

## SENATE AGENDA

Friday, February 12, 2016

2:30 p.m. – F210

1. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: January 15, 2016

2. BUSINESS ARISING FROM THE MINUTES

3. READING and DISPOSING of COMMUNICATIONS (page 27)

Data Science program comparison (discussion from January 15, 2016 Senate meeting)

4. QUESTION PERIOD

5. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE (page 30)

MOTION 1: That the Report of the Senate Executive Committee dated February 4, 2016 be received.

UNDERGRADUATE STUDIES COMMITTEE

- **December 17, 2015 Report** (page 31)

MOTION 1: That the Report of the Undergraduate Studies Committee, dated December 17, 2015 be received.

**FACULTY OF APPLIED AND PROFESSIONAL STUDIES**

School of Business

MOTION 2: That Senate approve the addition of ADMN 4346 Field-Based Consulting Project.

MOTION 3: That Senate approve that the restriction for ADMN 3907 – Insurance and Risk Management pertaining to BComm students, be removed.

School of Human and Social Development

**Non-Substantive:**

That the title of CHFS/PSYC 4016 Program Evaluation and Clinical Outcomes Management be changed to CHFS/PSYC 4016 Program Evaluation and Outcomes Management.

**FACULTY OF ARTS AND SCIENCE**

Biology and Chemistry

MOTION 4: That Senate approve that the prerequisite for BIOL 2346 Techniques in Forest Ecology and Management be changed as follows:

From: BIOL 1007 or GEOG 1017

To: BIOL 1007 or GEOG 1017 or ENSC 1005

MOTION 5: That Senate approve that the prerequisite for BIOL 2446 Principles of Ecology be changed as follows:

From: BIOL 1007

To: BIOL 1007 or ENSC 1005

MOTION 6: That Senate approve that the prerequisite for ENSC 3007 Environmental Issues in Forestry be changed as follows:

From: BIOL 2446

To: BIOL 2446 or ENSC 2006 or ENSC 2007

MOTION 7: That Senate approve that the prerequisite for BIOL 3007 Environmental Issues I Forestry be changed as follows:

From: BIOL 2446

To: BIOL 2446 or ENSC 2006 or ENSC 2007

MOTION 8: That Senate approve the Minor in Environmental Science.

### **English Studies**

MOTION 9: That Senate approve Motions 10 through 36 as an omnibus motion.

MOTION 10: That Senate approve the addition of the new course, "ENGL 2256: Double Agents: Canadian Literature Before 1914," to the Nipissing University Calendar under English Studies.

MOTION 11: That Senate approve the addition of the new course, "ENGL 2257: Hyphenated-Canadians: Canadian Literature After 1914," to the Nipissing University Calendar under English Studies.

MOTION 12: That Senate approve the addition of the new course, "ENGL 2266: Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature," to the Nipissing University Calendar under English Studies.

MOTION 13: That Senate approve the addition of the new course, "ENGL 2267: "Make It New": Contemporary American Literature," to the Nipissing University Calendar under English Studies.

MOTION 14: That Senate approve the addition of the new course, "ENGL 2446: Children's Literature Before 1914," to the Nipissing University Calendar under English Studies.

MOTION 15: That Senate approve the addition of the new course, "ENGL 2447: Children's Literature After 1914," to the Nipissing University Calendar under English Studies.

MOTION 16: That Senate approve the addition of the new course, "ENGL 2616: Topics in Visual Storytelling," to the Nipissing University Calendar under English Studies.

- MOTION 17: That Senate approve the addition of the new course, “ENGL 2617: Representing Conflict,” to the Nipissing University Calendar under English Studies.
- MOTION 18: That Senate approve the addition of the new course, “ENGL 2626: Topics in Speculative Fiction,” to the Nipissing University Calendar under English Studies.
- MOTION 19: That Senate approve the addition of the new course, “ENGL 3056: Topics in Canadian Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 20: That Senate approve the addition of the new course, “ENGL 3246: Desire and Identity in Early Modern Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 21: That Senate approve the addition of the new course, “ENGL 3247: Transgressing Boundaries in Early Modern Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 22: That Senate approve the addition of the new course, “ENGL 3096: Bawdy Politics: Writing the Restoration,” to the Nipissing University Calendar under English Studies.
- MOTION 23: That Senate approve the addition of the new course, “ENGL 3097: Vice and Folly: The Age of Satire, 1660-1730,” to the Nipissing University Calendar under English Studies.
- MOTION 24: That Senate approve the addition of the That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 3346: The Romantics,” be added to the Nipissing University Calendar under English Studies.
- MOTION 25: That Senate approve the addition of the new course, “ENGL 3347: The Victorians,” to the Nipissing University Calendar under English Studies.
- MOTION 26: That Senate approve the addition of the new course, “ENGL 3176: Falling Apart: British Literature 1900-1950,” to the Nipissing University Calendar under English Studies.
- MOTION 27: That Senate approve the addition of the new course, “ENGL 3177: Contemporary British Literature, 1950 and Beyond,” to the Nipissing University Calendar under English Studies.
- MOTION 28: That Senate approve the addition of the new course, “ENGL 3066: Get Smart: Strategies for Understanding Culture,” to the Nipissing University Calendar under English Studies.
- MOTION 29: That Senate approve that the following courses be banked:
- ENGL 2255: Canadian Literature from the Colonial to the Contemporary Period
  - ENGL 2265: American Literature from the Colonial to the Contemporary Period
  - ENGL 2445: Children’s Literature
  - ENGL 2055: Drama: Classical to Contemporary
  - ENGL 3045: Early Modern Literature
  - ENGL 3095: Restoration and Eighteenth-Century Literature
  - ENGL 3145: Nineteenth-Century Literature
  - ENGL 3175: Literature after 1900
  - ENGL 3035: Literary Theory and Critical Practice



ACAD 1601	
Social Science and/or Professional Studies	6 credits
Science	6 credits

Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. An average of at least 70% in the subject is required for enrolment in 4000 level courses. A maximum of 30 credits at the 2000 level may be applied to the Honours Specialization. A maximum of 6 credits of cross-listed courses may count toward an English Studies Honours Specialization.

Depending on the topic of the Honours Seminars and [ENGL 4695](#) Honours Essay, these courses may be credited toward Group 1, 2, or 3, as approved by the department.

### **NEW REQUIREMENTS**

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

ENGL 1000-level	3 credits
ENGL 2006 British Literature Before 1800	3 credits
ENGL Literary History I	9 credits
ENGL Literary History II	9 credits
ENGL courses	30 credits
ENGL 4000-level	6 credits

Breadth requirements

ACAD 1601	
Social Science and/or Professional Studies	6 credits
Science	6 credits

**Note:**

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. An average of at least 70% in the subject is required for enrolment in 4000 level courses. A maximum of 30 credits at the 2000 level may be applied to the Honours Specialization. A maximum of 6 credits of cross-listed courses may count toward an English Studies Honours Specialization. Honours Seminars and ENGL 4695 Honours Essay cannot be counted towards the Literary History requirements.”

MOTION 34: That Senate approve that the degree requirements for the Specialization in English Studies be changed as follows:

### **OLD REQUIREMENTS**

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

ENGL 1000-level	3 credits
-----------------	-----------

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800; ENGL 2235 Canadian Literature from the Colonial to the Contemporary; ENGL 2265 American Literature from the Colonial to the Contemporary.

ENGL Group 1	21 credits
ENGL Group 2 and/or 3	18 credits

ENGL Group 1, 2 and/or 3                      6 credits

**NEW REQUIREMENTS**

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

ENGL 1000-level                                      3 credits  
 ENGL Literary History I                      9 credits  
 ENGL Literary History II                      9 credits  
 ENGL courses                                      33 credits

MOTION 35: That Senate approve that the degree requirements for the Major in English Studies be changed as follows:

**OLD REQUIREMENTS**

Students must complete 36 credits in the Major as follows:

ENGL 1000-level                                      3 credits

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800  
 ENGL 2235 Canadian Literature from the Colonial to the Contemporary  
 ENGL 2265 American Literature from the Colonial to the Contemporary  
 ENGL Upper-level                                      27 credits.”

**NEW REQUIREMENTS**

“Students must complete 36 credits in the Major as follows:

ENGL 1000-level                                      3 credits  
 ENGL Literary History I                      3 credits  
 ENGL Literary History II                      3 credits  
 ENGL courses                                      27 credits

MOTION 36: That Senate approve that the current pre-requisite for all ENGL courses at the 3000 level, with the exception of ENGL 3516 and 3517, be changed as follows:

**CURRENT PRE-REQUISITES**

For ENGL 3026, 3035, 3045, 3095, 3145, 3175, 3146, 3217, 3276, 3277, 3486, 3487, 3496, 3497 and 3525 the prerequisites are: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#).”

ENGL 3036: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#), [ENGL 2605](#).”

ENGL 3047, 3617: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#), [ENGL 2605](#), DIGI 2405.”

ENGL 3126, 3127: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), [ENGL 2255](#), [ENGL 2265](#), [DIGI 2305](#), [ENGL 2305](#), [DIGI 2405](#).”

ENGL 3516, 3517: “Three credits of 1000 level ENGL (excluding [ENGL 1551](#) and [ENGL 1552](#)).”

**NEW PRE-REQUISITES**

For all ENGL courses at the 3000-level, except ENGL 3516 and 3517, “six credits of 2000-level ENGL (excluding ENGL 2001, ENGL 2002 and ENGL 2011).”

**Fine and Performing Arts**

MOTION 37: That Senate approve Motions 38 through 54 as an omnibus motion.

MOTION 38: That Senate approve that the breakdown of hours for the following courses be changed, as follows:

FAVA 1026 Studio Foundations  
FAVA 1027 Contemporary Studio Practice  
FAVA 2006 Observational Drawing  
FAVA 2007 Expressive Drawing  
FAVA 2026 Painting: Historical Techniques and Materials  
FAVA 2027 Painting: Contemporary Methods and Materials  
FAVA 2046 Sculpture: Modelling and Replication  
FAVA 3056 Advanced Painting  
FAVA 3057 Explorations in Painting

From: One hour of lecture and three hours of studio work per week for one term  
To: Four hours of studio work per week for one term

MOTION 39: That Senate approve that the breakdown of hours for the following courses be changed, as follows:

FAVA 2406 Drawing: Image and Ideation  
FAVA 2407 Painting: Memory, Imagination, and Narrative

From: Four hours per week for 12 weeks  
To: Four hours of studio work per week for one term

MOTION 40: That Senate approve that the breakdown of hours for FAVA 4125 Directed Studio Research and Professional Practice be changed, as follows:

From: Two hours of lecture and two hours of studio per week  
To: Four hours of studio work per week for two terms

MOTION 41: That Senate approve that the prerequisite for FAVA 2007 Expressive Drawing be changed from “FAVA 2006” to “None”.

MOTION 42: That Senate approve that the prerequisite for FAVA 2027 Painting: Contemporary Methods and Materials be changed from “FAVA 2006” to “None”.

MOTION 43: That Senate approve that the prerequisite for FAVA 4125 Directed Studio Research and Professional Practice be changed, as follows:

From: Restricted to BFA (Honours) students in their final year of study. Successful completion of the BFA Portfolio Assessment as well as 6 credits in Art History and 12 credits of Studio Art at the 3000 level

To: Restricted to BFA (Honours) students in their final year of study. Successful completion of the BFA Portfolio Assessment

MOTION 44: That Senate approve that the prerequisites for the following courses be changed from “FAVA 1206 or FAVA 1207” to “any 15 credits completed”.

FAVA 2236 Modern Art and Design

FAVA 2237 Modern Art History and Social Movements  
FAVA 2276 Visualizing Canada Pre-1900  
FAVA 2277 Art and Culture in Modern and Contemporary Canada

MOTION 45: That Senate approve that the prerequisites for FAVA 3046 Critical Theories of Art History and Visual Studies be changed from “6 credits of 2000 level Art History” to “6 credits of Art History”.

MOTION 46: That Senate approve that the prerequisites for FAVA 3346 Theoretical Issues in Contemporary Art be changed from “6 credits of 2000 level Art History” to “any 18 credits completed”.

MOTION 47: That Senate approve that the prerequisites for FAVA 4066 Issues in Curation and Museum Representation be changed from “12 credits of upper level Art History” to “6 credits of upper level Art History”.

MOTION 48: That Senate approve that the prerequisites for FAVA 4067 Special Topics in Art History and Visual Studies be changed from “12 credits of upper level Art History” to “6 credits of upper level Art History”.

MOTION 49: That Senate approve that FILM 1006 Introduction to Film be added.

MOTION 50: That Senate approve that FILM 1007 The Moving Image be added to the Nipissing University Calendar under FILM.

MOTION 51: That Senate approve that FILM 1005 Introduction to Film be banked.

MOTION 52: That Senate approve the addition of FAVA 2266 Sex and Visual Art in the Nipissing University Calendar under FAVA.

MOTION 53: That Senate approve the addition of FAVA 2246 Art and Narrative in the Nipissing University Calendar under FAVA.

MOTION 54: That Senate approve the addition of FAVA 2247 Art and Mythology in the Nipissing University Calendar under FAVA.

### **Geography**

MOTION 55: That Senate approve the modification of hours described in the academic calendar for GEOG 2106 Geomorphology from “Two hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture per week for one term.”

### **Psychology**

MOTION 56: That Senate approve Motions 63 through 74 as an omnibus motion.

MOTION 57: That Senate approve that the title of PSYC 4016 Program Evaluation and Clinical Outcomes Management be changed to PSYC 4016: Program Evaluation and Outcomes Management.

MOTION 58: That Senate approve that the course description for PSYC 4016: Program Evaluation and Clinical Outcomes Management be changed as indicated below.



Previous Description: Advanced coverage of program evaluation and clinical outcomes management is provided, with a focus on health and social services programs. Using a clinical outcomes management framework, students are introduced to program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning as a co-requisite, and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

New Description: Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

MOTION 59: That Senate approve that the prerequisites for PSYC 3356: Design and Analysis I be changed by adding CHFS 3035: Statistics in Behavioural and Social Sciences as an alternate prerequisite.

MOTION 60: That Senate approve that the breakdown for hours for PSYC 3356: Design and Analysis I be modified from “two hours of lecture and two hours of practical work per week for one term” to “four hours of lecture/practical per week for one term.”

MOTION 61: That Senate approve that the course description of PSYC 3356: Design and Analysis I be changed as indicated below.

MOTION 62: That Senate approve that the breakdown for hours for PSYC 3357: Design and Analysis II be modified from “two hours of lecture and two hours of practical work per week for one term” to “four hours of lecture/practical per week for one term.”

MOTION 63: That Senate approve that the course description of PSYC 3357: Design and Analysis II be changed as indicated below.

Previous Description: This course emphasizes advanced experimental design and data analysis using SPSS for Windows. Topics include the general linear model; multiple regression with and without dummy coding; univariate and multivariate analysis of variance and covariance including factorial designs, repeated measures designs and mixed effects designs.

New Description: Students examine advanced experimental design options, analyze various designs, and generate psychological interpretations of the statistical results via statistical software (SPSS) datasets. Topics include the general linear model; multiple regression with and without dummy coding; univariate and multivariate analysis of variance and covariance including factorial designs, repeated measures designs and mixed effects designs.

MOTION 64: That Senate approve that PSYC 3217 (Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs) be changed from both PSYC 3216 (Psychological Measurement I: Measuring Achievement) and PSYC 3356 (Design and Analyses I) as two of its prerequisites and add PSYC 2127 (Scientific Method and Analysis II) as the prerequisite.

MOTION 65: That Senate approve that the course description of PSYC 3217 (Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs) be changed as indicated below.

Previous Description: This course offers a survey of theories and techniques in measuring attitude, personality, vocational interest, intelligence, emotional intelligence, and other psychological

constructs using questionnaire surveys and observation. Students are required to create a survey questionnaire to measure a psychological construct or an attitude and from the data collected, determine its psychometric properties.

New Description: Students examine a survey of theories and techniques in measuring attitude, personality, vocational interest, intelligence, emotional intelligence, and other psychological constructs using questionnaire surveys and observations. Students create a survey (questionnaire) to measure a psychological construct or an attitude and, from the data collected, determine its psychometric properties.

MOTION 66: That Senate approve that PSYC 3606 (Psychopathology I) be changed by removing PSYC 2616 (Theories of Personality) as one of its prerequisites.

MOTION 67: That Senate approve that the course description of PSYC 3606 (Psychopathology I) be changed as indicated below.

Previous Description: This course provides an overview of the psychoanalytic, behavioral, humanistic, cognitive, biological and eclectic approaches to understanding, describing and classifying mental disorders. The social and legal issues in psychopathology will also be discussed.

New Description: Students examine an overview of the psychoanalytic, behavioral, humanistic, cognitive, biological and eclectic approaches to understanding, describing and classifying mental disorders. The social and legal issues in psychopathology will also be discussed.

MOTION 68: That Senate approve that the course description for PSYC 4105 (Senior Empirical Thesis) be changed by excluding the following: "In consultation with the faculty advisor, each student prepares a prospectus which, when approved by the advisor, is then presented to a discipline prospectus meeting for evaluation. If the prospectus is approved by the discipline, the student may proceed with the research."

Previous Description: This course consists of an empirical investigation of a research problem in psychology. Students are encouraged to isolate a research problem and to approach a potential faculty advisor during their third year. In consultation with the faculty advisor, each student prepares a prospectus which, when approved by the advisor, is then presented to a discipline prospectus meeting for evaluation. If the prospectus is approved by the discipline the student may proceed with the research. The faculty advisor provides advice, when requested, evaluates the student's performance in carrying out the research and evaluates the final report which is to be written in a style suitable for journal submission.

New Description: Students conduct an empirical investigation of a research problem in psychology. In discussion with a faculty advisor, students identify a research topic of interest and submit an Individualized Course Supervision Contract to the Chair of the Department by February 15 prior to the academic year when the course will be taken. During the course, students engage in novel, psychological research investigations demonstrating competence in research design, analyses, and scientific oral and written communication skills. The final report is written in a style suitable for journal submission.

### **Religion and Cultures**

MOTION 69: That Senate approve Motions 70 through 83 as an omnibus motion.

MOTION 70: That Senate approve that the following courses be added to the Nipissing University Calendar under Religions and Cultures:

RLCT 1206: What Does It All Mean? Religious Perspectives

RLCT 1207: Selected Topics in Religions and Cultures  
 RLCT 2146: From Gurus to Shamans and Beyond  
 RLCT 2147: From G-d to Allah and Beyond

MOTION 71: That Senate approve that the following courses be banked:

RLCT1025: Introduction to World Religions and Cultures  
 RLCT3036: Thinking Religion Now

MOTION 72: That Senate approve that RLCT 2046: “Critical Themes in Eastern Religious Thought” be changed to “Global Spiritualities: Eastern Traditions in the Contemporary World”.

MOTION 73: That Senate approve that the title for RLCT 2076 “Religions and Colonization” be changed to “Conflict and Conversion”.

MOTION 74: That Senate approve that the title for RLCT 2117 “New Religious Movements” be changed to “Cults and New Religious Movements”.

MOTION 75: That Senate approve that that RLCT 3046: “Religion and Science” be changed to “RLCT 3046 Science vs. Religion?” and the course description be changed from:

Old description:

Are religion and science in fundamental conflict? Do the discoveries of modern science make religious views of the world obsolete? Or is there the possibility of dialogue and reconciliation? This course explores such questions by examining the complex relation of religion and science in historical and contemporary contexts. Topics may include the historical impacts of Galileo, Newton, and Darwin as well as contemporary approaches, which range from atheistic interpretations to creationism to theistic evolution.

New description:

Are religion and science in fundamental conflict? Do the discoveries of modern science make religious views of the world obsolete? Or is there the possibility of dialogue and reconciliation? Students explore such questions by examining the complex relation of religion and science in historical and contemporary contexts. Focusing on western religion, topics may include the historical impacts of Galileo, Newton, and Darwin as well as contemporary approaches, which range from atheistic interpretations to creationism to theistic evolution.

MOTION 76: That Senate approve that the title for RLCT/GEND 3116 “Women and Western Religions” be changed to “The Curse of the Fallen Woman: Women and Western Religions”.

MOTION 77: That Senate approve that the title for RLCT/GEND 3117 “Gender and the Bible” be changed to “Gender, Sex, and the Bible”.

