sport and Physical Activity

HIST 3946 History of Sport in Canada

HIST 3947 Sport and Spectacle in Modern Society

ENGL 1000 level Special Topics course titled: Sport in Literature and Film

- MOTION 18: That Senate approve the deletion of the “Three credits of 1000 level English Studies (excluding ENGL 1551 and ENGL 1552)” within the program requirements of the Bachelor of Physical and Health Education.

### **Non-substantive changes**

- Pre-requisite wording changes to the 3000-level and 4000-level practical courses  
Current pre-requisite for 3000-level practicals: “Third year standing in the Bachelor of Physical and Health Education program”  
Proposed change in wording: “completion of 6-credits at the 1000-level practicals and completion of 6-credits at the 2000-level practicals”

Note: Any other additional pre-requisites, such as part 1 of a practical, would remain.

- Remove the list of the specific 1000-level and 2000-level practicals in the program requirements section of the Academic Calendar and replace with: “6-credits of 1000-level practicals” and “6-credits of 2000-level practicals”.

Rationale: This creates more flexibility in the event that one specific practical cannot be offered as it could then be replaced with a Special Practical course.

- Title changes to 2 courses:  
Current title: PHED 3106 Community Leadership Placement II  
New title: PHED 3106 Community Leadership Placement I

Rationale: The original Community Leadership Placement I course (PHED 2106) was removed with the changes to the BPHE program that came through earlier this calendar year.

- Current title: PHED 4106 Community Leadership Placement III  
New title: PHED 4106 Community Leadership Placement II

Rationale: To follow the PHED 3106 title for continuity and clarity.

**In-Service Course**

MOTION 19: That Senate approve that the EDUC 2185 International Languages (Spanish) Part 2 be added to the list of available courses.

**Other**

A general comment was made that it would be helpful if department representatives attended the USC meetings to speak to their proposals.

**FACULTY OF ARTS & SCIENCE****English****(Re)Submission to ARCC: November 14, 2014**

1. **Motion to Change a Course Restriction for the Topics in Literature courses ENGL 1006, 1007, 1016, 1017, 1026, 1027, 1036, 1037:**

**Restriction:** Students are limited to a maximum of 6 credits at the 1000 level.

**Rationale:** Upper-year students are taking these courses as electives, potentially reducing space for first-year students. Rather than flag out-dated first-year offerings ENGL 1105, ENGL 1106, ENGL 1107 as anti-requisites (our original intention), we will simply “shut the door” after 6 credits at the 1<sup>st</sup> year level, which will effectively restrict these courses to their intended audience. Now first-year students will be able to take 6 credits of 1000 level, or two “Topics” courses, which gives them twice the opportunity to achieve a final mark of 60%.

Dr. Laurie Kruk, Chair  
Dept. of English Studies,  
November 13, 2014

**Gender Equality and Social Justice**

**ARCC Motions - November 14, 2014**

**Motion 1:** That GEND 2226 "Case Studies in Persecution and Violent Conflict" be renamed "Case Studies in Violent Conflict."

**Motion 2:** That GEND 2147 "Citizenship and Social Justice" be renamed "Bodies, Borders, and Belonging."

**Motion 3:** That GEND 3066 "Canada, Colonization, and the Politics of Resistance" be renamed "Invasion and Resistance."

*Discussion:* We see the three motions above as non-substantive changes; course content, learning objectives, and descriptions will not change. These title changes are aimed at attracting more students to enroll.

**Motion 4:** That GEND 3306 "Theories of Power and Equality" be renamed to "Ideas of Power."



**Psychology**

**ARCC Submission**

*REVISED Nov 11, 2014 (AR changes)*

**MOTION 1:** That the Academic Regulations and Curriculum Committee recommend to the Arts and Sciences Executive that the prerequisites for PSYC 4105 (Senior Empirical Thesis) be changed by removing PSYC 3357 (Design & Analysis II) as one of the prerequisites.

**Rationale:** This has been discussed at length over the years. PSYC 3357 is currently a requirement only for the Hon Spec BSc and Spec BSc degrees. In a recent departmental Strategic Planning session/retreat, it was again identified that this course is not useful for the vast majority of students completing the PSYC 4105 course, and is needlessly restrictive to students who want to complete the Honours Thesis, but do not meet the pre-req.

**MOTION 2:** That the Academic Regulations and Curriculum Committee recommend to the Arts and Sciences Executive that the course pre-requisites for PSYC 4105 (Senior Empirical Thesis) be changed to include either PSYC 3356 (Design & Analysis I) or CHFS 3035 (Statistics in Behavioural & Social Sciences) with 70% or better.

**Rationale:** In combination with their pre-requisites, these courses both meet the statistical competency requirements necessary for successful completion of PSYC 4105. Over the past several months, PSYC and CHFS have been working on creating synergistic opportunities whenever possible, in order to increase flexibility and enhance student recruitment. Enabling students to complete statistical requirements for PSYC 4105 through relevant CHFS courses will minimize costs and enhance flexibility for students who wish to pursue Specialized Honours, Honours, and Major programs in Psychology.

