Friday, March 10, 2017

2:30 p.m. – F210

1.   APPROVAL OF THE AGENDA

2.   ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: February 10, 2017

3.   BUSINESS ARISING FROM THE MINUTES

4.   READING and DISPOSING of COMMUNICATIONS

5.   QUESTION PERIOD

6.   REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1:   That the Report of the Senate Executive Committee dated March 2, 2017 be received.

UNDERGRADUATE STUDIES COMMITTEE

MOTION 1:   That the Report of the Undergraduate Studies Committee, dated February 27, 2017 be received.

FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

MOTION 2:   That Senate approve the unbanking of the courses COSC 3807 Project Management and COSC 4607 Computer Security and Protection.

SCHULICH SCHOOL OF EDUCATION

Bachelor of Education

MOTION 3:   That Senate approve that 1 week of practicum be added to EDUC 4714 Practicum I.

MOTION 4:   That Senate approve that 1 week of practicum be removed from EDUC 4855 Practicum II.

Native/Aboriginal Classroom Assistant Diploma Program

MOTION 5:   That Senate approve that the Native Classroom Assistant Diploma Program
                (NCADP) is renamed the Aboriginal Classroom Assistant Diploma Program
                (ACADP).

MOTION 6:   That Senate approve that the course name of EDUC 2012 NCADP II Special
                Education I be changed to Working with Indigenous Children with Special Needs I.

MOTION 7:   That Senate approve that the credit value of EDUC 2012 Working with
                Indigenous Children with Special Needs I be changed from 2.0 to 2.5 credits.

MOTION 8:   That Senate approve that the course name of EDUC 3012 NCADP III Special
                Education II be changed to Working with Indigenous Children with Special
                Needs II.

MOTION 9:   That Senate approve that the credit value of EDUC 3012 Working with
                Indigenous Children with Special Needs II be changed from 2.0 to 2.5 credits.

MOTION 10:   That Senate approve that the course name of EDUC 1010 NCADP Practicum I
                be changed to EDUC 1010 ACADP Practicum I.

MOTION 11:   That Senate approve that the course name of EDUC 2010 NCADP Practicum II
                be changed to EDUC 2010 ACADP Practicum II.

MOTION 12:   That Senate approve the creation of EDUC 1023 Introduction to Literacy
                Strategies.

MOTION 13:   That Senate approve the creation of EDUC 1124 Introduction to Numeracy
                Strategies.

MOTION 14:   That Senate approve the creation of EDUC 1034 Introduction to Canadian
                Indigenous Studies.

MOTION 15:   That Senate approve the creation of EDUC 1043 Child Development.

MOTION 16:   That Senate approve the creation of EDUC 1063 Information Technology in
                Classrooms.

MOTION 17:   That Senate approve the creation of EDUC 2023 Literacy Strategies II.

MOTION 18:   That Senate approve the creation of EDUC 2124 Numeracy Strategies II.

MOTION 19:   That Senate approve the creation of EDUC 2033 Healthy Active Living
                Strategies for Indigenous Students.

MOTION 20:   That Senate approve the creation of EDUC 2034 Indigenous Children's Health
                and Wellbeing.

MOTION 21:   That Senate approve the creation of EDUC 2043 Language Arts Strategies.

MOTION 22:   That Senate approve that Year 1 of the program be comprised of the following
                courses:

Course	Course Title	Hours	Credits
EDUC 1023	Introduction to Literacy Strategies	30	2.5
EDUC 1124	Introduction to Numeracy Strategies	30	2.5
EDUC 1034	Introduction to Canadian Indigenous Studies	30	2.5
EDUC 1043	Child Development	30	2.5
EDUC 2012	Working with Indigenous Children with Special Needs I	30	2.5
EDUC 1063	Information Technology in Classrooms	30	2.5
EDUC 1010	ACADP Practicum I	6 weeks	3
		Total	18

MOTION 23:   That Senate approve that the courses comprising Year 1 be prerequisite to Year   2.

MOTION 24:   That Senate approve that Year 2 of the program be comprised of the following courses:

Course	Course Title	Hours	Credits
EDUC 2023	Literacy Strategies II	30	2.5
EDUC 2124	Numeracy Strategies II	30	2.5
EDUC 2033	Healthy Active Living Strategies for Indigenous Students	30	2.5
EDUC 2034	Indigenous Children's Health and Wellbeing	30	2.5
EDUC 3012	Working with Indigenous Children with Special Needs II	30	2.5
EDUC 2043	Language Arts Strategies	30	2.5
EDUC 2010	ACADP Practicum II	6 weeks	3
		Total	18

MOTION 25:   That Senate approve that Advanced Standing for the ACADP is as follows:

Applicants with previous enrolment in the Native Classroom Assistant Diploma Program will transition into the Aboriginal Classroom Assistant Diploma Program under the following processes:

a) Applicants who have successfully completed all components of Part I and Part II of the Native Classroom Assistant Diploma Program will be eligible to enroll in Part II of the Aboriginal Classroom Assistant Diploma Program.

b) Applicants who have successfully completed all components of Part I of the Native Classroom Assistant Diploma Program can enroll in Part 2 of ACADP, but must first complete the following courses with a minimum 60% in each course to be eligible to apply: EDUC 2012 Working with Indigenous Children with Special Needs I, EDUC 1063 Information Technology in Classrooms.

MOTION 26:   That Senate approve that Graduation Requirements for the ACADP are as follows:
Graduation Requirements

To graduate with an Aboriginal Classroom Assistant Diploma in Education, students must:
a) Satisfy all of the stated requirements for the diploma;
b) Students must obtain a grade of SAT in all practicum sessions;
c) Complete all courses with a minimum of 60%; and,
d) Complete all stated requirements within four years from the start date.

ADMISSION POLICY

MOTION 27:   That Senate approve that the modified Aboriginal Classroom Assistant Diploma Program (formerly Native Classroom Assistant Diploma Program) admission requirements.

PLANNING AND PRIORITIES COMMITTEE

MOTION 1:   That the Report of the Planning and Priorities Committee dated February 24, 2017, be received.

GRADUATE STUDIES COUNCIL

- **December 2, 2016 Report**

MOTION 1:   That the report of the Graduate Studies Council, dated December 2nd, 2016, be received.

MOTION 2:   That Senate approve the creation of HIST 5606 Environmental History as attached.

MOTION 3:   That Senate approve that the following courses be banked: HIST 5106, HIST 5107, HIST 5206, HIST 5216, HIST 5306, HIST 5316, HIST 5407, and HIST 5416.

- **February 28, 2017 Report**

MOTION 1:   That the report of the Graduate Studies Council dated February 28, 2017 be received.

MOTION 2:   That the MA Sociology Course Curriculum be approved as attached.

TECHNOLOGY AND INFRASTRUCTURE COMMITTEE

MOTION 1: That the Report of the Technology and Infrastructure Committee dated February 16. 2017 be received.

6.   OTHER BUSINESS

7.   AMENDMENT of BY-LAWS

MOTION 1:   That Article 10.3 of the Senate Bylaws be amended as follows:

10.3   Graduate Studies Council (GSC):

(a) Members:
    (i)   Dean of Graduate Studies and Research or designate, Chair (non-voting)
    (ii) Registrar or designate (non-voting)
    (iii) Executive Director of Library Services or designate (non-voting)
    (iv) Deans of all Faculties or designate

(v) Graduate Coordinators / Graduate Chairs from each graduate program, or designate
(vi) 1 graduate student from each level of graduate studies
(vii) 1 graduate student Senator non-voting

(b) Terms of reference:
   (i) Recommend to the Senate the new academic policies, procedures and regulations of the School of Graduate Studies;
   (ii) Advise the Senate on the necessary resources and support for graduate studies and to recommend to the Senate the introduction of new services or changes to existing services which would enhance the graduate student experience or make the University more attractive to prospective graduate students;
   (iii) Revise and up-date the regulations and procedures of current graduate programs for harmonization throughout the SGS;
   (iv) Review student admission policies for graduate programs**;**
   (v) Ensure adherence to time-to-completion requirements;
   (vi) Recommend to the Senate changes to graduate curriculum or proposals for new graduate programs;
   (vii) Assist departments in the development of new graduate programs, in compliance with IQAP requirements;
   (viii) Finalize proposals for new programs, including the Business Plan, before submission to PPC and the Senate;
   (ix) Make recommendations on any matter related to graduate studies to the appropriate Senate Committees (PPC, RC);
   (x) Periodically review the overall graduate awards program of the University, and make recommendations to Senate regarding changes in the program;
   (xi) Ensure that all existing and new graduate scholarships, medals, bursaries and other awards are consistent with established and approved terms, conditions and criteria. Review and approve nominations for graduate scholarships (Tri-council, OGS, others);
   (xii) Review the annual report on the School of Graduate Studies' activities; and
   (xiii) Establish the criteria for membership in the Graduate Faculty.

   And at the exclusion of student representative,

   (xiv) Make the final selections of students eligible for academic awards, as identified by the Office of the Registrar; and
   (xvii) Following the periodic appraisal of a program, review and report to Senate any measure that could improve the program.

- **Notice of Motion** that Article 10.0 General Council Provisions of the Senate By-Laws be amended as outlined below:

10.0   General Council Provisions

(a)   In addition to the Senate standing and ad hoc committees/subcommittees as outlined in Articles 8 and 9, the following councils shall be recognized as part of the academic decision-making structure of the University:
   (i)   the Faculty Council for each Faculty;
   (ii)   the Research Council;
   (iii)   the Nipissing University Academic College (NUAC); and
   (iv)   the Graduate Studies Council
(a)   Each Faculty Council in (a)(i) shall be authorized to draft its own constitution, committee structure, terms of reference and procedures, except where Senate delegates its academic authority in a specific area to the Faculty Councils but retains the right to stipulate that all

Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate.

*Revised Article reads (**changes in bold**):*

10.0   General Council Provisions
(a)   In addition to the Senate standing and ad hoc committees/subcommittees as outlined in Articles 8 and 9, the following councils shall be recognized as part of the academic decision-making structure of the University:
   (i)   the Faculty Council for each Faculty;
   (ii)   the Research Council; **and**
   (iii) ~~the Nipissing University Academic College (NUAC); and~~
   (iv)   the Graduate Studies Council
(b)   Each Faculty Council in (a)(i) shall be authorized to draft its own constitution, committee structure, terms of reference and procedures, except where Senate delegates its academic authority in a specific area to the Faculty Councils but retains the right to stipulate that all Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate.

- **Notice of Motion** that Article 11.0 Senate Representatives on the Board of Governors of the Senate By-Laws be amended as outlined below:

11.0   Senate Representatives on the Board of Governors

(a)   In accordance with the Nipissing University Act, there shall be two (2) representatives on the Board of Governors elected by Senate from among its faculty Senators. (Two additional Board representatives shall be elected by the faculty-at-large from among the faculty members who are non-Senators.)
(b)   The normal term of office for Senate representatives on the Board shall be two (2) years, with the terms being staggered so that one representative is elected each year.
(c)   Elections for Senate representatives on the Board shall normally be held at the same time as elections for Senate standing committees/subcommittees.
(d)   Senate representatives on the Board shall endeavour to represent the majority opinion of Senate in any Board discussion pertaining to Senate matters.
(e)   Senate representatives on the Board shall provide a written or oral report to Senate following each Board meeting. Specifically, the representatives shall be responsible for ensuring that Senate is kept informed of:
   (i)   the outcome of all Senate recommendations conveyed to the Board; and
   (ii)   any Board matters affecting or of interest to Senate, subject to reporting restrictions in the By-Laws of the Board.
(f)   Senate representatives on the Board shall have such other responsibilities as may be assigned from time to time by the Senate or the Board.

*Revised Article reads (**changes in bold**):*

11.0   Senate Representatives on the Board of Governors

(a)   In accordance with the Nipissing University Act, there shall be two (2) representatives on the Board of Governors elected by Senate from among its faculty Senators. (Two additional Board representatives shall be elected by the faculty-at-large from among the faculty members who are non-Senators.)
(b)   The normal term of office for Senate representatives on the Board shall be ~~two (2)~~ **three (3)** years**.~~, with the terms being staggered so that one representative is elected each year.~~**

(c)   Elections for Senate representatives on the Board shall normally be held at the same time as elections for Senate standing committees/subcommittees.

(d)   Senate representatives on the Board shall endeavour to represent the majority opinion of Senate in any Board discussion pertaining to Senate matters.

(e)   Senate representatives on the Board shall provide a written or oral report to Senate following each Board meeting. Specifically, the representatives shall be responsible for ensuring that Senate is kept informed of:

        (i)   the outcome of all Senate recommendations conveyed to the Board; and

        (ii)   any Board matters affecting or of interest to Senate, subject to reporting restrictions in the By-Laws of the Board.

(f)   Senate representatives on the Board shall have such other responsibilities as may be assigned from time to time by the Senate or the Board.

- **Notice of Motion** that Article 12.1 Attendance Expectations of the Senate By-Laws be amended as outlined below:

12.1   Attendance Expectations

(a)   It is understood that there are legitimate reasons why Senators may miss a regular or special Senate meeting from time to time. Nevertheless, all Senators shall be expected to attend meetings whenever reasonably possible.

(b)   Senators who are unable to attend a regular or special Senate meeting for legitimate reasons shall be expected to notify the Senate Secretary of Senate in writing, indicating the reason(s) for their absence.

(c)   Elected Senators who miss three (3) regular Senate meetings in any given Senate year without providing legitimate written reasons to the Senate Secretary shall be deemed to have forfeited their positions.

(d)   Any disagreement regarding the legitimacy of reasons given for absence from Senate shall be adjudicated by the Senate Executive Committee.

*Revised Article reads (**changes in bold**):*

12.1   Attendance Expectations

(a)   It is understood that there are legitimate reasons why Senators may miss a regular or special Senate meeting from time to time. Nevertheless, all Senators shall be expected to attend meetings whenever reasonably possible.

(b)   Senators who are unable to attend a regular or special Senate meeting for legitimate reasons shall be expected to notify the ~~Senate~~ Secretary of Senate in writing~~.~~**, indicating the reason(s) for their absence.**

(c)   Elected Senators who miss three (3) regular Senate meetings in any given Senate year **~~without providing legitimate written reasons to the Senate Secretary~~** shall be deemed to have forfeited their position~~s.~~ **unless legitimate written reason for each absence is provided.**

(d)   Any disagreement regarding the legitimacy of reasons given for absence from Senate shall be adjudicated by the Senate Executive Committee.

- **Notice of Motion** that Article 13.0 Vacant Senate Positions of the Senate By-Laws be amended as outlined below:

13.0   Vacant Senate Positions

(a)   In this Article:

(i)   *ex officio* Senators shall be those identified in 2.1;
(ii)   constituent Senators shall be those identified in 2.2(a)(i) and 2.3; and
(iii)   elected Senators shall be those identified in 2.2(a)(ii), 2.2(a)(iii) and 2.4.

(b)   Senate positions may become vacant before the completion of their normal terms of office for a variety of reasons, including:
(i)   the resignation of an elected or constituent Senator with advance notice, effective at the end of a particular Senate year;
(ii)   the resignation of an elected or constituent Senator without advance notice, effective immediately;
(iii)   the forfeiture of an elected Senator's position for any reason; or
(iv)   the inability of any Senator to continue to serve on Senate, due to other unforeseen circumstances.

(c)   Resignations from Senate positions shall be submitted in writing to the Chair of Senate.

(d)   A vacancy in any *ex officio* Senate position shall remain vacant until the position in question is filled by University appointment (including an interim or acting appointment).

(e)   A vacancy in any constituent Senate position shall be filled by the respective constituent body, in accordance with the body's approved procedures.

(f)   A vacancy in any elected Senate position shall be filled:
(i)   as part of the next annual election cycle, for a vacancy due to (b)(i);
(ii)   by holding a by-election within thirty (30) days, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be sufficient time remaining in the current Senate year to make such a by-election practical; or
(iii)   with Senate approval, by appointing a temporary replacement for the remainder of the current Senate year and filling the vacancy during the next annual election cycle, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be insufficient time remaining in the current Senate year to make a by-election practical.

(g)   A vacancy in any elected Senate position shall be filled from the same constituency as that of the departing Senator, and shall normally be filled for the duration of the departing Senator's original term of office.