MOTION 78: That Senate approve that the title for RLCT 3206 “Constructing Religion: Theorizing God: Theory and Method in the Study of Religion” be changed to “The Religious Animal” and that the course description be changed from:

Old description:

A study of the variety of methods used to study the phenomenon of religion. The course will deal with the history of the discipline of religious studies, the theoretical tools used to define religion and several of the thinkers who have been formative in the study of religion.

New description:

What aspects of human nature make us “the religious animal?” What are the features of human life that make religion so common? How do scholars of religion answer these question? Students examine the history of Religious Studies, the theoretical tools used to define religion and the thinkers who are formative in the study of religion.

MOTION 79: That Senate approve that, for the purposes of meeting breadth requirements in the RLCT program, Group 1 and Group 2 courses be established as follows:

Group 1: RLCT 2147 From G-d to Allah and Beyond, RLCT 2036 Christian Thought I, RLCT 2037 Christian Thought II, RLCT 3117 Gender, Sex, and the Bible, RLCT 3116 The Curse of the Fallen Woman: Women and Western Religions, RLCT 2127 Bible as Cultural Text, RLCT 3046 Science vs. Religion?

Group 2: RLCT 2146 From Gurus to Shamans and Beyond, RLCT 2046 Global Spiritualities: Eastern Traditions in the Contemporary World, RLCT 3026 Women and Eastern Religions.

MOTION 80: That Senate approve that the Program Requirements for a Minor in Religions and Cultures be changed as outlined below:

Old Requirements:

Students must complete 18 credits in Religions and Cultures as follows:

RLCT 1000 level	6 cr.
RLCT upper level	12 cr.

New Requirements:

Students must complete 18 credits in Religions and Cultures as follows:

RLCT 1000 level	3 cr.
RLCT upper level	15 cr.

MOTION 81: That Senate approve that the program requirements for a Major in Religions and Cultures be changed as outlined below:

Old Requirements:

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

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	6 cr.
RLCT upper level	30 cr.

New Requirements:

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

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr.
Group 1	3 cr.
Group 2	3cr.
RLCT upper level	27 cr.

MOTION 82: That Senate approve that the Program Requirements for a Specialization in Religions and Cultures be changed as outlined below:

**Old Requirements:**

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

Students must complete 54 credits in the Specialization as follows:

RLCT 1000 level	6 cr.
RLCT upper level	48 cr.

**New Requirements:**

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

Students must complete 54 credits in the Specialization as follows:

RLCT 1000 level	3 cr.
Group 1	3 cr.
Group 2	3 cr.
RLCT upper level	45 cr.

**MOTION 83:** That Senate approve that the program requirements for an Honours Specialization in Religions and Cultures be changed as outlined below.

**Old Requirements:**

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

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

RLCT 1000 level	3 cr.
RLCT upper level	51 cr.
RLCT 4000 level	6 cr.

**New Requirements:**

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

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

RLCT 1000 level	3 cr.
Group 1	3 cr.
Group 2	3 cr.
RLCT upper level	45 cr.
RLCT 4000 level	6 cr.

Group 1 courses: RLCT 2147 From G-d to Allah and Beyond , RLCT 2036 Christian Thought I, RLCT 2037 Christian Thought II, RLCT 3117 Gender, Sex, and the Bible, RLCT 3116 The Curse of the Fallen Woman: Women and Western Religions, RLCT 2127 Bible as Cultural Text

Group 2 courses: RLCT 2146 From Gurus to Shamans and Beyond, RLCT 2046 Global Spiritualities: Eastern Traditions in the Contemporary World, RLCT 3026 Women and Eastern Religions

**ADMISSION POLICY:**

MOTION 84: That Senate approve that the BSW Professional Years admission policy.

- **January 14, 2016 Report** (*page 121*)

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated January 14, 2016.

**Faculty of Arts and Science****Computer Science and Mathematics**

MOTION 2: That Senate approve the course title from MATH 1070 Fundamentals of Arithmetic for Teachers to MATH 1070 Fundamental Concepts of Mathematics for Teachers and change the description as follows:

Old Course Description (Academic Calendar 2015/2016):

URL:

<http://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=567&entitytype=CID&entityid=11739&loaduserredits=False>

This course is primarily intended for those students planning to become elementary school teachers. Topics covered include: logic; set theory; relations and operations on a set; structure and properties of the whole number system and whole number arithmetic, including modular arithmetic; structure and properties of the integer system and integer arithmetic; structure and properties of the rational number system and rational number arithmetic; structure and properties of the real number system and real number arithmetic. Applications and examples from the field of elementary mathematics education are also included.

**The new Proposed Course Description:**

This course is primarily intended for future teachers. Students develop a deep understanding of fundamental mathematical concepts and explore why mathematics works the way it does. The topics are organized around operations with numbers; arithmetic properties of operations, natural, whole, integer, rational, and real number systems and structure and rationale of place value system. Students engage in small group work and classroom discussions that are relevant to applications and examples from the field of mathematics education.

**Fine and Performing Arts**

MOTION 3: That Senate approve that the course title for FAVA 2237: Modern Art History and Social Movements be changed to FAVA 2237: Modern Art and Architecture, and that the course description be changed as follows:

From

In this course, students will examine modern artworks or art movements that have brought about cultural change, social reform, or political action in different historical periods and geopolitical contexts.

To

In this course, students focus on the movements and themes that dominate art, design, architecture, and the artists whose individual expression redefined artistic traditions in the twentieth century. Students examine artists and their work in their political, social and theoretical context, emphasizing the symbiotic relationship between art and society.

MOTION 4: That Senate approve the addition of FILM 2306 Film Genre: Horror Films to the Nipissing University Calendar under FILM.

MOTION 5: That Senate approve the addition of FILM 2307 Film Genre: Sci-Fi and Fantasy Films to the Nipissing University Calendar under FILM.

### **Geography**

MOTION 6: That Senate to approve the modification of the description in the academic calendar for GEOG 3096 Environmental Hydrology.

### **History**

MOTION 7: That Senate approve the addition of the new course HIST 2106: Foundations of the Medieval World (315-1054) to the Nipissing University Calendar under History.

MOTION 8: That Senate approve the addition of the new course HIST 2107: Order and Disorder in the Later Middle Ages (1054-1378) (Short title for WebAdvisor only: Later Middle Ages), to the Nipissing University Calendar under History.

MOTION 9: That Senate approve that HIST 2105: History of Medieval Europe be banked.

### **Political Science**

MOTION 10: That Senate approve the addition of a Non-Standalone Certificate in Peace and Violence Prevention Studies to the Nipissing University Calendar under POLITICAL SCIENCE.

### **Sociology**

MOTION 11: That Senate to approve the addition of ANTR 3037 Archaeological Cataloguing and Reporting to the Nipissing University Academic Calendar under ANTHROPOLOGY.

### **Psychology**

MOTION 12: That Senate approve Motions 13 and 14 as an omnibus motion.

MOTION 13: That Senate approve that the course description for PSYC 4016: Program Evaluation and Outcomes Management be changed as indicated below.

Previous Description:

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using a clinical outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

New Description:

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

**Faculty of Applied and Professional Studies**

**School of Human and Social Development**

MOTION 14: That the Undergraduate Studies Committee recommend to Senate that the course description for CHFS 4016: Program Evaluation and Outcomes Management be changed as indicated below.

Previous Description:

Advanced coverage of program evaluation and clinical outcomes management is provided, with a focus on health and social services programs. Using a clinical outcomes management framework, students are introduced to program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning as a co-requisite, and is restricted to a small number of advanced students. This course is also offered as [PSYC 4016](#).

New Description:

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as PSYC 4016.



- **January 21, 2016 Report** (*page 148*)

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated January 21, 2016.

## **FACULTY OF APPLIED AND PROFESSIONAL STUDIES**

### **School of Criminology and Criminal Justice**

MOTION 2: That Senate approve the revision of the course description for CRJS 2086 “Introduction to Criminological Theory”.

MOTION 3: That Senate approve the revision of the course description for CRJS 3086 “Law and Society”.

MOTION 4: That Senate approve the revision of the course description for CRJS 3087 “Law and Society II.

MOTION 5: That Senate approve the addition of the CRJS 4477 Penology.

MOTION 6: That Senate approve that ANTR 3027 – Anthropology, Aboriginal Peoples, and The Law, and HIST 3286 – Human Rights in Canada be added to the list of Criminology Stream Electives and the list of Criminal Justice Studies stream electives.

MOTION 7: That Senate approve that CRJS 3106 – Forensic Psychology I, CRJS 3107 – Forensic Psychology II, be added to the list of Criminal Justice Studies stream electives.

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

- Addition of CRJS 4347- Applied Criminological Theory (3 credits), to Criminal Justice Program requirements for all streams

MOTION 9: That Senate approve the following change to the Criminal Justice Studies stream:

- Addition of CRJS 4937 – Seminar in Professional Development (3 credits) to Criminal Justice Studies Stream

MOTION 10: That Senate approve the following change to the Policing Stream:

- Addition of CRJS 4916 Policing and Society (3 credits) and CRJS 4917 Criminal Investigation (3 credits) to the Policing Stream

MOTION 11: That Senate approve the following change to the Corrections Stream:

- Addition of CRJS 3936 – Youth in Conflict with the Law (3 credits) to the Corrections Stream

MOTION 12: That Senate approve that CRJS 4467 and CRJS 4347 no longer be listed as antirequisites to one another.

MOTION 13: That Senate approve the addition of CRJS 4347 as a prerequisite for CRJS 4467.

### **Social Work**

MOTION 14: That Senate approve the addition of SWRK 3007 to the Bachelor of Social Work degree.

MOTION 15: That Senate approve the addition of SWRK 3107 to the Bachelor of Social Work degree.

MOTION 16: That Senate approve the addition of SWRK 3207 to the Bachelor of Social Work degree.

MOTION 17: That Senate approve the addition of SWRK 3307 to the Bachelor of Social Work degree.

### **Faculty of Arts and Science**

#### **English**

MOTION 18: That Senate approve the addition of ACAD 3006 Mentoring the Writer to the Nipissing University Academic Calendar under Academic Writing.

- **January 28, 2016 Report** (*page 166*)

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated January 28, 2016.

### **FACULTY OF APPLIED AND PROFESSIONAL STUDIES**

#### **School of Business**

MOTION 2: That Senate approve that the delivery of ORGS 1136 be listed in the Academic Calendar as a 3 hour lecture per week rather than the current listing as 1.5 hours lecture and 1.5 hours lab per week.

MOTION 3: That Senate approve the change in the description of ADMN 2606 in the Academic Calendar to include the 3 hour lecture breakdown of 2 hours classroom lecture and 1 hour lab per week which has been the past and current practice.

#### **School of Nursing**

MOTION 4: That Senate approve that the Undergraduate Studies Committee approve Motions 5-12 as an omnibus Motion.

MOTION 5: That Senate approve the revision of the course description for NSGD 4006/NURS 4006 Nursing Informatics.

MOTION 6: That Senate approve the revision of the course hours and description for the course NSGD 4026/NURS 4026 Clinical Practicum – Advanced Nursing Practice.

MOTION 7: That Senate approve the revision of the course description for the course NSGD 2107/NURS 2107 Reflective Practice for RPN to BScN.

- MOTION 8: That Senate approve that the prerequisite NSGD 2007 be added to already existing list of prerequisites for the course NSGD 2028 Clinical Practicum – Nursing in Specialized Settings (Mental Health).
- MOTION 9: That Senate approve that the prerequisite NSGD 2017 be added to the already existing list of pre-requisites for the course NSGD 2029 Clinical Practicum – Nursing in Specialized Settings (Mat. Child).
- MOTION 10: That Senate approve the name change for the course NSGD 2007/NURS 2007 Therapeutic Relationships.
- MOTION 11: That Senate approve the name change and course description for the course NSGD 2017/NURS 2017 Nursing Across the Lifespan.
- MOTION 12: That Senate approve the replacement of UNIV 1011 - University Success with ACAD 1601 – Academic Writing in the RPN to BScN Bridging Program.

**Scholar Practitioner Program (SPP):**

- MOTION 13: That Senate approve the addition to the Scholar Practitioner Program degree requirements to include a maximum length of completion to within three calendar years.

**Social Work**

- MOTION 14: That Senate approve that the prerequisite for all 4000 level SWRK courses be changed as follows:

From: 4<sup>th</sup> year standing

To: SWRK 3106, SWRK 3206, SWRK 3306, SWRK 3406, SWRK 3506, SWRK 3606, SWRK 3706 and SWRK 3806

**FACULTY OF ARTS AND SCIENCE**

**Biology and Chemistry**

- MOTION 15: That Senate approve Motions 16-26 as an omnibus Motion.
- MOTION 16: That Senate approve that the title of ENSC 2006 Topics in Environmental Science be changed to Global and International Topics in Environmental Science.
- MOTION 17: That Senate approve that the title of ENSC 2007 Topics in Environmental Science II be changed to Canadian Topics in Environmental Science.
- MOTION 18: That Senate approve that the course ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be unbanked.
- MOTION 19: That Senate approve that the course description for ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be changed as follows:

- From:** Through the exploration of a forest ecology theme, the student will develop interpretation and communication skills in environmental science. Lectures in introductory forest ecology will provide a framework for examining various aspects of research, including: literature review; experimental design and technique; data interpretation and presentation; scientific writing; and the use of various tools in preparing and presenting seminars, posters and scientific documents. This information will be applied directly to individual and/or group research projects. One or two required field trips will be taken on weekends early in the term. (future tense; 89 words)
- To:** Students develop interpretation and communication skills in environmental science. Lectures provide a framework for studying many diverse aspects of the environment. Students review key scientific literature while focusing on experimental design, techniques, data interpretation, and communication of results. The course involves seminar presentations, round table discussions, written assignments, and research projects. Students will participate in field trips throughout the course. This course is also offered as BIOL 3006. (present tense; 65 words)

MOTION 20: That Senate approve that the pre-requisites for ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be changed, as follows:

**From:** BIOL 2446

**To:** BIOL 2446 or ENSC 2006 or ENSC 2007

MOTION 21: That Senate approve the addition of CHEM 2056 – Introduction to Physical Chemistry.

MOTION 22: That Senate approve the addition of CHEM 4206 – Electrochemistry.

MOTION 23: That Senate approve the addition of BIOL 2447 – Ecology of Ontario Trees and Forests.

MOTION 24: That Senate approve the addition of BIOL 3447 – Silviculture.

MOTION 25: That Senate approve the addition of BIOL 3227 – Nutrition.

MOTION 26: That Senate approve the deletion of BIOL 4227 – Nutrition.

MOTION 27: That Senate approve the curriculum for the proposed Certificate in Forest Resource Management and Conservation.

### **Computer Science and Mathematics**

MOTION 28: That Senate approve the addition of PHYS 3007 Computational Physics.

### **English**

MOTION 29: That Senate approve the addition of ENGL 3196 Dangerous Liaisons: The 18<sup>th</sup>-Century Novel.

### **Fine and Performing Arts**

MOTION 30: That Senate approve the course title for FAVA 2236: Modern Art History be changed to FAVA 2236: Art Against the Academy, and the course description be changed as follows:

From

In this course, students will explore art and design practices during the nineteenth and twentieth centuries. In particular, students will examine these practices in relation to the rapid changes of social and political life that characterize modernity, such as urbanization, industrialization, technological innovation, global capitalism, and colonialism.

To

In this course, students explore subversive art practices during the “long” nineteenth century (1789 – 1914). In particular, students examine how dominant modes of institutional art production were reshaped to reflect a wider awareness of global visual cultures following colonization and imperialism; the destabilization of power dynamics within the discourses that framed aesthetics; and the shifting political and social realities of industrialized life.

### **History**

MOTION 31: That Senate approve the addition of HIST 2167: Bodies and Nature in the Environmental Era.

MOTION 32: Senate approve the addition of HIST 3517 Topics in American History.

MOTION 33: That Senate approve the modification to the title of HIST 3427 from Britain 1560–1660 to Crown, Community and Conflict in Britain, 1560–1660.

Existing title: Britain 1560–1660

New title: Crown, Community and Conflict in Britain, 1560–1660

Short title webadvisor only: Crown and Conflict in Britain

MOTION 34: That Senate approve the addition of HIST 4435: Sexuality and Gender in Europe, 1300–1600.

MOTION 35: That Senate approve that HIST 4425: the Era of the Renaissance be deleted.

### **Political Science, Philosophy and Economics**

MOTION 36: That Senate approve the addition of POLI 1007 Globalization and Global.

MOTION 37: That Senate approve the revision of Political Science program requirements for Honours Specialization, Specialization, Major and Minor, with required courses including both POLI 1006, Politics, Power and the Common Good and POLI 1007, Globalization and Global Citizenship.

### **Religions and Cultures**

MOTION 38: That Senate approve the addition of RLCT 4006 Advanced Studies in Religion.

MOTION 39: That Senate approve the addition of RLCT 4016 Advanced Studies in Religion.

### **University Success**

MOTION 40: That Senate approve that the course title for UNIV 1011 Student Success: Theory and Practice be changed to UNIV 1011: Academic Success: Theory and Practice, and the course description be changed as follows:

Original Title: Student Success: Theory and Practice

Original Course Description:

This introductory course is designed to help students understand and integrate effectively to the university environment, through the development of attitudes, skills and knowledge which promote success in higher education. Students will explore and examine methods for achieving success which are grounded in theory drawn from various disciplines and human development models related to academic, personal and social growth. Topics include learning styles and study skills, research and library skills, critical thinking, communication skills, time and stress management, health and wellness, career planning and job search and academic planning. This course is team taught, using a variety of instructional methods. Small class sizes ensure individual attention and encourage collegiality.

New Title: Academic Success: Theory and Practice

New Course Description:

Through the development of attitudes and skills that promote success in higher education, students learn how to function effectively in the academic environment. Students examine and apply theory drawn from various disciplines and human development models to their academic, personal, and social growth. Topics include time management, critical thinking, reading, and writing skills, learning styles and study skills, research and library skills, communication and online skills, as well as academic and career planning.

### Banking Courses

For Information Only:

The following courses were not offered in the past five calendar years and were automatically banked by the Registrar's Office (Senate Motion passed on May 20, 2011).

## **SCHULICH SCHOOL OF EDUCATION**

### Adult Education

MOTION 41: That Senate approve Motions 42-71 as an omnibus Motion.

#### Required Courses:

MOTION 42: That Senate approve the addition of the course ADED 2706 Understanding the Adult Learner as a required course in the Bachelor of Education in Adult Education program.

MOTION 43: That Senate approve the addition of the course ADED 2707 Professional Ethics for Adult Educators as a required course in the Bachelor of Education in Adult Education program.

MOTION 44: That Senate approve the addition of the course ADED 3706 Strategies for the Adult Learner as a required course in the Bachelor of Education in Adult Education program.

MOTION 45: That Senate approve the addition of the course ADED 3707 Curriculum Design for Adult Educators as a required course in the Bachelor of Education in Adult Education program.

Practicum Courses:

- MOTION 46: That Senate approve the addition of the course ADED 2778 Practicum in Adult Education I as a required course in the Bachelor of Education in Adult Education program.
- MOTION 47: That Senate approve the addition of the course as a required course ADED 3778 Practicum in Adult Education II in the Bachelor of Education in Adult Education program.
- MOTION 48: That Senate approve the addition of the course as a required course ADED 4778 Practicum in Adult Education III in the Bachelor of Education in Adult Education program.

Elective Courses:

- MOTION 49: That Senate approve the addition of the course ADED 2716 Assessment and Evaluation of the Adult Learner as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 50: That Senate approve the addition of the course ADED 2717 Development of Professional Learning Assessment as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 51: That Senate approve the addition of the course ADED 2726 Diversity and Inclusion in Adult Learning as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 52: That Senate approve the addition of the course ADED 2727 Foundations of Adult Education as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 53: That Senate approve the addition of the course ADED 2736 Informal and Flexible Contexts for Adult Learners as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 54: That Senate approve the addition of the course ADED 3716 Introduction to Leadership in Adult Education as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 55: That Senate approve the addition of the course ADED 3717 Literacy development in the Adult Education Context – Part 1: Adult Basic Education Programs as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 56: That Senate approve the addition of the course ADED 3726 Teaching Adults through Technology as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 57: That Senate approve the addition of the course ADED 3727 The Respectful Workplace: Principles and Practices for Adult Educators as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 58: That Senate approve the addition of the course ADED 3736 Counselling the Adult Learner as an elective course in the Bachelor of Education in Adult Education program.

