

SENATE AGENDA

Friday, January 13, 2017

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: December 9, 2016
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 December 21, 2016 be received.

UNDERGRADUATE STUDIES COMMITTEE

- **November 22, 2016 Report**

MOTION 1: That the Report of the Undergraduate Studies Committee, dated November 22, 2016 be received.

FACULTY OF APPLIED AND PROFESSIONAL STUDIES

School of Criminology and Criminal Justice

MOTION 2: That Senate approve the addition of CRJS 3506 Criminology of Serial Homicide.

MOTION 3: That Senate approve the addition of CRJS 4356 Community Corrections.

MOTION 4: That Senate approve the addition of CRJS 4446 Special Projects in Criminal Justice.

MOTION 5: That Senate approve that the 6-credit course CRJS 4105, Honours Thesis and CRJS 4305, Research Project in Criminal Justice, be banked.

MOTION 6: That Senate approve the deletion of CRJS 3406 Serial and Mass Murder I and CRJS 3407 Serial and Mass Murder II.

MOTION 7: That Senate approve that the 3-credit course CRJS 4466, Program and Policy Evaluation, be removed as a degree requirement for students in the Criminology Stream.

MOTION 8: That Senate approve the following change to the Criminology stream:

- Addition of any 4000-level Criminal Justice course (3 credits), to the Criminology stream requirements

MOTION 9: That Senate approve that CRJS 4466, Program and Policy Evaluation, CRJS 3506 Criminology of Serial Homicide, CRJS 4356 Community Corrections, CRJS 3626 Victimology be added to the list of Criminology Stream Electives and Criminal Justice Studies stream electives.

MOTION 10: That Senate approve the addition of CRJS 3626 Victimology.

FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

MOTION 11: That Senate approve that the contact hours for **MATH 2076 Probability & Statistics I** be changed from “three hours of lecture and one hour of tutorial per week for one term” to “**four hours of lecture per week.**”

MOTION 12: That Senate approve that the contact hours for **MATH 1070: Fundamental Concepts of Mathematics for Teachers** be changed from “three hours of lecture and one hour of tutorial per week” to “**four hours of lecture/laboratory work per week.**”

MOTION 13: That Senate approve that the contact hours for **COSC 1557 Introduction to Computer Science** be changed from “**three hours of lecture and one hour of laboratory per week for one term**” to “**two hours of lecture and 2 hours of laboratory work per week**” for one term.

MOTION 14: That Senate approve that the contact hours for **COSC 3657 Distributed Systems** be changed from “**two hours of lecture and two hours of laboratory per week for one term**” to “**three hours of lecture per week**” for one term.

MOTION 15: That Senate approve that the contact hours for **COSC 4406 Software Engineering** be changed from “**three hours of lecture and one hour of laboratory per week for one term**” to “**four hours of lecture/laboratory work per week**” for one term.

Gender and Equality

MOTION 16: That Senate approve that **GEND 2036 “Gender and Environmental Justice”** be changed to “**Environmental Justice**” and that the course description be modified to reflect this change in the title.

MOTION 17: That Senate approve the new course **GEND 2526 “Prisons, Race, & Gender”** as per the attached document.

MOTION 18: That Senate approve the new course **GEND 2536 “Tourism, Pleasure, & Power”** as per the attached document.

History

MOTION 19: That Senate approve the change in the description of the delivery pattern of the following courses as outlined below:

Hist 4185 (6 credits): Canada in the Twentieth Century
 Hist 4335 (6 credits): Topics in American History
 Hist 4435 (6 credits): Sexuality and Gender in Europe, 1300–1600
 Hist 4495 (6 credits): Britain in the Twentieth Century
 Hist 4505 (6 credits): Topics in Medieval History
 Hist 4605 (6 credits): Special Topics
 Hist 4607 (3 credits): Special Topics
 Hist 4615 (6 credits): Special Topics
 Hist 4617 (3 credits): Special Topics
 Hist 4625 (6 credits): Special Topics
 Hist 4627 (3 credits): Special Topics
 Hist 4665 (6 credits): Twentieth Century International History to 1953
 Hist 4805 (6 credits): War and Genocide in the Twentieth Century
 Hist 4815 (6 credits): The Third Reich
 Hist 4817 (3 credits): The Third Reich

Change:

From

Current Description: “Three hours of lecture per week”

To

Modified Description: “Three hours of seminar per week”

Political Science

MOTION 20: That Senate approve the addition of a 3-credit **POLI 4206 Honours Seminar** as per the attached document.

MOTION 21: That Senate approve the addition of a 3-credit **POLI 4207 Honours Seminar** as per the attached document.

MOTION 22: That Senate bank **POLI 4205 Honours Seminar**.

Sociology

MOTION 23: That Senate approve that **the degree requirements for the Honours Specialization in Sociology** be changed as follows:

Old Requirements:**Honours Specialization in Sociology****Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.

In addition, students must complete:

SOCI Upper level	27 cr.
SOCI 4000 level	3 cr.

New Requirements:

Honours Specialization in Sociology

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology. Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.

In addition, students must complete:

SOCI Upper level	30 cr.
SOCI 4000 level	3 cr.

MOTION 24: That Senate approve that the degree requirements for the Specialization in Sociology be changed as follows:

Old Requirements:

Specialization in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.

In addition, students must complete:

SOCI Upper level	27 cr.
SOCI 4000 level	6 cr.

New Requirements

Specialization in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.

In addition, students must complete:

SOCI Upper level	30 cr.
SOCI 4000 level	6 cr.

MOTION 25: That Senate approve that the degree requirements for the **Major in Sociology** be changed as follows:

Old Requirements:

Major in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.

SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.

In addition, students must complete:

SOCI Upper level **15 cr.**

New Requirements

Major in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.

In addition, students must complete:

SOCI Upper level **18 cr.**

POLICY

Distinction at Graduation Policy

MOTION 26: That Senate approve that, effective immediately, the Distinction at Graduation Policy be revised as outlined in the attached document.

- **December 6, 2016 Report**

MOTION 1: That the Report of the Undergraduate Studies Committee, dated December 6, 2016 be received.

FACULTY OF ARTS AND SCIENCE

Economics

MOTION 2: That Senate approve that the classroom contact hours for **ECON1006 (Microeconomics)** be changed from “three hours of lecture per week per term” to **“three hours of lecture and one hour of tutorial per week.”**

MOTION 3: That Senate approve that the Undergraduate Studies Committee recommends to Senate to approve that the classroom contact hours for **ECON1007 (Macroeconomics)** be changed from “three hours of lecture per week per term” to **“three hours of lecture and one hour of tutorial per week.”**

Geography

MOTION 4: That Senate approve that the prerequisites for GEOG 2017 Introduction to Geomatics be changed from “GEOG 1016 and GEOG 1017” to “Any 24 credits completed”.

MOTION 5: That Senate approve that the number of hours for GEOG 2017 Introduction to Geomatics be changed from “Three hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture and two hours of laboratory work per week for one term”.

MOTION 6: That Senate approve that the number of hours for GEOG 3056 Spatial Analysis Using GIS be changed from “Three hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture and two hours of laboratory work per week for one term”.

MOTION 7: That Senate approve that the number of hours for GEOG 3066 Remote Sensing of the Environment be changed from “Three hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture and two hours of laboratory work per week for one term”.

MOTION 8: That Senate approve that the prerequisites for GEOG 3066 Remote Sensing of the Environment be changed from “GEOG 1016, GEOG 1017 and GEOG 2026” to “GEOG 2017”.

MOTION 9: That Senate approve that the description for **GEOG 3096 Environmental Hydrology** be changed as described below:

From

Original Description:

“Students examine the movement and storage of water at various scales. A combined focus is on understanding of what controls water movement and storage from its point of entry to a watershed through its exit point(s) and the use of environmental tracers in the study of human impacts on our watersheds. This course may be credited towards Science.”

To

Revised Description:

Students examine topics in environmental hydrology, including the study of physical processes controlling water movement and storage at various scales and the use of environmental tracers in the study of human impacts on our watersheds. The lab component may include field, laboratory and computing activities. This course may be credited towards Science.

History

MOTION 10: That Senate approve that the new course **HIST 2016 Colonialism and Resettlement in the Canadian West** be added as outlined in the attached document.

Spanish

MOTION 11: That Senate approve the addition of **ESPA 2706 Cultures of Spain** under Spanish as outlined in the attached document.

MOTION 12: That Senate approve the addition of **ESPA 2707: Latin American Culture** under Spanish as outlined in the attached document.

MOTION 13: That Senate bank **ESPA 2705 Introduction to Hispanic Culture and Civilization.**

MOTION 14: That Senate approve the addition of **ESPA 2306 Evolution and Revolution** under Spanish as outlined in the attached document.

MOTION 15: That Senate approve the addition of **ESPA 3016 Advanced Spanish Language** under Spanish as outlined in the attached document.

Summer Institutes

MOTION 16: That Senate approve the addition of an accelerated, three-credit Summer Institute course type (SI) that will serve as a vehicle for courses delivered in an accelerated mode.

- **December 19, 2016 Report**

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated December 19, 2016.

FACULTY OF APPLIED AND PROFESSIONAL STUDIES**Social Work**

MOTION 2: That Senate approve the creation of SWRK1007 Introduction to Social Work as a required course for the BSW program.

MOTION 3: That Senate approve to delete SWRK1006 Foundations of Social Work Practice.

MOTION 4: That Senate approve *SWLF1006 Introduction to Social Welfare and Social Development* as a required course for the BSW program.

- MOTION 5: That Senate approve *ADMIN1156 Business for Non-Business Majors, PHIL1117 Values and the Human Condition, and RLCT 1206 What Does It All Mean? Religious Perspectives* as additional recommended electives for students considering social work.
- MOTION 6: That Senate approve *SWRK2006 Foundations of Social Work Practice* as an additional required course for the BSW program.
- MOTION 7: That Senate approve the creation of *SWRK2106 Critical Social Policy for Social Work* as a required course for the BSW program.
- MOTION 8: That Senate approve *ADM2156 Introduction to Entrepreneurship, CHFS2206 Children, Families and Social Justice, GEND2147 Bodies, Borders and Belonging, GEND2206 Sex, Body and Identity, NATI2005 Native Kinships with Environment, PHIL2505 Reasoning and Logical Argument (6), PHIL2716 Bioethics, PHIL2717 Environmental Ethics, PSYC2006 Childhood Development, PSYCH2007 Adult Development, PSYCH2807 Introduction to Social Psychology, SOCI2036 Introduction to Social Gerontology, SOCI2037 Sociology of Family and Household Relationships, SOCIO3057 Demography: Introduction to Population Studies, SWLF/NATI3406 Colonialism in First Nations' Communities OR SWLF3407 Social Development in First Nations' Communities OR GEND2066 Race, Colonization and Indigeneity, SWLF2995 Community Service Learning for Social Development (6), SWLF2006 Ideology and Social Welfare* as an additional recommended electives for students considering social work.
- MOTION 9: That Senate approve the creation of *SWRK3216 Professional Skills Development* as a required course for the BSW program.
- MOTION 10: That Senate approve to delete *SWRK3206 Communication, Theory and Practice*.
- MOTION 11: That Senate approve the creation of *SWRK3105 Field Practicum I* as a required course for the BSW program.
- MOTION 12: That Senate approve *SWRK3316 Structural and Interpersonal Violence* as a required course for the BSW program.
- MOTION 13: That Senate approve to delete *SWRK3107 Violence against Women and Children*.
- MOTION 14: That Senate approve *SWRK3305 Individual Practice across the Lifespan* as a required course for the BSW program.
- MOTION 15: That Senate approve to delete *SWRK3306 Individual Practice across the Lifespan*.
- MOTION 16: That Senate approve *SWRK3806 Community Practice in Northern and Rural Communities* be renamed *SWRK3806 Community Practice in Northern, Rural and Remote Communities*.
- MOTION 17: That Senate approve a course code change for *SW3606 Aboriginal Child Welfare* to *SWRK4316 Aboriginal Child Welfare*.

- MOTION 18: That Senate approve to delete the required *SWRK3706 Working with Children and Families*.
- MOTION 19: That Senate approve to delete the following elective courses: *SWRK3007 Social Change and Social Action*, *SWRK3207 Social Work Practices in Mental Health and Addictions*, and *SWRK3307 Social Work: Selected Topics*.
- MOTION 20: That Senate approve the creation of *SWRK4605 Field Practicum II* as a required course for the BSW program.
- MOTION 21: That Senate approve to delete *SWRK4505 Field Practicum* and *SWRK4515 Field Practicum*.
- MOTION 22: That Senate approve to delete *SWRK4406 Field Integration Seminar*.
- MOTION 23: That Senate approve the creation of *SWRK4706 Risk, Resilience and Complexity* as a required course for the BSW program.
- MOTION 24: That Senate approve the creation of *SWRK4716 Social Work Leadership* as a required course for the BSW program.
- MOTION 25: That Senate approve the creation of *SWRK4416 Gerontological Social Work* as an elective course for the BSW program.
- MOTION 26: That Senate approve the creation of *SWRK4426 Social Work with Children and Families* as an elective course for the BSW program.
- MOTION 27: That Senate approve the creation of *SWRK4436 Social Work with Youth* as an elective course for the BSW program.
- MOTION 28: That Senate approve the creation of *SWRK4446 Social Work with People with Disabilities* as an elective course for the BSW program.
- MOTION 29: That Senate approve the creation of *SWRK4456 International Social Work* as an elective course for the BSW program.
- MOTION 30: That Senate approve the creation of *SWRK4746 Social Work, Health and Well-Being* as an elective course for the BSW program.
- MOTION 31: That Senate approve that Motions 2-30 are effective for any students entering the BSW program in September 2017; years 2, 3 and 4 of the revised program for those students who entered the program in September 2016; and, years 3 and 4 of the revised program for those students who entered the program in September 2015.

FACULTY OF ARTS AND SCIENCE

Classics

- MOTION 32: That Senate approve the creation of **CLAS 2706 – *The Ancient World in Modern Popular Media*** to the Academic Calendar under **CLASSICAL STUDIES**.

- MOTION 33: That Senate approve the creation of **CLAS 3426 – *Research Tools and Methods in Digital Classics*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 34: That Senate approve the creation of **CLAS 4426 – *Digital Classics Research Design Project*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 35: That Senate approve a Nipissing Certificate in Digital Classics that will be awarded at the time of graduation.

Fine and Performing Arts

- MOTION 36: That Senate approve that the course description for **FAVA 3046 Critical Issues in Art History and Visual Studies** be changed under FAVA as outlined below.

From:

Old Course Description:

In this course, students will utilize interdisciplinary approaches that engage with the field of Art History and Visual Studies. Students will become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to art historical and studio practices.

To:

New Description:

Students utilize interdisciplinary approaches that engage with the field of contemporary art and Visual Studies. Students become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to the study of contemporary art, as well as to art historical and studio practices.

- MOTION 37: That Senate approve that **FAVA 3346 Theoretical Issues in Contemporary Art** be banked.
- MOTION 38: That Senate approve the creation of **FAVA 3006 Renaissance(s): Art and the Global Encounter** under **FAVA** as outlined in the attached document.
- MOTION 39: That Senate approve the creation of **FILM 2316 The Animated Feature** under **FILM** as outlined in the attached document.
- MOTION 40: That Senate approve the creation of **FILM 2106 Popular Spectacle Cinema** under **FILM** as outlined in the attached document.
- MOTION 41: That Senate approve that **FILM 2316 The Animated Feature** be cross-listed within Fine Arts *Art History and Visual Studies stream*.
- MOTION 42: That Senate approve that **FILM 2106 Popular Spectacle Cinema** be cross-listed within the Fine Arts *Art History and Visual Studies stream*.

Gender and Equality

- MOTION 43: That Senate approve **the cross-listing of INTD 2005 and INTD 3005** within the program in **Gender Equality and Social Justice**.

Geography

MOTION 44: That Senate approve that the prerequisites for **GEOG 3096 Environmental Hydrology** be changed from “**GEOG 2126**” to “**Any 54 credits completed with 6 credits from the sciences**”.

From

Original Prerequisites: “GEOG 2126”

To

Modified Prerequisites: “Any 54 credits completed with 6 credits from the sciences”

History

MOTION 45: That Senate approve the creation of **HIST 2626 Restraining the Hounds of War: Just War, International Law, and Human Rights in Modern International History** under **HISTORY**.

MOTION 46: That Senate approve the creation of **HIST 3526 Spooks: the Rise of the Secret Security State in the 20th Century** under **HISTORY**.

MOTION 47: That Senate approve the creation of **HIST 2377: History of Nursing** under **HISTORY**.

Philosophy

MOTION 48: That Senate approve the creation of **PHIL 1116 Introduction to Western Philosophy** outlined in the attached document.

MOTION 49: That Senate approve the creation of **PHIL 1117 Values and the Human Condition** as outlined in the attached document.

MOTION 50: That Senate approve the banking of **PHIL 1115 Introduction to Philosophy**.

MOTION 51: That Senate approve the creation of **PHIL 3336 Reason and Experience in Modern Philosophy** as outlined in the attached document.

MOTION 52: That Senate approve the creation of **PHIL 3337 Idealism and Its Critics** as outlined in the attached document.

MOTION 53: That Senate approve the banking of **PHIL 3335 History of Modern Philosophy**.

MOTION 54: That Senate approve the creation of **PHIL 3636 Philosophy of Law** as outlined in the attached document.

MOTION 55: That Senate approve a modification of the program requirements for the Honours Specialization, Specialization, and Major in Philosophy as outlined in the attached document.

MOTION 56: That Senate approve a modification to the program requirements for the Minor in Philosophy that **PHIL 1115 Introduction to Philosophy be removed and replaced with 3 credits of PHIL 1116 Introduction to Western Philosophy or PHIL 1117 Values and Human Condition** as outlined in the attached document.

MOTION 57: That Senate approve that the prerequisite for **PHIL 4305 Twentieth-Century Continental Philosophy** be changed from “**PHIL 3335 and restricted to students in the fourth year of the Honours Philosophy program**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”

MOTION 58: That Senate approve that the prerequisites for **PHIL 4206 Seminar in Philosophy** and **PHIL 4207 Seminar in Philosophy** be changed from “**PHIL 2305 and PHIL 3335**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”

Psychology

MOTION 59: That Senate approve that the course description for **PSYC 3506: Neuropharmacology** be changed as described below.

PSYCH 3506: Neuropharmacology

Current Course Description

Drugs and their effects on neural function are described and evaluated in detail. Although all major pharmacological classes of drugs are reviewed, the main emphasis is on current issues in the biochemical bases of neuropharmacology. The use of pharmacological tools in neuroscience research, including clinical issues and dependence is discussed. The course will also touch on social and historical issues relating to pharmacology. The student should have a basic understanding of chemistry and neuroanatomy. This course may be credited towards Science.

Proposed Course Description

Students examine and discuss aspects of the drug-induced changes in the functioning of the nervous system. Emphasis is placed on providing a description of the cellular and molecular actions of drugs on synaptic transmission using a translational approach from genes to behaviour with reference to specific diseases/conditions. Students are also introduced to the use of Bioinformatic tools and their application to the study of neuroscience is also given. This course may be credited towards Science.

Religions and Cultures

MOTION 60: That Senate approve the creation of **RLCT 2156 Religion, Justice and Animals** to the RLCT curriculum as outlined below and in the attached document.

Sociology and Anthropology

MOTION 61: That Senate approve the change in the course description for **SOCI 2091 Sociology for Educators: Social Theory in Education** under Sociology as outlined below.

From:

Old Course Descriptions

SOCI 2091 Sociology for Educators: Social Theory in Education

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:

New Course Descriptions

SOCI 2091 Sociology for Educators: Social Theory in Education

Students examine education as a complex social institution that is influenced by, and reflects, wider society as viewed through the lens of sociological theory. Students learn about how

educational practices, policies, and norms are shaped by issues of inequality of opportunity, social mobility, reproduction of class, and education as an inherited advantage.

MOTION 62: That Senate approve the change in the course description for **SOCI 2092 Sociology for Educators: Social Issues in Education under Sociology** as outlined below.

From:

Old Course Description:

SOCI 2092 Sociology for Educators: Social Issues in Education

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:

New Course Descriptions

SOCI 2092 Sociology for Educators: Social Issues in Education

Students explore social issues related to the education system, from a sociological perspective. They study the social goals behind a formal education system, the influence of school structure, race and culture, gender, family influence, inequality of educational opportunity, and the relationship between teachers and students.

MOTION 63: That Senate approve the prerequisites for **SOCI 4127 Advanced Social Data Analysis** be changed as outlined below.

Old Prerequisites

“SOCI 2126 or SOCI 3126, and SOCI 2127 or SOCI 3127. Restricted to students in the fourth year of the Honours, Sociology program or Honours Criminal Justice programs and, who have completed 24 credits in Sociology and/or Criminal, Justice.”

New Prerequisites

“SOCI 2126 and SOCI 2127. Restricted to students enrolled in an Honours Sociology or Honours Criminal Justice program and, who have any 54 credits completed.”

MOTION 64: That Senate approve that the prerequisite for **SOCI 4227: Science Technology and Environment** be changed from:

Old Prerequisites:

“*SOCI 2016 & SOCI 2017. Restricted to students in the fourth year of the Major, Specialization or Honours Specialization in Sociology and who have completed 24 credits in Sociology*”

To

New Prerequisites

“*SOCI 2016 & SOCI 2017. Restriction: 84 credits completed and must be enrolled in the Major, Specialization or Honours Specialization in Sociology or Anthropology.*”

MOTION 65: That Senate approve that **SOCI 4227: Science Technology and Environment** be cross-listed with Anthropology.

MOTION 66: That Senate approve that **SOCI 3007: Sociology of Consumer Culture** be cross-listed with Anthropology.

MOTION 67: That Senate approve that the prerequisites for **SOCI 4096: Honours Thesis I** be changed from:

Old Prerequisites:

“Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

To

New Prerequisites:

“Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 68: That Senate approve that **SOCI 4096: Honours Thesis I** be cross-listed with Anthropology.

MOTION 69: That Senate approve that the prerequisites for **SOCI 4097: Honours Thesis II** be changed from:

Old Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

to

New Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 70: That Senate approve that **SOCI 4097: Honours Thesis II** be cross-listed with Anthropology.

MOTION 71: That Senate approve that **NATI 2005: Native Kinships with the Environment** be cross-listed with Anthropology.

MOTION 72: That Senate approve that **GEOG 2017: Introduction to Geomatics** be cross-listed with Anthropology.

Spanish

MOTION 73: That Senate approve the creation of the following pre-requisite to **ESPA 2005: Intermediate Spanish**.

From

Previous Prerequisites: ESPA 1005 or equivalent

To

Updated Prerequisites: ESPA 1005, LWSDU/LWEDU Grade 12 U Spanish, or equivalent**University Success**

MOTION 74: That Senate approve the change in the prerequisite for **UNIV 3006 Experiential Learning for Arts and Science Students** as outlined below:

Changing from:

Students must be in their third or fourth year of study and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students must have a 75% overall average to enroll. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

To:

Students must have completed at least 60 credits with a minimum 70% overall average, and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

MOTION 75: That Senate approve the title change of **UNIV 3006 Experiential Learning for Arts and Science Students** to **UNIV 3006 Experiential Learning in Arts and Science**.

Changing from: Experiential Learning for Arts and Science Students

TO: Experiential Learning in Arts and Science.

PLANNING AND PRIORITIES COMMITTEE

MOTION 1: That the Report of the Planning and Priorities Committee dated December 16, 2016, be received.

MOTION 2: That the Response to the Quality Assurance Audit be approved.

MOTION 3: That the revised IQAP document be approved.

6. **OTHER BUSINESS**

Tabled from the December 16, 2016 Senate meeting:

- Presentation by Jamie Graham (Funding Framework and SMA)
- Report on Senate Reform Survey

7. **AMENDMENT of BY-LAWS**8. **ELECTIONS**

- Elect one (1) tenured or tenure-track faculty Senator, from the Faculty of Arts and Science, to fill a vacant position on the Senate Executive Committee.
- Elect one (1) tenured or tenure-track faculty member, from the Faculty of Arts and Science, to fill a six (6) month vacancy.

9. REPORTS FROM OTHER BODIES

- A. (1) Board of Governors
(2) Alumni Advisory Board
(3) Council of Ontario Universities (Academic Colleague)
- B. Reports from Senate members participating on other university-related committees

10. NEW BUSINESS

11. ANNOUNCEMENTS

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

12. ADJOURNMENT

NIPISSING UNIVERSITY
SENATE EXECUTIVE COMMITTEE
(Electronic Meeting)

December 21, 2016

There was an electronic meeting of the Senate Executive Committee on Wednesday, December 21, 2016

Present: M. DeGagné (chair), H. d'Entremont, J. McAuliffe, C. Richardson, M. Tuncali, R. Vanderlee, B. Hatt,
L. Frost, J. Andrews, K. McCullough

The purpose of this meeting was to set the agenda for the January 13, 2017 Senate meeting.

Respectfully submitted,

Original signed by:

M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated December 21, 2016.

**Report of the
Undergraduate Studies Committee**

November 22, 2016

The meeting of the **Undergraduate Studies Committee** was held on Tuesday, November 22, 2016, at 10:30 am in F303. The following members attended:

Harley d'Entremont (Chair)	Pavlina Radia (<i>Dean's Designate</i>)	Carole Richardson
Rick Vanderlee	Jamie Graham	Daniel Jarvis
Tony Parkes	Roxana Vernescu	Richard Wenghofer

Jane Hughes, Recording Secretary

Absent with Regrets: Mumbi Kariuki, Anne Wagner Jordan Dempster, Sydney Lamorea,
Cory Tremblay

Guests: Crystal Pigeau, Jane Barker, Tzvetalin Vassilev, Stephen Tedesco

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied and Professional Studies, the Faculty of Arts and Science and a 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 November 22, 2016.

1. FACULTY OF APPLIED AND PROFESSIONAL STUDIES

School of Criminology and Criminal Justice

- MOTION 2: That Senate approve the addition of CRJS 3506 Criminology of Serial Homicide.
- MOTION 3: That Senate approve the addition of CRJS 4356 Community Corrections.
- MOTION 4: That Senate approve the addition of CRJS 4446 Special Projects in Criminal Justice.
- MOTION 5: That Senate approve that the 6-credit course CRJS 4105, Honours Thesis and CRJS 4305, Research Project in Criminal Justice, be banked.
- MOTION 6: That Senate approve the deletion of CRJS 3406 Serial and Mass Murder I and CRJS 3407 Serial and Mass Murder II.
- MOTION 7: That Senate approve that the 3-credit course CRJS 4466, Program and Policy Evaluation, be removed as a degree requirement for students in the Criminology Stream.
- MOTION 8: That Senate approve the following change to the Criminology stream:
- Addition of any 4000-level Criminal Justice course (3 credits), to the Criminology stream requirements
- MOTION 9: That Senate approve that CRJS 4466, Program and Policy Evaluation, CRJS 3506 Criminology of Serial Homicide, CRJS 4356 Community Corrections, CRJS 3626 Victimology be added to the list of Criminology Stream Electives and Criminal Justice Studies stream electives.
- MOTION 10: That Senate approve the addition of CRJS 3626 Victimology.

2. FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

- MOTION 11: That Senate approve that the contact hours for **MATH 2076 Probability & Statistics I** be changed from “three hours of lecture and one hour of tutorial per week for one term” to **“four hours of lecture per week.”**
- MOTION 12: That Senate approve that the contact hours for **MATH 1070: Fundamental Concepts of Mathematics for Teachers** be changed from “three hours of lecture and one hour of tutorial per week” to **“four hours of lecture/laboratory work per week.”**
- MOTION 13: That Senate approve that the contact hours for **COSC 1557 Introduction to Computer Science** be changed from **“three hours of lecture and one hour of laboratory per week for one term”** to **“two hours of lecture and 2 hours of laboratory work per week”** for one term.
- MOTION 14: That Senate approve that the contact hours for **COSC 3657 Distributed Systems** be changed from **“two hours of lecture and two hours of laboratory per week for one term”** to **“three hours of lecture per week”** for one term.

MOTION 15: That Senate approve that the contact hours for **COSC 4406 Software Engineering** be changed from “**three hours of lecture and one hour of laboratory per week for one term**” to “**four hours of lecture/laboratory work per week**” for one term.

Gender and Equality

MOTION 16: That Senate approve that **GEND 2036 “Gender and Environmental Justice”** be changed to “**Environmental Justice**” and that the course description be modified to reflect this change in the title.

MOTION 17: That Senate approve the new course **GEND 2526 “Prisons, Race, & Gender”** as per the attached document.

MOTION 18: That Senate approve the new course **GEND 2536 “Tourism, Pleasure, & Power”** as per the attached document.

History

MOTION 19: That Senate approve the change in the description of the delivery pattern of the following courses as outlined below:

Hist 4185 (6 credits): Canada in the Twentieth Century
Hist 4335 (6 credits): Topics in American History
Hist 4435 (6 credits): Sexuality and Gender in Europe, 1300–1600
Hist 4495 (6 credits): Britain in the Twentieth Century
Hist 4505 (6 credits): Topics in Medieval History
Hist 4605 (6 credits): Special Topics
Hist 4607 (3 credits): Special Topics
Hist 4615 (6 credits): Special Topics
Hist 4617 (3 credits): Special Topics
Hist 4625 (6 credits): Special Topics
Hist 4627 (3 credits): Special Topics
Hist 4665 (6 credits): Twentieth Century International History to 1953
Hist 4805 (6 credits): War and Genocide in the Twentieth Century
Hist 4815 (6 credits): The Third Reich
Hist 4817 (3 credits): The Third Reich

Change:

From

Current Description: “Three hours of lecture per week”

To

Modified Description: “Three hours of seminar per week”

Political Science

MOTION 20: That Senate approve the addition of a 3-credit **POLI 4206 Honours Seminar** as per the attached document.

MOTION 21: That Senate approve the addition of a 3-credit **POLI 4207 Honours Seminar** as per the attached document.

MOTION 22: That Senate bank **POLI 4205 Honours Seminar**.

Sociology

MOTION 23: That Senate approve that **the degree requirements for the Honours Specialization in Sociology** be changed as follows:

Old Requirements:**Honours Specialization in Sociology****Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

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

<u>SOCI 1016</u>	Introduction to Sociology	3 cr.
<u>SOCI 2016</u>	Classical Sociological Theory	3 cr.
<u>SOCI 2017</u>	Contemporary Sociological Theory	3 cr.
<u>SOCI 2126</u>	Introduction to Sociological Research Methods	3 cr.
<u>SOCI 2127</u>	Quantitative Research Methods	3 cr.
<u>SOCI 3016</u>	Critical Perspectives on Sociological Theory	3 cr.
<u>SOCI 3226</u>	Survey Research	3 cr.
<u>SOCI 4016</u>	Advanced Sociological Theory	3 cr.
<u>SOCI 4127</u>	Advanced Social Data Analysis	3 cr.
<u>SOCI 4576</u>	Honours Seminar in Professional Development in Sociology	3 cr.

In addition, students must complete:

SOCI Upper level	27 cr.
SOCI 4000 level	3 cr.

New Requirements:**Honours Specialization in Sociology****Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.

In addition, students must complete:

SOCI Upper level	30 cr.
SOCI 4000 level	3 cr.

MOTION 24: That Senate approve that the degree requirements for the Specialization in Sociology be changed as follows:

Old Requirements:**Specialization in Sociology****Graduation Requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
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SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.
In addition, students must complete:		
SOCI Upper level		27 cr.
SOCI 4000 level		6 cr.

New Requirements

Specialization in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
In addition, students must complete:		
SOCI Upper level		30 cr.
SOCI 4000 level		6 cr.

MOTION 25: That Senate approve that the degree requirements for the **Major in Sociology** be changed as follows:

Old Requirements:

Major in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.

In addition, students must complete:

SOCI Upper level	15 cr.
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New Requirements

Major in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.

SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
In addition, students must complete:		
SOCI Upper level		18 cr.

3. POLICY

Distinction at Graduation Policy

MOTION 26: That Senate approve that, effective immediately, the Distinction at Graduation Policy be revised as outlined in the attached document.

PROPOSAL FOR CHANGES TO THE CRIMINAL JUSTICE PROGRAM

School of Criminology and Criminal Justice

OCTOBER 25, 2016

Addition of 4 courses, Criminology Stream Changes, Criminal Justice Studies and Criminology Elective changes, and deletion of 2 courses and banking of 2 courses.

EXECUTIVE SUMMARY

Motion 1: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 3506 Criminology of Serial Homicide

Motion 2: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 4356 Community Corrections

Motion 3: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 4446 Special Projects in Criminal Justice

Motion 4: That the Undergraduate Studies Committee recommend to Senate to approve that the 6-credit course CRJS 4105, Honours Thesis and CRJS 4305, Research Project in Criminal Justice, be banked.

Motion 5: That the Undergraduate Studies Committee recommend to Senate the deletion of CRJS 3406 Serial and Mass Murder I and CRJS 3407 Serial and Mass Murder II.

Motion 6: That the Undergraduate Studies Committee recommend to Senate to approve that the 3-credit course CRJS 4466, Program and Policy Evaluation, be removed as a degree requirement for students in the Criminology Stream.

Motion 7: That the Undergraduate Studies Committee recommend to Senate to approve the following change to the Criminology stream:

- Addition of any 4000-level Criminal Justice course (3 credits), to the Criminology stream requirements

Motion 8: That the Undergraduate Studies Committee recommend to Senate to approve that CRJS 4466, Program and Policy Evaluation, CRJS 3506 Criminology of Serial Homicide, CRJS 4356 Community Corrections, CRJS 3626 Victimology be added to the list of Criminology Stream Electives and Criminal Justice Studies stream electives

Motion 9: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 3626 Victimology

MOTION 1

Addition of Criminology of Serial Homicide course CRJS 3506

School of Criminology and Criminal Justice

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 3506 Criminology of Serial Homicide

A) Descriptive Data:

Course Code	CRJS 3506
Course Title	Criminology of Serial Homicide
Course Credits	<input type="checkbox"/> 3 credits X <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine contemporary theory and issues in the field of serial and mass homicide. Emphasis is placed on the social construction of serial murder and their victims, the impact of media and social perceptions on serial killings, and the legal responses to multiple murder. Students apply criminological theory to specific offender case studies.
Course Prerequisite	CRJS 2086
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture X <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery X <input type="checkbox"/> independent study
Hours of contact time expected per week	3 Hours of Lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes X <input type="checkbox"/> No If yes, please specify: This course will be added to the list of Criminal Justice Studies and Criminology electives
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes X <input type="checkbox"/> No If yes, please specify: This course will be added to the list of Criminal Justice Studies and Criminology electives
Cross-Listing	<input type="checkbox"/> 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 <ul style="list-style-type: none"> • pre-class preparation (reading & reflection) and comprehension of key issues discussed in lecture • a detailed understanding of the criminological and criminal justice perspectives as it applies to serial and mass murder • Understanding and an awareness of the social construction of serial murder, as well as historical and contemporary

COURSE TEMPLATE

	<p>perspectives.</p> <ul style="list-style-type: none">• Demonstrate critical thinking and analytical skills in reviewing, interpreting and evaluating information about criminal justice issues and problems as they relate to serial murder• Demonstrate effective written communication skills
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B) Statement of Need:

Courses that examine a wide variety of criminal justice topics are valuable to criminal justice students as these types of elective courses allow the students to expand their knowledge base with respect to both historical and contemporary criminal justice issues. By using criminological theory to examine the topic of serial murder, students' knowledge and understanding of criminological theory will be reinforced. The two courses that we are proposing to delete, CRJS 3406 and CRJS 3407, have some overlap with the new proposed course, CRJS 3506, however the overlap will be considerably less than 50% as the new course will place more of an emphasis on criminological theory.

COURSE TEMPLATE

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	SOC 2750 Serial Murder	Click here to enter text.
Lakehead	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.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Sociology 4442 Serial Killers	Click here to enter text.
Wilfrid Laurier	CC202 Multiple Murder	Click here to enter text.
Windsor		Click here to enter text.
York		Click here to enter text.

MOTION 2

Addition of Community Corrections Course CRJS 4356

School of Criminology and Criminal Justice

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 4356 Community Corrections

A) Descriptive Data:

Course Code	CRJS 4356
Course Title	Community Corrections
Course Credits	<input type="checkbox"/> 3 credits X <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine contemporary issues in community-based corrections. Emphasis is placed on the role of community corrections as an alternative to incarceration and as an approach to rehabilitation and community integration. Topics may include; probation; intermediate sanctions; conditional release programs; community corrections models; Extensive overview of existing programs and sanctions, and; Challenges posed by working with offenders in community settings.
Course Prerequisite	CRJS 1087, CRJS 2086
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture X <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 Hours of Lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes X <input type="checkbox"/> No If yes, please specify: This course will be added to the required courses taken by Correction Stream Students.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes X <input type="checkbox"/> No If yes, please specify: Stream: Corrections Stream, as well as part of the List of Criminal Justice electives
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible,	Students who successfully complete this course will demonstrate <ul style="list-style-type: none"> • pre-class preparation (reading & reflection) and comprehension

COURSE TEMPLATE

<i>measurable and in active voice)</i>	<p>of key issues discussed in lecture</p> <ul style="list-style-type: none">• a detailed understanding of the criminological and criminal justice perspectives as they apply to community corrections• Understanding and an awareness of various sociological variables and how these relate to community corrections• critical thinking and analytical skills in reviewing, interpreting and evaluating information about criminal justice issues and problems• effective communication
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B) Statement of Need:

Currently, students enrolled in the Corrections stream of the School of Criminology and Criminal Justice are not required to take a course in community corrections at the university level. This course will enhance the content of the corrections stream and students will benefit from a specific course in Community Corrections. This course will be of interest to students in other streams, and therefore will also be offered as an elective for all students in the Criminal Justice program.

COURSE TEMPLATE

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	SOC 3740 Corrections and Penology	Click here to enter text.
Lakehead	Click here to enter text.	CRIM 3590 Crime and Punishment
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.	CRM2310 Community Intervention in Criminology CRM 3316 Imprisonment and Parole
Queen's	Click here to enter text.	Click here to enter text.
Toronto	CRI340H1 Punishment: Theory and Practice	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.
York	AP/CRIM3656 Punishment	Click here to enter text.

MOTION 3

Addition of Special Projects in Criminal Justice Course CRJS
4446

School of Criminology and Criminal Justice

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 4446 Special Projects in Criminal Justice

A) Descriptive Data:

Course Code	CRJS 4446
Course Title	Special Projects in Criminal Justice
Course Credits	<input type="checkbox"/> 3 credits X <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students participate in a pre-approved project. Students are required to undertake or contribute to a specific project within an organization, including but not limited to the School of Criminology and Criminal Justice, and may be required to write an in depth report on the outcomes of the project.
Course Prerequisite	Criminal Justice students with a minimum of 54 credits completed. Students wishing to take this course must apply in writing to the School of Criminology and Criminal Justice
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar X <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work X <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	
Hours of contact time expected per term	Special project engagement and study experience equivalent to a minimum of 72 hours of academic class.
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No X If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No X If yes, please specify:
Cross-Listing	<input type="checkbox"/> 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 <ul style="list-style-type: none"> • The ability to work effectively and collegially with others • The ability to exercise personal responsibility and ethical judgment in decision making • That they can comply with mandated standards in criminal justice, police, law and correctional services or other applicable work place standards, nationally and internationally • Critical thinking and analytical skills in reviewing, interpreting

COURSE TEMPLATE

	<p>and evaluating information about criminal justice issues and problems</p> <ul style="list-style-type: none">• The ability to make connections between theoretical knowledge and the practical application of ideas in the field of criminal justice• An understanding of how policy decisions impact the administration of justice• Effective interaction and communication with criminal justice practitioners at various levels
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B) Statement of Need:

The course will serve to expand on the School of Criminology and Criminal Justice course offerings by introducing an international component to the school's curriculum. This course will offer an advanced study of transnational security and the global governance of security as areas of interest that will expose students to a more global perspective on the administration of criminal justice. Areas of focus will include but not limited to the development of transnational policing norms, and the use of international security cooperation as mechanisms that extend social control beyond the borders of the nation state. The course will enhance the department's ability to expose students to diverse perspectives on the study of criminal justice, and will provide our students with practical skills and invaluable hands on experience.

COURSE TEMPLATE

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

D)

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.	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.
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.
York		Click here to enter text.

Motion 4

Banking Courses CRJS 4105 and CRJS 4305

School of Criminology and Criminal Justice

Motion 4: That the Undergraduate Studies Committee recommend to Senate to approve that the 6-credit course CRJS 4105, Honours Thesis and CRJS 4305, Research Project in Criminal Justice, be banked.

Rationale: Enrollment for CRJS 4105 Honours Thesis and CRJS 4305 Research Project has been low over the last few years and faculty resources are limited. Both 6-credit courses will be removed from the list of Criminology and Criminal Justice Studies electives.

Motion 5

Deleting Courses CRJS 3406 & CRJS 3407

School of Criminology and Criminal Justice

Motion 5: That the Undergraduate Studied Committee recommend to Senate the deletion of CRJS 3406 Serial and Mass Murder I and CRJS 3407 Serial and Mass Murder II.

Rationale: CRJS 3406 Serial and Mass Murder I and CRJS 3407 Serial and Mass Murder II are have not been offered in recent years. An alternative course with more of a theoretical emphasis is being proposed and will cover some of the content previously included in these courses. Both 3-credit courses will be removed from the list of Criminology and Criminal Justice Studies electives.

MOTION 6,7,8

Changes to Criminology Stream and Program Electives

School of Criminology and Criminal Justice

Motion 6: That the Undergraduate Studies Committee recommend to Senate to approve that the 3-credit course CRJS 4466, Program and Policy Evaluation, be removed as a degree requirement for students in the Criminology Stream.

Rationale: CRJS 4466 Program and Policy Evaluation will be offered as a course within the new Applied Sociology Masters program. This course will still be offered to undergraduate Criminology and Criminal Justice Studies students wanting to take it as an elective.

Motion 7: That the Undergraduate Studies Committee recommend to Senate to approve the following change to the Criminology stream:

- Addition of any 4000-level Criminal Justice course (3 credits), to the Criminology stream requirements

Rationale: With the removal of CRJS 4466 from the list of required courses of Criminology stream students, the addition of any 4000-level Criminal Justice Course will balance out the number of credits required for their stream. There are several 4000 level courses offered in Criminal Justice that will equally compliment their degree.

Motion 8: That the Undergraduate Studies Committee recommend to Senate to approve that CRJS 4466, Program and Policy Evaluation, CRJS 3506 Criminology of Serial Homicide, CRJS 4356 Community Corrections, CRJS 3626 Victimology, be added to the list of Criminology Stream Electives and Criminal Justice Studies stream electives

Rationale: Adding additional elective options to the list of electives for Criminology and Criminal Justice Studies stream students provides more options for students to complete the number of electives required for their degrees.

Current Criminology Stream Requirements

Students must complete all of the following:

SOCI 2016	Classical Sociological Theory
SOCI 2017	Contemporary Sociological Theory
CRJS 3106	Forensic Psychology I
CRJS 3107	Forensic Psychology II
CRJS 4466	Program Policy and Evaluation
CRJS 4467	Advanced Criminological Theories
CRJS 4937	Honours Seminar in Professional Development
*15 credits from the Criminology and Criminal Justice list of stream electives	

Proposed Criminology Stream Requirements

Students must complete all of the following:

SOCI 2016	Classical Sociological Theory
SOCI 2017	Contemporary Sociological Theory
CRJS 3106	Forensic Psychology I
CRJS 3107	Forensic Psychology II
CRJS 4467	Advanced Criminological Theories
CRJS 4937	Honours Seminar in Professional Development
CRJS 4***	Any 4000 level 3 credit Criminal Justice course
*15 credits from the Criminology and Criminal Justice list of stream electives	

Current List of Criminology and Criminal Justice Studies Stream Electives

ADMN 2307	Commercial Law
ANTR 3027	Anthropology, Aboriginal Peoples, and the Law
CRJS 2216	Civil Law and Civil Procedure
CRJS 2306	Taking Criminological Theory to the Movies
CRJS 2316	Introduction to Organized Crime
CRJS 2926	An Introduction to Forensic Science
CRJS 3106	Forensic Psychology I (if not used to satisfy the Criminology stream requirements)
CRJS 3107	Forensic Psychology II (if not used to satisfy the Criminology stream requirements)
CRJS 3336	Women and the Criminal Justice System
CRJS 3406	Serial and Mass Murder I
CRJS 3407	Serial and Mass Murder II
CRJS 3416	Aboriginal Legal Studies
CRJS 3426	Terrorism
CRJS 3926	Special Topics in Criminal Justice I
CRJS 3927	Special Topics in Criminal Justice II
CRJS 3936	Youth in Conflict with the Law
CRJS 4006	Issues in Forensic Mental Health
CRJS 4016	Issues in Family Law
CRJS 4026	Criminal Organizations
CRJS 4105	Honours Thesis
CRJS 4305	Research Project in Criminal Justice
CRJS 4346	Field Placement
CRJS 4477	Penology
CRJS 4916	Policing and Society
CRJS 4917	Criminal Investigation
CRJS 4926	Advanced Topics in Criminal Justice I
CRJS 4927	Advanced Topics in Criminal Justice II
HIST 3286	Human Rights in Canada
PSYC 2807	Introduction to Social Psychology
PSYC 3606	Psychopathology I
PSYC 3607	Psychopathology II
PSYC 3807	Applied Social Psychology
SOCI 3006	The Sociology of Collective Behaviour
SOCI 4016	Advanced Classical Sociological Theory
SOCI 4127	Advanced Social Data Analysis

Proposed List of Criminology and Criminal Justice Studies Stream Electives

ADMN 2307	Commercial Law
ANTR 3027	Anthropology, Aboriginal Peoples, and the Law
CRJS 2216	Civil Law and Civil Procedure
CRJS 2306	Taking Criminological Theory to the Movies
CRJS 2316	Introduction to Organized Crime
CRJS 2926	An Introduction to Forensic Science
CRJS 3106	Forensic Psychology I (if not used to satisfy the Criminology stream requirements)
CRJS 3107	Forensic Psychology II (if not used to satisfy the Criminology stream requirements)
CRJS 3336	Women and the Criminal Justice System
CRJS 3416	Aboriginal Legal Studies
CRJS 3426	Terrorism
CRJS 3506	Criminology of Serial Murder
CRJS 3626	Victimology
CRJS 3926	Special Topics in Criminal Justice I
CRJS 3927	Special Topics in Criminal Justice II
CRJS 3936	Youth in Conflict with the Law
CRJS 4006	Issues in Forensic Mental Health
CRJS 4016	Issues in Family Law
CRJS 4026	Criminal Organizations
CRJS 4346	Field Placement
CRJS 4356	Community Corrections
CRJS 4466	Program and Policy Evaluation
CRJS 4477	Penology
CRJS 4916	Policing and Society
CRJS 4917	Criminal Investigation
CRJS 4926	Advanced Topics in Criminal Justice I
CRJS 4927	Advanced Topics in Criminal Justice II
HIST 3286	Human Rights in Canada
PSYC 2807	Introduction to Social Psychology
PSYC 3606	Psychopathology I
PSYC 3607	Psychopathology II
PSYC 3807	Applied Social Psychology
SOCI 3006	The Sociology of Collective Behaviour
SOCI 4016	Advanced Classical Sociological Theory
SOCI 4127	Advanced Social Data Analysis

MOTION 9

Addition of Victimology course CRJS 3626

School of Criminology and Criminal Justice

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 3626 Victimology

A) Descriptive Data:

Course Code	CRJS 3626
Course Title	Victimology
Course Credits	<input type="checkbox"/> 3 credits X <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students are provided with an in-depth foundation in understanding victimology, and victimization. The students have the opportunity to focus on the study of the victims of crime.
Course Prerequisite	CRJS 1087
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture X <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hour lecture once per week
Hours of contact time expected per term	36 Hours of Lecture per week
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No X If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes X <input type="checkbox"/> No If yes, please specify: Victimology is to be added to the list of Criminology and Criminal Justice Studies Stream electives
Cross-Listing	<input type="checkbox"/> 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 <ul style="list-style-type: none"> • The ability to identify the role of the victim in the criminal justice system, and a clear understanding of the programs and resources of victims. • The ability to develop a plan of care for a victim of crime • Identify victim services, Victim Bill of Rights, restitution and restorative justice • Demonstrate critical thinking and analytical skills in reviewing, interpreting and evaluating information about criminal justice issues and programs as they relate to victimology. • Demonstrate effective written communication skills

COURSE TEMPLATE

B) Statement of Need:

Courses that examine a wide variety of criminal justice topics are valuable to criminal justice students as these types of elective courses allow the students to expand their knowledge base with respect to both historical and contemporary criminal justice issues. The vast majority of courses in the Criminal Justice program focus on the offenders, this course will expand on student's knowledge about the victims of crime. This elective course will add to the breadth of topics offered in the program.

COURSE TEMPLATE

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

D)

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.	CRJS 4001 Special Topics in Criminology
Guelph		Click here to enter text.
Lakehead	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	CRM 3306 Victimology	
Queen's	Click here to enter text.	Click here to enter text.
Toronto		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	48-362 Victimology	Click here to enter text.
York		Click here to enter text.

CURRICULUM PROPOSALS

Approved by the Arts & Science Executive, November 4, 2016
For Consideration of USC

Curriculum Proposals

The curriculum proposals are on the website at:

<http://www.nipissingu.ca/academics/faculties/arts-science/academic-information/Pages/Curriculum-Proposals.aspx>

COMPUTER SCIENCE AND MATHEMATICS

Motion:

That the Arts and Science Executive recommend to USC that the contact hours for **MATH 2076 Probability & Statistics I** be changed from “three hours of lecture and one hour of tutorial per week for one term” to “**four hours of lecture per week.**”

Rationale:

The present contact hours language implies that the course is scheduled with two 80 minute lectures plus one 50 minute tutorial session per week. With the proposed change, the course will be scheduled with two 110 minute lecture sessions per week. This change will simplify scheduling, and will allow the instructor(s) greater flexibility in structuring the course material and incorporating in-class examples and practice problems, so as to maximize the learning benefits and outcomes for the students. The same contact hour format is already being used in other lower level math courses.

Motion:

That the Arts and Science Executive recommend to USC that the contact hours for **MATH 1070: Fundamental Concepts of Mathematics for Teachers** be changed from “three hours of lecture and one hour of tutorial per week” to “**four hours of lecture per week.**”

Rationale:

The present contact hours language implies that the course is scheduled with two 80 minute lectures plus one 50 minute tutorial session per week. With the proposed change, the course will be scheduled with two 110 minute lecture sessions per week. This change will simplify scheduling, and will allow the instructor(s) greater flexibility in structuring the course material and incorporating in-class examples and practice problems, so as to maximize the learning benefits and outcomes for the students. The same contact hour format is already being used in other lower level math courses.

GENDER AND EQUALITY

Motion:

That the Arts and Science Executive recommend to USC that **GEND 2036 “Gender and Environmental Justice”** be changed to **“Environmental Justice”** and that the course description be modified to reflect this change in the title.

Old course title and description:

Gender and Environmental Justice

This course provides an overview of contemporary environmental issues, as they relate to gender equality and social justice challenges and initiatives. Interdisciplinary and cross-cultural in approach, this course will familiarize students with social relations that underlie various environmental problems and with social movements that respond to ecological crises. Global in perspective, topics may include water and forestry management, energy consumption and climate change, and sustainable development. This course may be credited towards Social Welfare and Social Development.

Revised Course title and description:

Environmental Justice

Students learn interdisciplinary and cross-cultural analyses of contemporary environmental issues, as they relate to gender, race, and economic power relations, and social justice challenges and initiatives. Students examine social relations that underlie various environmental problems and critically explore social movements that respond to ecological crises. Students explore local and global environment issues such as water and forestry management, energy consumption, climate change, and sustainable development. This course may be credited towards Social Welfare and Social Development.

Rationale

These changes to title and course description are a more accurate reflection of how the course is taught. This course focusses equally on gender, race, sexuality, economic class, disability, and their intersectionality. **These changes will not alter the learning outcomes for this course**, nor do they impact our program requirements, in any way.

Motion: L.

That the Arts and Science Executive recommend to USC to approve the new course **GEND 2526 “Prisons, Race, & Gender”** as per the attached document.

Motion:

That the Arts and Science Executive recommend to USC to approve the new course **GEND 2536 “Tourism, Pleasure, & Power”** as per the attached document.

SOCIOLOGY

Motion :

That the Arts and Science Executive recommend to USC that **the degree requirements for the Honours Specialization in Sociology** be changed as follows:

Old Requirements:

Honours Specialization in Sociology

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.

In addition, students must complete:

SOCI Upper level	27 cr.
SOCI 4000 level	3 cr.

New Requirements:

Honours Specialization in Sociology

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.

SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.
In addition, students must complete:		
SOCI Upper level		30 cr.
SOCI 4000 level		3 cr.

Rationale:

SOCI3016 has not been offered by the department over the past years. The removal of the course from the course requirements will not change program expectations and outcomes.

Motion:

That the Arts and Science Executive recommend to USC that the degree requirements for the Specialization in Sociology be changed as follows:

Old Requirements:

Specialization in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.

Students must complete 120 credits including 54 credits in the Specialization as follows:		
SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.
In addition, students must complete:		
SOCI Upper level		27 cr.

SOCI 4000 level

6 cr.

New Requirements

Specialization in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Sociology.

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

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.

In addition, students must complete:

SOCI Upper level	30 cr.
SOCI 4000 level	6 cr.

Rationale:

SOCI3016 has not been offered by the department over the past years. The removal of the course from the course requirements will not change program expectations and outcomes.

Motion:

That the Arts and Science Executive recommend to USC that the degree requirements for the **Major in Sociology** be changed as follows:

Old Requirements:

Major in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3016	Critical Perspectives on Sociological Theory	3 cr.
SOCI 3226	Survey Research	3 cr.
In addition, students must complete:		
SOCI Upper level		15 cr.