**MOTION 3:** That the Academic Regulations and Curriculum Committee recommend to the Arts and Sciences Executive that the course pre-requisites for PSYC 4215 (Senior Research Seminar) be changed to PSYC 3356 (Design & Analysis I) or CHFS 3035 (Statistics in Behavioural & Social Sciences).

**Rationale:** In combination with their pre-requisites, these courses both meet the statistical competency requirements necessary for successful completion of PSYC 4215. Over the past several months, PSYC and CHFS have been working on creating synergistic opportunities whenever possible, in order to increase flexibility and enhance student recruitment. Enabling students to complete statistical requirements for PSYC 4215 through relevant CHFS courses will minimize costs and enhance flexibility for students who wish to pursue Specialized Honours, Honours, and Major programs in Psychology.

**MOTION 4:** That ARCC recommend to the Arts and Sciences Executive to approve students at the Nipissing Muskoka campus in the BA Honours Specialization in Psychology and BA Specialization in Psychology may substitute CHFS 2026 and CHFS 3035 for PSYC 2126, PSYC 2127, and PSYC 3356.

**Rationale:** These courses are appropriate for meeting the statistical competency requirements necessary for successful completion of both BA Hon Specialization and BA Specialization in Psychology. This will enable Muskoka based students who wish to pursue a BA Honours Specialization or BA Specialization in Psychology to complete similarly rigorous statistical requirements on the Muskoka campus, in essence increasing flexibility for students.

**MOTION 5:** That ARCC recommend to the Arts and Sciences Executive to approve students at the Nipissing Muskoka campus in the BA Major in Psychology may substitute CHFS 2026 and CHFS 3035 for PSYC 2126 and PSYC 2127; consequently, these students must complete a minimum of 21 additional 2000/3000 level PSYC credits instead of 24.

**Rationale:** These courses are appropriate for meeting the statistical competency requirements necessary for successful completion of a BA Major in Psychology. This will enable Muskoka based students who wish to pursue a BA Major in Psychology to complete similarly rigorous statistical requirements on the Muskoka campus, in essence increasing flexibility for students.

**SCHULICH SCHOOL OF EDUCATION****ATCP and TASL Courses (Appendix A)**

- Motion 1:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 1546 Anishnaabemwin Language Methodologies I course be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- Motion 2:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 2546 Anishnaabemwin Language Methodologies II course be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- Motion 3:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 4946 History, Policy and Aboriginal Education course be added as a mandatory course in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program.
- Motion 4:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 4947 Understanding Indigenous Pedagogies course be added as a mandatory course in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program.
- Motion 5:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 1436 Anishnaabemwin Curriculum I (formerly EDUC 1441) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- Motion 6:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 2436 Anishnaabemwin Curriculum II (formerly EDUC 2441) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- Motion 7:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 1456 Anishnaabemwin Language I (formerly 1444) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.
- Motion 8:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 2456 Anishnaabemwin Language II (formerly 2444) be added as a mandatory course in the Teacher of Anishnaabemwin as a Second Language Program.

**Appendix A—Descriptive Data for the ATCP and TASL courses****A) Descriptive Data:**

|   |   |
|---|---|
| Course Code   | <b>EDUC 1546</b>  |
| Course Title  | <b>Anishnaabemwin Language Methodologies 1</b>  |
| Short Title   | <b>Anishnaabemwin Methodologies 1</b>   |
| Course Prerequisite   | N/A   |
| Course Corequisite  | N/A   |
| Antirequisite   | N/A   |
| Total Hours   | 36 hours  |
| Breakdown of Hours  |   |
| Course Credits  | 3 credits   |
| Course Description  | Teacher candidates develop the skills, knowledge and dispositions required to teach Anishnaabemwin as a second language. As an introductory course, students develop an understanding of language acquisition theory and its role in language development. They develop an understanding of second language learning methodology and develop an awareness of teaching and learning strategies for effective classroom instruction in grades Junior Kindergarten to grade 12.  |
| Course Grouping or Stream   |   |
| Program Implications  | This course is mandatory for students enrolled in the Teacher of Anishnaabemwin as a Second Language Program  |
| Cross-listing or Cross-Coding   |   |
| Learning Expectations/<br>Outputs<br><i>(6-8 visible, measurable and in active voice)</i> | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• develop a profile of the language learner</li> <li>• develop an understanding of theories of language acquisition and development as they relate to Aboriginal second language learners</li> <li>• develop an understanding of the theoretical foundations of second language development and acquisition</li> <li>• demonstrate their knowledge of Ministry of Education curriculum policy and resource documents and school policies for Aboriginal second language instruction</li> <li>• employ a variety of instructional strategies appropriate for language acquisition, respecting learning styles for both individual and group learning experiences in all divisions JK-12</li> <li>• develop an understanding of the role of the teacher in the second language learning environment</li> </ul> |