(h)   The By-Laws & Elections Subcommittee shall be responsible for initiating and overseeing any arrangements necessary to ensure that Senate vacancies are appropriately filled, in accordance with (d) – (g).

*Revised Article reads (**changes in bold**):*

13.0   Vacant Senate Positions

(a)   In this Article:
(i)   *ex officio* Senators shall be those identified in 2.1;
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    (i)   as part of the next annual election cycle, for a vacancy due to (b)(i);

    (ii)   by holding a by-election within thirty (30) days, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be sufficient time remaining in the current Senate year to make such a by-election practical; or

    ~~(iii)   with Senate approval, by appointing a temporary replacement for the remainder of the current Senate year and filling the vacancy during the next annual election cycle, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be insufficient time remaining in the current Senate year to make a by-election practical.~~

~~(g)   A vacancy in any elected Senate position shall be filled from the same constituency as that of the departing Senator, and shall normally be filled for the duration of the departing Senator's original term of office.~~

~~(h)~~ **(g)**   The By-Laws & Elections Subcommittee shall be responsible for initiating and overseeing any arrangements necessary to ensure that Senate vacancies are appropriately filled, in accordance with (d) – ~~(g)~~ **(f)**.

8.   ELECTIONS

- Elect one representative from each faculty to serve on the Chancellor's Teaching Award Selection Committee

- Elect one representative from each faculty to serve on the CASBU Teaching Award Selection Committee

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) Vice-President Finance and Administration
(d) Dean of Applied and Professional Studies
(e) Dean of Arts and Science
(f) Dean of Education
(g) Dean of Graduate Studies and Research
(h) Student Representative

(i) Others

12.   <u>ADJOURNMENT</u>

NIPISSING UNIVERSITY

SENATE EXECUTIVE COMMITTEE

March 2, 2017

There was a meeting of the Senate Executive Committee on Thursday, March 2, 2017.

Present: M. DeGagné, H. d'Entremont (Vice-Chair), J. McAuliffe, C. Richardson, R. Vanderlee, B. Hatt, L. Frost, K. McCullough, R. Vernescu, A. Weeks,

Regrets: M. Tuncali, J. Andrews

The purpose of this meeting was to set the agenda for the March 10, 2017 Senate meeting.

The Dean of Graduate Studies and Research advised that the MA in Sociology course curriculum was approved at the February 28, 2017 Graduate Studies Council and a motion is included in the Senate agenda. He advised that the program has already been approved by Senate and Quality Council for a planned start of September 2017.

The motion included in the Technology and Infrastructure Committee Report on Classrooms and Teaching Technologies was discussed. It was agreed that the motion included in the Senate Agenda should read, "That the Report of the Technology and Infrastructure Committee dated February 16, 2017, be received."

The By-Laws and Elections Subcommittee Report dated February 15, 2017 includes one amendment as well as four notices of motion.

Respectfully submitted,

Original signed by:

M. DeGagné
Chair
Senate Executive Committee

MOTION 1:   That Senate receive the Report of the Senate Executive dated March 2, 2017.

Report of the
Undergraduate Studies Committee

February 27, 2017

An electronic meeting of the **Undergraduate Studies Committee** was held from February 23rd to February 27th, 2017. The following members participated:

Harley d'Entremont (Chair)	Murat Tuncali	Carole Richardson
Rick Vanderlee	Jamie Graham	Daniel Jarvis
Mumbi Kariuki	Tony Parkes	Roxana Vernescu
Anne Wagner	Cory Tremblay	Jordan Dempster
Sydney Lamorea		

Jane Hughes, Recording Secretary

Absent with Regrets: Richard Wenghofer

Subcommittee Report:
The Report of the Undergraduate Standing and Petitions Subcommittee dated February 14, 2017 was received.

The Undergraduate Studies Committee received and discussed changes from the Faculty of Arts and Science, the Schulich School of Education and an Admission Policy. 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,

Dr. Harley d'Entremont
Provost and Vice-President, Academic and Research

MOTION 1:   That Senate receive the Report of the Undergraduate Studies Committee, dated
February 24, 2017.

1. FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

MOTION 2:   That Senate approve the unbanking of the courses COSC 3807 Project Management and COSC 4607 Computer Security and Protection.

2. SCHULICH SCHOOL OF EDUCATION

Bachelor of Education

MOTION 3:   That Senate approve that 1 week of practicum be added to EDUC 4714 Practicum I.

MOTION 4:   That Senate approve that 1 week of practicum be removed from EDUC 4855 Practicum II.

Native/Aboriginal Classroom Assistant Diploma Program

MOTION 5:   That Senate approve that the Native Classroom Assistant Diploma Program (NCADP) is renamed the Aboriginal Classroom Assistant Diploma Program (ACADP).

MOTION 6:   That Senate approve that the course name of EDUC 2012 NCADP II Special Education I be changed to Working with Indigenous Children with Special Needs I.

MOTION 7:   That Senate approve that the credit value of EDUC 2012 Working with Indigenous Children with Special Needs I be changed from 2.0 to 2.5 credits.

MOTION 8:   That Senate approve that the course name of EDUC 3012 NCADP III Special Education II be changed to Working with Indigenous Children with Special Needs II.

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             Indigenous Students.

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             Wellbeing.

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MOTION 22:   That Senate approve that Year 1 of the program be comprised of the following courses:

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EDUC 1063	Information Technology in Classrooms	30	2.5
EDUC 1010	ACADP Practicum I	6 weeks	3
		Total	18

MOTION 23:   That Senate approve that the courses comprising Year 1 be prerequisite to Year 2.

MOTION 24:   That Senate approve that Year 2 of the program be comprised of the following courses:

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EDUC 2124	Numeracy Strategies II	30	2.5
EDUC 2033	Healthy Active Living Strategies for Indigenous Students	30	2.5
EDUC 2034	Indigenous Children's Health and Wellbeing	30	2.5
EDUC 3012	Working with Indigenous Children with Special Needs II	30	2.5
EDUC 2043	Language Arts Strategies	30	2.5
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		Total	18

MOTION 25:   That Senate approve that Advanced Standing for the ACADP is as follows:

Applicants with previous enrolment in the Native Classroom Assistant Diploma Program
will transition into the Aboriginal Classroom Assistant Diploma Program under the
following processes:

a)   Applicants who have successfully completed all components of Part I and Part II of the
     Native Classroom Assistant Diploma Program will be eligible to enroll in Part II of the
     Aboriginal Classroom Assistant Diploma Program.

b)   Applicants who have successfully completed all components of Part I of the Native
     Classroom Assistant Diploma Program can enroll in Part 2 of ACADP, but must first
     complete the following courses with a minimum 60% in each course to be eligible to
     apply: EDUC 2012 Working with Indigenous Children with Special Needs I,
     EDUC 1063 Information Technology in Classrooms.

MOTION 26:   That Senate approve that Graduation Requirements for the ACADP are as follows:

Graduation Requirements

To graduate with an Aboriginal Classroom Assistant Diploma in Education, students must:
a) Satisfy all of the stated requirements for the diploma;
b) Students must obtain a grade of SAT in all practicum sessions;
c) Complete all courses with a minimum of 60%; and,
d) Complete all stated requirements within four years from the start date.

3. ADMISSION POLICY

MOTION 27:   That Senate approve that the modified Aboriginal Classroom Assistant Diploma Program (formerly Native Classroom Assistant Diploma Program) admission requirements.

![Nipissing University logo]

Report of the
Undergraduate Standing & Petitions Subcommittee

February 14, 2017

There were two (2) meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee held on January 23, 2017 and February 14, 2017.

January 23, 2017:
PRESENT: Jamie Graham, Carole Richardson, Murat Tuncali, Rick Vanderlee, Logan Hoehn, John Vitale, Karey McCullough, Sydney Lamorea

ABSENT WITH REGRETS: Jordan Dempster, Cory Tremblay

GUESTS: Heather Brown, Ken McLellan, Margarida Shail

February 14, 2017:
PRESENT: Jamie Graham, Pavlina Radia, Carole Richardson, Rick Vanderlee, Karey McCullough, John Vitale

ABSENT WITH REGRETS: Logan Hoehn, Sydney Lamorea, Jordan Dempster, Cory Tremblay

GUESTS: Beth Holden, Margarida Shail, Jacqueline Sharma

1. Petitions Heard: 34

	APPROVED	**DENIED**
Admission/Readmission	2	0
Late Registration	2	0
Late Withdrawal	11	3
Degree Requirements Waived/Altered	11	2
Transfer Credit	1	0

Deferred: 2

Respectfully Submitted,

James Graham (signature)

Jamie Graham, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated February 14, 2017 be received.

Computer Science and Mathematics

MOTION: That the Undergraduate Studies Committee recommends to the Senate to approve the unbanking of the courses COSC 3807 Project Management and COSC 4607 Computer Security and Protection.

-------- Forwarded Message --------

Subject:-- Unbanking COSC Courses --
  Date: Thu, 16 Feb 2017 11:47:46 -0500
 From: Tzvetalin Vassilev <tzvetalv@nipissingu.ca>
    To: Murat Tuncali <muratt@nipissingu.ca>

Dear Dr. Tuncali,

I would like to request, on behalf of the Department of Computer Science and Mathematics that the following courses be unbanked:

COSC 3807 Project Management
COSC 4607 Computer Security and Protection

We plan to offer the courses in Winter 2018 and Spring and Summer 2017, respectively.
COSC 4607 will be offered online.

We thank you for your help and attention to this matter.

Yours Sincerely,

Dr. Tzvetalin S. Vassilev
Associate Professor and Chair,
Department of Computer Science and Mathematics
Nipissing University
Phone: 705-474-3450 x 4568

A) Descriptive Data:

Course Code	**EDUC 1010**
Course Title	**ACADP Practicum I**
Short Title (maximum 29 characters)	ACADP Practicum I
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	6 weeks
Breakdown of Hours	30 hours (approx) per week
Course Credits	3 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Educational assistant candidates engage in school-based field experiences as an introduction to the profession. Candidates examine and engage in the responsibilities and scope of practice of educational assistants and reflect upon their experiences to inform their personal and professional development.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❑ No ❑ Yes (please specify)
Program Implications	Does this course have program implications? ❑ No ❑ Yes (please specify)
Cross-Listing or Cross-Coding	❑ Cross Listed - this course may be credited towards Click here to enter text. ❑ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Demonstrate professionalism in all aspects of the field of experience • Apply course based knowledge and skills in a classroom setting. • Engage in reflection as a means to improve practice • Interact appropriately with students in a variety of settings • Demonstrate commitment to professional growth through collaboration with other professionals and accepting varied responsibilities in an educational environment • Become familiar with policies (school-based, provincial, First Nation community) that impact the delivery of educational services

B) Descriptive Data:

Course Code	**EDUC 1043**
Course Title	**Child Development**
Short Title (maximum 29 characters)	Child Development
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore the stages of child development and their linkage to practice and pedagogy in the creation and delivery of culturally and age-appropriate curriculum. Topics include: examining the cognitive development of the brain and different life stages of the child, explore physical and emotional developmental stages and their impacts on pedagogy and schooling.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Identify the developmental stages of children from birth to teenager. • Understand the intellectual, emotional, spiritual, and physical aspects of the Aboriginal child and their impact on an Aboriginal child's learning • Understand the inter-relationships between the child and his/her world • Understand various theories of child development and their implications for educators • Identify practices for healthy brain development • Explore environmental and hereditary factors that negatively affect child development

C) Descriptive Data:

Course Code	**EDUC 2033**
Course Title	**Healthy Active Living Strategies of Indigenous Students**
Short Title (maximum 29 characters)	Healthy Active Living Strategies
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore the curricular components that constitute a balanced physical and health education program in elementary classrooms. Candidates acquire current teaching approaches and strategies to provide assistance to teachers to meet the needs of the Indigenous students in Physical and Health Education classes.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❑ No ❑ Yes (please specify)
Program Implications	Does this course have program implications? ❑ No ❑ Yes (please specify)
Cross-Listing or Cross-Coding	❑ Cross Listed - this course may be credited towards Click here to enter text. ❑ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Understand relationships between physical and health education. • Develop activities that promote growth in four developmental channels in physical and health education; • Strengthen problem solving, exploration, experimentation, and creativity through teaching styles and learning activities; • Develop an appreciation of the capabilities, limitations, beliefs, and customs of self and others; • Demonstrate an understanding of Indigenous connections to healthy active living strategies • Demonstrate strategies that promote healthy active lifestyles.

D) Descriptive Data:

Course Code	**EDUC 2010**
Course Title	**ACADP Practicum II**
Short Title (maximum 29 characters)	ACADP Practicum II
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	6 weeks
Breakdown of Hours	30 hours (approx) per week
Course Credits	3 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates further develop their professional practice through school-based field experiences. Candidates refine their identities and development as classroom assistants through the responsibilities and scope of practice of classroom assistants and reflect upon their experiences to inform their personal and professional development.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Demonstrate professionalism in all aspects of the field of experience • Apply course based knowledge and skills in a classroom setting. • Engage in reflection as a means to improve practice • Interact appropriately with students in a variety of settings • Demonstrate commitment to professional growth through collaboration with other professionals and accepting varied responsibilities in an educational environment • Become familiar with policies (school-based, provincial, First Nation community) that impact the delivery of educational services

E) Descriptive Data:

Course Code	**EDUC 1034**
Course Title	**Introduction to Canadian Indigenous Studies**
Short Title (maximum 29 characters)	Canadian Indigenous Studies
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore traditional Aboriginal societies and cultures, Aboriginal peoples' relationships with Canada and the impacts of colonization on Aboriginal peoples of Canada. Topics include: Residential Schools, Royal Commission of Aboriginal Peoples, treaties, provincial relationships and First Nation governance.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Demonstrate an ability to analyze core themes and concepts presented in the course, specifically in interdisciplinary historical, political, legal, cultural and socioeconomic contexts. • Demonstrate an awareness of key overarching themes and how these themes work together to explain the issues faced by Aboriginal peoples. • Apply course content to specific problems or questions on Aboriginal issues. • Examine treaty relationships between Aboriginal and non-Aboriginal peoples of Canada • Explain the impacts of the Indian Act on the delivery of services in First Nation communities • Reflect on identity politics in relation to Canada's Aboriginal peoples • Work creatively and effectively with others to complete various learning exercises and assignments

F) Descriptive Data:

Course Code	**EDUC 2034**
Course Title	**Indigenous Children's Health and Wellbeing**
Short Title (maximum 29 characters)	Health and Wellbeing
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore western and Indigenous understandings of mental health to assist Indigenous youth in school environments. Topics include: exploring disorders related to anxiety and trauma, identifying signs of mental health disorders, and understanding current western-based and Indigenous strategies to cope with mental health concerns.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Understand the intellectual, emotional, spiritual, and physical aspects of the Aboriginal child and their impacts on the Aboriginal student's mental health • Recognize that self-awareness and self-esteem are crucial components in Aboriginal student success • Identify risk-factors and triggers associated with common mental health concerns experienced by children • Identify prevention and intervention services and strategies to assist schools and educators in counseling children with mental health concerns. • Understand the effects of trauma on the cognitive development of children • Explore the concept of resiliency

G) Descriptive Data:

Course Code	**EDUC 1023**
Course Title	**Introduction to Literacy Strategies**
Short Title (maximum 29 characters)	Literacy Strategies 1
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore and acquire literacy strategies for Indigenous elementary school-aged children to assist in the creation of a balanced language arts program. Topics include: stages of literacy and literacy development, phonological and phonemic awareness, interconnectedness of oral language and understanding auditory-processing.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❑ No ❑ Yes (please specify)
Program Implications	Does this course have program implications? ❑ No ❑ Yes (please specify)
Cross-Listing or Cross-Coding	❑ Cross Listed - this course may be credited towards Click here to enter text. ❑ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Understand the intellectual, emotional, spiritual, and physical aspects of the Aboriginal child and their impact on an Aboriginal child's learning • Understand the interconnectedness of oral language, phonological/phonemic awareness, written language, and early reading • Develop knowledge of the stages of literacy and literacy development • Apply working definitions of phonological/phonemic awareness • Assess literacy instructional activities for Aboriginal students with diverse needs. • Develop culturally and grade appropriate literacy resources