New Requirements

Major in Sociology

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
In addition, students must complete:		
SOCI Upper level		18 cr.

Rationale:

SOCI3016 has not been offered by the department over the past years. The removal of the course from the course requirements will not change program expectations and outcomes.

Political Science

Motion:

That the Arts and Science Executive recommend to USC to approve the addition of a 3-credit **POLI 4206 Honours Seminar** as per the attached document.

Rationale:

The Political Science program would like to change the present 6-credit Honours Seminar, POLI4205, to two 3-credit Honours Seminars, POLI 4206 and POLI 4207. Both will count towards the Honours Specialization program requirements. The split of the Honours Seminar will allow greater flexibility in scheduling, and will clearly delineate between the two halves of the course, which have historically been taught by two professors, one in each semester.

Motion:

That the Arts and Science Executive recommend to USC to approve the addition of a 3-credit **POLI 4207 Honours Seminar** as per the attached document.

Rationale:

The Political Science program would like to change the present 6-credit Honours Seminar, POLI4205, to two 3-credit Honours Seminars, POLI 4206 and POLI 4207. Both will count towards the Honours Specialization program requirements. The split of the Honours Seminar will allow greater flexibility in scheduling, and will clearly delineate between the two halves of the course, which have historically been taught by two professors, one in each semester.

Motion:

That the Arts and Science Executive recommend to USC to bank **POLI 4205 Honours Seminar**.

Rationale:

The Political Science program would like to change the present 6-credit Honours Seminar, POLI4205, to two 3-credit Honours Seminars, POLI 4206 and POLI 4207. Both will count towards the Honours Specialization program requirements. The split of the Honours Seminar will allow greater flexibility in scheduling, and will clearly delineate between the two halves of the course, which have historically been taught by two professors, one in each semester.

Computer Science and Mathematics

Motion:

That the Arts and Science Executive recommend to USC that the contact hours for **COSC 1557 Introduction to Computer Science** be changed from “**three hours of lecture and one hour of laboratory per week for one term**” to “**two hours of lecture and 2 hours of laboratory work per week**” for one term.

COSC 1557 Introduction to Computer Science Course Description:

This course introduces problem analysis and structured program design. Control structures for conditional execution, repeated execution, subprograms and recursion are introduced.

Representation of information, including homogeneous and non-homogeneous linear data structures and files, is investigated.

3 Credits;

From:

Original Hours: "Three hours of lecture and one hour of laboratory work per week for one term."

To:

Modified Hours: "Two hours of lecture and two hours of laboratory work per week for one term."

Rationale:

Since this course is the first course in which students learn how to write computer programs, more hands-on practice is required. This course has been scheduled as 2 hours of lectures + 2 hours of lab work every week since 2002. This kind of offering has been proved efficient and is welcome by both instructors and students. The instructor needed to request special considerations from the schedulers every year in the past. The scheduler has informed the department that no special considerations are accepted if the course description is not changed.

Motion:

That the Arts and Science Executive recommend to USC that the contact hours for **COSC 3657 Distributed Systems** be changed from **"two hours of lecture and two hours of laboratory work per week for one term"** to **"three hours of lecture per week"** for one term.

COSC 3657 Distributed Systems

Course Description:

Introduction to computer networks and computer systems interconnected by networks, including both the hardware and software of selected LANs and WANs. The issues of reliable and secure communication, layered models, distributed file systems, and concurrency will be discussed.

Prerequisites:

COSC 2667 & COSC 2767

3 credits

From

Original Hours: "Two hours of lecture and two hours of laboratory work per week for one term."

To

Modified Hours: "Three hours of lecture per week for one term."

Rationale:

COSC 3657, as defined in the Academic Calendar, is currently delivered as 2 lecture hours and 2 laboratory hours per week. As networked, Internet, intranet, and other distributed systems have dramatically increased in complexity since the original course description was written, the course necessarily needs to become more theoretical. Therefore, while a laboratory component is still necessary, it does not require two contact hours. Furthermore, practical laboratory work, such as designing client/server systems and working with network security algorithms, can be easily integrated into a 3-hour "lecture" format, as in many cases there is not a solid distinction between

theoretical and applied topics. In addition, it is increasingly difficult to teach two laboratory hours for this class because of the current lack of lab equipment for new distributed paradigms, such as wireless networks, mobile computing, intranets, and because of security restrictions on Nipissing's firewall.

Consequently, students would benefit much more from learning state-of-the-art and leading-edge concepts in distributed and networked computing, supplemented with a reasonable amount of practical programming work. These goals can be accomplished within a 3-hour lecture format (+ lab integrated within these 3 hours), instead of the current model, which dedicates two hours specifically for labs.

Motion:

That the Arts and Science Executive recommend to USC that the contact hours for **COSC 4406 Software Engineering** be changed from **“three hours of lecture and one hour of laboratory per week for one term”** to **“four hours of lecture/laboratory work per week”** for one term.
COSC 4406 Software Engineering

Course Description:

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

Prerequisites:

COSC 2767

3 credits

From

Original Hours: “Three hours of lecture and one hour of laboratory work per week for one term.”

To

Modified Hours: “Four hours of lecture/laboratory work per week for one term.”

Rationale:

Since this course is a computer science course at an advanced level, there are many contents that need to be offered in lectures. More lecture time and less lab time are required. This course has been scheduled as 4 hours of lectures per week including optional hours (normally 6 hours) in one term since 2002. This kind of offering has been proved efficient and is welcome by both instructors and students. The instructor needed to request special considerations from the schedulers every year in the past. The scheduler has informed the department that no special considerations are accepted if the course description is not changed

History

Motion:

That the Arts and Science Executive recommend to USC the change in the description of the delivery pattern of the following courses as outlined below:

Hist 4185 (6 credits): Canada in the Twentieth Century

Hist 4335 (6 credits): Topics in American History

Hist 4435 (6 credits): Sexuality and Gender in Europe, 1300–1600

Hist 4495 (6 credits): Britain in the Twentieth Century
Hist 4505 (6 credits): Topics in Medieval History
Hist 4605 (6 credits): Special Topics
Hist 4607 (3 credits): Special Topics
Hist 4615 (6 credits): Special Topics
Hist 4617 (3 credits): Special Topics
Hist 4625 (6 credits): Special Topics
Hist 4627 (3 credits): Special Topics
Hist 4665 (6 credits): Twentieth Century International History to 1953
Hist 4805 (6 credits): War and Genocide in the Twentieth Century
Hist 4815 (6 credits): The Third Reich
Hist 4817 (3 credits): The Third Reich

Change:

From

Current Description: "Three hours of lecture per week"

To

Modified Description: "Three hours of seminar per week"

Rationale:

The modified description of the delivery pattern reflects how the course is actually taught.

COURSE TEMPLATE

	<p>exams and in written assignments;</p> <ol style="list-style-type: none">3. Critical reasoning skills developed through identifying and examining the key issues, themes, and controversies related to prisons and their role in systems of race, gender, and economic power relations.4. Intellectual independence and analytical skills developed through the examination of case studies and the articulation of reasoned, evidenced based, argument in verbal and written assignments;5. Team work skills through collaborative learning activities such as team presentations and weekly workshops;6. Skills in researching and writing at the University level.
--	--

Rationale

Prisons, Race, & Gender has been piloted under a special topics code very successfully for the past three years, with healthy enrolments of 40, 40, and 30 students respectively. The course is particularly appealing to GESJ, Criminal Justice, and Social Welfare majors. It also serves as a popular elective. We plan to make this course part of our permanent rotation of courses which focus primarily on critical race studies. The permanent course code will also enable it to be cross-listed in the Social Welfare and Social Development program. The course will be taught by core GESJ faculty and will not require additional faculty resources.

COURSE TEMPLATE

	<ol style="list-style-type: none">3. Critical reasoning skills developed through identifying and examining the key issues, themes, and controversies related to tourist practices and industries and their role in systems of race, gender, and economic power relations.4. Intellectual independence and analytical skills developed through the examination of case studies and the articulation of reasoned, evidenced based, argument in verbal and written assignments;5. Team work skills through collaborative learning activities such as team presentations and weekly workshops;6. Skills in researching and writing at the University level.
--	--

Rationale

This course has been successfully piloted under a special topics code in 2016. It enrolled 27 students, and was particularly appealing to GESJ, political science, history, business, and English majors. We plan to make this course part of our permanent rotation of courses which focus primarily on critical race studies in the Power and Inequality Stream of our program. The course will be taught by core GESJ faculty and will not require additional faculty resources.

COURSE TEMPLATE

	The advance ability to discuss comprehensive writings on political thought; and The advanced ability to prepare a well-argued research paper on topics relevant to the course of study.
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Rationales:

The Political Science program would like to change the present 6-credit Honours Seminar, POLI4205, to two 3-credit Honours Seminars, POLI 4206 and POLI 4207. The two three-credit courses replace POLI 4205 and are thus required for the Honours Specialization.

COURSE TEMPLATE

	<p>The advance ability to discuss comprehensive writings on political thought; and</p> <p>The advanced ability to prepare a well-argued research paper on topics relevant to the course of study.</p>
--	---

Rationales:

The Political Science program would like to change the present 6-credit Honours Seminar, POLI4205, to two 3-credit Honours Seminars, POLI 4206 and POLI 4207. Both seminars are required for the Honours Specialization.

Existing Policy

4.00 Distinction at Graduation

4.01 Average Required

Students who graduate with an overall average of 80% or higher on all courses taken at Nipissing University & required for the degree will be granted their degree with distinction.

4.02 Minimum Number of Credits Taken at Nipissing University

In order to receive a degree with distinction, the overall average must be calculated on a minimum of 60 credits (10 full courses or equivalent) completed at Nipissing University & presented for the degree.

Proposed Revision (Option 1)

4.00 Distinction at Graduation

4.01 Average Required

Undergraduate students who graduate with an overall average of 80% or higher on all courses taken at Nipissing University & required for the degree will be granted their degree “with distinction”.

4.02 Minimum Number of Credits Taken at Nipissing University

In order to receive a degree with distinction, the overall average must be calculated on a minimum of 60 **numerically graded** credits (10 full courses or equivalent) completed at Nipissing University & presented for the degree.

4.03 Exceptions

The following degrees are not awarded “with distinction”:

- **Bachelor of Education**
- **Bachelor of Science in Nursing – Scholar Practitioner Program**

Rationale for Revision

The original senate policy was written prior to the introduction of the 2-year Bachelor of Education program and the SPP second degree program. In each of these undergraduate programs students are required to complete at least 60 credits at Nipissing University so it is appropriate to review this policy.

In a review of the graduating GPA averages of student across programs that we offer, we noticed that a disproportionate number of students in the SPP* and BEd program would qualify to graduate “with distinction” based on the current policy (see chart)

Program	# Grads	Avg GPA	% with Dist (80%)	% with High Dist (90%)
BPHE (2011-Present)	393	77.2%	28%	1.0%
Psychology (1993-Present)	1606	74.7%	21%	0.6%
English (1993-Present)	1398	74.4%	18%	0.2%
Math (1994-Present)	266	77.6%	36%	4.9%
History (1993-Present)	1585	74.2%	18%	0.4%
BBA (1993-Present)	1170	74.7%	21%	0.3%
SPP (2013-Present)	84	82.3%	71%	4.8%
BEd (1993-Present)	15143	88.0%	97%	33.7%

Data as of November 1, 2016

Further to this, it is important to note that only 54 credits (18 courses) in the BEd program are given a numeric grade, and 18 credits (6 courses) in the SPP program are given a numeric grade.

It is also evident that the spirit in which this policy is written (which is to honour those students who have achieved a GPA above the “norm”) would not be upheld if we maintain this same criteria for these programs.

MOTION: That the Undergraduate Studies Committee recommends to Senate that, effective immediately, the Distinction at Graduation Policy be revised as outlined.

Program	# Grads	Avg GPA	% with Dist (80%)	% with High Dist (90%)
BPHE (2011-Present)	393	77.2%	28%	1.0%
Psychology (1993-Present)	1606	74.7%	21%	0.6%
English (1993-Present)	1398	74.4%	18%	0.2%
Math (1994-Present)	266	77.6%	36%	4.9%
History (1993-Present)	1585	74.2%	18%	0.4%
BBA (1993-Present)	1170	74.7%	21%	0.3%
SPP (2013-Present)	84	82.3%	71%	4.8%
BEd (1993-Present)	8375	87.8%	97%	31.1%

Institution	Distinction Criteria
Athabasca University	Based on gpa of entire program
Briercrest	A cumulative GPA which takes into consideration an student's entire academic history at the institution.
Dalhousie	A cumulative GPA which takes into consideration an student's entire academic history at the institution.
Langara	A minimum CGPA 3.67 in the last 50% of their program
MacEwan	We use the cumulative program grade point average to award "Graduation with Distinction".
Mount Royal College	Not recognized on parchment. Dean's: A student who earns 12 or more credit hours in a semester at Mount Royal College with a grade-point average of 3.50 or higher will be placed on the Dean's Honour Roll for that semester. President's: A student who earns 24 or more credit hours in an academic year at Mount Royal College with a grade-point average of 3.75 will be placed on the President's Honour Roll.
Providence College	A cumulative GPA which takes into consideration an student's entire academic history at the institution.
Saint Mary's University	We currently use the cumulative GPA with the added restriction that at least 75% of the credits be completed at Saint Mary's. However, we recently changed the graduation requirement to be based upon only those credits that were presented in fulfillment of the program requirements. So excess or failed courses are not included. Further, to graduate students need only complete 50% of their credits at Saint Mary's. I anticipate that there will be a push to harmonize the distinction criteria with the graduation criteria. There is already a strong lobby forming on dropping the 75% SMU content to 50%.
St. Thomas	GPA of at least 3.6 on last 60 credits of programme.
Trent	Trent does not use Distinction or Great Distinction on our degrees. We award medals to students in the Honours or General program who achieve high overall standing - 6 medals in all. The Dean's Honour Roll is an award for continuing students who achieve a sessional average of A- (80%) or better and have a cumulative average of B (75%) or better. The President's Honour Roll is an award for graduating students who have a cumulative average of A- (80%) or better.

	Standing at graduation differs for Honours and Majors. In the case of an Honours degree program, the graduation standing is 1st Class Honours or 2nd Class Honours depending on the gpa. The determination of the GPA varies somewhat from faculty to faculty but the BA standings will illustrate. For the BA Honours, standing is based on the gpa (3.6 or higher for 1st Class and 3.0 or higher for 2nd Class), is based on the courses of the Honours subject or subjects excluding those courses which the Faculty considers to be intro in nature. Needless to say all Honours standings are normally calculated manually. In the case of degrees (general or Major), graduation standings are Distinction (not offered by all faculties), 1st, 2nd and 3rd Division. Where Distinction is offered, the rules again vary somewhat from faculty to faculty and I will use the BA to illustrate. Distinction for the BA Major is based on a GPA of 3.75 or higher on the courses in the 2nd half of the degree program and no grade less than "C" over the last 90 credit hours (120ch program).
UNB Fredericton	
University of Alberta	Based on entire program of 3.3 to qualify for honors and then at least a 3.7 in the final two years to qualify for first class honors with no grade in the last two years below 3.5
University of Calgary	3.60 over the final fifteen full-course equivalents of a twenty full-course equivalent degree program, or the final ten full-course equivalents of a fifteen full-course equivalent degree program.
University of Guelph	Standing on graduation is noted only for graduates from the honours programs, standing is based only on the internal University of Guelph academic record, DVM Program standing on graduation is based on the average of the marks received for those courses completed after admission to the program
University of Lethbridge	Based on the gpa of entire program
University of Saskatchewan	Distinction or Great Distinction is derived from a Cumulative Weighted Average computed from the work performed by a student in the total program or on a specified number of credit units. In most instances it is assessed based on the entire program.
University of Waterloo	Most faculties base on a cumulative average with some variation in Engineering where a student must be on the Dean's Honors List for two consecutive years to qualify.
University of Windsor	Cumulative. A GPA of 11.0 to 11.9 RESULTS IN THE "WITH DISTINCTION" HONOUR AND 12.0 TO 13.0 IS "WITH GREAT DISTINCTION". THIS HONOUR IS RECORDED ON THEIR DEGREE PARCHMENT, IN THE CONVOCATION PROGRAM AND ON THEIR OFFICIAL TRANSCRIPT. At Concordia University it varies amongst faculties and programs. For example for Engineering & Computer Science the graduation GPA is based on all courses required for the program whereas for the other three faculties it is usually based on the last 90 credits. A graduation GPA of 3.40 to 3.99 leads to Distinction and 4.0 to 4.30 leads to Great Distinction.
Concordia University	
Wilfrid Laurier University	Cumulative. All courses taken at Laurier including any repeated courses (both attempts are used for distinction).*

**Report of the
Undergraduate Studies Committee**

December 6, 2016

The meeting of the **Undergraduate Studies Committee** was held on Tuesday, December 6, 2016, at 10:30 am in F214. The following members attended:

Harley d'Entremont (Chair)
Daniel Jarvis
Roxana Vernescu
Jordan Dempster

Murat Tuncali
Mumbi Kariuki
Anne Wagner
Sydney Lamorea

Jamie Graham
Tony Parkes
Richard Wenghofer

Jane Hughes, Recording Secretary

Absent with Regrets: Carole Richardson, Rick Vanderlee, Cory Tremblay

Guests: Crystal Pigeau, Pavlina Radia, Jamie Murton, John Kovacs, Chris Sarlo, Natalya Brown

Subcommittee Report:

The Report of the Undergraduate Standing and Petitions Subcommittee dated: November 22, 2016 was received.

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

Respectfully submitted,



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

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated December 6, 2016.

1. FACULTY OF ARTS AND SCIENCE

Economics

- MOTION 2: That Senate approve that the classroom contact hours for **ECON1006 (Microeconomics)** be changed from “three hours of lecture per week per term” to **“three hours of lecture and one hour of tutorial per week.”**
- MOTION 3: That Senate approve that the Undergraduate Studies Committee recommends to Senate to approve that the classroom contact hours for **ECON1007 (Macroeconomics)** be changed from “three hours of lecture per week per term” to **“three hours of lecture and one hour of tutorial per week.”**

Geography

- MOTION 4: That Senate approve that the prerequisites for GEOG 2017 Introduction to Geomatics be changed from “GEOG 1016 and GEOG 1017” to “Any 24 credits completed”.
- MOTION 5: That Senate approve that the number of hours for GEOG 2017 Introduction to Geomatics be changed from “Three hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture and two hours of laboratory work per week for one term”.
- MOTION 6: That Senate approve that the number of hours for GEOG 3056 Spatial Analysis Using GIS be changed from “Three hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture and two hours of laboratory work per week for one term”.
- MOTION 7: That Senate approve that the number of hours for GEOG 3066 Remote Sensing of the Environment be changed from “Three hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture and two hours of laboratory work per week for one term”.
- MOTION 8: That Senate approve that the prerequisites for GEOG 3066 Remote Sensing of the Environment be changed from “GEOG 1016, GEOG 1017 and GEOG 2026” to “GEOG 2017”.
- MOTION 9: That Senate approve that the description for **GEOG 3096 Environmental Hydrology** be changed as described below:

From

Original Description:

“Students examine the movement and storage of water at various scales. A combined focus is on understanding of what controls water movement and storage from its point of entry to a watershed through its exit point(s) and the use of environmental tracers in the study of human impacts on our watersheds. This course may be credited towards Science.”

To

Revised Description:

Students examine topics in environmental hydrology, including the study of physical processes controlling water movement and storage at various scales and the use of environmental tracers in the study of human impacts on our watersheds. The lab component may include field, laboratory and computing activities. This course may be credited towards Science.

History

MOTION 10: That Senate approve that the new course **HIST 2016 Colonialism and Resettlement in the Canadian West** be added as outlined in the attached document.

Spanish

MOTION 11: That Senate approve the addition of **ESPA 2706 Cultures of Spain** under Spanish as outlined in the attached document.

MOTION 12: That Senate approve the addition of **ESPA 2707: Latin American Culture** under Spanish as outlined in the attached document.

MOTION 13: That Senate bank **ESPA 2705 Introduction to Hispanic Culture and Civilization**.

MOTION 14: That Senate approve the addition of **ESPA 2306 Evolution and Revolution** under Spanish as outlined in the attached document.

MOTION 15: That Senate approve the addition of **ESPA 3016 Advanced Spanish Language** under Spanish as outlined in the attached document.

Summer Institutes

MOTION 16: That Senate approve the addition of an accelerated, three-credit Summer Institute course type (SI) that will serve as a vehicle for courses delivered in an accelerated mode.

SUPPORTING DOCUMENTATION



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

November 28, 2016

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Monday, November 28, 2016.

1. Petitions Heard: 19

	APPROVED	DENIED
Admission/Readmission	0	1
Late Registration	1	0
Late Withdrawal	8	1
Degree Requirements Waived/Altered	6	0

Deferred: 2

Respectfully Submitted,

A handwritten signature in blue ink that reads 'Jamie Graham'.

Jamie Graham, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated November 28, 2016 be received.

Motion #:

That the Arts and Science Executive recommend to USC that the classroom contact hours for **ECON1006 (Microeconomics)** be changed from “three hours of lecture per week per term” to **“three hours of lecture and one hour of tutorial per week.”**

Rationale:

At the present time, the Economics department supplements the three hours of lectures per week with a one hour per week non-mandatory tutorial. After a series of meetings with the Dean and Associate Dean in 2016, there was agreement that a one hour tutorial per week should be formally incorporated into the delivery of the on-campus offering of ECON1006. In the recent past, class average grades have declined; failure rates increased and student engagement in the course readings has been inadequate. In 2014 and 2015 non-mandatory tutorials were put in place to try to improve outcomes and give our students the best opportunity to succeed. While the tutorials appeared to help the students who attended, overall attendance was poor. So, formally incorporating a one hour tutorial into the class time should help improve student outcomes and retention. This change will simplify scheduling, and will allow the instructor(s) greater flexibility in structuring the course material and incorporating in-class examples and practice problems, so as to maximize the learning benefits and outcomes for the students.

Motion #4:

That the Arts and Science Executive recommend to USC that the classroom contact hours for **ECON1007 (Macroeconomics)** be changed from “three hours of lecture per week per term” to **“three hours of lecture and one hour of tutorial per week.”**

Rationale:

At the present time, the Economics department supplements the three hours of lectures per week with a one hour per week non-mandatory tutorial. After a series of meetings with the Dean and Associate Dean in 2016, there was agreement that a one hour tutorial per week should be formally incorporated into the delivery of the on-campus offering of ECON1007. In the recent past, class average grades have declined; failure rates increased and student engagement in the course readings has been inadequate. In 2014 and 2015 non-mandatory tutorials were put in place to try to improve outcomes and give our students the best opportunity to succeed. While the tutorials appeared to help the students who attended, overall attendance was poor. \So, formally incorporating a one hour tutorial into the class time should help improve student outcomes and retention.

CURRICULUM PROPOSALS

Approved by the Arts & Science Executive, November 25, 2016
For Consideration of the Arts & Science Executive
(Approved by ARCC, November 11, 2016)

Curriculum Proposals

The curriculum proposals are on the website at:

<http://www.nipissingu.ca/academics/faculties/arts-science/academic-information/Pages/Curriculum-Proposals.aspx>

SPANISH

Motion #1:

That the Arts and Science Executive recommend to USC to approve the addition of **ESPA 2706 Cultures of Spain** under Spanish as outlined in the attached document.

Motion: #2:

That the Arts and Science Executive recommend to USC to approve the addition of **ESPA 2707: Latin American Culture** under Spanish as outlined in the attached document.

Motion #3:

That the Arts and Science Executive recommend to USC to bank **ESPA 2705 Introduction to Hispanic Culture and Civilization**.

Motion #4:

That the Arts and Science Executive recommend to USC to approve the addition of **ESPA 2306 Evolution and Revolution** under Spanish as outlined in the attached document.

Motion #5:

That the Arts and Science Executive recommend to USC to approve the addition of **ESPA 3016 Advanced Spanish Language** under Spanish as outlined in the attached document.

HISTORY

Motion #6:

That the Arts and Science Executive recommend to USC that the new course **HIST 2016 Colonialism and Resettlement in the Canadian West** be added as outlined in the attached document.

GEOGRAPHY

Motion #7:

That the Arts and Science Executive recommend to USC that the prerequisites for **GEOG 2017 Introduction to Geomatics** be changed from "**GEOG 1016 and GEOG 1017**" to "**Any 24 credits completed**".

From

Original Prerequisites: "GEOG 1016 and GEOG 1017"

To

Modified Prerequisites: "Any 24 credits completed"

Rationale:

In recent years the use of geomatics has flourished in disciplines outside of the field of geography. The use of geospatial data bases, computer mapping, GPS and remote sensing techniques (e.g. satellite imagery, drones) are now considered a standard tool available for those in various fields of the humanities, social sciences, and natural sciences. For example, there has been a recent demand in the application of GIS for historians (“GIS history”, “HGIS”), criminologists (“crime mapping”), and business analysts (“location analytics”) and even in the use of satellite imagery for archeologists (“space archaeology”). In fact, in our interdisciplinary graduate program we mandate that all students complete a geomatics course because it increases opportunities for employment.

Motion #8: Omnibus Motion:

Recommendation from the Committee that the hours of lecture and lab should be discussed at USC

That the Arts and Science Executive recommend to USC to approve motions 9, 10, 11, together.

Motion #9:

That the Arts and Science Executive recommend to USC that the number of hours for **GEOG 2017 Introduction to Geomatics** be changed from **“Three hours of lecture and one hour of laboratory work per week for one term”** to **“Three hours of lecture and two hours of laboratory work per week for one term”**.

From

Original Hours: “Three hours of lecture and one hour of laboratory work per week for one term”

To

Modified Hours: “Three hours of lecture and two hours of laboratory work per week for one term”

Rationale:

The number of laboratory hours per week was based on older technologies (e.g. aerial photography, manual cartography) and, consequently, limited applications. With the unprecedented growth of new geomatics technologies (e.g. digital mapping, GPS, drones, etc...) over the last decade there have been an equally impressive number of new functions and new modules for the software and its applications. Consequently more laboratory time is required to explore the use of these new technologies.

Motion #10:

That the Arts and Science Executive recommend to USC that the number of hours for **GEOG 3056 Spatial Analysis Using GIS** be changed from **“Three hours of lecture and one hour of laboratory work per week for one term”** to **“Three hours of lecture and two hours of laboratory work per week for one term”**.

From

Original Hours: “Three hours of lecture and one hour of laboratory work per week for one term”

To

Modified Hours: “Three hours of lecture and two hours of laboratory work per week for one term”

Rationale:

The number of laboratory hours per week was based on older technologies (e.g. aerial photography, manual cartography) and, consequently, limited applications. With the unprecedented growth of new geomatics technologies (e.g. digital mapping, GPS, drones, etc...) over the last decade there have been an equally impressive number of new functions and new modules for the software and its applications. Consequently more laboratory time is required to explore the use of these new technologies.

Motion #11:

That the Arts and Science Executive recommend to USC that the number of hours for **GEOG 3066 Remote Sensing of the Environment** be changed from **“Three hours of lecture and one hour of laboratory work per week for one term”** to **“Three hours of lecture and two hours of laboratory work per week for one term”**.

From

Original Hours: “Three hours of lecture and one hour of laboratory work per week for one term”

To

Modified Hours: “Three hours of lecture and two hours of laboratory work per week for one term”

Rationale:

The number of laboratory hours per week was based on older technologies (e.g. aerial photography, manual cartography) and, consequently, limited applications. With the unprecedented growth of new geomatics technologies (e.g. digital mapping, GPS, drones, etc...) over the last decade there have been an equally impressive number of new functions and new modules for the software and its applications. Consequently more laboratory time is required to explore the use of these new technologies.

Motion #12:

That the Arts and Science Executive recommend to USC that the prerequisites for **GEOG 3066 Remote Sensing of the Environment** be changed from **“GEOG 1016, GEOG 1017 and GEOG 2026”** to **“GEOG 2017”**.

From

Original Prerequisites: “GEOG 1016, GEOG 1017 and GEOG 2026”

To

Modified Prerequisites: “GEOG 2017”

Rationale:

In an effort to open up geomatics course offerings to all students the newly modified introductory geomatics course will be considered the prerequisite to this course. In recent years the use of geomatics has flourished in disciplines outside of the field of geography. The use of remotely sensed imagery, whether from space-borne or airborne platforms, are now being used extensively in variety of disciplines outside of geography such as forestry, oceanography, ecology, history and even archaeology.

Motion #13:

That the Arts and Science Executive recommend to USC that the description for **GEOG 3096 Environmental Hydrology** be changed as described below:

From

Original Description:

“Students examine the movement and storage of water at various scales. A combined focus is on understanding of what controls water movement and storage from its point of entry to a watershed through its exit point(s) and the use of environmental tracers in the study of human impacts on our watersheds. This course may be credited towards Science.”

To

Revised Description:

Students examine topics in environmental hydrology, including the study of physical processes controlling water movement and storage at various scales and the use of environmental tracers in the study of human impacts on our watersheds. The lab component may include field, laboratory and computing activities. This course may be credited towards Science.

Rationale:

The modification in course description includes description of the laboratory components already included in the course that may attract students previously unaware of the lab component.

COURSE TEMPLATE

MOTION: That ARCC recommends to the Arts & Science Executive that the new course HIST 2016: Colonialism and Resettlement in the Canadian West be added under History.

A) Descriptive Data:

Course Code	HIST 2016
Course Title	Colonialism & Resettlement in the Canadian West
Course Credits	<input type="checkbox"/> x 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine the displacement of indigenous people and the creation of Euro-Canadian settler communities in the Canadian west with their own values and momentum. Students gain an understanding of the basis of the settler and indigenous societies of the Canadian west. Students also engage in a case study of the global process of British settler colonialism.
Course Prerequisite	6 credits of History at the 1000 level or 24 credits completed
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Hist 3217 as offered in 2007-08, 2008-09 and 2010-11
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> x lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours of lecture
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> x Yes <input type="checkbox"/> No If yes, please specify: This course will be one of several courses by which History majors can fulfill their required number of 2 nd -year credits.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> 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)	Successful graduates of this course will demonstrate <ul style="list-style-type: none"> • an understanding of the processes of British settler colonialism as a global phenomenon • an understanding of the processes of British-Canadian settler colonialism as it worked in the Canadian west • an understanding of the social, political, economic and environmental bases of western Canadian settler societies up to 1914

COURSE TEMPLATE

	<ul style="list-style-type: none">• a basic understanding of the social, economic and political bases of some of the key indigenous societies of western Canada• a general awareness of, and ability to assess, some of the key historical debates in the history of western Canada in the 19th century• an ability to communicate effectively in reasonably clear and correct writing• an ability to conduct historical research in secondary sources
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Statement of Need: This course supports the department and the university's commitment to indigenous education & decolonization by teaching an aspect of the history of the indigenous people of western Canada and especially by teaching the history of settler colonialism. It also teaches the history of an important region in Canada. Finally, it offers the department and its students more options at 2nd-year.

COURSE TEMPLATE

Rationale:

Along with ESPA 2707, ESPA 2706 replaces ESPA 2705: An Introduction to Hispanic Culture and Civilization. Currently, there are no 3-credit courses offered at the 2000-level. The split makes the course available to more students who only need 3 credits. Furthermore, a growing number of nursing students have requested the split in order that they can take one in their last year before their preceptorship. The courses can be taught by regular faculty on a regular rotation schedule.

COURSE TEMPLATE

Rationale: Along with ESPA 2706, ESPA 2707 replaces ESPA 2705: An Introduction to Hispanic Culture and Civilization. Currently, there are no 3-credit courses offered at the 2000-level. The split makes the course available to more students who only need 3 credits. Furthermore, a growing number of nursing students have requested the split in order that they can take one in their last year before their preceptorship. The courses can be taught by regular faculty on a regular rotation schedule.

COURSE TEMPLATE

	<ul style="list-style-type: none">*An ability to demonstrate an insight into the lives of indigenous Andean communities through the study of language, history, art, music, and film*A basic knowledge of Latin American history, geography, cultural traditions and innovations, political structures and social issues*An ability to think, write, and read critically about Latin American cultures*An ability to engage in a cross-cultural inquiry*A basic knowledge of the historical origins of Ecuador, similarities and differences among the nations of Latin America <p>Click here to enter Outcomes</p>
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Rationale: Students are increasingly interested in diverse areas of Spanish culture, history, language, and literature. This course diversifies the Spanish course offerings by providing students with an opportunity to learn about the history of Latin America. This course will be offered on a rotational basis.

COURSE TEMPLATE

Rationale:

The Spanish Program requires an Advanced Spanish Language course to complement its already existing ESPA 1005: Introductory Spanish and ESPA 2005: Intermediate Spanish. Progressing to the advanced level is the next step in language learning. A growing number of students coming from southern communities where Spanish is taught in high school have requested advanced courses in Spanish language to broaden their skills in reading, writing, listening comprehension and speaking. This course can be taught by a regular faculty member and offered on a regular rotation schedule.

Motion:

That the Undergraduate Studies Committee recommends to Senate to approve the addition of an accelerated, three-credit Summer Institute course type (SI) that will serve as a vehicle for courses delivered in an accelerated mode.

Rationale:

Nipissing University's campus is well-known for its picturesque location, yet the Spring/Summer term programming does not fully utilize what the campus and its environment can offer in terms of academic learning. Redesigning the Spring/Summer term programming through a targeted series of intensive summer institutes—accelerated, three-credit courses that would enhance students' academic success and learning opportunities while accomplishing the following goals identified in the university's strategic mandate:

- a/ provide an opportunity to study special topics on the issues related to the Near North and other (multi)disciplinary topics;
- b/ prepare incoming students for the Nipissing "experience";
- c/ provide attractive electives/credit opportunities for students outside the traditional catchment areas;
- d/ attract students from other institutions coming home for summer; and
- e/ serve as a recruitment and advertising strategy by providing unique, accelerated course offerings

The summer institutes will be offered in multiple formats: onsite, online, and in a blended format. These intensives will include a research component where applicable. In the future, these institutes could be bundled in the form of a certificate, providing students with yet another credential opportunity.

Background:

Most European universities use summer institutes as a way to attract students, but also as a means to cultivate a sense of a particular academic "experience" and cohort. Increasingly, universities in the United Kingdom and Canada are offering various types of summer institutes that range from 2 week-intensives, monthly workshops, to summer programs offering certificates.

- The Bader International Center at Queen's School (UK) offers June-July intensive field school programs that include extensive research and practical learning. Students finish with a certificate in the given field. The Bader intensive field schools consist of 5 weeks of intensive learning (6 units). Upon completion, students receive a certificate. For more details, see <http://www.queensu.ca/bisc/academics/programs/upper-year/field-schools>)

- UBC offers workshops and institutes as part of the Faculty of Education: these are primarily non-credit programs that range from 2 to 5-day intensives. Areas of focus include “Digital Literacy,” “Historical Thinking Summer Institute,” “Language Institute” etc. For more details, see <http://pdce.educ.ubc.ca/workshops-institutes/>
- University of London Summer Institute; University of Kent’s Brussels Summer School of International Studies; John Cabot University’s Summer Institutes; Prague Summer Schools etc.

Proposed Structure

- 2-week intensives in a specific area/discipline or an interdisciplinary focus (onsite or online or blended)
- Where applicable, each institute will also include an experiential learning or research project component.
- Upon successful completion, students will receive 3 credits that will count toward their degree or designation.

Option A

2 weeks of intensive, onsite study (36 contact hours)	The workshop/institute will culminate in an experiential learning or research project. (onsite or online)
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Option B

2 weeks of intensive, online study (36 contact hours)	The workshop/institute will culminate in an experiential learning or research project. (onsite component)
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Option C

1.5 weeks of intensive, online study with an onsite component (0.5 week) (36 contact hours)	The workshop/institute will culminate in an experiential learning or research project. (onsite or online)
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*Option D: online only

In the future, these intensives could range from a week to 4 week workshops/institutes. Ideally, we would like to offer Language Institutes as well (to attract international students).

Examples: “History of the Near North,” “Creative Writing Workshops,” “Geography of Northern Ontario,” “Forestry,” “History of Food,” “Religious Traditions,” “Storytelling and Indigenous Traditions,”

“Globalization and Local Communities,” “Theatre and Performance,” “Learning from the Ancient Greeks” etc.

Please note that, while the proposal is initially targeted for Arts and Science courses, other areas could also include Education and Applied and Professional Studies.

**Report of the
Undergraduate Studies Committee**

December 19, 2016

The meeting of the **Undergraduate Studies Committee** was held on Monday, December 19, 2016, at 2:00 pm in F214. The following members attended:

Harley d'Entremont (Chair)
Rick Vanderlee
Roxana Vernescu

Murat Tuncali
Jamie Graham
Anne Wagner

Carole Richardson
Tony Parkes
Richard Wenghofer

Jane Hughes, Recording Secretary

Absent with Regrets: Daniel Jarvis, Mumbi Kariuki, Cory Tremblay, Jordan Dempster, Sydney Lamorea

Guests: Crystal Pigeau, Pavlina Radia, Andrew Ackerman, Jamie Murton, Mary Pat Sullivan

Subcommittee Report:

The Report of the Undergraduate Standing and Petitions Subcommittee dated: December 12, 2016 was received.

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

Respectfully submitted,



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

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated December 19, 2016.

1. FACULTY OF APPLIED AND PROFESSIONAL STUDIES

Social Work

- MOTION 2: That Senate approve the creation of SWRK1007 Introduction to Social Work as a required course for the BSW program.
- MOTION 3: That Senate approve to delete SWRK1006 Foundations of Social Work Practice.
- MOTION 4: That Senate approve SWLF1006 *Introduction to Social Welfare and Social Development* as a required course for the BSW program.
- MOTION 5: That Senate approve ADMIN1156 *Business for Non-Business Majors*, PHIL1117 *Values and the Human Condition*, and RLCT 1206 *What Does It All Mean? Religious Perspectives* as additional recommended electives for students considering social work.
- MOTION 6: That Senate approve SWRK2006 *Foundations of Social Work Practice* as an additional required course for the BSW program.
- MOTION 7: That Senate approve the creation of SWRK2106 *Critical Social Policy for Social Work* as a required course for the BSW program.
- MOTION 8: That Senate approve ADM2156 *Introduction to Entrepreneurship*, CHFS2206 *Children, Families and Social Justice*, GEND2147 *Bodies, Borders and Belonging*, GEND2206 *Sex, Body and Identity*, NATI2005 *Native Kinships with Environment*, PHIL2505 *Reasoning and Logical Argument (6)*, PHIL2716 *Bioethics*, PHIL2717 *Environmental Ethics*, PSYC2006 *Childhood Development*, PSYCH2007 *Adult Development*, PSYCH2807 *Introduction to Social Psychology*, SOCI2036 *Introduction to Social Gerontology*, SOCI2037 *Sociology of Family and Household Relationships*, SOCIO3057 *Demography: Introduction to Population Studies*, SWLF/NATI3406 *Colonialism in First Nations' Communities* OR SWLF3407 *Social Development in First Nations' Communities* OR GEND2066 *Race, Colonization and Indigeneity*, SWLF2995 *Community Service Learning for Social Development (6)*, SWLF2006 *Ideology and Social Welfare* as an additional recommended electives for students considering social work.
- MOTION 9: That Senate approve the creation of SWRK3216 *Professional Skills Development* as a required course for the BSW program.
- MOTION 10: That Senate approve to delete SWRK3206 *Communication, Theory and Practice*.
- MOTION 11: That Senate approve the creation of SWRK3105 *Field Practicum I* as a required course for the BSW program.
- MOTION 12: That Senate approve SWRK3316 *Structural and Interpersonal Violence* as a required course for the BSW program.
- MOTION 13: That Senate approve to delete SWRK3107 *Violence against Women and Children*.
- MOTION 14: That Senate approve SWRK3305 *Individual Practice across the Lifespan* as a required course for the BSW program.
- MOTION 15: That Senate approve to delete SWRK3306 *Individual Practice across the Lifespan*.

- MOTION 16: That Senate approve *SWRK3806 Community Practice in Northern and Rural Communities* be renamed *SWRK3806 Community Practice in Northern, Rural and Remote Communities*.
- MOTION 17: That Senate approve a course code change for *SW3606 Aboriginal Child Welfare* to *SWRK4316 Aboriginal Child Welfare*.
- MOTION 18: That Senate approve to delete the required *SWRK3706 Working with Children and Families*.
- MOTION 19: That Senate approve to delete the following elective courses: *SWRK3007 Social Change and Social Action*, *SWRK3207 Social Work Practices in Mental Health and Addictions*, and *SWRK3307 Social Work: Selected Topics*.
- MOTION 20: That Senate approve the creation of *SWRK4605 Field Practicum II* as a required course for the BSW program.
- MOTION 21: That Senate approve to delete *SWRK4505 Field Practicum* and *SWRK4515 Field Practicum*.
- MOTION 22: That Senate approve to delete *SWRK4406 Field Integration Seminar*.
- MOTION 23: That Senate approve the creation of *SWRK4706 Risk, Resilience and Complexity* as a required course for the BSW program.
- MOTION 24: That Senate approve the creation of *SWRK4716 Social Work Leadership* as a required course for the BSW program.
- MOTION 25: That Senate approve the creation of *SWRK4416 Gerontological Social Work* as an elective course for the BSW program.
- MOTION 26: That Senate approve the creation of *SWRK4426 Social Work with Children and Families* as an elective course for the BSW program.
- MOTION 27: That Senate approve the creation of *SWRK4436 Social Work with Youth* as an elective course for the BSW program.
- MOTION 28: That Senate approve the creation of *SWRK4446 Social Work with People with Disabilities* as an elective course for the BSW program.
- MOTION 29: That Senate approve the creation of *SWRK4456 International Social Work* as an elective course for the BSW program.
- MOTION 30: That Senate approve the creation of *SWRK4746 Social Work, Health and Well-Being* as an elective course for the BSW program.
- MOTION 31: That Senate approve that Motions 2-30 are effective for any students entering the BSW program in September 2017; years 2, 3 and 4 of the revised program for those students who entered the program in September 2016; and, years 3 and 4 of the revised program for those students who entered the program in September 2015.

FACULTY OF ARTS AND SCIENCE**Classics**

- MOTION 32: That Senate approve the creation of **CLAS 2706 – *The Ancient World in Modern Popular Media*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 33: That Senate approve the creation of **CLAS 3426 – *Research Tools and Methods in Digital Classics*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 34: That Senate approve the creation of **CLAS 4426 – *Digital Classics Research Design Project*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 35: That Senate approve a Nipissing Certificate in Digital Classics that will be awarded at the time of graduation.

Fine and Performing Arts

- MOTION 36: That Senate approve that the course description for **FAVA 3046 Critical Issues in Art History and Visual Studies** be changed under FAVA as outlined below.

From:**Old Course Description:**

In this course, students will utilize interdisciplinary approaches that engage with the field of Art History and Visual Studies. Students will become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to art historical and studio practices.

To:**New Description:**

Students utilize interdisciplinary approaches that engage with the field of contemporary art and Visual Studies. Students become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to the study of contemporary art, as well as to art historical and studio practices.

- MOTION 37: That Senate approve that **FAVA 3346 Theoretical Issues in Contemporary Art** be banked.
- MOTION 38: That Senate approve the creation of **FAVA 3006 Renaissance(s): Art and the Global Encounter** under **FAVA** as outlined in the attached document.
- MOTION 39: That Senate approve the creation of **FILM 2316 The Animated Feature** under **FILM** as outlined in the attached document.
- MOTION 40: That Senate approve the creation of **FILM 2106 Popular Spectacle Cinema** under **FILM** as outlined in the attached document.
- MOTION 41: That Senate approve that **FILM 2316 The Animated Feature** be cross-listed within Fine Arts *Art History and Visual Studies stream*.
- MOTION 42: That Senate approve that **FILM 2106 Popular Spectacle Cinema** be cross-listed within the Fine Arts *Art History and Visual Studies stream*.

Gender and Equality

MOTION 43: That Senate approve **the cross-listing of INTD 2005 and INTD 3005** within the program in **Gender Equality and Social Justice**.

Geography

MOTION 44: That Senate approve that the prerequisites for **GEOG 3096 Environmental Hydrology** be changed from **“GEOG 2126”** to **“Any 54 credits completed with 6 credits from the sciences”**.

From

Original Prerequisites: “GEOG 2126”

To

Modified Prerequisites: “Any 54 credits completed with 6 credits from the sciences”

History

MOTION 45: That Senate approve the creation of **HIST 2626 Restraining the Hounds of War: Just War, International Law, and Human Rights in Modern International History** under **HISTORY**.

MOTION 46: That Senate approve the creation of **HIST 3526 Spooks: the Rise of the Secret Security State in the 20th Century** under **HISTORY**.

MOTION 47: That Senate approve the creation of **HIST 2377: History of Nursing** under **HISTORY**.

Philosophy

MOTION 48: That Senate approve the creation of **PHIL 1116 Introduction to Western Philosophy** outlined in the attached document.

MOTION 49: That Senate approve the creation of **PHIL 1117 Values and the Human Condition** as outlined in the attached document.

MOTION 50: That Senate approve the banking of **PHIL 1115 Introduction to Philosophy**.

MOTION 51: That Senate approve the creation of **PHIL 3336 Reason and Experience in Modern Philosophy** as outlined in the attached document.

MOTION 52: That Senate approve the creation of **PHIL 3337 Idealism and Its Critics** as outlined in the attached document.

MOTION 53: That Senate approve the banking of **PHIL 3335 History of Modern Philosophy**.

MOTION 54: That Senate approve the creation of **PHIL 3636 Philosophy of Law** as outlined in the attached document.

MOTION 55: That Senate approve a modification of the program requirements for the Honours Specialization, Specialization, and Major in Philosophy as outlined in the attached document.

- MOTION 56: That Senate approve a modification to the program requirements for the Minor in Philosophy that **PHIL 1115 Introduction to Philosophy be removed and replaced with 3 credits of PHIL 1116 Introduction to Western Philosophy or PHIL 1117 Values and Human Condition** as outlined in the attached document.
- MOTION 57: That Senate approve that the prerequisite for **PHIL 4305 Twentieth-Century Continental Philosophy** be changed from “**PHIL 3335 and restricted to students in the fourth year of the Honours Philosophy program**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”
- MOTION 58: That Senate approve that the prerequisites for **PHIL 4206 Seminar in Philosophy** and **PHIL 4207 Seminar in Philosophy** be changed from “**PHIL 2305 and PHIL 3335**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”

Psychology

- MOTION 59: That Senate approve that the course description for **PSYC 3506: Neuropharmacology** be changed as described below.

PSYCH 3506: Neuropharmacology

Current Course Description

Drugs and their effects on neural function are described and evaluated in detail. Although all major pharmacological classes of drugs are reviewed, the main emphasis is on current issues in the biochemical bases of neuropharmacology. The use of pharmacological tools in neuroscience research, including clinical issues and dependence is discussed. The course will also touch on social and historical issues relating to pharmacology. The student should have a basic understanding of chemistry and neuroanatomy. This course may be credited towards Science.

Proposed Course Description

Students examine and discuss aspects of the drug-induced changes in the functioning of the nervous system. Emphasis is placed on providing a description of the cellular and molecular actions of drugs on synaptic transmission using a translational approach from genes to behaviour with reference to specific diseases/conditions. Students are also introduced to the use of Bioinformatic tools and their application to the study of neuroscience is also given. This course may be credited towards Science.

Religions and Cultures

- MOTION 60: That Senate approve the creation of **RLCT 2156 Religion, Justice and Animals** to the RLCT curriculum as outlined below and in the attached document.

Sociology and Anthropology

- MOTION 61: That Senate approve the change in the course description for **SOCI 2091 Sociology for Educators: Social Theory in Education** under Sociology as outlined below.

From:

Old Course Descriptions

SOCI 2091 Sociology for Educators: Social Theory in Education

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:

New Course Descriptions

SOCI 2091 Sociology for Educators: Social Theory in Education

Students examine education as a complex social institution that is influenced by, and reflects, wider society as viewed through the lens of sociological theory. Students learn about how educational practices, policies, and norms are shaped by issues of inequality of opportunity, social mobility, reproduction of class, and education as an inherited advantage.

MOTION 62: That Senate approve the change in the course description for **SOCI 2092 Sociology for Educators: Social Issues in Education under Sociology** as outlined below.

From:

Old Course Description:

SOCI 2092 Sociology for Educators: Social Issues in Education

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:

New Course Descriptions

SOCI 2092 Sociology for Educators: Social Issues in Education

Students explore social issues related to the education system, from a sociological perspective. They study the social goals behind a formal education system, the influence of school structure, race and culture, gender, family influence, inequality of educational opportunity, and the relationship between teachers and students.

MOTION 63: That Senate approve the prerequisites for **SOCI 4127 Advanced Social Data Analysis** be changed as outlined below.

Old Prerequisites

“SOCI 2126 or SOCI 3126, and SOCI 2127 or SOCI 3127. Restricted to students in the fourth year of the Honours, Sociology program or Honours Criminal Justice programs and, who have completed 24 credits in Sociology and/or Criminal, Justice.”

New Prerequisites

“SOCI 2126 and SOCI 2127. Restricted to students enrolled in an Honours Sociology or Honours Criminal Justice program and, who have any 54 credits completed.”

MOTION 64: That Senate approve that the prerequisite for **SOCI 4227: Science Technology and Environment** be changed from:

Old Prerequisites:

“*SOCI 2016 & SOCI 2017. Restricted to students in the fourth year of the Major, Specialization or Honours Specialization in Sociology and who have completed 24 credits in Sociology*”

To

New Prerequisites

“*SOCI 2016 & SOCI 2017. Restriction: 84 credits completed and must be enrolled in the Major, Specialization or Honours Specialization in Sociology or Anthropology.*”

MOTION 65: That Senate approve that **SOCI 4227: Science Technology and Environment** be cross-listed with Anthropology.

MOTION 66: That Senate approve that **SOCI 3007: Sociology of Consumer Culture** be cross-listed with Anthropology.

MOTION 67: That Senate approve that the prerequisites for **SOCI 4096: Honours Thesis I** be changed from:

Old Prerequisites:

“Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

To

New Prerequisites:

“Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 68: That Senate approve that **SOCI 4096: Honours Thesis I** be cross-listed with Anthropology.

MOTION 69: That Senate approve that the prerequisites for **SOCI 4097: Honours Thesis II** be changed from:

Old Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

to

New Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 70: That Senate approve that **SOCI 4097: Honours Thesis II** be cross-listed with Anthropology.

MOTION 71: That Senate approve that **NATI 2005: Native Kinships with the Environment** be cross-listed with Anthropology.

MOTION 72: That Senate approve that **GEOG 2017: Introduction to Geomatics** be cross-listed with Anthropology.

Spanish

MOTION 73: That Senate approve the creation of the following pre-requisite to **ESPA 2005: Intermediate Spanish**.

From

Previous Prerequisites: ESPA 1005 or equivalent

To

Updated Prerequisites: ESPA 1005, LWSDU/LWEDU Grade 12 U Spanish, or equivalent

University Success

MOTION 74: That Senate approve the change in the prerequisite for **UNIV 3006 Experiential Learning for Arts and Science Students** as outlined below:

Changing from:

Students must be in their third or fourth year of study and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students must have a 75% overall average to enroll. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

To:

Students must have completed at least 60 credits with a minimum 70% overall average, and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

MOTION 75: That Senate approve the title change of **UNIV 3006 Experiential Learning for Arts and Science Students** to **UNIV 3006 Experiential Learning in Arts and Science**.

Changing from: Experiential Learning for Arts and Science Students

TO: Experiential Learning in Arts and Science.



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

December 12, 2016

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Monday, December 12, 2016.

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

1. Petitions Heard: 18

	APPROVED	DENIED
Admission/Readmission	1	0
Late Registration	0	0
Late Withdrawal	9	5
Degree Requirements Waived/Altered	2	0

Deferred: 1

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read 'Jamie Graham', written over a horizontal line.

Jamie Graham, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated December 12, 2016 be received.

EXECUTIVE SUMMARY OF CHANGES

The recommended changes to the curriculum structure as set out in the original program proposal are in response to developments in social work education, developing a centre of social work excellence at Nipissing University and preparing the program for accreditation. The changes broadly address: (1) social work knowledge and skill development; (2) high quality practice education; (3) rights, justice and well-being; (4) diversity and Aboriginal peoples; (5) critical reflection and analysis (5) leadership; (6) readiness for assessed practice and preparedness for practice; (7) research-informed practice; and (7) emotionally resilient, intelligent and confident practitioners. The recommended changes ensure that Nipissing University prepares high quality graduates with the right attributes and skill set to contribute to the social work workforce in Northern Ontario.

Year 1 and 2: While students are in their generalist years the changes are specific to creating two required courses each year for students intending on applying for the professional years. These courses introduce and prepare students for social work education in their 3rd and 4th years and establish the importance of professionalism and their identity as future social workers. Recommended electives are set out to ensure that students are introduced to the right mix of foundational interdisciplinary knowledge.

Year 3: The proposed curriculum, with the addition of four new courses, provides 3rd year learning outcomes aimed at skill development and practice learning, critical and analytical engagement with respect to the identification of need and professional responses, practice contexts and knowledge for practice in northern, rural and remote areas – including Aboriginal communities.

Year 4: The final year provides opportunities for students to further develop their critical and evaluative skills through additional practice learning and drawing on multiple perspectives and concepts for application. This is achieved with the introduction of two new required and six new elective courses. Although this is a degree that is preparing students for generalist practice, the electives allow students some opportunity to explore and develop further knowledge and skills in practice areas of interest.

See **Appendix 1** for the proposed new curriculum structure and the curriculum mapping against the CASWE-ACFTS Core Learning Objectives and the OCAV UG Degree Level Expectations.

MOTIONS FOR REQUIRED AND ELECTIVE COURSES LEADING TO A BACHELOR OF SOCIAL WORK DEGREE

Year 1

MOTION 1: That the Undergraduate Studies Committee recommend to Senate the approval of the addition of SWRK1007 *Introduction to Social Work* as a required course for the BSW program.