**B) Comparative Data:**

| University      | Equivalent Course(s) and Titles   | Non-Equivalent but 50% or more overlap   |
|-----------------|---|--|
| Brock           |   |  |
| Carleton        |   |  |
| Guelph          |   |  |
| Lakehead        | EDUC 4235: Curriculum and Instruction in Intermediate Native Languages<br>EDUC 4285: Curriculum and Instruction in Native Languages Languages | EDUC 1351: NASL Methods, Part 1<br>EDUC 1352: NASL Methods, Part 2<br>EDUC 1573: Current Issues in (Native) Language Education |
| Laurentian      |   |  |
| McMaster        |   |  |
| Ottawa          |   |  |
| Queen's         |   |  |
| RMC             |   |  |
| Ryerson         |   |  |
| Toronto         |   |  |
| Trent           |   |  |
| Waterloo        |   |  |
| Western         |   |  |
| Wilfred Laurier |   |  |
| Windsor         |   |  |
| York            |   |  |
| Other           |   |  |

**C) Statement of Need:**

The course will provide students enrolled in the Teacher of Anishnaabemwin as a Second Language Program with the opportunity to engage in a focused exploration of second language pedagogy and strengthen personal understandings of traditional methods of language acquisition. This will facilitate a strong exploration of language methodologies and the implementation of the Ontario curriculum.

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.

**A) Descriptive Data:**

|  |   |
|--|---|
| Course Code  | <b>EDUC2546</b>   |
| Course Title   | <b>Anishnaabemwin Language Methodologies 2</b>  |
| Short Title  | <b>Anishnaabemwin Methodologies 2</b>   |
| Course Prerequisite  | EDUC 1546   |
| Course Corequisite   | N/A   |
| Antirequisite  | N/A   |
| Total Hours  | 36 hours  |
| Breakdown of Hours   |   |
| Course Credits   | 3 credits   |
| Course Description   | Teacher candidates examine second language learning pedagogy as it relates to learning in an Anishnaabemwin context and explore ways to incorporate and meet curriculum expectations and guidelines established by the Ministry of Education. Specifically, teacher candidates examine: planning of second language education programs, curriculum development, student assessment and program evaluation, multilingualism and cultural diversity, media and materials and innovative instructional SLE techniques and practices relevant to second language learning environment.  |
| Course Grouping or Stream  |   |
| Program Implications   | This course is mandatory for students enrolled in the Teacher of Anishnaabemwin as a Second Language Program  |
| Cross-listing or Cross-Coding  |   |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• develop innovative and interactive teaching and learning strategies to teach Anishnaabemwin as a second language at the primary, junior, intermediate and senior divisions</li> <li>• choose and apply appropriate assessment strategies to improve student achievement</li> <li>• select and evaluate available resources for use in each respective division and context</li> <li>• develop and implement culturally respectful teaching approaches;</li> <li>• develop an awareness of the issues related to diversity</li> <li>• identifying factors in a diverse and changing society that impact on the second language learner in (for example, media, technology, socioeconomics, family patterns, language, culture, gender)</li> <li>• participate in program planning and evaluation</li> </ul> |

**B) Comparative Data:**

| University      | Equivalent Course(s) and Titles   | Non-Equivalent but 50% or more overlap   |
|-----------------|---|--|
| Brock           |   |  |
| Carleton        |   |  |
| Guelph          |   |  |
| Lakehead        | EDUC 4235: Curriculum and Instruction in Intermediate Native Languages<br>EDUC 4285: Curriculum and Instruction in Native Languages | EDUC 1351: NASL Methods, Part 1<br>EDUC 1352: NASL Methods, Part 2<br>EDUC 1573: Current Issues in (Native) Language Education |
| Laurentian      |   |  |
| McMaster        |   |  |
| Ottawa          |   |  |
| Queen's         |   |  |
| RMC             |   |  |
| Ryerson         |   |  |
| Toronto         |   |  |
| Trent           |   |  |
| Waterloo        |   |  |
| Western         |   |  |
| Wilfred Laurier |   |  |
| Windsor         |   |  |
| York            |   |  |
| Other           |   |  |

**C) Statement of Need:**

The course will provide students enrolled in the Teacher of Anishnaabemwin as a Second Language Program with the opportunity to engage in a focused exploration of second language pedagogy and strengthen personal understandings of traditional methods of language acquisition. This will facilitate strong exploration of language methodologies and the implementation of the Ontario curriculum.

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.

**A) Descriptive Data:**

|  |   |
|--|---|
| Course Code  | <b>EDUC4946</b>   |
| Course Title   | <b>History, Policy and Aboriginal Education</b>   |
| Short Title  | <b>Aboriginal Education Policies</b>  |
| Course Prerequisite  | N/A   |
| Course Corequisite   | N/A   |
| Antirequisite  | N/A   |
| Total Hours  | 36 hours  |
| Breakdown of Hours   |   |
| Course Credits   | 3 credits   |
| Course Description   | Teacher candidates examine historical educational structures that affected Aboriginal peoples and explore their effects on contemporary policies and laws pertaining to self-government models of education delivery and structures.  |
| Course Grouping or Stream  |   |
| Program Implications   | This course is mandatory for students enrolled in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program.  |
| Cross-listing or Cross-Coding  |   |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• examine the legal, ethical and professional responsibilities of the Aboriginal teacher</li> <li>• demonstrate critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment, and evaluation to inform professional practice</li> <li>• demonstrate an understanding of the limits of educational systems in various contexts</li> <li>• demonstrate an awareness of the changing nature of educational research/theory and how this impacts practice</li> <li>• develop, personalize, and revise when necessary, a philosophy of teaching</li> <li>• demonstrate knowledge of educational governance for Aboriginal peoples and First Nation communities</li> </ul> |