- MOTION 59: That Senate approve the addition of the course ADED 3737 Adult Education and Human Resources Management as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 60: That Senate approve the addition of the course ADED 3746 Adult Education in the Workplace as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 61: That Senate approve the addition of the course ADED 3747 Adult Learning Disabilities as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 62: That Senate approve the addition of the course ADED 3756 Evaluating Education Programs for Adults as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 63: That Senate approve the addition of the course ADED 3757 Understanding the Role of Community in Adult Learning as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 64: That Senate approve the addition of the course ADED 3766 Work and Learning in Organizations as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 65: That Senate approve the addition of the course ADED 3767 Education for Adult Learners with Special Needs as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 66: That Senate approve the addition of the course ADED 4716 Literacy Development in the Adult Education Context – Part 2: Literacy Theorists for the Adult Educator as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 67: That Senate approve the addition of the course ADED 4717 Writing Proposals for the Funding of Adult Education as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 68: That Senate approve the addition of the course ADED 4726 Adult Education and Creativity as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 69: That Senate approve the addition of the course ADED 4727 Adult Education for the Older Adult as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 70: That Senate approve the addition of the course ADED 4736 Adult Education in the Global Context as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 71: That Senate approve the addition of the course ADED 4747 Transformative Learning in Adult Education as an elective course in the Bachelor of Education in Adult Education program.

## **POLICIES**

### Advanced Standing Policies



MOTION 72: That Senate approve the Advanced Standing Policy Modification for Biotechnology Technician and Technologist Diploma Graduates from Canadore College.

MOTION 73: That Senate approve the Advanced Standing Policy Modification for Environmental Technician – Protection and Compliance Diploma Graduates from Canadore College.

Admission Policy Modification

MOTION 74: That Senate approve the Bachelor of Science in Nursing – Scholar Practitioner Program admission policy modification.

**GRADUATE STUDIES COUNCIL** (page 253)

MOTION 1: That the report of the Graduate Studies Council dated January 29, 2016 be received.

MOTION 2: That Senate approve the prerequisite for enrollment in EDUC 5186 Research Project and Seminar be amended to read: “15 credits, including EDUC 5157 Survey of Research Methods.”

**PLANNING AND PRIORITIES COMMITTEE** (page 254)

MOTION 1: That the Report of the Planning and Priorities Committee dated January 22, 2016, be received.

**BY-LAWS AND ELECTIONS SUBCOMMITTEE** (page 255)

MOTION 1: The Senate Executive receive the report of the By-laws and Elections Subcommittee dated January 8, 2016.

6. OTHER BUSINESS

MOTION1: The Senate move in camera.

1. President DeGagné will give a report from the Chancellor’s Selection Committee.
2. President DeGagné will give a report from the Honorary Degrees Subcommittee.

MOTION 2: That Senate move out of camera.

7. AMENDMENT of BY-LAWS

8. ELECTIONS

9. REPORTS FROM OTHER BODIES

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

10. NEW BUSINESS

MOTION 1: That Senate approve that ENGL 3095: Restoration and Eighteenth-Century Literature, be banked. (*voted on electronically by the USC 02032016*)

MOTION 2: That Senate approve the revised Chancellor's Award for Excellence in Research. (*page 256*)

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

*\*\* Data Science program comparison (discussion from January 15, 2016 Senate meeting)*

From: Nathan Colborne <[nathanc@nipissingu.ca](mailto:nathanc@nipissingu.ca)>  
Date: Mon, Jan 18, 2016 at 11:46 AM  
Subject: Re: Data Science program comparison  
To: Dan Walters <[danw@nipissingu.ca](mailto:danw@nipissingu.ca)>  
Cc: Sandy Landriault <[sandyl@nipissingu.ca](mailto:sandyl@nipissingu.ca)>

Hi Dan,

I think the best place for this to appear is in the reading and disposing of communications under next Senate's Agenda since it wasn't officially entered into the meeting at the time the minutes were being taken. We'll either include it in the agenda or a link to a pdf of it and I'll make reference at that time next agenda that it's been communicated for Senate's information. Sometimes letters are actually read out but that wouldn't be an easy thing to do with a chart like this.

Is that acceptable Dan?

Nathan

On Fri, Jan 15, 2016 at 9:16 PM, Dan Walters <[danw@nipissingu.ca](mailto:danw@nipissingu.ca)> wrote:  
Hello,

Please find attached a comparison of the courses listed in the Stage 1 Data Science program to existing programs at Nipissing University. I would like the table included in the minutes of the January 15 senate meeting.

I was suggesting that the Data Science program is very similar to the Science Technology Program, as well as the Math Program. For example, in the Science Technology Artificial Intelligence Stream there are 10 overlapping courses with the Data Science program; in the Science Technology General Stream there are 11 overlapping courses; and there are 12 overlapping courses compared with the Math BA specialization.

I am not suggesting we revisit the discussion. However, Senators Tuncali and Karassev argued that the Data Science Programs was nothing like existing program. I think this provides relevant context for Senate, if this situation should arise again. It will also help establish a standard for determining what constitutes a new program at Nipissing University.

Thanks  
Dan

--

Dan Walters, PhD  
Environmental Studies and Sciences Graduate Coordinator  
Associate Professor of Geography  
Nipissing University  
100 College Drive  
North Bay, Ontario, Canada  
P1B 8L7

[danw@nipissingu.ca](mailto:danw@nipissingu.ca)  
(705)474-3450 ext. 4155

<b>Science Technology (Core) with AI Stream</b>		<b>Data Science</b>	
Math 1036	Calculus I	Math 1036	Calculus I
Math 1037	Calculus II	Math 1037	Calculus II
Math 1046	Linear Algebra	Math 1046	Linear Algebra
Math 1056	Discrete Mathematics I	Math 1056	Discrete Mathematics I
Math 2076	Probability and Statistics I	MATH 2036	Advanced Calculus I
COSC 1557	Introduction to Computer Science	MATH 2037	Advanced Calculus II
COSC 1567	Programming in C++	MATH 2046	Advanced Linear Algebra
COSC 1666	Engineering Graphics	MATH 2056	Discrete Mathematics II
COSC 3997	Senior Practicum	MATH 2076	Probability and Statistics I
		MATH 3127	Combinatorics and Graph Theory
Artificial Intelligence (Stream)		MATH 3276	Probability and Statistics II
MATH 2037	Advanced Calculus II	COSC 1557	Introduction to Computer Science
COSC 2116	Artificial Neural Networks	COSC 1567	Programming in C++
COSC 2206	Mathematical Computation	COSC 2006	Data Structures I
COSC 2767	Object Oriented Programming	COSC 3606	Databases and Data Management
COSC 3006	Numerical Methods	COSC 3007	Artificial Intelligence
COSC 3007	Artificial Intelligence		
COSC 3306	Programming Paradigms	New courses	
COSC 3606	Database and Data Management	Data 1XXX	Intro to Data Science
COSC 4106	Human Computer Interaction	Math 4XXX	Data Mining
COSC 4406	Software Engineering		

<b>Science Technology (Core) with General Stream</b>		<b>Data Science</b>	
Math 1036	Calculus I	Math 1036	Calculus I
Math 1037	Calculus II	Math 1037	Calculus II
Math 1046	Linear Algebra	Math 1046	Linear Algebra
Math 1056	Discrete Mathematics I	Math 1056	Discrete Mathematics I
Math 2076	Probability and Statistics I	MATH 2036	Advanced Calculus I
COSC 1557	Introduction to Computer Science	MATH 2037	Advanced Calculus II
COSC 1567	Programming in C++	MATH 2046	Advanced Linear Algebra
COSC 1666	Engineering Graphics	MATH 2056	Discrete Mathematics II
COSC 3997	Senior Practicum	MATH 2076	Probability and Statistics I
		MATH 3127	Combinatorics and Graph Theory
General Stream		MATH 3276	Probability and Statistics II
MATH 2036	Advanced Calculus	COSC 1557	Introduction to Computer Science
MATH 2037	Advanced Calculus II	COSC 1567	Programming in C++
MATH 2046	Advanced Linear Algebra	COSC 2006	Data Structures I
MATH 3266	Differential Equations I	COSC 3606	Databases and Data Management
MATH 3296	Mathematical Modeling	COSC 3007	Artificial Intelligence
MATH 4246	Introduction to Optimization		
MATH 4016	Numerical Methods II	New courses	
COSC 2206	Mathematical Computation	Data 1XXX	Intro to Data Science
COSC 3006	Numerical Methods I	Math 4XXX	Data Mining
COSC 3606	Databases & Data Management		

<b>Math (Core) BA Honours</b>		<b>Data Science</b>	
Math 1036	Calculus I	Math 1036	Calculus I
Math 1037	Calculus II	Math 1037	Calculus II
Math 1046	Linear Algebra	Math 1046	Linear Algebra
Math 1056	Discrete Mathematics I	Math 1056	Discrete Mathematics I
MATH 2036	Advanced Calculus I	MATH 2036	Advanced Calculus I
MATH 2037	Advanced Calculus II	MATH 2037	Advanced Calculus II
MATH 2046	Advanced Linear Algebra	MATH 2046	Advanced Linear Algebra
MATH 2056	Discrete Mathematics II	MATH 2056	Discrete Mathematics II
MATH 2076	Probability and Statistics I	MATH 2076	Probability and Statistics I
Group courses		MATH 3127	Combinatorics and Graph Theory
Math 3127	Combinatorics and Graph Theory	MATH 3276	Probability and Statistics II
Math 3276	Probability and Statistics II	COSC 1557	Introduction to Computer Science
COSC 1567	Programming in C++	COSC 1567	Programming in C++
		COSC 2006	Data Structures I
		COSC 3606	Databases and Data Management
		COSC 3007	Artificial Intelligence
		New courses	
		Data 1XXX	Intro to Data Science
		Math 4XXX	Data Mining

NIPISSING UNIVERSITY  
SENATE EXECUTIVE COMMITTEE

February 4, 2016

There was a meeting of the Senate Executive Committee on Thursday, February 4, 2016.

Members present: H. d'Entremont (Vice-Chair), N. Colborne, L. Frost, C. Richardson, S. Renshaw, M. Tuncali, R. Vernescu

Regrets: M. DeGagne (Chair), J. Andrews, R. Vanderlee

Recording Secretary: S. Landriault

The purpose of this meeting was to set the agenda for the February 12, 2016 Senate meeting.

There was discussion regarding the need to streamline the Senate agenda. The current Senate agenda is 250 pages in length and includes four USC Reports with 190 motions. For efficiency it was suggested that the agenda and supporting documentation be separated and the supporting documentation be sent out as attachments or a hyperlink. Other suggestions discussed were the use of more omnibus motions and the need for clearer less detailed motions in the agenda with the detailed information and non-substantive changes included in the supporting documentation. The current agenda includes reference to several motions with the same numbers, but the motions are actually from reports with different dates. The USC Chair suggested that one report could be submitted to Senate with all of the motions numbered individually. The importance of relaying information to the Registrar's Office on changes made to the Senate document was also noted. There is nothing in the Senate Bylaws that indicates we cannot make changes to the agenda. The consensus of the members of the Senate Executive Committee was that there is a need to streamline the Senate agenda.

An e-mail received from Senator Dan Walters regarding a request to include a Data Science program comparison in the minutes of the January 15, 2016 Senate Minutes was discussed. It was decided that the information would be included on the February 12, 2016 Senate Agenda under Reading and Disposing of Communications.

Respectfully submitted,

H. d'Entremont, Vice-Chair  
Senate Executive Committee

MOTION 1: That the Report of the Senate Executive dated February 4, 2016 be received.

**Report of the  
Undergraduate Studies Committee**

**December 17, 2015**

The meeting of the **Undergraduate Studies Committee** was held on Thursday, December 17, 2015, at 2:00 pm in F214. The following members attended:

Murat Tuncali	Carole Richardson	Rick Vanderlee
Jamie Graham	Tony Parkes	Reehan Mirza
Roxana Vernescu (Skype)	Sydney Lamorea	

Rebecca Roome-Rancourt, Recording Secretary

**Absent with Regrets:** Daniel Jarvis, Anne Wagner, Kerri Sawyer

**Guests:** Crystal Pigeau, Eric Mattson, Heather Brown, Pavlina Radia, Nathan Colborne, Maati Saari, Andrew Ackerman

**Subcommittee Reports:**

***Undergraduate Standing and Petitions Subcommittee***

The Reports of the Undergraduate Standing and Petitions Subcommittee dated: November 25, 2015 and December 2, 2015, were received.

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

Respectfully submitted,

Dr. Murat Tuncali  
Dean, Faculty of Arts & Science

**MOTION 1:** That Senate receive the Report of the Undergraduate Studies Committee, dated December 17, 2015.

**1. FACULTY OF APPLIED AND PROFESSIONAL STUDIES****School of Business**

**MOTION 2:** That Senate approve the addition of ADMN 4346 Field-Based Consulting Project.

**MOTION 3:** That Senate approve that the restriction for ADMN 3907 – Insurance and Risk Management pertaining to BComm students, be removed.

**School of Human and Social Development****Non-Substantive:**

That the title of CHFS/PSYC 4016 Program Evaluation and Clinical Outcomes Management be changed to CHFS/PSYC 4016 Program Evaluation and Outcomes Management.

**2. FACULTY OF ARTS AND SCIENCE****Biology and Chemistry**

**MOTION 4:** That Senate approve that the prerequisite for BIOL 2346 Techniques in Forest Ecology and Management be changed as follows:

From: BIOL 1007 or GEOG 1017

To: BIOL 1007 or GEOG 1017 or ENSC 1005

**MOTION 5:** That Senate approve that the prerequisite for BIOL 2446 Principles of Ecology be changed as follows:

From: BIOL 1007

To: BIOL 1007 or ENSC 1005

**MOTION 6:** That Senate approve that the prerequisite for ENSC 3007 Environmental Issues in Forestry be changed as follows:

From: BIOL 2446

To: BIOL 2446 or ENSC 2006 or ENSC 2007

**MOTION 7:** That Senate approve that the prerequisite for BIOL 3007 Environmental Issues I Forestry be changed as follows:

From: BIOL 2446

To: BIOL 2446 or ENSC 2006 or ENSC 2007

**MOTION 8:** That Senate approve the Minor in Environmental Science.

**English Studies**

**MOTION 9:** That Senate approve Motions 10 through 36 as an omnibus motion.



- MOTION 10:** That Senate approve the addition of the new course, “ENGL 2256: Double Agents: Canadian Literature Before 1914,” to the Nipissing University Calendar under English Studies.
- MOTION 11:** That Senate approve the addition of the new course, “ENGL 2257: Hyphenated-Canadians: Canadian Literature After 1914,” to the Nipissing University Calendar under English Studies.
- MOTION 12:** That Senate approve the addition of the new course, “ENGL 2266: Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 13:** That Senate approve the addition of the new course, “ENGL 2267: “Make It New”: Contemporary American Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 14:** That Senate approve the addition of the new course, “ENGL 2446: Children’s Literature Before 1914,” to the Nipissing University Calendar under English Studies.
- MOTION 15:** That Senate approve the addition of the new course, “ENGL 2447: Children’s Literature After 1914,” to the Nipissing University Calendar under English Studies.
- MOTION 16:** That Senate approve the addition of the new course, “ENGL 2616: Topics in Visual Storytelling,” to the Nipissing University Calendar under English Studies.
- MOTION 17:** That Senate approve the addition of the new course, “ENGL 2617: Representing Conflict,” to the Nipissing University Calendar under English Studies.
- MOTION 18:** That Senate approve the addition of the new course, “ENGL 2626: Topics in Speculative Fiction,” to the Nipissing University Calendar under English Studies.
- MOTION 19:** That Senate approve the addition of the new course, “ENGL 3056: Topics in Canadian Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 20:** That Senate approve the addition of the new course, “ENGL 3246: Desire and Identity in Early Modern Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 21:** That Senate approve the addition of the new course, “ENGL 3247: Transgressing Boundaries in Early Modern Literature,” to the Nipissing University Calendar under English Studies.
- MOTION 22:** That Senate approve the addition of the new course, “ENGL 3096: Bawdy Politics: Writing the Restoration,” to the Nipissing University Calendar under English Studies.
- MOTION 23:** That Senate approve the addition of the new course, “ENGL 3097: Vice and Folly: The Age of Satire, 1660-1730,” to the Nipissing University Calendar under English Studies.
- MOTION 24:** That Senate approve the addition of the That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 3346: The Romantics,” be added to the Nipissing University Calendar under English Studies.

**MOTION 25:** That Senate approve the addition of the new course, “ENGL 3347: The Victorians,” to the Nipissing University Calendar under English Studies.

**MOTION 26:** That Senate approve the addition of the new course, “ENGL 3176: Falling Apart: British Literature 1900-1950,” to the Nipissing University Calendar under English Studies.

**MOTION 27:** That Senate approve the addition of the new course, “ENGL 3177: Contemporary British Literature, 1950 and Beyond,” to the Nipissing University Calendar under English Studies.

**MOTION 28:** That Senate approve the addition of the new course, “ENGL 3066: Get Smart: Strategies for Understanding Culture,” to the Nipissing University Calendar under English Studies.

**MOTION 29:** That Senate approve that the following courses be banked:

ENGL 2255: Canadian Literature from the Colonial to the Contemporary Period  
 ENGL 2265: American Literature from the Colonial to the Contemporary Period  
 ENGL 2445: Children’s Literature  
 ENGL 2055: Drama: Classical to Contemporary  
 ENGL 3045: Early Modern Literature  
 ENGL 3095: Restoration and Eighteenth-Century Literature  
 ENGL 3145: Nineteenth-Century Literature  
 ENGL 3175: Literature after 1900  
 ENGL 3035: Literary Theory and Critical Practice

**MOTION 30:** That Senate approve that the title of “ENGL3146 Postcolonial Literature” be changed to “ENGL 3146 Topics in Postcolonial Literature.”

**MOTION 31:** That Senate approve that the current designation of ENGL courses as Group 1, 2, or 3 be deleted from the academic calendar

**MOTION 32:** That Senate approve that the titles “Literary History I” and “Literary History II” be added to designate the following courses:

Literary History I

ENGL 2006: British Literature Before 1800  
 ENGL 2256: Double Agents: Canadian Literature Before 1914  
 ENGL 2266: Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature  
 ENGL 2535: Shakespeare  
 ENGL 2536: Shakespeare Before 1600  
 ENGL 2537: Shakespeare After 1600  
 ENGL 3096: Bawdy Politics: Writing the Restoration  
 ENGL 3097: Vice and Folly: The Age of Satire, 1660-1730  
 ENGL 3246: Desire and Identity in Early Modern Literature  
 ENGL 3247: Transgressing Boundaries in Early Modern Literature

Literary History II

ENGL 2007: British Literature After 1800  
 ENGL 2056: North American Drama  
 ENGL 2057: World Drama  
 ENGL 2257: Hyphenated-Canadians: Canadian Literature After 1914  
 ENGL 2267: “Make It New”: Contemporary American Literature

ENGL 3146: Topics in Postcolonial Literature  
 ENGL 3176: Falling Apart: British Literature 1900-1950  
 ENGL 3177: Contemporary British Literature, 1950 and Beyond  
 ENGL 3276: Native Literatures of North America  
 ENGL 3347: The Victorians  
 ENGL 3346: The Romantics

**MOTION 33:** That Senate approve that the degree requirements for the Honours Specialization in English Studies be changed as follows:

**OLD REQUIREMENTS**

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

ENGL 1000-level                      3 credits

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800; ENGL 2235 Canadian Literature from the Colonial to the Contemporary; ENGL 2265 American Literature from the Colonial to the Contemporary.

ENGL Group 1	21 credits
ENGL Group 2 and/or 3	18 credits
ENGL Group 1, 2 and/or 3	6 credits
ENGL 4000 level	6 credits

Breadth requirements

ACAD 1601 Social Science and/ or Professional Studies	6 credits
Science	6 credits

Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level.

An average of at least 70% in the subject is required for enrolment in 4000 level courses.

A maximum of 30 credits at the 2000 level may be applied to the Honours Specialization.

A maximum of 6 credits of cross-listed courses may count toward an English Studies Honours Specialization.