MOTION 2: That the Undergraduate Studies Committee recommend to Senate to delete SWRK1006 *Foundations of Social Work Practice*.

Rationale: This change is being recommended to accommodate the new SWRK2006 *Foundations of Social Work Practice* course in 2nd year. The two new courses (i.e. *Introduction to Social Work* and *Foundations of Social Work Practice*) permit the expansion of the learning outcomes approved for the original SWRK1006 *Foundations of Social Work Practice* course. A range of first year students would benefit from an introduction to professional social work to understand the role of a social worker in different contexts, including the profession's core ethical principles and the importance of diversity in human experience and collective welfare and well-being, and to provide them with an opportunity to consider social work as a possible career pathway.

A) Descriptive Data:

Course Code	SWRK1007
Course Title	Introduction to Social Work
Course Prerequisite	
Course Corequisite	
Antirequisite	SWRK1006
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students are introduced to social work including the origins of the profession, its core values and ethical principles, the personal and professional traits and skills that characterize social workers, contexts for practice and strategic priorities for Canadian social work. Students begin to consider diversity among service users and the effects of structures of oppression on human experience and perceptions of need. Students explore their own worldviews and values and their impact on professional practice.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Describe the knowledge and theoretical base that underpins professional social work, including its value base. 2. Demonstrate an understanding of contemporary social work in Canada and globally as a 'profession', the role of social workers in different contexts and what constitutes professional behaviour. 3. Identify and critically analyze the impact of social structures on perception of need, human experience and individual and collective professional behaviour. 4. Understand the ethical principles that underpin professional social work and recognize the impact of own values on practice.

	<p>5. Demonstrate an understanding of what is meant by intersecting concepts such as diversity, social justice, restorative justice, oppression, critical reflection, cultural competence and safety, and emotional resilience.</p> <p>6. Reflect on social work as a potential career pathway.</p>
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MOTION 3: That the Undergraduate Studies Committee recommends to Senate to approve *SWLF1006 Introduction to Social Welfare and Social Development* as a required course for the BSW program.

Rationale: Given professional social work is grounded in and committed to anti-oppressive approaches to social need and challenging structures that foster inequality and discrimination, it is important that students who are studying social work have an excellent understanding of how social welfare and social development can promote and protect individual and collective well-being. The concepts introduced to students will be further developed specific to the practice context in courses provided in years 3 and 4. Dr. Larry Patriquin, Chair, Social Welfare and Social Development, has approved this motion (see **Appendix 2**).

MOTION 4: That the Undergraduate Studies Committee recommends to Senate to approve *ADMIN1156 Business for Non-Business Majors*, *PHIL1117 Values and the Human Condition*, and *RLCT 1206 What Does It All Mean? Religious Perspectives* as additional recommended electives for students considering social work.

Rationale: Social work students would benefit from an introduction to business practices given the context of contemporary social work reflects shrinking social welfare, increasing accountability and growing community action or social enterprise and career pathways in administration or private practice. In light of social workers having to understand the values underpinning social work and taking a holistic approach to assessment, knowledge of philosophy and religious perspectives in diverse communities are also highly relevant. Dr. Prasad Ravi, Director, School of Business, Dr. David Borman, Program Coordinator, Philosophy, Dr. Gillian McCann, Chair, Department of Religion and Cultures, have approved this motion (see **Appendix 3 & 5**).

Year 2

MOTION 5: That the Undergraduate Studies Committee recommend to Senate the approval of *SWRK2006 Foundations of Social Work Practice* as an additional required course for the BSW program.

Rationale: Using the traditional stepladder approach, this course builds on the introductory course provided in 1st year which introduced the students to the profession as a possible career pathway. This course now sets out the foundations for professional social work practice (i.e. how social work values and ethics are applied in the practice context) and begins to explore the context for practice in northern, rural and remote communities.

A) Descriptive Data:

Course Code	SWRK2006
Course Title	Foundations of Social Work Practice
Course Prerequisite	SWRK1007, SWLF1006 or equivalent
Course Corequisite	
Antirequisite	

Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students are introduced to the foundations of social work and how the profession's core values are applied in practice at the macro, meso and micro level. They further conceptualize anti-oppressive, structural and feminist approaches and Indigenous theories to address power and privilege, inequality, discrimination and intersectionality. The social work process is developed including a holistic or bio-psychosocial approach and cultural competence. Practice in northern, rural and remote communities is also examined.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Understand and evaluate the social work process and the development of collaborative partnerships with service users and others throughout the process. 2. Understand need from the perspective of service users. 3. Understand the legal frameworks that govern social work and social welfare in Canada including human rights and equality, and statutory and non-statutory areas of practice. 4. Articulate the relationships between ethics, values, ideology, knowledge and skills and how these relationships shape social work practice, including the role of critical reflection to develop self-awareness. 5. Develop an in-depth understanding of localities in northern, rural and remote areas (i.e. Aboriginal, Metis and Francophone citizens) and the use of social policy, demographics, local knowledge, dialogue and relationships to identify needs, resources and approaches to practice.

MOTION 6: That the Undergraduate Studies Committee recommend to Senate to approve the addition of *SWRK2106 Critical Social Policy for Social Work* as a required course for the BSW program.

Rationale: Students need to know not only what causes social problems, but also what governments do about them – what solutions are considered and how these become policy, and then how these shape human experience. Importantly, the CASWE-ACFTS specifically highlight students understanding the policy development and policy analysis process.

Heather Brown, Associate Registrar, has agreed the inclusion of the required courses for students entering their professional years and will identify equivalents for students applying from outside Nipissing University (see **Appendix 4**). The longer-term plan will be to offer some of these courses online or in the spring/summer term to permit more flexible students inside and outside Nipissing University opportunities to obtain these credits.

A) Descriptive Data:

Course Code	SWRK2106
Course Title	Critical Social Policy for Social Work
Course Prerequisite	SWRK1007, SWLF1006 or equivalent
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students engage in a critical overview of social policy in Canada, how it is developed and analyzed, and its impact on individual and family life and providers of service is delivered. The role of social work research and advocacy in the policy development process is also assessed.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs	By the end of this course students will:

<p><i>(6-8 points, visible, measurable and in active voice)</i></p>	<ol style="list-style-type: none"> 1. Understand the nature and what shapes modern social policy in Canada. 2. Explore and analyze different perspectives on social policy and their implications for understanding diversity, inequality, oppression, and discrimination. 3. Understand the frameworks, concepts and language of social policy and the role of policy at local, provincial and national levels. 4. Develop specific knowledge on key policy areas such as education, child welfare, health, immigration, housing, social care, and end-of-life care and their impact on citizens in northern, remote and rural areas. 5. Develop a critical understanding of the links between social policy and social work practice including the role of advocacy and social work research to influence the policy process. 6. Identify and analyze the relevance and the relationship between social policy and social work particularly in northern, rural and remote areas.
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MOTION 7: That the Undergraduate Studies Committee recommends to Senate to approve *ADM2156 Introduction to Entrepreneurship, CHFS2206 Children, Families and Social Justice, GEND2147 Bodies, Borders and Belonging, GEND2206 Sex, Body and Identity, NATI2005 Native Kinships with Environment, PHIL2505 Reasoning and Logical Argument (6), PHIL2716 Bioethics, PHIL2717 Environmental Ethics, PSYC2006 Childhood Development, PSYCH2007 Adult Development, PSYCH2807 Introduction to Social Psychology, SOCI2036 Introduction to Social Gerontology, SOCI2037 Sociology of Family and Household Relationships, SOCIO3057 Demography: Introduction to Population Studies, SWLF/NATI3406 Colonialism in First Nations' Communities OR SWLF3407 Social Development in First Nations' Communities OR GEND2066 Race, Colonization and Indigeneity, SWLF2995 Community Service Learning for Social Development (6), SWLF2006 Ideology and Social Welfare* as an additional recommended electives for students considering social work.

Rationale: From the above-recommended electives we are able to demonstrate that our students obtain a broad range of knowledge from relevant interdisciplinary disciplines (OCAV UG Degree Level Expectations). Dr. Prasad Ravi, Director, School of Business, Dr. Larry Patriquin, Chair, Social Welfare and Development, Dr. Andrew Weeks, Chair, Psychology, Dr. Amir Erfani, Chair, Sociology, Dr. Anne Wagner and Dr. Tom Waddock, Co-Chairs, Children and Family Studies, and Dr. David Borman, Program Coordinator, Philosophy, have approved this motion (see **Appendix 2 & 5**). *Please note that approval from Dr. Peters and Terry Dokis is pending.*

Year 3

MOTION 8: That the Undergraduate Studies Committee recommend to Senate the approval of the addition of *SWRK3216 Professional Skills Development* as a required course for the BSW program.

MOTION 9: That the Undergraduate Studies Committee recommend to Senate to delete *SWRK3206 Communication, Theory and Practice*.

Rationale: The learning objectives from *SWRK3206 Communication, Theory and Practice* are incorporated in the new *SWRK3216* course. The course title more specifically captures the content of the course and permits the inclusion of an

exercise to assess the student’s readiness for their first practicum. This course alongside a new practicum structure addresses the demand for highly skilled social work practitioners and fosters the employability of our students.

A) Descriptive Data:

Course Code	SWRK3216
Course Title	Social Work Professional Skills Development
Course Prerequisite	SWRK1007; SWLF1006; SWRK2006; SWRK2107 or equivalent Available to students in the 3 rd year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Using seminars, guided practical activities and workshops, students develop a practical understanding of a range of social work skills for generalist practice. These skills include a range of communication, assessment, decision-making and advocacy skills.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Reflect on professionalism within social work in terms of presentation, demeanor, reliability, honesty and respectfulness. 2. Develop knowledge and understanding of key skills appropriate to social work practice (e.g. communication and interviewing, assessment and decision-making, writing and presentation, empathy, managing conflict, addressing special needs such as communication difficulties, emotional resilience and intelligence, advocacy, restorative practices) and demonstrate these skills within a workshop setting. 3. Demonstrate an ability to engage in critical reflection.

	<p>4. Demonstrate an ability to reflect on the use of professional supervision and continuing professional development.</p> <p>5. Demonstrate a readiness for assessed field education.</p>
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MOTION 10: That the Undergraduate Studies Committee recommend to Senate the approval of the addition of *SWRK3105 Field Practicum I* as a required course for the BSW program.

Rationale: Experiential learning and skill development are key features of social work education. Ensuring that each student has an opportunity for two different field practicum supports students to prepare for practice by developing their understanding of the social work role in a real setting, and developing and applying skills. Two practicums will also enhance each student’s employability by demonstrating their development in two settings.

B) Descriptive Data:

Course Code	SWRK3505
Course Title	Field Practicum I
Course Prerequisite	SWRK1007; SWLF1006; SWRK2006; SWRK2107 or equivalent Available to students in the 3 rd year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input checked="" type="checkbox"/> Other 375 hours (50 days) + 6 hours field integration seminars
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Using a Personalized Learning Goals contract, students practise in a community setting under the supervision of a field instructor and participate in integrative seminars. Developmental areas include critical reflection skills and demonstrating knowledge of interventions with individuals, families, groups and communities and the implications of applied policy.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Students will start their 50-day practicum in the winter term but it will only be completed in early May.

Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Understand the role of social work in a practice setting. 2. Demonstrate an ability to engage service users through outreach, active listening and relationship building. 3. Apply social work theoretical concepts in a practice setting. 4. Demonstrate an ability to reach professional judgements through integration of theory, professional values and ethics. 5. Demonstrate an ability to critically reflect on one’s own practice, adapting practice to incorporate feedback. 6. Communicate effectively with diverse service users, colleagues and communities both in writing and orally. 7. Articulate an analysis of the significance of policies and structure level issues on the lives of service users. 8. Demonstrate an ability to work autonomously and as a member of a team.

MOTION 11: That the Undergraduate Studies Committee recommend to Senate the approval of *SWRK3316 Structural and Interpersonal Violence* as a required course for the BSW program.

MOTION 12: That the Undergraduate Studies Committee recommend to Senate to delete *SWRK3107 Violence against Women and Children*.

Rationale: The new course provides a more comprehensive consideration of violence and its impact in modern society and family life. It also permits a careful consideration of issues that are particularly relevant in diverse societies.

A) Descriptive Data:

Course Code	SWRK3316
Course Title	Structural and Interpersonal Violence
Course Prerequisite	SWRK1007; SWLF1006; SWRK2006; SWRK2107 or equivalent Available to students in the 3 rd year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	✓ 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu

	<input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	Students examine both structural and interpersonal violence. Using examples such as the residential school system, students critically analyze how political and social arrangements may harm people. The theoretical underpinnings of interpersonal violence are also explored and the complex contexts in which the violence occurs. Criminal and civil law and evidence-informed interventions are studied.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	By the end of this course students will: <ol style="list-style-type: none"> 1. Understand the historical, policy, theoretical, research and practice perspectives relating to structural and interpersonal violence. 2. Demonstrate an understanding of the characteristics of the more subtle forms of structural violence, those that characterize violence that occurs within family relationships and other forms such as peer-to-peer violence, deliberate self-harm or self-neglect. 3. Articulate micro, meso and macro social work approaches to culturally relevant assessment of need and prevention and intervention to address different forms of violence including inter-professional and inter-agency working. 4. Understand the impact of violence on the lives of survivors. 5. Appreciate the complex contents for risk assessment, uncertainty and the empowerment of survivors.

MOTION 13: That the Undergraduate Studies Committee recommend to Senate the approval of *SWRK3305 Individual Practice across the Lifespan* as a required course for the BSW program.

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to delete *SWRK3306 Individual Practice across the Lifespan*.

Rationale: This is a modification of *SWRK3306 Individual Practice across the Lifespan* to increase the credit volume of the course and permit an expanded and more in-depth exploration of evidence-informed social work practice with a range of service user groups from conception to death. Many of the learning outcomes incorporate those from

SWRK3706 Working with Children and Families and SWRK3207 Social Work Practices in Mental Health and Addictions recommended for deletion below.

A) Descriptive Data:

Course Code	SWRK3305
Course Title	Individual Practice across the Lifespan
Course Prerequisite	SWRK1007; SWLF1006; SWRK2006; SWRK2107 or equivalent Available to students in the 3 rd year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input type="checkbox"/> 36 hours <input checked="" type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students critically investigate contemporary theories of social work intervention and evidence-informed practice methods used with individuals and families from conception to death. Students explore the debates and/or tensions between various approaches, analyzing underlying assumptions and policy context, and the reasons for use with different service user groups.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Describe and critically analyze social work theories and practice methods across a diverse range of practice scenarios, analyzing benefits and limitations of each. 2. Compare and contrast the strengths and limitations of various social work approaches related to assessment and interventions with individuals and families. 3. Demonstrate a holistic approach to the identification of needs, rights, strengths and risks.

	<ol style="list-style-type: none">4. Demonstrate an awareness and respect for the diversity of individuals, cultures, systems of belief and values and the need to adapt practice to respond appropriately.5. Articulate an understanding of the significance of structural level analyses when working with intra-personal and inter-personal problems.6. Demonstrate an ability to apply core knowledge and transferable skills to a range of service user groups.
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MOTION 15: That the Undergraduate Studies Committee recommend to Senate to approve *SWRK3806 Community Practice in Northern and Rural Communities* be renamed *SWRK3806 Community Practice in Northern, Rural and Remote Communities*.

Rationale: The inclusion of remote areas more specifically captures some of the Indigenous communities.

MOTION 16: That the Undergraduate Studies Committee recommend to Senate the approval of a course code change for *SW3606 Aboriginal Child Welfare* to *SWRK4316 Aboriginal Child Welfare*.

Rationale: This recommendation is to accommodate the various other changes in the curriculum. The learning outcomes remain relevant for a 4th year course.

MOTION 17: That the Undergraduate Studies Committee recommend to Senate to delete the required *SWRK3706 Working with Children and Families*.

Rationale: The learning outcomes are met in the new *SWRK3305 Individual Practice across the Lifespan*. There is also a new children and families elective course proposed for Year 4 (see below).

MOTION 18: That the Undergraduate Studies Committee recommend to Senate the approval to delete the following elective courses: *SWRK3007 Social Change and Social Action*, *SWRK3207 Social Work Practices in Mental Health and Addictions*, and *SWRK3307 Social Work: Selected Topics*.

Rationale: The learning outcomes from *SWRK3007 Social Change and Social Action* are met in the required *SWRK3106 Social Work as Transformative Practice*. The learning outcomes for *SWRK3207 Social Work Practices in Mental Health and Addictions* are met in the new *SWRK3305 Individual Practice across the Lifespan*. Given the proposed curriculum in Year 3 is all required content there is no opportunity to deliver *SWRK3307 Social Work: Selected Topics*.

Year 4

MOTION 19: That the Undergraduate Studies Committee recommend to Senate the approval of the addition of *SWRK4605 Field Practicum II* as a required course for the BSW program.

MOTION 20: That the Undergraduate Studies Committee recommend to Senate to delete *SWRK4505 Field Practicum* and *SWRK4515 Field Practicum*.

MOTION 21: That the Undergraduate Studies Committee recommend to Senate to delete *SWRK4406 Field Integration Seminar*.

Rationale: This course has been modified to accommodate the addition of *SWRK3505 Field Practicum I* and replace *SWRK4505 Field Practicum* and *SRWK4515 Field Practicum* (which were identical courses). The CASWE-ACFTS

recommends a minimum of 700 hours of field education and it is recommended that this program provide 900 hours to provide students with an enhanced opportunity for skill development in the field. Increased opportunities for development in the field is consistent with more recent social work education literature critiquing graduates' preparedness for practice, skill acquisition and employability in increasingly complex work environments. The learning outcomes from *SWRK4406 Field Integration Seminar* have been incorporated in the new *SWRK4605 Field Practicum II* course.

Nipissing's emphasis on experiential learning and skill development was presented to an Advisory Committee made up of approximately ten local practitioners on 22 November, 2016 and was enthusiastically received.

A) Descriptive Data:

Course Code	SWRK4605
Course Title	Field Practicum II
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input checked="" type="checkbox"/> Other 70 days (525 hours) + 6 hours field integration seminars
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Using a Personalized Learning Goals contract, students practise in a community setting under the supervision of a field instructor and participate in integrative seminars. Developmental areas include critical reflection skills and demonstrating knowledge of interventions with individuals, families, groups and communities and the implications of applied policy.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/	By the end of this course students will:

<p>Outputs (6-8 points, visible, measurable and in active voice)</p>	<ol style="list-style-type: none"> 1. Continue to understand the role of social work in a practice setting. 2. Continue to demonstrate an ability to engage service users through outreach, active listening and relationship building. 3. Continue to apply social work theoretical concepts in a practice setting. 4. Continue to demonstrate an ability to reach professional judgements through integration of theory, professional values and ethics. 5. Continue to demonstrate an ability to critically reflect on one's own practice, adapting practice to incorporate feedback. 6. Continue to communicate effectively with diverse service users, colleagues and communities both in writing and orally. 7. Continue to articulate an analysis of the significance of policies and structure level issues on the lives of service users. 8. Continue to demonstrate an ability to work autonomously and as a member of a team.
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MOTION 22: That the Undergraduate Studies Committee recommend to Senate the approval of the addition of *SWRK4706 Risk, Resilience and Complexity* as a required course for the BSW program.

Rationale: The core of social work is risk assessment, risk management and supporting sensible risk. This area of practice is usually complex including numerous dilemmas. A high level of understanding is required for high quality decision-making, development of comprehensive care plans, collaborative working with service users and other organizations and knowing when to seek out supervision. Resilience in this context requires the practitioner to adopt a strengths perspective to avoid deficit-based assessments.

A) Descriptive Data:

Course Code	SWRK4706
Course Title	Risk, Resilience and Complexity
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other

Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Using theories and models that address risk, resilience and complexity, students develop a critical understanding of human behavior and the assessment, planning and intervention phases of the social work process in complex situations. Purposeful attention is given to understanding complex systems using systemic theory to consider the interconnected nature of personal and social issues. Critical thinking and professional judgement to engage in risk assessment and adopt best practice using strengths based and adversarial growth perspectives are also considered.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Demonstrate knowledge of the historical, policy and practice contexts of social work assessment and intervention in relation to risk, complexity and uncertainty. 2. Demonstrate knowledge of the historical, policy and practice contexts of social work assessment and intervention in relation to system strengths and the promotion of resilience and/or adversarial growth. 3. Demonstrate skills and confidence to undertake complex assessments consistent with a person-in-environment approach and identify methods of intervention including inter-professional and inter-agency working. 4. Demonstrate skills and confidence in relation to the identification of harm, abuse or neglect. 5. Demonstrate a high level of knowledge to utilize appropriate legal frameworks and advocacy, and engage in inter-professional/agency working to address complex situations.

MOTION 23: That the Undergraduate Studies Committee recommend to Senate the approval of the addition of *SWRK4716 Social Work Leadership* as a required course for the BSW program.

Rationale: A significant aspect of the role of social work is leadership, particularly when engaging in program development and evaluation or community development. However, the essential knowledge and skills for leadership are often neglected in the social work curriculum. Although the CASWE-ACFTS identifies leadership as core for MSW

students, BSW graduates are engaged in leadership roles and this course purposefully addresses leadership at all stages of the social work career.

A) Descriptive Data:

Course Code	SWRK4716
Course Title	Social Work Leadership
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students focus on what good social work leadership looks like and the professional skills necessary for leadership. Leadership roles for social work, including the management of services, people and resources and continuous quality improvement and innovation, are also examined. Collaborative working with key stakeholders to develop a compelling shared vision for social change that is characterized by reconciliation, restorative justice, asset-oriented practice and the aspirations of all populations is emphasized.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: 1. Understand leadership within professional social work and the context in which social workers practice. 2. Articulate the theoretical frameworks for leadership and how they apply to social work.

	<ol style="list-style-type: none"> 3. Understand the dimensions of good leadership and the characteristics of good or ethical leadership. 4. Demonstrate opportunities for leadership at all stages of the social work career – including early career opportunities such as mentoring and supervision, research, peer networks or continuing professional development. 5. Practice skill development in areas such as advocacy, proposal writing, financial management, lobbying, coalition building, bargaining and negotiating, conflict resolution, media relations and public speaking. 6. Critically evaluate social work’s leadership responsibilities in micro versus macro levels of practice.
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MOTION 24: That the Undergraduate Studies Committee recommend to Senate to approve the addition of *SWRK4416 Gerontological Social Work* as an elective course for the BSW program.

Rationale: In the 4th year of study a variety of electives that permit students to critically explore areas of practice that may be of particularly interest to them.

A) Descriptive Data:

Course Code	SWRK4416
Course Title	Gerontological Social Work
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	Students examine the knowledge and skills necessary for social work with older people and their families is examined including holistic assessments of need and capacity, effective social work interventions, physical and mental health, dementia, long-term care, family care, elder abuse and end-of-life care. Intersecting issues that impact on well-being among older people such as ageism, poverty, race, and ageing in rural or remote areas are also addressed.

Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	By the end of this course students will: <ol style="list-style-type: none"> 1. Critically consolidate social theories of ageing and relevant policy in practice with older people and their families. 2. Demonstrate the ability to complete a bio-psychosocial assessment of an older person. 3. Demonstrate knowledge of practice concepts and skills regarding the diverse needs and capabilities of older people and their families. 4. Demonstrate the ability to respond to the common physical and mental health and social challenges facing diverse cohorts of older people including those in northern Aboriginal communities. 5. Demonstrate an understanding of the multiple meanings and pathways to well-being in later life. 6. Understand the specific roles for social workers as a team member in settings serving older people. 7. Demonstrate respect for and reflect on social work values and ethics in work with diverse cohorts of older people.

MOTION 25: That the Undergraduate Studies Committee recommend to Senate to approve the addition of *SWRK4426 Social Work with Children and Families* as an elective course for the BSW program.

Rationale: In the 4th year of study a variety of electives that permit students to critically explore areas of practice that may be of particular interest to them.

A) Descriptive Data:

Course Code	SWRK4426
Course Title	Social Work with Children and Families
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.

Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students examine the context of safeguarding children and the political and social response to abuse and neglect. This includes a critical examination of outcomes for children in care, leaving care and adoption, the impact of parental problems such as substance misuse and mental health, and the inter-professional context of child protection. Skills for direct work with children and families, including risk assessment and risk management and family interventions, are also studied.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Consolidate knowledge of key legislation and current policy in child welfare and how to apply these in practice. 2. Critically apply relevant theoretical perspectives and research evidence in assessment and direct practice. 3. Demonstrate knowledge of child development and the impact of child abuse and neglect. 4. Critically consider child rights and participation in child protection. 5. Identify the tensions between best practice and political, social and institutional support and investment. 6. Demonstrate respect for and reflect on social work values and ethics in work with diverse family forms.

MOTION 26: That the Undergraduate Studies Committee recommend to Senate to approve the addition of *SWRK4436 Social Work with Youth* as an elective course for the BSW program.

Rationale: In the 4th year of study a variety of electives that permit students to critically explore areas of practice that may be of particular interest to them.

A) Descriptive Data:

Course Code	SWRK4436
Course Title	Social Work with Youth
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students examine the theoretical, policy and practice context for social work with young people. Forms of direct and developmental practice are considered alongside the skill set for effective partnership working. Insights in areas such as young people’s social welfare, gender and identity, culture and media, criminal justice and mental health are explored.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: 1. Describe models and perspectives that increase understandings of contemporary youth issues. 2. Understand the policy context for practice with young people in Canada.

	<ol style="list-style-type: none"> 3. Evaluate key debates surrounding Canadian youth such as gang culture, substance misuse, crime and gender identity. 4. Demonstrate an understanding of the key skills for partnership working with young people and practice these in a workshop setting. 5. Critically analyze young people in northern Aboriginal communities to become familiar with key issues such as education and employment, housing, identity and mental health. 6. Demonstrate an understanding of development work including designing a youth service to target an area of need.
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MOTION 27: That the Undergraduate Studies Committee recommend to Senate to approve the addition of *SWRK4446 Social Work with People with Disabilities* as an elective course for the BSW program.

Rationale: In the 4th year of study a variety of electives that permit students to critically explore areas of practice that may be of particularly interest to them.

A) Descriptive Data:

Course Code	SWRK4446
Course Title	Social Work with People with Disabilities
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	Students focus on models of understanding disability and practice skills to work in partnership with disabled children and disabled adults. Partnership working characterized by valuing all aspects of the person's identity, relationships and context is emphasized. A depth exploration of accessibility and the identification of barriers that require change are also addressed.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Program Implications	Does this course have program implications? ✓ No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Articulate models of understanding disability including the medical and social models and the human rights approach. 2. Understand impairment and experiences of disability. 3. Critically describe the physical, structural, informational, organizational and attitudinal barriers that create disability. 4. Articulate enabling approaches and the underpinning knowledge, values and skills. 5. Understand disability within a life course approach including relationships, transitions and agency. 6. Understand the policy context for practice with disabled people in Canada.

MOTION 28: That the Undergraduate Studies Committee recommend to Senate to approve the addition of *SWRK4456 International Social Work* as an elective course for the BSW program.

Rationale: In the 4th year of study a variety of electives that permit students to critically explore areas of practice that may be of particularly interest to them.

A) Descriptive Data:

Course Code	SWRK4456
Course Title	International Social Work
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	✓36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	✓ 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other

<p>Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i></p>	<p>Students are introduced to international social work and the theories and perspectives that underpin practice in this context. Students analyze historical, environmental, cultural, religious, political and economic factors that impact social welfare systems and social work in different regions of the world. Students engage in critical thinking on global social issues such as the environment, poverty, child welfare, women’s health, refugees and war and conflict. Content on the local-global nexus is also addressed.</p>
<p>Course Grouping or Stream</p>	<p>Does this course belong to a Group or Stream? ✓ No <input type="checkbox"/> Yes</p>
<p>Program Implications</p>	<p>Does this course have program implications? ✓ No <input type="checkbox"/> Yes</p>
<p>Cross-Listing or Cross-Coding</p>	<p><input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with</p>
<p>Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>By the end of this course students will:</p> <ol style="list-style-type: none"> 1. Understand the role and purpose of the International Social Work Federation and other mechanisms for global exchange. 2. Define and describe major global issues related to international social work practice including international policy development and advocacy. 3. Identify innovative examples of social work practice around the world as possible approaches for domestic issues and international practice such as the UN. 4. Conceptualize the local-global link using relevant theoretical explanations. 5. Identify and understand globalization processes and their impact including local practice linked to global issues. 6. Communicate a deeper understanding of social work’s role within the international context and relevant domestic social justice issues using a global framework. 7. Understand the scope of eco-social work/environmental social work (environmental justice).

MOTION 29: That the Undergraduate Studies Committee recommend to Senate to approve the addition of *SWRK4746 Social Work, Health and Well-Being* as an elective course for the BSW program.

Rationale: In the 4th year of study a variety of electives that permit students to critically explore areas of practice that may be of particularly interest to them.

A) Descriptive Data:

Course Code	SWRK4746
Course Title	Social Work, Health and Well-Being
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SWRK3305; SWRK3506; SWRK3806; SWRK3316; SWRK3106 Available to students in the 4 th year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students critically examine social work's key roles in promoting good health and preventing illness by securing the necessary social conditions are introduced and examined. Assessing individuals, families, groups and communities to secure the social, environmental and psychological resources to manage acute and long-term illness undergo in-depth exploration.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	By the end of this course students will: <ol style="list-style-type: none"> 1. Understand health and illness including the social, economic and psychological consequences of illness. 2. Recognize the conditions for health and health behaviours extend beyond the individual to encompass social conditions such as housing, employment and living conditions. 3. Identify the psychosocial impact of changes in health status. 4. Understand the social causes and impact of health inequalities on the lives of individuals and families and appropriate professional responses such as health promotion and prevention initiatives.

	<ol style="list-style-type: none">5. Critically analyze Canadian Aboriginal populations and their overrepresentation in a variety of physical and mental health categories.6. Develop culturally relevant understandings of Aboriginal-specific responses to healthcare needs.
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APPENDIX 1

PROPOSED NEW CURRICULUM STRUCTURE

Year 1	Required (6 credits)	Electives (24 credits)
	<p><i>SWRK1007 Introduction to Social Work*</i> <i>SWLF1006 Introduction to Social Welfare and Development</i></p>	<p>Humanities (6) Science (6) Other (12)</p> <p><i>Recommended electives:</i> ACAD1601 Academic Writing ADMIN1156 Business for Non-Business Majors CHFS1006 Introduction to Child and Family Studies CRJS1087 Introduction to Canadian Criminal Justice System CRJS1206 Introduction to Canadian Law GEND1006 Introduction to Gender, Power & Justice GEND1007 Selected Topics in Gender Equality and Social Justice NATI1005 Madjitang, in the Beginning: An Introduction to Native Studies (6) PHIL1117 Values and the Human Condition PSYC1106 Introduction to Psychology I PSYC1107 Introduction to Psychology II RLCT 1206 What Does It All Mean? Religious Perspectives SOCI1016 Introduction to Sociology</p>
Year 2	Required (6 credits)	Electives (24 credits)
	<p><i>SWRK2006 Foundations of Social Work Practice</i> <i>SWRK2106 Critical Social Policy for Social Work</i></p>	<p><i>Recommended electives:</i> ADM2156 Introduction to Entrepreneurship CHFS2206 Children, Families and Social Justice GEND2147 Bodies, Borders and Belonging GEND2206 Sex, Body and Identity NATI2005 Native Kinships with Environment PHIL2505 Reasoning and Logical Argument (6) PHIL2716 Bioethics PHIL2717 Environmental Ethics PSYC2006 Childhood Development <u>OR</u> CHFS2106 Human Development: Children and Youth PSYCH2007 Adult Development <u>OR</u> CHFR2107 Human Development: Adults and Aging PSYCH2807 Introduction to Social Psychology SOCI2036 Introduction to Social Gerontology</p>

* Italics denotes a new, added or modified course.

		<p><i>SOCI2037 Sociology of Family and Household Relationships</i> <i>SOCIO3057 Demography: Introduction to Population Studies</i> <i>SWLF/NAT13406 Colonialism in First Nations' Communities OR SWLF3407 Social Development in First Nations' Communities OR GEND2066 Race, Colonization and Indigeneity</i> <i>SWLF2995 Community Service Learning for Social Development (6)</i> <i>SWLF2006 Ideology and Social Welfare</i></p>
Year 3	Required (30 credits)	Electives
	<p><i>SWRK3505 Field Practicum I (6)</i> <i>SWRK3216 Social Work Professional Skills Development</i> <i>SWRK3406 Aboriginal Communities and Metis Nation</i> <i>SWRK3305 Individual Practice Across the Life Span (6)</i> <i>SWRK3506 Anti-Oppressive Theorizing</i> <i>SWRK3806 Community Practice in Northern, Rural and Remote Contexts</i> <i>SWRK3316 Structural and Interpersonal Violence</i> <i>SWRK3106 Social Work as Transformative Practice</i></p>	
Year 4	Required (24 credits)	Electives (6 credits)
	<p><i>SWRK4605 Field Practicum II (6)</i> <i>SWRK4306 Aboriginal Wellness</i> <i>SWRK4316 Aboriginal Child Welfare</i> <i>SWRK4706 Risk, Resilience and Complexity</i> <i>SWRK4716 Social Work Leadership</i> <i>SWRK4206 Social Work Research</i> <i>SWRK4106 Social Work Practice with Groups</i></p>	<p><i>SWRK4416 Gerontological Social Work Practice</i> <i>SWRK4426 Social Work with Children and Families</i> <i>SWRK4436 Social Work with Youth</i> <i>SWRK4446 Social Work with People with Disabilities</i> <i>SWRK4456 International Social Work</i> <i>SWRK4746 Social Work, Health and Well-Being</i></p>

CURRICULUM MAPPING

CASWE-ACFTS Core Learning Objectives	NU BSW Curriculum	OCAV UG Degree Level Expectations	NU BSW Curriculum
1. Identify as a professional social worker and adopt a values perspective of the social work professions.		1. Depth and breadth of knowledge	
i. Social work students develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.	SWRK1007; SWRK2006; SWRK3106	i. Critically analyze social work, social welfare history and social policy as socially constructed institutions and evaluate the implications for social work practice.	SWRK1007; SWRK2006; SWRK2106; SWLF1006; SWRK4316
ii. Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social wellbeing of social work service users.	SWRK1007; SWRK2006; SWRK3505; SWRK3216; SWRK4306; SWRK4605	ii. Demonstrate a broad interdisciplinary knowledge base and explain the relevance of social science disciplines, including sociology.	1 st & 2 nd year electives
2. Adhere to social work values and ethics in professional practice.		2. Knowledge of methodologies	
i. Social work students have knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.	SWRK1007; SWRK2006; SWRK3316; SWRK4416; SWRK4446; SWRK4426; SWRK4436	i. Conduct systematic analyses and critical evaluation of the multiple theoretical and conceptual bases of social work practice (such as feminist, structural, anti-oppression and Indigenous theories) and their application in professional practice.	SWRK3316; SWRK3406; SWRK3506; SWRK3606
ii. Social work students acquire skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.	SWRK2006; SWRK3216; SWRK3505; SWRK4605; SWRK4106		
3. Promote human rights and social justice.		3. Application of knowledge	
i. Social work students understand their professional role in advancing human	SWRK1007; SWRK2006; SWLF1006; SWRK2106; SWRK3106; SWRK4456	i. Demonstrate an ability to apply an analysis of the multiple and	SWRK2006; SWRK3316; SWRK3106; SWRK4416; SWRK4446

rights and responsibilities and social justice in the context of the Canadian society and internationally.		intersecting bases of oppression to social work practice.	
ii. Social work students have knowledge of the role of social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advances social justice for individuals, families, groups and communities.	SWRK2006; SWLF1006; SWRK3316; SWRK3406; SWRK4316; SWRK3106	ii. Apply a structural analysis of social problems to multiple levels of practice.	SWLF1006; SWRK2006; SWRK3505; SWRK3106; SWRK3806; SWRK4446; SWRK4456; SWRK4746
4. Support and enhance diversity by addressing structural sources of inequality.		4. Communication skills	
i. Social work students recognize diversity and difference as a crucial and valuable part of living in a society.	SWRK1007; SWRK3505; SWRK3106; SWRK4605	i. Communicate effectively orally and in writing with diverse groups, including colleagues, service users and communities.	SWRK3216; SWRK3505; SWRK4605; SWRK4716
ii. Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.	SWRK2006; SWRK3316; SWRK3106; SWRK3406; SWRK4316; SWRK4416; SWRK4436; SWRK4446; SWRK4456; SWRK4746		
5. Employ critical thinking in professional practice.		5. Awareness of limits of knowledge	
i. Social work students develop skills in critical thinking and reasoning, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations and make professional judgments.	SWRK3505; SWRK3316; SWRK3406; SWRK3506; SWRK4605; SWRK4706; SWRK4306; SWRK4446	i. Demonstrate an awareness of the limits of the current knowledge base, acknowledging tensions, contradictions and ambiguities.	SWRK3216; SWRK3305; SWRK3505; SWRK4706; SWRK4605
ii. Social work students are able to apply critical thinking to identify and address structural sources of injustice	SWRK3316; SWRK3106; SWRK3506; SWRK4306	ii. Demonstrate a willingness to evaluate one's own practice and knowledge, using consultation and supervision appropriately,	SWRK3216; SWRK3505; SWRK4605; SWRK4706

and inequalities in the context of a Canadian society.		accepting feedback and adapting one's practice accordingly.	
iii. MSW students are able to apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.	N/A		
6. Engage in research.		6. Autonomy and professional capacity	
i. Social work students acquire knowledge and skills to critique, apply, or participate in social work research.	SWRK4716; SWRK4206	i. Articulate and demonstrate a commitment to social work purposes, practices, ethics, values and professional judgment.	SWRK1007; SWRK2006; SWRK3106; SWRK3505; SWRK3506; SWRK4605;
ii. Social work students at both levels of university education are prepared to apply social work knowledge, as well as knowledge from other disciplines, to advance professional practice, policy development, research and service provision.	SW3806; SWRK4716; SWRK4206	ii. Demonstrate competency to arrive at professional judgments in the context of social work practice.	SWRK2006; SWRK3505; SWRK4605
iii. MSW students acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.	N/A	iii. Develop the ability to undertake generalist practice with a specialized understanding of working in rural and/or northern areas and Aboriginal communities.	SWRK3505; SWRK3305; SWRK3406; SWRK3806; SWRK3316; SWRK4605; SWRK4306; SWRK4316; SWRK4706; SWRK4106; SWRK4416; SWRK4426; SWRK4436; SWRK4446; SWRK4646
7. Participate in policy analysis and development.			
i. Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.	SWRK2106; SWRK3406; SWRK4456; SWRK4416; SWRK4426; SWRK4446		
ii. Social work students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.	SWRK2106; SWRK3806; SWRK4716; SWRK4416; SWRK4426; SWRK4446		
iii. MSW students have knowledge and skills to contribute to the	N/A		

development and implementation of new and more equitable social policies.			
8. Engage in organizational and societal systems' change through professional practice.			
i. Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices and barriers and work towards changing oppressive social conditions.	SWRK2006; SWRK2106; SWRK3106; SWRK3806; SWRK4446; SWRK4306		
ii. Social work students develop ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national and international levels.	SWRK2006; SWRK3106; SWRK3806; SWRK3406; SWRK4456; SWRK4446; SWRK4316; sWRK4306		
iii. MSW students are prepared to take leadership roles in organizational and societal systems and to work towards changing oppressive social conditions.	N/A		
9. Engage with individuals, families, groups and communities through professional practice.			
i. Social work students are equipped with knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy and evaluation.	SWRK3216; SWRK3505; SWRK3305; SWRK3606; SWRK3316; SWRK4605; SWRK4706; SWRK4106; SWRK4416; SWRK4426; SWRK4446; SWRK4436		
ii. Social work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.	SWRK3216; SWRK3505; SWRK3305; SWRK3606; SWRK3806; SWRK3316; SWRK4436; SWRK4605; SWRK4706; SWRK4716; SW4426; SWRK4446		
iii. Social work students acquire skills to practice at	SWRK3216; SWRK3505; SWRK3305; SWRK3606;		

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individual, family, group, organization, community and population levels including advocacy and activism.	SWRK3316; SWRK3806; SWRK4605; SWRK4436; SWRK4706; SWRK4716; SWRK4106; SWRK4416; SWRK4426; SWRK4446		
iv. Social work students are prepared for interprofessional practice, community collaboration and teamwork.	SWRK3505; SWRK3316; SWRK3806; SWRK4605; SWRK4436; SWRK4706; SWRK4416; SWRK4426; SWRK4446		
v. MSW students develop knowledge and skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.	N/A		

Appendix 2 – Approval from Dr. L. Patriquin

 **Larry Patriquin** Nov 10 ☆  
to me 

I currently have 19, so if SWLF 1006 were in place, it would have added 15 more students to SWLF 1006, which is quite manageable (indeed, we had space for about 30 more this year).

So, full steam ahead!

Larry

On Thu, Nov 10, 2016 at 3:44 PM, Mary Pat Sullivan <maryps@nipissingu.ca> wrote:
Hi Tom,

Thanks for information. It's very helpful and I can see how the two courses do complement one another. I don't know the text you are referring to so if you have a copy I could look at that would great.

In terms of numbers, this should do it so we have an idea of how many in their first year (or this cohort) might add to Larry's course load this coming September. It looks about 34 so if we said approximately 40 students overall? What do you think Larry? In the meantime, I can try and see about last year's numbers.

Thanks again Tom. Mary Pat

On Thu, Nov 10, 2016 at 3:17 PM, Thomas Waldock <tomw@nipissingu.ca> wrote:
Hi Mary Pat (and Larry)

I have attached the course lists for both the Fall and Winter sections ... they do identify SW Majors. You might also want to get your hands on last years from Muskoka and NB (I don't have access to these) if you are trying to get a sense of overall numbers to this point. Perhaps the registrar (records) might identify overall number of Majors as well, although this has sometimes been hard come by in the past (just my experience).

I also have attached the course outline, and for your interest I've included weekly 'worksheets' (a sample section from the first few weeks of classes).


SWRK 1006 as it is offered now includes a social welfare 'context' focus, but gives fairly general detail in this regard – compared to what students might get in SWLF 1006 – so that social work theory and practice 'fits in' in a substantial way. As Larry knows, I have taught SWLF 1006 on numerous occasions out of Muskoka, so can speak to the social welfare content of the course as it exists now. This is the structure of the text employed in the course – an excellent text, by the way, written by 3 authors with very good reputations in the field (they are based out of McGill ... one is Myriam Denov, a colleague who I know pretty well, having sat on an organization with her for many years). We had had some conversations re child welfare as she was putting this text together (there is a chapter on SW with children). Mary Pat, if you have not seen the text, I can drop by your office to let you go over it a bit – that will give you an even better sense of the approach in the course.

Hope this helps, and let me know if you need anything else.

Appendix 3 – Approval from Dr. S. Prasad and Dr. G. McCann

Re: New Bachelor of Social Work program Inbox x



 **Siva Prasad Ravi**

Nov 10   

to me 

Hi Mary,

Welcome.

This is a wonderful proposal. I totally support it. We can meet some time that is convenient to you and discuss about other possibilities, over a cup of coffee.

Thanks and Regards
Prasad

Dr. Siva Prasad Ravi
M Sc, BE, ME, MBA, LLB (Hons), Ph D

Director and Professor
School of Business
Nipissing University
100 College Drive, PO Box 5002
North Bay, ON, Canada, P1B 8L7

Re: New BSW Program Inbox x



 **Gillian McCann**

Nov 10  

to me 

Dear Mary Pat,

Welcome to Nipissing! Yes, absolutely any of our courses that you wish to recommend is fine with us! We have a number of courses that attract nurses and this would be a welcome addition. I always enjoy having students who go into the helping professions and religious literacy is very important I think,




Susan Srigley mentioned that you met Dame Cicely Saunders - is that correct? She also mentioned you are interested in developing a palliative care stream and both Susan and I would be very happy to collaborate on developing this sort of curriculum. We have been thinking about a certificate for nurses but hadn't considered Social Work.

Anyway I realize you need time to settle in. Perhaps once you have the three of us could discuss this over coffee or dinner.

Best wishes,

Gillian

David Borman

2:58 PM (4 minutes ago)   

to me 

Yes, that would be fine. However, we are in the middle of the process of dividing the first-year (full-year) course into two three credit courses. The codes will be PHIL 1116 (Introduction to Western Philosophy) and PHIL 1117 (Values and the Human Condition). Perhaps the second would be the best fit? I'm not sure when the changes will actually make it through the process, though (certainly, I hope in time for next year, since it affects our scheduling), so I don't know whether you would be able to list the new codes now (Crystal Pigeau could probably answer that for you).

David

On Wed, Dec 7, 2016 at 2:53 PM, Mary Pat Sullivan <maryps@nipissingu.ca> wrote:

Thanks David. I would also like to add Intro to Phil as a 1st year elective. Would that be okay with you as well?
Mary Pat

Appendix 4 – Approval from Heather Brown

Heather Brown
to me (v) Nov 14 ☆ ↶ ↷

Dear Mary Pat,

I think this change will be very beneficial to our students. I look forward to working with you to discuss the equivalent and/or online courses so that we may continue to encourage transfer students to apply to Nipissing.

Sincerely
Heather

Heather Brown
Associate Registrar, Admissions
Nipissing University
100 College Drive
North Bay, ON P1B 8L7
(705) 474-3461 ext. 4516
Fax: (705) 495-1772
heatherb@nipissingu.ca

On Fri, Nov 11, 2016 at 11:58 AM, Mary Pat Sullivan <maryps@nipissingu.ca> wrote:
Dear Heather,

As per our conversation yesterday, I am writing about proposed changes to the BSW curriculum. One of the key changes is to address the issue of no required social work courses for students in their 2nd year. I would like to recommend two required courses: Foundations for Social Work Practice (3 credits)* and Social Work and Critical Social Policy (3 credits).

I recognise that this may pose some challenges for students applying from outside NU, but I think we could consider equivalents from other universities and/or offering the courses in the SS term and possibly online in the future which would be most ideal.

Many thanks for your thoughts on these proposals so I can present them to the APS Exec Committee.

Regards, Mary Pat

*I am recommending the 1st year course with the same name be renamed to Introduction to Social Work.

Mary Pat Sullivan, PhD, MSW, BSW, RSW
Professor and Director of Social Work
Nipissing University | Faculty of Applied and Professional Studies
100 College Drive | PO Box 5002
North Bay, ON P1B 8L7

Appendix 5 – Approval from Dr. D. Borman, Dr. T. Waldo, Dr. A. Wagner, Dr. A. Weeks, Dr. A. Erfani, Dr. L. Patriquin and Dr. M. Tuncali

On Wed, Dec 7, 2016 at 2:52 PM, David Borman <davidborman@nipissingu.ca> wrote:
Yes, that would be great.

Best,
David

On Wed, Dec 7, 2016 at 2:46 PM, Mary Pat Sullivan <maryps@nipissingu.ca> wrote:
Dear David,

Thanks for your very helpful suggestions. Having looked at the course descriptions again, I would like to list all 3 courses if that's okay with you.

Regards, Mary Pat

On Wed, Dec 7, 2016 at 1:18 PM, David Borman <davidborman@nipissingu.ca> wrote:
Hi Mary Pat,

I'm serving as the program coordinator in Philosophy right now, so Wayne forwarded me your email regarding cross-listing. In principle, we're happy to have the cross-listing with Social Work. But the particular course you've listed -- PHIL 2525 Contemporary Moral Issues -- hasn't been taught in several years and likely will not be taught going forward. It's nearest replacement are two more targeted 3 credit offerings (neither of which have prerequisites):

PHIL 2716 Bioethics
PHIL 2717 Environmental Ethics

Perhaps those might be a better choice, then, since they are both run regularly. Alternatively, we also offer a 6 credit course (PHIL 2505) in Reasoning and Logical Argument, which is cross-listed in Legal Studies and is recommended for PSYC students and might also be useful to your students.

Best,
David

David A. Borman
Associate Professor
Department of Political Science, Philosophy, and Economics
Nipissing University
100 College Drive, Box 5002
North Bay, ON P1B 8L7

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Thomas Waldock

10:06 AM (9 minutes ago) ☆

to me, Anne ▾

Sure Mary Pat ... that would be a good approach. Thanks.

Best,
Tom

On Wed, Dec 7, 2016 at 8:48 AM, Mary Pat Sullivan <maryps@nipissingu.ca> wrote:

Hi Tom,

Thanks. It's difficult for me to unpick all of the courses and even know which are being offered or not. So would you prefer if I listed as such: PSYC 2006 Childhood Development OR CHFS 2106 Human Development: Children and Youth? And the same for adults?

Mary Pat

On Wed, Dec 7, 2016 at 5:40 AM, Thomas Waldock <tomw@nipissingu.ca> wrote:

Hi Mary Pat,

The inclusion of the CHFS course makes sense. Just a note: CHFS 2106/2107 (Human Development: Children and Youth; Human Development: Adults and Aging) are 'equivalents' to Psych 2006/7.

Best,
Tom

Anne Wagner

10:26 AM (23 hours ago)

to me, Tom ▾

Hi Mary Pat.

I agree with your suggestion for the CHFS course. Overall, I think your list looks very comprehensive.

Anne

Hi Mary Pat,

Fine with me. The one thing to note is that the intro level Psych courses are prerequisites for the second year courses. If Intro Psych is also on your first year required list, that would solve the issue.

Take care,
Andrew

On Mon, Dec 5, 2016 at 12:05 PM, Mary Pat Sullivan <maryps@nipissingu.ca> wrote:

Dear Colleagues,

I am in the midst of making a number of recommendations to update the previously approved social work curriculum, and wondered if I could obtain your approval to list some of your courses as recommended electives for students in their **2nd year of studies**. By recommending a variety of relevant electives we can demonstrate to our accrediting body that our students also obtain a broad range of knowledge in relevant interdisciplinary areas:

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Amir Erfani

1:16 PM (3 hours ago) ☆



to me ▾

Hi Mary Pat,

You have my approval for this. But please note that SOCI 2007, 2046 have not been offered for many years due to the shortage of faculty. I recommend you to include SOC3057 Demography that covers subjects in 2007 and 2046.

Best,
Amir

Amir Erfani, PhD.
Chair & Professor
Department of Sociology & Anthropology
Nipissing University
Phone: (705)474-3450 ext. 4019
Fax: (705)474-1947
W: <http://faculty.nipissingu.ca/amire/>

Hi Mary Pat,

Yes, please go ahead and recommend the noted SWLF courses to SWRK students.

We look forward to having SWRK students in our classes.

Larry

On Mon, Dec 5, 2016 at 12:05 PM, Mary Pat Sullivan <maryps@nipissingu.ca> wrote:
Dear Colleagues,

I am in the midst of making a number of recommendations to update the previously approved social work curriculum, and wondered if I could obtain your approval to list some of your courses as recommended electives for students in their **2nd year of studies**. By recommending a variety of relevant electives we can demonstrate to our accrediting body that our students also obtain a broad range of knowledge in relevant interdisciplinary areas:

CHFS 2206 Children, Families and Social Justice
NATI 2005 Native Kinships with Environment
PHIL 2525 Contemporary Moral Issues
PSYC 2006 Childhood Development
PSYCH 2007 Adult Development
PSYCH 2807 Introduction to Social Psychology
SOCI 2007 The Adolescent and Society
SOCI 2036 Introduction to Social Gerontology
SOCI 2037 Sociology of Family and Household Relationships
SOCI 2046 Minority Groups in Canada
SWLF/NATI3406 Colonialism in First Nations' Communities **OR** SWLF3407 Social Development in First Nations' Communities **OR** GEND2066 Race, Colonization and Indigeneity
SWLF 2995 Community Service Learning for Social Development (6)
SWLF 2006 Ideology and Social Welfare

Your approval by email will assist me in the preparation of documentation for the USC and it would be helpful if you could respond by the end of the week as I'm working to some tight deadlines.

Many thanks and kind regards, Mary Pat

Re: Approvals for new BSW curriculum Inbox x



Murat Tuncali

to me, Margarida ▾

Dear Mary,
You have my approval. I do not see any issues with listing these.
Sincerely,
Murat

Murat Tuncali, PhD
Dean of Arts and Science
Nipissing University
Tel: 705.474.3461 Ext:4290

On 2016-12-08 4:48 PM, Mary Pat Sullivan wrote:

Dear Dr. Tuncali,

Rick Vanderlee suggested I write to you for your support.
list of few of their courses (if running) as recommended el
so the documentation can be sent for the upcoming USC

GEND 2147 Bodies, Borders and Belonging
GEND 2206 Sex, Body & Identity
GEND 2066 Race, Colonization and Indigeneity

NATI3406 Colonialism in First Nations' Communities
NATI 2005 Native Kinships with Environment

FACULTY OF ARTS AND SCIENCE

Classics

- MOTION 32: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **CLAS 2706 – *The Ancient World in Modern Popular Media*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 33: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **CLAS 3426 – *Research Tools and Methods in Digital Classics*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 34: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **CLAS 4426 – *Digital Classics Research Design Project*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 35: That the Undergraduate Studies Committee recommend to Senate to approve a **Non-Standalone Certificate in Digital Classics**.

Proposal for a Non-Standalone Certificate in Digital Classics

Classical Studies, in conjunction with Computer Science, is seeking to establish a Non-Stand Alone Certificate in Digital Classics. “Digital Classics” refers to the application of computing technologies to the study of ancient histories and cultures, which is a growing area of Classical Studies research. Classical Studies scholars and ancient historians are working in an increasingly digitized environment and are employing a growing variety of digital tools for textual analysis, numismatic study, epigraphical research, and archaeology. The massively expanding array of text and image based technologies¹ have allowed Classical scholars to manipulate ever larger volumes of data and to present historical and cultural knowledge in ever more useful and innovative ways. Our long term goal is to scale up our focus on Digital Classics from a Non-Standalone Certificate to a Standalone Certificate, and eventually to a Minor and ultimately a Major in Digital Classics. The field of Digital Classics is growing rapidly. At present there exists a PhD program in Digital Classics at King’s College London² and several major research initiatives in the field exist as well.³ To date, however, there are no degree streams in Digital Classics in Ontario and so Nipissing

¹ *Perseus Digital Library*, <http://www.perseus.tufts.edu/hopper/>; *Thesaurus Linguae Graecae*, <http://stephanus.tlg.uci.edu/>; *Livius*, <http://www.livius.org/>; *Attalus*, <http://www.attalus.org/>; *Epigraphik-Datenbank*, <http://www.manfredclaus.de/>; *Corpus Scriptorum Latinorum*, <http://www.forumromanum.org/literature/>; *VRoma*, <http://www.vroma.org/>; *Kings Visualisation Lab* (various Classics-oriented projects, including “Theatres at Pompeii, http://www.kvl.cch.kcl.ac.uk/theatres_pompeii.html). Note that this is but a small selection of the numerous digital resources dedicated to Classical Studies research and pedagogy.