**B) Comparative Data:**

| University      | Equivalent Course(s) and Titles   | Non-Equivalent but 50% or more overlap  |
|-----------------|---|---|
| Brock           |   | ABED4F87: Aboriginal Leadership Issues: Healing, Learning and Leadership  |
| Carleton        |   |   |
| Guelph          |   |   |
| Lakehead        | EDUC 3235 – Contemporary Issues in Native Education   | INDI 2302 Transfer of Educational Jurisdiction<br>EDUC 1410 Aboriginal Education Foundations  |
| Laurentian      |   |   |
| McMaster        |   |   |
| Ottawa          | PED 3138: First Nation, Inuit and Metis Education: Historical Experiences and Contemporary Perspectives | PED3123 Political and Professional Organization in Aboriginal Education   |
| Queen's         |   | PROF 105 Critical Issues and Policies in First Nation Classrooms<br>PROF 195 AB: Theory and Professional Practice in Aboriginal Education |
| RMC             |   |   |
| Ryerson         |   |   |
| Toronto         |   |   |
| Trent           |   |   |
| Waterloo        |   |   |
| Western         |   |   |
| Wilfred Laurier |   |   |
| Windsor         |   |   |
| York            |   |   |
| Other           |   |   |

**C) Statement of Need:**

The course will provide students enrolled in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program with the opportunity to explore and understand the historical and political pressures affecting the development, implementation and maintenance of educational administrative structures and policies in First Nation communities and provincial school boards.

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.



**A) Descriptive Data:**

|   |   |
|---|---|
| Course Code   | <b>EDUC4947</b>   |
| Course Title  | <b>Understanding Indigenous Pedagogies</b>  |
| Short Title   | <b>Indigenous Pedagogies</b>  |
| Course Prerequisite   | N/A   |
| Course Corequisite  | N/A   |
| Antirequisite   | N/A   |
| Total Hours   | 36 hours  |
| Breakdown of Hours  |   |
| Course Credits  | 3 credits   |
| Course Description  | Teacher candidates explore traditional and contemporary pedagogies of various Indigenous cultures of Canada and their implementation in Canadian classrooms, including the examination of their inclusion with provincial curriculum and policy documents.  |
| Course Grouping or Stream   |   |
| Program Implications  | This course is mandatory for students enrolled in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second language Program.  |
| Cross-listing or Cross-Coding   |   |
| Learning Expectations/<br>Outputs<br><i>(6-8 visible, measurable and in active voice)</i> | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of diverse and inclusive learning environments</li> <li>• demonstrate critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment, and evaluation to inform professional practice</li> <li>• select appropriate teaching/assessment/learning methodologies to advance learner growth based on a process of gathering, reviewing, interpreting, and evaluating professional materials</li> <li>• respond to factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality) with adaptations to pedagogy where necessary</li> <li>• demonstrate an understanding of limits to their own knowledge and ability</li> <li>• demonstrate 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)</li> <li>• develop, personalize, and revise, when necessary, a philosophy of teaching</li> </ul> |

**B) Comparative Data:**

| University | Equivalent Course(s) and Titles                                 | Non-Equivalent but 50% or more overlap  |
|------------|---|---|
| Brock      | ABED 4F85: Curriculum Theory and Design in Aboriginal Education | ABED 4F86: Instructional Strategies: Ways of Teaching and Learning for Aboriginal Adult Education |
| Carleton   |   |   |
| Guelph     |   |   |
| Lakehead   | INDI 1310 Methods/Approaches Applied to Indigenous Learning     | INDI 1100 – Introduction to Indigenous Learning   |
| Laurentian |   |   |
| McMaster   |   |   |
| Ottawa     |   |   |
| Queen's    | FOCI 201AB Aboriginal Teacher Education                         |   |

**C) Statement of Need:**

The course will provide students enrolled in the Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program with the opportunity to engage in a focused exploration and understanding of Aboriginal cultures, pedagogies and traditions. This will engage students in a stronger personal understanding of their connections to culture and permit the exploration of its implementation within the Ontario curriculum, the development of culturally-relevant curriculum and culturally focused pedagogy

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.