Depending on the topic of the Honours Seminars and [ENGL 4695 Honours Essay](#), these courses may be credited toward Group 1, 2, or 3, as approved by the department.

**NEW REQUIREMENTS**

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

ENGL 1000-level	3 credits
ENGL 2006 British Literature Before 1800	3 credits
ENGL     Literary History I	9 credits

ENGL Literary History II	9 credits
ENGL courses	30 credits
ENGL 4000-level	6 credits”

## Breadth requirements

ACAD 1601	
Social Science and/or Professional Studies	6 credits
Science	6 credits

**Note:**

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. An average of at least 70% in the subject is required for enrolment in 4000 level courses.

A maximum of 30 credits at the 2000 level may be applied to the Honours Specialization.

A maximum of 6 credits of cross-listed courses may count toward an English Studies Honours Specialization. Honours Seminars and ENGL 4695 Honours Essay cannot be counted towards the Literary History requirements.”

**MOTION 34:** That Senate approve that the degree requirements for the Specialization in English Studies be changed as follows:

**OLD REQUIREMENTS**

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

ENGL 1000-level	3 credits
-----------------	-----------

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800; ENGL 2235 Canadian Literature from the Colonial to the Contemporary; ENGL 2265 American Literature from the Colonial to the Contemporary.

ENGL Group 1	21 credits
ENGL Group 2 and/or 3	18 credits
ENGL Group 1, 2 and/or 3	6 credits”

**NEW REQUIREMENTS**

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

ENGL 1000-level	3 credits
ENGL Literary History I	9 credits
ENGL Literary History II	9 credits
ENGL courses	33 credits

**MOTION 35:** That Senate approve that the degree requirements for the Major in English Studies be changed as follows:

**OLD REQUIREMENTS**

“Students must complete 36 credits in the Major as follows:

ENGL 1000-level 3 credits

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800

ENGL 2235 Canadian Literature from the Colonial to the Contemporary

ENGL 2265 American Literature from the Colonial to the Contemporary

ENGL Upper-level 27 credits.”

#### **NEW REQUIREMENTS**

“Students must complete 36 credits in the Major as follows:

ENGL 1000-level 3 credits

ENGL Literary History I 3 credits

ENGL Literary History II 3 credits

ENGL courses 27 credits

**MOTION 36:** That Senate approve that the current pre-requisite for all ENGL courses at the 3000 level, with the exception of ENGL 3516 and 3517, be changed as follows:

#### **CURRENT PRE-REQUISITES**

For ENGL 3026, 3035, 3045, 3095, 3145, 3175, 3146, 3217, 3276, 3277, 3486, 3487, 3496, 3497 and 3525 the prerequisites are: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#).”

ENGL 3036: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#), [ENGL 2605](#).”

ENGL 3047, 3617: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#), [ENGL 2605](#), DIGI 2405.”

ENGL 3126, 3127: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), [ENGL 2255](#), [ENGL 2265](#), [DIGI 2305](#), [ENGL 2305](#), [DIGI 2405](#).”

ENGL 3516, 3517: “Three credits of 1000 level ENGL (excluding [ENGL 1551](#) and [ENGL 1552](#)).”

#### **NEW PRE-REQUISITES**

For all ENGL courses at the 3000-level, except ENGL 3516 and 3517, “six credits of 2000-level ENGL (excluding ENGL 2001, ENGL 2002 and ENGL 2011).”

### **Fine and Performing Arts**

**MOTION 37:** That Senate approve Motions 38 through 54 as an omnibus motion.

**MOTION 38:** That Senate approve that the breakdown of hours for the following courses be changed, as follows:

FAVA 1026 Studio Foundations  
 FAVA 1027 Contemporary Studio Practice  
 FAVA 2006 Observational Drawing  
 FAVA 2007 Expressive Drawing  
 FAVA 2026 Painting: Historical Techniques and Materials  
 FAVA 2027 Painting: Contemporary Methods and Materials  
 FAVA 2046 Sculpture: Modelling and Replication  
 FAVA 3056 Advanced Painting  
 FAVA 3057 Explorations in Painting

From: One hour of lecture and three hours of studio work per week for one term  
 To: Four hours of studio work per week for one term

**MOTION 39:** That Senate approve that the breakdown of hours for the following courses be changed, as follows:

FAVA 2406 Drawing: Image and Ideation  
 FAVA 2407 Painting: Memory, Imagination, and Narrative

From: Four hours per week for 12 weeks  
 To: Four hours of studio work per week for one term

**MOTION 40:** That Senate approve that the breakdown of hours for FAVA 4125 Directed Studio Research and Professional Practice be changed, as follows:

From: Two hours of lecture and two hours of studio per week  
 To: Four hours of studio work per week for two terms

**MOTION 41:** That Senate approve that the prerequisite for FAVA 2007 Expressive Drawing be changed from “FAVA 2006” to “None”.

**MOTION 42:** That Senate approve that the prerequisite for FAVA 2027 Painting: Contemporary Methods and Materials be changed from “FAVA 2006” to “None”.

**MOTION 43:** That Senate approve that the prerequisite for FAVA 4125 Directed Studio Research and Professional Practice be changed, as follows:

From: Restricted to BFA (Honours) students in their final year of study. Successful completion of the BFA Portfolio Assessment as well as 6 credits in Art History and 12 credits of Studio Art at the 3000 level

To: Restricted to BFA (Honours) students in their final year of study. Successful completion of the BFA Portfolio Assessment

**MOTION 44:** That Senate approve that the prerequisites for the following courses be changed from “FAVA 1206 or FAVA 1207” to “any 15 credits completed”.

FAVA 2236 Modern Art and Design  
 FAVA 2237 Modern Art History and Social Movements  
 FAVA 2276 Visualizing Canada Pre-1900  
 FAVA 2277 Art and Culture in Modern and Contemporary Canada

- MOTION 45:** That Senate approve that the prerequisites for FAVA 3046 Critical Theories of Art History and Visual Studies be changed from “6 credits of 2000 level Art History” to “6 credits of Art History”.
- MOTION 46:** That Senate approve that the prerequisites for FAVA 3346 Theoretical Issues in Contemporary Art be changed from “6 credits of 2000 level Art History” to “any 18 credits completed”.
- MOTION 47:** That Senate approve that the prerequisites for FAVA 4066 Issues in Curation and Museum Representation be changed from “12 credits of upper level Art History” to “6 credits of upper level Art History”.
- MOTION 48:** That Senate approve that the prerequisites for FAVA 4067 Special Topics in Art History and Visual Studies be changed from “12 credits of upper level Art History” to “6 credits of upper level Art History”.
- MOTION 49:** That Senate approve that FILM 1006 Introduction to Film be added.
- MOTION 50:** That Senate approve that FILM 1007 The Moving Image be added to the Nipissing University Calendar under FILM.
- MOTION 51:** That Senate approve that FILM 1005 Introduction to Film be banked.
- MOTION 52:** That Senate approve the addition of FAVA 2266 Sex and Visual Art in the Nipissing University Calendar under FAVA.
- MOTION 53:** That Senate approve the addition of FAVA 2246 Art and Narrative in the Nipissing University Calendar under FAVA.
- MOTION 54:** That Senate approve the addition of FAVA 2247 Art and Mythology in the Nipissing University Calendar under FAVA.

### Geography

- MOTION 55:** That Senate approve the modification of hours described in the academic calendar for GEOG 2106 Geomorphology from “Two hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture per week for one term.”

### Psychology

- MOTION 56:** That Senate approve Motions 63 through 74 as an omnibus motion.
- MOTION 57:** That Senate approve that the title of PSYC 4016 Program Evaluation and Clinical Outcomes Management be changed to PSYC 4016: Program Evaluation and Outcomes Management.
- MOTION 58:** That Senate approve that the course description for PSYC 4016: Program Evaluation and Clinical Outcomes Management be changed as indicated below.

Previous Description: Advanced coverage of program evaluation and clinical outcomes management is provided, with a focus on health and social services programs. Using a clinical outcomes management framework, students are introduced to program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and

self-directed learning as a co-requisite, and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

New Description: Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

**MOTION 59:** That Senate approve that the prerequisites for PSYC 3356: Design and Analysis I be changed by adding CHFS 3035: Statistics in Behavioural and Social Sciences as an alternate prerequisite.

**MOTION 60:** That Senate approve that the breakdown for hours for PSYC 3356: Design and Analysis I be modified from “two hours of lecture and two hours of practical work per week for one term” to “four hours of lecture/practical per week for one term.”

**MOTION 61:** That Senate approve that the course description of PSYC 3356: Design and Analysis I be changed as indicated below.

**MOTION 62:** That Senate approve that the breakdown for hours for PSYC 3357: Design and Analysis II be modified from “two hours of lecture and two hours of practical work per week for one term” to “four hours of lecture/practical per week for one term.”

**MOTION 63:** That Senate approve that the course description of PSYC 3357: Design and Analysis II be changed as indicated below.

Previous Description: This course emphasizes advanced experimental design and data analysis using SPSS for Windows. Topics include the general linear model; multiple regression with and without dummy coding; univariate and multivariate analysis of variance and covariance including factorial designs, repeated measures designs and mixed effects designs.

New Description: Students examine advanced experimental design options, analyze various designs, and generate psychological interpretations of the statistical results via statistical software (SPSS) datasets. Topics include the general linear model; multiple regression with and without dummy coding; univariate and multivariate analysis of variance and covariance including factorial designs, repeated measures designs and mixed effects designs.

**MOTION 64:** That Senate approve that PSYC 3217 (Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs) be changed from both PSYC 3216 (Psychological Measurement I: Measuring Achievement) and PSYC 3356 (Design and Analyses I) as two of its prerequisites and add PSYC 2127 (Scientific Method and Analysis II) as the prerequisite.

**MOTION 65:** That Senate approve that the course description of PSYC 3217 (Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs) be changed as indicated below.

Previous Description: This course offers a survey of theories and techniques in measuring attitude, personality, vocational interest, intelligence, emotional intelligence,



and other psychological constructs using questionnaire surveys and observation. Students are required to create a survey questionnaire to measure a psychological construct or an attitude and from the data collected, determine its psychometric properties.

New Description: Students examine a survey of theories and techniques in measuring attitude, personality, vocational interest, intelligence, emotional intelligence, and other psychological constructs using questionnaire surveys and observations. Students create a survey (questionnaire) to measure a psychological construct or an attitude and, from the data collected, determine its psychometric properties.

**MOTION 66:** That Senate approve that PSYC 3606 (Psychopathology I) be changed by removing PSYC 2616 (Theories of Personality) as one of its prerequisites.

**MOTION 67:** That Senate approve that the course description of PSYC 3606 (Psychopathology I) be changed as indicated below.

Previous Description: This course provides an overview of the psychoanalytic, behavioral, humanistic, cognitive, biological and eclectic approaches to understanding, describing and classifying mental disorders. The social and legal issues in psychopathology will also be discussed.

New Description: Students examine an overview of the psychoanalytic, behavioral, humanistic, cognitive, biological and eclectic approaches to understanding, describing and classifying mental disorders. The social and legal issues in psychopathology will also be discussed.

**MOTION 68:** That Senate approve that the course description for PSYC 4105 (Senior Empirical Thesis) be changed by excluding the following: "In consultation with the faculty advisor, each student prepares a prospectus which, when approved by the advisor, is then presented to a discipline prospectus meeting for evaluation. If the prospectus is approved by the discipline, the student may proceed with the research."

Previous Description: This course consists of an empirical investigation of a research problem in psychology. Students are encouraged to isolate a research problem and to approach a potential faculty advisor during their third year. In consultation with the faculty advisor, each student prepares a prospectus which, when approved by the advisor, is then presented to a discipline prospectus meeting for evaluation. If the prospectus is approved by the discipline the student may proceed with the research. The faculty advisor provides advice, when requested, evaluates the student's performance in carrying out the research and evaluates the final report which is to be written in a style suitable for journal submission.

New Description: Students conduct an empirical investigation of a research problem in psychology. In discussion with a faculty advisor, students identify a research topic of interest and submit an Individualized Course Supervision Contract to the Chair of the Department by February 15 prior to the academic year when the course will be taken. During the course, students engage in novel, psychological research investigations demonstrating competence in research design, analyses, and scientific oral and written communication skills. The final report is written in a style suitable for journal submission.

## Religion and Cultures

- MOTION 69:** That Senate approve Motions 70 through 83 as an omnibus motion.
- MOTION 70:** That Senate approve that the following courses be added to the Nipissing University Calendar under Religions and Cultures:
- RLCT 1206: What Does It All Mean? Religious Perspectives
  - RLCT 1207: Selected Topics in Religions and Cultures
  - RLCT 2146: From Gurus to Shamans and Beyond
  - RLCT 2147: From G-d to Allah and Beyond
- MOTION 71:** That Senate approve that the following courses be banked:
- RLCT1025: Introduction to World Religions and Cultures
  - RLCT3036: Thinking Religion Now
- MOTION 72:** That Senate approve that RLCT 2046: “Critical Themes in Eastern Religious Thought” be changed to “Global Spiritualities: Eastern Traditions in the Contemporary World”.
- MOTION 73:** That Senate approve that the title for RLCT 2076 “Religions and Colonization” be changed to “Conflict and Conversion”.
- MOTION 74:** That Senate approve that the title for RLCT 2117 “New Religious Movements” be changed to “Cults and New Religious Movements”.
- MOTION 75:** That Senate approve that that RLCT 3046: “Religion and Science” be changed to “RLCT 3046 Science vs. Religion?” and the course description be changed from:
- Old description:
- Are religion and science in fundamental conflict? Do the discoveries of modern science make religious views of the world obsolete? Or is there the possibility of dialogue and reconciliation? This course explores such questions by examining the complex relation of religion and science in historical and contemporary contexts. Topics may include the historical impacts of Galileo, Newton, and Darwin as well as contemporary approaches, which range from atheistic interpretations to creationism to theistic evolution.
- New description:
- Are religion and science in fundamental conflict? Do the discoveries of modern science make religious views of the world obsolete? Or is there the possibility of dialogue and reconciliation? Students explore such questions by examining the complex relation of religion and science in historical and contemporary contexts. Focusing on western religion, topics may include the historical impacts of Galileo, Newton, and Darwin as well as contemporary approaches, which range from atheistic interpretations to creationism to theistic evolution.
- MOTION 76:** That Senate approve that the title for RLCT/GEND 3116 “Women and Western Religions” be changed to “The Curse of the Fallen Woman: Women and Western Religions”.
- MOTION 77:** That Senate approve that the title for RLCT/GEND 3117 “Gender and the Bible” be changed to “Gender, Sex, and the Bible”.
- MOTION 78:** That Senate approve that the title for RLCT 3206 “Constructing Religion: Theorizing God: Theory and Method in the Study of Religion” be changed to “The Religious Animal” and that the course description be changed from:

Old description:

A study of the variety of methods used to study the phenomenon of religion. The course will deal with the history of the discipline of religious studies, the theoretical tools used to define religion and several of the thinkers who have been formative in the study of religion.

New description:

What aspects of human nature make us “the religious animal?” What are the features of human life that make religion so common? How do scholars of religion answer these question? Students examine the history of Religious Studies, the theoretical tools used to define religion and the thinkers who are formative in the study of religion.

**MOTION 79:** That Senate approve that, for the purposes of meeting breadth requirements in the RLCT program, Group 1 and Group 2 courses be established as follows:

Group 1: RLCT 2147 From G-d to Allah and Beyond, RLCT 2036 Christian Thought I, RLCT 2037 Christian Thought II, RLCT 3117 Gender, Sex, and the Bible, RLCT 3116 The Curse of the Fallen Woman: Women and Western Religions, RLCT 2127 Bible as Cultural Text, RLCT 3046 Science vs. Religion?

Group 2: RLCT 2146 From Gurus to Shamans and Beyond, RLCT 2046 Global Spiritualities: Eastern Traditions in the Contemporary World, RLCT 3026 Women and Eastern Religions.

**MOTION 80:** That Senate approve that the Program Requirements for a Minor in Religions and Cultures be changed as outlined below:

## Old Requirements:

Students must complete 18 credits in Religions and Cultures as follows:

RLCT 1000 level	6 cr.
RLCT upper level	12 cr.

## New Requirements:

Students must complete 18 credits in Religions and Cultures as follows:

RLCT 1000 level	3 cr.
RLCT upper level	15 cr.

**MOTION 81:** That Senate approve that the program requirements for a Major in Religions and Cultures be changed as outlined below:

## Old Requirements:

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

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	6 cr.
RLCT upper level	30 cr.

## New Requirements:

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

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr
Group 1	3 cr.
Group 2	3cr.
RLCT upper level	27 cr.

**MOTION 82:** That Senate approve that the Program Requirements for a Specialization in Religions and Cultures be changed as outlined below:

## Old Requirements:

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

Students must complete 54 credits in the Specialization as follows:

RLCT 1000 level	6 cr.
RLCT upper level	48 cr.

## New Requirements:

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

Students must complete 54 credits in the Specialization as follows:

RLCT 1000 level	3 cr.
Group 1	3 cr.
Group 2	3 cr.
RLCT upper level	45 cr.

**MOTION 83:** That Senate approve that the program requirements for an Honours Specialization in Religions and Cultures be changed as outlined below.

## Old Requirements:

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

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

RLCT 1000 level	3 cr.
RLCT upper level	51 cr.

RLCT 4000 level	6 cr.
-----------------	-------

**New Requirements:**

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

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

RLCT 1000 level	3 cr.
Group 1	3 cr.
Group 2	3 cr.
RLCT upper level	45 cr.
RLCT 4000 level	6 cr.

Group 1 courses: RLCT 2147 From G-d to Allah and Beyond , RLCT 2036 Christian Thought I, RLCT 2037 Christian Thought II, RLCT 3117 Gender, Sex, and the Bible, RLCT 3116 The Curse of the Fallen Woman: Women and Western Religions, RLCT 2127 Bible as Cultural Text

Group 2 courses: RLCT 2146 From Gurus to Shamans and Beyond, RLCT 2046 Global Spiritualities: Eastern Traditions in the Contemporary World, RLCT 3026 Women and Eastern Religions

**3. ADMISSION POLICY:**

**MOTION 84:** That Senate approve that the BSW Professional Years admission policy.

**SUPPORTING DOCUMENTATION**



**Report of the  
Undergraduate Standing & Petitions Subcommittee  
November 25, 2015**

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on September 23, October 7, October 19, 2015.

September 23, 2015:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Richard Wenghofer, Nancy Maynes, Kerri Sawyer, Jordan Andrews

ABSENT WITH REGRETS: Rick Vanderlee, Karey McCullough

GUESTS: Heather Brown, Margarida Shail

October 7, 2015:

PRESENT: Jamie Graham, Pavlina Radia, Rick Vanderlee, Nancy Maynes, Karey McCullough

ABSENT WITH REGRETS: Carole Richardson Richard Wenghofer, Kerri Sawyer, Jordan Andrews

GUESTS: Heather Brown, Margarida Shail, Crystal Pigeau

October 19, 2015:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Rick Vanderlee, Richard Wenghofer, Nancy Maynes, Karey McCullough, Sydney Lamorea

ABSENT WITH REGRETS: Kerri Sawyer

GUESTS: Margarida Shail, Crystal Pigeau, Heather Brown

1. Petitions Heard: 21

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	0	0
Late Registration	3	0
Late Withdrawal	4	1
Course Overload	0	0
Degree Requirements Waived/Altered	11	2

Respectfully Submitted,

Jamie Graham, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated November 25, 2015, be received.



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

**December 2, 2015**

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on December 2, 2015.

**PRESENT:** Jamie Graham, Carole Richardson, Pavlina Radia, Rick Vanderlee, Richard Wenghofer, Nancy Maynes, Karey McCullough

**ABSENT WITH REGRETS:** Kerri Sawyer, Sydney Lamorea

**GUESTS:** Crystal Pigeau, Margarida Shail, Ken McLellan, Rebecca Roome-Rancourt

2. Petitions Heard: 16

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	0	0
Late Registration	0	0
Late Withdrawal	3	1
Degree Requirements Waived/Altered	9	1

Deferred: 2

Respectfully Submitted,

A handwritten signature in cursive script that reads 'Jamie Graham'. The signature is written in black ink on a white background.

Jamie Graham, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated December 2, 2015, be received.