² *King’s College London PhD in Digital Classics*, <http://www.kcl.ac.uk/artshums/depts/classics/study/pgr/digi.aspx>

³ *Digital Classics Association*, <http://dca.drupalgardens.com/>; *Digital Classics (Sunoikisis)*, <http://www.dh.uni-leipzig.de/wo/courses/summer-semester-20142015/module-digital-classics-sunoikisis/>; *Digital Classics Online*, <https://journals.ub.uni-heidelberg.de/index.php/dco/>

University has the opportunity to be the first institution to offer a concentration in this growing area of research and pedagogy.

Statement of Academic Merit:

Academic Aims:

The proposed Certificate in Digital Classics has two primary academic aims. The first aim is to allow Classical Studies students enrolled in the certificate program to develop the knowledge and skills necessary for conducting research in an increasingly digital research environment. This will require students to become familiar with the myriad digital research tools that already exist, to develop a proficiency at their use and manipulation for accomplishing specific research goals, and to be able to design their own digital research tools that can be applied to specific problems in Classical Studies scholarship. The second academic aim is to allow students enrolled in the certificate program to acquire transferrable programming skills that will make our graduates more competitive in an ever increasingly digitized employment market.

Learning Outcomes:

There are five main learning outcomes envisioned for the Certificate in Digital Classics which are as follows:

- a comprehensive knowledge of the histories and cultures of Classical antiquity and their place in the history of Western civilizations more broadly;
- a basic knowledge of the use, design, and application of digital tools necessary for cultural preservation and historical and cultural reconstruction;
- an ability to think and write critically;
- an ability to parse, sort, and evaluate information;
- an ability to engage in interdisciplinary thinking, research, and writing; and
- an ability to envision, analyze, and produce alternative forms of historical and cultural narrative in a variety communications media.

Social Relevance:

The evolution of digital culture holds great promise for the democratization of knowledge, but the application of digital technologies to understanding the histories and cultures of the deep past still remains largely in the hands experts and specialists. Moreover, although there are a plethora of corpora and academic publications, material contained on such sites is still presented in traditional ways (i.e. the scholarly paper or monographs presented and arranged in discipline specific taxonomies).

Digital technologies are affording people the ability to organize knowledge in a variety of innovative and increasingly integrated ways. An example that nicely illustrates this point is Ancient History GeoVisage (AHGV), developed at Nipissing by Dr. Richard Wenghofer (Classical Studies) and Dr. Mark Wachowiak (Computer Science). AHGV uses GIS technology (GeoVisage) to integrate geographical information, interdisciplinary modern scholarship, ancient material culture, and primary source evidence, organized geospatially rather than by discipline, into a single, coherent platform. Users have the ability to select a specific site, examine the geographical features of the site and access modern scholarship, material culture, and literary evidence relevant to the site at

specified periods in its history, thus greatly reducing the need of the user to range over a variety of journals, monographs, and evidence types that are often scattered over a variety of corpora (digital or non-digital). AHGV is thus an example of how digital media can be used to effectively democratize knowledge to the extent that the non-expert, who might lack the research skills and knowledge of the expert, can use it to acquire a detailed and integrated understanding of the deep past. Aside from allowing students the ability to organize historical and cultural knowledge in more integrated and user friendly ways, AHGV also allows the user, in a sense, to experience history in the way in which it unfolded – that is to say in time and space – and not merely on the page.

A concentration in Digital Classics will allow students the ability to use and develop a variety of digital media to effectively experience the histories and cultures of the deep past in ways that the analytical paper or scholarly monograph simply cannot offer. Film, animation, gaming, and other digital media can be used to create visual and auditory landscapes that allow users to experience the deep past more vividly and will allow students to test their understanding of specific times, places, and events through the creation of media that look and sound authentic but which are nonetheless scholarly reconstructions based on the best available evidence. The ability, in effect, to make the past come alive in a variety of innovative ways will thus not only enhance our students' understanding of their subject matter, but will allow non-expert users of such media, who might lack the required knowledge and research skills, to experience scholarly reconstructions of an "authentic" past far more vividly.

Finally and perhaps most significantly, we have an obligation as an educational institution to ensure the highest level of digital literacy in our graduates. Digital literacy skills are no longer just valued by employers, they are increasingly expected as a bare minimum. Moreover, given that Classical Studies and Humanities research is occurring in an increasingly digitized environment, we have an obligation to ensure that our graduates possess as high a level of digital literacy as possible. Indeed, digital technologies have so ensconced themselves in Classical Studies research and pedagogy that there is now growing pressure on Classical Studies researchers and students to acquire the technical and programming skills necessary for both navigating the rapidly expanding digital landscape and developing digital research tools of their own.

Admission Requirements:

The Certificate in Digital Classics will be open to any Nipissing University student.

Statement of Financial Viability:

The non-standalone certificate in digital classics can be offered with existing resources and will not require any additional funding.

Curriculum: List of courses (minimum of 15 credits)

COSC 1901 (Required, 3 credits) – *Computer Applications for Digital Scholarship*: This course examines core concepts and applications for digital scholarship. A primary focus is the creation of easily distributed, text-based digital resources. Context for such distribution is the Web, thus students are required to design and code suitable, standards-based documents using X/HTML and CSS. Extracting information from data will be explored through a number of important concepts in structured problem solving, database management and programming.

COSC 1902 (Required, 3 credits) – *Scripting Applications for Digital Scholarship*: Conversion to online delivery): A logical extension of COSC1901 is the addition of website functionality through scripting. To this end, students acquire a useful set of skills by learning to program with JavaScript.

Topics include program structure, data types, sequential, conditional and iterative constructs as well as coding, testing and debugging. Application of these skills is accomplished, in part, by creating simple web applications.

CLAS 2706 (Required, 3 credits) – *The Ancient World in Modern Popular Media*: This course will examine the various ways the ancient world is represented on film, in video games, computer animation, graphic novels, and music. Special attention will be paid to how modern media can be used to reconstruct specific aspects of life in the ancient world in ever more vivid and relatable ways for modern students and scholars of antiquity, as well as for the general public. Students will also explore the various alternatives to the traditional narrative or expositional format that modern media can offer.

CLAS 3426 (Required, 3 credits)– *Research Tools and Methods in Digital Classics*: This course will introduce students to the ever-expanding repertoire of digital resources available for ancient history and classical studies scholarship. Students will learn how to create effective research strategies that will make full use of a wide range of already existing digital research tools and will culminate in a project contributing to the development of an online digital map and archive created by Nipissing Faculty known as *Ancient History GeoVisage* (AHGV).

CLAS 4426 (Required, 3 credits) – *Digital Classics Research Design project*: This course will be offered in an independent study format. Students enrolled in this course, in consultation with Classical Studies and Computer Science faculty, will propose and develop their own digital research tool and demonstrate its application to a specific area of ancient history and classical studies research.

Fine and Performing Arts

MOTION 36: That the Undergraduate Studies Committee recommend to Senate that the course description for **FAVA 3046 Critical Issues in Art History and Visual Studies** be changed under FAVA as outlined below.

From:

Old Course Description:

In this course, students will utilize interdisciplinary approaches that engage with the field of Art History and Visual Studies. Students will become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to art historical and studio practices.

To:

New Description:

Students utilize interdisciplinary approaches that engage with the field of contemporary art and Visual Studies. Students become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to the study of contemporary art, as well as to art historical and studio practices.

Rationale

This change is a better reflection of the course content.

MOTION 37: That the Undergraduate Studies Committee recommend to Senate that **FAVA 3346 Theoretical Issues in Contemporary Art** be banked.

Rationale:

We do not intend to offer this course in the next few years.

MOTION 38: That the Undergraduate Studies Committee recommend to Senate that the new course **FAVA 3006 Renaissance(s): Art and the Global Encounter** be added under **FAVA** as outlined in the attached document.

Rationale:

This course diversifies our Art History and Visual Studies offerings, and provides an introduction to many of the theories covered in FAVA 3046.

MOTION 39: That the Undergraduate Studies Committee recommend to Senate that the new course **FILM 2316 The Animated Feature** be added under **FILM** as outlined in the attached document.

MOTION 40: That the Undergraduate Studies Committee recommend to Senate that the new course **FILM 2106 Popular Spectacle Cinema** be added under **FILM** as outlined in the attached document.

MOTION 41: That the Undergraduate Studies Committee recommend to Senate that **FILM 2316 The Animated Feature** be cross-listed with the Fine Arts *Art History and Visual Studies stream*.

Rationale for Motions

These courses will add to the Art History and Visual Studies offerings. Many of the other FILM courses are already cross-listed with the stream.

MOTION 42: That the Undergraduate Studies Committee recommend to Senate that **FILM 2106 Popular Spectacle Cinema** be cross-listed with the Fine Arts *Art History and Visual Studies stream*.

Gender and Equality

MOTION 43: That the Undergraduate Studies Committee recommend to Senate to approve **the cross-listing of INTD 2005 and INTD 3005** with the program in **Gender Equality and Social Justice**.

Rationale:

GESJ has close involvement in the design and delivery of these courses. Their focus on interdisciplinary epistemology, pedagogy and ethics make them appropriate additions to the broad social justice orientation of GESJ's cross-listed offerings.

Geography

MOTION 44 That the Undergraduate Studies Committee recommend to Senate that the prerequisites for **GEOG 3096 Environmental Hydrology** be changed from “**GEOG 2126**” to “**Any 54 credits completed with 6 credits from the sciences**”.

From

Original Prerequisites: “GEOG 2126”

To

Modified Prerequisites: “Any 54 credits completed with 6 credits from the sciences”

Rationale:

The modifications in prerequisites will open up this upper-level environmental science course to more than Geography majors. This change aims to accommodate the broad range of scientific disciplines, including soil science, forestry, ecology, environment chemistry, for which hydrologic understanding is an important and complementary aspect.

History

- MOTION 45: That the Undergraduate Studies Committee recommend to Senate the addition of **HIST 2626 Restraining the Hounds of War: Just War, International Law, and Human Rights in Modern International History** to the Academic Calendar under **HISTORY**.
- MOTION 46: That the Undergraduate Studies Committee recommend to Senate the addition of the new course **HIST 3526 Spooks: the Rise of the Secret Security State in the 20th Century** to the Academic Calendar under **HISTORY**.
- MOTION 47: That the Undergraduate Studies Committee recommend to Senate the addition of the new course **HIST 2377: History of Nursing** to the Academic Calendar under **HISTORY**.
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Philosophy

- MOTION 48: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **PHIL 1116 Introduction to Western Philosophy** outlined in the attached document.
- MOTION 49: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **PHIL 1117 Values and the Human Condition** as outlined in the attached document.
- MOTION 50: That the Undergraduate Studies Committee recommend to Senate to approve the banking of **PHIL 1115 Introduction to Philosophy**.
- MOTION 51: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **PHIL 3336 Reason and Experience in Modern Philosophy** as outlined in the attached document.
- MOTION 52: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **PHIL 3337 Idealism and Its Critics** as outlined in the attached document.
- MOTION 53: That the Undergraduate Studies Committee recommend to Senate to approve the banking of **PHIL 3335 History of Modern Philosophy**.
- MOTION 54: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **PHIL 3636 Philosophy of Law under Philosophy** as outlined in the attached document.
- MOTION 55: That the Undergraduate Studies Committee recommend to Senate to approve a modification of the program requirements for the Honours Specialization, Specialization, and Major in Philosophy as outlined below.

OLD REQUIREMENTS

Honours Specialization in Philosophy

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Philosophy.

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

PHIL 1115	Introduction to Philosophy	6 cr.
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PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3335	History of Modern Philosophy	6 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.
Breadth Requirements:		
ACAD 1601		3 cr.
Social Science and/or Professional Studies		6 cr.
Science		6 cr.

Specialization in Philosophy

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Philosophy.

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

PHIL 1115	Introduction to Philosophy	6 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3335	History of Modern Philosophy	6 cr.
PHIL Upper level		30 cr.

Breadth Requirements:

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

Major in Philosophy

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

PHIL 1115	Introduction to Philosophy	6 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3335	History of Modern Philosophy	6 cr.
PHIL Upper level		12 cr.

Breadth Requirements:

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

Note:

Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Degree Requirement section for further information.

NEW REQUIREMENTS

Honours Specialization in Philosophy

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Philosophy.

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

PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.

Breadth Requirements:

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

Specialization in Philosophy

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Philosophy.

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

PHIL 1116	Introduction to Western Philosophy	3 cr.
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PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.
Breadth Requirements:		
ACAD 1601		3 cr.
Social Science and/or Professional Studies		6 cr.
Science		6 cr.

Major in Philosophy

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements:

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

Students must complete 36 credits in the Major as follows:

PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.

PHIL Upper level 6 cr.

New Requirements:

Minor in Philosophy

Graduation Requirements:

A Minor in Philosophy is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Philosophy. In addition to the requirements listed below, please refer to the Minor Requirements section.

Program Requirements:

Students must complete 18 credits in Philosophy as follows:

Either <u>PHIL 1116</u> or <u>PHIL 1117</u>	Introduction to Western Philosophy or Values and the Human Condition	3 cr.
<u>PHIL 2305</u>	Origins of Western Philosophy	6 cr.
PHIL Upper level		9 cr.

Rationale:

The 1000-level requirement is being reduced to 3 credits for the Minor in order to increase flexibility for students to pursue their specific philosophical interests in upper-year electives. For instance, in recent years, we have developed several new 2000-level courses that do not have prerequisites and that are potentially of interest for students looking to Minor in Philosophy (Ethical Theory, Bioethics, Environmental Ethics); with 6 credits required at the 1000-level, students in the Minor stream had only 6 additional upper-year credits left to satisfy.

MOTION 57: That the Undergraduate Studies Committee recommend to Senate that the prerequisite for **PHIL 4305 Twentieth-Century Continental Philosophy** be changed from “**PHIL 3335 and restricted to students in the fourth year of the Honours Philosophy program**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”

PHIL 3335 is no longer being taught. It has been divided into 2x 3-credit courses **Phil 3336 Reason and Experience in Modern Philosophy** and **Phil 3337 Idealism and Its Critics.**

MOTION 58: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for **PHIL 4206 Seminar in Philosophy** and **PHIL 4207 Seminar in Philosophy** be changed from “**PHIL 2305 and PHIL 3335**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”

Rationale:

PHIL 3335 is no longer being taught. It has been divided into 2x 3-credit courses **Phil 3336 Reason and Experience in Modern Philosophy** and **Phil 3337 Idealism and Its Critics.**

Psychology

MOTION 59: That the Undergraduate Studies Committee recommend to Senate that the course description for **PSYC 3506: Neuropharmacology** be changed as described below.

PSYCH 3506: Neuropharmacology

Current Course Description

Drugs and their effects on neural function are described and evaluated in detail. Although all major pharmacological classes of drugs are reviewed, the main emphasis is on current issues in the biochemical bases of neuropharmacology. The use of pharmacological tools in neuroscience research, including clinical issues and dependence is discussed. The course will also touch on social and historical issues relating to pharmacology. The student should have a basic understanding of chemistry and neuroanatomy. This course may be credited towards Science.

Proposed Course Description

Students examine and discuss aspects of the drug-induced changes in the functioning of the nervous system. Emphasis is placed on providing a description of the cellular and molecular actions of drugs on synaptic transmission using a translational approach from genes to behaviour with reference to specific diseases/conditions. Students are also introduced to the use of Bioinformatic tools and their application to the study of neuroscience is also given. This course may be credited towards Science.

Rationale:

The updated text clarifies the content delivered in this course and makes the purpose and coverage clearer to prospective students. The voice is also now active and in the present tense.

Religions and Cultures

MOTION 60: That the Undergraduate Studies Committee recommend to Senate to approve the addition of **RLCT 2156 Religion, Justice and Animals** to the RLCT curriculum as outlined below and in the attached document.

Rationale:

This course will contribute to a growing slate of social justice courses concerning critical animal studies in both the GESJ and RLCT curriculums. The course will complement the existing GEND 2086 Animal Rites course, which is described as follows:

“What are animals? Are we really so very different from them? Aristotle was one of the first scientific observers of them; Rene Descartes thought they were best understood as machines; and in the West we seem to think of at least some of them as family. From the perspectives of religion and philosophy this course offers an introductory analysis of the human/animal relation informed by critiques of power, including gender and race. This course may be credited towards Philosophy and Religions and Cultures.”

The focus of the new course is primarily on the way in which animals have figured in different religious traditions, from animistic and indigenous religions to the five primary world religions. Of particular note in the new course will be the way in which different religious understandings of non-human animals has and continues to inform their treatment.

Both the Departments of GESJ and RLCT are interested in building on their existing offerings in what is theoretically being referred to as Environmental Humanities.

Sociology and Anthropology

MOTION 61: That the Undergraduate Studies Committee recommend to Senate to approve the change in the course description for **SOCI 2091 Sociology for Educators: Social Theory in Education** under Sociology as outlined below.

From:

Old Course Descriptions

SOCI 2091 Sociology for Educators: Social Theory in Education

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:

New Course Descriptions

SOCI 2091 Sociology for Educators: Social Theory in Education

Students examine education as a complex social institution that is influenced by, and reflects, wider society as viewed through the lens of sociological theory. Students learn about how educational practices, policies, and norms are shaped by issues of inequality of opportunity, social mobility, reproduction of class, and education as an inherited advantage.

Rationale:

The course descriptions for SOCI 2091 and SOCI 2092 are identical as they currently appear in the academic calendar. In addition, the lack of distinction is confusing and needs to be amended. Also, a more detailed description for each course will assist students in understanding the different foci of the two courses.

MOTION 62: That the Undergraduate Studies Committee recommend to Senate to approve the change in the course description for **SOCI 2092 Sociology for Educators: Social Issues in Education under Sociology** as outlined below.

From:

Old Course Description:

SOCI 2092 Sociology for Educators: Social Issues in Education

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:

New Course Descriptions

SOCI 2092 Sociology for Educators: Social Issues in Education

Students explore social issues related to the education system, from a sociological perspective. They study the social goals behind a formal education system, the influence of school structure, race and culture, gender, family influence, inequality of educational opportunity, and the relationship between teachers and students.

Rationale:

As outlined above, the course descriptions for SOCI 2091 and SOCI 2092 are identical as they currently appear in the academic calendar. The lack of distinction is confusing and needs to be

amended. Also, a more detailed description for each course will assist students in understanding the different foci of the two courses.

MOTION 63: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for **SOCI 4127 Advanced Social Data Analysis** be changed as outlined below.

Old Prerequisites

“SOCI 2126 or SOCI 3126, and SOCI 2127 or SOCI 3127. Restricted to students in the fourth year of the Honours, Sociology program or Honours Criminal Justice programs and, who have completed 24 credits in Sociology and/or Criminal, Justice.”

New Prerequisites

“SOCI 2126 and SOCI 2127. Restricted to students enrolled in an Honours Sociology or Honours Criminal Justice program and, who have any 54 credits completed.”

Rationale:

SOC4127 is a required course for students seeking an Honours degree in Sociology or Criminal, Justice. For two reasons the pre-requisite of SOC4127 needs to be changed. First, due to the shortage of faculty resources, the course will be cycled from September 2017 (being offered every second year). So, students finishing their second academic year in the program should be able to take SOC4127 in their third year. Second, each year there are requests from students to take SOC4127 in their third year of education right after they complete successfully SOC2126 and SOC217 (two prerequisites of SOC4127). To fill the shortage of faculty resources and to address students' recurrent requests, SOC4127 needs to be opened to eligible students in their third-year of study.

MOTION 64: That the Undergraduate Studies Committee recommend to Senate that the prerequisite for **SOCI 4227: Science Technology and Environment** be changed from:

Old Prerequisites:

“SOCI 2016 & SOCI 2017. Restricted to students in the fourth year of the Major, Specialization or Honours Specialization in Sociology and who have completed 24 credits in Sociology”

To

New Prerequisites

“SOCI 2016 & SOCI 2017. Restriction: 84 credits completed and must be enrolled in the Major, Specialization or Honours Specialization in Sociology or Anthropology.”

MOTION 65: That the Undergraduate Studies Committee recommend to Senate that **SOCI 4227: Science Technology and Environment** be cross-listed with Anthropology.

MOTION 66: That the Undergraduate Studies Committee recommend to Senate that **SOCI 3007: Sociology of Consumer Culture** be cross-listed with Anthropology.

MOTION 67: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for **SOCI 4096: Honours Thesis I** be changed from:

Old Prerequisites:

“Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

To

New Prerequisites:

“Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 68: That the Undergraduate Studies Committee recommend to Senate that **SOCI 4096: Honours Thesis I** be cross-listed with Anthropology.

MOTION 69: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for **SOCI 4097: Honours Thesis II** be changed from:

Old Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

to

New Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 70: That the Undergraduate Studies Committee recommend to Senate that **SOCI 4097: Honours Thesis II** be cross-listed with Anthropology.

MOTION 71: That the Undergraduate Studies Committee recommend to Senate that **NATI 2005: Native Kinships with the Environment** be cross-listed with Anthropology.

MOTION 72: That the Undergraduate Studies Committee recommend to Senate that **GEOG 2017: Introduction to Geomatics** be cross-listed with Anthropology.

Preamble & Rationale:

The Department of Sociology and Anthropology is working toward the expansion of our Archaeology course offerings. The rationale for growing this component of the Anthropology program is twofold: increasing student interest and enrolment in our existing Archaeology courses, and 2) a direct response to requests made by the Algonquins of Ontario to provide academic programming that meets the goals of their communities. In 2015 the Algonquins of Ontario approached the Department of Sociology and Anthropology and expressed a need to train members of their communities to work as Archaeological Liaisons. As part of these discussions we agreed

that an understanding of Indigenous relationships with the environment and geomatics are key skills for this kind of work. Indeed, these are skills that are necessary for all students who intend to undertake archaeological work in Canada. Cross listing GEOG 2017: Introduction to Geomatics and NATI 2005: Native Kinships with the Environment with Anthropology will enable students pursuing Archaeology to obtain these skills.

Documentation of support from the Chair of Native Studies and the Chair of Geography is attached to this proposal.

Spanish

MOTION 73: That the Undergraduate Studies Committee recommend to Senate to approve the addition of the following pre-requisite to **ESPA 2005: Intermediate Spanish**.

From

Previous Prerequisites: ESPA 1005 or equivalent

To

Updated Prerequisites: **ESPA 1005, LWSDU/LWEDU Grade 12 U Spanish, or equivalent**

Rationale: Students who have achieved a 4U credit in Spanish should not be taking ESPA1005: Introductory Spanish. They should be taking ESPA 2005: Intermediate Spanish. This pre-requisite should have been added ever since high schools started delivering International Language Programs at the College One level.

University Success

MOTION 74: That the Undergraduate Studies Committee recommend to Senate to approve the change in the prerequisite for **UNIV 3006 Experiential Learning for Arts and Science Students** as outlined below:

Changing from:

Students must be in their third or fourth year of study and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students must have a 75% overall average to enroll. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

To:

Students must have completed at least 60 credits with a minimum 70% overall average, and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

RATIONALE:

Recently we have seen requests from students whose grade point average is above 70% but just below 75%. In order to accommodate these requests, it will be reasonable to lower the GPA requirement to 70%. It needs to be noted that changing the sentence "Students must be in their third or fourth year of study" to "Students must have completed at least 60 credits" is a minor change.

MOTION 75: That the Undergraduate Studies Committee recommend to Senate to approve the title change of **UNIV 3006 Experiential Learning for Arts and Science Students** to **UNIV 3006 Experiential Learning in Arts and Science**.

Changing from: Experiential Learning for Arts and Science Students

TO: Experiential Learning in Arts and Science.

RATIONALE:

The title change will better indicate that the course is available to students who are not enrolled in programs in the Faculty of Arts and Science.

COURSE TEMPLATE

MOTION: That ARCC approve the addition of CLAS 2706 – *The Ancient World in Modern Popular Media* - to the Academic Calendar under Classical Studies.

A) Descriptive Data:

Course Code	CLAS 2706
Course Title	The Ancient World in Modern Popular Media
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine the various ways the ancient world is represented on film, in video games, computer animation, graphic novels, and music. Special attention is paid to how modern media can be used to reconstruct specific aspects of life in the ancient world in ever more vivid and relatable ways for modern students and scholars of antiquity, as well as for the general public.
Course Prerequisite	Any 30 credits completed
Course Corequisite	N/A
Antirequisite	N/A
Restriction	Any 30 credits
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Certificate in Digital Classics
Cross-Listing	<input type="checkbox"/> 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 demonstrate 1. A comprehensive knowledge of the different varieties and modes of historical and cultural representation above and beyond formal academic historiographical narrative. 2. An ability to analyze critically the relationship between various forms of historical representation and contemporary social, cultural, political, and intellectual needs. 3. An ability to assess the advantages and disadvantages to research and pedagogy of representing histories and cultures in alternative narrative forms.

COURSE TEMPLATE

	<ol style="list-style-type: none">4. An ability to communicate information orally and in writing in a clear, concise, and scholarly fashion.5. An ability to integrate alternative historical narratives into a research project in order to synthesize a formal, scholarly historical argument.6. An understanding of specific periods and events in the history of Classical civilization as well as of the sources used to reconstruct those histories.
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COURSE TEMPLATE

	<p>digital research tools and integrate that strategy into the production of a scholarly research paper addressing a specific problem in Classical Studies research.</p> <ol style="list-style-type: none">5. An ability to present their research in a formal research setting in an articulate, scholarly, and professional manner.6. An ability to produce a piece of clear, concise, scholarly writing.
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COURSE TEMPLATE

	<p>weaknesses and their remedies.</p> <p>6. The ability to communicate effectively and critically, both orally and in writing, in a clear, concise, and professional manner.</p>
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Proposal for a Non-Standalone Certificate in Digital Classics

Classical Studies, in conjunction with Computer Science, is seeking to establish a Non-Standalone Certificate in Digital Classics. “Digital Classics” refers to the application of computing technologies to the study of ancient histories and cultures, which is a growing area of Classical Studies research. Classical Studies scholars and ancient historians are working in an increasingly digitized environment and are employing a growing variety of digital tools for textual analysis, numismatic study, epigraphical research, and archaeology. The massively expanding array of text and image based technologies¹ have allowed Classical scholars to manipulate ever larger volumes of data and to present historical and cultural knowledge in ever more useful and innovative ways. Our long term goal is to scale up our focus on Digital Classics from a Non-Standalone Certificate to a Standalone Certificate, and eventually to a Minor and ultimately a Major in Digital Classics.

The field of Digital Classics is growing rapidly. At present there exists a PhD program in Digital Classics at King’s College London² and several major research initiatives in the field exist as well.³ To date, however, there are no degree streams in Digital Classics in Ontario and so Nipissing University has the opportunity to be the first institution to offer a concentration in this growing area of research and pedagogy.

Statement of Academic Merit:

Academic Aims:

The proposed Certificate in Digital Classics has two primary academic aims. The first aim is to allow Classical Studies students enrolled in the certificate program to develop the knowledge and skills necessary for conducting research in an increasingly digital research environment. This will require students to become familiar with the myriad digital research tools that already exist, to develop a proficiency at their use and manipulation for accomplishing specific research goals, and to be able to design their own digital research tools that can be applied to specific problems in Classical Studies scholarship. The second academic aim is to allow students enrolled in the certificate program to acquire transferrable programming skills that will make our graduates more competitive in an ever increasingly digitized employment market.

¹ *Perseus Digital Library*, <http://www.perseus.tufts.edu/hopper/>; *Thesaurus Linguae Graecae*, <http://stephanus.tlg.uci.edu/>; *Livius*, <http://www.livius.org/>; *Attalus*, <http://www.attalus.org/>; *Epigraphik-Datenbank*, <http://www.manfredclauss.de/>; *Corpus Scriptorum Latinorum*, <http://www.forumromanum.org/literature/>; *VRoma*, <http://www.vroma.org/>; *Kings Visualisation Lab* (various Classics-oriented projects, including “Theatres at Pompeii, http://www.kvl.cch.kcl.ac.uk/theatres_pompeii.html). Note that this is but a small selection of the numerous digital resources dedicated to Classical Studies research and pedagogy.

² *King’s College London PhD in Digital Classics*, <http://www.kcl.ac.uk/artshums/depts/classics/study/pgr/digi.aspx>

³ *Digital Classics Association*, <http://dca.drupalgardens.com/>; *Digital Classics (Sunoikisis)*, <http://www.dh.uni-leipzig.de/wo/courses/summer-semester-20142015/module-digital-classics-sunoikisis/>; *Digital Classics Online*, <https://journals.ub.uni-heidelberg.de/index.php/dco/>

Learning Outcomes:

There are five main learning outcomes envisioned for the Certificate in Digital Classics which are as follows:

- a comprehensive knowledge of the histories and cultures of Classical antiquity and their place in the history of Western civilizations more broadly;
- a basic knowledge of the use, design, and application of digital tools necessary for cultural preservation and historical and cultural reconstruction;
- an ability to think and write critically;
- an ability to parse, sort, and evaluate information;
- an ability to engage in interdisciplinary thinking, research, and writing; and
- an ability to envision, analyze, and produce alternative forms of historical and cultural narrative in a variety communications media.

Social Relevance:

The evolution of digital culture holds great promise for the democratization of knowledge, but the application of digital technologies to understanding the histories and cultures of the deep past still remains largely in the hands experts and specialists. Moreover, although there are a plethora of online corpora and academic publications, material contained on such sites is still presented in traditional ways (i.e. the scholarly paper or monographs presented and arranged in discipline specific taxonomies).

Digital technologies are affording people the ability to organize knowledge in a variety of innovative and increasingly integrated ways. An example that nicely illustrates this point is Ancient History GeoVisage (AHGV), developed at Nipissing by Dr. Richard Wenghofer (Classical Studies) and Dr. Mark Wachowiak (Computer Science). AHGV uses GIS technology (GeoVisage) to integrate geographical information, interdisciplinary modern scholarship, ancient material culture, and primary source evidence, organized geospatially rather than by discipline, into a single, coherent platform. Users have the ability to select a specific site, examine the geographical features of the site and access modern scholarship, material culture, and literary evidence relevant to the site at specified periods in its history, thus greatly reducing the need of the user to range over a variety of journals, monographs, and evidence types that are often scattered over a variety of corpora (digital or non-digital). AHGV is thus an example of how digital media can be used to effectively democratize knowledge to the extent that the non-expert, who might lack the research skills and knowledge of the expert, can use it to acquire a detailed and integrated understanding of the deep past. Aside from allowing students the ability to organize historical and cultural knowledge in more integrated and user friendly ways, AHGV also allows the user, in a sense, to experience history in the way in which it unfolded – that is to say in time and space – and not merely on the page.

A concentration in Digital Classics will allow students the ability to use and develop a variety of digital media to effectively experience the histories and cultures of the deep past in ways that

the analytical paper or scholarly monograph simply cannot offer. Film, animation, gaming, and other digital media can be used to create visual and auditory landscapes that allow users to experience the deep past more vividly and will allow students to test their understanding of specific times, places, and events through the creation of media that look and sound authentic but which are nonetheless scholarly reconstructions based on the best available evidence. The ability, in effect, to make the past come alive in a variety of innovative ways will thus not only enhance our students' understanding of their subject matter, but will allow non-expert users of such media, who might lack the required knowledge and research skills, to experience scholarly reconstructions of an "authentic" past far more vividly.

Finally and perhaps most significantly, we have an obligation as an educational institution to ensure the highest level of digital literacy in our graduates. Digital literacy skills are no longer just valued by employers, they are increasingly expected as a bare minimum. Moreover, given that Classical Studies and Humanities research is occurring in an increasingly digitized environment, we have an obligation to ensure that our graduates possess as high a level of digital literacy as possible. Indeed, digital technologies have so ensconced themselves in Classical Studies research and pedagogy that there is now growing pressure on Classical Studies researchers and students to acquire the technical and programming skills necessary for both navigating the rapidly expanding digital landscape and developing digital research tools of their own.

Admission Requirements:

The Certificate in Digital Classics will be open to any Nipissing University student.

Statement of Financial Viability:

The non-standalone certificate in digital classics can be offered with existing resources and will not require any additional funding.

Curriculum: List of courses (minimum of 15 credits)

COSC 1901 (Required, 3 credits) – *Computer Applications for Digital Scholarship*: This course examines core concepts and applications for digital scholarship. A primary focus is the creation of easily distributed, text-based digital resources. Context for such distribution is the Web, thus students are required to design and code suitable, standards-based documents using X/HTML and CSS. Extracting information from data will be explored through a number of important concepts in structured problem solving, database management and programming.

COSC 1902 (Required, 3 credits) – *Scripting Applications for Digital Scholarship*: A logical extension of COSC1901 is the addition of website functionality through scripting. To this end, students acquire a useful set of skills by learning to program with JavaScript. Topics include program structure, data types, sequential, conditional and iterative constructs as well as coding, testing and debugging. Application of these skills is accomplished, in part, by creating simple web applications.

CLAS 2706 (Required, 3 credits) – *The Ancient World in Modern Popular Media*: This course will examine the various ways the ancient world is represented on film, in video games, computer animation, graphic novels, and music. Special attention will be paid to how modern media can be used to reconstruct specific aspects of life in the ancient world in ever more vivid and relatable ways for modern students and scholars of antiquity, as well as for the general public. Students will also explore the various alternatives to the traditional narrative or expositional format that modern media can offer.

CLAS 3426 (Required, 3 credits) – *Research Tools and Methods in Digital Classics*: This course will introduce students to the ever-expanding repertoire of digital resources available for ancient history and classical studies scholarship. Students will learn how to create effective research strategies that will make full use of a wide range of already existing digital research tools and will culminate in a project contributing to the development of an online digital map and archive created by Nipissing Faculty known as *Ancient History GeoVisage* (AHGV).

CLAS 4426 (Required, 3 credits) – *Digital Classics Research Design project*: This course will be offered in an independent study format. Students enrolled in this course, in consultation with Classical Studies and Computer Science faculty, will propose and develop their own digital research tool and demonstrate its application to a specific area of ancient history and classical studies research.

COURSE TEMPLATE

MOTION: That ARCC recommend to Arts and Science Executive that the new course FAVA 3006 Renaissance(s): Art and the Global Encounter be added under FAVA.

A) Descriptive Data:

Course Code	FAVA 3006
Course Title	Renaissance(s): Art and the Global Encounter Renaissance Art (suggested short title)
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore the history of Renaissance art and architecture, focusing on the interrelationship between visual art, religion, sexuality and colonialism throughout the fourteenth to sixteenth centuries. Themes may include the relations - artistic, economic, and ideological - between northern and southern Europe, the stimulus to innovative forms of art production provided by contact with non-Western peoples, representations of sex and sexuality, and the rapidly shifting role of religion and science in visual art.
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input type="checkbox"/> Lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Can be counted towards either the Art History and Visual Studies stream or the Studio Art stream. click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Can be counted towards either the Art History and Visual Studies stream or the Studio Art stream.
Cross-Listing	<input type="checkbox"/> 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 demonstrate Learning Expectations (that which students will do and I will measure): By the end of this course students will be able to: 1. demonstrate an understanding of the major thematic and theoretical concerns underpinning the production of Renaissance visual art.

COURSE TEMPLATE

	<ol style="list-style-type: none">2. contextualize art and cultural objects as they relate to the role of religion, colonialism and secularization in Early Modern European society.3. actively contribute to and critically engage with lectures and discussions in order to sustain a dynamic learning environment.4. undertake critical evaluations of the impact and legacy of Renaissance visual art in contemporary society.5. articulate assessments of art and cultural objects relating to global encounters in the Early Modern period in both written and verbal discussions.6. Understand how visual art, fashion, craft practices and cultural ephemera (such as festivals) contributed to innovative forms of Renaissance art production which varied over time, and be open to critical self-reflection.7. exhibit behaviour that meets the Nipissing University Code of Student Rights and Responsibilities, and is both respectful of and contributes to the shared learning environment of the Fine and Performing Arts Department. <p>Course Outcomes (what will result from successful completion of the course): Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none">1. an ability to assess and engage critically with visual art from the 14th- 16th-centuries across a diverse body of visual material from around the world.2. a specific and sophisticated understanding of how transnational, colonial or pan-global economic and intellectual interaction participated in the construction of a “Renaissance”.3. a thorough comprehension of the limitations and contingency of the categories “Renaissance”, “Early Modern”, and “Mannerism”.4. an ability to express opinions and arguments, both written and orally, that address critical issues in the history of Renaissance art.5. an ability display research skills and visual literacy and interpretive strategies.
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COURSE TEMPLATE

MOTION: That ARCC recommend to Arts and Science Executive that the new course **FILM 2316 The Animated Feature** be added under **FILM**.

A) Descriptive Data:

Course Code	FILM 2316
Course Title	The Animated Feature
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore the power of animation as a creative, conceptual, and imaginative medium. Students learn to critically explore the animated feature's sourcebook of visual art, literature, storytelling, and performance, in order to better understand animation's historical and contemporary role as a powerful and potentially subversive aesthetic form and tool of sociocultural analysis.
Course Prerequisite	3 credits of Film
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> 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 Learning Expectations (that which students will do and I will measure) By the end of the course students will be able to: 1. demonstrate a general knowledge of the history of animated films. 2. analyze the function and purpose of specific cinematic elements and techniques and how they relate to animated moving

COURSE TEMPLATE

	<p>image.</p> <ol style="list-style-type: none">3. explore a cinematic element or cinematic technique in an analytical way.4. use the appropriate vocabulary with which to discuss and write about animated films and videos.5. examine the inter-relatedness of cinematic elements and techniques specific to animated films.6. derive meanings from specific films and videos that reflect the careful analysis and evaluation of various elements and perspectives inherent in each film or artwork.7. Examine the key concepts and debates underlying theories of cinema and animated film.8. Demonstrate an expansive, nuanced understanding of the concept of “realism.”9. Explain the important distinction between cel animation and digital animation – and how the difference has been transformative for the film industry. <p>Course Outcomes (what will result from a successful completion of the course)</p> <p>Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none">1. an ability to analyze and critically discuss a range of contemporary and older animated films and videos according to their formal properties, including how they construct emotion and meaning through narrative and the constructed image.2. a basic understanding of the place of animated films within culture and history.3. an understanding of the historical and contemporary critical approaches to animated film and video analysis.4. an ability to write about animated films and videos critically, coherently and concisely.
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COURSE TEMPLATE

	<ol style="list-style-type: none">2. Choose the appropriate vocabulary with which to discuss and write about films.3. Illustrate the key concepts and debates underlying theories of cinema as they relate to popular spectacle cinema.4. Explain the complex biases, preconceptions and preconditions, which operate in the craft of film and criticism.5. Distinguish between analogue “special effects” and digital “special effects”, and the implications of this upon filmmaking form, and for the film industry.6. Articulate the concept of “graphic logic”, and explain the extent to which visual communication can be achieved without words/dialogue.7. Define “classical” cinematic aesthetics, storytelling, characterization, etc., and debate whether or not popular spectacle cinema has voided them.8. Examine how numerous different film genres – not one single one -- contribute to the creation of popular spectacle cinema. <p>Course Outcomes (what will result from a successful completion of the course)</p> <p>Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none">1. an ability to analyze and critically discuss a range of contemporary films according to their formal properties, including how they construct emotion and meaning through narrative and moving image.2. a basic understanding of the place of popular spectacle cinema within culture and history.3. an understanding of the historical and contemporary critical approaches to film analysis.4. an ability to write about popular spectacle cinema critically, coherently and concisely.
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COURSE TEMPLATE

MOTION: That ARCC recommend to Arts and Science Executive that the new course **FILM 2316 The Animated Feature** be added under **FILM**.

A) Descriptive Data:

Course Code	FILM 2316
Course Title	The Animated Feature
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore the power of animation as a creative, conceptual, and imaginative medium. Students learn to critically explore the animated feature's sourcebook of visual art, literature, storytelling, and performance, in order to better understand animation's historical and contemporary role as a powerful and potentially subversive aesthetic form and tool of sociocultural analysis.
Course Prerequisite	3 credits of Film
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input type="checkbox"/> Lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> Online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> 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 Learning Expectations (that which students will do and I will measure) By the end of the course students will be able to: 1. demonstrate a general knowledge of the history of animated films. 2. analyze the function and purpose of specific cinematic elements and techniques and how they relate to animated moving

COURSE TEMPLATE

	<p>image.</p> <ol style="list-style-type: none">3. explore a cinematic element or cinematic technique in an analytical way.4. use the appropriate vocabulary with which to discuss and write about animated films and videos.5. examine the inter-relatedness of cinematic elements and techniques specific to animated films.6. derive meanings from specific films and videos that reflect the careful analysis and evaluation of various elements and perspectives inherent in each film or artwork.7. Examine the key concepts and debates underlying theories of cinema and animated film.8. Demonstrate an expansive, nuanced understanding of the concept of “realism.”9. Explain the important distinction between cel animation and digital animation – and how the difference has been transformative for the film industry. <p>Course Outcomes (what will result from a successful completion of the course)</p> <p>Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none">1. an ability to analyze and critically discuss a range of contemporary and older animated films and videos according to their formal properties, including how they construct emotion and meaning through narrative and the constructed image.2. a basic understanding of the place of animated films within culture and history.3. an understanding of the historical and contemporary critical approaches to animated film and video analysis.4. an ability to write about animated films and videos critically, coherently and concisely.
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COURSE TEMPLATE

	<ol style="list-style-type: none">2. Choose the appropriate vocabulary with which to discuss and write about films.3. Illustrate the key concepts and debates underlying theories of cinema as they relate to popular spectacle cinema.4. Explain the complex biases, preconceptions and preconditions, which operate in the craft of film and criticism.5. Distinguish between analogue “special effects” and digital “special effects”, and the implications of this upon filmmaking form, and for the film industry.6. Articulate the concept of “graphic logic”, and explain the extent to which visual communication can be achieved without words/dialogue.7. Define “classical” cinematic aesthetics, storytelling, characterization, etc., and debate whether or not popular spectacle cinema has voided them.8. Examine how numerous different film genres – not one single one -- contribute to the creation of popular spectacle cinema. <p>Course Outcomes (what will result from a successful completion of the course)</p> <p>Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none">1. an ability to analyze and critically discuss a range of contemporary films according to their formal properties, including how they construct emotion and meaning through narrative and moving image.2. a basic understanding of the place of popular spectacle cinema within culture and history.3. an understanding of the historical and contemporary critical approaches to film analysis.4. an ability to write about popular spectacle cinema critically, coherently and concisely.
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DEPARTMENTAL CURRICULUM APPROVAL FORM
To Cross-List INTD 2005 and INTD 3005

Motion: That Senate approve the cross-listing of INTD 2005 and INTD 3005 with the program in Gender Equality and Social Justice.

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
GESJ	Wendy Peters	Appended to the attached copy.	November, 2016

Rationale:

GESJ has close involvement in the design and delivery of these courses. Their focus on interdisciplinary epistemology, pedagogy and ethics make them appropriate additions to the broad social justice orientation of GESJ's cross-listed offerings.

COURSE TEMPLATE

	5)an ability to make coherent written arguments based on evidence from secondary materials. 6)an awareness of how context and change over time are central to historical understanding.
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Rationale: This course provides teaching options for Dr. Morrell, all of whose teaching is done online, and also gives History students more options at 3rd-year. As well, it potentially strengthens the department's contribution to the Human Rights and State Violence program.

COURSE TEMPLATE

MOTION: That ARCC recommends to USC the addition of **HIST 3526 Spooks: the Rise of the Secret Security State in the 20th Century** to the Academic calendar under History.

A) Descriptive Data:

Course Code	HIST 3526
Course Title	Spooks: the Rise of the Secret Security State in the 20 th Century Short title: The Secret Security State
Course Credits	<input type="checkbox"/> X 3 credit <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine the history of the rise of the Secret Security State from its modern foundations in the Great War to the post-Cold War era. The course features a close study of British, American and Soviet experiences and students consider questions about the relationship between increasing state power and the role of secrecy in democratic and authoritarian societies.
Course Prerequisite	12 credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.
Course Corequisite	None
Antirequisite	HIST 3116 2014, 2015
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> X online delivery YES <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36 hours
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> 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)an understanding of the forces that shaped the world of Secret Intelligence in the 20 th century. 2) skills necessary to analyze primary sources. 3) an understanding of competing historiographical debates. 4) their skills in essay writing. 5) their skills in online discussions with peers. 6) some use of historical empathy as they study the role of various types of people who impacted the history of the world of secret

COURSE TEMPLATE

	intelligence.
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Rationale: This course regularizes a course delivered twice as a topics course. It provides options for Dr. Morrell, all of whose teaching is done online, and also gives History students more options at 3rd-year. As well, it gives historical context to an important contemporary issue.

COURSE TEMPLATE

	<p>major historical events such as the rise of expert knowledge, the two world wars, the feminist movement and changing attitudes towards medicine and the medical profession after World War II</p> <ul style="list-style-type: none">• a general awareness of, and ability to assess, some of the key historical debates in the history of nursing• an ability to communicate effectively in reasonably clear and correct writing• an ability to conduct historical research in secondary sources
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Rationale: This course is intended to provide options to Nursing students to fulfill their elective requirements. History majors may use this course to fulfill their 2nd-year history requirements.

Hours of contact time expected per term	36 hours
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Required for Minor, Major, Specialization, and Honours Specialization
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> 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. a basic familiarity with some of the main approaches and issues in Value Theory; 2. a developing ability to read philosophical texts closely and carefully; 3. a developing ability to identify and reconstruct arguments; 4. a developing ability to construct original arguments; 5. a developing ability to anticipate counter-arguments to one's own position; and 6. a developing ability to produce a strong, philosophical course paper.

Rationale: PHIL 1115 Introduction to Philosophy is being split into two three-credit courses, PHIL 1116 Introduction to Western Philosophy and PHIL 1117 Values and the Human Condition. This will increase flexibility in scheduling as well as allowing faculty to share teaching responsibilities in the first year. Additionally, the enrollment in PHIL 1115 seems to have been badly eroded by the decision to allow ACAD courses to count against the breadth requirement in Humanities, since students no longer require 6 elective credits. It is hoped that by offering two different three-credit introductory courses, we may attract more students looking to satisfy their Humanities elective in their first year.

	<p>thinkers and movements;</p> <p>2. a developed ability to identify and reconstruct arguments found in the primary texts;</p> <p>3. a developed ability to critically evaluate these arguments and to construct original arguments in response to the course texts;</p> <p>4. a developed ability to anticipate and sympathetically consider possible counterarguments to one’s own position;</p> <p>5. an awareness of the limits of knowledge and areas of ambiguity or uncertainty with the area of scholarship treated in the course;</p> <p>6. an ability to produce written course work which satisfactorily reflects the premium placed in philosophy on clarity of expression and structure, soundness of argument, charity of interpretation, and the sympathetic consideration of objections.</p>
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Rationale: PHIL 3335 History of Modern Philosophy is being split into two three-credit courses, PHIL 3336 Reason and Experience in Modern Philosophy and PHIL 3337 Idealism and Its Critics, in order to increase flexibility in scheduling and to permit the course to be taught by different faculty. The prerequisite is being changed from PHIL 1115 (which is no longer offered), to “Any 30 credits completed” because we do not wish to restrict these courses to PHIL students only, and because no particular content from prior PHIL courses is assumed. Moreover, the new prerequisite will fit existing practice, since we routinely waive the prerequisite in 3000-level courses for any upper-year student who asks – but, of course, not everyone who is interested will actually ask. The new prerequisite thus opens these courses to any student who has completed one-year equivalent of university-level studies.

MOTION 2: That ARCC approve the addition of **PHIL 3337: Idealism and Its Critics** under Philosophy.

B) Descriptive Data:

Course Code	PHIL 3337
Course Title	Idealism and Its Critics
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore the work of late eighteenth and nineteenth idealist philosophers, such as Fichte and Hegel, who addressed traditional problems in new ways and emphasized the role and necessity of “speculative reason” in philosophy. This is followed by consideration of the critical reception of idealism in the later nineteenth century as reflected, for instance, in the work of Feuerbach, Marx, Nietzsche, and Kierkegaard.

Course Prerequisite	6 credits in the Philosophy discipline at the 1000-level
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	PHIL 3335
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36 hours
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Required for Major, Specialization, and Honours Specialization
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> 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 <ol style="list-style-type: none"> 1. a developed knowledge of core thinkers and texts in German Idealism, as well as some of the most important critical responses to Idealism in the later 19th century; 2. a developed ability to identify and reconstruct arguments found in the primary texts; 3. a developed ability to critically evaluate these arguments and to construct original arguments in response to the course texts; 4. a developed ability to anticipate and sympathetically consider possible counterarguments to one's own position; 5. an awareness of the limits of knowledge and areas of ambiguity or uncertainty with the area of scholarship treated in the course; 6. an ability to produce written course work which satisfactorily reflects the premium placed in philosophy

	on clarity of expression and structure, soundness of argument, charity of interpretation, and the sympathetic consideration of objections.
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Rationale: PHIL 3335 History of Modern Philosophy is being split into two three-credit courses, PHIL 3336 Reason and Experience in Modern Philosophy and PHIL 3337 Idealism and Its Critics, in order to increase flexibility in scheduling and to permit the course to be taught by different faculty. The prerequisite is being changed from PHIL 1115 (which is no longer offered), to “Any 30 credits completed” because we do not wish to restrict these courses to PHIL students only, and because no particular content from prior PHIL courses is assumed. Moreover, the new prerequisite will fit existing practice, since we routinely waive the prerequisite in 3000-level courses for any upper-year student who asks – but, of course, not everyone who is interested will actually ask. The new prerequisite thus opens these courses to any student who has completed one-year equivalent of university-level studies.

	<p>law in contemporary society;</p> <ol style="list-style-type: none">3. knowledge of main issues arising in the relationship between law and morality;4. an ability to construct and critically defend philosophical arguments on the law;5. an ability to identify the assumptions and commitments that underlie legal arguments, as reflected in the analysis of legal cases and decisions;6. an ability to anticipate and sympathetically consider possible objections; and7. an ability to charitably interpret and respectfully engage with the views of others.
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Rationale: This course provides students with an introduction to theories and debates within an important sub-field of philosophy, as well as providing an elective for students interested in law school and potentially students in a variety of different programs. This is also the reason for the listed prerequisite: the course is aimed partly at non-majors and will not presume prior knowledge of philosophy.

COURSE TEMPLATE

MOTION: That Senate approve the addition of RLCT 2156 Religion, Justice and Animals to the RLCT curriculum.

A) Descriptive Data:

Course Code	RLCT 2156
Course Title	Religion, Justice and Animals
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Threaded through most religious traditions has been a notion of justice concerning our responsibility to others. Students develop critical social justice tools for engaging with religious ideas specifically around our duty to non-human animals. Students consider the role of non-human animals, both literally and symbolically, in religious imaginaries and whether or not there a meaningful difference between religious and secular considerations of non-human animals.
Course Prerequisite	18 credits completed
Course Corequisite	N/A
Antirequisite	N/A
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours of lecture
Hours of contact time expected per term	36 hours
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> <input type="checkbox"/> Cross-Listed - this course may be credited towards Gender Equality and Social Justice
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1. an ability to recognize, analyze and evaluate key aspects of the role of non-human animals in a range of religious traditions. 2. an ability to recognize, analyze and evaluate the implications of the ethical positions of a range of religious traditions towards non-human animals on the lives of actual animals in the world today. 3. an ability to understand how ideas of the "non-human" in critical animal studies are informed by analyses of "the human" in critical race,

COURSE TEMPLATE

	<p>gender, queer, and disability studies</p> <p>4. an ability to engage in reasoned, evidence based verbal debate surrounding controversial issues in the burgeoning field of critical animal studies as it intersects with religious and social justice studies.</p> <p>5. an ability to construct and sustain well reasoned analytical arguments in</p> <p>consistent, coherent and grammatical prose and express these analyses across a range of formats from verbal debate/exchange in class to submitted research essay</p> <p>6. a clear understanding of the role of power in the treatment of non-human animals.</p> <p>7. an ability to develop a clear and original thesis, relevant to the course topics, and apply appropriate research methods to support and defend that thesis in written form.</p>
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Rationale:

This course will contribute to a growing slate of social justice courses concerning critical animal studies in both the GESJ and RLCT curriculums.

**Report of the
PLANNING AND PRIORITIES COMMITTEE
Friday, December 16, 2016**

The third meeting of the Planning and Priorities Committee was held on Friday, December 16, 2016. The following members were in attendance:

COMMITTEE MEMBERS:

Harley d'Entremont (Chair)	Blaine Hatt	Katrina Srigley
Carole Richardson	April James	Roxana Vernescu (Skype)
Pavlina Radia (A&S designate)	Chris Hachkowski	Anne Wagner (Skype)
Nancy Black	Reehan Mirza	Dan Walters

Regrets: Jim McAuliffe, Murat Tuncali, Rick Vanderlee, Jamie Graham, Anahit Armenakyan, Jordan Dempster, Sydney Lamorea, Cory Tremblay, Janet Zimbalatti

Recording Secretary: S. Landriault

Nipissing University's Response to the Quality Assurance Audit by the Quality Council was discussed and responses to the recommendations and suggestions were made. The Provost will incorporate the suggested revisions and the revised response will be sent out to PPC members for an electronic vote. The revised Report, as well as the necessary revisions to the IQAP document resulting from PPC's response to the Audit, were approved electronically by PPC.