H) Descriptive Data:

Course Code	**EDUC 1124**
Course Title	**Introduction to Numeracy Strategies**
Short Title (maximum 29 characters)	Numeracy Strategies 1
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore and acquire numeracy strategies for Indigenous elementary school-aged children to assist in the delivery of a balanced numeracy program. Topics include: acquiring and strengthening fundamental concepts in elementary mathematics, applying problem solving and reasoning strategies, and examining numeracy teaching strategies.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❑ No ❑ Yes (please specify)
Program Implications	Does this course have program implications? ❑ No ❑ Yes (please specify)
Cross-Listing or Cross-Coding	❑ Cross Listed - this course may be credited towards Click here to enter text. ❑ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Understand the intellectual, emotional, spiritual, and physical aspects of the Aboriginal child and their impact on an Aboriginal child's learning • Acquire and strengthen fundamental concepts in elementary mathematics • Explore the Ontario Ministry of Education mathematics curriculum for the Primary and Junior divisions • Assess numeracy instructional activities for Aboriginal students with diverse needs. • Create numeracy learning resources for various stages of numeracy understanding

I) Descriptive Data:

Course Code	**EDUC 2043**
Course Title	**Language Arts Strategies**
Short Title (maximum 29 characters)	Language Arts Strategies
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore various genres of children's literature and its importance in the delivery of language arts programming. Candidates will develop strategies for selecting and assessing culturally and age-appropriate materials to foster life-long appreciation of reading in children.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❑ No ❑ Yes (please specify)
Program Implications	Does this course have program implications? ❑ No ❑ Yes (please specify)
Cross-Listing or Cross-Coding	❑ Cross Listed - this course may be credited towards Click here to enter text. ❑ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Establish an appreciation of quality children's literature from a variety of genres and cultures; • Develop a range of strategies to support the effective integration of children's literature both in the language classroom and across the curriculum; • Select and evaluate children's literature to meet the needs of diverse literacy learners, setting the stage for lifelong love of reading • Understand the role of children's literature to promote dialogue, discovery, and development of dispositions to support students' social-emotional development and cultural awareness • Interrogate and consider children's literature from the local Indigenous perspectives

J) Descriptive Data:

Course Code	**EDUC 2023**
Course Title	**Literacy Strategies II**
Short Title (maximum 29 characters)	Literacy Strategies 1I
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates strengthen their understandings and knowledge of literacy strategies for Indigenous elementary school-aged children to assist in the creation of a balanced literacy program. Topics include: the writing process, exploring literacy-based electronic software and applications, and examining literacy assessment strategies.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Understand the intellectual, emotional, spiritual, and physical aspects of the Aboriginal child and their impact on an Aboriginal child's learning • Understand the interconnectedness of oral language, phonological/phonemic awareness, written language, early reading • Develop an understanding of the Ontario Ministry of Education curriculum for Language Arts • Examine various writing processes for writers at varying levels of literacy, • Develop knowledge on various reading and writing assessments conducted in literacy programs • Develop grade- and culturally relevant literacy resources

K) Descriptive Data:

Course Code	**EDUC 2124**
Course Title	**Numeracy Strategies II**
Short Title (maximum 29 characters)	Numeracy Strategies II
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates strengthen their understanding of numeracy strategies for Indigenous elementary school-aged children to assist in the delivery of a balanced numeracy program. Topics include strengthening fundamental concepts in primary/junior mathematics, developing mathematics-based educational resources, and exploring educational mathematics software and applications.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Strengthen fundamental concepts in elementary mathematics • Explore the Ontario Ministry of Education mathematics curriculum in the Primary and Junior divisions • Assess numeracy instructional activities for Aboriginal students with diverse needs. • Development of mathematics-based educational resources • Explore educational mathematics computer programs and assess their connections to delivering numeracy curriculum

L) Descriptive Data:

Course Code	**EDUC 2012**
Course Title	**Working with Indigenous Children with Special Needs I**
Short Title (maximum 29 characters)	Indigenous Children with Special Needs I
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates examine special education in Canada and Ontario and the role of the educational assistant in assisting identified Indigenous students in Ontario classrooms. Candidates examine exceptionalities related to student learning, identify appropriate behavioural management strategies, and understand assessment strategies used for identifying exceptionalities
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Identify and describe the characteristics of the exceptionalities within Ontario schools • Discover the roles and responsibilities of the Classroom Assistant and school personnel while working with students with special needs • Identify and describe various teaching/learning strategies when working with Indigenous children with special needs. • Demonstrate an understanding of the Individual Education Plan and the IPRC process. • Demonstrate an understanding of the various adaptive technologies available for classroom • Demonstrate an understanding of the various assessment tools employed to assess a child's specific learning needs

M) Descriptive Data:

Course Code	**EDUC 1063**
Course Title	**Information Technology in Classrooms**
Short Title (maximum 29 characters)	Technology in Classrooms
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates explore and develop strategies for using and integrating information and communication technology into regular and individual education programs. Topics include; exploring various forms of educational technology, assessing available educational software, developing resources, and using the internet effectively in educational settings.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❑ No ❑ Yes (please specify)
Program Implications	Does this course have program implications? ❑ No ❑ Yes (please specify)
Cross-Listing or Cross-Coding	❑ Cross Listed - this course may be credited towards Click here to enter text. ❑ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Gain a familiarity and comfort with communication and information technology • Develop a positive philosophy on the integration of information and communication technology in the classroom • Examine readily available software to assist in the delivery of elementary level curriculum • Develop competencies in educational software to create learning materials • Develop and strengthen effective written communication skills in professional settings (reports, anecdotal comments, etc.)

N) Descriptive Data:

Course Code	**EDUC 3012**
Course Title	**Working with Indigenous Children with Special Needs II**
Short Title (maximum 29 characters)	Special Needs II
Course Prerequisite	N/A
Course Co-requisite	N/A
Anti-requisite	N/A
Total Hours	30 Hours
Breakdown of Hours	15 hours per week for 2 weeks (summer intensive delivery)
Course Credits	2.5 Credits
Course Description *(Restricted to 50-75 words, present tense and active voice*	Classroom assistant candidates strengthen understandings of learning exceptionalities presented in Ontario classrooms and develop additional strategies and resources to assist identified students. Topics include understanding the IPRC process, analyzing an Individual Education Plan, developing resources and strategies to assist identified students and examine assistive technologies.
Course Grouping or Stream	Does this course belong to a Group or Stream? ❏ No ❏ Yes (please specify)
Program Implications	Does this course have program implications? ❏ No ❏ Yes (please specify)
Cross-Listing or Cross-Coding	❏ Cross Listed - this course may be credited towards Click here to enter text. ❏ Cross-Coded - this course is cross-coded with Click here to enter text.
Learning Expectations/ Outputs *(6-8 visible, measurable and in active voice)*	• Strengthen understandings of the characteristics of the exceptionalities within Ontario schools • Identify and develop various teaching strategies. • Apply their understanding of the Individual Education Plan • Strengthen their understanding of various assistive technology(s) in the classroom • Demonstrate an understanding of management strategies employed by teachers and educational assistants.

Undergraduate Studies Committee

**Aboriginal Classroom Assistant Diploma Program
(Formerly Native Classroom Assistant Diploma Program)
Admission Policy Modification Proposal**

Motion: That the Undergraduate Studies Committee recommend to Senate that the modified Aboriginal Classroom Assistant Diploma Program (formerly Native Classroom Assistant Diploma Program) admission requirements be approved.

Current Aboriginal Classroom Assistant Diploma Program (formerly Native Classroom Assistant Diploma Program) Policy

NCADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more; and,
- Recent Criminal Reference Check including a Vulnerable Sector Check.

Students are encouraged to obtain classroom experience before commencing the program.

NCADP Part II:

- Successful completion of NCADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 NCADP Practicum I.

Or

- An Educational Assistant Certificate, or an Early Childhood Education Diploma, or a Developmental Services Worker Diploma;
- One year of classroom experience such as a classroom assistant (minimum 200 hours, either paid or volunteer) which can be verified; and,
- Recent Criminal Reference Check including a Vulnerable Sector Check.

NCADP Part III:

- Successful completion of NCADP Part II courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 2010 NCADP Practicum II.

Proposed Change to Aboriginal Classroom Assistant Diploma Program (formerly Native Classroom Assistant Program) Admission Policy

ACADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 21 years or older and have been out of school for two years or more;
- Recent Criminal Reference Check including a Vulnerable Sector Check

ACADP Part II:

- Successful completion of ACADP Part I courses with a minimum of 60% in each course; and,
- successful completion of EDUC 1010 ACADP Practicum 1;
- Recent Criminal Reference Check including a Vulnerable Sector Check

    or

- Successful completion of all components of Part I and Part II of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Recent Criminal Reference Check including a Vulnerable Sector Check

    or

- Successful completion of Part I of the Native Classroom Assistant Diploma Program within four years from enrolment.
- Successful completion of EDUC 2012 Working with Indigenous Children with Special Needs I   (minimum 60% average)
- Successful completion of EDUC 1063 Information Technology in Classrooms (minimum 60% average)
- Recent Criminal Reference Check including a Vulnerable Sector Check

Rationale

In the 2015/2016 fiscal year, funding support from Indigenous and Northern Affairs Canada concluded (due to different eligibility criteria in the funding envelope), making the existing program and its tuition structure exceptionally difficult to deliver to small cohorts of students. Based on this loss of funding and the results from the survey, it is essential that the Native Classroom Assistant Diploma Program be redesigned to ensure its continued presence at Nipissing University and to continue to provide a pathway to post-secondary studies for educational professionals working in First Nation communities across the province. Reducing the time spent on campus and away from home communities to two summers without eliminating courses will serve this purpose. It also enables the SSoE and its students to maximize the support services being offered for the ATCP and TASL programs that will be offered on campus at the same time.Since 2001, approximately 193 students have enrolled in the Native Classroom Assistant Diploma Program. This averages to a cohort size of 13.3 students/Year 1 cohort. Approximately 9.5 students complete the program, resulting in a successful completion rate of 69.4%.

Since 2010, the average cohort size is 12.4/students in Year 1 of the program. The program still maintains a 69% successful completion rate with approximately 86% of successful students completing the program in 3 consecutive summers. The remaining 14% of successful students complete the program in 4 summers. Since 2010, the program has an 80% retention rate after the Part I.

These statistics demonstrate that a very high percentage of students were capable of completing the program in the allotted time. With the reduction of the program from three to two summers in length, we anticipate the same high completion rate and a higher enrolment.

Submitted by: Heather Brown
Date: February 23, 2017

NIPISSING UNIVERSITY

Report of the

PLANNING AND PRIORITIES COMMITTEE

Friday, February 24, 2017

The fifth meeting of the Planning and Priorities Committee was held on Friday, February 24, 2017. The following members were in attendance:

COMMITTEE MEMBERS:
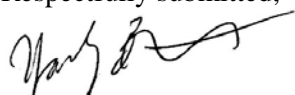
Harley d'Entremont (Chair)	April James	Cory Tremblay
Jamie Graham	Sydney Lamorea	Roxana Vernescu
Anahit Armenakyan	Reehan Mirza	Dan Walters
Chris Hachkowski	Katrina Srigley	Janet Zimbalatti

Regrets: Jim McAuliffe, Carole Richardson, Murat Tuncali, Rick Vanderlee, Nancy Black, Blaine Hatt, Anne Wagner, Jordan Dempster

Recording Secretary: S. Landriault

The Provost gave an update on the SMA process and advised that this item will be coming back for discussion at all future meetings. He advised that the Ministry of Advanced Education and Skills Development (MAESD) is launching the process to engage universities in the 2017-20 Strategic Mandate Agreement negotiations. PPC will be asked for assistance to provide suggestions and questions and members were asked to speak with their colleagues to provide program initiatives and examples of what we are doing well, i.e.: research excellence, student engagement, student employment and community engagement. A good example of this is the Undergraduate Research Conference. He also suggested that he would like to bring back the Draft Academic Plan for discussion. The Provost advised that this time we will have more time for consultation which will allow for more feedback. The goal for the province is to wrap up the SMA process by June.

Respectfully submitted,

Harley d'Entremont, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated February 24, 2017, be received.

NIPISSING
U N I V E R S I T Y

Report of the Graduate Studies Council
December 2, 2016

The meeting of the **Graduate Studies Council** was held on Monday November 28, 2016 at 11:00 am.

Present:
Jim McAuliffe, Chair (VPAR Designate)
Nancy Black   Graydon Raymer
Greg Brown   Carole Richardson
Jeff Dech   Rebecca Roome-Rancourt
Hilary Earl   Murat Tuncali
Lorraine Frost   Rick Vanderlee
Jamie Graham

Secretary:
Louise Ells

Guest:
April Gardiner

Absent, with regrets:
Mark Wackowiak

Jim McAuliffe chaired the meeting. The following motions were passed by the Graduate Studies Council:

Motion: That HIST 5606 Environmental History be approved as attached. (Earl/ Tuncali) APPROVED

Motion: That the following courses be banked: HIST 5106, HIST 5107, HIST 5206, HIST 5216, HIST 5306, HIST 5316, HIST 5407, and HIST 5416. (Earl/ Tuncali) APPROVED

Respectfully submitted,

Dr. Jim McAuliffe
Dean of Graduate Studies and Research

MOTION 1:   That the report of the Graduate Studies Council, dated December 2nd, 2016, be received.

MOTION 2:   That Senate approve the creation of HIST 5606 Environmental History as attached.

MOTION 3:   That Senate approve that the following courses be banked: HIST 5106, HIST 5107, HIST 5206, HIST 5216, HIST 5306, HIST 5316, HIST 5407, and HIST 5416.

COURSE TEMPLATE

MOTION: That Graduate Council recommends to Senate the creation of the new course Hist 5606: Environmental History.

A) Descriptive Data:

Course Code	**Hist 5606**
Course Title	Environmental History
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students explore themes in environmental history. Course offering and content will vary from year to year according to the instructor's research interests and expertise.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours of seminar per week
Hours of contact time expected per term	36 hours per term
Program Implications	Does this course have program implications? ☐ x Yes No If yes, please specify: This course will be offered periodically as one of a set of required courses in the MA Program in History.
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
[Cross-Listing](#)	☐
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will demonstrate 1. A detailed understanding of one or more major themes in the theory and practice of environmental history. 2. The ability to analyze, understand and critically evaluate several major debates in the philosophy and practice of history and especially in environmental history. 3. The ability to actively participate in and contribute to the development of complex ideas based on a common set of scholarly readings in seminar discussions. 4. The ability to analyze, understand and critically evaluate the methodological and/or theoretical approaches to various types of history.

	5. The ability to communicate ideas in writing using clear, correct, and persuasive prose. 6. The ability to write graduate-level essays that begin to demonstrate the ability to contribute to the on-going discussion about the philosophy and practice of history. 7. The ability to contribute to in-class activities in a productive and collegial manner.

B) Statement of Need:

In 2015 the department decided to add a new course to our graduate offerings in order to reflect the interests of our new CRC in environmental history and to recognize the department's strength in this area. This course will be offered periodically as one of a set of required courses in our graduate program.

Banking Graduate Courses

Motion: The History Department recommends to ARCC the banking of the following courses: Hist 5106, Hist 5107, Hist 5206, Hist 5216, Hist 5306, Hist 5316, Hist 5407, Hist 5416.

Rationale: When the MA Program in History was created, three courses were created for each of the four fields that the program offers each year (in Canadian, European, International, and Gender history). The thinking was that each of the faculty members who taught in a particular field could teach under the same number each time they taught the field. It has not worked out this way, and course numbering has followed no consistent rule. As these extra courses are not necessary and as the Registrar's office would prefer that courses be offered each year under the same number, the department recommends the banking of the above courses.

<div align="center">

Nipissing University
Report of the Graduate Studies Council
February 28, 2017

</div>

The meeting of the **Graduate Studies Counci**l was held on Monday February 27th, 2017, at 11:00 am.