**FACULTY OF APPLIED AND PROFESSIONAL STUDIES**

**School of Business**

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of ADMN 4346 Field-Based Consulting Project.

**Rationale:** So that BBA & BComm students can pursue the second part of the iLEAD expedition.

Descriptive Data:

Course Code	ADMN 4346
Course Title	Field-Based Consulting Project (iLead)
Course Prerequisite	Business students with minimum of Second Year standing (24 credits completed). Students wishing to take this course must apply in writing to the School of Business.
Course Corequisite	none
Antirequisite	none
Total Hours:	Special project engagement and study experience equivalent to 36 hours of academic class.
Breakdown of Hours:	
Course Credits	3
Course Description (Restricted to 50-75 words, present tense and active voice)	Students participate in a pre-approved field-based consulting project. Students work in teams on a specific project with a host organization, engage in reflective practice and document their experiences on the project. If the student has previously taken ADMN 3336 Special Projects, this project must differ from the project that the student contributed to in that course. Students in the BBA & BComm degree programs, may credit this course towards stream electives if identified at the time of approval.
Course Grouping or Stream	iLead Business Experience Certificate, BBA & BComm



<p>Program Implications</p>	<p>This course will allow students to access a wider range of field-based consulting experiential learning opportunities. As ADMN 3336 Special Projects focuses on the iLEAD Jamaica Expedition, which takes place in the Winter semester, this course would allow us to add a Fall semester offering in a local or Canadian context. In addition, this course will allow students that have previously participated in the iLEAD Jamaica Expedition to return for a different project, with different learning opportunities. Every year we have had a student return for a new project and we have benefitted greatly matching novices with experienced participants. Student feedback from the last expedition indicates that there will be adequate demand for this course offering, due to the lower costs and travel requirements.</p> <p>Note: Students may take this course without taking ADMN 3336 Special Projects.</p>
<p><a href="#">Cross-Listing or Cross-Coding</a></p>	
<p>Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)</p>	<p>After the completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify, analyze and prioritize management issues or concerns,</li> <li>2. Gather and synthesize relevant information to inform management decisions,</li> <li>3. Apply relevant management concepts and theories to an identified management issue,</li> <li>4. Generate and discuss recommendations to address an identified management issue,</li> <li>5. Develop and present an action plan for the implementation of recommendations, and</li> <li>6. Engage in reflective practice.</li> </ol>

**MOTION 3:** That the Undergraduate Studies Committee recommend to Senate to approve that the restriction for ADMN 3907 – Insurance and Risk Management pertaining to BComm students, be removed.

**Rationale:** Removal of this restriction will allow BBA students to take this course as an elective.

**Academic calendar currently reads:**

ADMN 3907 Insurance and Risk Management

Prerequisite: ACCT 2106 and ADMN 2606

**Restrictions:** This course is currently restricted to students in the BComm.

Credits: 3

This course will address risk management in both a corporate and personal environment . Concepts considering the reduction and transfer of risk through life and liability insurance will be covered.

**Academic calendar should read:**

ADMN 3907 Insurance and Risk Management

Prerequisite: ACCT 2106 and ADMN 2606

Credits: 3

This course will address risk management in both a corporate and personal environment . Concepts considering the reduction and transfer of risk through life and liability insurance will be covered.

### **School of Human and Social Development**

#### **Non-Substantive:**

That the Undergraduate Studies Committee recommend to Senate to approve the title of CHFS/PSYC 4016 Program Evaluation and Clinical Outcomes Management be changed to CHFS/PSYC 4016 Program Evaluation and Outcomes Management.

Non-Substantive Change: Just removed the word "clinical" from the title

## **FACULTY OF ARTS AND SCIENCE**

### **Biology and Chemistry**

**MOTION 4:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for BIOL 2346 Techniques in Forest Ecology and Management be changed as follows:

From: BIOL 1007 or GEOG 1017

To: BIOL 1007 or GEOG 1017 or ENSC 1005

**MOTION 5:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for BIOL 2446 Principles of Ecology be changed as follows:

From: BIOL 1007

To: BIOL 1007 or ENSC 1005

#### **Rationale for the above two motions:**

The proposed changes will make the following two courses more accessible to Environmental Science students.

**MOTION 6:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for ENSC 3007 Environmental Issues in Forestry be changed as follows:

From: BIOL 2446

To: BIOL 2446 or ENSC 2006 or ENSC 2007

#### **Rationale:**

The proposed change will make this cross-coded course more accessible to Environmental Science students. ENSC 2006 and ENSC 2007 are appropriate (and in fact the original) pre-requisites for ENSC3007; this fact was lost when we cross-coded ENSC 3007 as BIOL 3007.

**MOTION 7:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for BIOL 3007 Environmental Issues I Forestry be changed as follows:

From: BIOL 2446

To: BIOL 2446 or ENSC 2006 or ENSC 2007

**Rationale:**

The proposed change will make this cross-coded course more accessible to Environmental Science students. ENSC 2006 and ENSC 2007 are appropriate (and in fact the original) pre-requisites for ENSC3007; this fact was lost when we cross-coded ENSC 3007 as BIOL 3007.

**MOTION 8:** That the Undergraduate Studies Committee recommend to Senate that the proposed Minor in Environmental Science be approved.

**MINOR IN ENVIRONMENTAL SCIENCE****Students must complete 18 credits as follows:**

**First year:** ENSC 1005 Introduction to Environmental Science (6 cr)  
**Upper year:** At least one of: ENSC 2006 Topics in Environmental Science I  
 or ENSC 2007 Topics in Environmental Science II (3 or 6 cr)

The remaining credits to be taken from the list of approved courses (see below).

Upper-year ENSC courses  
 BIOL 2346 Techniques in Forest management  
 BIOL 2446 Ecology  
 BIOL 3066 Flora of Ontario  
 BIOL 3136 Ichthyology  
 BIOL 3147 Herpetology  
 BIOL 3236 Plant Ecology  
 BIOL 3277 Animal Ecology  
 BIOL/GEOG 3397 Introductory Soil Science  
 BIOL 3436 Conservation Biology  
 BIOL 3437 Community Ecology  
 CHEM 2046 Environmental Chemistry  
 CHEM 2106 Analytical Chemistry  
 GEOG 2107 Climatology  
 GEOG 2126 Physical Hydrology  
 GEOG 2106 Geomorphology  
 GEOG 3016 Field Techniques in Geography  
 GEOG 3057 Environmental Geomorphology  
 GEOG 3056 Spatial Analysis Using GIS  
 GEOG 3066 Remote Sensing of the Environment  
 GEOG 3086 Principles of Biogeography  
 GEOG 3096 Environmental Hydrology  
 GEOG 3436 Earth Resources

The courses chosen for the Minor must be in a discipline other than the student's program of study (ie Biology students would not choose BIOL courses; Geography students would not choose GEOG courses).

Students must complete the required courses with a minimum overall average of 60%.

Students should plan ahead to ensure that they have the correct prerequisites for the courses they intend to take for this Minor.

**Rationale:**

Students of BIOL, CHEM, GEOG and 19 other disciplines can be rewarded with Minors by studying courses in those topic areas. At present, there is no Minor for students who are focusing on our Environmental Science (ENSC) courses. This Minor is built upon the availability of a backbone of ENSC courses but, following a pattern set by the University of Toronto and most other Canadian universities that

offer a Minor of Environmental Science, increased flexibility is added by allowing students the potential to choose some options from among environment-oriented science courses that are offered under the BIOL, CHEM and GEOG course codes.

### English Studies

**MOTION 10:** That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 2256: Double Agents: Canadian Literature Before 1914,” be added to the Nipissing University Calendar under English Studies.

#### A) Descriptive Data:

Course Code	<b>ENGL 2256</b>
Course Title	<b>Double Agents: Canadian Literature before 1914</b>
Course Prerequisite	3 credits of 1000 level ENGL (excluding ENGL1551 and ENGL1552)
Course Corequisite	
Antirequisite	<b>ENGL 2255</b>
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	36 hours of lecture/discussion
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)	This course is an historical selection of Canadian literature from the colonial period to 1914. Course readings may include fiction, poetry, drama, criticism and nonfiction as well as other forms. Authors taught may include Susanna Moodie, Lucy Maud Montgomery, Pauline Johnson and Stephen Leacock. Students develop an understanding of Canadian “literary tradition,” while critiquing the processes by which this “tradition” is constructed.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <b>Literary History I</b>
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <b>It will part of the Literary History grouping options</b>
<a href="#">Cross-Listing or Cross-Coding</a>	<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)	<b>Course Expectations: By the end of this course, students will be able to:</b> 1. Identify and analyze the major authors, texts, themes and questions that construct “Canadian literature” up to 1914. 2. Develop the skills of close reading, whether studying a work of poetry, fiction, drama, or nonfiction. 3. Apply critical and theoretical methodologies to the analysis of diverse texts.

	<p>4. Construct literary arguments about Canadian texts while employing secondary sources appropriately in proper essay format.</p> <p>5. Express ideas comfortably and respectfully in class discussion as well as in small-group interaction</p> <p><b>Course Outcomes: Students who successfully complete this course will demonstrate:</b></p> <p>1. A broad understanding of the historical development of Canadian Literature pre-1914.</p> <p>2. An awareness of what arguably distinguishes Canadian literature from British and American, as well as an ability to engage with this argument.</p> <p>3. An ability to interpret texts and develop lines of argument.</p> <p>4. A promising ability to gather, comprehend, and assess secondary sources.</p> <p>5. An ability to communicate in reliably clear, coherent, and correct prose.</p>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock		ENGL 2P64 Early Canadian Literature
Carelon	ENGL 2802A: CAN. LIT.	
Guelph		
Lakehead		
Laurentian	ENGL 3445G/EL SURVEY OF CAN. LIT.	
McMaster		
OCAD		
Ottawa		
Queen's		
Toronto		
Trent		CAST 2500: FOUNDATIONS IN CAN LIT.
Waterloo		
Western		
Wilfrid Laurier		EN263 Canadian Fiction Before 1980 0.5 EN268 Canadian Poetry in English 0.5 EN270 Canadian Drama in English
Windsor		
York		

**C) Statement of Need:**

Along with ENGL 2257, this course replaces ENGL 2255 Canadian Literature from the Colonial to the Contemporary which is to be banked.

**D) Statement of Resources:**

No new resources are needed.

**MOTION 11:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 2257: Hyphenated-Canadians: Canadian Literature After 1914," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 2257</b>
Course Title	<b>Hyphenated-Canadians: Canadian Literature after 1914</b>
Course Prerequisite	3 credits of 1000 level English (excluding ENGL1551 and ENGL1552)
Course Corequisite	
Antirequisite	ENGL 2255
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	36 hours of lecture/discussion
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> )	This course is an historical selection of Canadian literature from 1914 to the contemporary period. Course readings may include fiction, poetry, drama, criticism and nonfiction as well as other forms. Authors taught may include Margaret Laurence, Margaret Atwood, Thomas King and Timothy Findley. Students develop an understanding of Canadian “literary tradition,” while critiquing the processes by which this “tradition” is constructed.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <b>Part of Literary History II</b>
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes. <b>It will be one of the options listed in Literary History II.</b>
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<p><b>Course Expectations: By the end of this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify and analyze the major authors, texts, themes and questions that construct “Canadian literature” from 1914.</li> <li>2. Develop the skills of close reading, whether studying a work of poetry, fiction, drama, or nonfiction.</li> <li>3. Apply critical and theoretical methodologies to the analysis of diverse texts.</li> <li>4. Construct literary arguments about Canadian texts while employing secondary sources appropriately in proper essay format.</li> <li>5. Express ideas comfortably and respectfully in class discussion as well as in small-group interaction</li> </ol> <p><b>Course Outcomes: Students who successfully complete this course will demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. A broad understanding of the historical development of Canadian Literature from 1914.</li> <li>2. An awareness of what arguably distinguishes Canadian literature</li> </ol>

	<p>from British and American, as well as an ability to engage with this argument.</p> <p>3. An ability to interpret texts and develop lines of argument.</p> <p>4. A promising ability to gather, comprehend, and assess secondary sources.</p> <p>5. An ability to communicate in reliably clear, coherent, and correct prose.</p>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock		ENGL 2P65: Modern Can. Lit. ENGL 2P66: Contemporary Can. Lit.
Carelton	ENGL 2802A: CAN. LIT.	
Guelph		
Lakehead		
Laurentian	ENGL 3445G/EL SURVEY OF CAN. LIT.	
McMaster		
OCAD		
Ottawa		
Queen's		
Toronto		
Trent		CAST 2500: FOUNDATIONS IN CAN LIT.
Waterloo		
Western		
Wilfrid Laurier		EN263 Canadian Fiction Before 1980 0.5 EN267 Contemporary Canadian Fiction 0.5 EN268 Canadian Poetry in English 0.5 EN270 Canadian Drama in English
Windsor		
York		

**C) Statement of Need:**

Along with ENGL 2256, this course replaces ENGL 2255 Canadian Literature from the Colonial to the Contemporary which will be banked.

**D) Statement of Resources:**

No new resources are needed.

**MOTION 12:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL2266: Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	ENGL 2266
Course Title	Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature
Course Prerequisite	3 credits of ENGL 1000-level (excluding ENGGL1551 and ENGL1552)

Course Corequisite	
Antirequisite	ENGL 2265
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
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> )	Were the explorers who set out to settle the New World, America, adventurers, outlaws, or pioneers? How does the notion of the frontier shape early American Literature? From early travelogues and diaries to poetry and fiction, students examine early American historical and literary narratives from different socio-cultural perspectives.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   Literary History I
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   This course counts towards the requirements for Major, Specialization, and Honours Specialization students for 3 credits of "Literary History I."
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<p><b>Course Expectations</b>  <b>By the end of the course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. identify major literary periods and authors from the seventeenth to the nineteenth century.</li> <li>2. apply critical and theoretical methodologies to close, critical readings of a wide variety of texts.</li> <li>3. take initiative in contributing regularly to class discussion.</li> <li>4. construct research-based essays, integrating secondary sources in proper essay format.</li> <li>5. deploy individual assignments as essential tools of critical analysis and knowledge-making.</li> </ol> <p><b>Course Outcomes</b>  <b>Students who successfully complete this course will demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. a broad understanding of the historical development of early American literature.</li> <li>2. an ability to formulate analytical questions about primary texts.</li> <li>3. an ability to analyze texts and develop lines of argument using appropriate literary and critical terminology.</li> <li>4. an ability to gather, comprehend, and evaluate secondary sources.</li> <li>5. an ability to communicate in reliably clear, coherent, and correct prose.</li> </ol>



**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	ENGL2P60: American Literature: 1800-1865 & 2P67: American Literature 1865-1910	Introduction to eighteenth-century American literature; introduction to nineteenth- and early twentieth-century American literature; slight overlap, different historical period coverage
<b>Carleton</b>	ENGL2700: American Literature I	Introduction to early American literature
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

Along with ENGL2267, this course replaces ENGL2265: American Literature from the Colonial to Contemporary, a six credit survey of American literature. As a three-credit course, it introduces students to early American literature only. The course counts towards Major, Specialization, and Honours Specialization program requirements. Approximately 40 students are expected to enroll in this course.

**D) Statement of Resources:**

Since this course, along with ENGL2267, replaces ENGL2265, no new resources are required. This course will be offered every second year on a cycled basis with ENGL2267.

**MOTION 13:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 2267: "Make It New": Contemporary American Literature," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 2267</b>
Course Title	<b>"Make It New": Contemporary American Literature</b>
Course Prerequisite	3 credits of ENGL 1000-level (excluding ENGGL1551 and ENGL1552)
Course Corequisite	
Antirequisite	ENGL 2265
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term

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> )	Experimenting with literary form, twentieth-century American artists, novelists, poets, and playwrights set out to redefine American literature by “making it new.” The preoccupation with newness also shapes America’s postmillennial literature. In this course, students examine the implications of “making it new” to literary form, but also to socio-cultural markers like gender, race, and ethnicity as they explore twentieth- and twenty-first century American narratives (examples may include works of poetry, drama, fiction, or non-fiction).
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   Literary History II
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   This course counts towards the requirements for Major, Specialization, and Honours Specialization students for 3 credits of “Literary History II.”
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<p><b>Course Expectations</b>  <b>By the end of the course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. identify major literary periods and authors from the twentieth to the twenty-first century.</li> <li>2. apply critical and theoretical methodologies to close, critical readings of a wide variety of texts.</li> <li>3. take initiative in contributing regularly to class discussion.</li> <li>4. construct research-based essays, integrating secondary sources in proper essay format.</li> <li>5. deploy individual assignments as essential tools of critical analysis and knowledge-making.</li> </ol> <p><b>Course Outcomes</b>  <b>Students who successfully complete this course will demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. a broad understanding of the historical development of twentieth- and twenty-first century American literature.</li> <li>2. an ability to formulate analytical questions about primary texts.</li> <li>3. an ability to analyze texts and develop lines of argument using appropriate literary and critical terminology.</li> <li>4. an ability to gather, comprehend, and evaluate secondary sources.</li> <li>5. an ability to communicate in reliably clear, coherent, and correct prose.</li> </ol>

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	ENGL2P68: American Literature from 1910-1945; ENGL2P69: American Prose from 1945	More specific focus; introduction to early twentieth-century American literature; introduction to contemporary American literature.
<b>Carleton</b>	ENGL2701: American Literature II	Introduction to contemporary American literature.
<b>Guelph</b>		

<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

Along with ENGL2266, this course replaces ENGL2265: American Literature from the Colonial to Contemporary, a six credit survey of American literature. As a three-credit course, it introduces students to contemporary American literature, covering narratives from early twentieth century to early twenty-first century. This course counts towards Major, Specialization, and Honours Specialization program requirements. Approximately 40 students are expected to enroll in this course.

**D) Statement of Resources:**

Since this course, along with ENGL2266, replaces ENGL2265, no new resources are required. This course will be offered on a cycled basis with ENGL2266.

**MOTION 14:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 2446: Children's Literature Before 1914," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 2446</b>
Course Title	Children's Literature Before 1914
Course Prerequisite	3 credits of 1000 level English (excluding ENGL1551 and ENGL1552)
Course Corequisite	
Antirequisite	ENGL 2445
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
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)	The course traces the chronological development of literature in English read by children from its beginnings in the seventeenth century with alphabets, primers, and didactic literature, through the poetry and fairy tales of the eighteenth century, to the "Golden Age," a period beginning in 1865 and ending in 1914.

Course Grouping or Stream	Does this course belong to a Group or Stream? ✓ No
Program Implications	Does this course have program implications? ✓ No <input type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	<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)	<p><b>Expectations</b></p> <ol style="list-style-type: none"> <li>1. identify and analyze specific characteristics of English literature written for and read by children from the seventeenth century to 1914.</li> <li>2. analyze specific historical and cultural constructions of “the child” and “childhood” as represented in English literature written for and read by children before 1914.</li> <li>3. apply critical and theoretical methodologies to close, critical readings of a wide variety of texts.</li> <li>4. analyze primary texts within their historical contexts and generic conventions.</li> <li>5. construct and sustain analytical arguments in clear, coherent prose and proper essay format.</li> <li>6. communicate ideas, analyses, and arguments orally in a clear, coherent, and concise manner.</li> </ol> <p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. a broad understanding of the historical development of children’s literature before 1914.</li> <li>2. an ability to formulate analytical questions about primary texts.</li> <li>3. an ability to interpret texts and develop lines of argument using appropriate literary and critical terminology.</li> <li>4. an ability to communicate in reliably clear, coherent, and correct prose.</li> </ol>

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	ENGL2P10 Young People’s Literature to 1914	
<b>Carleton</b>		ENGL2011 Children’s Literature
<b>Guelph</b>		ENGL2740 Children’s Literature
<b>Lakehead</b>		ENGL2907 Children’s Literature
<b>Laurentian</b>		ENGL2637 Children’s Literature
<b>McMaster</b>		ENGL3Y03 Children’s Literature
<b>OCAD</b>		ENGL3B03 Children’s Literature
<b>Ottawa</b>		ENGL2110 Children’s Literature
<b>Queen’s</b>		ENGL237 Children’s Literature
<b>Toronto</b>		ENGL234H Children’s Literature
<b>Trent</b>		ENGL2810Y Children’s Literature
<b>Waterloo</b>		ENGL208C Studies in Children’s Literature
<b>Western</b>		ENGL2033E Children’s Literature
<b>Wilfrid Laurier</b>		ENGL201 Children’s Literature
<b>Windsor</b>		26-205 Children’s Literature
<b>York</b>		AP/EN 2303 Children’s Literature 1590-1900

**C) Statement of Need:**

The course results from splitting an existing 6-credit course ENGL 2445 into two 3-credit courses, ENGL 2446 and 2447.