Respectfully submitted,

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

Motion 1: That the Report of the Planning and Priorities Committee dated December 16, 2016, be received.

Motion 2: That the Response to the Quality Assurance Audit be approved.

Motion 3: That the revised IQAP document be approved.

**Nipissing University Institutional Quality Assurance Process:
Policy and Procedures (IQAP)**

**Governing Cyclical Program Reviews,
New Programs and Program Revisions**

Recommended to Senate
by the Planning and Priorities Committee

May 7, 2013

Revised May 17, 2013

Approved May 21, 2013

Revised December 19, 2016

Approved January 13, 2017

Submitted to the Quality Council
of the Council of Ontario Universities

June 10, 2013

Approved June 28, 2013

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Nipissing University Policy on Quality Assurance

Office of Accountability	Provost and Vice-President, Academic and Research
Administrative Responsibilities	<p>The Provost and Vice-President, Academic and Research (PVPAR) is the administrative authority responsible for the University's quality assurance policy and procedures for new and existing programs and is Nipissing's authoritative contact to the Quality Council. The Office of the PVPAR administers the day-to-day workings of the process.</p> <p>The Deans are responsible for providing advice and support for new program proposals and for assisting and supporting academic units undergoing cyclical review.</p> <p>Academic and Non-Academic Units are responsible for the self-study process in a cyclical review of an existing program and for responding to the external program report(s). Academic units are often the proponents of new academic programs and must be significantly involved in consultation about new programs.</p> <p>The Planning and Priorities Committee (PPC) is a committee of Senate, which replaced the former Program Reviews and Appraisals Subcommittee and the Academic Planning Committee. PPC has similar representation and composition as the committees it replaced. Senate is responsible for approving quality assurance policy and procedures, new programs, and program reviews.</p>
Approver	<p>Internal: PPC and Senate</p> <p>Final authority rests with the Quality Council of Ontario</p>
Scope	<p>This policy applies to new and existing undergraduate and graduate degree programs and for-credit diplomas offered in full by Nipissing University or in part by Nipissing University in partnership with another post-secondary institution and applies to all campuses (North Bay, and Brantford).</p> <p>In Arts and Science, Physical and Health Education, and Applied and Professional Studies, unit reviews are conducted at the department/school level. The Bachelor and Graduate Education programs are reviewed at the faculty level.</p> <p>All new programming is subject to an internal quality assurance process and program proposals for new graduate, undergraduate and for-credit graduate diploma programs are subject to a full internal process and then approval by the Quality Council.</p>

	All existing undergraduate programs of specialization, graduate degree programs and for-credit graduate diploma programs are subject to periodic cyclical review conducted at a minimum of once every eight years
Contact Officer	Assistant to the PVPAR
Date Approved	January 13, 2017, Senate
Date for Next Review	Fall 2021 (Revision of this policy and procedure is subject to Quality Council Ratification)
Related Policies, Procedures and Guidelines	Stage I and II program approval process
Policies Superseded by this Policy	Existing Nipissing University Institutional Quality Assurance Process: Policy and Procedures (May 31, 2013)
Policy Number	4.1.2013 S

Purpose of the Policy

The primary purpose of the Institutional Program Quality Assurance Policy (IQAP) and associated procedures is to ensure the high quality of, and to promote standards of excellence in Nipissing’s new and existing academic programs. The IQAP has been developed by the Ontario Universities Council on Quality Assurance (referred to as the “Quality Council”) to be consistent with the protocols contained in the Quality Assurance Framework. It is subject to ratification by the Quality Council initially and thereafter, when it is revised.

The process ensures program quality through periodic external and internal assessments of programs within an academic unit. The review provides the University with the opportunity to create a record of achievement identifying how the programs within a unit contribute to the goals and missions of the University. Reviews include a critical consideration of the history, accomplishments and resources required to support the program(s) offered in the unit, and assist in setting the future direction of the unit and its programs in the context of overall University planning. Degree level expectations, combined with peer-reviewed judgment by expert disciplinary and interdisciplinary scholars, provide benchmarks for assessing a program’s standards and quality.

Reviews may be at the departmental/school or faculty level, including all sites, across departments/schools and faculties for interdisciplinary programs. Other purposes include the following:

- Inform decision-makers and relevant bodies about the strengths and weakness of programs;
- Provide the information and data necessary for the modification, expansion or termination of a program;
- Provide all relevant information to the Planning and Priorities Committee (PPC), departments, divisions, schools and faculties to assist in the program planning process;
- Provide information essential to the allocation of human and other resources;
- Assure the University community, the Board of Governors and the public that Nipissing's programs conform to the highest standards and are consistent with similar programs offered elsewhere.

Definitions

Academic Unit: The Department/School in the Faculty of Arts and Science, and the Faculty of Applied and Professional Studies, and the Faculty of Education where the program is housed. In the case of programs in Education the academic unit is the Schulich School of Education.

Arm's Length External Peer Reviewers: Arm's length peer reviewers are external referees who are not previous supervisors, collaborators, departmental colleagues (past or present), co-authors with faculty members in the previous six years, or previous program reviewers.

Certificates: Awarded at the time of graduation to students who have met the requirements for the certificate, according to the requirements of the participating unit.

Common Degree Framework: An identified set and sequence of courses, and/or units of study, research and practice within areas of disciplinary or interdisciplinary study, that must be completed in fulfillment of the requirements for the awarding of the degree.

Degree: An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with OCAV's Degree Level Expectations and Nipissing University's expression of these expectations (Appendix A).

Degree Level Expectations: The Degree Level Expectations established by OCAV serve as Ontario universities' academic standards and identify the knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development. They may be expressed in subject specific or in generic terms. Graduates at specified degree levels (e.g., BA, MSc) are expected to demonstrate these competencies. Academic units will describe Nipissing University's expectations in terms appropriate to its academic program.

Diploma Programs: Offered in Education and may consist of a combination of summer sessions and internships.

Major Program Modifications: A major program modification to an existing program is one in which the requirements, learning outcomes, faculty complement or changes to delivery mode differ significantly from those existing at the time of the previous cyclical program review. Such modifications can include but are not limited to

- a) Requirements that differ significantly from those existing at the time of the previous cyclical program review
 - The merger of two or more programs;
 - New bridging options for college graduates;
 - Significant changes in laboratory time for the undergraduate program;
 - Introduction or deletion of an undergraduate thesis or capstone project;
 - Introduction or deletion of work experience, co-op internship or practicum;
 - At the graduate level the introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option;
 - The creation or deletion of a field in a graduate program;
 - Any change to the requirements for a graduate program, candidacy examination, fields studied or residence requirements;
 - Major changes to courses comprising a significant proportion of the program.
- b) Significant Changes to Learning Outcomes
 - Changes to program content that affect the learning outcomes but do not meet the threshold for a new program.
- c) Faculty Changes
 - A large portion of new hires that alter the areas of research and teaching,
 - A language change in program delivery,
 - The establishment of a degree program at another location or institution,
 - Offering a formerly Face-to-Face program online.

The Planning and Priorities Committee will review such changes.

Minor Program Modifications: A minor program modification is a change of a less substantive nature, (i.e. new course proposal, changes to required courses in a degree program). USC or GSC may recommend the changes and forward them to Senate for approval.

New Programs: Any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body which has not previously been approved by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name only does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program, whether a major with the same designation already exists). To clarify, for the purposes of this Framework, a 'new program' is brand new: that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by Nipissing University.

Planning and Priorities Committee: The Planning and Priorities Committee (PPC) is a committee of Senate, which replaced the Program Reviews and Appraisals Subcommittee and the Academic Planning Committee. PPC has similar representation and composition as the committees it replaced.

Program: The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of the requirements for a particular degree. Programs at the undergraduate level include all minors, majors, specializations, honours specializations and certificates, as well as all professional and graduate programs offered by an academic unit in all delivery modes either solely or in partnership with another academic unit or post-secondary institution.

Quality Council: The Ontario Universities Council on Quality Assurance (the Quality Council) is an arm's length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs. The Quality Council is responsible for the approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle.

Revisions: A revision is a change of a housekeeping nature (i.e. course number changes). USC or GSC will approve the changes and forward the changes to Senate for Information only to ensure that the changes are included in the calendar. Senate may request a vote on any item sent for information.

Senate Graduate Studies Council (GSC): GSC engages in on-going review and oversight of all matters related to graduate studies, including but not limited to graduate curriculum, academic regulations and policies (including degree and program requirements), academic standards, academic awards and academic or non-academic student services, and makes recommendations to Senate as necessary and appropriate.

Senate Undergraduate Studies Committee (USC): USC engages in on-going review and oversight of all matters related to undergraduate studies, including but not limited to undergraduate curriculum, academic regulations and policies (including degree and program requirements), academic standards, academic awards and academic or non-academic student services, and makes recommendations to Senate as necessary and appropriate.

PROCEDURES

Institutional Program Quality Assurance Procedures

Contact Person: Assistant to the Provost and Vice-President, Academic and Research

Purpose: These procedures set out the steps that must be followed in the quality assurance process for the cyclical review of existing programs, new program proposals and major modifications to existing programs.

Procedures: The steps and actions that must be undertaken to implement the Program Quality Assurance Policy are set out below.

Part 1: Cyclical Review of Existing Programs

Part 2: New Program Proposal Approval Process

Part 3: Modification of an Existing Program

Part 1: Cyclical Review of Existing Programs

General Provisions

Periodic cyclical reviews are conducted of all existing undergraduate programs of specialization, graduate degree programs, and for credit diploma programs at a minimum of once every eight years. Such reviews provide the basis upon which university decisions may be made (program continuance, modification or discontinuance).

Reviews take place on an 8-year cycle. In professional programs (e.g., Nursing, Education), where there are regularly scheduled reviews for accreditation, efforts will be made to time the reviews to coincide with professional accreditation and to balance their respective objectives. However, the review of the unit must meet all requirements specified in the NU-IQAP. In consultation with the Dean, the Provost and Vice-President, Academic and Research will determine the degree to which the substitution or addition of documentation or processes associated with the accreditation of a program can be made, for components of the NU-IQAP, provided these changes are fully consistent with the requirements established in the NU-IQAP. A record of the substitution or addition, and the grounds on which it was made will be made available and will be eligible for audit by the Quality Council.

The review process is typically completed over an 18-month period as indicated below. Depending on the circumstances alternate time frames may be considered. All programs, graduate and undergraduate housed in an academic unit including all

Part 1: Cyclical Review of Existing Programs (cont'd)

minors, majors, specializations, honours specializations and certificates as well as all professional and graduate programs offered by an academic unit in all delivery modes either solely or in partnership with another academic unit or post-secondary institution (Appendix B) will be reviewed at the same time.

A master list of Nipissing's current program offerings together with the schedule for cyclic review is found in Appendix B. The office of the PVPAR will maintain an updated master list of the programs identifying the academic units responsible for each program.

Cyclical program reviews are comprised of five principal components:

1. Self-Study (internal program perspective) ;
2. External evaluation (peer review) with a report and recommendations of quality improvement;
3. Institutional evaluation of the self-study and the external assessment report, resulting in recommendations for program quality improvement or change;
4. Preparation and adoption of a plan to implement the recommendations, and monitor the implementation;
5. Follow-up reporting on the principal findings of the review, and the implementations of recommendations.

Scheduling and Timing of Reviews

The Office of the Provost and Vice-President, Academic and Research in consultation with the Deans and the PPC, maintains a schedule of reviews identifying the academic units responsible for each program. The Office of the PVPAR will notify the academic units responsible for programs scheduled for review one year in advance of the commencement of the review.

Year 1

- January: The Office of the PVPAR confirms with the academic and service units the programs to be reviewed in the upcoming academic year, provides information to the units regarding guidelines for the self-study.
- April 01: The Office of the PVPAR requests a list of proposed external and internal reviewers from units undergoing review. These are submitted by the unit through the Dean's Office . The PVPAR will select the most appropriate reviewers from the list.
- April/May (for reviews in Fall semester); June/July (for reviews in Winter semester): The PVPAR and the Dean meet with the unit Chair/Director to clarify procedures concerning the Review.
- July 01 (for reviews in Fall semester); October 01 (for reviews in Winter semester): Academic units submit self-studies to the Dean(s). Dean(s) provide(s) feedback in writing and facilitate improvement.

Part 1: Cyclical Review of Existing Programs (cont'd)

- August 15 (for reviews in Fall semester); November 15 (for reviews in Winter semester): Self-studies are submitted to the office of the PVPAR. The self-study is reviewed and approved by the PVPAR to ensure that it meets the requirements of a self-study. The PVPAR communicates her/his response to the unit in writing. If the unit does not agree with the PVPAR's decision, the matter is submitted to the PPC for resolution.
- August/September (for reviews in Fall semester); December/January (for reviews in Winter semester): Self-study is submitted to PPC for information purposes only.
- October to early December or January to April: Site visits.
- One month after site visit: Report from Review Committee is submitted to Office of the Provost and Vice-President, Academic and Research for review at PPC.
- Approximately two months after Report received: Responses from Academic Unit and Dean(s) are reviewed at PPC.

Year 2

- November: PPC reviews draft Final Assessment Reports and Implementation Plans.
- December: PPC submits Final Assessment Reports and Implementation Plans to Senate and forwards to the Quality Council.
- December: The Final Assessment Reports and Implementation Plans are posted on the University website.

Year 3

- Academic Units submit follow-up reports in accordance with stipulated timelines.
- By December 01: PPC submits Annual Implementation Report to Senate.

A: Self-Study Document (Internal Program Perspective)

The **self-study** is prepared initially by all members of the unit (faculty, staff and students) and should address all the points listed under the Evaluation Criteria (Appendix C) for all programs within the unit, as well as history, current status, pending changes, strengths, challenges, opportunities and future plans. All members of the unit, including those in Brantford campus, and other academic units and/or partner institutions if applicable should play an active and contributing role in the development of the self-study. Programs offered in collaboration with other units or post-secondary institutions must include written input to the self-study document from faculty, staff and students at each partner academic unit or post-secondary institution (Appendix B). The focus of the self-study should be on key issues. This requires a frank but balanced consideration of both strengths and areas for improvement, and strategies for future changes. It is also essential that the self-study take into consideration the larger institutional issues and the vision, mission, goals and priorities of the University.

Part 1: Cyclical Review of Existing Programs (cont'd)

The **self-study** report serves as the primary document for the external unit review team. The most successful reviews are assisted by self-studies that are well organized, clearly written, and complete but concise. While the most successful reviews result from

inclusive processes that involve the majority, if not all, of the members (faculty, staff and students) of the unit at each stage of the review, the quality of the self-study may be enhanced if a small steering group is responsible for its preparation and drafts are circulated to all members for comment and input.

The **self-study** report should be broad-based, reflective, forward-looking and include critical analysis. Guidelines for Self-Appraisal in the Unit Review are found in Appendix D. The unit will have access to templates to facilitate the preparation of the self-study.

The **self-study** will identify any pertinent information, which the institution deems appropriate for inclusion such as:

- a. A brief **history** of the unit, the **goals** of the unit, and the place of the unit in the continuing development of the university.
- b. An overview of the unit's **staffing** profile, research, administrative structure and resources and infrastructure. The Library will provide (as an appendix) a description and assessment of **Library resources** related to the unit under review.
- c. A **curriculum vitae** in a standardized format, such as that used by one of the Tri-Council's that summarizes the important information about the academic contributions and credentials of each member should be included in an appendix.
- d. A description and analysis of the unit's **undergraduate programs**, admission requirements, structures and curriculum and the extent to which they meet the learning outcomes. This should include reference to modes of delivery (distance, face-to-face, on-line, weekend), use of technology in teaching and interdisciplinary programs offered in partnership with other units on campus (including the Brantford campus), or with other post-secondary institutions. Mechanisms developed within the unit to evaluate and enhance learning outcomes and student engagement should also be described. Summaries of relevant student surveys will be provided (as an appendix) by the Office of Institutional Planning and Analysis.
- e. A description and analysis of the unit's **graduate programs**. This should include information about student completion, student financial support, program reputation and currency, effectiveness of supervisory policies and practices, infrastructure available, and community and employment links. Information will also be provided (as an appendix) from the Office of Research Services and Graduate Studies.
- f. A description and analysis of the unit's **research** and community service programs, including partnerships with other units, institutions and organizations.

Part 1: Cyclical Review of Existing Programs (cont'd)

- g. An overview of student (undergraduate and graduate) **enrollment** patterns (1- to 5-year horizon) and projected enrollment trends within the discipline. The former will be provided (as an appendix) by the Office of Institutional Planning and Analysis.
- h. A report on **student assessment** of programs in the unit, employment opportunities (including community service learning, internships, practica and information on past graduate students) and related data.
- i. A critical analysis of the unit's strengths, challenges and areas of potential development (opportunities).
- j. A description of the unit's future plans and program directions within the context of the university's vision, mission, goals and priorities, and the development of the discipline itself.

The **self-study** will address and document the following:

1. Consistency of the program's learning outcomes with the institution's mission and Degree Level Expectations, and how its graduates achieve those outcomes;
2. Program-related data and measures of performance, including applicable provincial, national and professional standards (where available);
3. Integrity of the data;
4. Evaluation criteria and quality indicators identified in Appendix C;
5. Concerns and recommendations raised in previous reviews;
6. Areas identified through the conduct of the self-study as requiring improvement;
7. Areas that hold promise for enhancement;
8. Academic services that directly contribute to the academic quality of each program under review.
9. Participation of program faculty, staff, and students in the self-study and how their views will be obtained and taken into account. The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers.

The Dean of the relevant Faculty will review and provide feedback in writing to the Unit regarding the self-study report to ensure that it meets the above. With or without revisions, it will then be submitted to the PVPAR who will also review, make changes as appropriate and approve the self-study report. The Provost and Vice-President, Academic and Research will communicate the decision to the unit in writing. If the unit does not agree with the VPAR's decision, the matter will be submitted to PPC for resolution. Once finalized, the PVPAR will date and sign the self-study.

B: External Evaluation (Peer Review)

Selection of the Review Team

Part 1: Cyclical Review of Existing Programs (cont'd)

Typically, the review team will consist of three members. Two of these members (including the Chair) will be well-respected, impartial experts in the particular discipline or area, chosen from other universities and independent of Nipissing University. The reviewers should be at "arm's-length" from the program under review and will be required to declare the same in writing. The other member normally will be chosen from the Nipissing University community, representing the University-at-large, and not in a closely-related discipline. Members of the review team should be chosen to avoid any conflict of interest. Wherever appropriate, one of the two internal members may be replaced by a representative of the relevant professional community. The size of the review team will be determined by the size, level of the degrees offered and the complexity of the unit under review.

After review of the self-study/ies for the programs, including the list of proposed external reviewers, the Provost and Vice-President, Academic and Research will identify a ranked list of the most appropriate external reviewers and internal member. Before submitting the unranked list received from the unit, the Dean will take reasonable steps to ensure that the names on the list are "arm's-length", as required. The Office of the PVPAR will contact proposed reviewers directly, confirm those willing and able to serve, and oversee the arrangements for a campus site visit. The visits will normally be scheduled over two consecutive days.

Review Committee Instructions

The Office of the Provost and Vice-President, Academic and Research will provide to each member of the review Committee a copy of standard instructions with respect to the review and the preparation of the committee's report, which will direct the reviewers, for each program under review, to:

- Set out roles and obligations.
- Identify and commend the program's notably strong and creative attributes.
- Describe the program's or programs' respective strengths, areas for improvement and opportunities for enhancement using the Evaluation Criteria (Appendix C).
- Recommend specific steps taken to improve the program, distinguishing between those the unit can make itself and those that require external action.
- Recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.
- Respect the confidentiality of the review process.

In addition, members of the Review Committee may be asked to respond to special instructions from the Provost and Vice-President, Academic and Research in the final report. Such instructions may include:

- Issues of special concern identified by the PVPAR and/or PPC for the program under review.

Part 1: Part 1: Cyclical Review of Existing Programs (cont'd)

- Concerns and/or recommendations raised in previous external reviews of a program.

If possible, the PVPAR will schedule a teleconference with the Review Committee a few weeks prior to the site visit.

Review Materials

The Office of the PVPAR, in cooperation with the Dean and the Chair/Director of the unit whose program(s) is (are) under review, will ensure that the external reviewers receive all required information and documents indicated below, including any additional materials that the Vice-President, Academic and Research, and the Dean may deem helpful to the assessment process.

1. The **self-study** report of the unit whose program(s) are under review, including an indication of the program outcomes in light of the University's Mission Statement, University's strategic plan (and that of the unit where applicable), and Nipissing University's Guidelines for University Degree Level Expectations (Appendix A);
2. Full **details** of the program(s), including program and course descriptions, calendar information, program outcomes;
3. Standard, short format **curriculum vitae** of tenured/tenure-track and limited term faculty members, including full-time and part-time instructors;
4. Plans for **new programs** and courses, if applicable;
5. **Enrolment** data: current, projected and for the preceding five-year period;
6. Information on current **teaching loads**, showing number of courses and students taught by each faculty member including full-time and part-time instructors;
7. **Course outlines**; grading systems/assessment methods;
8. Aggregate information regarding the **quality of courses** taught in the program(s);
9. A **grade distribution profile** of all courses for the past five years;
10. **Feedback from graduates and students** of the program(s), gathered from questionnaire;
11. **Feedback from employers** where applicable;
12. A description of teaching, laboratory and research space, and equipment as applicable;

Part 1: Cyclical Review of Existing Programs (cont'd)

13. Faculty **teaching awards** and recognition;
14. Faculty **research awards**, including funding amounts and sources since the previous review;
15. Faculty Statements on **Library** and IT holdings, resources (prepared in collaboration with the Library and University Technology Services), with commentary on special features of the collection/services;
16. Employment, postgraduate scholarships and career data on program **graduates**, as available; success in entry into graduate and professional programs;
17. Details of structures and procedures within the unit for facilitating **new initiatives** in teaching, research and community service learning;
18. Interdisciplinary courses; cross appointments;
19. **Budgetary** information on the program(s) (excluding faculty salaries), with a breakdown of major budget items;
20. **Schedule** of activities during the site visit.

The reviewers shall have received all documents at least two weeks prior to their visit to the campus during the regular academic semester while classes are in session.

Site Visits

The Office of the PVPAR will finalize the visit schedule in consultation with the academic units being reviewed which shall work jointly to provide a draft schedule listing the individuals to be interviewed and further details respecting availability. The general format and guidelines for the site visit is found in Appendix E.

The review team will visit the university together for two to three days during the regular teaching semester prior to preparing their report. While on campus the review team will consult widely with academic and administrative staff, students, administrators, alumni and external partners involved with the programs and activities of the unit under review. They should meet with the faculty individually and/or in groups, with staff independently as a group, with undergraduate students independently as a group, with graduate students independently as a group, with the Librarian, the Dean and, where possible, with the Vice-President, Finance and Administration. Where appropriate, the faculty from the Brantford campus will be invited to participate, as well as members from other units or post-secondary institutions involved in collaborative programs.

Part 1: Cyclical Review of Existing Programs (cont'd)

Reviewers' Report

Within four weeks of the site visit, the reviewers shall prepare one report that addresses the Evaluation Criteria described in Appendix C and provide:

- a. An assessment of the numbers and diversity of academic and non-academic staff and their responsibilities; the resources provided and the appropriateness of their use; the effectiveness of the unit's organization; the suitability of the work space; the relations of the unit to others; the quality of educational opportunities provided to students—both graduate and undergraduate; and the effectiveness of the means or measures to evaluate student and program success.
- b. An opinion on the quality of the research and scholarly activities of the unit and the programs offered, and the effectiveness of the relationships between teaching and research - at both the graduate and undergraduate levels.
- c. A considered assessment of the weaknesses and strengths of program(s) with reference to, *inter alia*, the assessment criteria listed above. They will also suggest steps that units/Faculty of Education [FE] might take - with and without additional resources - to improve their program. The spirit of the review should be formative and constructive.
- d. Specific recommendations that will be a catalyst for re-examining and revisioning in the short term (next two years), medium term (3 to 5 years) and long term (5+ years) to support the unit in its future advancement and development.

The report should be presented in the format described in Appendix F. While preparing the report, the Provost and Vice-President, Academic and Research and the Dean of the Faculty, will be available to the review team to provide any additional information requested. Although the report is primarily the responsibility of the external reviewers, the internal reviewer will be provided an opportunity to comment on the draft report.

The findings and recommendations of the review team should be presented in the form of a brief, concisely written report (with an executive summary) that will be received by the Provost and Vice-President, Academic and Research on behalf of PPC. The Review Team will not submit the findings of the review to either the unit or the Dean. The report should clearly distinguish those recommendations the unit is responsible for and identify those that require action external to the unit under review.

Comments on individuals in the unit under review should not be included with the reviewers' report. Any reviewers' comments or observations regarding individuals in the unit or other confidential information is to be included in a confidential report under separate cover to the Provost and Vice-President, Academic and Research for distribution to the Dean of the Faculty. These comments may not necessarily be forwarded to the department or the Planning and Priorities Committee.

Part 1: Cyclical Review of Existing Programs (cont'd)

Provided that matters of individual sensitivity or confidentiality are handled with discretion or deleted, the report will be made available to the Dean, the unit under review, PPC and other interested parties.

The report will be considered a public document and at the completion of the review process will be available (on request) to members of Senate along with the unit's response.

C: Institutional Evaluation of the Self Study and External Assessment Report

Unit Response

On receipt of the report the members of the unit will meet in committee for discussion. The Dean and the unit head will then meet with PPC to review the report. Based on the report, comments received from PPC and relevant university planning documents, the unit will then prepare a formal written response. The response will address the issues raised and clearly outline priorities and future directions over the next three to five years, where possible describing goals and timelines for achieving them. As such the unit response should be prepared in close partnership with the Dean. The Dean will submit an independent response to PPC that describes:

- a. Any changes in organization, policy or governance that would be necessary to meet the recommendations,
- b. The resources that would be required to support and implement selected recommendations,
- c. A proposed timeline for implementation of the selected recommendations,
- d. A rationale for the selection of recommendations to be implemented.

The response and any subsequent comments from PPC will inform the unit's and the faculty's long-term planning and strategy development.

PPC Response

Following a full review of all reports, including the self-study, the PVPAR (or his/her designate) shall prepare for PPC a draft report (excluding all personal information) that summarizes the findings and conclusions of the undergraduate and graduate quality review for the programs of the unit, as well as the discussion at PPC. This report will include a statement of the strengths and weaknesses of the programs, and the action to be taken by both the unit and the administration on the recommendations arising from the undergraduate and graduate program review. The format for this Report is found in Appendix G. The Final Assessment Report (excluding all confidential information) and Implementation Plan shall be recommended by PPC to Senate for approval. The Final Assessment Report and Implementation Plan shall be posted on the

Part 1: Cyclical Review of Existing Programs (cont'd)

website and presented to the Board of Governors of the University, with a copy provided to the Quality Council.

Role of Provost and Vice-President, Academic and Research

- a. The Office of the Provost and Vice-President, Academic and Research will ensure the distribution of the Final Assessment Report (excluding all confidential information) and the associated Implementation Plan for the Unit, Senate and the Quality Council.
- b. The Office of the Provost and Vice-President, Academic and Research will ensure that the Final Assessment Report and Implementation Plan are
- c. posted on the Nipissing University website and copies provided to both the Quality Council and Senate.

Role of Deans' Office(s)

- a. The Dean's office will provide for the timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, or the scheduled monitoring reports.
- b. The Dean's Office will establish the extent of public access to the:
 1. Information made available for the self-study;
 2. Self-study report;
 3. Report of the Review Committee; and
 4. Specified responses to the report of the Review Committee.

It is expected that the report from the Review Committee will be afforded an appropriate level of confidentiality.

D: Preparation and Adoption of Plans to Implement the Recommendations

The Provost and Vice-President, Academic and Research, and the Dean, working with the members of the unit under review, will make every effort to address issues that were identified for program improvement. However, there can be no assurance that all of the reviewers' suggestions and recommendations will be implemented.

The Final Assessment Report will include an Implementation Plan that identifies:

1. The Senate as responsible for approving the recommendations set out in the Final Assessment Report;
2. The Provost and Vice-President, Academic and Research will be responsible for providing any resources made necessary by those recommendations, subject to Board budgetary approval;
3. The Dean and the Chair/Director will be responsible for acting on those recommendations;

Part 1: Cyclical Review of Existing Programs (cont'd)

4. Timelines for acting on and monitoring the implementation of those recommendations will be developed by the Dean in consultation with the unit.

E: Follow-Up Reporting on the Principal Findings of the Review and the Implementation of Recommendations

Fifteen to eighteen months after the formal written response is received by PPC, the Chair/Director and Dean will meet with PPC to describe progress on the implementation of the recommendations.

Four years after the review (and mid-way before the next review) PPC will initiate a follow-up with the unit. The unit will be asked to prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it and any comments from PPC. In particular they will be asked to describe initiatives and plans for the coming 3 to 4 years until the next review takes place. The follow-up will be reported to Senate and the report and any comments from PPC will be made available on request.

Part 2: New Program Proposal Approval Process

Origins of New Programs

Academic units(s) responsible for new programs will undertake detailed planning work, however the initial conceptualization for a new program may come from a number of sources including groups of faculty members or students, groups of academic units, administration, collaboration with other institutions or a body group external to the University. No matter what the initial source the Planning and Priorities Committee (PPC) will consider all new programs. When a new program is being considered, the proposer should first assess whether or not it would be considered a new program. The Chair of PPC and the Chair of the Undergraduate Studies Committee (USC) or the Graduate Studies Committee (GSC), as appropriate, will make a determination jointly if the program is a new program. The Provost and Vice-President, Academic and Research is responsible for making a final determination on this matter, subject to an appeal to PPC if the unit disagrees with the determination. A new program will be one that would require significant resources to support and maintain, particularly faculty or capital, or that might encompass a new degree or disciplinary area, or a graduate program in an area or unit that previously did not offer a program at the proposed level. (Refer to New Programs in the Definitions section.)

If the proposal is not considered to be a new program, it will then follow the process for the Expedited Process (Section 3) for the approval of Major Modifications to academic programs through PPC and USC or GSC. If the proposal is deemed to be a new program, it will proceed as follows. (See also Appendix H).

Stage I: Letter of Intent

The process of developing a new program requires a detailed presentation to afford a critical assessment of its academic merits and sustainability.

Consequently, before significant time and energy are invested, two key questions must be addressed:

1. How will the proposed program fit into the Faculty's plans and priorities and contribute to the University's vision, mission, goals and emphases?
2. How might the resources required by the major new program be made available?

The Letter of Intent provides a high level overview of the program and its origin, and allows for consideration of the above two questions. As appropriate, the Letter of Intent should address:

1. Fit of the program with the University's and Faculty's planning priorities as specified above under Evaluation Criteria 1-10 (Appendix I) and the Senate approved criteria (Appendix J).

Part 2: New Program Proposal Approval Process (cont'd)

2. Student demand and anticipated growth of the program (local, provincial, national).
3. Current and proposed faculty and other teaching and research resources required to support the program.
4. Other resources required: infrastructure, operating budget, library, capital, space, student service for satellite locations, as well as how they will be provided.
5. Confirmed and potential external financial support.
6. Possible and confirmed partnerships with other units and institutions.

The Letter of Intent must be approved by the sponsoring Faculty Council(s), and Graduate Council for graduate programs, before it is submitted for discussion at PPC. The Letter of Intent is to be succinct, no more than 4 or 5 pages and, therefore, the oral presentation to PPC will be an important part of the process. This stage should not be viewed as a pre-approval process, but rather as an opportunity to explore issues and identify both opportunities and areas of concern that will need to be addressed in the Stage II formal submission.

Written comments (including any advice) will be provided by PPC and copied to the appropriate Dean and either USC or GSC. A copy of the Letter of Intent will be forwarded by PPC with a motion to Senate recommending approval to progress to Stage II.

At this stage PPC may determine that the program being considered is not a major new program and so it need not come back to PPC. In this case, Stage II would not be required and, as noted above, the proposal would follow the established paths of approval for changes to academic programs through USC or the GSC.

Stage II: Presentation of the Proposal Following Completion of Stage I

Assuming the proposed program has been designated as a major new program, Stage II involves the proposer preparing the formal proposal package for consideration by PPC and, if approved, guiding it through the appropriate academic committees and external approval processes. The New Program Proposal will focus on the aspects outlined as the required information for PPC (below). The expectation is that the document would be between 10 and 15 pages.

The role of PPC in this Stage is to consider the detailed proposal in light of the two key questions identified in Stage I. Following discussion with the Dean (or designate) and the proposer of the program, PPC will indicate in writing to either USC or the GSC, whether or not PPC is satisfied that the two key questions have been addressed. If PPC has further advice to offer, that will also be included in the written response. A copy will be sent to the Dean and the proposer. If concerns are raised, the Dean will determine either to revise the proposal to address the concerns and resubmit to PPC, or suspend the proposal, informing Faculty Council of the decision.

Part 2: New Program Proposal Approval Process (cont'd)

All new program proposals are to meet the guidelines of the Faculty or unit making the proposal.

For the Stage II process to PPC, the following guidelines indicate information that is to be considered in the proposal:

A. Resource and Planning Information (required for PPC)

1. A detailed description of how the program fits within the University's and Faculty's planning priorities as specified above under Evaluation Criteria 1-10 (Appendix I), the Senate approved criteria (Appendix J), as well as respond to the issues raised in the Quality Council's program proposal brief (Appendix L).
2. Details of the program's impact on the home unit and other units; if appropriate, letters of support should be included.
3. An assessment of the long-term costs (budget) of the program, including those related to infrastructure changes necessitated by the program.
4. An assessment of immediate costs and how they will be addressed.
5. A confirmation that the proposed timeline for phasing in the program is feasible from a resource standpoint.
6. An assessment of impacts on relevant academic and non-academic units, including library, information services and student services.

Note: (1) The budget aspects should be presented in tabular form as appropriate.
(2) For the purposes of calculating the costs of full-time faculty, the average faculty salary will be used for the final year of the projections. Realistic numbers should be used for the other years.
(3) Estimates of revenues (tuition and BIU grants) shall be vetted by Finance and/or the Registrar and based on the "net new students" expected in the program.
(4) Overhead and administrative charges equal to 40% of other costs shall be included in the estimates.

Once PPC has given conditional approval of the New Program Proposal, the committee will send out the proposal for external review.

B. Administration and Coordination of External Review of New Programs

The coordination of the review is the responsibility of the Provost and Vice-President, Academic and Research working with the Planning and Priorities Committee (PPC) and the Dean.

Part 2: New Program Proposal Approval Process (cont'd)

Selection of Review Team

Typically, the review team will consist of at least one member for new undergraduate programs and at least two members for graduate programs. In both cases a site visit is required. Members of the review team should be chosen to avoid any conflict of interest and will normally be associate or full professors, or the equivalent, with program management experience. The external referees should not be previous supervisors, collaborators, departmental colleagues (past or present) or co-authors with faculty members in the previous six years.

The proposing unit will provide the names of four to six nominees for the external members of the team to the Dean, for submission to the Provost and Vice-President, Academic and Research. A brief statement about each of the external nominees, including a description of their qualifications and a rationale for their participation in the review, must accompany the submission. The Provost and Vice-President, Academic and Research, in consultation with the Dean will select the review team to ensure balance and expertise on the review team

Site Visit

The reviewers shall have received all documents relating to proposed new program (as submitted to PPC) at least two weeks prior to their visit to the campus, which will occur during the regular academic semester while classes are in session.

The review team will visit the university together for two to three days during the regular teaching semester prior to preparing their report. While on campus the review team will consult widely with academic and administrative staff, students, administrators, alumni and external partners involved with the proposed program under review. They should meet with the faculty individually and/or in groups, with staff independently in a group, with students independently in a group, with the Librarian, the Dean and, where possible, with the Vice-President, Finance and Administration, the Vice-President, Academic and Research and the President. Where appropriate, the faculty from the Brantford campus, as well as members from other units and/or post-secondary institutions involved in collaborative programs will be invited to participate.

The visit of the review team will be advertised widely to the university community with an invitation for those who have a vested interest in the proposed program to contribute a written brief or to meet with the review team. The schedule of interviews during the visit will be developed by the proposing unit with input from the office of the Provost and Vice-President, Academic and Research.

Part 2: New Program Proposal Approval Process (cont'd)

Reviewers' Report

Within four weeks of the site visit, the reviewers shall prepare a joint report that appraises the standards and quality of the proposed program and addresses the criteria 1-10 (Appendix I), including the associated faculty and material resources, and Senate Requirements (Appendix J). They will also be invited to acknowledge any clearly

innovative aspects of the proposed program together with recommendations about any essential or otherwise desirable modifications to it. The proposed format for this Report is found in Appendix K.

Internal Response

After receiving the reviewers' report the Provost and Vice-President, Academic and Research will invite both the proposing academic unit and the relevant Dean as well as members from other units and/or post-secondary institutions involved in collaborative programs to respond to the report and recommendations of the reviewers.

C. Final Approval

Based on the New Program Proposal, the Reviewers' Report and the internal responses to the reviewers' report, PPC will determine whether or not the New Program Proposal satisfies the two key questions or requires further modification. PPC may decide at this time to suspend the whole process.

Once PPC has given final approval of the New Program Proposal, the committee will recommend approval of the program to Senate. Following Senate approval, the New Program Proposal and the Business Plan are submitted to the Audit and Finance Committee of the Board; Senate, if required, may recommend to the Audit and Finance Committee of the Board that the necessary resources for the program be approved. Depending upon the nature of the resources required (especially where significant new resources including faculty and staff positions are required), the Board may defer approval until consideration of the University Budget. Only after the proposal has received Stage II approval by Senate and approval of the Business Plan by the Board, is the program proposal sent by the Provost and Vice-President, Academic and Research to Quality Council for approval. The Provost and Vice-President, Academic and Research is responsible for ensuring that the required supporting documentation for the Quality Council is included with the proposal. The format for the report to be submitted to the Quality Council is found in Appendix L.

Part 2: New Program Proposal Approval Process (cont'd)

D. Actions Following Stage II Approval

Approval by Senate constitutes formal academic approval for the program, but not approval to offer the program. Once Senate has granted approval, a full curriculum proposal is prepared and submitted to Faculty Council for further development and approval. Once approved, the curriculum is sent to either USC or GSC for approval and recommendation to Senate for approval pending Quality Council approval.

Curriculum Details Required by USC or GSC:

1. Program overview that includes comparisons to similar programs elsewhere.
2. The overall program requirements, including admission standards, program regulations, learning outcomes and degree requirements.
3. A description of each course within the proposed program, including topics covered.
4. All necessary course change inventory forms (new, changed, deleted). These must adhere to a prescribed USC format.
5. Response to any duplication issues.
6. A timeline for phasing in the program.
7. Inter-disciplinary opportunities for the proposed program.
8. Documentation of consultation with other units within the university regarding cooperation in program delivery.
9. Partnerships with other post-secondary institutions, including letters of support.
10. For new graduate programs, a uniform and brief 1-2 page CV that summarizes the important information about the academic contributions and credentials of the faculty members.

Announcement of New Programs

Following submission to the Quality Council, the institution may announce its intention to offer the program, provided clear indication is given that approval by the Quality Council is pending and that no offers of admission will be made until and unless the program is approved by the Quality Council.

Transition into the Academic Unit and Unit Review Process

The first intake of students will occur within thirty-six months after the date the program is approved to commence. After its first intake of students, the program will then be incorporated into the regular academic unit review process, which must happen within eight years. One to two years after the major new program becomes operational, the Head of the academic unit and the Dean will meet with PPC to discuss the program's progress.

¹Note: A document "Guide for Proposals for New Doctoral and Master's Degree Programs, and Master's/Graduate Certificates" is available from the Office of Research Services to assist developers in developing major new programs.

²Note: Each new course proposal must include the identification of any courses at other Ontario universities that are deemed either to be equivalent to, or to substantially overlap the proposed course so that as new courses are added, we are compiling and maintaining our own provincial "transfer-credit and anti-requisite" database.

Part 3: Modification of an Existing Program

Program Approval Administration

As with proposals for new programs, the Provost and Vice-President, Academic and Research shall have overall responsibility for the approval process for revisions to existing academic programs. The Provost and Vice-President, Academic and Research will work closely with USC or GSC, Senate, the Deans of the Faculties, the Chairs of the Departments and/or Directors of the Schools, and the faculty of the Departments or Schools to coordinate and implement program revisions.

Modifications to Existing Programs

All revisions to existing programs including collaborative programs on the recommendation of Faculty Council shall be sent PPC. If the changes are minor revisions, then they can proceed through the USC or GSC to Senate.

A. Major Modification

As noted in the Definitions section of the IQAP Policy statement a major program modification to an existing program is one in which the requirements, learning outcomes, faculty complement or changes to delivery mode differ significantly from those existing at the time of the previous cyclical program review. The Provost and Vice-President, Academic and Research is responsible for making a final determination on this matter, subject to an appeal to PPC if the unit disagrees with the determination.

Major modifications may include:

1. The merger of two or more programs;
2. Changes the fundamental nature, intent, and/or structure of the program;
3. Requires substantial new resources;
4. Adds a new for credit graduate diploma;
5. New bridging options for college graduates;
6. Significant changes in laboratory time for the undergraduate program;
7. Introduction or deletion of an undergraduate thesis or capstone project;
8. Introduction or deletion of work experience, co-op internship or practicum;
9. At the graduate level, the introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option;
10. The creation or deletion of a field in a graduate program (requires Quality Council approval);
11. Any changes to the requirements for a graduate program, candidacy examination, field studied or residence requirements;
12. Major changes to courses comprising a significant proportion of the program, typically more than 1/3 of the total program;
13. A new minor, emphasis, specialization or study abroad opportunity in an undergraduate program.

Part 3: Modification of an Existing Program (cont'd)

Significant Changes to Learning Outcomes

Changes to program content that affect the learning outcomes but do not meet the threshold for a new program.

Faculty Changes

1. A large portion of new hires that alter the areas of research and teaching;
2. A language change in program delivery;
3. The establishment of a degree program at another location or institution;
4. Offering a formerly face-to-face program online.

B. Identifying a Major Modification: Preparing a Proposal

Stage I: Letter of Intent

An academic unit intending to propose one or more major modifications to an existing program must submit a proposal using the appropriate Stage I template to the PPC.

The Letter of Intent must be approved by the Faculty Council before it is submitted to PPC. In cases where it is unclear whether the proposed change is a major modification, PPC will make a binding determination.

Written comments including any advice will be provided by PPC and copied to the appropriate Dean and either USC or GSC. A copy of the Letter of Intent will be forwarded by PPC with a motion to Senate recommending approval to progress to Stage II. At this stage, PPC may determine that a program under consideration is not a major modification and need not come forward to PPC. In this case, Stage II would not be required and would follow the established paths for approval of changes to academic programs to USC or GSC.

Stage II

A proposal for a major modification to a program should follow the Stage II approval process and must include:

1. A detailed description of, and rationale for, the changes to the program;
2. Details of the resource implications (if any) of the changes;
3. An explanation of how the revised program would fit with Nipissing University's Vision, Mission and strategic direction;
4. Evidence of consultation with all academic units; and
5. Certification from the Dean(s) that the proposed changes are appropriate and desirable for the academic program of the university.

Part 3: Modification of an Existing Program (cont'd)

The relevant evaluation criteria in Appendix C and Appendix I should also be applied to the preparation of a proposal.

If it is deemed a major modification, USC/GSC will consult with PPC regarding whether a proposed modification should be submitted to the Quality Council for expedited approval. Expedited approval means that external reviews are not deemed necessary. Submission to the Quality Council is not required for major modifications except for changes to graduate FIELDS of study, in which case it is mandatory and a full proposal brief for Stage II addressing the components of the Evaluation Criteria in Appendix C and Appendix I is necessary.

Once USC/GSC has approved a proposal, it will be recommended to Senate as meeting the University's quality assurance standards. The recommendation to Senate may include the further recommendation that the proposal be submitted to the Quality Council for approval, in which case the proposal will be submitted to Senate in Proposal Brief format as required by the Quality Council.

Should Senate require that the proposal be submitted to the Quality Council, The Office of the PVPAR will ensure that the Proposal Brief be submitted to the Quality Council.

From time to time it may be that the cyclical review process may reveal that a sequence of minor modifications have amounted to a major modification. Such major modifications need not be separately approved but will be reported.

Required Annual Report to Quality Council

USC and GSC will maintain a list of major modifications approved by Senate and will report the list to PPC as requested.

PPC will prepare an annual report of major modifications approved by Senate and submit the report to the Quality Council. The report will include any major modifications identified through the cyclical review process.

C. Minor Modification

A minor program modification is a change of a less substantive nature, (i.e. new course proposal, changes to required courses in a degree program) USC or GSC may recommend the changes and forward them to Senate for approval.

D. Revisions

A revision is a change of a housekeeping nature (i.e. course number changes) and USC or GSC will approve the changes and forward the changes to Senate for Information

Part 3: Modification of an Existing Program (cont'd)

only to ensure that the changes are included in the calendar. Senate may request a vote on any item sent for information.

¹Note: A document "Guide for Proposals for New Doctoral and Master's Degree Programs, and Master's/Graduate Certificates" is available from the Office of Research Services to assist developers in developing major new programs.

²Note: Each new course proposal must include the identification of any courses at other Ontario universities that are deemed either to be equivalent to, or to substantially overlap, the proposed course so that as new courses are added, we are compiling and maintaining our own provincial "transfer-credit and anti-requisite" database.

Appendix A
Nipissing University Degree Level Expectations – Undergraduate and Graduate

	Baccalaureate/Bachelor’s Degree <i>This degree is awarded to students who have demonstrated:</i>	Baccalaureate/Bachelor’s Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline, b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines, c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline, d) Some detailed knowledge in an area of the discipline, e) Critical thinking and analytical skills inside and outside the discipline, f) Ability to apply learning from one or more areas outside the discipline.	a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline, b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines, c) a developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline, d) a developed, detailed knowledge of and experience in research in an area of the discipline, e) developed critical thinking and analytical skills inside and outside the discipline, f) the ability to apply learning from one or more areas outside the discipline.
2. Knowledge of Methodologies	... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: <ul style="list-style-type: none"> ▪ evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and ▪ devise and sustain arguments or solve problems using these methods. 	... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: <ul style="list-style-type: none"> ▪ evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; ▪ devise and sustain arguments or solve problems using these methods; and ▪ describe and comment upon particular aspects of current research or equivalent advanced scholarship.

	Baccalaureate/Bachelor's Degree <i>This degree is awarded to students who have demonstrated:</i>	Baccalaureate/Bachelor's Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>
3. Application of Knowledge	<p>a) the ability to review, present, and interpret quantitative and qualitative information to:</p> <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and <p>b) the ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> i) analyze information; ii) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; iii) propose solutions; and <p>c) the ability to make use of scholarly reviews and primary sources.</p>	<p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and <p>b) the ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create a new work; and <p>c) the ability to make critical use of scholarly reviews and primary sources.</p>
4. Communication Skills	... the ability to communicate accurately and reliably, orally and in writing to a range of audiences.	... the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	... an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	... an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

	Baccalaureate/Bachelor's Degree <i>This degree is awarded to students who have demonstrated:</i>	Baccalaureate/Bachelor's Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>
6. Autonomy and Professional Capacity	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> ▪ the exercise of personal responsibility and decision-making; ▪ working effectively with others; b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> ▪ the exercise of initiative, personal responsibility and accountability in both personal and group contexts; ▪ working effectively with others; ▪ decision-making in complex contexts; b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.

Updated: October 24, 2005
 Working Group on University Undergraduate Degree Level Expectations
 Ontario Council of Academic Vice-Presidents

Accepted by OCAV, May 16, 1996
 Approved by COU, December 13, 1996
 Amended by OCAV, February 27, 1997
 Approved by COU Executive Committee, March 7, 1997
 Amended by OCAV, February 5, 1998
 Approved by COU Executive Committee, March 13, 1998
 Amended by OCAV, October 13, 1999
 Amended by OCAV, May 18, 2000
 Amended by OCAV, May 16, 2001
 Amended by OCAV, Oct. 15, 2003
 Amended by OCAV, Feb. 5, 2004
 Amended by OCAV, Oct. 12, 2006
 Approved by OCAV, Feb. 8, 2010
 Approved by COU Executive Heads, April 22, 2010

Appendix A (cont'd)
Nipissing University Degree Level Expectations – Undergraduate and Graduate

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
4. Professional capacity/ autonomy	a) The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Updated: October 24, 2005
 Working Group on University Undergraduate Degree Level Expectations
 Ontario Council of Academic Vice-Presidents

Accepted by OCAV, May 16, 1996
 Approved by COU, December 13, 1996
 Amended by OCAV, February 27, 1997
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 Amended by OCAV, Oct. 15, 2003
 Amended by OCAV, Feb. 5, 2004
 Amended by OCAV, Oct. 12, 2006
 Approved by OVAV, Feb. 8, 2010
 Approved by COU Executive Heads, April 22, 2010

**Appendix B
Cycle of Periodic Reviews for Academic Programs at Nipissing University**

Academic Unit	Programs	Last Review	New Review Schedule	Comments
Sociology	4 yr BA – Combined Major 3 yr BA – Single and Combined Major	Fall 2007	Fall 2015	8 years
Fine Arts	4 yr BFA- Major 3 yr BA - Single and Combined Major	Winter 2009	Fall 2017	8 years
School of Business	3 and 4 yr BBA 3 yr BA – Single and Combined Major in Administrative Studies 3 yr BComm - Single Major – Financial Services	Winter 2008	Fall 2016	8 years
Geography	3 and 4 yr BA – Single or Combined Major 3 and 4 yr BA – Environmental Geography – Single Major 4 yr BSc –Environmental Science & Physical Geography – Single Major	Winter 2009	Fall 2017	8 years
Criminal Justice	4 yr BA – Single Major	Winter 2009	Fall 2017	8 years
Psychology	3 and 4 yr BA – Single or Combined Major 3 and 4 yr BSc – Single	Fall 2012	Fall 2020	8 years
Nursing	4 yr BSc Nursing	Fall 2009	Fall 2016	7 years
Child and Family Studies (Muskoka)	3 yr BA Single Major	Winter 2013	Fall 2021	8 years
Culture and the Arts (Muskoka)	3 yr BA Single Major	Deferred	Fall 2013	8 years
English Studies	3 and 4 yr BA – Single and Combined Major	Winter 2010	Fall 2018	8 years
Faculty of Education	BEd BEd – Consecutive Program 4 yr Concurrent BA/BEd – Brantford (02-03) and North Bay (04-05) MEd	Winter 2007	Fall 2014	7 years
Social Welfare	3 yr BA – Single or Combined Major	Winter 2013	Fall 2021	8 years
Mathematics and Computer Science	3 and 4 yr BSc – Single and Combined Major with Computer Science 3 and 4 yr BA – Single and Combined Major 3 yr and 4 yr BSc – Single or Combined Major with Math 3 yr BA – Single or Combined MSc Mathematics	Winter 2013	Fall 2021	8 years

Academic Unit	Programs	Last Review	New Review Schedule	Comments
Gender Equality and Social Justice – GESJ	3 yr & 4 yr BA – Single or Combined Major	Winter 2013	Fall 2021	8 years
Biology	3 and 4 yr BSc 4 yr BSc Environmental Biology and Technology – Single Major	Winter 2013	Fall 2021	8 years
PPE - Philosophy, Political Science and Economics	3 yr BA and 4 yr Combined Major-Philosophy 4 yr BA – Combined Major-Political Science 3 yr BA – Single and Combined Major-Political Science 3 yr BA – Single and Combined Major - Economics	Winter 2005/2006	Fall 2014	8 years
Native Studies	3 yr BA – Single and Combined Major	Winter 2005	Fall 2013	8 years
History and Classical Studies	3 and 4 yr BA – Single and Combined Major-History 3 yr BA – Single and Combined Major-Classical Studies MA - History	Winter 2006	Fall 2013	7 years
Religions & Cultures	4 yr BA – Combined Major 3 BA – Single and Combined Major	Deferred	Fall 2013	8 years
Physical & Health Education – New (start 2007)	4 yr BPHE		Fall 2015	8 years

Appendix C

Evaluation Criteria for Cycling Program Reviews

In accordance with the Ontario Universities Council on Quality Assurance Quality Assurance Framework, this review must recognize the autonomy of the University to determine priorities for funding, space and faculty allocation. The review must also address any concerns or recommendations raised in previous reviews as well as the following points:

1. Consistency of the program with the institution's mission and academic plans; the program requirements and learning outcomes are clear, appropriate and align with the standards, educational goals and learning outcomes of the Institutions degree level expectations;
2. Appropriate alignment of the admission requirements with the learning outcomes established for completion of the program;
3. Appropriateness of the program's structure and curriculum to meet its learning outcomes;
4. That the curriculum reflects the current state of the discipline or area of study;
5. Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
6. Initiatives taken to enhance the quality of the program and associated teaching and learning environment;
7. Appropriateness and effectiveness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning outcomes;
8. Appropriateness of the methods used for evaluating student achievement of the defined learning outcomes and degree level expectations and, where possible, consideration of the effectiveness of the methods used especially in the students' final year, to clearly demonstrate achievement of the program learning outcomes and Nipissing University's statement of Degree Level Expectations (Section 2.0);
9. The level of achievement of students, consistent with the educational outcomes/goals for the program and the degree, and institutional standards, as well as the consideration of achievement of undergraduate degree level expectations;
10. Appropriateness and effectiveness of the use of existing human/physical/financial resources;
11. The definition of indicators that provide evidence of quality of faculty, quality of students (applications and registrations), the outcomes of the program (graduation rate, length of studies, etc.), graduates and such other appropriate indicators as defined by the unit whose program is under review.

12. For graduate programs:
 - A. Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
 - B. Quality and availability of graduate supervision.
 - C. Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
 1. Faculty: funding, honours and awards, and commitment to student mentoring;
 2. Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
 3. Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
 4. Sufficient number of graduate level courses for students to meet the requirement that two-thirds of their courses are at the graduate level.