Present:
Jim McAuliffe, Chair
Nancy Black
Greg Brown   Carole Richardson
Jeff Dech   Rebecca Roome-Rancourt
Lorraine Frost   Murat Tuncali
John Kovacs   Rick Vanderlee

Recording Secretary:
Louise Ells

Absent, with regrets:
Hilary Earl, Jamie Graham, Graydon Raymer, Mark Wachowiak, Derek Neal

The Graduate Studies Council met and discussed a proposal from the Faculty of Arts and Science and the Faculty of Applied and Professional Studies. The outcome is reflected in the motion contained below and supplemental material attached.

The following motion was passed by the Graduate Studies Council:

Motion: That the MA Sociology Course Curriculum be approved.

Respectfully submitted,

Jim McAuliffe

Dr. Jim McAuliffe
Dean, Graduate Studies and Research
Chair, Graduate Research Council

Motion 1: That the report of the Graduate Studies Council, dated Tuesday February 28th, be received.

Motion 2: That the MA Sociology Course Curriculum be approved as attached.

Nipissing University

Masters in Sociology – Applied Social Research

OVERVIEW OF DEGREE PROGRAM

AND

COURSE CURRICULUM DOCUMENTS FOR APPROVAL

BY GRADUATE STUDIES COUNCIL

[GSC APPROVED] February 27, 2017

Introduction

The Master of Arts (MA) in Sociology – Applied Social Research proposal was first granted Stage II approval by Nipissing Senate on October 10, 2014. Originally designed as a collaborative graduate degree offered jointly by the departments of sociology at Nipissing University and Laurentian University, concerns raised about the ongoing viability of the sociology program at Laurentian University coupled with a June 10, 2015 request from the Quality Council Appraisal Committee to revise the proposal led to the decision to redesign the Master of Arts (MA) in Sociology – Applied Social Research as a stand-alone graduate degree program at Nipissing University.

At the May 29, 2015 meeting of the Nipissing University Senate, the revised, stand-alone Master of Arts (MA) in Sociology – Applied Social Research proposal was approved for submission to the Quality Council Appraisal Committee. On April 22, 2016, the Provost and Vice-President Academic and Research was notified by letter that the Quality Council Appraisal Committee recommended the Master of Arts (MA) in Sociology – Applied Social Research for implementation at Nipissing University. The Master of Arts (MA) in Sociology – Applied Social Research will be offered beginning in September 2017.

Description of Program

The Master of Arts (MA) in Sociology – Applied Social Research program at Nipissing University will focus on the recruitment and training of graduate students from northeastern Ontario and other regions in Canada and abroad in the unique application of social theories and research methodologies to understanding and addressing the social problems and development challenges of northern and rural communities, including Indigenous communities. Working under the supervision of faculty and community and regional members of the program advisory committee, students will undertake applied research and evaluation studies with government, social service agencies and private businesses. In the process of learning to apply social theories and research methodologies to contemporary northern and rural problems, students will acquire the professional skills to obtain employment as applied researchers and evaluation practitioners, or to pursue additional graduate education.

The MA in Sociology – Applied Social Research brings together faculty expertise in applied sociology, health studies and gerontology, anthropology, criminology and criminal justice, and will appeal to students from a broad range of social science and health studies disciplines. The MA in Sociology – Applied Social Research has three common required courses that are the foundation of the degree, including SOCI 5106 Advanced Sociological Theory, SOCI 5216 Research Design, and either SOCI 5217 Quantitative Analysis or SOCI 5417 Qualitative Analysis. Students can elect to complete the one-year Major Research Paper (MRP) and three additional elective courses, an option designed for those who prefer to conduct library-based research, reviews of literature, and secondary analyses of data, and who plan to seek employment opportunities as policy analysts, social service administrators, criminal justice personnel, or community college instructors. Alternatively, students can choose the two-year Thesis Research Project (TRP) and two elective courses, an option designed for students who want to undertake original empirical research on a topic addressing a social issue or social problem impacting on northern or rural communities, including Indigenous communities, and who may also plan to pursue additional higher education, including doctoral studies. Among the elective courses offered (some in an annual rotation), will be SOCI 5517 Program & Policy Evaluation, two special topics courses SOCI 5516 Special Topics One and SOCI 5526 Special Topics Two, two directed studies courses SOCI 5617 Directed Studies One and SOCI 5627 Directed Studies Two and three cross-coded graduate/undergraduate courses currently offered (SOCI 5227 Science, Technology and Environment, SOCI 5206 Determinants of Population Change, SOCI 5547 Education and Inequality).

Both MRP and TRP students have the option of completing an elective practicum course placement with government, social service agencies, or private business. SOCI 5507 Major Research Paper Practicum will be offered as an elective course for students in the MRP option, subject to faculty availability and interest. The practicum offers students an opportunity to gain practical, applied research experience relevant to their major research paper through a 96-hour (8 hours per week for 12 weeks) research-based placement with a government, not-for-profit, or private agency. Practicum placements are arranged in consultation with the MRP supervisor and the Regional Advisory Committee, and are supported by the MA in Sociology – Applied Social Research Advisor/Placement Officer. In consultation with the MRP supervisor, the Advisor/Placement Officer will provide day to day liaison and supervision of the practicum

placements, with regular verbal reports to the MRP supervisor, and a written practicum evaluation report completed in conjunction with staff at the practicum placement at the end of each term.

SOCI 5505 Thesis Research Project Practicum will be offered as an elective for students in the TRP option, subject to faculty availability and interest. The practicum offers students an opportunity to gain practical, applied research experience relevant to their thesis through a 192-hour (8 hours per week for 24 weeks) research-based placement with a government, not-for-profit or private agency. Practicum placements are arranged in consultation with the TRP supervisor and the Regional Advisory Committee, and are supported by the MA in Sociology – Applied Social Research Advisor/Placement Officer. In consultation with the TRP supervisor, the Advisor/Placement Officer will provide day to day liaison and supervision of the practicum placements, with regular verbal reports to the TRP supervisor, and a written practicum evaluation report completed in conjunction with staff at the practicum placement at the end of each term.

Admission Requirements

Students must have successfully completed an Honours BA in Sociology or a related discipline with an average of 75% on the last ten (20 semester) courses completed at the time of specialization, or equivalent qualifications to be considered for admission. Students must have completed at least 9 credits of statistics and research methods courses over the course of the undergraduate degree.

Students lacking the necessary prerequisites may be required to take one or more undergraduate courses in addition to the required graduate courses during their Master's degree program. It is strongly recommended that students without a degree in Sociology enrol in or audit an undergraduate course in contemporary sociological theories.

Students with a 3-year degree may need to complete a full qualifying year before being considered. To enter a qualifying year, students should have at least an average of 75% in their major subject. Successful completion of courses during a qualifying year does not ensure automatic admission to a graduate program, nor does meeting the minimum requirements.

Applicants lacking the necessary prerequisites or a 3-year degree should contact the graduate studies program (Nipissing University School of Graduate Studies at sgs@nipissingu.ca) for complete details and procedures.

All applicants are required to provide at least three letters of academic recommendation from professors or other appropriate professionals who can speak to their level of preparation and readiness for graduate studies. At least one of the references must be from someone qualified to address the academic ability and competence of the applicant to undertake graduate studies. Reference cannot be from anyone who is personally related to the applicant.

All applicants are required to provide a description of their research interests and a sample of their writing. Admission is subject to the availability of qualified supervisors.

Courses and Program Structure

1. Thesis Stream (TRP) Requirements

Students must complete 27 credits, as listed below.		
All of the following:		
SOCI 5454	Thesis Research Project (TRP)	12 cr.
SOCI 5106	Advanced Sociological Theory	3 cr.
SOCI 5216	Research Design	3cr.
SOCI 5217	Quantitative Analysis	
	OR	3 cr.
SOCI 5417	Qualitative Analysis	3 cr.
Plus six credits from:		
SOCI 5505	Thesis Research Project Practicum	6 cr.
SOCI 5517	Program and Policy Evaluation	3 cr.
SOCI 5516	Special Topics One	3 cr.
SOCI 5526	Special Topics Two	3 cr.
SOCI 5617	Directed Studies One	3 cr.
SOCI 5627	Directed Studies Two	3 cr.
SOCI 5227	Science, Technology and Environment	3 cr.
SOCI 5206	Determinants of Population Change	3 cr.
SOCI 5547	Education and Inequality	3cr.

2. Major Research Paper (MRP) Stream Requirements

Students must complete 24 credits, as listed below.		
All of the following:		
SOCI 5115	Major Research Paper (MRP)	6 cr.
SOCI 5106	Advanced Sociological Theory	3 cr.
SOCI 5216	Research Design	3 cr.
SOCI 5217	Quantitative Analysis	
	OR	3 cr.
SOCI 5417	Qualitative Analysis	3 cr.
Plus nine credits from:		
SOCI 5507	Major Research Paper Practicum	3 cr.
SOCI 5517	Program and Policy Evaluation	3 cr.
SOCI 5516	Special Topics One	3 cr.
SOCI 5526	Special Topics Two	3 cr.
SOCI 5617	Directed Studies One	3 cr.
SOCI 5627	Directed Studies Two	3 cr.
SOCI 5227	Science, Technology and Environment	3 cr.
SOCI 5206	Determinants of Population Change	3 cr.
SOCI 5547	Education and Inequality	3 cr.

Degree Requirements

To graduate with a Master of Arts in Sociology-Applied Social Research, degree, students must:

a. satisfy all stated requirements for the degree;
b. complete the specified courses, with a minimum overall average of 70%, and a minimum grade of 70% in each course after no more than one attempt;
c. not have failed more than one course (failed grades are not counted in the average);
d. complete the program within the time-to-completion guidelines in the School of Graduate Studies Regulations document.

Course Curriculum Documents for Approval

MOTION 1: That the Nipissing University Graduate Studies Council approve the course SOCI 5454 Thesis Research Project (TRP) to be included as a core course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5454
Course Title	Thesis Research Project
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 12 credits over 2 years
Course Description	Students design and conduct a research project to collect original, primary data to provide new information to answer a research question addressing a social problem or social issue impacting on northern or rural communities.
Course Prerequisite	Admission to MA in Sociology – Applied Social Research degree
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	
Restriction	Restricted to students in the MA in Sociology – Applied Social Research degree TRP option
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☑ independent study
Hours of contact time expected per week	N/A
Hours of contact time expected per term	N/A
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☑ Yes ☑ No If yes, please specify: Restricted to students in the MA in Sociology – Applied Social Research degree TRP option
Cross-Listing	☐ Cross-Listed –Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Demonstrate systematic knowledge of the discipline of sociology and its major sub-discipline specialties 2. Conduct a systematic review of the academic literature that addresses the thesis topic or issue 3. Demonstrate critical awareness of current problems and new

	insights within the discipline, informed by the student's own involvement in designing, implementing and reporting on, in a written argument, an applied thesis research project (TRP)
	4. Collect, analyze and report on primary data in the field in support of an argument addressing a social problem or social issue impacting on northern or rural communities
	5. Conduct research onsite with agencies, organizations and government ministries operating in northern and rural communities.
	6. Recognize ethical issues involved in conducting multivariate statistical analyses in sociological research, and demonstrate familiarity with the Tri-Council Policy Statement on Ethical Research Involving Humans and the Nipissing University Research Ethics Board (REB) protocols and review process.
	7. Demonstrate knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.

B) Statement of Need:

SOCI 5454 is a required course designation for students choosing the Thesis Research Project (TRP) option in the MA in Sociology – Applied Social Research degree.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION 2: That the Nipissing University Graduate Studies Council approve the course SOCI 5115 Major Research Paper (MRP) to be included as a core course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5115
Course Title	Major Research Paper
Course Credits	☐ 3 credits ☑ 6 credits ☑ Other 6 credits over one year
Course Description	Students design and conduct a research project using available library resources, public documents, and reports, and secondary data sources addressing a social problem or social issue impacting on northern or rural communities.
Course Prerequisite	Admission to MA in Sociology – Applied Social Research degree
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	
Restriction	Restricted to students in the MA in Sociology – Applied Social Research degree TRP option
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☑ independent study
Hours of contact time expected per week	N/A
Hours of contact time expected per term	N/A
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☑ Yes ☑ No If yes, please specify: Restricted to students in the MA in Sociology – Applied Social Research degree MRP option
Cross-Listing	☐ Cross-Listed –Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Demonstrate systematic knowledge of the discipline of sociology and its major sub-discipline specialties 2. Complete a systematic review of the academic literature that addresses the thesis topic or issue 3. Design a major research paper project addressing an applied research question or issue 4. Conduct research onsite with agencies, organizations and government ministries operating in northern and rural

	communities.
	5. Recognize the ethical issues involved in conducting multivariate statistical analyses in sociological research, and demonstrate familiarity with the Tri-Council Policy Statement on Ethical Research Involving Humans and the Nipissing University Research Ethics Board (REB) protocols and review process.
	6. Demonstrate knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.

B) Statement of Need:
SOCI 5115 is a required course designation for students choosing the Major Research Paper (MRP) option in the MA in Sociology – Applied Social Research degree.

C) Comparative Data: *(Strongly recommended but not required)*
Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa		Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION 3: That the Nipissing University Graduate Studies Council approve the course SOCI 5106 Advanced Sociological Theory to be included as a core course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5106
Course Title	Advanced Sociological Theory
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students review and critique major developments and debates in classical and contemporary social thought, with an emphasis on how social scientists utilize theory to collect and make sense of empirical data within applied contexts.
Course Prerequisite	Undergraduate sociological theory course at the 4th year level.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours of lecture
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Identify and the major contemporary and classical sociological theories. 2. Describe the social forces that shape behaviour, attitudes, and values. 3. Describe the means by which individuals and groups manage and negotiate social forces within various applied contexts. 4. Evaluate the major debates and thinkers within classical and contemporary sociological theory. 5. Demonstrate knowledge of the historical contexts (economic, social, political, etc.) that made certain questions interesting to

	sociological theorists.
	6. Apply contemporary sociological theories to the interpretation of events happening in the world today.

B) Statement of Need:
SOCI 5106 is a required course designation for students in the MA in Sociology – Applied Social Research degree.

C) Comparative Data: *(Strongly recommended but not required)*
Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock		SOCI 5P01 Critical Social Theory
Carleton	SOCI 5003F Selected Topics in Contemporary Theory	Click here to enter text.
Guelph	SOC 6070 Sociological Theory	Click here to enter text.
Lakehead	Click here to enter text.	SOC 5111 Problems and Issues in Sociology
Laurentian	SOCI-5106EL-Theory and Society	Click here to enter text.
McMaster	751 Contemporary Sociological Theory	750 Classical Sociological Theory
Ottawa	SOC7112 SELECTED TOPICS IN CONTEMPORARY SOCIOLOGY	Click here to enter text.
Queen's	SOCY-901: Sociological Theory	Click here to enter text.
Toronto	SOC 6401H Special Topics in Sociological Theory	Click here to enter text.
Waterloo	SOC 700 Sociological Theory	SOC 703 Social Theory and Enacted Realities
Western	9005B Contemporary Social Theory	9002A Classical Sociological Theory
Wilfrid Laurier	SY 600 Theory and Practice	Click here to enter text.
Windsor	48-600 Sociological Theory	Click here to enter text.
York	SOCI 5901 Key Debates in Sociological Theory	Click here to enter text.

MOTION 4: That the Nipissing University Graduate Studies Council approve the course SOCI 5216 Research Design to be included as a core course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5216
Course Title	Research Design
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students articulate a research problem for investigation and develop a research proposal, including a literature review and Research Ethics Board (REB) application if required. .
Course Prerequisite	SOCI 2126 Introduction to Sociological Research Methods or equivalent
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	
Restriction	Restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed –Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Demonstrate understanding of the strengths and weaknesses of different sociological research designs, including experimental, quasi-experimental, correlational, and qualitative. 2. Critically evaluate the scientific, methodological status of the existing literature. 3. Use sociological concepts and propositions to operationalize a research question, and to identify an appropriate research design to collect data to answer the research question. 4. Recognize ethical issues involved in conducting sociological

	research, and demonstrate familiarity with the Tri-Council Policy Statement on Ethical Research Involving Humans and the Nipissing University Research Ethics Board (REB) protocols and review process. 5. Demonstrate knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.

B) Statement of Need:
SOCl 5216 is a required course in the MA in Sociology – Applied Social Research degree.