**D) Statement of Resources:**

No new resources are required.

**MOTION 15:** That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 2447: Children’s Literature After 1914,” be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 2447</b>
Course Title	Children’s Literature After 1914
Course Prerequisite	3 credits of 1000 level ENGL, excluding ENGL1551 and ENGL1552
Course Corequisite	
Antirequisite	ENGL 2445
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
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> )	The course traces the chronological development of literature in English read by children from the nostalgic farewell to the “Golden Age” represented by A.A. Milne, to the rise of “high fantasy” by authors such as J.R.R. Tolkien, C.S. Lewis and J.K. Rowling, as well as poetry and picture books by authors and illustrators in the wider English-speaking world.
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
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<b>Expectations</b> 1. identify and analyze specific characteristics of English literature written for and read by children from 1914 to the present. 2. analyze specific historical and cultural constructions of “the child” and “childhood” as represented in English literature written for and read by children. 3. apply critical and theoretical methodologies to close, critical readings of a wide variety of texts.

	<p>4. analyze primary texts within their historical contexts and generic conventions.</p> <p>5. construct and sustain analytical arguments in clear, coherent prose and proper essay format.</p> <p>6. communicate ideas, analyses, and arguments orally in a clear, coherent, and concise manner.</p> <p><b>Outcomes</b></p> <p>1. a broad understanding of the historical development of children's literature after 1914.</p> <p>2. an ability to formulate analytical questions about primary texts.</p> <p>3. an ability to interpret texts and develop lines of argument using appropriate literary and critical terminology.</p> <p>4. an ability to communicate in reliably clear, coherent, and correct prose.</p>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	ENGL2P11 Young People's Literature after 1914	
<b>Carleton</b>		ENGL2011 Children's Literature
<b>Guelph</b>		ENGL2740 Children's Literature
<b>Lakehead</b>		ENGL2907 Children's Literature
<b>Laurentian</b>		ENGL2637 Children's Literature
<b>McMaster</b>		ENGL3Y03 Children's Literature
<b>OCAD</b>		ENGL3B03 Children's Literature
<b>Ottawa</b>		ENGL2110 Children's Literature
<b>Queen's</b>		ENGL237 Children's Literature
<b>Toronto</b>		ENGL234H Children's Literature
<b>Trent</b>		ENGL2810Y Children's Literature
<b>Waterloo</b>		ENGL208C Studies in Children's Literature
<b>Western</b>		ENGL2033E Children's Literature
<b>Wilfrid Laurier</b>		ENGL201 Children's Literature
<b>Windsor</b>		26-205 Children's Literature
<b>York</b>	AP/EN3174 20 <sup>th</sup> -century Children's Literature	

**C) Statement of Need:**

The course results from splitting an existing 6-credit course, ENGL 2445, into two 3-credit courses, ENGL 2446 and ENGL 2447.

**D) Statement of Resources:**

No new resources are required.

**MOTION 16:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 2616: Topics in Visual Storytelling," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 2616</b>
Course Title	<b>Topics in Visual Storytelling</b>

Course Prerequisite	3 credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552)
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students examine the unique ways in which visual texts create and tell stories. Visual literacy and the relationship between image and text inform the approach of this course, which introduces students to the study of visual texts, and the relationship between text and image. Students can expect at least 50% of the course material to be drawn from forms such as the graphic novel and illustrated books. Specific content varies from year to year.
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
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<p><b>Course expectations/outputs</b>  <b>By the end of the course students will be able to</b></p> <ol style="list-style-type: none"> <li>engage with and apply critical and/or theoretical models of visual texts.</li> <li>devise and sustain analytical arguments about the relationship between word and image through the use of close reading.</li> <li>select the most appropriate evidence from a primary source to support an analytical argument.</li> <li>analyze the relationship between word and image within a historical context and/or generic convention.</li> <li>formulate the kinds of questions that lead to an analytical rather than descriptive or emotional engagement with image and text.</li> <li>discuss course material comfortably and respectfully with their peers.</li> </ol> <p><b>Course Outcomes</b>  <b>Successful graduates of this course will demonstrate</b></p> <ol style="list-style-type: none"> <li>a fundamental knowledge and understanding of key concepts and methodologies appropriate to reading visual texts</li> <li>an ability to use established techniques to analyze the relationship between word and image, and propose answers to interpretive questions.</li> <li>a knowledge of the forms and genres studied in the course.</li> </ol>

	<p>4. an ability to comprehend primary texts and offer analytical commentary.</p> <p>5. an ability to communicate orally and in clear, coherent prose.</p>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carelton</b>		
<b>Guelph</b>		
<b>Lakehead</b>		English 4001 Indigenous Visual Storytelling
<b>Laurentian</b>		
<b>McMaster</b>		English 2P03 Modernity/Postmodernity/Visuality
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		
<b>Toronto</b>		ENG 235 Graphic Novel
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		AP/EN 3070 Comics and cartoons

**C) Statement of Need:**

A three credit course at the 2000-level increases flexibility for students; the course adds a desirable topic with minimal requirements.

**D) Statement of Resources:**

No resources required; the course will be taught by existing faculty members and cycled as appropriate.

**MOTION 17:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 2617: Representing Conflict," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 2617</b>
Course Title	Representing Conflict
Course Prerequisite	3 credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552)
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other



Breakdown of Hours	Three hours of lecture per week for one term
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>	Texts have a rich history of depicting the ways humans live in and try to resolve conflict. Students examine representations of difficult situations and relationships, and attend to the various ways narrative represents life-altering experiences, from personal crisis to political upheaval. Specific content varies from year to year.
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
<a href="#">Cross-Listing or Cross-Coding</a>	<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>	<p><b>Course expectations/outputs</b>  <b>By the end of the course students will be able to</b></p> <ol style="list-style-type: none"> <li>1. devise and sustain analytical arguments about the representations of conflict and resolution through the use of close reading.</li> <li>2. select the most appropriate evidence from a primary and/or secondary sources to support an analytical argument.</li> <li>3. analyze the representation of conflict and resolution within a historical context and/or generic convention.</li> <li>4. formulate the kinds of questions that lead to an analytical rather than descriptive or emotional engagement with texts about conflict and resolution.</li> <li>5. discuss course material comfortably and respectfully with their peers.</li> </ol> <p><b>Course Outcomes</b>  <b>Successful graduates of this course will demonstrate</b></p> <ol style="list-style-type: none"> <li>1. a fundamental knowledge and understanding of key concepts and methodologies appropriate to analyzing representations of conflict and resolution.</li> <li>2. an ability to use established techniques to analyze the representation of conflict and resolution, and propose answers to interpretive questions.</li> <li>3. a knowledge of the contexts, forms, and genres studied in the course.</li> <li>4. an ability to comprehend primary texts and offer analytical commentary.</li> <li>5. an ability to communicate orally and in clear, coherent prose.</li> </ol>

**B) Comparative Data** *(Strongly recommended but not required)*

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		ENGL1F97 Literature of Trauma and Recovery
<b>Carelton</b>		

<b>Guelph</b>		ENGL2130 Literature and Social Change
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

A three credit course at the 2000-level increases flexibility for students; the course adds a desirable topic with minimal requirements.

**D) Statement of Resources:**

No resources required; the course will be taught by existing faculty members and cycled when appropriate.

**MOTION 18:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 2626: Topics in Speculative Fiction," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 2626</b>
Course Title	<b>Topics in Speculative Fiction</b>
Course Prerequisite	3 credits of 1000 level ENGL (excluding ENGL1551 and ENGL1552)
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
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 speculative fiction including novels, short stories, and films that seek to re-imagine reality. The content varies from year to year and may include science fiction, fantasy, cyberpunk, steampunk, slipstream, dystopia/utopia, horror, and magic realism.
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
<a href="#">Cross-Listing or Cross-Coding</a>	<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>	<ol style="list-style-type: none"> <li>1. identify and analyze specific characteristics of the genre of speculative fiction.</li> <li>2. analyze specific historical and cultural constructions of “the real,” and “the imaginary.”</li> <li>3. apply critical and theoretical methodologies to close, critical readings of a variety of texts.</li> <li>4. analyze primary texts within their historical contexts and generic conventions.</li> <li>5. construct and sustain analytical arguments in clear, coherent prose and proper essay format.</li> <li>6. communicate ideas, analyses, and arguments orally in a clear, coherent, and concise manner.</li> </ol> <p><b>Outcome</b></p> <ol style="list-style-type: none"> <li>1. a detailed knowledge of a focused topic in speculative fiction.</li> <li>2. an ability to formulate analytical questions about primary texts</li> <li>3. an ability to interpret texts and develop lines of argument using appropriate literary and critical terminology</li> <li>4. an ability to interpret primary texts through the conventions of a particular genre</li> <li>5. an ability to communicate in reliably clear, coherent, and correct prose.</li> </ol>

**B) Comparative Data** *(Strongly recommended but not required)*

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	ENGL2P15 Speculative Fiction	
<b>Carleton</b>		ENGL2107 Science Fiction
<b>Guelph</b>		
<b>Lakehead</b>		ENGL3950 Speculative Fiction
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		ENGL3B04 Science and Technology in Literature
<b>Ottawa</b>		ENGL2131 Fantasy Literature ENGL2132 Utopian Fiction ENGL2135 Science Fiction ENGL2136 Fiction of Horror
<b>Queen’s</b>		ENGL273/3 Literature and the Fantastic
<b>Toronto</b>		ENGL237H Science Fiction ENGL239H Fantasy and Horror
<b>Trent</b>		
<b>Waterloo</b>		ENGL208A Forms of Fantasy ENGL208B Science Fiction
<b>Western</b>		ENGL2071 Speculative Fiction: Science Fiction ENGL2072 Speculative Fiction: Fantasy
<b>Wilfrid Laurier</b>		

<b>Windsor</b>		
<b>York</b>		AP/EN 3160 Literature of the Fantastic AP/EN 3172 Apocalyptic Science Fiction

**C) Statement of Need:**

The course will serve the needs of majors, minors, and students from other disciplines looking for electives.

**D) Statement of Resources:**

No new resources needed.

**MOTION 19:** That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 3056: Topics in Canadian Literature,” be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3056</b>
Course Title	<b>Topics in Canadian Literature</b>
Course Prerequisite	6 credits of 2000-level ENGL (excluding ENGL 2001, ENGL 2002 and ENGL 2011)
Course Corequisite	
Antirequisite	<b>None</b>
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	<b>36 hours of lecture/discussion</b>
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 participate in an in-depth discussion of a specific topic in Canadian Literature as represented by texts, including novels, short stories, drama, poetry, nonfiction and media. The topic varies from year to year and may include The Child, Alternarratives, Two Solitudes, Canadian Women’s Writing, Adaptations of Canadian Literature, among others.
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"/>
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	1. identify and analyze in detail the major authors, texts, themes, and questions central to a specific topic in Canadian Literature. 2. apply critical and theoretical methodologies to close, critical readings of diverse texts.

	<p>3. develop literary arguments about Canadian Literature that integrate critical sources judiciously in proper essay format.</p> <p>4. express ideas comfortably and respectfully in class discussion as well as small-group interaction.</p> <p>5. identify and analyze in detail primary texts within their historical contexts and generic conventions.</p> <p>6. demonstrate an ability to construct and sustain analytical arguments in clear, correct and persuasive prose</p> <p><b>OUTCOMES</b>  <b>STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE</b></p> <p>1. a detailed knowledge of a specific topic in Canadian literature</p> <p>2. an awareness of how this topic in Canadian literature fits into the larger context of English literary history.</p> <p>3. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.</p> <p>4. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.</p>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	<b>ENGL 3V6C-V669: SPEC. TOPICS IN CAN. LIT.</b>	
<b>Carelton</b>		
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen’s</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

This course serves the needs of majors, minors, and students from other disciplines looking for electives.

**D) Statement of Resources:**

No new resources are needed.

**MOTION 20:** That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 3246: Desire and Identity in Early Modern Literature,” be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3246</b>
Course Title	<b>Desire and Identity in Early Modern Literature</b>
Course Prerequisite	6 credits 2000-level ENGL, excluding ENGL 2001, 2002, and 2011
Course Corequisite	
Antirequisite	ENGL 3045
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students explore the dominant literary subject of the early modern period: the pursuit of love in all its variations, human and divine. While students examine mainly lyric poetry (short poems), they may expect to study at least one dramatic work and some selections of prose.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   Literary History I
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   One of the options for the Literary History I requirement.
<a href="#"><u>Cross-Listing or Cross-Coding</u></a>	<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>	<p><b>Expectations: By the end of this course, students will be able to</b></p> <ol style="list-style-type: none"> <li>1. identify key features of early modern literary genres, traditions, conventions, and devices.</li> <li>2. identify the distinguishing features of the work of influential early modern writers.</li> <li>3. articulate some of the dominant critical approaches and issues of inquiry in the field of early modern scholarship.</li> <li>4. situate interpretive arguments about primary texts within theoretical and historical contexts.</li> <li>5. locate scholarly secondary sources and assess their value for answering interpretive questions.</li> <li>6. prepare a substantial research paper that draws appropriately on scholarly secondary sources to support an interpretive argument about a primary text.</li> <li>7. communicate logical, analytical arguments in proper essay format.</li> </ol> <p><b>Outcomes: Students who successfully complete this course will demonstrate</b></p> <ol style="list-style-type: none"> <li>1. a developed knowledge and understanding of the key features of the literature and culture of the Early Modern period.</li> </ol>

	<p>2. an ability to comprehend and interpret literary and cultural texts in a nuanced and historically informed manner.</p> <p>3. an ability to devise and sustain analytical arguments, including an ability to employ current theoretical approaches and to make judicious use of secondary sources.</p> <p>4. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.</p>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carelton</b>		
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		ENGL-3105EL (16 <sup>th</sup> and 17 <sup>th</sup> Century Poetry and Prose)
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		ENG3339 (Sixteenth-Century Literature)
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

This course represents approximately half of the content covered in an existing 6-credit course ENGL 3045 (Early Modern Literature) which is being banked. The introduction of the 3-credit course is designed to provide more flexibility for students' course selections.

**D) Statement of Resources:**

No new resources are required.

**MOTION 21:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 3247: Transgressing Boundaries in Early Modern Literature," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3247</b>
Course Title	<b>Transgressing Boundaries in Early Modern Literature</b>
Course Prerequisite	6 credits 2000-level ENGL, excluding ENGL 2001, 2002, and 2011
Course Corequisite	
Antirequisite	ENGL 3045
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other

Breakdown of Hours	Three hours of lecture and discussion per week for one term
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 <i>Paradise Lost</i> and a variety of poetic, prose, and dramatic works, in their cultural-historical contexts including controversies about idolatry, magic, and witchcraft, developments in visual culture, geographic exploration, and scientific study, and discourses of sexual and racial otherness.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   Literary History I
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> Yes   An option among the courses for the Literary History requirement.
<a href="#">Cross-Listing or Cross-Coding</a>	<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)	<p><b>Expectations: By the end of this course, students will be able to</b></p> <ol style="list-style-type: none"> <li>1. identify key features of early modern literary genres, traditions, conventions, and devices.</li> <li>2. identify the distinguishing features of the work of influential early modern writers.</li> <li>3. relate early modern literary texts to their cultural-historical contexts, including developments in scientific inquiry, geographic exploration and colonization, and ruptures in the political and religious spheres from the Protestant Reformation through to the Civil War and Interregnum.</li> <li>4. articulate some of the dominant critical approaches and issues of inquiry in the field of early modern scholarship.</li> <li>5. situate interpretive arguments about primary texts within theoretical and historical contexts.</li> <li>6. locate scholarly secondary sources and assess their value for answering interpretive questions.</li> <li>7. prepare a substantial research paper that draws appropriately on scholarly secondary sources to support an interpretive argument about a primary text.</li> <li>8. communicate logical, analytical arguments in proper essay format.</li> </ol> <p><b>Outcomes: Students who successfully complete this course will demonstrate</b></p> <ol style="list-style-type: none"> <li>1. a developed knowledge and understanding of how Early Modern literary texts respond to their cultural-historical contexts, including developments in scientific inquiry, geographic exploration and colonization, and ruptures in the political and religious spheres from the Protestant Reformation through to the Civil War and Interregnum.</li> <li>2. an ability to comprehend and interpret literary and cultural texts in a nuanced and historically informed manner.</li> <li>3. an ability to devise and sustain analytical arguments, including an ability to employ current theoretical approaches and to make judicious use of secondary sources.</li> <li>4. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.</li> </ol>



**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carelton</b>		
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		ENGL-3105EL (16 <sup>th</sup> and 17 <sup>th</sup> Century Poetry and Prose)
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		ENG3340 (Seventeenth-Century Literature)
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		3224 (Renaissance Literature)
<b>Wilfrid Laurier</b>		EN395 (17th-Century Literature)
<b>Windsor</b>		ENGLISH 26-324 (Seventeenth-Century Non-Dramatic Literature)
<b>York</b>		

**C) Statement of Need:**

This course represents approximately half of the content covered in an existing 6-credit course ENGL 3045 (Early Modern Literature) which is to be banked. The introduction of the 3-credit course is designed to provide more flexibility for students' course selections.

**D) Statement of Resources:**

No new resources are required.

**MOTION 22:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 3096: Bawdy Politics: Writing the Restoration," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3096</b>
Course Title	<b>Bawdy Politics: Writing the Restoration</b>
Course Prerequisite	6 credits 2000-level ENGL, excluding ENGL 2001, 2002, and 2011
Course Corequisite	
Antirequisite	ENGL 3095
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
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> )	When the Earl of Rochester wrote of Charles II "His scepter and his prick are of a length, / And she may sway the one who plays with t'other," he offered an explicit, but not uncommon, assessment of a

	wayward England in the 1670s. Through a selection of verse, prose, and drama students will explore the various hopes, disappointments, plots, and revolutions that followed the Restoration of the Stuart monarchy in 1660.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (Literary History I)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	<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)	<p><b>Expectations – By the end of this course, students will be expected to be able to do the following:</b></p> <ol style="list-style-type: none"> <li>1. identify and differentiate the defining features of the literary genres, conventions, and movements that characterize the Restoration.</li> <li>2. identify the key features that distinguish the major writers of the period.</li> <li>3. analyze primary texts in relation to their cultural, historical, and philosophical contexts.</li> <li>4. articulate and analyze the Restoration’s relation to both previous and subsequent periods of literary history.</li> <li>5. construct and sustain through close reading analytical arguments in clear, coherent prose and proper essay format.</li> <li>6. complete a substantial research paper in which an analytical argument about primary texts is enriched through the judicious use of secondary sources.</li> <li>7. communicate ideas, analyses, and arguments clearly and concisely in class discussion.</li> </ol> <p><b>Outcomes – Students who successfully complete this course will demonstrate the following:</b></p> <ol style="list-style-type: none"> <li>1. a detailed knowledge of the literature and culture of the Restoration.</li> <li>2. an ability to offer theoretically and historically informed interpretations of the texts of this period.</li> <li>3. an ability to gather and assess secondary sources relevant to Restoration literature and culture.</li> <li>4. an ability to communicate logical and analytical arguments in clear, correct, and persuasive prose.</li> </ol>

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		ENGL 2P26 Restoration and 18 <sup>th</sup> C Literature
<b>Carelton</b>		ENGL 3402 Restoration and 18 <sup>th</sup> C Literature
<b>Guelph</b>		ENGL 3300 Restoration to Romanticism
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		ENGL 3G06 Restoration and 18 <sup>th</sup> C
<b>OCAD</b>		
<b>Ottawa</b>		

<b>Queen's</b>		ENGL 241 Restoration and 18 <sup>th</sup> C
<b>Toronto</b>		ENGL 306Y Poetry and Prose, 1660-1800
<b>Trent</b>		ENGL 3205H Literature of Augustan England
<b>Waterloo</b>	ENGL 410A Restoration Literature	
<b>Western</b>		ENG 3334E Restoration and 18 <sup>th</sup> C
<b>Wilfrid Laurier</b>		EN388 Restoration and 18 <sup>th</sup> C
<b>Windsor</b>		ENGL 333 Literature of the Restoration and 18 <sup>th</sup> C
<b>York</b>	EN 3540 1660-1700	

**C) Statement of Need:**

This course will, in part, replace ENGL 3095 Restoration and 18<sup>th</sup>-Century Literature.