Appendix D Guidelines for Self-Appraisal in the Unit Review

FEATURE	Very Informative	Less Informative
GOAL/PURPOSE	The self-study is aimed at quality improvement. Self-study asks for analysis of strengths and weaknesses, and asks how improvements can be made.	The self-study is aimed at defending or justifying the status quo.
FOCUS	The Self-study focuses on the undergraduate and graduate programs as required by NU-IQAP and the Quality Assurance Framework.	The Self-study focuses on the academic unit rather than on the undergraduate/graduate programs.
CHARACTER/NATURE OF REPORT	The Self-study is reflective, analytical, self-critical, and evaluative.	The Self-study is descriptive rather than reflective, analytical, self-critical, and evaluative.
TREATMENT OF CURRICULUM	The curriculum is critically examined, with an eye to degree level expectations, learning objectives, learning outcomes, and to change and improvement.	The curriculum is described.
DEGREE LEVEL EXPECTATIONS/LEARNING OBJECTIVES/ OUTCOMES	The Self-study expresses degree level expectations and learning objectives that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance and commitment of resources.	The Self-study does not address or only superficially addresses Degree Level Expectations, learning objectives or learning outcomes.
TREATMENT OF DATA	Data are analyzed – e.g., Used as the basis for performance indicators. Data analysis contributes to the assessment of strengths and weaknesses of the program(s)	Raw data are attached as appendices, or used only in a descriptive manner.
AUTHORSHIP	The Self-study results from a participatory self-critical process and documents involvement in its preparation by all faculty in the unit, and of students.	The Self-study is written by the Chair, without evidence of buy-in (or sometimes even knowledge) of faculty and students.
STUDENT INVOLVEMENT	The Self-study shows active involvement of students in the agenda-setting, the self-analysis, and the preparation of the Self-study.	There is no evidence of active involvement of students in the preparation of the Self-study.
STUDENT ROLE	Students contribute to the preparation of the Self-study, as well as meet with the	Students meet with the external reviewer(s), but have no input to the Self-study.

FEATURE	Very Informative	Less Informative
	external reviewer(s).	
STUDENT SURVEY	A student survey provides another valuable source of input to the Self-study.	Missing or if a student survey, is conducted after the Self-study is prepared, and so makes no input to that Report.
RELATIONSHIP TO EXTERNAL CONSULTANT MANDATE	The Self-study does address, and inform, all of the issues external consultants are asked to review.	The Self-study does not address, or inform, all of the issues external consultants are asked to review.
NU-IQAP/QUALITY ASSURANCE FRAMEWORK ELEMENTS	The Self-study does explicitly address each of the "elements" specified in the NU-IQAP and the Quality Assurance Framework.	The Self-study does not explicitly address each of the "elements" specified in the NU-IQAP and the Quality Assurance Framework.
INSTITUTIONAL CRITERIA	The institution does specify the criteria of program quality used in its program review process.	The institution does not specify the criteria of program quality used in its program review process.

DL-B
 October 2002
 Fall 2004
 Spring 2008
 November 2010
 May 2013

Appendix E

Guidelines and Format for the Site Visit

General

1. The expenses for the site visit will be paid for by the Office of the PVPAR.
2. The schedule of interviews will be developed by the proposing unit with input from the Office of the PVPAR.
3. Only expenditures approved by the Office of the PVPAR will be covered by that office.
4. To the extent possible, all members of the review team, both internal and external, will attend all scheduled meetings and interviews.
5. The site visit will usually be two or three days in duration (two nights).
6. If a teleconference (Review Team and PVPAR) is not possible before the site visit, the PVPAR will meet with the Review Team either on the evening of Day 1 or the morning of Day 2.

Proposed Schedule Format

- Day 1 - External reviewers arrive in afternoon or evening
- Day 2 - Other interviews and meetings (staff/students/faculty/others)
- Possible working lunch with faculty
- Working dinner of the review team, possibly with the Dean and/or PVPAR
- Day 3 - More interviews and meetings (staff/students/faculty/others)
- Possible working lunch with faculty
- Wrap-up meeting of the review team with the Dean and/or PVPAR

Appendix F Cyclical Review: Reviewers' Report Template

Reviewers are asked to provide an Appraisal Report evaluating the standards and quality of the unit and programs undergoing external review, commenting on the points below. The following template is based on the terms of reference for program appraisals under the NUQAP and highlights the critical elements that must be considered. You are welcome to use this template if it is helpful in organizing your response. Reviewers should make note of any recommendations on any essential and/or desirable modifications.

Faculty/Division under review:	
Program(s) under review:	
Commissioning Officer:	
Date of scheduled review:	

Review Summary (please provide a summary of your findings):

1. Program Evaluation Criteria

A. Objectives

- **Consistency of the program with the University's mission and Faculty/unit's academic plans.**

B. Admission requirements

- **Appropriateness of admission requirements for the learning outcomes of the program.**

C. Curriculum and Program Delivery

- **Curriculum reflects the current state of the discipline or area of study.**
- **Appropriateness of the program’s structure, curriculum and length to its learning outcomes and degree level expectations.**
- **Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.**
- **Opportunities for student learning beyond the classroom.**

D. Assessment of Learning

- **Appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree level expectations.**

E. Quality Indicators

- **Assessment of program against national and/or regional comparators.**
- **Quality of applicants and admitted students.**
- **Student completion rates and time to completion.**
- **Quality of the educational experience, teaching, and graduate supervision.**
- **Implications of any data (where available) concerning post-graduation employability.**

2. Research

- **Scope, quality and relevance of faculty research activities.**
- **Appropriateness of the level of activity relative to appropriate regional comparators.**
- **Appropriateness of research activities for the undergraduate and graduate students in the Faculty.**

3. Relationships

- **Strength of the morale of faculty, students and staff.**
- **Scope and nature of relationships with cognate Faculties, academic departments and units.**
- **Extent to which the Faculty, Department or unit had developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs.**

- **Scope and nature of the Faculty, Department, or unit’s relationship with external government, academic and professional organizations.**
- **Social impact of the Faculty, Department, or unit in terms of outreach and impact locally and nationally.**

4. Organizational and Financial Structure

- **The appropriateness and effectiveness of the Faculty, Department, or unit’s organizational and financial structure.**
- **The appropriateness with which resource allocation, including space and infrastructure support, has been managed.**
- **Opportunities for new revenue generation.**

5. Long-Range Planning Challenges

- **Consistency with the University’s Academic and/or Strategic Plan.**
- **Appropriateness of:**
 - **Complement Plan, including balance of tenure-stream and non-tenure stream faculty;**
 - **Enrollment Strategy;**
 - **Management and Leadership.**

Appendix G

PPC – Final Assessment Report to Senate

A. Basic Information

1. The Self Study was presented to the PPC on XXX.
2. The Review Committee consisted of two external reviewers: XXX and YYY, and one internal reviewer, AAA.
3. The site visit occurred on XXX.
4. The Reviewers' Report was received on XXX.
5. The Unit's response was provided on XXX.
6. The Faculty Dean's response was received on XXX.
7. The Dean of Graduate Studies and Research's response (if required) was received on XXX.

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

List all programs.

This review was conducted under the terms and conditions of the IQAP approved by Senate.

B. Summary of PPC Conclusions

C. PPC comments by key review criteria (see Appendix C and Appendix F)

Objectives

Admission Requirements

Curriculum

Teaching and Assessment

Resources

Quality Indicators

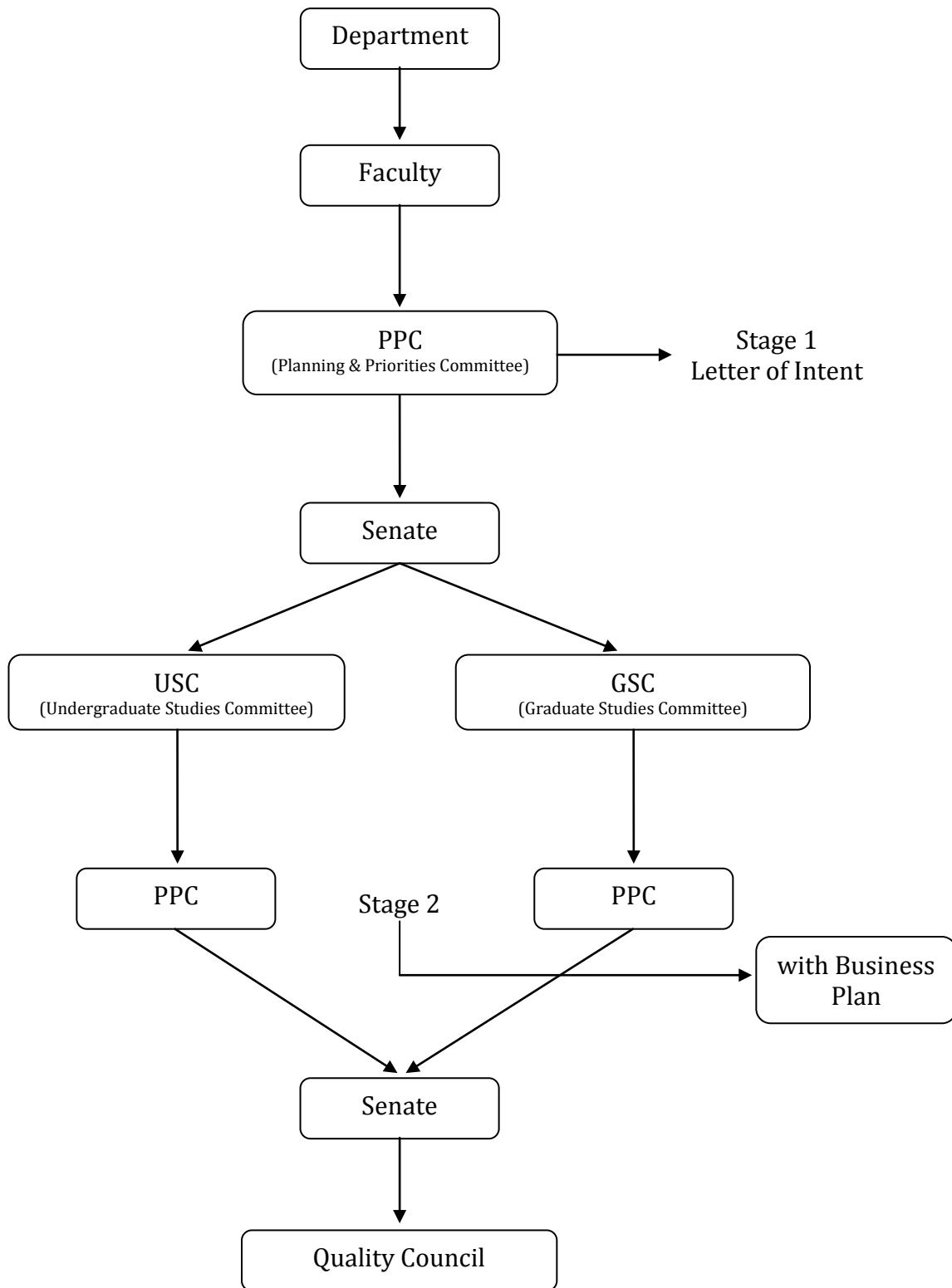
Additional Graduate Program Criteria (if appropriate)

Quality Enhancement

D. Specific Recommendations

<u>Recommendation</u>	<u>Responsible</u>	<u>Projected Date</u>
-----------------------	--------------------	-----------------------

Appendix H New Program Approval Process



Appendix I Evaluation Criteria for New Program Approvals

1. Objectives

- a. Consistency of the program with the general objectives of the institution's mission and academic plans and with the standards, educational goals and learning objectives of the degree;
- b. Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's undergraduate and graduate Degree Level Expectations (Sections 2.2 and 2.3 respectively);
- c. Appropriateness of degree nomenclature.

2. Admission Requirements

- a. Admission requirements must be appropriately aligned with the learning outcomes established for completion of the program (e.g., achievement and preparation), for the learning objectives of the institution and the program;
- b. Sufficient explanation of alternative requirements, if any, for admission into any degree program, as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

3. Degree Structure

- a. The program's structure and regulations must be appropriately aligned to meet the specific learning outcomes and degree level expectations (Sections 2.2 and 2.3);
- b. For programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period;
- c. How the curriculum addresses the current state of the discipline or area of study;
- d. Identification of any unique curriculum or program innovations or creative components

4. Research

- a. For research-focused undergraduate and graduate programs, a clear indication of the nature and suitability of the major Research requirements for degree completion.
- b. **For Graduate programs only**, a minimum of two-thirds of the course requirements must be from among graduate level courses.

5. Delivery Mode

- a. Appropriateness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives and degree level expectations.

6. Assessment of teaching and learning

- a. Appropriateness of the proposed methods for the assessment of student achievement of the intended learning outcomes and Degree Level Expectations (Sections 2.2 and 2.3);

- b. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations (Sections 2.2 and 2.3).

7. Resources for all programs

- a. Appropriate use of the existing human/physical/financial Resources, and any institutional commitments to supplement those resources to support the program;
- b. Participation of a sufficient number of faculty, including full-time tenured appointments, with evidence of their competence and academic expertise to teach and/or supervise in the area of the proposed program;
- c. Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students, as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

8. Resources for Undergraduate Programs Only

Evidence of and planning for adequate numbers and quality of:

- a. Faculty and staff to achieve the objectives of the program,
- b. Plans and the commitment to provide the necessary resources in step with the implementation of the program,
- c. Planned/anticipated class sizes,
- d. Provision of supervision of experiential learning opportunities (if required) and
- e. The role of adjunct and part-time faculty.

9. For Graduate Programs Only:

- a. Evidence that faculty have recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an intellectual climate.
- b. Where appropriate evidence that financial assistance for students is sufficient to ensure adequate quality and number of students.
- c. Evidence of how supervisory loads will be distributed and the qualifications and appointment status of faculty who will provide instruction and supervision.

10. Quality and Other Indicators

- a. Definition and use of indicators that provide evidence of quality of the faculty (i.e. qualifications, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the proposed program). Faculty CVs should be in a standardized format, such as that used by one of the Tri-Councils.
- b. Evidence of program structure and faculty research that will ensure the intellectual quality of the student experience.

Appendix J Nipissing University Criteria for Program Development

In accordance with the processes approved by Senate, June 4, 2008, the proposal must address each criterion as it pertains to the proposed program development. The program proposal should identify where the program meets or addresses the strategic criteria. It is understood and expected that not all of the criteria will be relevant to a specific program proposal.

A. Academic Fit and Relevance

1. To what extent does the program fit with Nipissing's mix of academic programs?
2. How relevant is this program to the academic activities of Nipissing?
3. Does this program strengthen the academic offerings of Nipissing?

B. Interdisciplinarity

1. Does this program involve interdisciplinary approaches?
2. Does this program involve two or more departments or program areas? Identify them.
3. Does this program involve collaboration between the Faculty of Arts and Science, the Faculty of Applied and Professional Studies, and/or the Faculty of Education?

C. Critical Inquiry Initiative (CII)

Does this program involve one or more of the following components of the CII?

1. Internationalisation:
 - a. Does this program have international content?
 - b. Does this program provide for students to gain a formal international experience as part of the program of studies? Is it mandatory or preferred?
 - c. Does this program have appeal to international students?
2. Service/Experiential Learning
 - a. Does this program have a formal service learning or experiential learning component? If so, what is it?
 - b. If there is no formal component, is there a way that students can incorporate a service learning experience into their program?
3. Research Opportunities
 - a. Does this program have a formal research component for the students? If so, what is it?
 - b. If there is no formal research component, are there ways that students can incorporate a direct research experience in their program?

D. External Partnerships

1. Has this program been developed in partnership with any external groups?
2. If so, how has the partnership been incorporated into the program?
3. How will students benefit from this partnership?

E. Access for First Generation Students

1. Does this program provide any specific ways to attract first generation students?
2. How does this program contribute to increasing access for students who have traditionally not attended university?
3. Are there any ways in which this program can be promoted to first generation students?

F. University-College Collaboration

1. Does this program involve any formal collaboration between Nipissing University and a college? If so, what is the nature of the collaboration?
2. If not, is there potential for the program to link into a college in some manner?

G. Graduate Studies

1. Is this a graduate level program?
2. If so, is it in an area of established research strength at Nipissing University?

H. Teaching and Learning Excellence

1. In what ways does this program promote excellence in teaching and learning?
2. Does this program incorporate any innovative approaches or techniques for teaching and learning?
3. Does this program define clear learning outcomes for the students?

I. Regional Need and Relevance

1. What regional need does this program address?
2. How is this program relevant to the region(s) we serve?
3. How is this program unique or distinctive to Nipissing?

J. Environment and Sustainability

1. Does this program have content that is directly related to the environment and sustainability?
2. Does this program contribute to a better understanding and awareness of the environment and sustainability?
3. How will this program help our students become better citizens in terms of the environment and sustainability?

K. Program Sustainability (Business Plan)

1. Does this program meet a demonstrated demand?
2. Does this program provide students with the credentials and learning outcomes that are required for successful application in their careers and lives after university?
3. Is there compelling evidence to support the anticipated enrolments in this program?
4. How is this program sustainable over the long term?

Appendix K Sample Template for Reviewers' Reports for New Programs

This template is available for download from the Quality Council's website and may be adapted to meet the needs of an institution's approved IQAP.

Reviewers' Report on the Proposed (INSERT DEGREE) Program in (INSERT PROGRAM NAME) at (INSERT UNIVERSITY)

(REVIEWER 1)
UNIVERSITY ADDRESS

(REVIEWER 2)
UNIVERSITY ADDRESS

1. OUTLINE OF THE REVIEW

Please indicate whether this review was conducted by desk audit or site visit. For those reviews that included a site visit, please indicate the following:

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

2. EVALUATION CRITERIA

NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria. *(Institutions are to add to these criteria if their IQAP includes additional criteria.)*

2.1 Objectives

- Consistency of the program with the institution's mission and academic plans.
- Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations.
- Appropriateness of degree nomenclature.

2.2 Admission Requirements

- Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
- Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

2.3 Structure

- Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations.
- For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

2.4 Program content

- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components.

- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

2.5 Mode of delivery

Comment on the appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.

2.6 Assessment of teaching and learning

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

2.7 Resources for all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

2.8 Resources for graduate programs only

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

2.9 Resources for undergraduate programs only

Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and part-time faculty.

2.10 Quality and other indicators *(to be inclusive of the institution's own additional quality indicators)*

- Definition and use of indicators that provide evidence of quality of the faculty (*e.g.*, qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NOTE: Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

3. OTHER ISSUES

4. SUMMARY AND RECOMMENDATIONS

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Signature: _____

Date: _____

Signature: _____

Date: _____

Appendix L
New Program Proposal Brief for Council on Quality Assurance

"[Click here and type the University(s) Name]"

Program Proposal Brief
of the
[Degree]
in
[discipline]

Submitted to the
Ontario Universities Council on Quality Assurance
[date]

NOTE – This Template should be used for submission of a Proposal Brief for one of the categories described below. Minor adjustments will need to be made to the Template accordingly, although the basic information in the Evaluation Criteria is common to all programs:

- **New Program:** Any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied.
- **Program of Specialization** (*e.g.*, a **major, honours program, concentration** or similar): An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed in full or partial fulfillment of the requirements for the awarding of a degree, and is recorded on the graduate's academic record.
- **Expedited Approvals:** The Quality Council will normally require only an **Expedited Approval** process where:
 - a) an institution requests endorsement of the Quality Council to **declare a new Field in a graduate program**. (Note: Institutions are not required to declare fields in either master's or doctoral programs.); or
 - b) there is a proposal for a **new Collaborative Program**; or
 - c) there are proposals for **new for-credit graduate diplomas**; or
 - d) there are **Major Modifications to Existing Programs**, as already defined through the **IQAP**, proposed for a degree program or program of specialization. (Note: Applies only in cases where an institution requests a Quality Council review of a major modification.)

As Expedited Approvals do not require the use of external reviewers, Appendices 1 and 2 do not apply.

The Template should be used in conjunction with the Quality Assurance Framework.

INTRODUCTION

1.1 Objectives of the program

[Describe the consistency of the program with the institution's mission and academic plans.

Also describe the program's requirements and associated Learning Outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations, and the degree nomenclature.]

1.2 Admission requirements

[Describe the program's admission requirements for the Learning Outcomes established for completion of the program.

Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.]

1.3 Structure

[Describe the program's structure and regulations to meet specified program Learning Outcomes and Degree Level Expectations.

For graduate programs, provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.]

1.4 Program content

[Describe the ways in which the curriculum addresses the current state of the discipline or area of study.

Identify any unique curriculum or program innovations or creative components.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

Provide evidence¹ that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.]

1.5 Mode of delivery

[Describe the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.]

1.6 Assessment of teaching and learning

[Describe the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.

Detail the plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.]

¹ Including course requirements, with course numbers and course names.

1.7 Resources for the proposed program

[Describe the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.

Provide evidence of participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.

Provide evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.]

1.8 Resources for graduate programs only

[Provide evidence² that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

Provide evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.]

1.9 Resources for undergraduate programs only

[Evidence of and planning for adequate numbers and quality of:

- (a) faculty and staff to achieve the goals of the program; or*
- (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program;*
- (c) planned/anticipated class sizes;*
- (d) provision of supervision of experiential learning opportunities (if required); and*
- (e) the role of adjunct and part-time faculty.]*

1.10 Quality and other indicators

[Define and provide indicators that provide evidence² of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.]

1.11 Fields in a graduate program [optional]

[If a graduate program wishes to have a Quality Council endorsed field, please provide the following information:]

The master's program comprises the following fields: ... [list, as applicable]

The PhD program comprises the following fields: ... [list, as applicable]

² Faculty CVs provided should be in a standardized format, such as that used by one of the Tri-Councils.

Appendix 1:

External Reviewer(s)' Report

[Please insert the External Reviewer(s)' Report here.]

APPENDIX 2:

Institutional Response to the External Reviewer(s)' Report

(Section 2.2.8)

[Please insert the institution's response to the External Reviewer(s)' Report here.]

NIPISSING UNIVERSITY'S RESPONSE TO THE QUALITY ASSURANCE AUDIT BY THE QUALITY COUNCIL

Introduction

Nipissing University's response to the Quality Assurance Audit was prepared by the Planning and Priorities Committee (PPC) of Senate and approved by the Senate at its January 12, 2017 meeting. The changes to its Institutional Quality Assurance Policy (IQAP) document stemming from the Audit response were also adopted by the Senate at the same meeting. Although only required to respond to the Recommendations, the University decided to inform the Quality Council of the actions undertaken or envisaged as responses to the various Suggestions made by the Audit Team. Nipissing University would like to thank the Audit Team for its work and helpful analysis which will lead to an improved quality assurance process for the University. There are many other useful suggestions and comments in both Audit Reports which will be analyzed in more detail later with the aim to make adjustments, if and as required, to the quality assurance process.

RECOMMENDATION 1: *Nipissing University must comply with its IQAP to follow the processes for appointment of internal and external reviewers for cyclical program reviews or change the IQAP.*

PPC notes that the choice of reviewers has in practice been completed by the Provost and Vice-President Academic and Research in consultation with the unit and respective Dean, rather than PPC as stated in the IQAP document. This practice has proven to be an efficient and meaningful way to appoint reviewers. The IQAP document has been modified accordingly (see Part 1, Section B, Selection of Review Team).

The Audit Report raised a number of issues related to the appointment of reviewers, which are addressed in Recommendation 5.

RECOMMENDATION 2: *Nipissing University must prepare and post on its website the Institutional Executive Summary and Associated Implementation Plan for each cyclical program review.*

As required by Quality Council in its initial February 2016 Audit Report, Nipissing University completed the Final Assessment Reports and Implementation Plans for the programs before the May 31 deadline identified in the Audit Report.

Nipissing has chosen to post the entire Final Assessment Report and Implementation Plan rather than an Executive Summary on its website. In the opinion of PPC, this satisfies the transparency and accountability requirements of the process.

The IQAP document has been modified accordingly (see Part 1, Section C, PPC Response of the revised IQAP document).

RECOMMENDATION 3: *Nipissing University must prepare and send the Final Assessment Report and Implementation Plan for each cyclical program review to Senate and to the Ontario Universities Council on Quality Assurance.*

Nipissing University sent the Final Assessment Report and Implementation Plan for each cyclical program review to Senate and the Ontario Universities Council on Quality Assurance, as required.

RECOMMENDATION 4: *Nipissing University must comply with its IQAP and implement the follow-up monitoring process identified in the IQAP for each program review.*

As noted in the July 2016 Desk Audit Report on the “causes for concern”, it is too early to respond to this requirement, given that the Final Assessment Plans and Implementation Plans were approved by Senate in the spring of 2016. However, PPC will require the relevant Deans to ensure that the follow-up monitoring process proceeds as required. In addition, the IQAP document has been modified to require that the Final Assessment Report and Implementation Plan identify clearly that the Dean is the official responsible for ensuring the follow-up monitoring process. That limitation had been identified in the Audit Report.

RECOMMENDATION 5: *Nipissing University must ensure that the external and internal reviewers appointed are at “arm’s-length” from the program to be reviewed.*

PPC recognizes that the appointment of “arm’s length” reviewers is crucial to the quality assurance process, and that the appointment of reviewers who are not “arm’s length” may jeopardize the credibility of the process. PPC has proposed four key changes to the IQAP document to ensure “arm’s length”:

- (1) the IQAP document will make it clear that previous reviewers are not eligible to serve as reviewers;
- (2) when requesting a list of reviewers from the academic unit, the Dean(s) will inform the unit that the list must not be ranked;
- (3) the Dean will be required to take reasonable steps to ensure that the reviewers proposed are at “arm’s length”;
- (4) the number of internal reviewers will be reduced to one, from a discipline not closely related to the program under review, and,
- (5) the Provost and Vice-President, Academic and Research makes the final decision regarding the composition of the Review Team (see Recommendation 1)

The latter action also responds to the Audit Report’s comment that many, if not most, universities have only one internal reviewer. Given that Nipissing is a relatively small university, any reviewer from a “related” discipline would probably not qualify as “arm’s length”.

RECOMMENDATION 6: *Nipissing University must ensure that the relevant officials (i.e.: Dean; Provost and Vice-President, Academic and Research) review and provide feedback to the program on self-studies created for cyclical program reviews to ensure that the self-study contains the information required in the IQAP.*

PPC confirms that the Dean and the Provost and Vice-President Academic and Research review and provide feedback to the program on its self-study, as suggested in the Audit Report. What is missing, however, is documentation in the file to attest to this process. In practice the Dean, and the Provost and Vice-President Academic and Research, have met with the member of the unit responsible for preparing the self-study to provide feedback. This feedback is usually verbal, not written. Henceforth, the Dean and the Provost and Vice-President Academic and Research will be required to document in writing (letter) that they have reviewed the submitted self-study. The Provost and Vice-President Academic and Research will also be required to confirm that the self-study has been approved.

RECOMMENDATION 7: *Nipissing University must review its list of programs offered against its cyclical program review schedule to ensure the review schedule is up-to-date and that every program is scheduled for review at least once every eight years.*

Nipissing will review its list of programs offered and make modifications as required to the review schedule to ensure that every program is reviewed at least once every eight years.

RECOMMENDATION 8: *Nipissing University must ensure that there is formal documentation of the approval of relevant governance bodies including Faculty Council, Senate Committees and Senate for quality assurance processes that require these approvals.*

Nipissing's response to this recommendation is similar in nature to the response to Recommendation 6. The relevant bodies do already make the decisions as required, but the attestation of such approval is not necessarily placed in the file. Written confirmation (letter) will be in evidence in the future.

SUGGESTION 1: *Nipissing University should consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.*

The University will implement this practice.

SUGGESTION 2: *Nipissing University should consider developing a template for self-studies for cyclical program reviews.*

Nipissing considers this suggestion to be very useful. Nipissing has developed a template to

address this suggestion.

In doing so, Nipissing has benefitted from the work completed at other universities. In particular, Nipissing thanks Brock University (the Office of the Provost) for allowing us to build on and modify their exemplary templates.

SUGGESTION 3: *Nipissing University should clarify the role of the Provost and Vice-President, Academic and Research in the preparation of Final Assessment Reports to the Planning and Priorities Committee, and ensure that written documentation of Senate approval is included in the files.*

After having received feedback from the academic unit and the Dean regarding the Reviewers' report, as well as some preliminary discussion at PPC, the Provost and Vice-President Academic and Research prepares a draft of the Final Assessment Reports for PPC's consideration.

To confirm Senate's approval of the Final Assessment Reports, Nipissing will include either an extract of the relevant section of the appropriate Senate minutes or a signed attestation by either the Senate Chair or Secretariat in the file.

SUGGESTION 4: *Nipissing University should clarify the role of the Planning and Priorities Committee in reviewing the self-study for cyclical program reviews.*

PPC serves as an appeal body if the academic unit does not agree with the decision of the Provost and Vice-President Academic and Research. In other instances, the Provost and Vice-President Academic and Research may bring matters for discussion to PPC, although no approval by PPC is sought.

SUGGESTION 5: *Nipissing University should consider clarifying in the IOAP who the final authority is to sign off on the documentation to be sent to the Reviewers for a cyclical program review.*

As noted in the response to Suggestion 4, the final authority for approving the self-study, and thus the documentation sent to the reviewers rests with the Provost and Vice-President Academic and Research, unless the academic unit disagrees with the decision of the Provost and Vice-President Academic and Research. In that case, the Provost and Vice-President Academic and Research will send to the reviewers the documentation approved by PPC, if that is different from his/her initial decision.

SUGGESTION 6: *Nipissing University should ask external reviewers to send their Reviewers' Report to the Provost and Vice-President, Academic and Research.*

Although this is the policy, Nipissing recognizes that it has neither been consistently

followed, nor specified clearly in its IQAP document. The IQAP document has been modified appropriately (Part 1, Section B, Reviewers' Report). The Provost and Vice-President Academic and Research will remind the Review Committee of this requirement.

SUGGESTION 7: *Nipissing University should consider naming an arbiter to assist in identifying when a program change is a major or minor modification or a new program.*

PPC has considered this suggestion, but considers that the appointment of an arbiter is not warranted at this time. As PPC is responsible for managing the Quality Assurance process on behalf of Senate, it is appropriate that any challenge to the Provost and Vice-President Academic and Research's initial determination in these matters be referred to PPC for a final determination. To do otherwise might result in a situation where an outside third party could rule contrary to the interpretation of PPC, and ultimately Senate, the bodies responsible for managing the process and ensuring quality assurance.

Report on Senate Reform Survey

At the March 30, 2015 meeting of the Bylaws and Elections Sub-committee a petition signed by 97 faculty members was submitted asking that “Nipissing University faculty and Administration consider returning to a Universal Senate model.” The Bylaws and Elections Sub-committee saw this as an opportunity to review the structure of Senate and developed a survey to collect data on faculty views of academic governance at Nipissing University.

An 18 question survey was distributed to 182 full-time and 210 part-time faculty members. Ninety-eight full-time and 15 part-time faculty members responded, including members from all three faculties. The complete results of the survey are appended to this report but what follows is a summary of some of the most important findings.

Over half of respondents report that they understand the procedures of Senate well, attend Senate, participate in Senate and other Senate committees, and read the Senate agenda and minutes regularly. About 1/3 of respondents, however, have not been elected to Senate, over ¼ stated they have not attended Senate, and about ¼ have not served on any Senate committees or sub-committees. Expanding participation in Senate and its committees would increase the legitimacy of Senate and reduce the workload on those who do participate in Senate now.

Significant doubts about the effectiveness of Senate in guiding the academic decisions of the University were raised in the survey. Almost 80% of respondents said there was not sufficient transparency concerning academic decisions in the university. The qualitative data referred to a number of issues but often suggested Senate was shut out of important academic decisions by administration.

Another important issue raised by the survey is that most Senators do not regularly communicate with faculty members before or after Senate meetings regarding the business of Senate. Also, most faculty members do not understand well the role of Faculty Councils in the governance of the University.

A plurality of respondents, though not a majority, supports increasing the proportion of faculty in Senate. A slim plurality opposes returning to an all-faculty Senate.

Recommendations

Recommendations from this report fall into four categories corresponding to four areas of concern raised by the survey.

1. Encouraging wider participation in Senate and its committees and sub-committees

- a. One quarter of respondents don't participate in Senate or its committees. This could be a larger proportion in light of the non-respondents. The process of populating Senate and its committees is done by Faculty Councils and therefore nominees to Senate committees and sub-committees is often limited to those faculty members who participate fully in Faculty Council. Departments however are better positioned to recruit faculty members to committees and may have views about where in the Senate structure representation will reflect the department's and the university's interests.

Department Chairs ought to be encouraged to recruit members for Senate committees and sub-committees and inform Faculty Council nominating committees of their names.

2. Improving effectiveness of Senate and transparency of academic planning and decision-making in the university

- a. The transparency of academic planning and decision-making in the university is primarily a matter of the relations between the Academic Senate, the Board of Governors and the administration. These relations are not governed by Senate bylaws but by the Nipissing University Act and other University Policies and Procedures. A Special Governance Commission has been formed to examine these relations and report to the relevant bodies. **This report, along with the survey results, ought to be received by the Special Governance Commission and considered as the commission formulates its recommendations.**

3. Improving communication of Senators with faculty members and invigorating Faculty Councils

- a. There is no clear institutional mechanism that presently is devoted to enabling communication between Senators and faculty members. Faculty Council is the logical place for this but it is not fulfilling this role. Faculty senators ought to have a larger role in faculty council. **Faculty senators ought to have the responsibility, in consultation with the Dean, to set Faculty council agenda.**
- b. **Faculty Councils should have an independent speaker or chair instead of that role falling to the Dean.** Faculty Council Constitutions ought to establish this role and a process for electing a speaker or chair but in Faculty Councils in which a Faculty Council Senate Committee has been established, the chair of this committee could serve in that role.
- c. **Faculty Council agendas ought to include an item for reports from faculty Senators.**
- d. **Faculty Councils ought to take on the role of passing motions involving program and curriculum changes instead of delegating that authority to the Executive/Chairs.**
- e. **One Faculty Senator ought to have the responsibility of informing via email all faculty members of business carried on at Senate relevant to that Faculty.**

4. Considering proportion of faculty members in the constitution of Senate

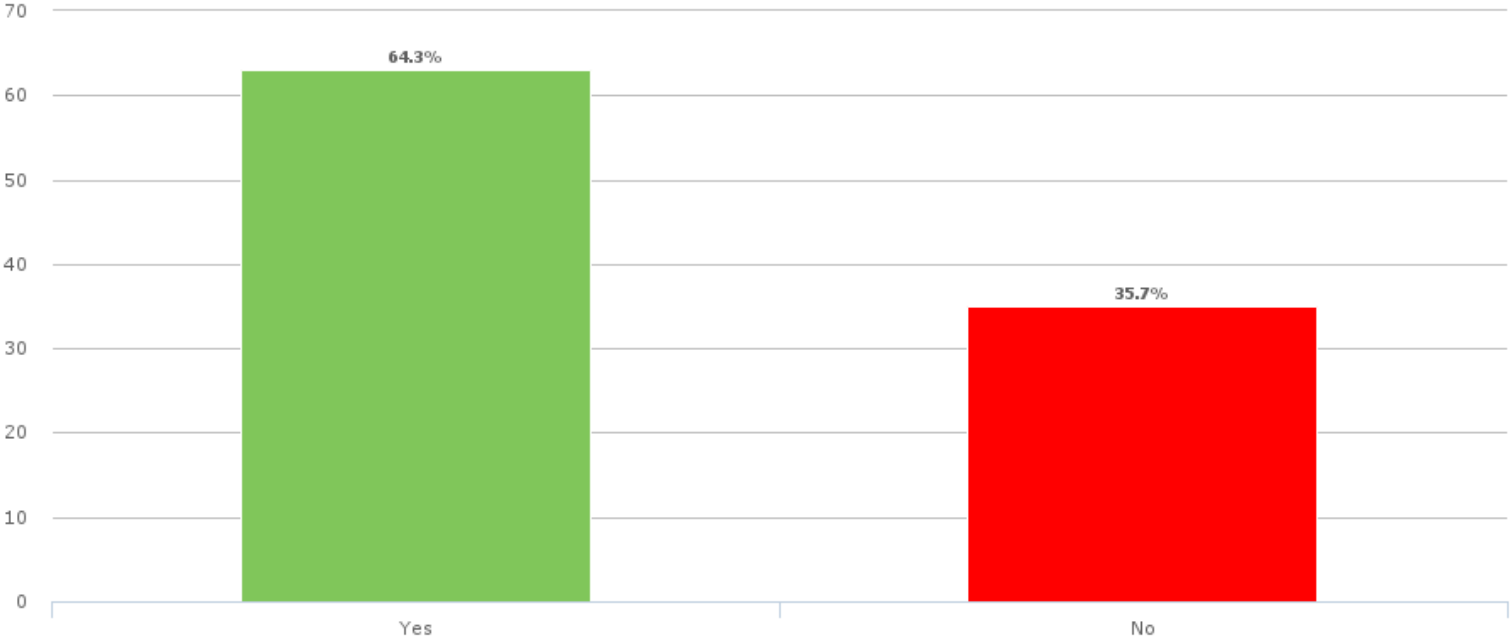
- a. According to the survey results, faculty members are divided on this issue. Without clear direction from faculty members, a straightforward recommendation is impossible. **Further discussion of the appropriate proportion of faculty members in the constitution of Senate ought to take place in Faculty Councils and Senate.**

Senate Reform Survey Summary

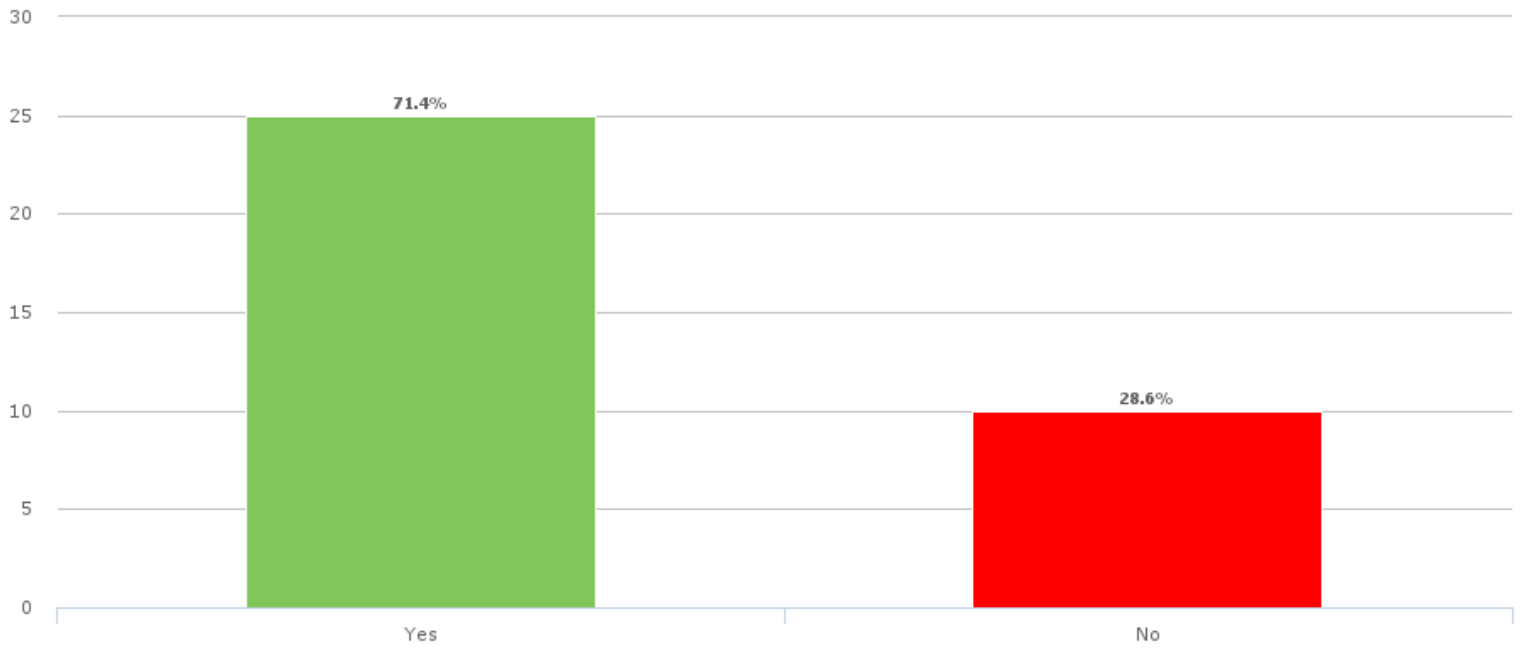
1a. Which Faculty are you a member of?

Response	Chart	Percentage	Count
Arts and Science		46.9%	46
Applied and Professional Studies		21.4%	21
Education		31.6%	31
		Total Responses	98

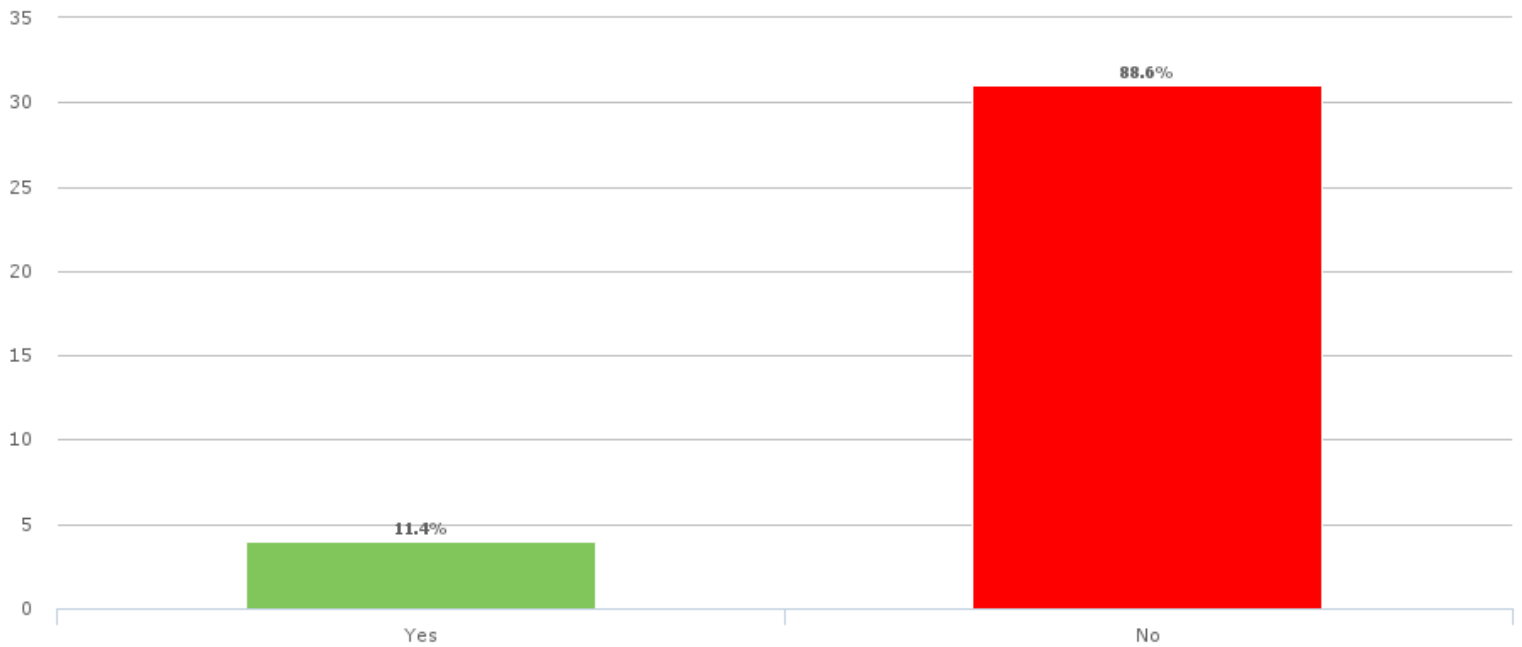
2. Have you been elected to Senate since it became a representative Senate in 2008?



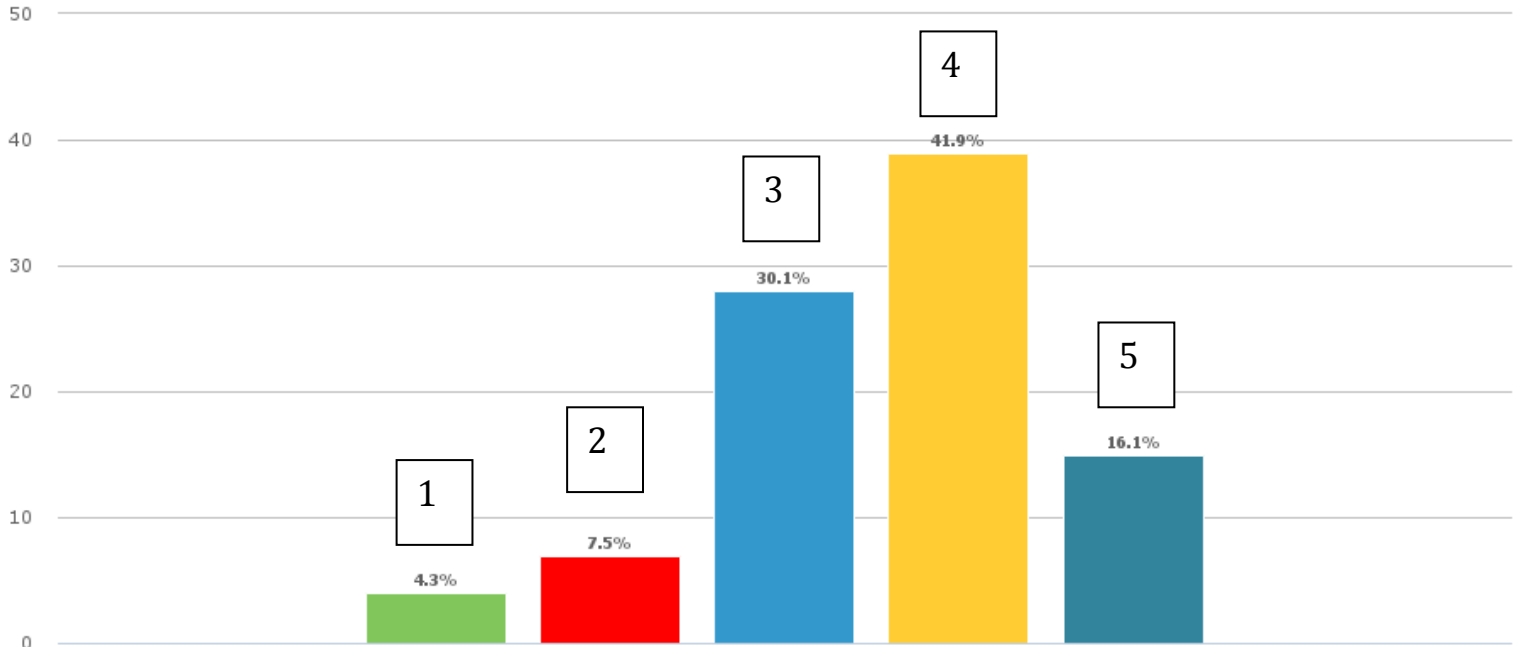
3. Have you attended any Senate meetings because you were interested?



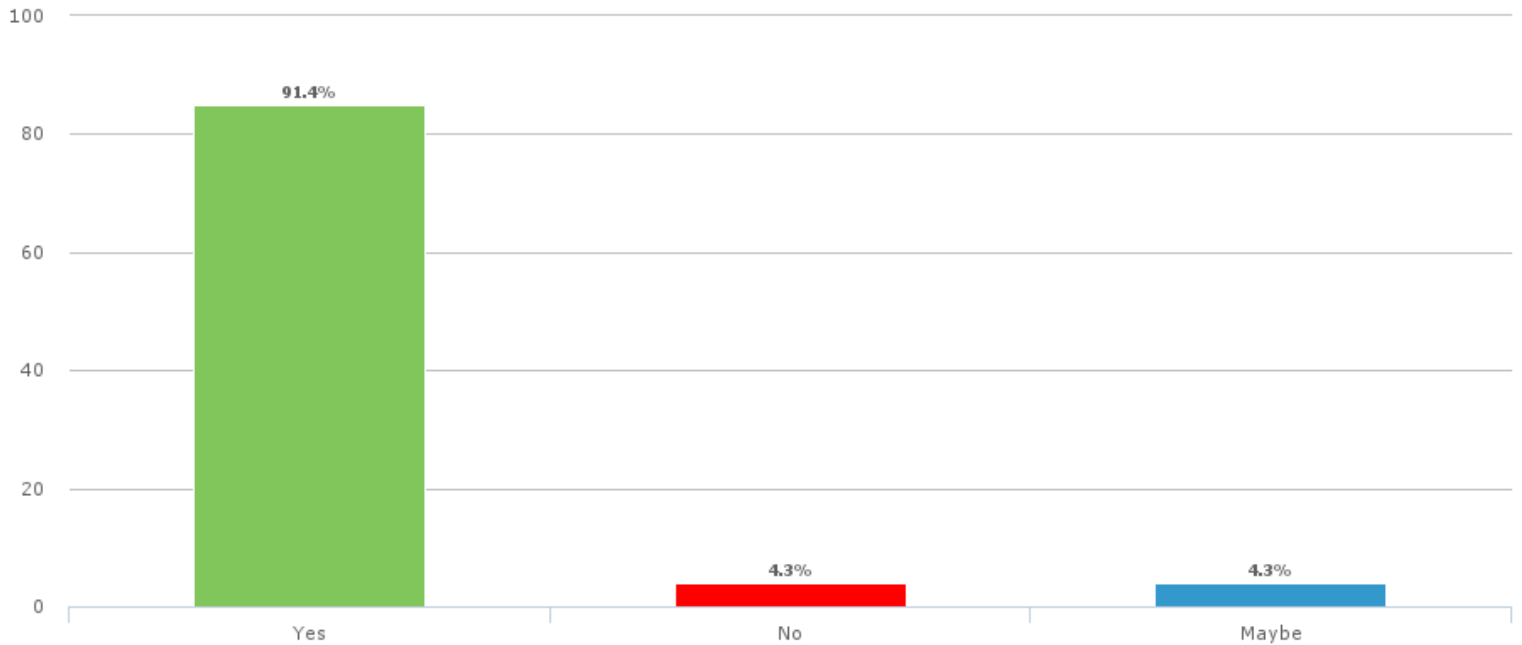
4. Have you attended any Senate meetings to ask questions?



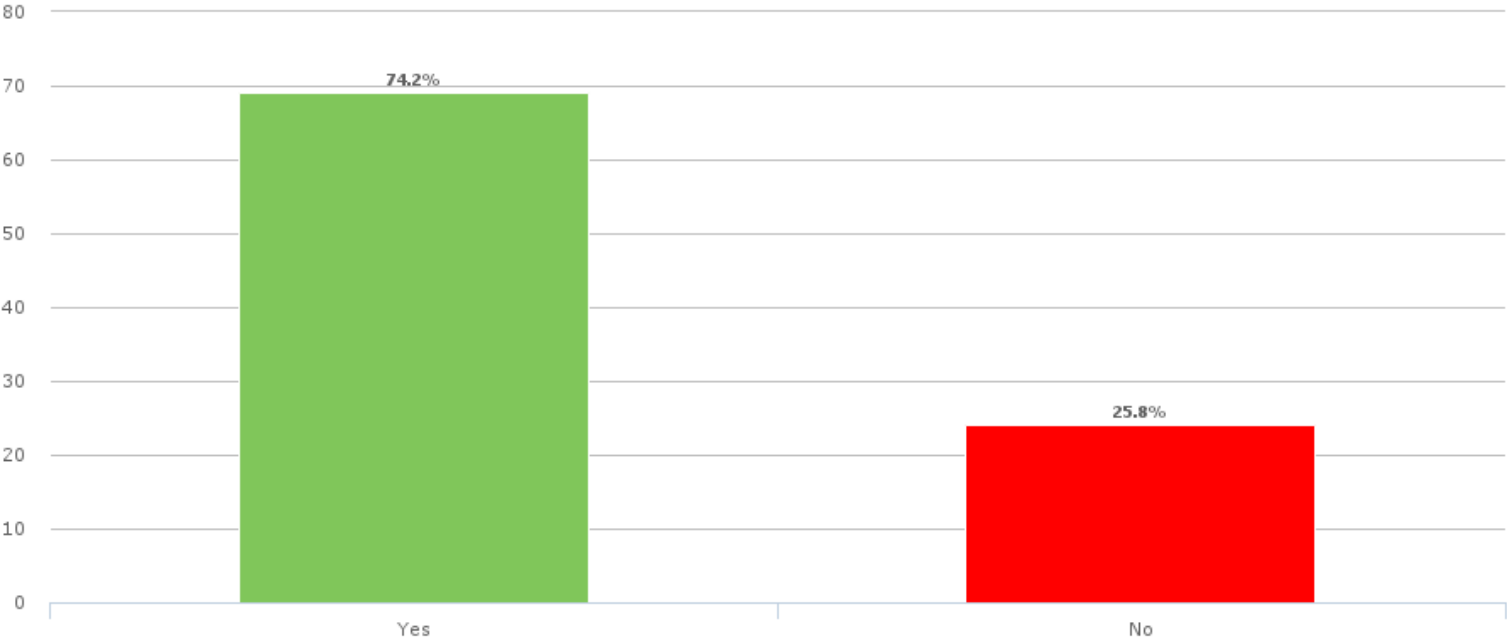
5. On a scale of 1 to 5, whereas 1 is none at all and 5 is exceptional, how would you rate your understanding of the Senate process?