C) Comparative Data: *(Strongly recommended but not required)*
Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	SOCI 5P02 Critical Social Research Design and Methods	Click here to enter text.
Carleton	SOCI 5809W The Logic of the Research Process	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	SOCI5216 Seminar in Research Design, Data Collection and Data Analysis	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	SOC6101 RESEARCH DESIGN IN SOCIOLOGY	Click here to enter text.
Queen's	SOCY-902: Sociological Methodological	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	MA Sociological Research
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	SOCI 5995 3.0A (F)—MA Seminar	Click here to enter text.

MOTION 5: That the Nipissing University Graduate Studies Council approve the course SOCI 5217 Quantitative Analysis to be included as an optional course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5217
Course Title	Quantitative Analysis
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other
Course Description	Students use advanced multivariate statistical techniques to analyze large-scale survey data, with an emphasis on interpretation and communication of results.
Course Prerequisite	SOCI 2127 or equivalent
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	
Restriction	Students without an intermediate-level statistics course (such as SOCI4127 at Nipissing University) beyond the introductory level will require the permission of the Department before registering in this course.
Instructional Method	☑ lecture ☑ laboratory work ☐ private study ☐ seminar ☑ practical work ☐ independent study ☐ tutorial ☐ studio work ☐ service learning ☐ clinical practice ☐ online delivery
Hours of contact time expected per week	1.5 hours of lecture and 1.5 hours of lab
Hours of contact time expected per term	36 hours
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify:
Cross-Listing	☐ Cross-Listed - this course may be credited towards
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Evaluate the underlying assumptions and strengths and weaknesses of the common multivariate statistical models used in sociology 2. Apply common multivariate statistical models used in sociology to the analysis of empirical data making use of SPSS and STATA statistical software programs 3. Interpret results taken from multivariate statistical analyses of empirical data as these confirm or refute hypotheses and theoretical explanations

	4. Read and understand sociological research articles and texts that employ multivariate statistical methods. 5. Demonstrate understanding of association, causation, prediction, and model building in social research 6. Recognize ethical issues that are involved in conducting multivariate statistical analyses in sociological research, and demonstrate familiarity with the Tri-Council Policy Statement on Ethical Research Involving Humans and the Nipissing University Research Ethics Board (REB) protocols and review process. 7. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.

B) Statement of Need:

This course is an optional requirement (students may take either SOCI 5217 Quantitative Analysis (3cr) or SOCI 5417 Qualitative Analysis (3cr) for receiving an MA degree in Sociology.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock		SOCI 5P10 Intermediate Statistics for Sociologists
Carleton	SOCI 5104W Advanced Multivariate Analysis	SOCI 5102F Multiple Regression Analysis
Guelph	SOC6130 Quantitative Research Methods	
Lakehead	Sociology 5112 – Quantitative Methods	
Laurentian		SOCI-5217EL-Advanced Statistical Methods
McMaster	740 Statistical Methods for Social Research	
OCAD	No MA in sociology	
Ottawa		SOC7140 ADVANCED QUANTITATIVE METHODOLOGY
Queen's	Not available publicly	
Toronto	SOC 6708H Advanced Data Analysis	
Trent	No MA in sociology	
Waterloo		Statistics: SOC 710 Intermediate Social Statistics
Western	9007 Advanced Multivariate Statistical Analysis	9001 Introduction to Multivariate Statistics
Wilfrid Laurier		SY 602 Advanced Quantitative Research
Windsor		48-605 (Quantitative Statistics and Analysis)
York		SOCI 6112 6.0A (Y) – Quantitative Analysis

MOTION 6: That the Nipissing University Graduate Studies Council approve the course SOCI 5417 Qualitative Analysis to be included as an optional course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5417
Course Title	Qualitative Analysis
Course Credits	X 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students review and critique different qualitative research methods, and apply select qualitative methods to collect, analyze and report on an in-course project.
Course Prerequisite	N/A
Course Corequisite	N/A
Antirequisite	N/A
Restriction	Restricted to students in the MA in Sociology – Applied Social Research program
Instructional Method	☑ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☑ Yes ☐ No If yes, please specify: SOCI 5417 will be one of two methods courses MA students can take as part of their requirements for the MA in Sociology – Applied Research program. Students who will be completing an MRP or MA thesis based on qualitative research methodologies will be required to take this course.
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Evaluate underlying assumptions and strengths and weaknesses of the common qualitative research design strategies in sociology. 2. Develop, design and execute a qualitative research project. 3. Recognize and apply qualitative coding and analytic techniques to the analysis of primary and secondary qualitative data. 4. Interpret the results of qualitative analyses of primary and secondary data, as these generate, confirm or refute hypotheses and theoretical explanations.

	5. Recognize ethical issues that are involved in conducting qualitative research in sociology, and demonstrate familiarity with the Tri-Council Policy Statement on Ethical Research Involving Humans and the Nipissing University Research Ethics Board (REB) protocols and review process. 6. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.

B) Statement of Need:

This course is an optional requirement (students may take either SOCI 5217 Quantitative Analysis (3cr) or SOCI 5417 Qualitative Analysis (3cr) for receiving an MA degree in Sociology

C) Comparative Data: *(Strongly recommended but not required)*

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock		SOCI 5P02 Critical Social Research Design and Methods
Carleton		SOCI 5201: Comparative Methods in Social Research
Guelph	ANTH 6140 Qualitative Research Methods	
Lakehead	SOCI 5113 Qualitative Methods	
Laurentian	N/A	
McMaster	SOC 742 Qualitative Methods	
OCAD	N/A	
Ottawa	SOC7141 Advanced Qualitative Methodology	
Queen's		SOCY 902 Sociological Methodology
Toronto	SOC 6712H Qualitative Research Methods	
Trent	N/A	
Waterloo	SOC 716 Qualitative Methods	
Western	9021 Qualitative Research Methods	
Wilfrid Laurier	SY 601 Advanced Qualitative Research	
Windsor	48-606 Qualitative Methodology	
York	SOCI 6060 Qualitative Methods of Research	

MOTION 7: That the Nipissing University Graduate Studies Council approve the course SOCI 5505 Thesis Research Practicum to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5505
Course Title	Thesis Research Project Practicum
Course Credits	☐ 3 credits ☑ 6 credits ☐ Other Click here to specify
Course Description	Students acquire practical, applied research experience relevant to their thesis by completing a 192-hour (8 hours per week for 24 weeks) research-based placement with a government, not-for-profit, or private agency.
Course Prerequisite	Enrolment in the Thesis Research Project (TRP) option.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Restricted to students enrolled in the Thesis Research Project (TRP) option.
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☑ service learning ☐ seminar ☐ clinical practice ☑ practical work ☐ online delivery ☑ independent study
Hours of contact time expected per week	Monthly meetings with MA in Sociology – Applied Social Research Advisor/Placement Officer. Ongoing contact weekly with onsite staff at placement location.
Hours of contact time expected per term	8 hours per week for 24 weeks = 192
Program Implications	Will require coordination by MA in Sociology – Applied Social Research Advisor/Placement Officer
Course Grouping or Stream	Does this course belong to a Group or Stream? ☑ Yes ☐ No If yes, please specify: Thesis Research Project (TRP) option.
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Understand the conduct and expectations of the professional workplace. 2. Demonstrate professional and social skills to work with other team members in the identification of a research problem, and the design of a research strategy to address the problem. 3. Apply sociological theory and sociological research methods skills to assist other team members in the identification of a research problem, and the design of a research strategy to address the

	problem.
	4. Understand requirements, policies and processes for the conduct of applied research in the professional workplace.
	5. Use professional workplace computer software.
	6. Apply quantitative and/or qualitative techniques to the analysis of organizational and/or administrative data.
	7. Demonstrate working knowledge of standardized procedures for reporting research and formatting reports and presentations of research in the workplace.
	8. Recognize ethical issues and constraints that are involved in conducting research in applied, workplace settings.

B) Statement of Need:
SOCI 5505 – Thesis Research Project Practicum is an important elective option for students completing a thesis who want to gain practical, in-field experience in social research, and will also afford students the opportunity to gain access and complete thesis projects using applied social data.

C) Comparative Data: *(Strongly recommended but not required)*
Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	SOCI 5913 Co-operative Work Term
Guelph	SOC 6600-02 Principles and Practices of Community Engaged Scholarship	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	SOCI 5416 Applied Social Research in the Community Context	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa		SOC 6002 Co-op Work Term
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	SOCI 6090 3.0M (W)—Selected Topics in Empirical Methods: Community-Based Research Practicum	Click here to enter text.

MOTION 8: That the Nipissing University Graduate Studies Council approve the course SOCI 5507 Major Research Paper Practicum to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5507
Course Title	Major Research Paper Practicum
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students acquire practical, applied research experience relevant to their major research paper through a 96-hour (8 hours per week for 12 weeks) research-based placement with a government, not-for-profit, or private agency.
Course Prerequisite	Enrolment in the Major Research Paper (MRP) option.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Restricted to students enrolled in the Major research Paper (MRP) option.
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☑ service learning ☐ seminar ☐ clinical practice ☑ practical work ☐ online delivery ☑ independent study
Hours of contact time expected per week	Monthly meetings with MA in Sociology – Applied Social Research Advisor/Placement Officer. Ongoing contact weekly with onsite staff at placement location.
Hours of contact time expected per term	8 hours per week for 12 weeks = 96
Program Implications	: Will require coordination by MA in Sociology – Applied Social Research Advisor/Placement Officer
Course Grouping or Stream	Does this course belong to a Group or Stream? ☑ Yes ☐ No If yes, please specify: the Major Research Paper (MRP) option.
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Understand the conduct and expectations of the professional workplace. 2. Demonstrate professional and social skills to work with other team members in conduct literature reviews and secondary analyses of data. 3. Apply sociological theory and sociological research methods to assist other team members in conducting literature reviews and secondary analyses of data. 4. Apply quantitative and/or qualitative techniques to the analysis of organizational and/or administrative data.

	5. Demonstrate working knowledge of standardized procedures for reporting research and formatting reports and presentations of research in the workplace. 6. Recognize ethical issues and constraints that are involved in conducting research in applied, workplace settings.

B) Statement of Need:
   SOCI 5507 – Major Research Paper Practicum is an important elective option for students completing a major research paper who want to gain practical, in-field experience in social research, and will also afford students the opportunity to gain access and complete projects using applied social data.

C) Comparative Data: *(Strongly recommended but not required)*
   Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	SOCI 5913 Co-operative Work Term
Guelph	SOC 6600-02 Principles and Practices of Community Engaged Scholarship	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	SOCI 5416 Applied Social Research in the Community Context	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa		SOC 6002 Co-op Work Term
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	SOCI 6090 Selected Topics in Empirical Methods: Community-Based Research Practicum	Click here to enter text.

MOTION 9: That the Nipissing University Graduate Studies Council approve the course SOCI 5517 Program & Policy Evaluation to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5517
Course Title	Program & Policy Evaluation
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students acquire knowledge and skills to engage in social program and policy evaluation research by reviewing and critiquing different evaluation methodologies, and by conducting and reporting on an evaluation analysis of a case study.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Restricted to students enrolled in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☑ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☐ No If yes, please specify: .
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Demonstrate a critical understanding of the role of program and policy evaluation in contemporary governmental, not-for-profit/non-profit and private enterprise decision making. 2. Know the assumptions, strengths and weaknesses of the common methodological approaches, both quantitative and qualitative, employed in evaluation research. 3. Apply program and policy evaluation methodologies to the analysis of applied case studies. 4. Demonstrate understanding of evaluation planning, budget and management techniques and processes.

	5. Recognize ethical issues and constraints that are involved in conducting evaluation research.
	6. Demonstrate working knowledge of standardized procedures for reporting evaluation research, framing evaluation report recommendations, and formatting reports and presentations of research in the workplace.
	7. Present the results of evaluation research in a professional electronic presentation before an audience.

B) Statement of Need:

SOCI 5517 – Program & Policy Evaluation is an important elective option for students in the MA in Sociology – Applied Social Research degree, as it will provide students with skills to be able to design and execute applied research/evaluation studies. .

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph		Click here to enter text.
Lakehead		Click here to enter text.
Laurentian	Click here to enter text.	SOCI 5416 Applied Social Research in the Community Context
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa		Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION 10: That the Nipissing University Graduate Studies Council approve the course SOCI 5516 Special Topics One to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5516
Course Title	Special Topics One
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students choose a topic for in-depth investigation according to the teaching and research interests of graduate faculty.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☑ Yes ☐ No If yes, please specify: Topics will vary by term/year depending on faculty interest and availability
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Demonstrate advanced, critical understanding of a special topic area in sociology. 2. Identify epistemological and methodological assumptions operating in the special topic area. 3. Apply classical and contemporary theories of sociology to the critical analysis of social issues and social problems within the special topic area. 4. Formulate a sustained argument making use sociological theoretical concepts and propositions to the critical analysis of social issues

	and social problems within the special topic area.	
	5. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association	

B) Statement of Need:

SOCI 5516 Special Topics One is an important elective option in the MA in Sociology – Applied Social Research degree as it will allow the opportunity each year to explore in-depth special topics of interest to students and faculty in support of the completion of the MRP and TRP options.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	SOCI 5V80-5V89 Selected Topics in Critical Sociology	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	SOC 6550 Selected Topics	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	SOCI 5507 Special Topics I	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	SOC 789 Graduate Readings in Sociology	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	**48-687. Selected Topics in Sociology**	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION 11: That the Nipissing University Graduate Studies Council approve the course SOCI 5526 Special Topics Two to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5526
Course Title	Special Topics Two
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students choose a topic for in-depth investigation according to the teaching and research interests of graduate faculty.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☑ Yes ☐ No If yes, please specify: Topics will vary by term/year depending on faculty interest and availability
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will 1. Demonstrate advanced, critical understanding of a special topic area in sociology. 2. Identify epistemological and methodological assumptions operating in the special topic area. 3. Apply classical and contemporary theories of sociology to the critical analysis of social issues and social problems within the special topic area. 4. Formulate a sustained argument making use sociological theoretical concepts and propositions to the critical analysis of social issues

	and social problems within the special topic area. 5. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association

B) Statement of Need:

SOCI 5526 Special Topics Two is an important elective option in the MA in Sociology – Applied Social Research degree as it will allow the opportunity each year to explore in-depth special topics of interest to students and faculty in support of the completion of the MRP and TRP options.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	SOCI 5V80-5V89 Selected Topics in Critical Sociology	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	SOC 6550 Selected Topics	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	SOCI 5507 Special Topics I	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo		Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	**48-687. Selected Topics in Sociology**	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION 12: That the Nipissing University Graduate Studies Council approve the course SOCI 5617 Directed Studies One to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5617
Course Title	Directed Studies One
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students will research a substantial part of her/his thesis or major research paper under the supervision of a graduate faculty member.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☑ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Demonstrate advanced level of sociological knowledge of a specialized subtopic area within sociology. 2. Complete a comprehensive review of literature of a specialized subtopic area in sociology. 3. Critically appraise a specialized subtopic area in sociology from the perspective of the application of sociological theory and methodology to empirical investigation of the area. 4. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological

	Association.

B) Statement of Need:

SOCI 5617 Directed Studies One is an important elective option in the MA in Sociology – Applied Social Research degree as it will allow the opportunity each year to explore in-depth special topics of interest to students and faculty in support of the completion of the MRP and TRP options.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	SOCI 5P95 Directed Study	Click here to enter text.
Carleton	SOCI 6900W Tutorial	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	**Directed Studies (SOC7930)**	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	SOC 6015H Reading Course	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	SOC 789 Graduate Readings in Sociology	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	**48-690. Directed Readings**	Click here to enter text.
York	SOCI 5900 3.0A (F) Independent Reading Course	Click here to enter text.

MOTION 13: That the Nipissing University Graduate Studies Council approve the course SOCI 5627 Directed Studies Two to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5627
Course Title	Directed Studies Two
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students will research a substantial part of her/his thesis or major research paper under the supervision of a graduate faculty member.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☑ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed – this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will demonstrate . 1. Demonstrate advanced level of sociological knowledge of a specialized subtopic area within sociology. 2. Complete a comprehensive review of literature of a specialized subtopic area in sociology. 3. Critically appraise a specialized subtopic area in sociology from the perspective of the application of sociological theory and methodology to empirical investigation of the area. 4. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological

	Association.