**D) Statement of Resources:**

No new resources are required.

**MOTION 23:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 3097: Vice and Folly: The Age of Satire, 1660-1730," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3097</b>
Course Title	<b>Vice and Folly: The Age of Satire, 1660-1730</b>
Course Prerequisite	6 credits 2000-level ENGL, excluding ENGL 2001, 2002, and 2011
Course Corequisite	
Antirequisite	ENGL 3095
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
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)	"Satire," wrote Jonathan Swift, "is a sort of Glass, wherein Beholders do generally discover every body's Face but their Own." At once despondent and ironic – satiric, really – Swift's statement points to a central question that haunted the practice of satire even in the era when it most flourished: what's the point of it? Students examine this question through a close consideration of theory and practice in the Age of Satire. Particular attention is given to works by Dryden, Swift, and Pope.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (Literary History I)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes

<a href="#">Cross-Listing or Cross-Coding</a>	<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>	<p><b>Expectations – By the end of this course, students will be expected to be able to do the following:</b></p> <ol style="list-style-type: none"> <li>1. identify the defining features of both the theory and practice of satire in Augustan England.</li> <li>2. analyze the relation between the theory and practice of Augustan satire.</li> <li>3. analyze primary texts in relation to their cultural, historical, and philosophical contexts.</li> <li>4. articulate and analyze the place of satire within neoclassical poetics.</li> <li>5. construct and sustain through close reading analytical arguments in clear, coherent prose and proper essay format.</li> <li>6. complete a substantial research paper in which an analytical argument about primary texts is enriched through the judicious use of secondary sources.</li> <li>7. communicate ideas, analyses, and arguments clearly and concisely in class discussion.</li> </ol> <p><b>Outcomes – Students who successfully complete this course will demonstrate the following:</b></p> <ol style="list-style-type: none"> <li>1. a detailed knowledge of Augustan poetics.</li> <li>2. a detailed knowledge of satire as both a mode of writing and a rhetorical technique.</li> <li>3. an ability to construct theoretically and historically informed interpretations of texts of the period.</li> <li>4. an ability to gather and assess secondary sources relevant to Augustan literature and culture.</li> <li>5. an ability to communicate logical and analytical arguments in clear, correct, and persuasive prose.</li> </ol>

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		ENGL 2P26 Restoration and 18 <sup>th</sup> -C
<b>Carelton</b>		ENGL 3402 Restoration and 18 <sup>th</sup> C
<b>Guelph</b>		ENGL 3300 Restoration to Romanticism
<b>Lakehead</b>		ENGL 3313 18 <sup>th</sup> -C Literature
<b>Laurentian</b>		ENGL 3245, 18 <sup>th</sup> -C Literature
<b>McMaster</b>		ENGL 3G06 Restoration and 18 <sup>th</sup> C
<b>OCAD</b>		
<b>Ottawa</b>		ENG 3341 18 <sup>th</sup> -C Literature
<b>Queen's</b>		ENGL 241 Restoration and 18 <sup>th</sup> C
<b>Toronto</b>		ENGL 306Y Poetry and Prose 1660-1800
<b>Trent</b>	ENGL 3205H Literature of Augustan England	
<b>Waterloo</b>	ENGL 410B 18 <sup>th</sup> -C Literature I	
<b>Western</b>		ENG 3334E Restoration and 18 <sup>th</sup> C
<b>Wilfrid Laurier</b>		EN388 Restoration and 18 <sup>th</sup> C
<b>Windsor</b>		ENGL 333 Literature of the Restoration and 18 <sup>th</sup> C
<b>York</b>		

**C) Statement of Need:**

This course, in part, replaces ENGL 3095

**D) Statement of Resources:**

No new resources are needed.

**MOTION 24:** That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 3346: The Romantics,” be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3346</b>
Course Title	<b>The Romantics</b>
Course Prerequisite	Six credits of any 2000-level ENGL courses, except ENGL 2001, ENGL 2002 and ENGL 2011
Course Corequisite	
Antirequisite	ENGL 3145
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students examine a selection of British poetry, prose, and fiction from the mid-1780s to the mid-1830s, commonly known as the Romantic period. Through a close examination of each text in the context of the cultural discourses in which it was produced and received, students gain a better understanding of the literary responses to social, intellectual, and political upheavals.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   Literary History II
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> Yes   One of course options for Literary History requirement
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<b>Expectations or Outputs – By the end of this course, students will be expected to be able to do the following:</b> 1. Understand various types of Romantic literature, culture, and society, and the habits of mind that correspond with the Romantic period. 2. recognize and report on the politics of Romantic literature by developing an understanding of its sociological and cultural contexts. 3. actively read Romantic literature identifying assumptions of sexual,

	<p>political, and cultural normalcy, and develop arguments based on active reading.</p> <p>4. theorize Romanticism’s rejection of template thinking and received ideas.</p> <p>5. define, record, arrange, explain, classify, explicate, organize, and analyze Romantic literature in its historical contexts.</p> <p>7. communicate ideas and analyses clearly and coherently in class discussion.</p> <p><b>Outcomes – Students who successfully complete this course will demonstrate:</b></p> <p>1. a detailed knowledge of Romantic literature, including an ability to unpack its ideological underpinnings.</p> <p>2. an ability to develop and sustain analytical arguments, including an ability to employ different critical and theoretical approaches.</p> <p>3. an ability to communicate logical and analytical arguments in clear, correct, and persuasive prose.</p>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	<u>ENGL 3P32</u> British Romanticism II	
<b>Carelton</b>	ENGL 3523 Romantic Literature	
<b>Guelph</b>		ENGL3320 Romanticism to Victorianism: Culture and Conformity; ENGL3220 Representing Britain: 18th- & 19th- Century Literature
<b>Lakehead</b>	English 3415 - Romantic Literature I English 3416 - Romantic Literature II	
<b>Laurentian</b>	ENGL-3215EG English Literature of the Romantic Period; ENGL-3215EL: English Literature of the Romantic Period	
<b>McMaster</b>	ENGLISH 3M06 A/B - Studies in 19th-Century British Literature and Culture	
<b>OCAD</b>		
<b>Ottawa</b>	ENG3318 Romantic Literature;	
<b>Queen’s</b>	ENGL 357/6.0 Nineteenth-Century British Literature and Visual Culture	
<b>Toronto</b>	ENG308Y1Y-L0101: Romantic Poetry and Prose;	
<b>Trent</b>	ENGL-3251H FA Early Romantics; ENGL-3253H WI Later Romantics	ENGL-3207H WI Age of Sensibility
<b>Waterloo</b>	ENGL 430A: Literature of the Romantic Period 1; ENGL 430B: Literature of the Romantic Period 2	
<b>Western</b>		430F - Blake and Shelley: Visionary Poetics
<b>Wilfrid Laurier</b>	EN292 Early Romantic Literature; <u>EN293</u> Later Romantic Literature	
<b>Windsor</b>	26-343. Early Romanticism; 26-344. Later Romanticism;	

<b>York</b>	AP/EN 3560 6.0A Romantics	The English	
-------------	------------------------------	-------------	--

**C) Statement of Need:**

Replacing banked 3145.

**D) Statement of Resources:**

No new resources

**MOTION 25:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 3347: The Victorians," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3347</b>
Course Title	<b>The Victorians</b>
Course Prerequisite	Six credits of any 2000-level ENGL courses, except ENGL 2001, ENGL 2002 and ENGL 2011
Course Corequisite	
Antirequisite	ENGL 3145
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students examine a selection of British poetry, prose, and fiction from the mid-1830s to the end of the nineteenth century, commonly known as the Victorian period. Through a close examination of each text in the context of the cultural discourses in which it was produced and received, students gain a better understanding of the literary responses to social, intellectual, and political upheavals.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes   Literary History II
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> Yes   One choice among the course options for the Literary History requirement.
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<b>EXPECTATIONS OR OUTPUTS BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO</b> 1. understand various types of Victorian literature, culture, and society, and the habits of mind that correspond with the Victorian

	<p>period.</p> <ol style="list-style-type: none"> <li>2. Recognize and report on the politics of Victorian literature by developing an understanding of their sociological and cultural contexts.</li> <li>3. Actively read Victorian literature identifying assumptions of sexual, political, and cultural normalcy, and develop arguments based on active reading.</li> <li>4. Measure the Victorian reaction to the rise of the utilitarian fanatic.</li> <li>5. Define, record, arrange, explain, classify, explicate, organize, and analyze Victorian literature in its historical contexts.</li> <li>6. Construct and support analytical arguments in correct essay format.</li> </ol> <p><b>OUTCOMES</b>  <b>STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE</b></p> <ol style="list-style-type: none"> <li>1. a detailed knowledge of Victorian literature, including an ability to unpack its ideological underpinnings.</li> <li>2. An ability to interpret literary and cultural texts in a nuanced and historically informed manner.</li> </ol>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	<u>ENGL 3P33</u> British Victorian Literature and Culture II	
<b>Carelton</b>		<b>ENGL 3553</b> The 19th-Century Novel
<b>Guelph</b>		ENGL3320 Romanticism to Victorianism: Culture and Conformity; ENGL3220 Representing Britain: 18th- & 19th- Century Literature
<b>Lakehead</b>	English 3417 - Early Victorian Literature English 3418 - Late Victorian Literature	
<b>Laurentian</b>	ENGL-3235EL Victorian Literature	ENGL-3257EL 19th Century Women's Writing
<b>McMaster</b>	ENGLISH 3M06 A/B - Studies in 19th-Century British Literature and Culture	
<b>OCAD</b>		
<b>Ottawa</b>	ENG3362 Victorian Literature	
<b>Queen's</b>	ENGL 357/6.0 Nineteenth-Century British Literature and Visual Culture	
<b>Toronto</b>		ENG324Y1Y-L0101: Fiction 1832-1900; ENG323H1F-L0101: Victorian Realist Novels; ENG347Y1Y-L0101 Victorian Poetry and Prose
<b>Trent</b>		ENGL-3400Y FW Darwin and His Publics
<b>Waterloo</b>	ENGL 451A: Literature of the Victorian Age 1; ENGL 451B: Literature of the Victorian Age 2	
<b>Western</b>	3444E - Nineteenth-Century Literature	
<b>Wilfrid Laurier</b>	EN396 Mid-Victorian Literature: Culture and Anarchy; <a href="#">EN397</a> Later	



	Victorian Literature: Dissonance and Decadence	
<b>Windsor</b>	26-346. Early Victorians; 26-347. Later Victorians	
<b>York</b>	AP/EN 3550 6.0A The Victorians	

**C) Statement of Need:**

Replacing banked 3145

**D) Statement of Resources:**

No new resources

**MOTION 26:** That the Undergraduate Studies Committee recommend to Senate that the new course, "ENGL 3176: Falling Apart: British Literature 1900-1950," be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3176</b>
Course Title	<b>Falling Apart: British Literature 1900-1950</b>
Course Prerequisite	6 credits of ENGL at the 2000 level, except ENGL 2001, 2002 or 2011.
Course Corequisite	None
Antirequisite	ENGL 3175
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	3 hours lecture per week
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> )	"Things fall apart; the centre cannot hold." These words from W. B. Yeats's "The Second Coming" capture both the sense of impending collapse and the excitement of new ways of thinking about the human condition in the first half of the twentieth-century. Students explore the fearfulness and freedom of breaking cultural and personal boundaries found in the prose fiction, poetry and drama of the fin de siècle period, WWI, modernism, and WWII and its aftermath.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes    Literary History II
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> Yes    One of course options for the Literary History requirement.
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<b>Expectations</b> 1. Identify the specific periods of British literature between 1900-50. 2. Articulate the relation between a particular philosophy or theory and the literature of its period.  <b>Outcomes</b>

	<ol style="list-style-type: none"> <li>1. A detailed knowledge of English literature and culture between 1900 and 1950.</li> <li>2. An ability to offer nuanced interpretations of primary texts in an historically and theoretically informed manner.</li> <li>3. An ability to gather, review, and assess secondary sources relevant to English literature between 1900-1950.</li> <li>4. An ability to develop and communicate logical, analytical arguments in clear, correct, and persuasive prose.</li> </ol>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	ENGL 3P38 Modernism	
<b>Carelton</b>		ENGL 3601 20C Poetry ENGL 3603 20C Fiction
<b>Guelph</b>		3470 Twentieth-century British Literature I
<b>Lakehead</b>		
<b>Laurentian</b>		ENGL3326 The Modern Novel
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		ENG 360 Modern Literature
<b>Toronto</b>		
<b>Trent</b>	ENGL-3410Y FW Modern British Literature	
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		EN 398 Modernism to Postmodernism
<b>Windsor</b>		26-352. Modern British Literature
<b>York</b>		

**C) Statement of Need:**

This course and the proposed “Contemporary British Literature: 1950 and After” replace the 6-credit “ENGL 3175 Studies in Literature after 1900”

**D) Statement of Resources:**

No new resources required

**MOTION 27:** That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 3177: Contemporary British Literature, 1950 and Beyond,” be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3177</b>
Course Title	<b>Contemporary British Literature, 1950 and After</b>
Course Prerequisite	6 credits of ENGL at the 2000 level, except ENGL 2001, 2002 or 2011.

Course Corequisite	
Antirequisite	ENGL 3175
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 Three hours of lecture per week
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 British writing today and traces its development by looking at the literature of the recent past. The novels, poetry and drama of the late-twentieth-century and early twenty-first are part of a culture's search for value, after traditional values—such as religion, nationalism, certainties of gender, and a host of other dependable ways of giving meaning to life—have fallen under question or even into disfavour.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Literary History II
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> Yes One of the options for the Literary History requirements
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<b>Expectations</b> 1. Identify the specific periods of British literature from 1900-present. 2. Articulate the relation between a particular philosophy or theory and the literature of its period.  <b>Outcomes</b> 1. A detailed knowledge of English literature and culture between since 1950. 2. An ability to offer nuanced interpretations of primary texts in an historically and theoretically informed manner. 3. An ability to gather, review, and assess secondary sources relevant to English literature since 1950. 4. An ability to develop and communicate logical, analytical arguments in clear, correct, and persuasive prose.

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carelton</b>		ENGL 3601 20C Poetry ENGL 3603 20C Fiction
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		ENGL 3327 The Contemporary Novel
<b>McMaster</b>		
<b>OCAD</b>		

<b>Ottawa</b>		
<b>Queen's</b>		ENG 370 Contemporary Literature
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		EN 398 Modernism to Postmodernism
<b>Windsor</b>		26-353. Contemporary British Literature
<b>York</b>		

**C) Statement of Need:**

This course and the proposed “Falling Apart: British Literature from 1900-1950” replace the 6-credit “ENGL 3175 Studies in Literature after 1900”

**D) Statement of Resources:**

No new resources required.

**MOTION 28:** That the Undergraduate Studies Committee recommend to Senate that the new course, “ENGL 3066: Get Smart: Strategies for Understanding Culture,” be added to the Nipissing University Calendar under English Studies.

**A) Descriptive Data:**

Course Code	<b>ENGL 3066</b>
Course Title	Get Smart: Strategies for Understanding Culture
Course Prerequisite	6 credits of ENGL at the 2000 level, except ENGL 2001, 2002 or 2011.
Course Corequisite	
Antirequisite	ENGL3035 Literary Theory and Critical Practice
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours lecture per week
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 reflect on critical reading strategies, textual practices, and language itself. Students engage in active discussion of metafictional texts (i.e. those that reveal their own inner workings as texts) and theoretical readings. Combining primary and secondary readings, students address such issues as the constitution of literature and culture, the relation of literature to criticism, critical analysis and evaluation.
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
<a href="#">Cross-Listing or Cross-Coding</a>	<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>	<p><b>Expectations</b></p> <ol style="list-style-type: none"> <li>analyze the primary material, both literary and theoretical, using strategies of close reading.</li> <li>locate theories historically, distinguish between them, and evaluate their limitations and benefits to literary study.</li> </ol> <p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>A detailed knowledge of literary theory and critical practice.</li> <li>an ability to compare the merits of different critical and theoretical approaches.</li> <li>an ability to comprehend and interpret texts in a nuanced and historically informed manner.</li> <li>an ability to participate in a critical discussion by communicating ideas and analyses in a clear and concise manner.</li> <li>an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.</li> </ol>

**B) Comparative Data** *(Strongly recommended but not required)*

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		3Q91, 3Q92, 3Q93, 3Q94 Literary Theory
<b>Carelton</b>		ENGL 3605 Modern/Contemporary Literary Theory
<b>Guelph</b>		EN 3090 History of Literary Criticism
<b>Lakehead</b>		
<b>Laurentian</b>		ENGL 2626 Critical Approaches
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		EN 3375 Critical Theory
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		ENGL-3601H-A Theory & Criticism
<b>Waterloo</b>		
<b>Western</b>		2210G Contemporary Theory and Criticism
<b>Wilfrid Laurier</b>		EN 301 Literary Theory
<b>Windsor</b>		26-383. Topics in Literary or Cultural Theory
<b>York</b>		AP/EN 3000 Contemporary Literary and Cultural Theory

**C) Statement of Need:**

In the interest of teaching and scheduling flexibility the six-credit ENGL 3035 Literary Theory and Critical Practice is being banked and replaced with this three-credit option.

**D) Statement of Resources:**

No new resources are need.

**MOTION 29:** That the Undergraduate Studies Committee recommend to Senate that the following courses be banked:

- ENGL 2255: Canadian Literature from the Colonial to the Contemporary Period
- ENGL 2265: American Literature from the Colonial to the Contemporary Period
- ENGL 2445: Children's Literature

ENGL 2055: Drama: Classical to Contemporary  
 ENGL 3045: Early Modern Literature  
 ENGL 3095: Restoration and Eighteenth-Century Literature  
 ENGL 3145: Nineteenth-Century Literature  
 ENGL 3175: Literature after 1900  
 ENGL 3035: Literary Theory and Critical Practice

**MOTION 30:** That the Undergraduate Studies Committee recommend to Senate that the title of “ENGL3146 Postcolonial Literature” be changed to “ENGL 3146 Topics in Postcolonial Literature.”

**MOTION 31:** That the Undergraduate Studies Committee recommend to Senate that the current designation of ENGL courses as Group 1, 2, or 3 be deleted from the academic calendar

**MOTION 32:** That the Undergraduate Studies Committee recommend to Senate that the titles “Literary History I” and “Literary History II” be added to designate the following courses:

Literary History I

ENGL 2006: British Literature Before 1800  
 ENGL 2256: Double Agents: Canadian Literature Before 1914  
 ENGL 2266: Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature  
 ENGL 2535: Shakespeare  
 ENGL 2536: Shakespeare Before 1600  
 ENGL 2537: Shakespeare After 1600  
 ENGL 3096: Bawdy Politics: Writing the Restoration  
 ENGL 3097: Vice and Folly: The Age of Satire, 1660-1730  
 ENGL 3246: Desire and Identity in Early Modern Literature  
 ENGL 3247: Transgressing Boundaries in Early Modern Literature

Literary History II

ENGL 2007: British Literature After 1800  
 ENGL 2056: North American Drama  
 ENGL 2057: World Drama  
 ENGL 2257: Hyphenated-Canadians: Canadian Literature After 1914  
 ENGL 2267: “Make It New”: Contemporary American Literature  
 ENGL 3146: Topics in Postcolonial Literature  
 ENGL 3176: Falling Apart: British Literature 1900-1950  
 ENGL 3177: Contemporary British Literature, 1950 and Beyond  
 ENGL 3276: Native Literatures of North America  
 ENGL 3347: The Victorians  
 ENGL 3346: The Romantics

**MOTION 33:** That the Undergraduate Studies Committee recommend to Senate that the degree requirements for the Honours Specialization in English Studies be changed as follows:

**OLD REQUIREMENTS**

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

ENGL 1000-level                      3 credits

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800; ENGL 2235 Canadian Literature from the Colonial to the Contemporary; ENGL 2265 American Literature from the Colonial to the Contemporary.