6. Do you know the names of any representatives for your faculty in Senate?



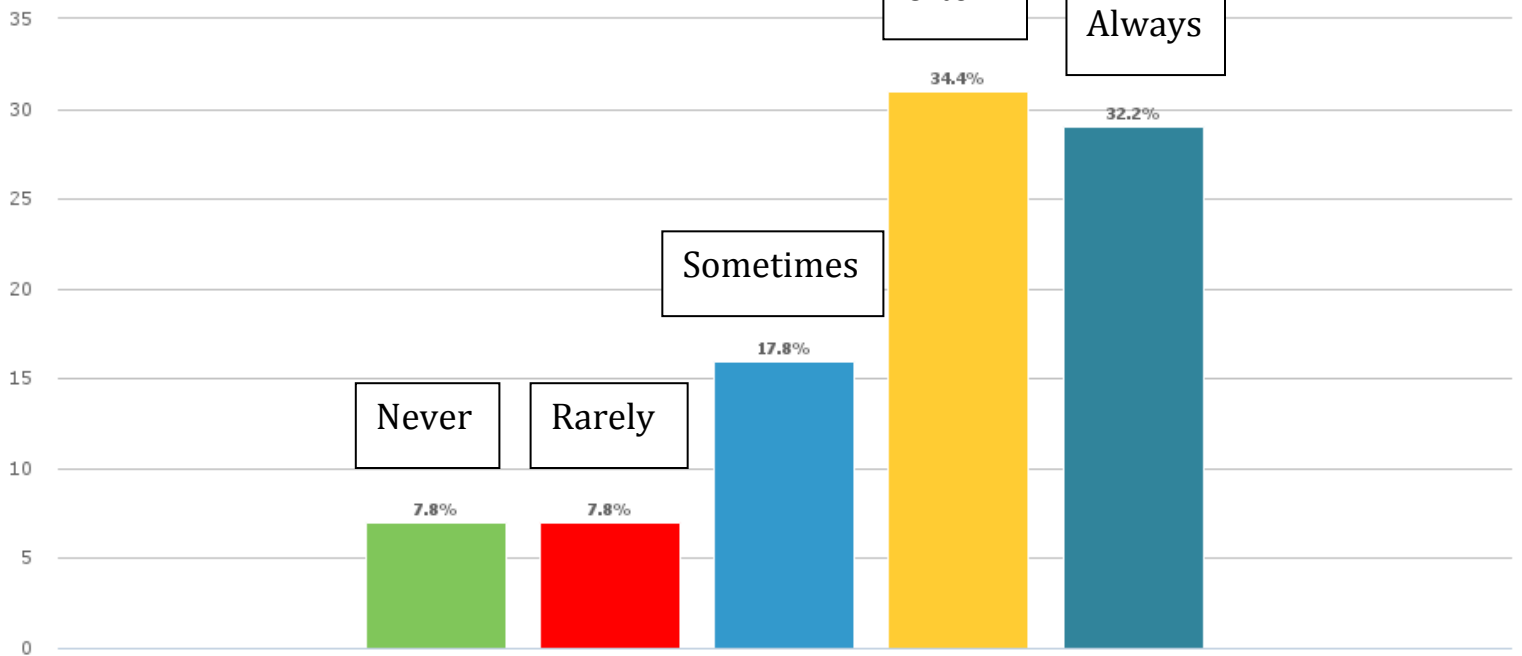
7. Have you served on Senate committees, subcommittees, the graduate studies council or the research council in the last 7 years? Note: Please do not include service on faculty councils or committees of faculty councils.



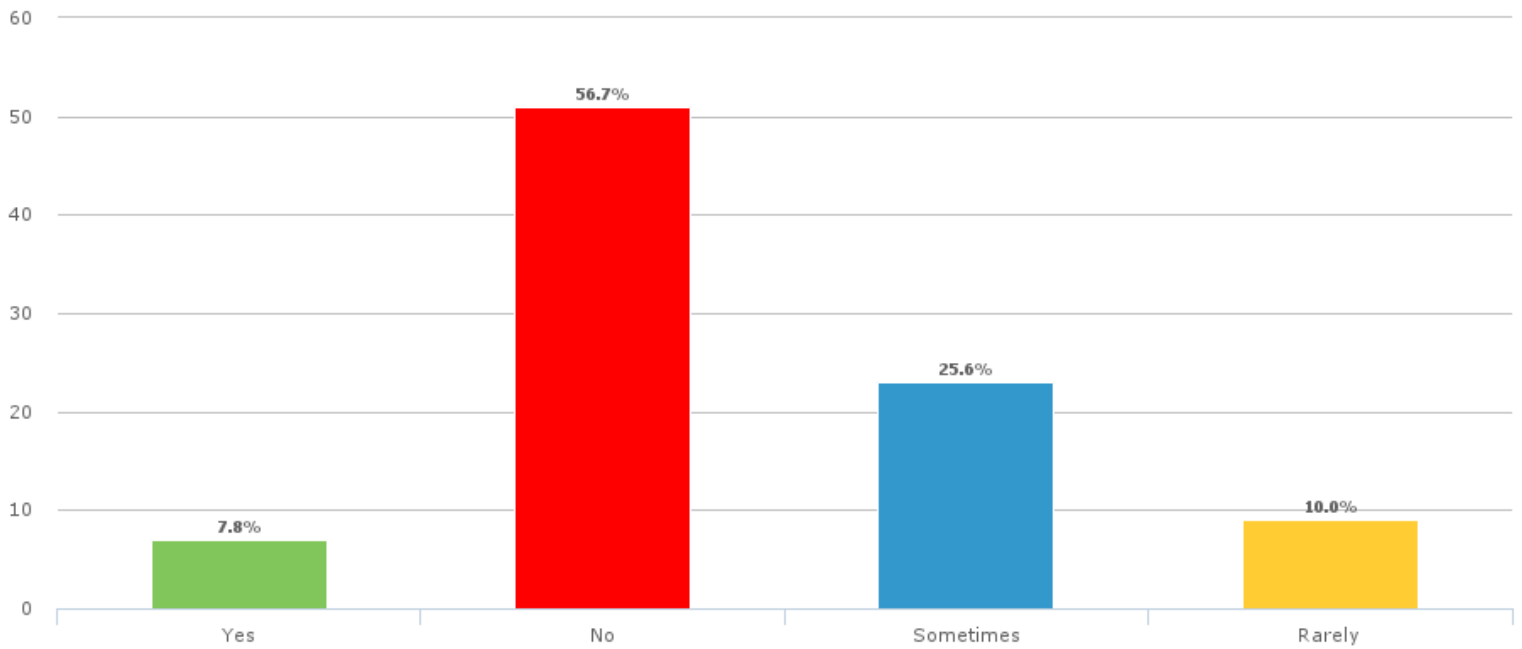
If you answered yes, please list these committees.

The 61 response(s) to this question can be found in the appendix.

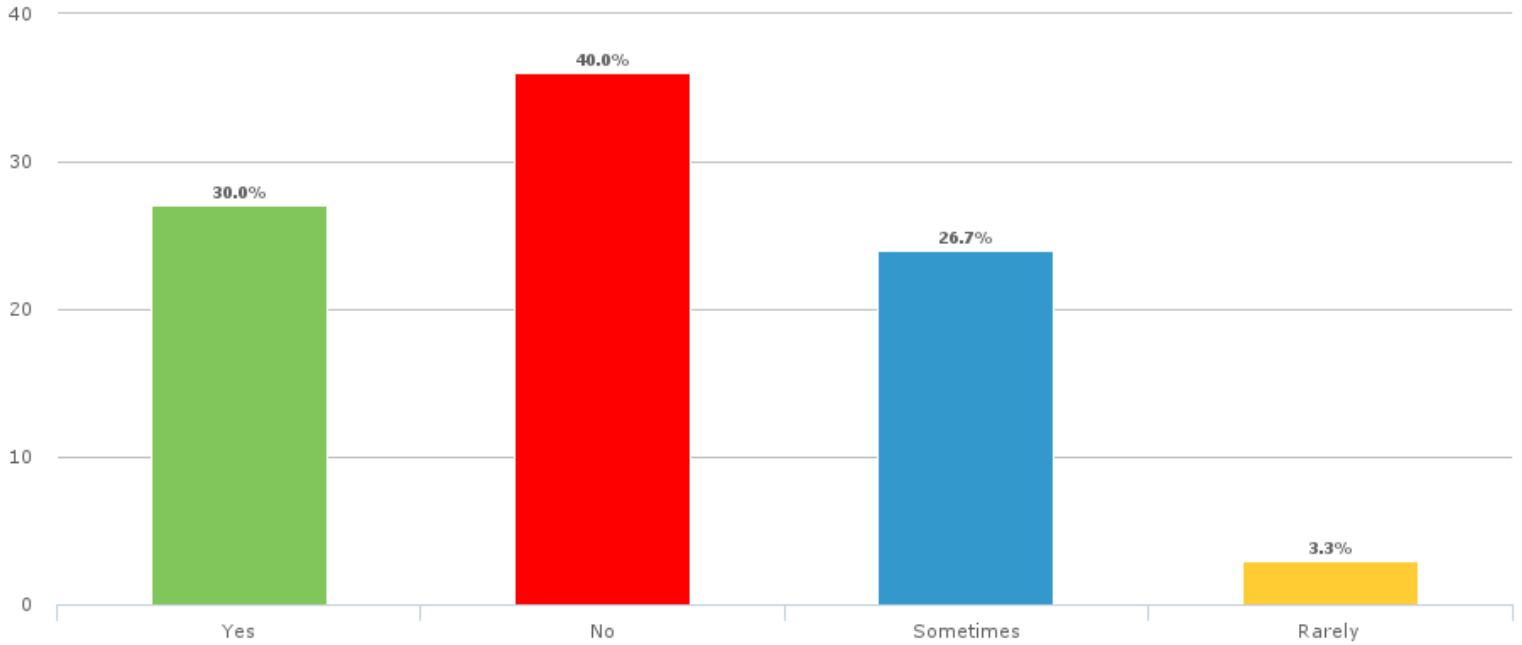
8. Do you read the Senate agenda?



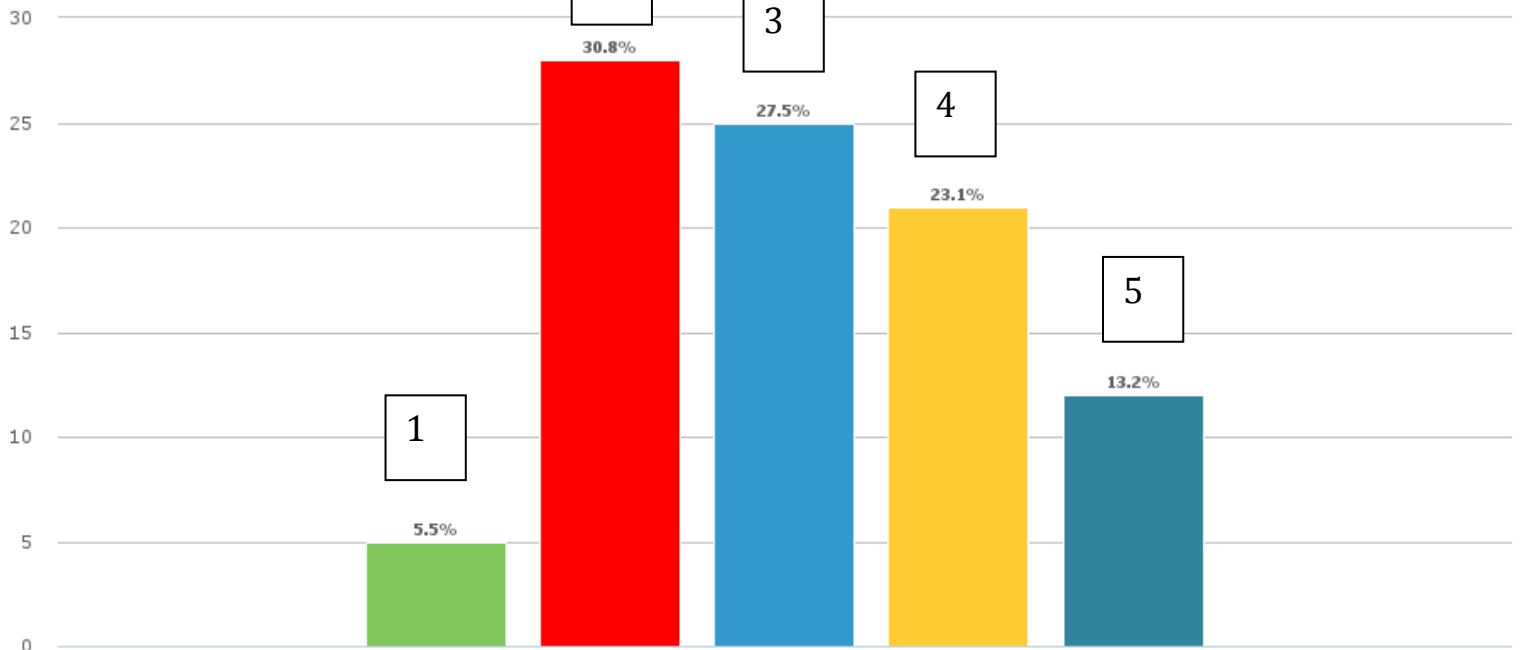
9. Do your Senate representatives consult with you BEFORE each Senate?



10. Do your Senate representatives provide you with written or oral reports AFTER each Senate meeting?



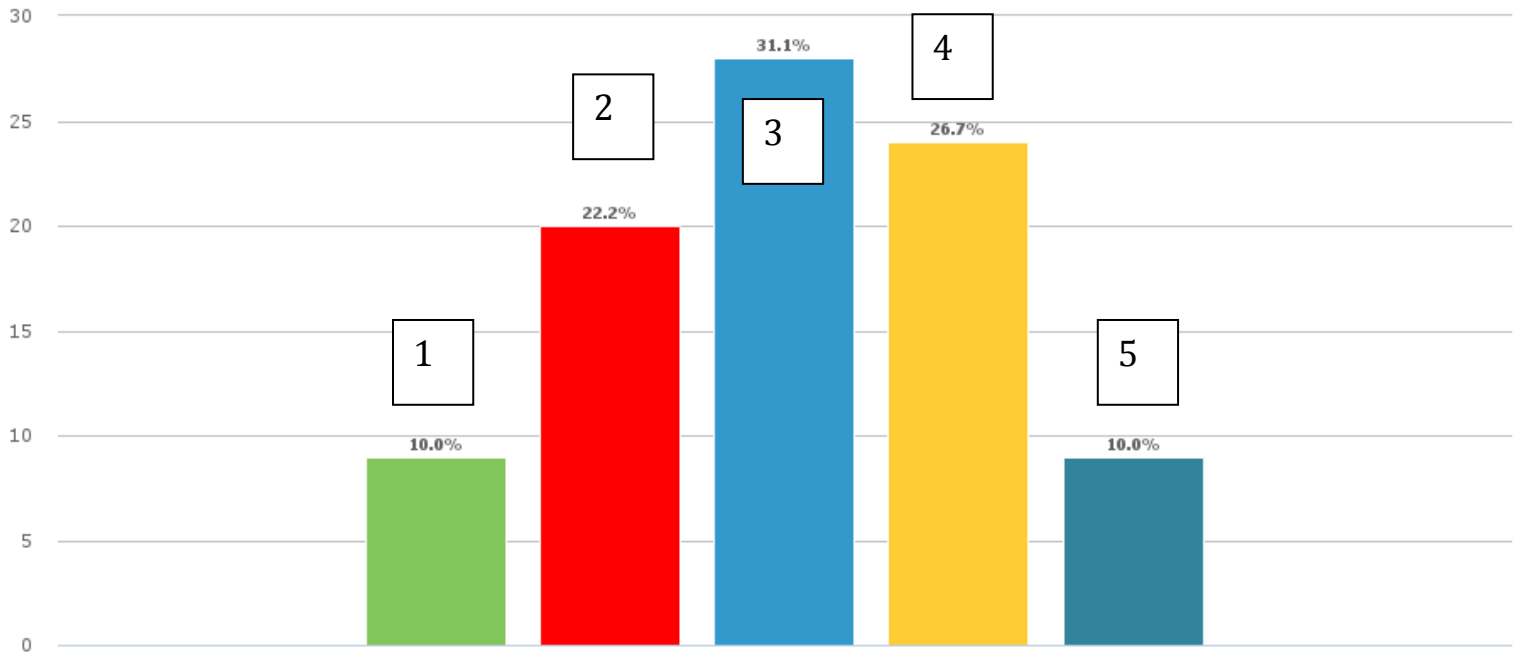
11. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how would you rate your understanding of the role of faculty councils in governance of the University?



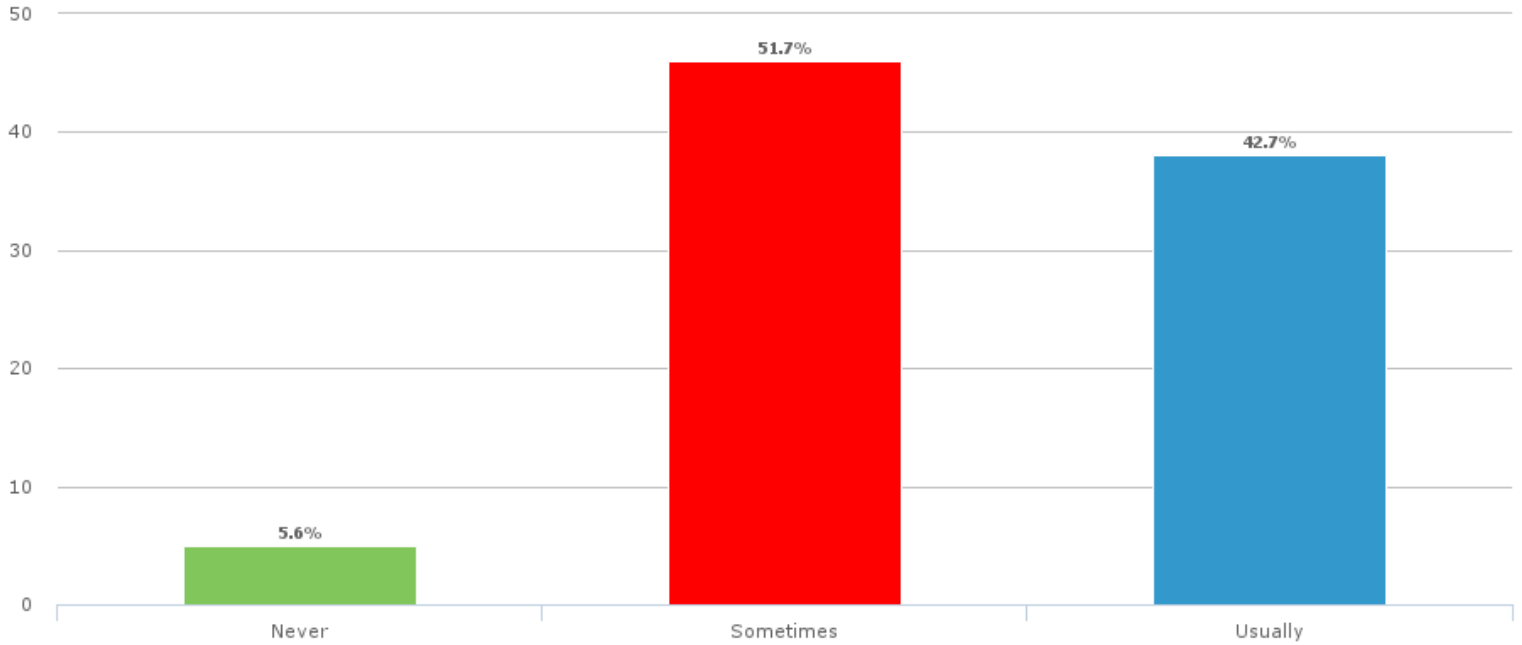
12. In what ways do you believe Senate serves the academic interests of your program?

The 62 response(s) to this question can be found in the appendix.

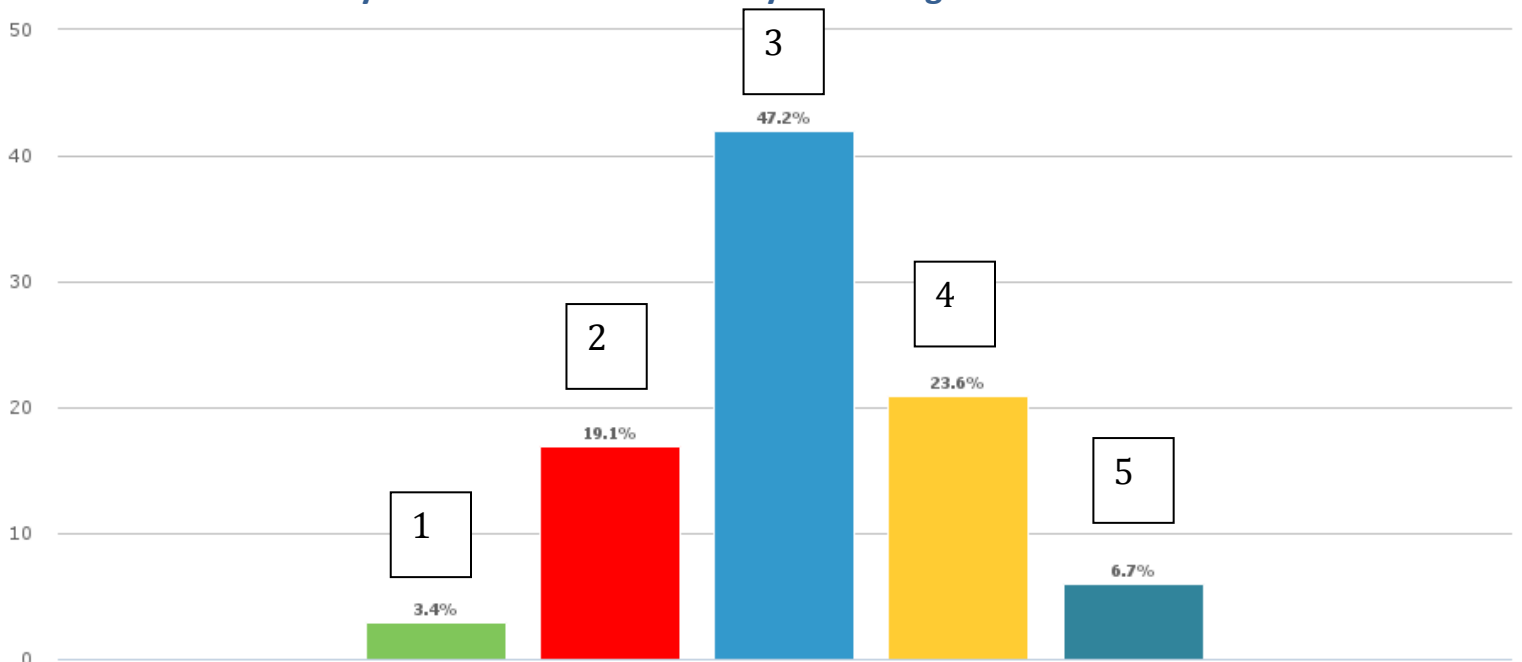
13. On a scale of 1 to 5 where 1 is not at all and 5 is exceptional, how well do you think you are informed on matters before the Senate?



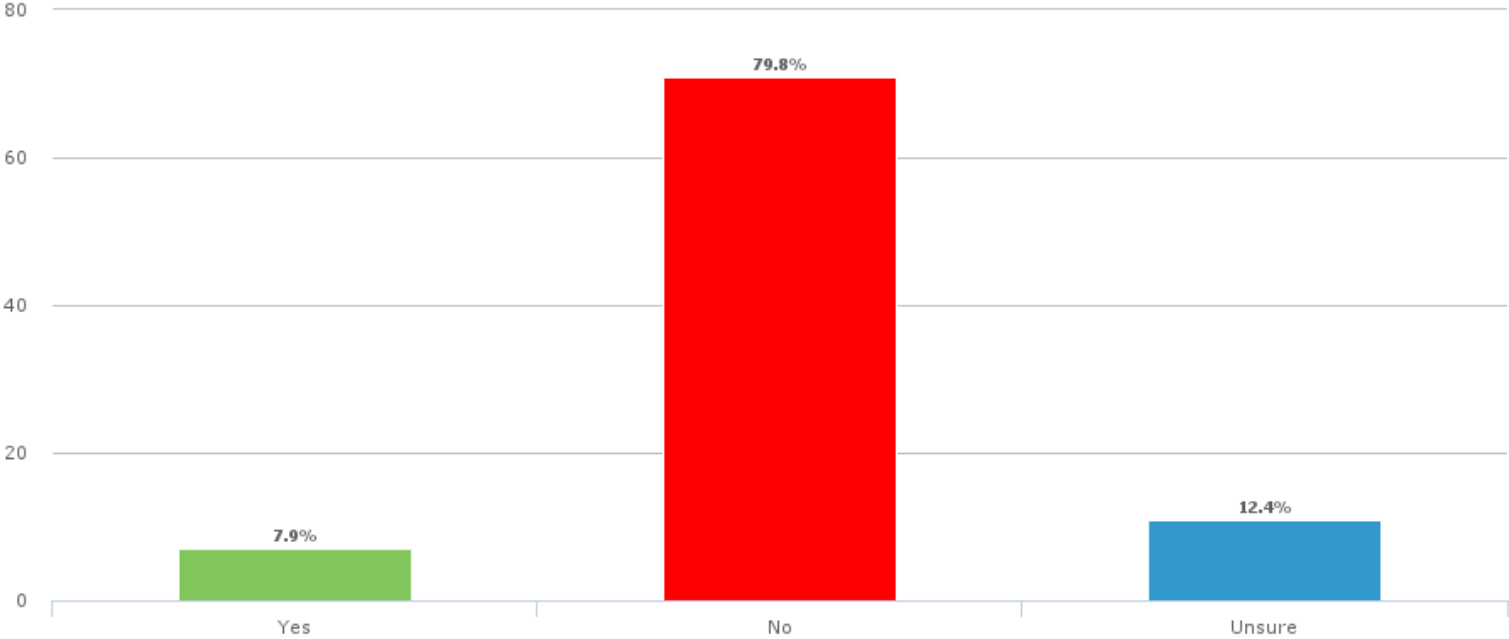
14. Are you able to understand decisions made in Senate by reading the minutes?



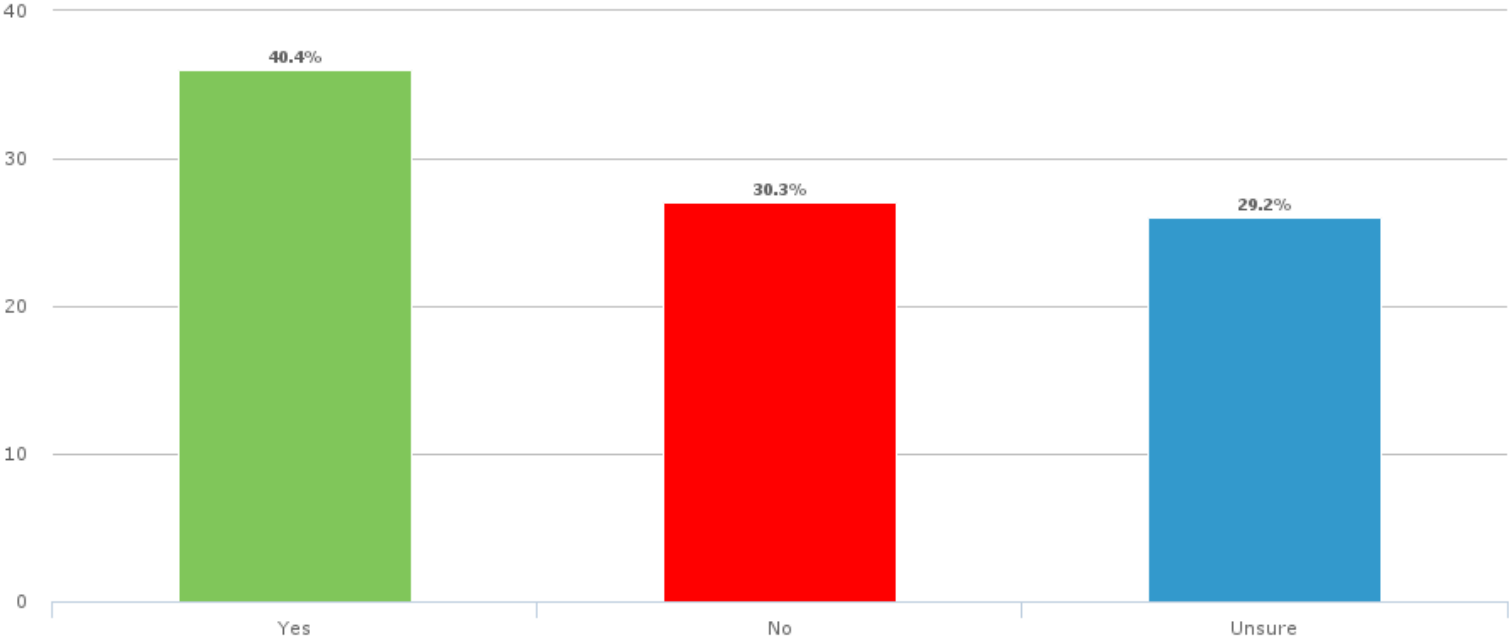
15. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how much confidence do you have in Senate's ability to make good decisions?



16. Do you think there is sufficient transparency concerning academic decisions at the University?



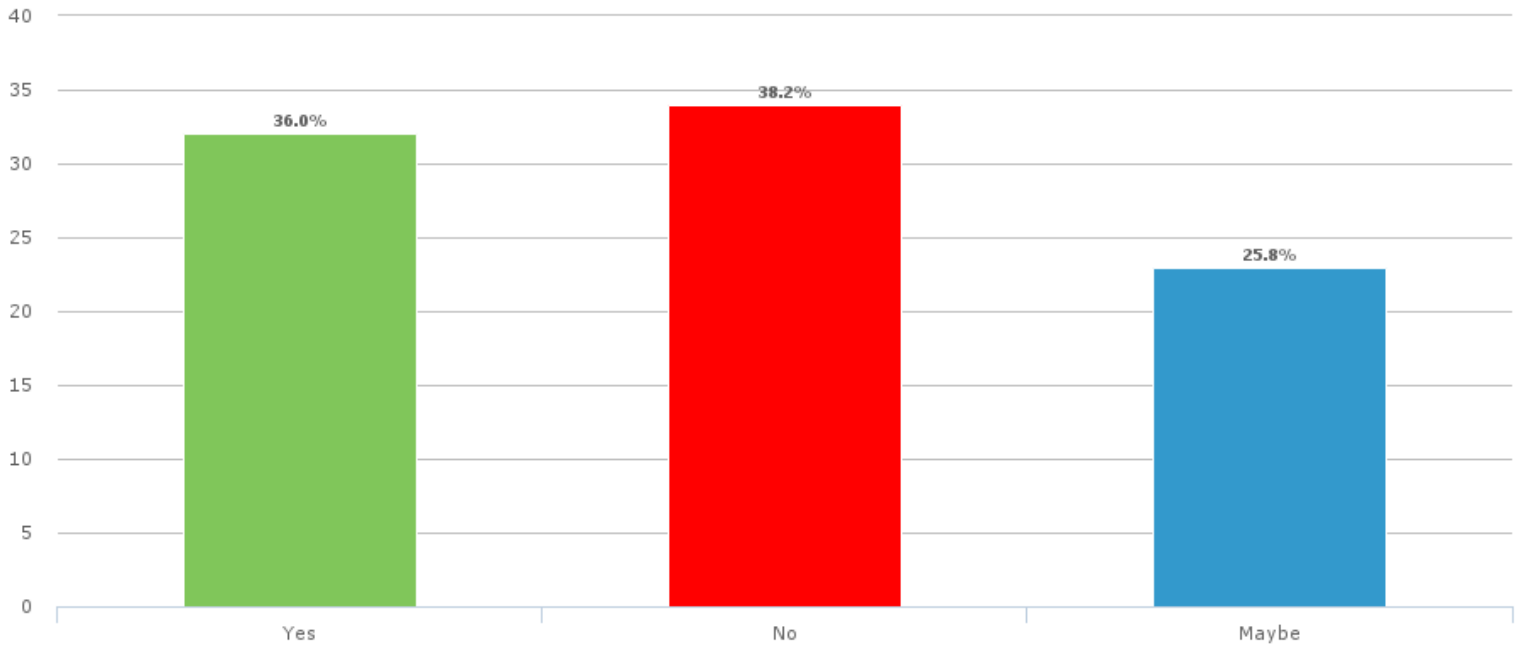
17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?



If you answered yes, please explain.

The 36 response(s) to this question can be found in the appendix.

18. Would you support returning to an all faculty Senate?



If you answered yes, please explain.

The 35 response(s) to this question can be found in the appendix.

Appendix

If you answered yes, please list these committees. |

#	Response
1.	Student Appeals
2.	T & P (TPF) Standing and Petitions ARCC Faculty Council Executive (Education) Concurrent Program Review (Chair) Board of Governors
3.	Technology and Infrastructure; By-Laws; Library; others
4.	Honorary Degrees, Library, Teaching Award
5.	Graduate Studies Council Senate Executive Board of Governors (and subcommittees)
6.	PPC and graduate studies council
7.	Senate Executive, Bylaws, Planning and Priorities
8.	Graduate Studies, Teaching and Learning
9.	USC TIC GSC
10.	Graduate Studies Committee Research Council
11.	Technology and Infrastructure subcommittee
12.	Research Council, Bylaws, various hiring committees
13.	Planning and Priorities Committee, Senate Executive, Undergraduate Standing and Petitions Subcommittee, Undergraduate Service and Awards Committee, Graduate Studies Council
14.	USC
15.	Grad Studies Council
16.	USC, PPC, Senate Exec
17.	Student Appeals
18.	PPC, USC, FRC, Graduate Studies council

19. Library Advisory Subcommittee
20. Library
21. Teaching and Learning
22. Priority & Planning Library Tenure & Promotion
23. Senate executive committee Bylaws Ctte. Then renamed Bylaws and Elections Ctte,
24. Standing and Petitions
25. Graduate Studies Council
26. Library, Technology and Infrastructure
27. Senate representative on Board of Governors
28. COU
29. Standing and Petitions
30. grad Studies , search committees
31. Senate rep on Board of Governors Research Council
32. Student Appeals Committee
33. Bylaws
34. ARCC PPC apt
35. ARCC PPC apt
36. Student appeals
37. Student Appeal Committee Research Council Ad-hock committee
38. Teaching and Learning (The Common Book Common Ground committee)(Senate committee?)
39. Planning and Priorities Committee Teaching and Learning Committee (co-chair) Academic Planning

University Curriculum Committee
40. Undergraduate studies; library; student appeals
41. graduate studies council TPF TPU APT FRC
42. Research Council
43. Teaching & Learning Undergraduate Studies Student Appeals Tenure and Promotion - Faculty Strategic Plan Ad-Hoc committee (2011-2012)
44. Honorary Degrees Teaching and Learning
45. Teaching and Learning
46. Senate Executive, By-laws, PPC, USC, Standing and Petitions, Student Appeals Committee, Library Advisory
47. Graduate Studies Council There are more but sorry I can't remember!
48. Senate Exec, By-Laws, PPC (formerly APC), USC, Honorary Degrees
49. Graduate Studies
50. Library Subcommittee
51. Library Subcommittee
52. Senate Exec By-laws USC Petitions
53. Bylaws and elections Standings and petitions

54.	Library Committee, Teaching and Learning Committee, Student Appeal Committee
55.	Multiple
56.	Deputy Speaker of Senate Speaker of Senate Chair - Senate Bylaws NU President's Selection Committee NU Chancellor's Selection Committee Planning and Priorities Committee
57.	Yes, I wish I was more informed on the Senate process before/on becoming a Senator.
58.	Senate Exec, USC
59.	Ppc, honorary degrees, technology
60.	Student Appeals Undergraduate Standing and Petitions
61.	Graduate Council, USC

12. In what ways do you believe Senate serves the academic interests of your program? |

#	Response
1.	Senate really doesn't - everything at Nipissing is top down from senior administration.
2.	* awareness of issues * involvement in academic decision making * representation on committees that are involved in university governance
3.	I'm not sure if it does. Substantive comments seem to be censored by the Provost and President.
4.	I do not want to answer this question because of time
5.	Approves new courses and programs, provides a voice but this is limited for small programs and the nature of representation.
6.	To be honest, I find that it often rubber stamps what has come before. When academics finally arrive at Senate, they have been through multiple levels of approval, including Senate level committees. I would like to see Senate focus less on the course/program requirements - this is best left to FCs and USC/GSC which would allow Senate to focus more on the generalities of academics - basically, what we have been shut out of by the Administrative Team. Further (because I don't know if I'll get an opportunity later), I find that announcements at the end of Senate interfere with this. There was a time when the announcements of upper administrators provided us with a context within which to make academic decisions and ask academic questions that would push the university forward.

	Apparently, we are no longer capable of such discussions.
7.	Approval of new programs/courses. It should also be a consultative body for the closure of campuses and programmes, but was not.
8.	Senate is supposed to function as a second sober thought about all academic matters. It benefits my program both directly and indirectly in this way. Many issues that are handled at Senate directly affects all of us, regardless of program.
9.	protecting the integrity of program
10.	Senate provides an opportunity for sober second thought and often raises questions about program issues that did not occur to faculty council. At times this is frustrating but often helps to clarify program proposals. The one thing that is concerning is when Senate raised concerns regarding potential program funding but then votes in favour of a program anyway...then complains that the money is not there.
11.	It serves the academic unit in a number of ways including creation of new programs, debates over program planning, populating service and search committees, etc.
12.	It approves courses to be added to the academic calendar, but other than that, I don't know. In terms of the bigger picture of the university, it often feels like decisions are being made elsewhere and then brought to Senate as a fait accompli.
13.	In practice, Senate does very little beyond passing motions for course/program changes. In theory, Senate should provide guidance for the development of all academic matters.
14.	It often acts as an advocate for programs, by serving as a venue to discuss program modifications within a broad constituency. This enables decisions to be moved beyond the sole attention of senior administrators.
15.	Senate provides academic oversight and ensures consistency in application of academic policies and procedures for program development.
16.	It should serve academic interests and institutional interests where academics are impacted, but: the process often seems rushed; conversation/discussion cut short, faculty interests/concerns ignored/remain unanswered; sig. issues/decisions labelled a matter of institutional governance not academic governance or operational/admin in nature and not a matter for senate; decisions of an academic nature are often made by admin depts., without critical info brought to senate; sr. admin reports are often a showcasing of positive with little that requires critical consideration brought forward; minutes either altered/or inadequately representative of discussions
17.	Needs more The faculty Council doesn't seem to make motions or discuss Senate proceedings etc Seems to just be sharing of information by guests All Staff Admin and related attend ie not just Faculty!!
18.	By proposing/adapting/reforming/voting the adoption of new programs/existing courses or new courses via motions. Looking at the governing issue at the University and the Faculty level.
19.	It protects the program from being misunderstood and attacked by administration in any way.
20.	Other than approving curriculum changes, I am unsure about how it serves the academic interests of my specific program.

21.	I do not believe it does! If anything, it blocks progress and makes it difficult to meet our needs.
22.	awareness of issues Accountability of administration to others
23.	Holding administration accountable and ensuring due process is observed.
24.	it doesn't
25.	It can be a way for faculty to have input on changes to the university and the way it is run. But there are also some things that senate reviews and approves that really should be the purview of an individual department, such as titles, description and content of courses.
26.	As the leading body on Academic matters it is ultimately responsible for all programs. By and large it offers oversight and a final forum for discussion on academic matters.
27.	Senate serves the whole university and defends the academic side of the house so that effects everyone
28.	All changes are usually brought to Senate
29.	Putting checks and balances on academic proposals such new programs development coming from the various academic units
30.	Vetting of academic programming
31.	It is the academic side of governance
32.	Basic approvals of items voted on in faculty council, but in a representative senate, Education numbers are less than other faculties (less voting power).
33.	I want to believe that Senate does serve the academic interests of the whole university, including my program. Issues related to the program development, new course offerings, new faculty hiring, and other academic matters are thoroughly discussed in Senate. However, the strong representation of larger faculty sometimes overpowers the voice of smaller faculty.
34.	I'm not sure if it does.
35.	In the past few years, it has served as a "necessary process" toward certain formal changes, e.g., changes in courses, etc.
36.	By giving final approval to programmatic and curricular changes.
37.	It provides a forum for discussion of our academic goals in the context of financial realities. It provides an opportunity for questioning and correcting administrative directives or plans. It enhances collegiality and cross-department solidarity.
38.	Mostly indirectly, by attempting to protect and further the academic mission of the university. For the most part, Senate ought to defer to individual programs regarding the direct and particular interests of the latter (for instance, I regard the elimination of a senate-mandated mandatory exam policy as the elimination of a policy that ought never to have been implemented).

39. Voice - direction, planning,
40. It has approved whatever we have asked it to approve.
41. Attempts to provide an overall structure for transparency within the university.
42. program/course approval
43. Provides: course, certificate, & program evaluations & approvals Attempts to improve administrative decision in these areas.
44. We have a particularly active senator in our department.
45. Senate ensures the academic standards are being upheld. It is a body that engenders accountability for the structures, processes and work being conducted prior to Senate level approval. It also represents the student voice on academic matters.
46. Our program and curriculum changes have been well-vetted and improved in Senate committees.
47. I don't. I think they pass courses through. Would like to see it doing more and being more involved.
48. Oversight with respect to policy and overall representation such as the academic calendar.
49. Provides a forum for faculty to question administration. Forces admin to make things public.
50. It does not. My faculty is run from the Dean's office, so any motions from our Faculty Council to Senate are a moot point.
51. Not sure I totally get the question. Senate serves the academic interests of the institution, and that is what it should do. Wondering how Senate might serve individual programs is precisely the way to undermine it.
52. policy development for academic matters, upholding policy and procedures, ensuring quality education programming, etc.
53. Approve changes in curriculum.
54. Primarily , in the review and approval of courses and changes to programs. On other matters relating to the academic interests of our program, Senate is often not provided the information ahead of time to be properly informed of slight of hand or end run tactics by Administration. For example, the secondment of the Dean, the internal appointment of an acting Dean, the cessation of the Concurrent Education program on Main Campus, the dismissal of all LTA's without consultation with Faculty, the cessation of the Concurrent Education program at Brantford Campus and the closer of the campus and the cessation of the Concurrent program at Muskoka and the closer of the campus.
55. Unsure
56. As a blocker to change.

57.	Sober second thought-oversight.
58.	I'm not sure that it does, other than approving curriculum changes.
59.	Not at all.
60.	Ensures a reasonable level of consistency on matters that affect several/all programs. It's the only forum where faculty can collectively and effectively advocate for academic standards. While this happens at committees as well, the strongest and most effective place that this happens is at senate. In my opinion, we are not always effective. Nonetheless, senate has the most potential to be effective.
61.	Discussion of new programs and courses, hiring committees for new faculty positions, questioning administrative decisions, fighting for fair governance
62.	Just in a general way, as with all programs. However, I strongly suspect that if my program were to be seriously threatened (such as being shut down), Senators would defend my program.

If you answered yes, please explain. |

#	Response
1.	We must have more say in academic decisions at Nipissing. Administration isn't concerned with students or faculty.
2.	When we have administration who are untrustworthy, it is important to have the faculty strength to insist on positive approaches that maintain a student centred focus.
3.	But I would not decrease either
4.	Quite honestly, I think two-thirds is more than sufficient, particularly when faculty are in attendance. My response to a previous question indicates that this is not necessarily about the number of faculty, but instead about how Senate is running. All faculty can attend Senate - the decisions that are being made in Senate right now are what I would considered minutiae of academic programming. Administrators are making decisions about what to bring forward in terms of policies, hiding behind their perceived right to make management/administrative decisions regardless of whether it impacts academics. From where I sit, this is not about more faculty, it is about putting the right faculty in the seats we have. It is about holding admin accountable, it is about being willing to stand and call for non-confidence when necessary. No amount of faculty or full faculty Senate will change this.
5.	More faculty proportion will only weaken Senate's ability to consider diverse viewpoints. Why not increase the student proportion? I read this on the HESA blog this morning and completely agree. I draw attention especially to the last line: "Imagine local student unions spending time engaging their members to find out what kinds of outcomes they want from their time in university. Imagine them spending time translating that into real policy options within the institution. Imagine national student organizations spending time training people at the local level, teaching them how to understand university administrative and political structures, how to talk "Senate-ese", and

how to be effective champions of curricular change. Imagine local student organizations putting time and effort into making sure that every student on every periodic review knew how to advocate effectively for change during the review process.

(Actually, if they were smart, universities themselves would get on this effort: increasing the number of students who can make intelligent contributions to university governance activities can really only be to the good).

6. The proportion should be the reverse of the Board of Governors; i.e. the BoG is over 90 per cent non-faculty, thus the senate should be roughly 90 per cent faculty.
7. I found the previous system more appropriate given the size of our university which is now on the decline.
8. I feel that it is important for faculty to have representation and the power to make decisions.
9. If only to convince more informed and motivated faculty to participate....
10. It is an academic Senate. I think that faculty representation should be increased to full representation of all faculty.
11. It is often very challenging to get matters before senate, as senior administration has garnered so much decision-making power. I support balancing out this decision-making influence in any way possible.
12. I am uncertain that lack of representation is the real issue. Could it be the processes in place given the representation model we have are unclear? ... Should we be reinventing the wheel or considering whether we can create more effective processes for communications and otherwise instead? .. It's possible some of the challenges relate to having to make decisions in the face of misinformation/muddy information/lack of information .. I am unclear of the value of more heads in the room, without also asking some other critical questions about the process identified for reps/senators, the process of senate, the expectation of senate exec, the expectation of admin/provision/transparency of information, some discussions re: decisions of an academic nature/or with academic impact that are made outside of senate in admin offices/like scheduling for example, etc.
13. Need more faculty Representation at Senate as we are experts of programs etc
Some never ask questions etc. Some Senators meet among themselves re Agenda etc but should be meeting with their own Faculty. Faculty Executive meetings not in the loop or ever asked if any items to refer It is a broken system
14. I think a universal Senate would be a proper democratic move, and I would also support the recording of the Senate meetings, and the BOG meeting, so we can get clearer answers...
15. The Senate governs the academic side of the university. Faculty are responsible for more than 66% of the academic side of the university.
16. The current administration rarely acts in a transparent and consultative manner and are hard to trust. Thus, faculty in an expanded role might force more openness and consultation.
17. The full senate wasn't broke. It was so good for us all to have the same one vote. We felt a

	sense of togetherness as NU.
18.	More faculty reps would ensure that decisions about academics would be discussed in more detail.
19.	The influence of faculty on the management of the university has been declining. That would not be a problem if the university was not having ongoing serious problems of management. In my view these problems could threaten, in the longer term, the existence of the university. For example costs of administering the university have grown while the success of the university has declined (in terms of enrollment, revenue, accountability).
20.	The senators do not always have enough time to consult with members they represent. As such they at times get faced (at senate meetings) with questions they cannot always answer accurately. Having a higher proportion than two-thirds can only bridge such a gap.
21.	There are far too many administrators, student reps, and other non-teaching people on Senate to make informed decisions for items that affect the classroom directly.
22.	<p>As per Nipissing University rules, "The duties and mandate of ... the Senate are [related to the] academic requirements, with the Senate and its various committees and subcommittees assessing the academic needs of the University. This includes evaluating new programs and courses, approval of graduates, establishing admission requirements and searches for selection committees."</p> <p>The number of faculty should be increased if for no other reason than, at least, for a simple reason to balance out the unequal representation of faculty in the Board of Governors (1/7) vs. administration in the Senate (1/6).</p> <p>Another issue is related to the proper representation of all schools/streams within each faculty.</p>
23.	I was never in favour of a Representative Senate. We were all much more invested and involved when it was a full faculty Senate. Many senators who are elected are not fully involved. Some are very informed and active, but some seem to take on the role as a line in their CV for service. In some cases, it may be just lack of experience, as well.
24.	The faculty ARE the school. They should run it.
25.	<p>Frankly, this seems not to be the primary problem with Senate which is, instead, that Senate is often misled or is kept in the dark by the administration, that the will of Senate is too often ignored by the administration and board, etc. One obvious instance: Senate has requested, in every imaginable form in the English language, the evidence that purportedly demonstrates the necessity of closing the Branford and Bracebridge campuses; in response, Senate has received a series of misdirections, cliches, irrelevant documents, and unsupported assertions, but never the thing that was transparently requested.</p> <p>In my time on Senate, I have never seen faculty lose a vote in which their interests were divergent from administration. I support an increase of the proportion of Senators as a symbolic reassertion of the fact that the academic governance of the university is the province of faculty.</p>

26.	Faculty provide the oxygen for the school - we breathe life into all aspects of teaching, learning and research
27.	Faculty represent the key service of what the university is meant to provide. To educate people and support them through their learning process. That is our business.
28.	75% would be better.
29.	Given the power inherent in being in administration, and how I have heard administration answers (or chooses to not answer) questions being posed, faculty needs to increase their voice. There is strength in numbers.
30.	Senate service is dependent upon getting voted in by one's faculty council, which requires being nominated within one's faculty council. It is a popularity contest. There are individuals who may wish to serve on Senate who cannot because they cannot get either nominated or elected.
31.	We have a majority, we do not need more people. We need each member to take the position seriously.
32.	More faculty involvement will offer a chance for each to learn how the university operates and how decisions will affect teaching, research and the operation of the university.
33.	I would need to understand how increasing Faculty will contribute to a more effective Senate particularly when Administration seems intent on ignoring the bicameral system of governance or giving only cursory acknowledgement to the role and function of Senate, albeit grudgingly.
34.	Yes, increasing the portion of faculty would be helpful. However, many decisions are made before reaching the senate floor.
35.	I would like to see us return to a full faculty senate.
36.	Senate is responsible for the academic side of the house. Admin are responsible for the financial side. In order for decisions to be made both sides of the house need to come to agreement. While this is often difficult to achieve, I believe this results in the best possible decision. It would be fair for admin to have a say on senate if faculty had an equal portion of the say on financial matters. I don't believe that is currently the case. Given that, I believe faculty should have 100 percent say over academic matters. Admin and staff should still be permitted to attend as non-voting members. However, I don't expect this will happen.