B) Statement of Need:

SOCI 5627 Directed Studies Two is an important elective option in the MA in Sociology – Applied Social Research degree as it will allow the opportunity each year to explore in-depth special topics of interest to students and faculty in support of the completion of the MRP and TRP options.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	SOCI 5P95 Directed Study	Click here to enter text.
Carleton	SOCI 6900W Tutorial	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	**Directed Studies (SOC7930)**	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	SOC 6015H Reading Course	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	SOC 789 Graduate Readings in Sociology	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	**48-690. Directed Readings**	Click here to enter text.
York	SOCI 5900 3.0A (F) Independent Reading Course	Click here to enter text.

MOTION 14: That the Nipissing University Graduate Studies Council approve the course SOCI 5227 Science, Technology and Environment to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5227
Course Title	SCIENCE, TECHNOLOGY AND ENVIRONMENT
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students review and critique the main currents of thought which have been influential in sociology of science through historical, colonial, post-colonial and contemporary studies.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	SOCI 4227
Restriction	restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☑ Cross-Listed – This course is cross-coded for credit at the undergraduate level and the graduate level, with different course expectations Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: 1. Demonstrate knowledge and understanding of the major sociological theories of science. 2. Critique the sociological contribution to the analysis of science, models of scientific investigation and discovery, and the process of scientific innovation and change. 3. Use theories in the sociology of science to interrogate the process by which knowledge is constructed

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4. Identify the links between sociological analyses of science, technology and environmental policy, history of science and philosophy of science.\

5. Apply sociological theories of science to the critical analysis of research on a social issue or social problem.

6. Identify the major scientific paradigm and epistemological assumptions underlying sociological research approaches to social issues and social problems.

7. Complete a comprehensive review of literature of a selected topic in the sociology of science.

8. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.
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B) Statement of Need:

SOCI 5227 is an important elective option in the MA in Sociology – Applied Social Research degree for students interested in this sub-discipline area.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	SOCI 5209 F SOCIOLOGY OF SCIENCE AND TECHNOLOGY	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	OC7103 SOCIOLOGY OF THE ENVIRONMENT	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION 15: That the Nipissing University Graduate Studies Council approve the course SOCI 5206 Determinants of Population Change to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5206
Course Title	DETERMINANTS OF POPULATION CHANGE
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students examine major trends and social issues in demography, with particular emphasis on identifying implications for social change and social policy.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	SOCI 4206
Restriction	restricted to students in the MA in Sociology – Applied Social Research degree
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☑ Cross-Listed – This course is cross-coded for credit at the undergraduate level and the graduate level, with different course expectations Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will 1. Demonstrate understanding of the characteristics of human population and major processes underlying population change. 2. Interpret empirical descriptors and measures of population characteristics and processes. 3. Identify and elucidate the major theories of social demography. 4. Describe the relationship between regional, national and

	international population processes and their consequences.
	5. Complete a comprehensive review of literature of a selected topic in social demography.
	6. Apply theories of social demography and demographic measures of population characteristics and processes to the analysis of a social problem or social issue.
	7. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.

B) Statement of Need:

C) Comparative Data: *(Strongly recommended but not required)*
   Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	700 Selected Topics in Sociology: Immigration
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	**SOC7102 MIGRATION AND MOBILITY**	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	SOC 6002H Immigration I
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	4441A/9331A Death, Fertility and Migration: Demographic Analysis of Social Change	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	SOCI 6614 3.0M (W)—Migration and Transnationalisms

MOTION 16: That the Nipissing University Graduate Studies Council approve the course SOCI 5547 Education and Inequality to be included as an elective course requirement in the MA in Sociology – Applied Social Research degree program.

A) Descriptive Data:

Course Code	SOCI 5547
Course Title	Education and Inequality
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students investigate the expanding role and increased importance placed on education in post-industrial societies, and implications for social change and social policy.
Course Prerequisite	Enrolment in MA in Sociology – Applied Social Research degree
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	SOCI 4547 Education and Inequality
Restriction	
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours of lecture
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? ☐ Yes ☑ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☑ Cross-Listed This course is cross-coded for credit as SOCI 4457 (undergraduate) or SOCI 5547 (graduate)
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will 1. Demonstrate understanding of the role of education in society, and the reasons for the expanding role of education in post-industrial societies. 2. Critique the major theoretical and methodological approaches in the sociology of education, 3. Identify and elucidate the relationship between education, educational opportunity and social inequality. 4. Complete a comprehensive review of literature of a selected topic in education and inequality.

	5. Apply theoretical and methodological approaches in the social of education to the analysis of a problem or issue of social inequality. 6. Demonstrate working knowledge of standardized, academic publication guidelines, such as those used by the American Sociological Association or the American Psychological Association.

B) Statement of Need:

This is one of a limited number of MA-level course electives. It is expected that four to six graduate students will enroll in the course.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	**700 Special Topics: Sociology of Education**
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto		**LHA 1029: Sociology of Education**
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	**4450F-001 Education and Society**
Windsor	Click here to enter text.	Click here to enter text.
York		**Soci 6850.3 Sociology of Education**

Appendix A

Description of SOCI 5507 Major Research Paper Practicum and SOCI 5505 Thesis Research Project Practicum Course
(Approved by QC, April, 2016)

The elective SOCI 5507 Major Research Paper Practicum and SOCI 5505 Thesis Research Project Practicum courses relate directly to the research requirements of the program in addressing each of the MA degree level expectations as these describe the (1) depth and breadth of knowledge through the application of sociology theory and methodology to addressing research problems in the practicum workplace, (2) research and scholarship in making use of sociological theories and methodology to support the investigation of social problems and social issues as these are defined by the practicum workplace, (3) level of application of knowledge, (4) professional capacity/autonomy in acquiring the skills to conduct applied research according to the standards of the practicum workplace, (4) level of communication skills in addressing requirements for verbal and written communication within the professional practicum workplace, and (5) awareness of the limits of knowledge in recognizing the complexities and competing ethical, social and political dimensions impacting on applied research in the practicum workplace.

The practicum placements are arranged in consultation with the Major Research Paper (MRP) or Thesis Research project (TRP) supervisor, members of the committee and one consulting regional or community representative drawn from the Nipissing University MA in Sociology – Applied Social Research Regional Advisory Committee (RAC),) which will meet on a semi-annual basis to (a) advise faculty members on community and regional practicum placement opportunities, (b) identify additional regional and community needs for research and research funding opportunities, (c) provide guidance to faculty and students to ensure that students' identification of Major Research Paper (MRP) and Thesis Research Project (TRP) topics is relevant to social problems and social issues impacting on northern and rural communities, and that that the results of the MRP and TRP are applicable to better understanding (and possibly ameliorating) social problems and social issues impacting on northern and rural communities, and (d) serve as consulting committee members for Major Research Paper (MRP) and Thesis Research Project (TRP) program options. RAC membership will be drawn from the local North Bay community and throughout the northeastern Ontario region, including First Nations communities and rural townships.

The practicum courses will be supported by the Nipissing University MA in Sociology – Applied Social Research Advisor/Placement Officer, who is currently providing practicum placement services to undergraduate students in the Criminal Justice program – the Advisor/Placement Officer position will be transitioned to provide full support to MA students who elect to take the practicum courses. In consultation with the MRP/TRP supervisor, and members of the RAC, the Advisor/Placement Officer will provide day to day liaison and supervision of the practicum placements, with regular verbal reports to the MRP or TRP supervisor, and a written practicum evaluation report completed in consultation with the MRP/TRP supervisor, the Advisor/Placement Officer and the staff at the practicum placement at the end of each term.

A Nipissing University MA in Sociology – Applied Social Research Regional Advisory Committee (RAC) will be established to meet on a semi-annual basis to (a) advise faculty members on community and regional practicum placement opportunities, (b) identify additional regional and community needs for research and research funding opportunities, (c) provide guidance to faculty and students to ensure that students' identification of Major Research Paper (MRP) and Thesis Research Project (TRP) topics is relevant to social problems and social issues impacting on northern and rural communities, and that that the results of the MRP and TRP are applicable to better understanding (and possibly ameliorating) social problems and social issues impacting on northern and rural communities, and (d) serve as consulting committee members for Major Research Paper (MRP) and Thesis Research Project (TRP) program options. RAC membership will be drawn from the local North Bay community and throughout the northeastern Ontario region, including First Nations communities and rural townships, and will include faculty members and coordination and support provided by the Nipissing University MA in Sociology – Applied Social Research Advisor/Placement Officer.

The Nipissing University MA in Sociology – Applied Social Research Regional Advisory Committee (RAC) will be based on and developed from the practicum placement employers' network already established in the undergraduate Criminal Justice program. RAC will be coordinated and supported by the Nipissing University MA in Sociology – Applied Social Research Advisor/Placement Officer, who is currently providing practicum placement services to undergraduate students and practicum employers in the Criminal Justice program – the Advisor/Placement Officer position will be transitioned to provide full support to MA students who elect to take the practicum courses.

Technology and Infrastructure Committee
Report on Classrooms and Teaching Technologies
February 16 2017

As part of its mandate to "to engage in on-going review and discussion of all matters related to teaching and learning for faculty and students," the TIC conducted a survey of all full-time, full-time contract, and part-time contract academic staff over 6 weeks, beginning November 2016. 86 instructors responded, 59 full-time and 27 part-time. Approximately 44% of respondents were A&S Faculty, 29% from APS, and 26% from Education.

Most of the questions on the survey required qualitative responses. We received over 670 comments, some very lengthy. Most instructors expressed the idea that "If we claim to be student centered, we need to prioritize adequate resources for teaching." The following summarizes the responses in general terms. The first set of recommendations that conclude this report are either directly taken from the surveyed instructors or are based on their responses.

Classrooms

There are three central issues: classroom design and condition; 2) technology in the classrooms; and 3) the condition in which faculty leave classrooms after teaching.

1) classroom design and condition

Instructors by and large share the sense that "Many classrooms generally are in a state of disrepair. Broken chairs, damaged walls and ceilings ..." Leaks, carpet stains, missing or broken lecterns, poorly placed desks and carts, and so forth are a concern. Several instructors question the number of students assigned to a classroom, noting that having the right number of students for the size of the classroom improves the teaching and learning experience. Instructors also frequently note that the layout of classrooms precludes best teaching practices, especially when students have trouble seeing an instructor, screen, or Smartboard. Temperature and air circulation problems were reported for rooms in Brantford and in North Bay. Noise problems caused by internal equipment (fans, etc.) or external, classroom-to-classroom volumes (and outside construction) were also reported. Lighting and control over lighting, including the location of light switches and the labelling of switches, is another concern. Some of the problems seem to require small, inexpensive fixes (location of clocks, for example); others, such as the shape of some rooms, are more serious.

The detailed list of problems in specific classrooms is too long to be reproduced in this report but is to be shared with UTS and Operations so as to address the issues raised classroom-by-classroom.

The most appreciated classrooms are A224, A226, A252, A122, and H104, though the technology in some of these rooms is in need of attention. There is no clear indication of which

classrooms are the least appreciated, though the R rooms (R306-309) generated the greatest number of complaints, mostly to do with the technology in the rooms.

2) technology in the classrooms

The overwhelming response to the survey is that the technology available in our classrooms is unreliable and confusingly different from classroom to classroom. Instructors reported multiple problems with the following: Smartboards; projectors; remotes; in-class computers (including the way that they are set up and the way they are not updated); rooms without computers; clear instructions on how to use equipment; plugs in disrepair; poor audio quality or overhead speakers that do not work; inconsistent and slow internet speeds; computer connection problems and equipment that lacks connectors; wires across the floors where instructors teach, creating hazardous conditions; and out-of-date equipment.

Again, the detailed list of technological problems in specific classrooms is too long to be reproduced in this report but is to be shared with UTS so as to address the issues raised classroom-by-classroom.

3) the condition that faculty leave the room in after teaching

A few instructors noted that classrooms are sometimes left with the equipment on or unplugged or with desks rearranged. With the time needed to set up for a class, especially in rooms that do not have computers, instructors need to be reminded to leave classrooms promptly when scheduled so as to allow the 10 minute transition period between classes to belong primarily to the instructor setting up his or her class.

Resources for teaching

A number of instructors have the technology they need to teach in our classrooms, essentially a laptop for classrooms without computers, but a number of others simply do not. Some instructors have old laptops, others lack a working office computer, and still others lack software or an up-to-date operating system (some office computers are loaded with Vista or ME). The majority of respondents to the survey state that they need or greatly need new hardware. Additionally, there is no consistency in how instructors get the computer they need for teaching. Most instructors buy the equipment themselves or use PER or research funds, though other instructors have been given computers by their Deans or departments. A few instructors report that they have had all their teaching needs met, suggesting that there is a huge discrepancy between haves and have nots among instructors.

Instructional Technology Support

Many instructors are discouraged by the lack of instructional support at Nipissing, noting that Nipissing disbanded the CFTL but did not replace it with anything. Instructors express a need and desire for training on Blackboard and with Smartboards, though there is interest in other

teaching technologies (e. g. recording video for online courses) as well that is currently frustrated by the absence of any teaching support. Instructors would prefer training to be online (pre-recorded video tutorials) or through recurring in-person tutorials. There seems to be a moderate interest in clickers, though most instructors are not familiar with the technology.

Webadvisor and Blackboard

Instructors are generally (though not universally) satisfied with Webadvisor and Blackboard but again several instructors note that they have never had proper training with either. Others reported issues with Gradebook and its lack of connection to Blackboard. Specific queries and complaints will be shared with UTS, hopefully to develop training tutorials.

FASS, UTS, Dean's Offices

The support that is available for teaching through FASS, UTS, and the Deans' offices is very much appreciated and the staff in these offices generates enthusiastic praise from instructors for the expertise and dedication they bring. Instructors, however, note that staff is often overwhelmed and that the support provided by FASS, UTS, and the Deans' offices do not necessarily correspond with all their instructional needs. In terms of services currently provided, instructors suggest that more staff is needed mostly in UTS, though it is not clear if all instructors recognize that assistance with online courses is now provided by the Deans' offices.

Recommendations based on the survey

- That the TIC be involved in an annual audit of Nipissing classrooms. Faculty and student representatives need to be part of the process whereby classrooms can be redesigned to improve the teaching and learning experience and classroom conditions can be addressed.
- That a classroom audit should take place in the summer of 2017 so as to address all of the specific comments and complaints made by respondents in the survey about specific classrooms.
- That every classroom be supplied with an up-to-date computer unless there is a specific reason for the classroom not to have a computer.
- That UTS develop a strategy to regularly update software in classroom computers so as to minimize the number of times classroom activities are interrupted by update windows. Projector light bulbs and audio connections should also be regularly checked.
- That the University develops a fair and accountable procurement policy for supplying instructors in all faculties with equipment, hardware and software, needed to teach.
- That the University should work towards supplying "consistent tools that operate in a consistent manner from classroom to classroom." In the meanwhile, "offer faculty a personalized training program (by appointment) to go with a UTS person to the specific classroom(s) to see how the equipment works and what the idiosyncrasies of that room are."

- That the TIC design a best-practice document to be circulated annually by Deans and posted in classrooms addressing the way instructors should leave the classroom and its equipment after a class.
- That the University should work towards bringing in additional dedicated rooms. These rooms would not need to be solely for the use of a specific department or academic unit but could be shaped to meet the needs of a specific department or unit, as is currently but inconsistently the case with some rooms.
- That the University revise its estimation of classroom capacities so as to ensure all students are able to see every aspect of the lecture.
- That the University recognizes and addresses the need for additional UTS staffing, especially to address the need for emergency support staff in evenings when classes are taking place.
- That the University addresses the need for instructional support in meaningful consultation with the TIC and Senate. In the meanwhile, the University should immediately begin developing online and in-person tutorials on how to get the most out of Smartboards and Blackboard.
- That a link to the form instructors are to submit to request classroom maintenance and repairs (from light bulbs to leaks) be circulated by the Deans at the beginning of each semester.

UTS currently has in place ways to address some of the technology-specific survey recommendations while other solutions are in the planning stages. Other recommendations not yet considered have been met with keen support from UTS.