**A) Descriptive Data:**

|   |  |
|---|--|
| Course Code   | <b>EDUC1436</b>  |
| Course Title  | <b>Anishnaabemwin Curriculum I</b>   |
| Short Title   | <b>Anishnaabemwin Curriculum I</b>   |
| Course Prerequisite   | N/A  |
| Course Corequisite  | N/A  |
| Antirequisite   | N/A  |
| Total Hours   | 36 hours   |
| Breakdown of Hours  |  |
| Course Credits  | 3 credits  |
| Course Description  | Teacher candidates examine and develop strategies to implement the Ontario curriculum guidelines and policy documents for Native Languages, with an emphasis on Anishnaabemwin in the primary, junior, intermediate and senior divisions.  |
| Course Grouping or Stream   |  |
| Program Implications  | This course is mandatory for students enrolled in the Teacher of Anishnaabemwin as a Second Language Program.  |
| Cross-listing or Cross-Coding   |  |
| Learning Expectations/<br>Outputs<br><i>(6-8 visible, measurable and in active voice)</i> | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge of the Native Languages curriculum guides and policy documents</li> <li>• select appropriate teaching/assessment/learning methodologies to advance learner growth based on a process of gathering, reviewing, interpreting, and evaluating professional materials</li> <li>• demonstrate understanding of the relationship among assessment, evaluation, instructional planning, and their impact on learning</li> <li>• select appropriate instructional resources to advance learner growth based on a process of gathering, reviewing, interpreting, evaluating professional materials</li> <li>• construct appropriate learning plans (e.g., lesson plans, long-range plans, individual education plans) within the context of assessment of learners' needs, the learning environment, provincial expectations, etc.</li> <li>• use Ontario Ministry of Education curriculum and policy documents to design and deliver effective pedagogy</li> </ul> |

**B) Comparative Data:**

| University      | Equivalent Course(s) and Titles   | Non-Equivalent but 50% or more overlap |
|-----------------|---|--|
| Brock           |   |  |
| Carleton        |   |  |
| Guelph          |   |  |
| Lakehead        | EDUC 4235 Curriculum and Instruction in Intermediate Native Languages<br>EDUC 4285 Curriculum and Instruction in Native Languages |  |
| Laurentian      |   |  |
| McMaster        |   |  |
| Ottawa          |   |  |
| Queen's         |   |  |
| RMC             |   |  |
| Ryerson         |   |  |
| Toronto         |   |  |
| Trent           |   |  |
| Waterloo        |   |  |
| Western         |   |  |
| Wilfred Laurier |   |  |
| Windsor         |   |  |
| York            |   |  |
| Other           |   |  |

**C) Statement of Need:**

This course will strengthen the teacher candidate's ability to understand, examine and apply the Ontario Native Language curriculum in the primary, junior, intermediate and senior divisions.

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.

**A) Descriptive Data:**

|  |  |
|--|--|
| Course Code  | <b>EDUC 2436</b>   |
| Course Title   | <b>Anishnaabemwin Curriculum II</b>  |
| Short Title  | <b>Anishnaabemwin Curriculum 2</b>   |
| Course Prerequisite  | EDUC 1436  |
| Course Corequisite   | N/A  |
| Antirequisite  | N/A  |
| Total Hours  | 36 hours   |
| Breakdown of Hours   |  |
| Course Credits   | 3 credits  |
| Course Description   | Teacher candidates examine and develop strategies to implement the Ontario curriculum guidelines and policy documents for Native Languages, with an emphasis on Anishnaabemwin in the primary, junior, intermediate and senior divisions.  |
| Course Grouping or Stream  |  |
| Program Implications   | This course is mandatory for students enrolled in the Teacher of Anishnaabemwin as a Second Language Program   |
| Cross-listing or Cross-Coding  |  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge of the Native Languages curriculum guides and other Ministry policy documents and guidelines</li> <li>• integrate into classroom instruction interdisciplinary knowledge related to technology, character education, and local Anishnaabemwin culture</li> <li>• respond to factors that influence learner development and learning with adaptations to pedagogy</li> <li>• select and justify the choice of second language and general instructional methodologies, strategies and techniques</li> <li>• construct appropriate learning plans (e.g., lesson plans, long-range plans, individual education plans) within the context of assessment of learners' needs, the learning environment, provincial expectations, etc.</li> <li>• use Ontario Ministry of Education curriculum and policy documents to design and deliver effective pedagogy</li> </ul> |

**B) Comparative Data:**

| University      | Equivalent Course(s) and Titles   | Non-Equivalent but 50% or more overlap |
|-----------------|---|--|
| Brock           |   |  |
| Carleton        |   |  |
| Guelph          |   |  |
| Lakehead        | EDUC 4235 Curriculum and Instruction in Intermediate Native Languages<br>EDUC 4285 Curriculum and Instruction in Native Languages |  |
| Laurentian      |   |  |
| McMaster        |   |  |
| Ottawa          |   |  |
| Queen's         |   |  |
| RMC             |   |  |
| Ryerson         |   |  |
| Toronto         |   |  |
| Trent           |   |  |
| Waterloo        |   |  |
| Western         |   |  |
| Wilfred Laurier |   |  |
| Windsor         |   |  |
| York            |   |  |
| Other           |   |  |

**C) Statement of Need:**

This course will strengthen the teacher candidate's ability to understand, examine and apply the Ontario Native Language curriculum and policy documents in the primary, junior, intermediate and senior divisions.

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.