If you answered yes, please explain. |

#	Response
1.	This would ensure that those that are affected by decisions have a say in making those decisions.
2.	We can all stand to be better informed.
3.	I think even those who choose no should be asked to explain. I like the idea of increasing the proportions but having everyone there is not practical. We are too many for one. Before 2008 many people did it as a simple duty and did not give it the seriousness it deserves. Senate meeting would often have a circus feel to them. I prefer representative but we should increase from 2thirds if possible. However I think what is lacking is not numbers---as much as it is those in the 2/3 taking full advantage of what they can achieve. 2/3 is

	already a winning proportion but increase it if you can
4.	This would give a voice to smaller programs who have a harder time gaining representation on Senate.
5.	<p>An "all-faculty" senate is not a panacea; senate regularly deals with complex and important decisions and what is needed is informed and engaged senators who fulfill their obligations and engage their constituents. It was extremely frustrating to hear that in the first regular senate meeting after the NUFA strike that the elected senators could not even stay in the meeting long enough and hold quorum to complete the important senate business and motions on the agenda.</p> <p>Having witnessed the "all-faculty" senate during it's existence, I can attest it operated no better than in the 3 years I was a senator during the current representative model. One could in fact argue the new representative senate was less victim to "bullying" by groups that would show up en masse when and only when it served their interests to vote on a particular matter. On many occasions I witnessed faculty show up to senate, stay until a particular motion or question of interest was raised, and then promptly leave when the "regular business" commenced. Senators, as a whole, were no more or no less engaged before as they were after.</p> <p>I believe the amount of faculty time and effort already spent arguing about full vs representative senate is sadly misplaced. There are real and pressing issues to deal with in terms of the growth and quality of education at this institution, funding and strategic planning, etc, and this survey feels a bit like not seeing the forest for the trees.</p>
6.	Doing so would exclude members such as laboratory instructors, seminar instructors and technicians. In some departments (such as in science departments) these are integral members who's voices would be otherwise ignored by an all "faculty" senate.
7.	Would give all faculty members an incentive to stay informed and participate in governance, rather than leaving it to representatives. Nipissing is small enough to do this effectively.
8.	I found the previous system more appropriate given the size of our university which is now on the decline.
9.	Yes, as this would allow full-time CASBU instructors and LTAs to have a larger presence and voice at Senate.
10.	I think that is the fairest way for all concerned. It allows everyone to participate in decision making. It allows everyone a voice. It will make the election of Senate reps less politicized so that people with a single issue cannot get on Senate to promote their own issue.
11.	This would broaden the ability to contribute to the functioning of the university. Although most senators do an exceptional job of representing the faculty, there is always the concern that personal agendas may influence a decision. By moving to an all faculty senate, this may

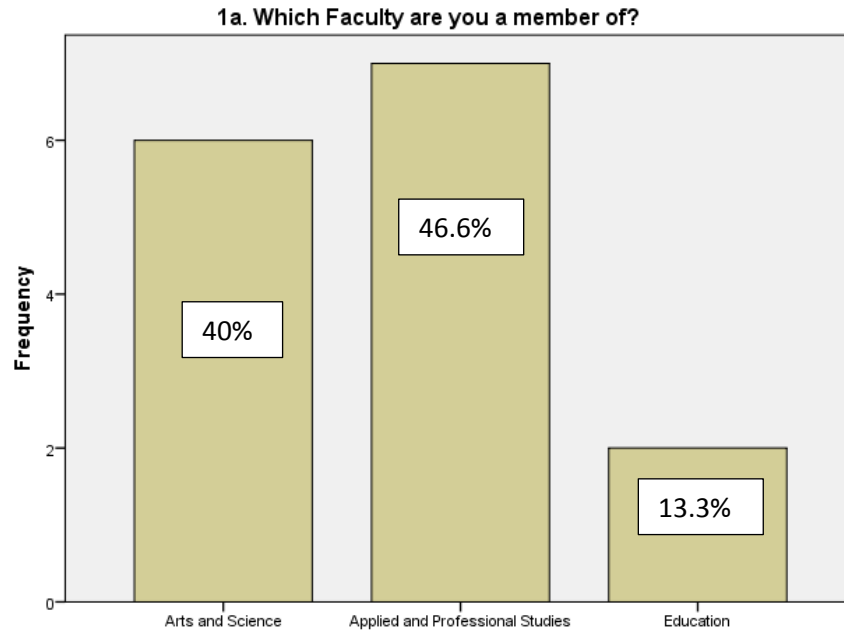
<p>help to decrease this possibility. Further, it would go a long way towards decentralizing sr. admin's power, which often appears to be wielded with little consultation or consideration of the academic ramifications of such actions.</p>
<p>12. See above ...</p> <p>but in a nutshell, we perhaps need a bit more of an informed evaluation of the actual processes of senate/senate communications (internal and between senators/faculties), etc. ... to try and understand where these are breaking down ... I would feel unprepared to support or not support an all faculty Senate ...</p> <p>what evidence do we have that one model would hold any value over another, without asking the process-level questions that can impede and fail with either model in place ??</p>
<p>13. Attendance may improve for quorum More diversity in responses etc Better governance if feel can input Would be both empowering and emancipatory</p>
<p>14. I believe it is the faculty's duty to be involved at the management level of this institution. A faculty Senate is the best way to get all voices heard, so we can make Nipissing move forward, and stop the current mess it is in.</p>
<p>15. It would encourage me to take more of an active role and interest in governance. I need to be guilted into it, and an all-faculty Senate would help with the guilt.</p>
<p>16. I believe it is important that all faculty have a voice and the ability to vote in senate. We are also small enough to make it work -- and we are contracting.</p>
<p>17. Again, I trust faculty to have the insight necessary to consider academic issues rather than administration.</p>
<p>18. This would ensure everyone's voices were heard and build collegial governance</p>
<p>19. The full senate wasn't broke. It was so good for us all to have the same one vote. We felt a sense of togetherness as NU. The senate reps also get a disproportionate amount of service.</p>
<p>20. This would allow more representation of faculty in academic decisions.</p>
<p>21. I think the system as it is works but I like the idea that everyone can come and participate. This is a small university and there is no real reason to have representative senate.</p>
<p>22. See explanation on Q17</p>
<p>23. Absolutely. When we had it before, everyone had a voice, or could attend when they wanted to have a voice. Currently, the reps may have their own agendas, which may not jive with all in their faculties. Also, those on Senate who do not have tenure may not feel they can speak up if they disagree with a decision.</p>
<p>24. See above.</p>
<p>25. Same as above: I would like to see faculty as a whole take control of the academic governance of the university (although, again, I do not think numbers are the primary obstacle to this). I do worry that failures to obtain quorum might be worsened, though.</p>
<p>26. I have experienced both formats and the all faculty senate was inclusive, representative and</p>

fair
27. I think that would ensure the key business of the university is represented.
<p>28. Senate is a pain. I don't want to attend -- that's why I like having representatives. We will have low attendance if we return to a full Senate. What we need is better lines of communication between A&S Senators and Faculty members. I also don't want to go to Senate because it is very adversarial and I'm tired of all the fighting. My experience on Senate [REDACTED] was exhausting, stressful and demoralizing. It was also incredibly time-consuming, with the pre-Senate meetings.</p> <p>That being said, I feel relatively out of touch with the politics of this university. So, I know I should attend Senate, and I would if we returned to full Senate...but only out of duty. Senate is important to academic governance [REDACTED].</p>
<p>29. I remember being in the all faculty senate. It was an opportunity to have a voice and be aware of what is going on in the university. Further, the town halls that were to happen a certain number of times a year have not occurred. When they do occur they are reactionary - admin laid people off and the PC report - so instead of being a community sharing ideas and voicing opinions prior to decisions they have become something that only happens when admin feels they might try to do some damage control. The town halls were set up originally to ensure the voice of faculty members not holding a senate position would still have a voice in a university community forum. Since these have not been happening as designed, we need to go back to the previous model.</p>
<p>30. There are two issues. The forward issue of giving the opportunity for newer faculty to learn about governance and the rearview mirror issue of bringing the historical understanding to bear on current issues. We need both and an "all faculty" approach does that.</p>
<p>31. An all-faculty Senate is the only way to ensure that Senate is not controlled by political factions representing the interests of deans and upper admin.</p>
<p>32. It would be a complete [REDACTED]-show with individuals voicing personal grievances. Senate should not be micro-manageing.</p>
<p>33. NU is a small university and can have all faculty senate. It is more democratic for NU to operate on direct participation than through representative delegates.</p>
<p>34. Please see comment in 17 above.</p>
<p>35. I support returning to a full-faculty senate. I began teaching at Nipissing right before the switch. I appreciated attending senate as it gave me a good understanding of how the institution functions. It was a wonderful learning experience. I also believe it is important for all faculty to have the opportunity to participate in the governance of the university. Not all members will exercise this right, but I still believe the opportunity needs to be there. I am currently a senator and make an effort to share senate business with my colleagues. I often hear faculty complaining about feeling as though senators are not communicating with them. However, I have never once been asked to provide a report. I do this because I feel it helps inform my own department in our decision-making. From a practical standpoint, I also believe it's impossible to fully relay all of the discussion from senate. Often it's the subtle tone of a voice or the skirting of a question that is more telling. This is difficult to convey to others, and others may interpret these signs differently. A full-faculty senate would allow individuals to participate as fully as they wish, and interpret the discussion as</p>

they wish. Finally, I find faculty council largely redundant. I think that has a lot to do with why attendance is so poor. There is only so much time in the week available. Fewer meetings that allow enough time for proper discussion, in my opinion, would be more effective.

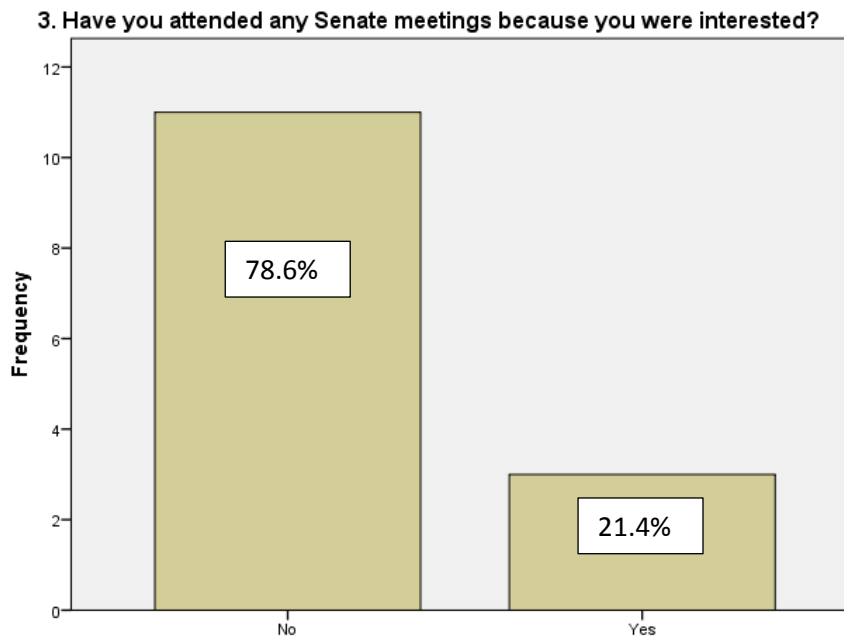
Senate Reform Survey - Part-time Faculty Responses

N = 15

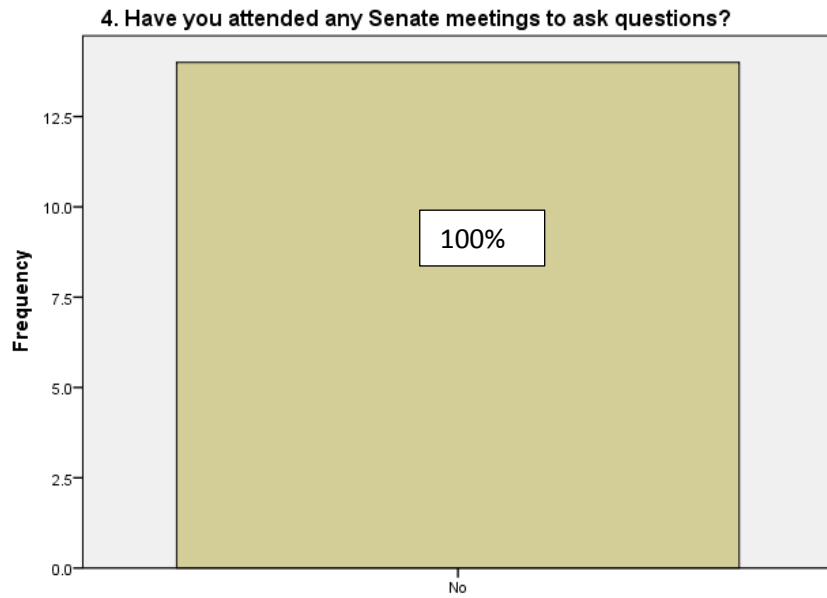


1a. Which Faculty are you a member of?

N = 14

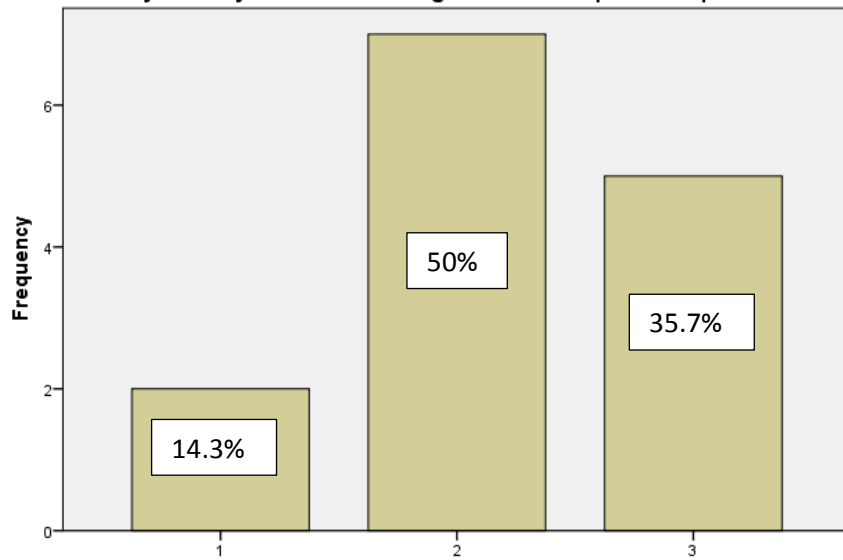


3. Have you attended any Senate meetings because you were interested?



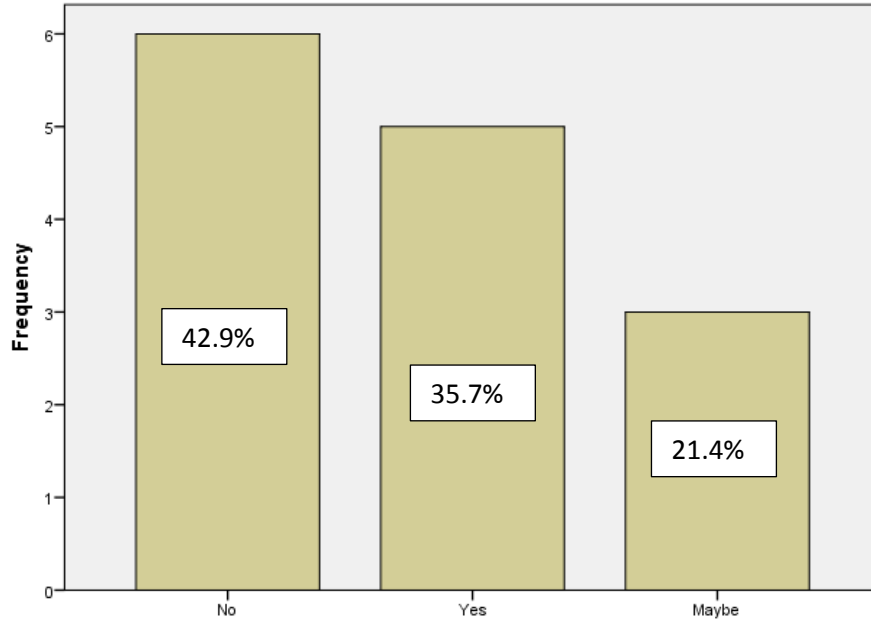
4. Have you attended any Senate meetings to ask questions?

5. On a scale of 1 to 5, whereas 1 is none at all and 5 is exceptional, how would you rate your understanding of the Senate process? |



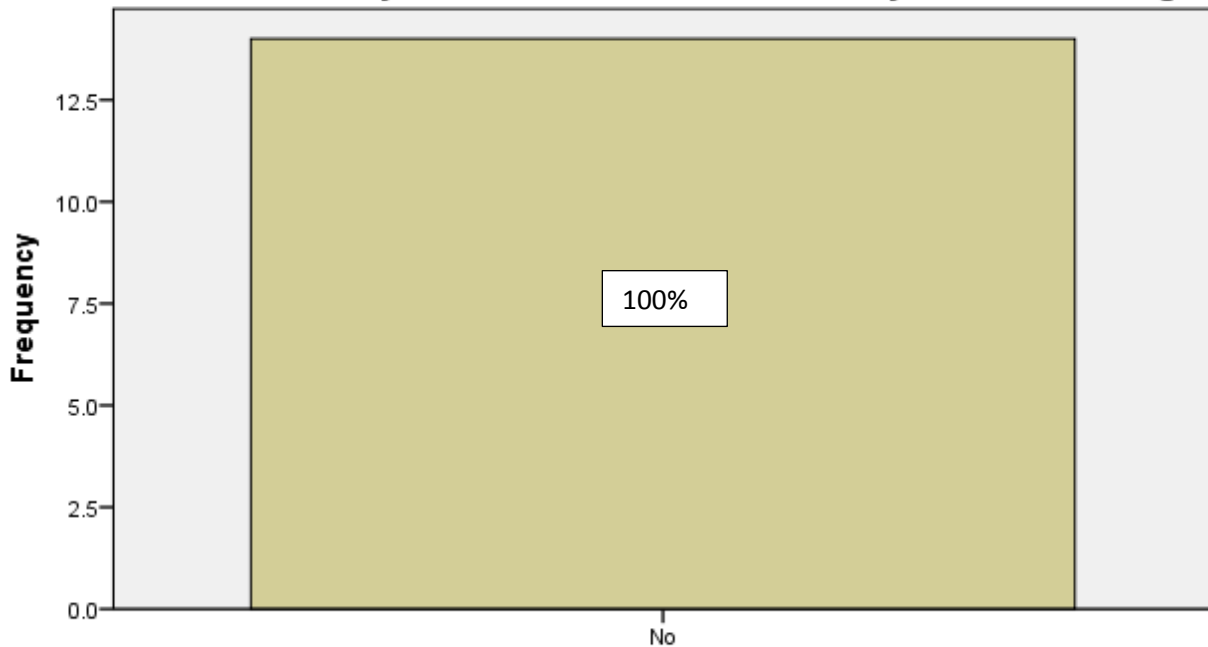
5. On a scale of 1 to 5, whereas 1 is none at all and 5 is exceptional, how would you rate your understanding of the Senate process? |

6. Do you know the names of any representatives for your faculty in Senate?

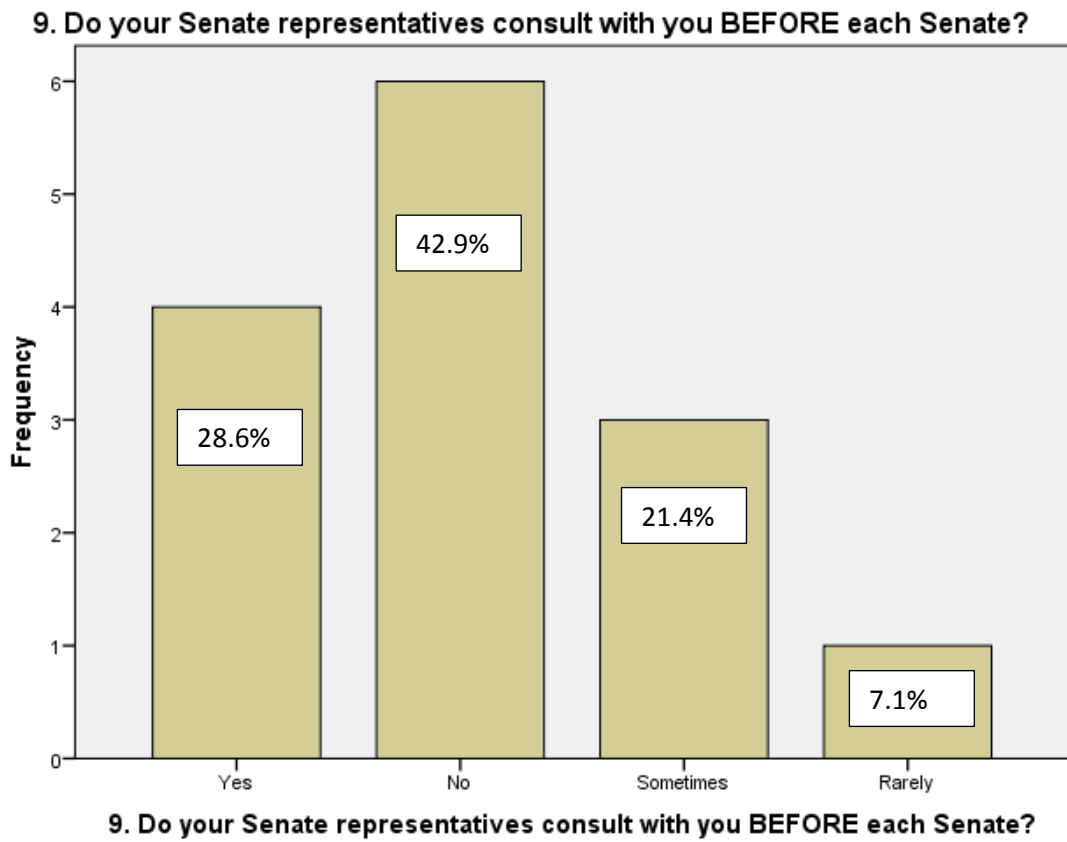
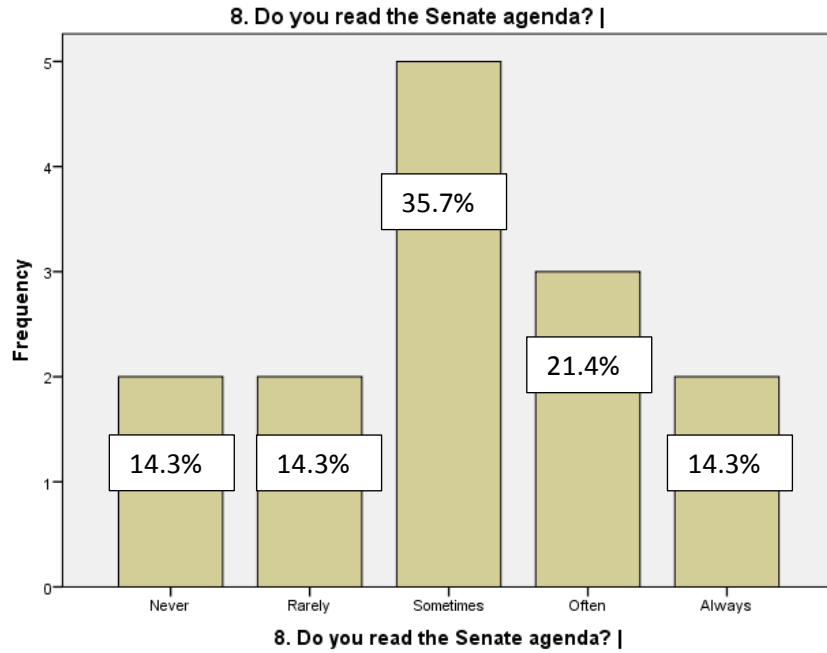


6. Do you know the names of any representatives for your faculty in Senate?

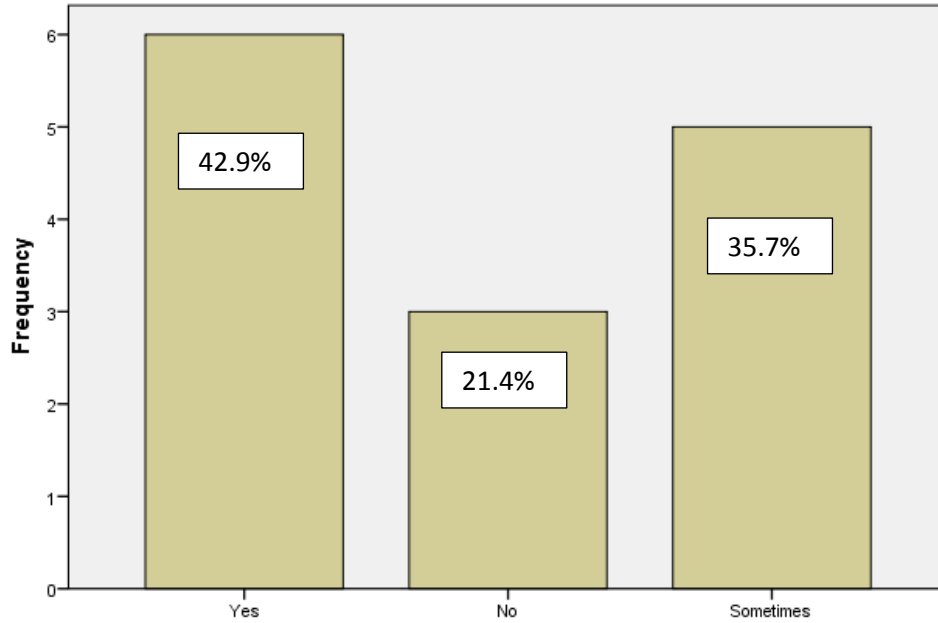
7. Have you served on Senate committees, subcommittees, the graduate studies council or the research council in the last 7 years? **Note: Please do not include service on faculty councils or committees of faculty councils.**



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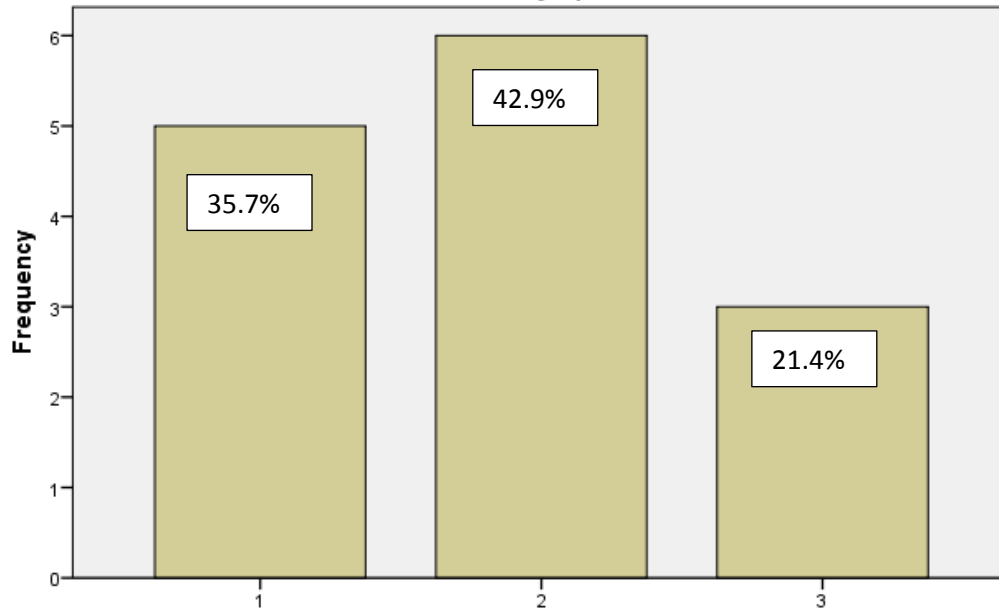


10. Do your Senate representatives provide you with written or oral reports AFTER each Senate meeting?



10. Do your Senate representatives provide you with written or oral reports AFTER each Senate meeting?

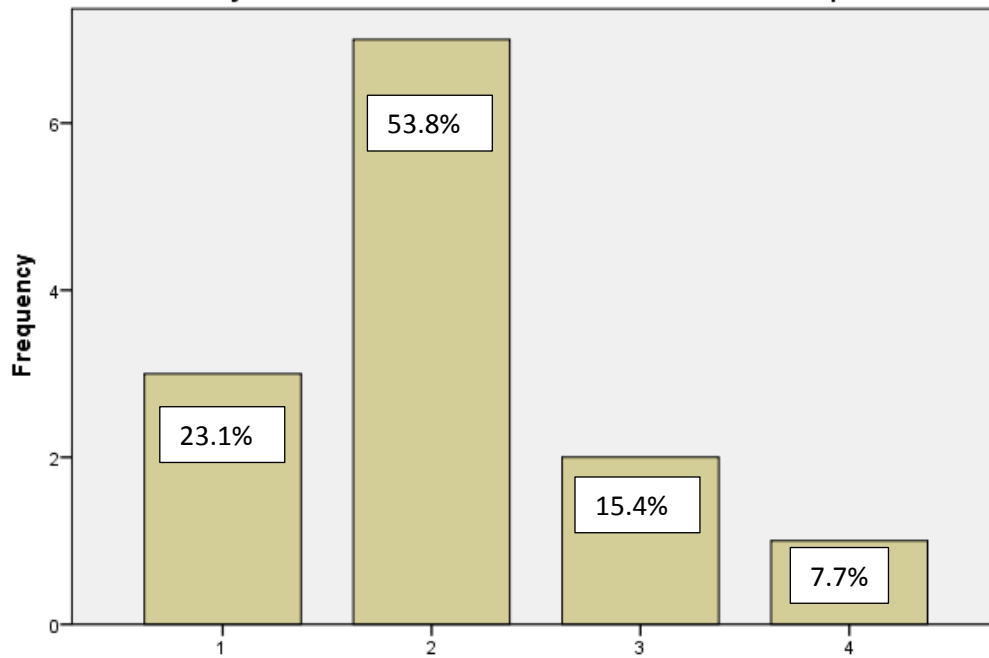
11. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how would you rate your understanding of the role of faculty councils in governance of the University? |



11. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how would you rate your understanding of the role of faculty councils in governance of the University? |

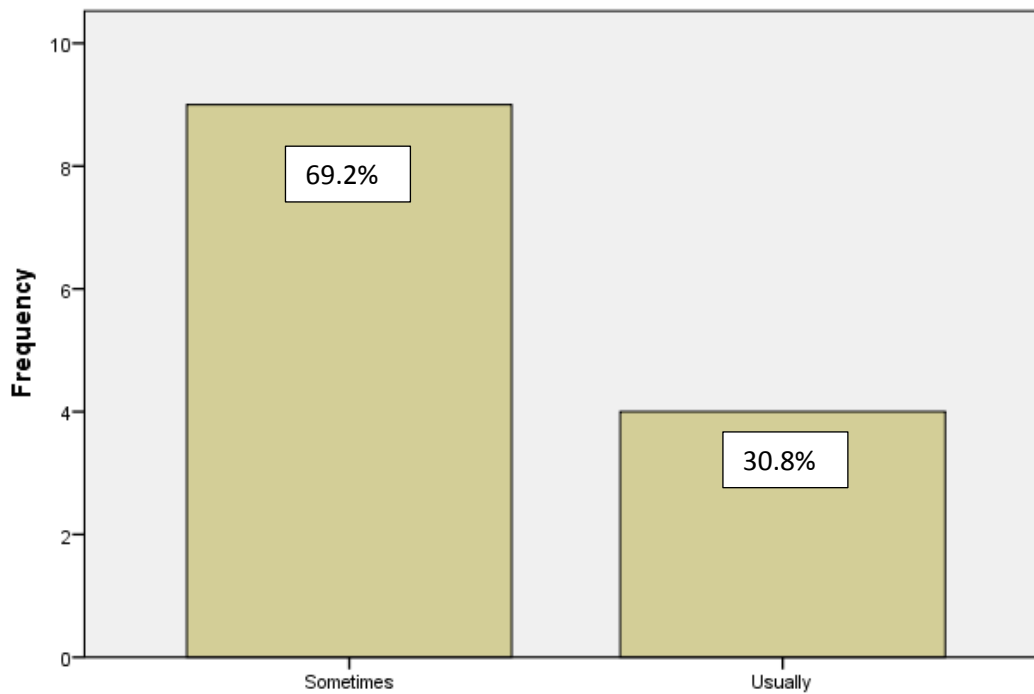
N = 13

13. On a scale of 1 to 5 where 1 is not at all and 5 is exceptional, how well do you think you are informed on matters before the Senate? |



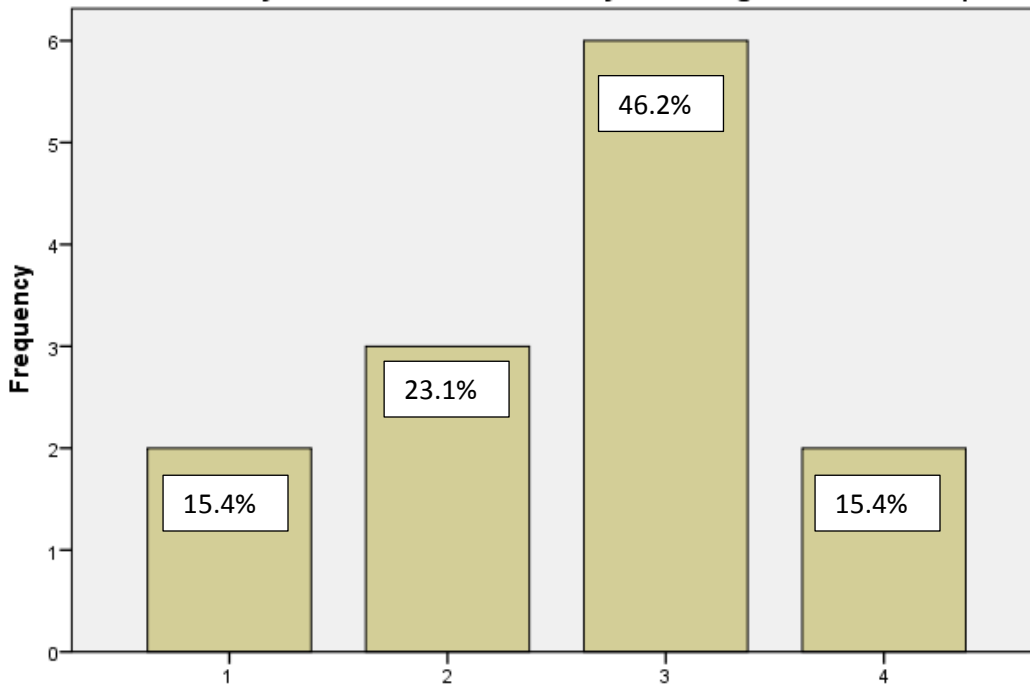
13. On a scale of 1 to 5 where 1 is not at all and 5 is exceptional, how well do you think you are informed on matters before the Senate? |

14. Are you able to understand decisions made in Senate by reading the minutes?



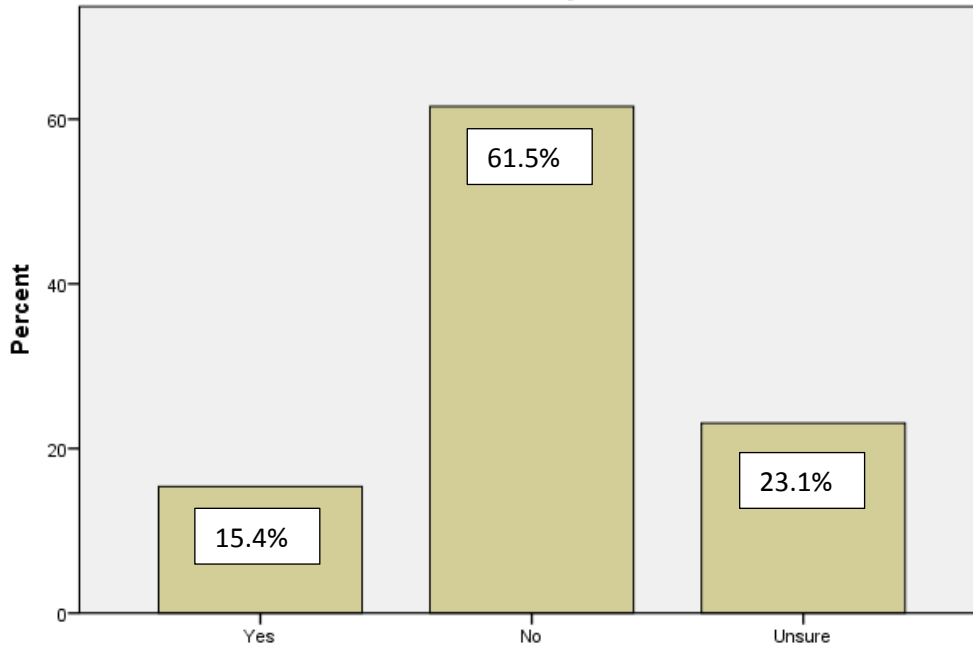
14. Are you able to understand decisions made in Senate by reading the minutes?

15. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how much confidence do you have in Senate's ability to make good decisions? |



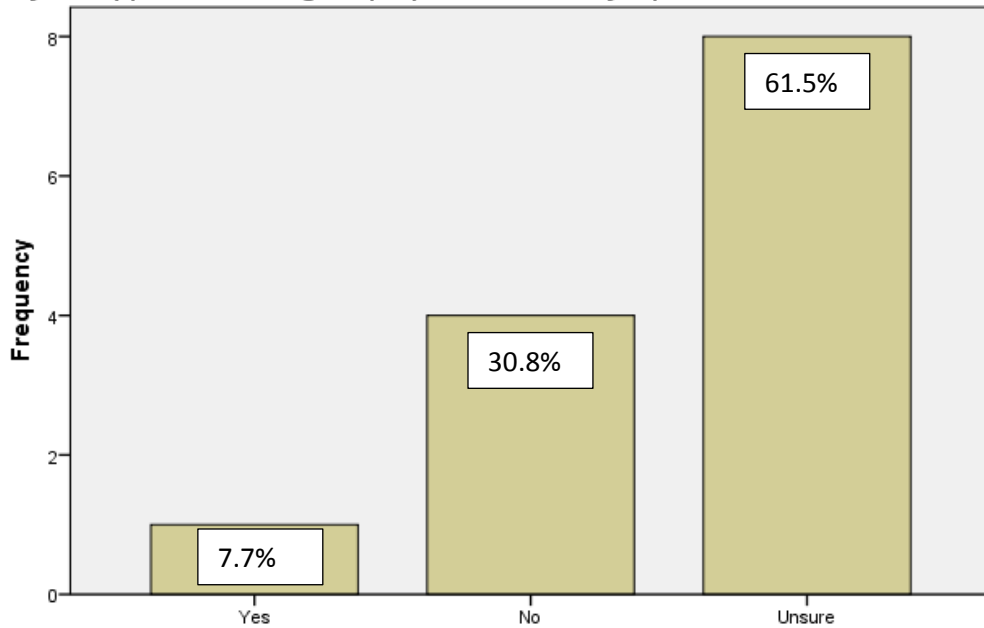
15. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how much confidence do you have in Senate's ability to make good decisions? |

16. Do you think there is sufficient transparency concerning academic decisions at the University?



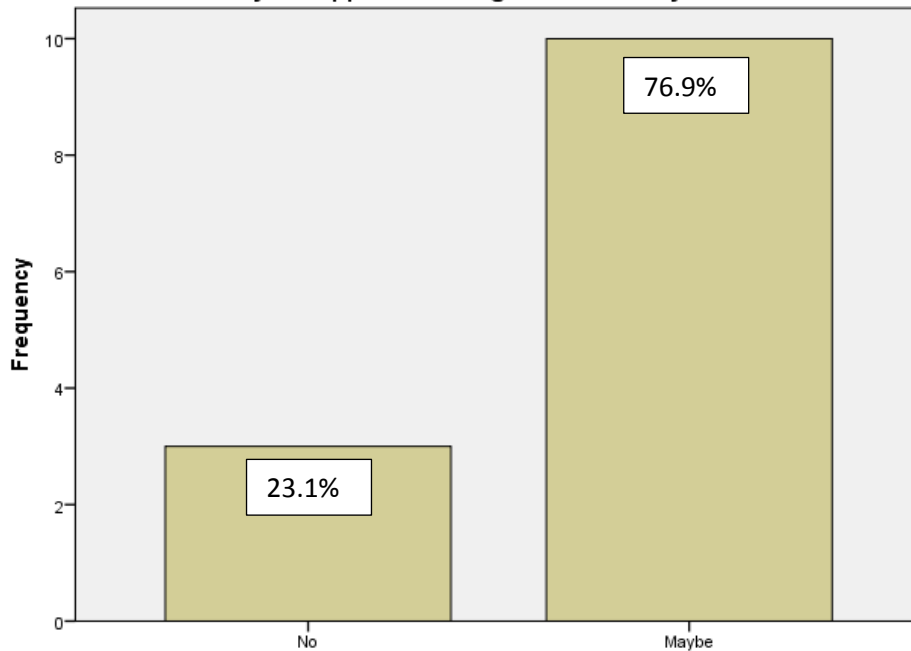
16. Do you think there is sufficient transparency concerning academic decisions at the University?

17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?



17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?

18. Would you support returning to an all faculty Senate?



18. Would you support returning to an all faculty Senate?

12. In what ways do you believe Senate serves the academic interests of your program?

Unsure.
It should be the final review of academic programs before finalized. It should be an open forum to discuss academic issues before being made into "law"
sets policies, makes fair decisions, votes on new faculty positions in all departments

17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?

If you answered yes, please explain.

I think that there should be more faculty and fewer administrative personnel. I trust the faculty to make better decisions which clearly benefit university interests more than those made by the administration.

**REVISED - Report of the
Undergraduate Studies Committee**

December 19, 2016

The meeting of the **Undergraduate Studies Committee** was held on Monday, December 19, 2016, at 2:00 pm in F214. The following members attended:

Harley d'Entremont (Chair)
Rick Vanderlee
Roxana Vernescu

Murat Tuncali
Jamie Graham
Anne Wagner

Carole Richardson
Tony Parkes
Richard Wenghofer

Jane Hughes, Recording Secretary

Absent with Regrets: Daniel Jarvis, Mumbi Kariuki, Cory Tremblay, Jordan Dempster, Sydney Lamorea

Guests: Crystal Pigeau, Pavlina Radia, Andrew Ackerman, Jamie Murton, Mary Pat Sullivan

Subcommittee Report:

The Report of the Undergraduate Standing and Petitions Subcommittee dated: December 12, 2016 was received.

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

Respectfully submitted,



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

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated December 19, 2016.

1. FACULTY OF APPLIED AND PROFESSIONAL STUDIES

Social Work

- MOTION 2: That Senate approve the creation of SWRK1007 Introduction to Social Work as a required course for the BSW program.
- MOTION 3: That Senate approve to delete SWRK1006 Foundations of Social Work Practice.
- MOTION 4: That Senate approve SWLF1006 *Introduction to Social Welfare and Social Development* as a required course for the BSW program.
- MOTION 5: That Senate approve ADMIN1156 *Business for Non-Business Majors*, PHIL1117 *Values and the Human Condition*, and RLCT 1206 *What Does It All Mean? Religious Perspectives* as additional recommended electives for students considering social work.
- MOTION 6: That Senate approve SWRK2006 *Foundations of Social Work Practice* as an additional required course for the BSW program.
- MOTION 7: That Senate approve the creation of SWRK2106 *Critical Social Policy for Social Work* as a required course for the BSW program.
- MOTION 8: That Senate approve ADM2156 *Introduction to Entrepreneurship*, CHFS2206 *Children, Families and Social Justice*, GEND2147 *Bodies, Borders and Belonging*, GEND2206 *Sex, Body and Identity*, NATI2005 *Native Kinships with Environment*, PHIL2505 *Reasoning and Logical Argument (6)*, PHIL2716 *Bioethics*, PHIL2717 *Environmental Ethics*, PSYC2006 *Childhood Development*, PSYCH2007 *Adult Development*, PSYCH2807 *Introduction to Social Psychology*, SOCI2036 *Introduction to Social Gerontology*, SOCI2037 *Sociology of Family and Household Relationships*, SOCIO3057 *Demography: Introduction to Population Studies*, SWLF/NATI3406 *Colonialism in First Nations' Communities* OR SWLF3407 *Social Development in First Nations' Communities* OR GEND2066 *Race, Colonization and Indigeneity*, SWLF2995 *Community Service Learning for Social Development (6)*, SWLF2006 *Ideology and Social Welfare* as an additional recommended electives for students considering social work.
- MOTION 9: That Senate approve the creation of SWRK3216 *Professional Skills Development* as a required course for the BSW program.
- MOTION 10: That Senate approve to delete SWRK3206 *Communication, Theory and Practice*.
- MOTION 11: That Senate approve the creation of SWRK3105 *Field Practicum I* as a required course for the BSW program.
- MOTION 12: That Senate approve SWRK3316 *Structural and Interpersonal Violence* as a required course for the BSW program.
- MOTION 13: That Senate approve to delete SWRK3107 *Violence against Women and Children*.
- MOTION 14: That Senate approve SWRK3305 *Individual Practice across the Lifespan* as a required course for the BSW program.
- MOTION 15: That Senate approve to delete SWRK3306 *Individual Practice across the Lifespan*.

- MOTION 16: That Senate approve *SWRK3806 Community Practice in Northern and Rural Communities* be renamed *SWRK3806 Community Practice in Northern, Rural and Remote Communities*.
- MOTION 17: That Senate approve a course code change for *SW3606 Aboriginal Child Welfare* to *SWRK4316 Aboriginal Child Welfare*.
- MOTION 18: That Senate approve to delete the required *SWRK3706 Working with Children and Families*.
- MOTION 19: That Senate approve to delete the following elective courses: *SWRK3007 Social Change and Social Action*, *SWRK3207 Social Work Practices in Mental Health and Addictions*, and *SWRK3307 Social Work: Selected Topics*.
- MOTION 20: That Senate approve the creation of *SWRK4605 Field Practicum II* as a required course for the BSW program.
- MOTION 21: That Senate approve to delete *SWRK4505 Field Practicum* and *SWRK4515 Field Practicum*.
- MOTION 22: That Senate approve to delete *SWRK4406 Field Integration Seminar*.
- MOTION 23: That Senate approve the creation of *SWRK4706 Risk, Resilience and Complexity* as a required course for the BSW program.
- MOTION 24: That Senate approve the creation of *SWRK4716 Social Work Leadership* as a required course for the BSW program.
- MOTION 25: That Senate approve the creation of *SWRK4416 Gerontological Social Work* as an elective course for the BSW program.
- MOTION 26: That Senate approve the creation of *SWRK4426 Social Work with Children and Families* as an elective course for the BSW program.
- MOTION 27: That Senate approve the creation of *SWRK4436 Social Work with Youth* as an elective course for the BSW program.
- MOTION 28: That Senate approve the creation of *SWRK4446 Social Work with People with Disabilities* as an elective course for the BSW program.
- MOTION 29: That Senate approve the creation of *SWRK4456 International Social Work* as an elective course for the BSW program.
- MOTION 30: That Senate approve the creation of *SWRK4746 Social Work, Health and Well-Being* as an elective course for the BSW program.
- MOTION 31: That Senate approve that Motions 2-30 are effective for any students entering the BSW program in September 2017; years 2, 3 and 4 of the revised program for those students who entered the program in September 2016; and, years 3 and 4 of the revised program for those students who entered the program in September 2015.

FACULTY OF ARTS AND SCIENCE**Classics**

- MOTION 32: That Senate approve the creation of **CLAS 2706 – *The Ancient World in Modern Popular Media*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 33: That Senate approve the creation of **CLAS 3426 – *Research Tools and Methods in Digital Classics*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 34: That Senate approve the creation of **CLAS 4426 – *Digital Classics Research Design Project*** to the Academic Calendar under **CLASSICAL STUDIES**.
- MOTION 35: That Senate approve a Nipissing Certificate in Digital Classics that will be awarded at the time of graduation.

Fine and Performing Arts

- MOTION 36: That Senate approve that the course description for **FAVA 3046 Critical Issues in Art History and Visual Studies** be changed under FAVA as outlined below.

From:**Old Course Description:**

In this course, students will utilize interdisciplinary approaches that engage with the field of Art History and Visual Studies. Students will become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to art historical and studio practices.

To:**New Description:**

Students utilize interdisciplinary approaches that engage with the field of contemporary art and Visual Studies. Students become familiar with a variety of theories, such as Marxism, feminism, queer theory, critical race studies, and postcoloniality that can be applied to the study of contemporary art, as well as to art historical and studio practices.

- MOTION 37: That Senate approve that **FAVA 3346 Theoretical Issues in Contemporary Art** be banked.
- MOTION 38: That Senate approve the creation of **FAVA 3006 Renaissance(s): Art and the Global Encounter** under **FAVA** as outlined in the attached document.
- MOTION 39: That Senate approve the creation of **FILM 2316 The Animated Feature** under **FILM** as outlined in the attached document.
- MOTION 40: That Senate approve the creation of **FILM 2106 Popular Spectacle Cinema** under **FILM** as outlined in the attached document.
- MOTION 41: That Senate approve that **FILM 2316 The Animated Feature** be cross-listed within Fine Arts *Art History and Visual Studies stream*.
- MOTION 42: That Senate approve that **FILM 2106 Popular Spectacle Cinema** be cross-listed within the Fine Arts *Art History and Visual Studies stream*.

Gender and Equality

MOTION 43: That Senate approve **the cross-listing of INTD 2005 and INTD 3005** within the program in **Gender Equality and Social Justice**.

Geography

MOTION 44: That Senate approve that the prerequisites for **GEOG 3096 Environmental Hydrology** be changed from **“GEOG 2126”** to **“Any 54 credits completed with 6 credits from the sciences”**.

From

Original Prerequisites: “GEOG 2126”

To

Modified Prerequisites: “Any 54 credits completed with 6 credits from the sciences”

History

MOTION 45: That Senate approve the creation of **HIST 2626 Restraining the Hounds of War: Just War, International Law, and Human Rights in Modern International History** under **HISTORY**.

MOTION 46: That Senate approve the creation of **HIST 3526 Spooks: the Rise of the Secret Security State in the 20th Century** under **HISTORY**.

MOTION 47: That Senate approve the creation of **HIST 2377: History of Nursing** under **HISTORY**.

Philosophy

For clarity, where the prerequisite for Philosophy courses that state PHIL 1115, these will be changed to read: “6 credits in the Philosophy discipline at the 1000-level”. Therefore, the prerequisite for PHIL 3336 and PHIL 3337 will be: “6 credits in the Philosophy discipline at the 1000-level”.

MOTION 48: That Senate approve the creation of **PHIL 1116 Introduction to Western Philosophy** outlined in the attached document.

MOTION 49: That Senate approve the creation of **PHIL 1117 Values and the Human Condition** as outlined in the attached document.

MOTION 50: That Senate approve the banking of **PHIL 1115 Introduction to Philosophy**.

MOTION 51: That Senate approve the creation of **PHIL 3336 Reason and Experience in Modern Philosophy** as outlined in the attached document.

MOTION 52: That Senate approve the creation of **PHIL 3337 Idealism and Its Critics** as outlined in the attached document.

MOTION 53: That Senate approve the banking of **PHIL 3335 History of Modern Philosophy**.

MOTION 54: That Senate approve the creation of **PHIL 3636 Philosophy of Law** as outlined in the attached document.

- MOTION 55: That Senate approve a modification of the program requirements for the Honours Specialization, Specialization, and Major in Philosophy as outlined in the attached document.
- MOTION 56: That Senate approve a modification to the program requirements for the Minor in Philosophy that **PHIL 1115 Introduction to Philosophy be removed and replaced with 3 credits of PHIL 1116 Introduction to Western Philosophy or PHIL 1117 Values and Human Condition** as outlined in the attached document.
- MOTION 57: That Senate approve that the prerequisite for **PHIL 4305 Twentieth-Century Continental Philosophy** be changed from “**PHIL 3335 and restricted to students in the fourth year of the Honours Philosophy program**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”
- MOTION 58: That Senate approve that the prerequisites for **PHIL 4206 Seminar in Philosophy** and **PHIL 4207 Seminar in Philosophy** be changed from “**PHIL 2305 and PHIL 3335**” to “**PHIL 2305, PHIL 3336, and PHIL 3337.**”

Psychology

- MOTION 59: That Senate approve that the course description for **PSYC 3506: Neuropharmacology** be changed as described below.

PSYCH 3506: Neuropharmacology **Current Course Description**

Drugs and their effects on neural function are described and evaluated in detail. Although all major pharmacological classes of drugs are reviewed, the main emphasis is on current issues in the biochemical bases of neuropharmacology. The use of pharmacological tools in neuroscience research, including clinical issues and dependence is discussed. The course will also touch on social and historical issues relating to pharmacology. The student should have a basic understanding of chemistry and neuroanatomy. This course may be credited towards Science.

Proposed Course Description

Students examine and discuss aspects of the drug-induced changes in the functioning of the nervous system. Emphasis is placed on providing a description of the cellular and molecular actions of drugs on synaptic transmission using a translational approach from genes to behaviour with reference to specific diseases/conditions. Students are also introduced to the use of Bioinformatic tools and their application to the study of neuroscience is also given. This course may be credited towards Science.

Religions and Cultures

- MOTION 60: That Senate approve the creation of **RLCT 2156 Religion, Justice and Animals** to the RLCT curriculum as outlined below and in the attached document.

Sociology and Anthropology

- MOTION 61: That Senate approve the change in the course description for **SOCI 2091 Sociology for Educators: Social Theory in Education** under Sociology as outlined below.

From:

Old Course Descriptions

SOCI 2091 Sociology for Educators: Social Theory in Education

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:**New Course Descriptions****SOCI 2091 Sociology for Educators: Social Theory in Education**

Students examine education as a complex social institution that is influenced by, and reflects, wider society as viewed through the lens of sociological theory. Students learn about how educational practices, policies, and norms are shaped by issues of inequality of opportunity, social mobility, reproduction of class, and education as an inherited advantage.

MOTION 62: That Senate approve the change in the course description for **SOCI 2092 Sociology for Educators: Social Issues in Education under Sociology** as outlined below.

From:**Old Course Description:****SOCI 2092 Sociology for Educators: Social Issues in Education**

This course provides an introduction to social theory and its role in the evolution of the educational system.

To:**New Course Descriptions****SOCI 2092 Sociology for Educators: Social Issues in Education**

Students explore social issues related to the education system, from a sociological perspective. They study the social goals behind a formal education system, the influence of school structure, race and culture, gender, family influence, inequality of educational opportunity, and the relationship between teachers and students.

MOTION 63: That Senate approve the prerequisites for **SOCI 4127 Advanced Social Data Analysis** be changed as outlined below.

Old Prerequisites

“SOCI 2126 or SOCI 3126, and SOCI 2127 or SOCI 3127. Restricted to students in the fourth year of the Honours, Sociology program or Honours Criminal Justice programs and, who have completed 24 credits in Sociology and/or Criminal, Justice.”

New Prerequisites

“SOCI 2126 and SOCI 2127. Restricted to students enrolled in an Honours Sociology or Honours Criminal Justice program and, who have any 54 credits completed.”

MOTION 64: That Senate approve that the prerequisite for **SOCI 4227: Science Technology and Environment** be changed from:

Old Prerequisites:

“*SOCI 2016 & SOCI 2017. Restricted to students in the fourth year of the Major, Specialization or Honours Specialization in Sociology and who have completed 24 credits in Sociology*”

To

New Prerequisites

“*SOCI 2016 & SOCI 2017. Restriction: 84 credits completed and must be enrolled in the Major, Specialization or Honours Specialization in Sociology or Anthropology.*”

MOTION 65: That Senate approve that **SOCI 4227: Science Technology and Environment** be cross-listed with Anthropology.

MOTION 66: That Senate approve that **SOCI 3007: Sociology of Consumer Culture** be cross-listed with Anthropology.

MOTION 67: That Senate approve that the prerequisites for **SOCI 4096: Honours Thesis I** be changed from:

Old Prerequisites:

“Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

To

New Prerequisites:

“Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 68: That Senate approve that **SOCI 4096: Honours Thesis I** be cross-listed with Anthropology.

MOTION 69: That Senate approve that the prerequisites for **SOCI 4097: Honours Thesis II** be changed from:

Old Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of the Honours Sociology or Honours Criminal Justice programs and who have completed 24 credits in Sociology and/or Criminal Justice. Students wishing to take this course during the following Spring/Summer Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

to

New Prerequisites:

“SOCI 4096 with a minimum grade of 75%. Restricted to students in the fourth year of an Honours Degree in Sociology or Criminal Justice or Anthropology. Students wishing to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.”

MOTION 70: That Senate approve that **SOCI 4097: Honours Thesis II** be cross-listed with Anthropology.

MOTION 71: That Senate approve that **NATI 2005: Native Kinships with the Environment** be cross-listed with Anthropology.

MOTION 72: That Senate approve that **GEOG 2017: Introduction to Geomatics** be cross-listed with Anthropology.

Spanish

MOTION 73: That Senate approve the creation of the following pre-requisite to **ESPA 2005: Intermediate Spanish**.

From

Previous Prerequisites: ESPA 1005 or equivalent

To

Updated Prerequisites: ESPA 1005, LWSDU/LWEDU Grade 12 U Spanish, or equivalent

University Success

MOTION 74: That Senate approve the change in the prerequisite for **UNIV 3006 Experiential Learning for Arts and Science Students** as outlined below:

Changing from:

Students must be in their third or fourth year of study and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students must have a 75% overall average to enroll. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

To:

Students must have completed at least 60 credits with a minimum 70% overall average, and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

MOTION 75: That Senate approve the title change of **UNIV 3006 Experiential Learning for Arts and Science Students** to **UNIV 3006 Experiential Learning in Arts and Science**.

Changing from: Experiential Learning for Arts and Science Students

TO: Experiential Learning in Arts and Science.