Priority Recommendations from the TIC

A number of the recommendations coming from faculty involve the TIC, UTS, the offices of the Deans, or other administrative centres and committees adopting new practices. The following recommendations correspond with faculty recommendations but involve spending money. The TIC sees the need for the University to make a financial investment in the following, perhaps through its fundraising campaigns --

- Auditing and updating classroom equipment (hardware and software) in all classrooms
- Creating a centre for instructional support in meaningful consultation with the TIC and Senate
- Developing a fair and accountable procurement policy for supplying instructors in all faculties with equipment, hardware and software, needed to teach

Motion: that Senate endorses the recommendations in this report by making them Senate recommendations.

Report of the By-Laws and Elections Subcommittee

February 15, 2017

There was a meeting of the By-Laws and Elections Subcommittee on Wednesday, February 15, 2017 at 1:00 p.m. in F307.

Present: B. Hatt, D. Davis, J. McIntosh, D. Tabachnick, J. Dempster, S. Landriault (Recording Secretary, n-v)

Regrets: H. d'Entremont, R. Vernescu, S. Lamorea

The By-Laws and Elections Subcommittee Agenda dated February 15, 2017 was approved. A request was made to reschedule agenda item # 3, Graduate Student Appeal Committee, to the next meeting and invite the Registrar & Assistant VP Institutional Planning and the Dean of Graduate Studies and Research to attend.

The By-Laws and Elections Subcommittee Report dated January 18, 2017 was reviewed and approved. In business arising from the report, it was advised that a motion to adopt the recommendations of the Report of the Special Governance Commission – Collegial Governance at Nipissing University: Shared Challenges and Responsibilities was moved and carried at the January 13, 2017 Senate meeting.   It was also advised that resolutions were approved at the January 12, 2017 Board of Governors meeting to accept the recommendations of the Special Governance Commission, as well as to hold a joint meeting between the Board of Governors and the Senate to discuss implementation of the recommendations of the Special Governance Commission Report. It was noted that the Special Governance Commission Report had not yet been officially supported or endorsed by NUSU. The next steps will be to deconstruct the Report and prepare an agenda with Senate and the Board of Governors to ensure transparency and implement the recommendations. It was noted that it was felt that an important turning point has been reached.

A Notice of Motion from the By-Laws and Elections Subcommittee Report dated January 18, 2017 regarding amendments to Article 10.3 Graduate Studies Council of the Senate By-Laws was included in the February 10, 2017 Senate Agenda. The amendments will be included in the March 10, 2017 Senate agenda.

A review of the Faculty Council By-Laws took place.   The Committee agreed that there is a need to take a serious look at quorum in Faculty Council meetings. Senate is the only governing body that can make these decisions. It was agreed that that the Provost raised a valid point at the previous By-Laws and Elections Subcommittee meeting regarding turning decision making over to the Faculty Council Executive if quorum could not be met. More consistencies and uniform rules need to be set in all faculties regarding how quorum is determined. It was agreed that Faculty Council quorum rules should match the Senate quorum rules. It was also noted that the quorum rule isn't the only problem. Getting faculty to attend Faculty Council meetings is also a problem. Electronic voting could be a fall back and information could be posted on the intranet, but there is no opportunity for a proper discussion. There are imperative issues that must take place at Faculty Council meetings. It was suggested that members talk about this issue amongst their faculty in order to come up with recommendations for possible solutions.

A review of the suggested revisions from the October 13, 2016 meeting between the Chair of the By-Laws and Elections Subcommittee and the Provost were discussed resuming at Article 10. Faculty and University Councils.

MOTION 1:   Moved by J. Dempster, seconded by J. McIntosh that Article 10.0 General Council Provisions of the Senate By-Laws be amended as outlined below:

10.0   General Council Provisions

(a)   In addition to the Senate standing and ad hoc committees/subcommittees as outlined in Articles 8 and 9, the following councils shall be recognized as part of the academic decision-making structure of the University:
(i)   the Faculty Council for each Faculty;
(ii)   the Research Council;
(iii)   the Nipissing University Academic College (NUAC); and
(iv)   the Graduate Studies Council

(a)   Each Faculty Council in (a)(i) shall be authorized to draft its own constitution, committee structure, terms of reference and procedures, except where Senate delegates its academic authority in a specific area to the Faculty Councils but retains the right to stipulate that all Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate.

*Revised Article reads (**changes in bold**):*

10.0   General Council Provisions

(a)   In addition to the Senate standing and ad hoc committees/subcommittees as outlined in Articles 8 and 9, the following councils shall be recognized as part of the academic decision-making structure of the University:
(i)   the Faculty Council for each Faculty;
(ii)   the Research Council; **and**
(iii)   ~~**the Nipissing University Academic College (NUAC); and**~~
(iv)   the Graduate Studies Council

(b)   Each Faculty Council in (a)(i) shall be authorized to draft its own constitution, committee structure, terms of reference and procedures, except where Senate delegates its academic authority in a specific area to the Faculty Councils but retains the right to stipulate that all Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate.
CARRIED

MOTION 2:   Moved by J. Dempster, seconded by J. McIntosh that Article 11.0 Senate Representatives on the Board of Governors of the Senate By-Laws be amended as outlined below:

11.0   Senate Representatives on the Board of Governors

(a)   In accordance with the Nipissing University Act, there shall be two (2) representatives on the Board of Governors elected by Senate from among its faculty Senators. (Two additional Board representatives shall be elected by the faculty-at-large from among the faculty members who are non-Senators.)

(b)   The normal term of office for Senate representatives on the Board shall be two (2) years, with the terms being staggered so that one representative is elected each year.

(c)   Elections for Senate representatives on the Board shall normally be held at the same time as elections for Senate standing committees/subcommittees.

(d)   Senate representatives on the Board shall endeavour to represent the majority opinion of Senate in any Board discussion pertaining to Senate matters.

(e)   Senate representatives on the Board shall provide a written or oral report to Senate following each Board meeting. Specifically, the representatives shall be responsible for ensuring that Senate is kept informed of:

     (i)   the outcome of all Senate recommendations conveyed to the Board; and

     (ii)   any Board matters affecting or of interest to Senate, subject to reporting restrictions in the By-Laws of the Board.

(f)   Senate representatives on the Board shall have such other responsibilities as may be assigned from time to time by the Senate or the Board.

*Revised Article reads (**changes in bold**):*

11.0   Senate Representatives on the Board of Governors

(a)   In accordance with the Nipissing University Act, there shall be two (2) representatives on the Board of Governors elected by Senate from among its faculty Senators. (Two additional Board representatives shall be elected by the faculty-at-large from among the faculty members who are non-Senators.)

(b)   The normal term of office for Senate representatives on the Board shall be ~~two (2)~~ **three (3)** years~~.~~**, with the terms being staggered so that one representative is elected each year.**

(c)   Elections for Senate representatives on the Board shall normally be held at the same time as elections for Senate standing committees/subcommittees.

(d)   Senate representatives on the Board shall endeavour to represent the majority opinion of Senate in any Board discussion pertaining to Senate matters.

(e)   Senate representatives on the Board shall provide a written or oral report to Senate following each Board meeting. Specifically, the representatives shall be responsible for ensuring that Senate is kept informed of:

     (i)   the outcome of all Senate recommendations conveyed to the Board; and

     (ii)   any Board matters affecting or of interest to Senate, subject to reporting restrictions in the By-Laws of the Board.

(f)   Senate representatives on the Board shall have such other responsibilities as may be assigned from time to time by the Senate or the Board.
CARRIED

MOTION 3:   Moved by J. Dempster, seconded by J. McIntosh that Article 12.1 Attendance Expectations of the Senate By-Laws be amended as outlined below:

12.1   Attendance Expectations

(a)   It is understood that there are legitimate reasons why Senators may miss a regular or special Senate meeting from time to time. Nevertheless, all Senators shall be expected to attend meetings whenever reasonably possible.

(b)   Senators who are unable to attend a regular or special Senate meeting for legitimate reasons shall be expected to notify the Senate Secretary of Senate in writing, indicating the reason(s) for their absence.

(c)   Elected Senators who miss three (3) regular Senate meetings in any given Senate year without providing legitimate written reasons to the Senate Secretary shall be deemed to have forfeited their positions.

(d)   Any disagreement regarding the legitimacy of reasons given for absence from Senate shall be adjudicated by the Senate Executive Committee.

*Revised Article reads (**changes in bold**):*

12.1   Attendance Expectations

(a)   It is understood that there are legitimate reasons why Senators may miss a regular or special Senate meeting from time to time. Nevertheless, all Senators shall be expected to attend meetings whenever reasonably possible.

(b)   Senators who are unable to attend a regular or special Senate meeting for legitimate reasons shall be expected to notify the ~~Senate~~ Secretary of Senate in writing**~~.~~, indicating the reason(s) for their absence.**

(c)   Elected Senators who miss three (3) regular Senate meetings in any given Senate year ~~**without providing legitimate written reasons to the Senate Secretary**~~ shall be deemed to have forfeited their position~~s.~~ **unless legitimate written reason for each absence is provided.**

(d)   Any disagreement regarding the legitimacy of reasons given for absence from Senate shall be adjudicated by the Senate Executive Committee.
CARRIED

MOTION 4:   Moved by J. Dempster, seconded by J. McIntosh that Article 13.0 Vacant Senate Positions of the Senate By-Laws be amended as outlined below:

13.0   Vacant Senate Positions

(a)   In this Article:
    (i)   *ex officio* Senators shall be those identified in 2.1;
    (ii)   constituent Senators shall be those identified in 2.2(a)(i) and 2.3; and
    (iii)   elected Senators shall be those identified in 2.2(a)(ii), 2.2(a)(iii) and 2.4.

(b)   Senate positions may become vacant before the completion of their normal terms of office for a variety of reasons, including:
    (i)   the resignation of an elected or constituent Senator with advance notice, effective at the end of a particular Senate year;
    (ii)   the resignation of an elected or constituent Senator without advance notice, effective immediately;
    (iii)   the forfeiture of an elected Senator's position for any reason; or
    (iv)   the inability of any Senator to continue to serve on Senate, due to other unforeseen circumstances.

(c)   Resignations from Senate positions shall be submitted in writing to the Chair of Senate.

(d)   A vacancy in any *ex officio* Senate position shall remain vacant until the position in question is filled by University appointment (including an interim or acting appointment).

(e)   A vacancy in any constituent Senate position shall be filled by the respective constituent body, in accordance with the body's approved procedures.

(f)   A vacancy in any elected Senate position shall be filled:
    (i)   as part of the next annual election cycle, for a vacancy due to (b)(i);

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(ii)   by holding a by-election within thirty (30) days, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be sufficient time remaining in the current Senate year to make such a by-election practical; or

(iii)   with Senate approval, by appointing a temporary replacement for the remainder of the current Senate year and filling the vacancy during the next annual election cycle, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be insufficient time remaining in the current Senate year to make a by-election practical.

</div>

(g)   A vacancy in any elected Senate position shall be filled from the same constituency as that of the departing Senator, and shall normally be filled for the duration of the departing Senator's original term of office.

(h)   The By-Laws & Elections Subcommittee shall be responsible for initiating and overseeing any arrangements necessary to ensure that Senate vacancies are appropriately filled, in accordance with (d) – (g).

*Revised Article reads (**changes in bold**):*

13.0   Vacant Senate Positions

(a)   In this Article:
- (i)   *ex officio* Senators shall be those identified in 2.1;
- (ii)   constituent Senators shall be those identified in 2.2(a)(i) and 2.3; and
- (iii)   elected Senators shall be those identified in 2.2(a)(ii), 2.2(a)(iii) and 2.4.

(b)   Senate positions may become vacant before the completion of their normal terms of office for a variety of reasons, including:
- (i)   the resignation of an elected or constituent Senator with advance notice, effective at the end of a particular Senate year;
- (ii)   the resignation of an elected or constituent Senator without advance notice, effective immediately;
- (iii)   the forfeiture of an elected Senator's position for any reason; or
- (iv)   the inability of any Senator to continue to serve on Senate, due to other unforeseen circumstances.

(c)   Resignations from Senate positions shall be submitted in writing to the Chair of Senate.

(d)   A vacancy in any *ex officio* Senate position shall remain vacant until the position in question is filled by University appointment (including an interim or acting appointment).

(e)   A vacancy in any constituent Senate position shall be filled by the respective constituent body, in accordance with the body's approved procedures.

(f)   A vacancy in any elected Senate position shall be filled:
- (i)   as part of the next annual election cycle, for a vacancy due to (b)(i);
- (ii)   by holding a by-election within thirty (30) days, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be sufficient time remaining in the current Senate year to make such a by-election practical; or
- **(iii)**   ~~**with Senate approval, by appointing a temporary replacement for the remainder of the current Senate year and filling the vacancy during the next annual election cycle, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be insufficient time remaining in the current Senate year to make a by-election practical.**~~

(g)   ~~**A vacancy in any elected Senate position shall be filled from the same constituency as that of the departing Senator, and shall normally be filled for the duration of the departing Senator's original term of office.**~~

(h) **(g)** The By-Laws & Elections Subcommittee shall be responsible for initiating and overseeing any arrangements necessary to ensure that Senate vacancies are appropriately filled, in accordance with (d) – (g) **(f)**.
CARRIED

The next meeting of the By-Laws and Elections Subcommittee will be held on Wednesday, March 22 at 1:00 p.m. in meeting room F307.

Respectfully submitted,
Original signed by:

Blaine Hatt
Chair
By-Laws and Elections Subcommittee

MOTION 1: That Senate Executive receive the Report of the By-Laws and Elections Subcommittee dated February 15, 2017.

Present Members of the Committee

Dr. David Tabachnick, Faculty of Arts & Science Senator

Dr. Dean Hay, Schulich School of Education Senator

Dr. Anahita Baregheh, Faculty of Applied & Professional Studies– via teleconference

Jordan Dempster, NUSU Representative

The review committee has identified two main areas that require the attention of Senate. The specific recommendations or requests of the committee are underlined.

1. *Senate Membership Distribution*

The distribution of faculty membership on Senate is balanced by Faculty (i.e. Arts and Science, etc., Bylaw 2.4[c]), except where indicated by 2.4(b).

As is specified by the data garnered from 98 respondents to the survey, 64.3% of faculty members have been elected to Senate since the introduction of the representative system in 2008, while 35.7% have not served.

However, a secondary review of Senate membership lists and attendance since 2008 compared to our current full-time faculty complement reveals an even wider gap. Of the 170 full time/non-adjunct members of faculty, 80 members (or 47% of faculty) have not served on Senate at all and 16 members (or 9%) have served one year. All told, this indicates that well over half of faculty (56%) have served on Senate for a year or less and almost half have never served. Of those who have never served on Senate, 41 are Full Professors (14) or Associate Professors (27).

Of particular note is the finding that approximately 50% of Full Professors have not served on Senate between 2008 and 2017.

In consideration of the Report Recommendation #1 and #4 ("Encouraging wide participation" and "Considering Proportion of Faculty Members") as well as the role of the "Office of the Dean" in the proper conduct and procedure of elections under 4.2 and 4.3 of the Bylaws, the review committee calls upon the Deans of each relevant Faculty to develop or update a "Nomination Policy Guidelines" document that clearly encourages Full Professors to populate at least 25% of Senate seats in accordance with their experience, rank, and proportion of the full-time professoriate.

Furthermore, the "Nomination Policy Guidelines" document should also consider membership distribution in relation to program. At the very least, Deans should ensure that, when Senate motions relevant to particular programs are brought before Senate, a representative of that program is in attendance to provide clarification and respond to questions.

2. *Faculty Councils:*

As the current report and earlier report on Senate reform have concluded, the most problematic parts of the Senate governance structure are the three Faculty Councils. While the specific data on the required number of meetings as well as quorum has been already been presented to Senate, Report Recommendation #3 indicates the continued dysfunction of Faculty Councils.

There are two main areas that require the attention of Senate:

i) **Faculty Council Procedures**

The review committee notes that Bylaw 8.1(a) instructs that "where appropriate and feasible" the procedures of Senate sub-bodies "shall parallel those of Senate." And while each Faculty Council is charged under 10.0(b) to "draft its own constitution," there remains the instruction that "Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate."