**A) Descriptive Data:**

|  |  |
|--|--|
| Course Code  | <b>EDUC 1456</b>   |
| Course Title   | <b>Anishnaabemwin Language I</b>   |
| Short Title  | <b>Anishnaabemwin Language 1</b>   |
| Course Prerequisite  | N/A  |
| Course Corequisite   | N/A  |
| Antirequisite  | N/A  |
| Total Hours  | 36 hours   |
| Breakdown of Hours   |  |
| Course Credits   | 3 credits  |
| Course Description   | Teacher candidates explore and analyze the linguistic complexities of the Algonquian grammatical structures, as they pertain especially to teachers of the Anishnaabemwin language and Ontario curriculum and policy documents. The emphasis in all instruction will be on the four key skills of language learners in connection to exploring varying levels of fluency.  |
| Course Grouping or Stream  |  |
| Program Implications   | This course is mandatory for students enrolled in the Teacher of Anishnaabemwin as a Second Language Program.  |
| Cross-listing or Cross-Coding  |  |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• select appropriate teaching/assessment/learning methodologies to advance learner growth based on a process of gathering, reviewing, interpreting, and evaluating professional materials</li> <li>• demonstrate an ability to communicate accurately and reliably in various written oral forms (e.g., multimedia, interviews, reports)</li> <li>• enhance their knowledge of research conducted in Anishnaabemwin as a second language setting</li> <li>• use Ontario Ministry of Education curriculum and policy documents to design and deliver effective pedagogy</li> <li>• demonstrate understanding of the relationship between assessment, evaluation, instructional planning, and their impact on learning</li> </ul> |

**B) Comparative Data:**

| University      | Equivalent Course(s) and Titles | Non-Equivalent but 50% or more overlap                              |
|-----------------|---------------------------------|---|
| Brock           |                                 |   |
| Carleton        |                                 |   |
| Guelph          |                                 |   |
| Lakehead        |                                 | NATI 2713 Algonquian Linguistics<br>Ojibwe 2001 Intermediate Ojibwe |
| Laurentian      |                                 |   |
| McMaster        |                                 |   |
| Ottawa          |                                 |   |
| Queen's         |                                 |   |
| RMC             |                                 |   |
| Ryerson         |                                 |   |
| Toronto         |                                 |   |
| Trent           |                                 |   |
| Waterloo        |                                 |   |
| Western         |                                 |   |
| Wilfred Laurier |                                 |   |
| Windsor         |                                 |   |
| York            |                                 |   |
| Other           |                                 |   |

**C) Statement of Need:**

This course will strengthen the teacher candidate's ability to understand, examine and apply the Anishnaabemwin language within the context of Ontario Native Language curriculum in the primary, junior, intermediate and senior divisions.

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.



**A) Descriptive Data:**

|  |   |
|--|---|
| Course Code  | <b>EDUC 2456</b>  |
| Course Title   | <b>Anishnaabemwin Language II</b>   |
| Short Title  | <b>Anishnaabemwin Language II</b>   |
| Course Prerequisite  | EDUC 1456   |
| Course Corequisite   | N/A   |
| Antirequisite  | N/A   |
| Total Hours  | 36 hours  |
| Breakdown of Hours   |   |
| Course Credits   | 3 credits   |
| Course Description   | Teacher candidates continue to analyze the linguistic complexities of the Algonquian grammatical structures, as they pertain especially to teachers of the Anishnaabemwin language and Ontario curriculum and policy documents. The emphasis in all instruction will be on the four key skills of language learners in connection to exploring varying levels of fluency.   |
| Course Grouping or Stream  |   |
| Program Implications   | This course is mandatory for students enrolled in the Teacher of Anishnaabemwin as a Second Language Program.   |
| Cross-listing or Cross-Coding  |   |
| Learning Expectations/<br>Outputs<br>(6-8 visible, measurable and in active voice) | <p>Teacher candidates will:</p> <ul style="list-style-type: none"> <li>• select appropriate teaching/assessment/learning methodologies to advance learner growth based on a process of gathering, reviewing, interpreting, and evaluating professional materials</li> <li>• demonstrate the ability to communicate accurately and reliably in various written oral forms (e.g., multimedia, interviews, reports)</li> <li>• enhance their knowledge of research conducted in Anishnaabemwin as a second language settings</li> <li>• use Ontario Ministry of Education curriculum and policy documents to design and deliver effective pedagogy</li> <li>• demonstrate advanced understanding of the relationship between assessment, evaluation, instructional planning, and their impact on learning</li> </ul> |

**B) Comparative Data:**

| University      | Equivalent Course(s) and Titles | Non-Equivalent but 50% or more overlap               |
|-----------------|---------------------------------|--|
| Brock           |                                 |  |
| Carleton        |                                 |  |
| Guelph          |                                 |  |
| Lakehead        |                                 | NATI 3751 Linguistics<br>Ojibwe 3001 Advanced Ojibwe |
| Laurentian      |                                 |  |
| McMaster        |                                 |  |
| Ottawa          |                                 |  |
| Queen's         |                                 |  |
| RMC             |                                 |  |
| Ryerson         |                                 |  |
| Toronto         |                                 |  |
| Trent           |                                 |  |
| Waterloo        |                                 |  |
| Western         |                                 |  |
| Wilfred Laurier |                                 |  |
| Windsor         |                                 |  |
| York            |                                 |  |
| Other           |                                 |  |

**C) Statement of Need:**

Students will have the opportunity to explore and understand the linguistics of the Anishnaabemwin language in the context of Ontario curriculum and policy documents and guidelines.

**D) Statement of Resource Requirement:**

This course will be taught by part-time faculty.

**Bachelor of Physical and Health Education:**

**Motion 1:** That the Undergraduate Studies Committee recommend to Senate that the following program requirements of the Bachelor of Physical and Health Education be changed to include:

One of the following 3-credit courses:

- PHED 4046 Contemporary Issues in Sport and Physical Activity
- HIST 3946 History of Sport in Canada
- HIST 3947 Sport and Spectacle in Modern Society
- ENGL 1000 Special Topics course titled: Sport in Literature and Film

Rationale: In order to meet program accreditation requirements by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA), BPHE students must complete at least two, 3-credit Social Science and/or Humanities courses. Currently, BPHE students are only required to take one 3-credit course in this area of study. The proposed program requirement change would align our program requirements with that required for CCUPEKA accreditation. Also, by providing our students with a choice of taking one of four possible 3-credit courses to obtain their second 3-credit Social Science/Humanities requirement, we provide students with some flexibility in choosing their course offerings.

**Motion 3:** That the Undergraduate Studies Committee recommend to Senate the deletion of the “Three credits of 1000 level English Studies (excluding ENGL1551 and ENGL1552)” within the program requirements of the Bachelor of Physical and Health Education.

Rationale: The purpose of having the English component in the program requirements was to ensure the students received an academic writing course. ACAD 1601 Academic Writing is still listed as a required course and meets this requirement. In addition, the English Studies program has changed all first year courses to Special Topics courses and this makes it difficult to ascertain whether the BPHE students are in fact receiving the intended academic writing experience.

**Motion 4:** That the Undergraduate Studies Committee recommend to Senate, for information only, the following non-substantive changes:

1. Pre-requisite wording changes to the 3000-level and 4000-level practical courses  
 Current pre-requisite for 3000-level practicals: “Third year standing in the Bachelor of Physical and Health Education program”  
 Proposed change in wording: “completion of 6-credits at the 1000-level practicals and completion of 6-credits at the 2000-level practicals”  
 Note: Any other additional pre-requisites, such as part 1 of a practical, would remain.
2. Remove the list of the specific 1000-level and 2000-level practicals in the program requirements section of the Academic Calendar and replace with: “6-credits of 1000-level practicals” and “6-credits of 2000-level practicals”.

Rationale: This creates more flexibility in the event that one specific practical cannot be offered as it could then be replaced with a Special Practical course.

3. Title changes to 2 courses:
  - a) Current title: PHED 3106 Community Leadership Placement II  
 New title: PHED 3106 Community Leadership Placement I  
 Rationale: The original Community Leadership Placement I course (PHED 2106) was removed with the changes to the BPHE program that came through earlier this calendar year.
  - b) Current title: PHED 4106 Community Leadership Placement III  
 New title: PHED 4106 Community Leadership Placement II

Rationale: To follow the PHED 3106 title for continuity and clarity.

**In-Service Course (Appendix B):**

**Motion 1:** That the Undergraduate Studies Committee recommend to Senate that the EDUC 2185 International Languages (Spanish) Part 2 be added to the list of available courses.

**Appendix B—Descriptive Data for the In-Service Course**

|  |   |
|--|---|
| <b>Course code:</b>  | <b>EDUC-2185</b>  |
| <b>Course title:</b>   | <b>International Languages (Spanish), Part II</b>   |
| <b>Short title:</b>  | <b>Intl Lang. (Spanish), Pt II</b>  |
| <b>Course Prerequisites:</b>   | Applicants must: <ul style="list-style-type: none"> <li>• successfully complete the first session (Part I) or the equivalent thereof of the three-part Specialist course in the subject; and</li> <li>• submit evidence of at least one year of successful teaching experience certified by the appropriate supervisory officer or at least one year of successful teaching experience outside Ontario certified by the appropriate supervisory official.</li> </ul>  |
| <b>Course Co-requisites:</b>   |   |
| <b>Antirequisite:</b>  |   |
| <b>Total Hours:</b><br>(Lecture / Lab / Seminar)                                     | 125   |
| <b>Breakdown of Hours</b>  | 100 contact hours + 25 hours for readings and assignments<br>(as mandated by the Ontario College of Teachers)   |
| <b>Course Credits:</b>   | 6 credits   |
| <b>Course Description:</b>   | Students develop greater awareness and advanced understanding of classroom theory and practice in International Languages. Candidates examine various strategies for diversifying program planning, assessment, and evaluation in the International Languages classroom. Candidates focus on developing effective learning strategies to promote authentic language use, to celebrate diversity, and to further initiatives that support diverse learners in 21st Century Ontario classrooms.   |
| <b>Program Implications:</b>   | This course will meet the needs of individuals teaching Spanish in the school system.   |
| <b>Learning Expectations/ Outputs</b><br>(6-8, visible, measurable, in active verbs) | By the end of this course, candidates will: <ul style="list-style-type: none"> <li>• Identify Ministry of Education initiatives as they relate to the teaching of and curriculum for International Languages</li> <li>• Identify elements of the Common European Framework of Reference, and how these can be embedded into Ontario International Languages programs,</li> <li>• Identify opportunities to allow students to use newly-acquired language skills in the context of the classroom and beyond</li> <li>• Promote the relevance of authentic materials and real-life language use</li> <li>• Identify challenges facing International Languages teachers</li> <li>• Identify ways to support native speakers' unique learning needs and abilities in additional language classes</li> </ul> |
| <b>Cross-listing or cross-coding</b>   |   |