In turn, the review committee asks Senate to instruct the Chairs of the faculty councils that procedures related to meetings and the calculation of quorum must run in accordance with the rules of Senate. In order ensure consistent decision-making and reporting procedures, we also ask Senate to instruct the Chairs of the Faculty Councils to provide copies of the relevant Council Constitution as well as procedures around meetings and calculations of quorum to the Senate Secretary so that they can be reviewed by an appropriate Senate committee or body.

ii) **Faculty Council Mandate**

The mandate Faculty Councils are covered under 10.1b as well as 10.1.1 and include "proposals from individual departments/programs for changes or additions to undergraduate curriculum" as well as "Stage 2 (Curriculum) proposals for new programs." The mandate also includes "Nominations and Elections" under 10.1.2.

While procedures often differ between Faculties, the language governing the Arts and Science Regulations and Curriculum Committee (ARCC) in Arts and Science (see 6.6 of the A&S council constitution), fulfils this mandate through the approval of the A&S executive without requiring a vote from the Council as a whole. In turn, if this is consistent in other Faculties, the dysfunction of the Councils does not necessarily impede or delegitimize the curriculum approval process.

However, while the language of 10.1.2 is somewhat unclear, nominations and elections require official meeting(s) of Faculty Council. In turn, the review committee asks Senate to clarify which nominated and elected positions require an official/recorded vote at Faculty Council. If indeed particular positions require such a vote and no such vote occurs, it is the obligation of Senate to either not recognize the candidates elected, in essence accepting the indispensability of the Councils in the nomination and election process, or amend the Senate Bylaws to circumvent the role of Faculty Councils in this area.

Nipissing University

Minutes of the Academic Senate Meeting *(DRAFT)*

February 10, 2017

2:30 p.m. – Room F210

<u>MEMBERS PRESENT:</u>	M. DeGagné (Chair), H. d'Entremont, C. Sutton, J. McAuliffe, N. Black, C. Richardson, M. Tuncali, R. Vanderlee
	A. Armenakyan, L. Chen, K. McCullough, R. Vernescu
	S. Arnocky, R. Breton, J. Dech, N. Kozuskanich, G. McCann, C. McFarlane, P. Nosko, M. Owens, T. Parkes, T., S. Srigley, R. Gendron, D. Tabachnick, D. Walters, A. Weeks
	B. Hatt, D. Hay, T. Horton, D. Jarvis, M. Parr, W. Richardson, J. Scott, G. Sharpe
	C. Cho
	O. Pokorny, L. Rossi
	N. Allaire
	J. Andrews, M. Hawco, J. Dempster, S. Lamorea
<u>ABSENT WITH REGRETS:</u>	J. Graham
	A. Burke, A. Karassev, G. Phillips, K. Srigley, T. Vassilev
	L. Frost, G. Rickwood, T. Sibbald
	K. Barnes, T. Curry
	S. Feretycki
	D. Ratcliffe, C. Tremblay

<u>APPROVAL OF THE AGENDA OF THE SENATE MEETING OF:</u> February 10, 2017

MOTION 1:   Moved by G. McCann, seconded by J. Dempster that the agenda of the Senate meeting of
February 10, 2017 be approved.
CARRIED

<u>ADOPTION OF THE MINUTES OF THE SENATE MEETING OF:</u> January 13, 2017

MOTION 2:   Moved by J. Dempster, seconded by J. Andrews that the minutes of the Senate meeting of
January 13, 2017 be adopted.
CARRIED

BUSINESS ARISING FROM THE MINUTES

Dr. David Tabachnick was nominated and acclaimed by electronic vote to fill the six (6) month Faculty of Arts and Science Senator vacancy.

QUESTION PERIOD

A question was asked due to the turmoil in the US whether there are any efforts or plans in the works to attract international students to NU. The Provost advised that no specific initiatives were being planned. He informed of a survey undertaken by Universities Canada on this matter.

In response to questions initially raised at the October 2016 Senate meeting regarding the use of an on-line student opinion survey (SOS), Senator Tuncali advised that the Teaching & Learning Committee had not yet met, but he had recently received a Doodle poll requesting dates for a potential meeting. The Speaker asked if a report could be provided at the March Senate meeting.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 3:   Moved by H. d'Entremont, seconded by G. McCann that Senate receive the Report of the Senate Executive Committee dated February 2, 2017.
               CARRIED

UNDERGRADUATE STUDIES COMMITTEE

MOTION 4:   Moved by H. d'Entremont, seconded by M. Tuncali that the Report of the Undergraduate Studies Committee, dated January 24, 2017 be received.
               CARRIED

FACULTY OF APPLIED AND PROFESSIONAL STUDIES

School of Nursing

MOTION 2:   Moved by H. d'Entremont, seconded by K. McCullough that Senate approve the revision of the course credits in the practicum courses in the Scholar Practitioner Program (SPP) from six (6) credits to nine (9) credits for each course. The courses that require this change are as follows:

               NURS 1195 - Generativity and Life Transformation Practicum
               NURS 1295 - Functionality of Mind, Body, and Spirit Transformative Practicum
               NURS 2395 - Hope and Possibility Transformative Practicum
               NURS 2495 - Experiential Integration Transformative Practicum
               NURS 3595 - Retooling and Redesign Transformative Practicum
               NURS 3695 - Challenging the System Transformative Practicum
               CARRIED

MOTION 3:   Moved by H. d'Entremont, seconded by K. McCullough that Senate approve the change in credit value to the above mentioned Scholar Practitioner Practicum courses effective immediately (to be included in the 2017-2018 Academic Calendar).

Rationale for Motions:
This change in credit value will align more closely with other practicum courses of this nature in the School of Nursing. Practicum courses being 9-credits will appropriately ensure that SPP students are classified as full time students and would therefore be required to complete 90 credits as opposed to 72 credits for the degree. This will not result in any increased costs for students enrolled in the SPP program.
The Provost advised that there will probably be an increase of $100 per semester.
CARRIED

FACULTY OF ARTS AND SCIENCE

The following notice was withdrawn and will be referred back to the Undergraduate Studies Committee:

Banking Courses
For Information Only:
The attached listing of courses were not offered in the past five calendar years and were automatically banked (first worksheet) or deleted (second worksheet) by the Registrar's Office (Senate Motion passed on May 20, 2011).

PLANNING AND PRIORITIES COMMITTEE

MOTION 4:   Moved by H. d'Entremont, seconded by A. Armenakyan that the Report of the Planning and Priorities Committee dated January 27, 2017, be received.
CARRIED

OTHER BUSINESS

A draft of the SMA template was included with the Senate agenda. The Provost advised that COU has provided feedback to the Ministry and a final draft of the SMA should be available in the next few weeks.

The Senate Speaker advised that a request had been received regarding the status of the Senate Ad Hoc Committee on Breadth Requirements. At the September 2016 Senate meeting the Chair of USC advised that the Ad Hoc Committee is under the direction of the Undergraduate Studies Committee (USC) and requested that this item be added to the agenda for discussion at a future USC meeting. As no timeline has been established and the Ad Hoc Committee has not met, the question was asked if a motion should be put forward to abolish the Ad Hoc Committee on Breadth Requirements.

MOTION 5:   Moved by C. McFarlane, seconded H. d'Entremont that the Senate Ad Hoc Committee on Breadth Requirements be abolished.
CARRIED

AMENDMENT OF BY-LAWS

• Notice of Motion that Article 10.3 Graduate Studies Council of the Senate By-Laws be amended as outlined below:
The current article reads:
10.3   Graduate Studies Council (GSC):
(a) Members:
    (i) Provost, Vice-President Academic & Research, or designate, Chair (non-voting)
    (ii) Registrar or designate (non-voting)
    (iii) Executive Director of Library Services or designate (non-voting)

(iv) Deans of Faculties with graduate programs, or designate
(v) Graduate Coordinators / Graduate Chairs from each graduate program, or designate
(vi) 1 graduate student from each level of graduate studies

(b) Terms of reference:
(i)   Recommend to the Senate the new academic policies, procedures and regulations of the School of Graduate Studies;
(ii) Advise the Senate on the necessary resources and support for graduate studies and to recommend to the Senate the introduction of new services or changes to existing services which would enhance the graduate student experience or make the University more attractive to prospective graduate students;
(iii) Revise and up-date the regulations and procedures of current graduate programs for harmonization throughout the SGS;
(iv) Review student admission policies for graduate programs and make recommendations to the Assistant Vice-President Research & Graduate Studies, or designate;
(v) Ensure adherence to time-to-completion requirements;
(vi) Recommend to the Senate changes to graduate curriculum or proposals for new graduate programs;
(vii) Assist departments in the development of new graduate programs, in compliance with IQAP requirements;
(viii) Finalize proposals for new programs, including the Business Plan, before submission to PPC and the Senate;
(ix) Make recommendations on any matter related to graduate studies to the appropriate Senate Committees (PPC, RC);
(x) Periodically review the overall graduate awards program of the University, and make recommendations to Senate regarding changes in the program;
(xi) Ensure that all existing and new graduate scholarships, medals, bursaries and other awards are consistent with established and approved terms, conditions and criteria. Review and approve nominations for graduate scholarships (Tri-council, OGS, others);
(xii) Review the annual report on the School of Graduate Studies' activities; and
(xiii) Establish the criteria for membership in the Graduate Faculty.

And at the exclusion of student representative,

(xiv) Make the final selections of students eligible for academic awards, as identified by the Office of the Registrar; and
(xvii) Following the periodic appraisal of a program, review and report to Senate any measure that could improve the program.

Revised Article reads **(changes in bold)**:

10.3   Graduate Studies Council (GSC):
(a) Members:
   (i) ~~Provost, Vice-President Academic & Research~~, **Dean of Graduate Studies and Research** or designate, Chair (non-voting)
   (ii) Registrar or designate (non-voting)
   (iii) Executive Director of Library Services or designate (non-voting)
   (iv) Deans of **all** Faculties ~~with graduate programs~~, or designate
   (v) Graduate Coordinators / Graduate Chairs from each graduate program, or designate
   (vi) 1 graduate student from each level of graduate studies
   (vii) 1 graduate student Senator non-voting
(b) Terms of reference:
   (i) Recommend to the Senate the new academic policies, procedures and regulations of the School of Graduate Studies;

(ii) Advise the Senate on the necessary resources and support for graduate studies and to recommend to the Senate the introduction of new services or changes to existing services which would enhance the graduate student experience or make the University more attractive to prospective graduate students;

(iii) Revise and up-date the regulations and procedures of current graduate programs for harmonization throughout the SGS;

(iv) Review student admission policies for graduate programs; ~~and make recommendations to the Assistant Vice-President Research & Graduate Studies, or designate;~~

(v) Ensure adherence to time-to-completion requirements;

(vi) Recommend to the Senate changes to graduate curriculum or proposals for new graduate programs;

(vii) Assist departments in the development of new graduate programs, in compliance with IQAP requirements;

(viii) Finalize proposals for new programs, including the Business Plan, before submission to PPC and the Senate;

(ix) Make recommendations on any matter related to graduate studies to the appropriate Senate Committees (PPC, RC);

(x) Periodically review the overall graduate awards program of the University, and make recommendations to Senate regarding changes in the program;

(xi) Ensure that all existing and new graduate scholarships, medals, bursaries and other awards are consistent with established and approved terms, conditions and criteria. Review and approve nominations for graduate scholarships (Tri-council, OGS, others);

(xii) Review the annual report on the School of Graduate Studies' activities; and

(xiii) Establish the criteria for membership in the Graduate Faculty.

And at the exclusion of student representative,

(xiv) Make the final selections of students eligible for academic awards, as identified by the Office of the Registrar; and

(xvii) Following the periodic appraisal of a program, review and report to Senate any measure that could improve the program.

ELECTIONS

- Elect one (1) tenured faculty member, from the Faculty of Arts & Science, to serve on the search committee for the Provost and Vice-President, Academic and Research.
  The Provost clarified that the tenured faculty member could be a tenured faculty member from any faculty.
  S. Srigley (A&S) – ACCLAIMED

- Elect three (3) representatives, one (1) representative from each faculty, as well as one (1) student representative to sit on a committee to review the Report on Senate Reform Survey and bring forward recommendations to Senate.
  A. Baregheh (APS) – ACCLAIMED
  D. Tabachnick (A&S) – ACCLAIMED
  D. Hay (ED) – ACCLAIMED
  J. Dempster (NUSU) – ACCLAIMED

NEW BUSINESS

MOTION 6:   Moved by H. d'Entremont, seconded by A. Weeks that Senate receive and approval to graduate be granted to the students listed in the Report of Graduation Applicants dated the 8th of February, 2017.
CARRIED

ANNOUNCEMENTS

The President acknowledged Dr. Tabachnick's recent comments on CBC news regarding voting with ranked ballots. He also advised of the COU Executive Heads meeting that he had just returned from attending. SMA issues, international student enrollment, OSAP reform and funding for lower income students were some of the issues discussed. He also attended a meeting with Premier Wynne and the Minister of Advanced Education and Skills Development, Deb Matthews, where the importance of work integrated learning and co-op placements was discussed.

The Provost advised that although he was unable to make an announcement just yet, good news would be forthcoming soon regarding research awards.

The Vice-President Finance and Administration advised that she had been asked by Len Gamache to provide an update on fundraising priorities. She advised that meetings with the Exec group to prioritize the input that has been received have been continuing regularly and projects are starting to be defined. She thanked Mr. Gamache for all of his hard work and advised that he is doing a great job. She also wished to thank all of the budget holders for getting their budgets in on time. Analysis of the budget has started and meetings will occur regularly over the next while.

The Dean of Arts and Science was pleased to advise that a Faculty Council meeting had been held earlier that day with quorum. The Faculty Council approved a document on strategic goals for the faculty.

The Dean of Education advised that the first cohort of second year BEd students would only be on campus for a few more weeks before the students leave to attend their final placements. The students won't return until convocation in June. She advised that this will be a good time to step back and look at the program for possible tweaking.

The Dean of Graduate Studies and Research advised that an aggressive timeline had been set and the process of sending offers out for 2017 should be finalized soon. Applications were higher this year than they were last year. An intake of 35 master's students and 10 PhD students is the target.

Senator Andrews advised of the following results of the Student Union Elections:
President - Sydney Lamorea
Vice President Governance and Legal Affairs - Cooper Allen
Vice President Communications - Tyrell Sommerville
Vice President Finance - Shane Dunstall
Vice President Services - J'aime Brunet

He also advised that the Director/Senator elections will occur from February 27th – March 14th, with Jordan Dempster acting as the Chief Returning Officer with the NUSU Elections Committee. As well, NUSU is partnering with the Schulich School of Education in an initiative called Books for Brook which is a new literacy initiative established in memory of Brook Doseger, a 2016 graduate of Nipissing University's Concurrent Bachelor of Education degree. Help support International Book Giving Day on

February 14th by helping support Books for Brook. Donations of new and gently used children's books to share with young learners in the North Bay community are being sought. Books can be donated at any of the following locations: NUSU Office (F205), Outside of the Campus Bookstore, Student Development and Services (B210) and the Schulich School of Education (F201). Donations towards the purchase of books for young learners in our community will also be gratefully accepted.

The Health Plan referendum will be taking place Feb 27th - March 3rd. NUSU is looking to increase the health plan to offer competitive coverage with highlights such as 100% basic and preventative dental, 90% drug coverage with no maximum, etc. The cost of the health plan can be opted out fully for students who have other coverage. This referendum is to help cover our students as last year they paid $30,000 out of pocket due to a lack of coverage.

Another reminder that NUSU is hosting a dinner at Shoeless Joe's on February 26, 2017 at 6 pm. Tickets are $20 and all proceeds go to the NUSU endowment fund.

Jordan also advised that he recently attended a Universities Canada Converge 2017 conference in Ottawa, which brought together 100 student delegates from universities all across Canada to discuss what Canada should look like by 2067. The topics covered included increasing Canada's international profile, increasing Canada's contributions to innovation, making the nation more inclusive in a pluralistic sense and reconciliation. Many distinguished guests attended the event including prominent business leaders, academics, and political leaders, notably the Governor General and Prime Minister Justin Trudeau. Jordan advised that he was able to ask the Prime Minister during a Q and A session about the Federal Government's steps to reduce mental health barriers for students studying post-secondary education.

ADJOURNMENT

Senate was adjourned at 3:35 p.m.

……………………………………..   …………………………………………….
M. DeGagné (Chair)   S. Landriault (Senate Recording Secretary)