**B) Comparative Data:**

| University             | Equivalent Course(s) and Titles | Non-Equivalent but 50% or more overlap |
|------------------------|---------------------------------|--|
| <b>Brock</b>           | N/A                             | N/A                                    |
| <b>Carleton</b>        | N/A                             | N/A                                    |
| <b>Guelph</b>          | N/A                             | N/A                                    |
| <b>Lakehead</b>        | N/A                             | N/A                                    |
| <b>Laurentian</b>      | N/A                             | N/A                                    |
| <b>McMaster</b>        | N/A                             | N/A                                    |
| <b>Ottawa</b>          | N/A                             | N/A                                    |
| <b>Queen's</b>         | N/A                             | N/A                                    |
| <b>RMC</b>             | N/A                             | N/A                                    |
| <b>Ryerson</b>         | N/A                             | N/A                                    |
| <b>Toronto</b>         | N/A                             | N/A                                    |
| <b>Trent</b>           | N/A                             | N/A                                    |
| <b>Waterloo</b>        | N/A                             | N/A                                    |
| <b>Western</b>         | N/A                             | N/A                                    |
| <b>Wilfrid Laurier</b> | N/A                             | N/A                                    |
| <b>Windsor</b>         | N/A                             | N/A                                    |
| <b>York</b>            | N/A                             | N/A                                    |
| Other:                 | N/A                             | N/A                                    |

**C) Statement of Need:**

Both the Ontario College of Teachers and the Ontario Modern Languages Teachers' Association approached the Schulich School of Education regarding the need for an Ontario provider of this and other International Languages courses. The initiative began with the development and offering of the International Languages (Spanish), Part I course. The course has now been accredited by OCT and offered three times. The university subsequently entered into an agreement with the OMLTA to develop and offer the Part II through online delivery. The course was developed by highly regarded members of the OMLTA and is in the process of being developed for accreditation by the Ontario College of Teachers. Nipissing will be the only provider offering the International Languages, Part 2 course in Spanish.

**D) Statement of Resource Requirements:**

None.

NIPISSING UNIVERSITY  
Teaching and Learning Committee  
Report: November 28, 2014

Since October 2014, a number of attempts have been made to arrange for our first meeting of the year. In both attempts (October 22<sup>nd</sup>, November 19<sup>th</sup>), quorum was not reached. Information on changes to the existing Terms of Reference for our Committee were distributed to committee members. On November 26<sup>th</sup>, an electronic vote was called on the motion to accept changes to the Terms of Reference

**Motion:** That the Teaching and Learning Committee recommend the following changes to its Terms of Reference as described in the current Senate By-Laws.

- a) That Section 9.5(a)(ii) (-the Director for the Centre of Flexible Teaching and Learning (non-voting)), be deleted from the Terms of Reference

**Rationale:** The position no longer exists at Nipissing University

- b) That Section 9.5(a)(iv) be changed to Section 9.5(a)(ii)

- c) That Section 9.5(c)(i) be modified as follows:

**Original statement –**

(i) to engage in on-going review and discussion of all matters related to teaching and learning for faculty and students (conceived of as mutually supporting and informing activities), including but not limited to the evaluation of teaching, instructional development and the promotion of teaching excellence, teaching awards policy, and the various resources and services available to support student learning, to support the development of a university-wide teaching and learning centre and to make recommendations to Senate as necessary and appropriate

**New Term of Reference:**

(i) to engage in on-going review and discussion of matters related to teaching and learning for faculty and students (conceived of as mutually supporting and informing activities), and to make recommendations to Senate as necessary and appropriate

**Rationale:** The first statement infers that the committee will engage in all actions as described. It is unnecessary to list specific actions.

- d) That Section 9.5(c)(ii) be removed from the Terms of Reference

**Rationale:** Section 9.5(c)(i) infers that the Teaching and Learning committee will work with various departments and other Senate committees to complete and report on the work of Senate.

- e) That Section 9.5(c)(iii) be changed to 9.5(c)(ii).

- f) That Section 9.5(c)(iv) be changed to 9.5(c)(iii)

Moved: Rick Vanderlee    Seconded: Tammie McParland  
CARRIED

In addition to these recommendations, NUSU executive shared comments on current obstacles to finding representatives on the Teaching and Learning Committee. The committee will continue to work with NUSU executive to explore avenues to rectify this situation.

*Original signed by:*

Chris Hachkowski  
Chair (Interim)

**MOTION #1:**                    That the Report of the Teaching and Learning Committee dated November 28, 2014 be received.