ENGL Group 1	21 credits
ENGL Group 2 and/or 3	18 credits
ENGL Group 1, 2 and/or 3	6 credits
ENGL 4000 level	6 credits

Breadth requirements

ACAD 1601	
Social Science and/ or Professional Studies	6 credits
Science	6 credits

Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. An average of at least 70% in the subject is required for enrolment in 4000 level courses. A maximum of 30 credits at the 2000 level may be applied to the Honours Specialization. A maximum of 6 credits of cross-listed courses may count toward an English Studies Honours Specialization.

Depending on the topic of the Honours Seminars and [ENGL 4695](#) Honours Essay, these courses may be credited toward Group 1, 2, or 3, as approved by the department.

### **NEW REQUIREMENTS**

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

ENGL 1000-level	3 credits
ENGL 2006 British Literature Before 1800	3 credits
ENGL Literary History I	9 credits
ENGL Literary History II	9 credits
ENGL courses	30 credits
ENGL 4000-level	6 credits”

Breadth requirements

ACAD 1601	
Social Science and/or Professional Studies	6 credits
Science	6 credits

**Note:**

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. An average of at least 70% in the subject is required for enrolment in 4000 level courses.

A maximum of 30 credits at the 2000 level may be applied to the Honours Specialization.

A maximum of 6 credits of cross-listed courses may count toward an English Studies Honours Specialization. Honours Seminars and ENGL 4695 Honours Essay cannot be counted towards the Literary History requirements.”

### **Rationale**

The proposed changes to the Honours Specialization in English Studies are a response to shrinking faculty complement and to changes in enrolment patterns. In order to offer an appealing range of electives for the broader undergraduate community, English is focusing and paring down its required courses for the

Honours Specialization. The principle changes are to specific required courses and grouping requirements. In the proposed change, only 3 credits of second year courses (ENGL 2006) are required for the degree. Currently students are required to take 6 credits from a choice of 18 total. This means the program is committed to offering 18 credits of specific courses at second year, and this reduces our staffing flexibility. The current groupings of English courses provide convenient categories for representing the types of courses we offer, but the requirement for students to take a number of credits from each group generates a lack of staffing flexibility, especially when it comes of offering a healthy variety of English electives. The change to focus the groups on Literary History, leaving the rest of our courses open, is designed to channel students into some of the courses that are traditionally foundational to an English degree.

### **Other English Honours Programs**

Taking into account our limited faculty resources, English Studies at Nipissing offers an Honours Specialization comparable to programs across Ontario at medium-sized institutions (for instance, Guelph, Trent, Brock, Carleton, Laurentian and Wilfred Laurier). The core of the degree typically includes an introduction to the discipline at first year, with at least three credits of English focusing on analysis and argumentation and an introduction to genre or literary forms; a significant literary history or British literature component, typically concentrated in second and third year; specialized seminars in the fourth year; a theory and criticism course, also at third or fourth year. Our current and proposed program retains all these core elements with the exception of the required theory course. We are hoping to add this as a requirement, or a strong recommendation, in future years.

### **Implications for Resources**

No new resources will be needed to accommodate these program changes.

**MOTION 34:** That the Undergraduate Studies Committee recommend to Senate that the degree requirements for the Specialization in English Studies be changed as follows:

### **OLD REQUIREMENTS**

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

ENGL 1000-level	3 credits
-----------------	-----------

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800; ENGL 2235 Canadian Literature from the Colonial to the Contemporary; ENGL 2265 American Literature from the Colonial to the Contemporary.

ENGL Group 1	21 credits
ENGL Group 2 and/or 3	18 credits
ENGL Group 1, 2 and/or 3	6 credits”

### **NEW REQUIREMENTS**

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

ENGL 1000-level	3 credits
ENGL Literary History I	9 credits
ENGL Literary History II	9 credits
ENGL courses	33 credits

### **Rationale**

The changes to the Honours program in English apply also to the Specialization with one exception: the Specialization (non-Honours) does not require any particular course at the second-year level while the Honours Specialization requires ENGL 2006. The rationale for this is two-fold. Removing the requirement for a specific second-year historical survey opens the Specialization a little more for students who are more



likely to succeed in less history-intensive courses (bearing in mind that the majority of registrants in this degree program are those who do not achieve the minimum 70% average). On a pragmatic note, English needs to reduce its programmatic commitment to offering specific courses every year. The change to the Specialization will reduce enrolment pressure on ENGL 2006, distributing students more widely through ENGL courses.

### **Other English Programs**

Across the province, the Specialization (as opposed to Honours—it goes by different names) typically has the same requirements as Honours programs with the exception of the fourth-year seminar. Hence, our core requirements: first-year introduction to form and practice and a literary history component keep our program comparable with those at other Ontario universities.

### **Implications for Resources**

No new resources are needed to accommodate the proposed program changes.

**MOTION 35:** That the Undergraduate Studies Committee recommend to Senate that the degree requirements for the Major in English Studies be changed as follows:

### **OLD REQUIREMENTS**

“Students must complete 36 credits in the Major as follows:

ENGL 1000-level 3 credits

Six credits from the following:

ENGL 2006 British Literature before 1800 and ENGL 2007 British Literature After 1800

ENGL 2235 Canadian Literature from the Colonial to the Contemporary

ENGL 2265 American Literature from the Colonial to the Contemporary

ENGL Upper-level 27 credits.”

### **NEW REQUIREMENTS**

“Students must complete 36 credits in the Major as follows:

ENGL 1000-level 3 credits

ENGL Literary History I 3 credits

ENGL Literary History II 3 credits

ENGL courses 27 credits

**Rationale:** This change to the Major maintains consistency with the Honours Specialization and the Specialization.

**MOTION 36:** That the Undergraduate Studies Committee recommend to Senate that the current pre-requisite for all ENGL courses at the 3000 level, with the exception of ENGL 3516 and 3517, be changed as follows:

### **CURRENT PRE-REQUISITES**

For ENGL 3026, 3035, 3045, 3095, 3145, 3175, 3146, 3217, 3276, 3277, 3486, 3487, 3496, 3497 and 3525 the prerequisites are: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#).”

ENGL 3036: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#), [ENGL 2605](#).”

ENGL 3047, 3617: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), ENGL 2255,[ENGL 2265](#), [ENGL 2605](#), DIGI 2405.”

ENGL 3126, 3127: “Six credits from the following: [ENGL 2006](#), [ENGL 2007](#), [ENGL 2255](#), [ENGL 2265](#), [DIGI 2305](#), [ENGL 2305](#), [DIGI 2405](#).”

ENGL 3516, 3517: “Three credits of 1000 level ENGL (excluding [ENGL 1551](#) and [ENGL 1552](#)).”

### **NEW PRE-REQUISITES**

For all ENGL courses at the 3000-level, except ENGL 3516 and 3517, “six credits of 2000-level ENGL (excluding ENGL 2001, ENGL 2002 and ENGL 2011).”

**Rationale:** The current pre-requisites require specific courses. By taking away the designation of specific courses and replacing that with any six credits at second year, English Studies gives the department more staffing flexibility and students more choice. We also hope to attract students into third year courses who may simply want English courses as electives or as part of a minor. The exceptions of 3516 and 3517, both creative writing courses, from this pre-requisite are intended to retain the current pre-requisites which ensure access for upper-year students who may not be English majors. ENGL 2001, 2002 and 2011 are excepted from the lists of possible pre-requisites because they are all courses for non-majors and lack essay writing as part of the evaluation scheme. To include these would put students who may have taken the non-majors courses at an academic disadvantage.

### **Fine and Performing Arts**

**MOTION 38:** That the Undergraduate Studies Committee recommend to Senate that the breakdown of hours for the following courses be changed, as follows:

FAVA 1026 Studio Foundations  
 FAVA 1027 Contemporary Studio Practice  
 FAVA 2006 Observational Drawing  
 FAVA 2007 Expressive Drawing  
 FAVA 2026 Painting: Historical Techniques and Materials  
 FAVA 2027 Painting: Contemporary Methods and Materials  
 FAVA 2046 Sculpture: Modelling and Replication  
 FAVA 3056 Advanced Painting  
 FAVA 3057 Explorations in Painting

From: One hour of lecture and three hours of studio work per week for one term

To: Four hours of studio work per week for one term

**MOTION 39:** That the Undergraduate Studies Committee recommend to Senate that the breakdown of hours for the following courses be changed, as follows:

FAVA 2406 Drawing: Image and Ideation  
 FAVA 2407 Painting: Memory, Imagination, and Narrative

From: Four hours per week for 12 weeks

To: Four hours of studio work per week for one term

**MOTION 40:** That the Undergraduate Studies Committee recommend to Senate that the breakdown of hours for FAVA 4125 Directed Studio Research and Professional Practice be changed, as follows:

From: Two hours of lecture and two hours of studio per week

To: Four hours of studio work per week for two terms

**Rationale for above 3 Motions:**

The proposed rewording will ensure that the lecture and studio practicum are always scheduled together, and will simplify the course loading process. The language is consistent with other studio courses that we offer.

**MOTION 41:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for FAVA 2007 Expressive Drawing be changed from “FAVA 2006” to “None”.

**MOTION 42:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for FAVA 2027 Painting: Contemporary Methods and Materials be changed from “FAVA 2006” to “None”.

**Rationale for above 2 Motions:**

The two motions above are correcting an oversight that occurred last year when we restructured the program. These courses should have no prerequisites, as is the case with all of our other 2000 level studio courses.

**MOTION 43:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for FAVA 4125 Directed Studio Research and Professional Practice be changed, as follows:

From: Restricted to BFA (Honours) students in their final year of study. Successful completion of the BFA Portfolio Assessment as well as 6 credits in Art History and 12 credits of Studio Art at the 3000 level

To: Restricted to BFA (Honours) students in their final year of study. Successful completion of the BFA Portfolio Assessment

**Rationale for above Motion:**

This is a housekeeping item. We are attempting to simplify the language. Also, due to our program changes last year it is possible that some students will not have the full 12 credits of 3000 level studio when they enter their fourth/final year. The proposed change will help us avoid having to waive the prerequisite for each student. The students will pick up their remaining 3000 level studio credits in their final year.

**MOTION 44:** That the Undergraduate Studies Committee recommend to Senate that the prerequisites for the following courses be changed from “FAVA 1206 or FAVA 1207” to “any 15 credits completed”.

FAVA 2236 Modern Art and Design

FAVA 2237 Modern Art History and Social Movements

FAVA 2276 Visualizing Canada Pre-1900

FAVA 2277 Art and Culture in Modern and Contemporary Canada

**MOTION 45:** That the Undergraduate Studies Committee recommend to Senate that the prerequisites for FAVA 3046 Critical Theories of Art History and Visual Studies be changed from “6 credits of 2000 level Art History” to “6 credits of Art History”.

**MOTION 46:** That the Undergraduate Studies Committee recommend to Senate that the prerequisites for FAVA 3346 Theoretical Issues in Contemporary Art be changed from “6 credits of 2000 level Art History” to “any 18 credits completed”.

**MOTION 47:** That the Undergraduate Studies Committee recommend to Senate that the prerequisites for FAVA 4066 Issues in Curation and Museum Representation be changed from “12 credits of upper level Art History” to “6 credits of upper level Art History”.

**MOTION 48:** That the Undergraduate Studies Committee recommend to Senate that the prerequisites for FAVA 4067 Special Topics in Art History and Visual Studies be changed from “12 credits of upper level Art History” to “6 credits of upper level Art History”.

**MOTION 49:** That the Undergraduate Studies Committee recommend to Senate that FILM 1006 Introduction to Film be added.

**A) Descriptive Data:**

Course Code	<b>FILM 1006</b>
Course Title	Introduction to Film
Course Prerequisite	
Course Corequisite	
Antirequisite	FILM 1005
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
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)	Through the in-class screenings of a variety of films from the late 1800s to the present, students explore the evolving construction and composition of image and sound, the shifts in approaches to acting and the varieties of narrative structure present in film.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes This course counts towards the Minor in Film
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs	<b>Learning Expectations</b> By the end of the course students will be able to:

<p>(6-8 points, visible, measurable and in active voice)</p>	<ol style="list-style-type: none"> <li>1. demonstrate a general knowledge of the history of cinema from its beginning to the present including major international films, artists, and movements.</li> <li>2. connect the relationship of film style to its modes of production.</li> <li>3. recognize the function and purpose of specific cinematic elements and techniques.</li> <li>4. explore a cinematic element or cinematic technique in an analytical way.</li> <li>5. use the appropriate vocabulary with which to discuss and write about film.</li> <li>6. discuss the inter-relatedness of cinematic elements and techniques.</li> <li>7. derive meanings from specific films that reflect the careful analysis and evaluation of various elements and perspectives inherent in each film.</li> <li>8. understand the key concepts and debates underlying theories of cinema and media.</li> </ol> <p><b>Course Outcomes (what will result from a successful completion of the course)</b></p> <p>Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none"> <li>1. the ability to analyse and critically discuss a range of contemporary and older films according to their formal properties, including how films construct emotion and meaning.</li> <li>2. a basic understanding of the place of cinema within culture and history.</li> <li>3. an understanding of the historical and contemporary critical approaches to film analysis.</li> <li>4. the ability to write about films critically, coherently and concisely.</li> </ol>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		IF94 Introduction to Film Studies
<b>Carleton</b>	Film1000 Introduction to Film Studies	
<b>Guelph</b>	AHSS1070 Film Study	DRMA1500 Introduction to Film
<b>Lakehead</b>	English1118 Introduction to Film	
<b>Laurentian</b>		COST-1116 Introduction to Mass Media
<b>McMaster</b>		THTR&FLM 3FF3 CINEMA HISTORY TO WW II
<b>OCAD</b>	VISM2b08 introduction to film studies	
<b>Ottawa</b>	CIN2101 History of Cinema I : 1895-1960	
<b>Queen's</b>		Film110 Film, Culture and Communication
<b>Toronto</b>	INI 115: Introduction to Film Studies	
<b>Trent</b>		CUST-2081: Introduction to Film
<b>Waterloo</b>		VCULT100 World Cinema and Visual Culture
<b>Western</b>	1022 Introduction to Film Studies	
<b>Wilfrid Laurier</b>		FS 240: Film History to 1950

<b>Windsor</b>	40-140. Introduction to Film Studies	
<b>York</b>	Film1401 Introduction to Film	

**C) Statement of Need:**

This course, along with FILM 1007 The Moving Image, is part of the breaking of the 6 credit course FILM 1005 Introduction to Film.

**D) Statement of Resources:**

Existing faculty will teach this course. The current library holdings are sufficient.

**MOTION 50:** That the Undergraduate Studies Committee recommend to Senate that FILM 1007 The Moving Image be added to the Nipissing University Calendar under FILM.

**A) Descriptive Data:**

Course Code	<b>FILM 1007</b>
Course Title	The Moving Image
Course Prerequisite	
Course Corequisite	
Antirequisite	FILM 1005
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
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)	Through the lens of the filmic image, this course considers the dominant status of the visual over other modes of representation—how visuality forms the basis for the identities and other cultural forms and values characteristic of 20th and 21st Century.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes This course counts towards the Minor in Film
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	<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)	<b>Learning Expectations</b> <b>By the end of the course students will be able to:</b> <ol style="list-style-type: none"> <li>1. recognize the role of visual style (mise-en-scène, editing, cinematography) in relation to cinema's various historical, cultural and technological contexts.</li> <li>2. learn to analyze films and other moving-image media in ways informed by discussion and debate on the cultural, social, and political impact of cinema and other moving image media.</li> </ol>

	<ol style="list-style-type: none"> <li>3. identify and evaluate major artists, style movements, and technological transformations that have defined the history of cinema from the late nineteenth century up through the digital present.</li> <li>4. explore the affinity between moving image culture and social change.</li> <li>5. contextualize cinema as an emerging technology that integrates social practices with technological developments;</li> <li>6. discuss and write about how visual culture interacts with and informs social, cultural, political and economic aspects of human society.</li> <li>7. understand the limits of their knowledge and how this might influence their analyses and interpretations.</li> <li>8. articulate theories and evaluate elements of films while remaining open to critical self-reflection.</li> </ol> <p><b>Course Outcomes (what will result from a successful completion of the course)</b></p> <p><b>Successful graduates of this course will demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. an understanding of how ‘visuality’ forms the basis of identities, cultural forms and values in our society.</li> <li>2. the ability to articulate the role of the technological, cultural, aesthetic, and economic forces that shape the dominant status of the moving visual image.</li> <li>3. a capacity to critically analyze scholarly arguments on these forces and selectively apply them to different manifestations of the moving image.</li> <li>4. an ability to articulate a clear thesis, relevant to the course topics and to apply appropriate research methods in developing, supporting and defending the thesis.</li> </ol>
--	--



**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carleton</b>	FYSM 1509A Special Studies in Film - Moving Image plus Sound	FILM 4002: Topics in Audio-Visual Culture: Cinema and New Media, Film 3808 Cinema and Technology
<b>; Film and Technology Guelph</b>		AHSS*1070 Film Study,
<b>Lakehead</b>		English 2901 Introduction to Film Studies
<b>Laurentian</b>		FILM-2805 ENGL-2846,
<b>McMaster</b>		HTR&FLM 2FA3 FILM ANALYSIS
<b>OCAD</b>		VISM 2B08 Introduction to Film Studies
<b>Ottawa</b>		CIN2101, CIN2102
<b>Queen's</b>		FILM 110: Film, Culture and Communication, Film335 Culture and Technology
<b>Toronto</b>		<u>CIN201Y1</u> Film Cultures I: Art and Industry
<b>Trent</b>		CUST 216 Introduction to visual studies
<b>Waterloo</b>		FINE 245 History of Film and Visual Media from 1900 to Today, VCULT 300 Visual Culture in Theory
<b>Western</b>	FILM2270F: Film Aesthetics	
<b>Wilfrid Laurier</b>	FS102 Film and the image	EN614 Digital Cinema
<b>Windsor</b>	40-243 Media Aesthetics	
<b>York</b>	FILM2200 Cinema, Modernity and Technology	

**C) Statement of Need:**

This course, along with FILM 1006 Introduction to Film, is part of the breaking of the 6 credit course FILM 1005 Introduction to Film.

**D) Statement of Resources:**

Existing faculty will teach this course. The current library holdings are sufficient.

**MOTION 51:** That the Undergraduate Studies Committee recommend to Senate that FILM 1005 Introduction to Film be banked.

**MOTION 52:** That the Undergraduate Studies Committee recommend to Senate the addition of FAVA 2266 Sex and Visual Art in the Nipissing University Calendar under FAVA.

**A) Descriptive Data:**

Course Code	<b>FAVA 2266</b>
Course Title	Sex and Visual Art
Course Prerequisite	Any 15 credits
Course Corequisite	None
Antirequisite	None
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	In this course, students explore the history of sexual diversity in human behaviour as represented in visual art, examining how sexuality, sexual pleasure and desire are constructed through political philosophies of social control. Representations of the ideal body within the art historical 'canon' are interrogated through a scholarly lens informed by feminist and queer studies, while culturally specific visual traditions of gender expression are analyzed in terms of religious, racial and class identity.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes This course counts towards the art history requirements for all Fine Arts programs (BA and BFA).
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes This course may be counted towards the art history requirements for all Fine Arts programs (BA and BFA)
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<b>Learning Expectations:</b> By the end of this course students will be able to: 1. demonstrate an understanding of the major thematic and theoretical concerns underpinning the representation of disparate modes of sexual action and identity in world art studies. 2. contextualize art and cultural objects as they relate to the construction and performance of both normative and dissident modes of sexual identity, activity and performance. 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 representation of sexuality,

	<p>gender, canons of beauty and notions of an ideal body in visual culture.</p> <ol style="list-style-type: none"><li>5. articulate assessments of art and cultural objects relating to sexuality and gender in both written and verbal discussions.</li><li>6. Examine how visual art, fashion, craft practices and cultural ephemera (such as festivals) contribute to a construction and performance of historically specific sexual practices, which vary over time, and be open to critical self-reflection.</li><li>7. and 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 Arts and Visual Arts Department.</li></ol> <p><b>Course Outcomes:</b> <b>Successful graduates of this course will demonstrate:</b></p> <ol style="list-style-type: none"><li>1. an ability to assess and engage critically with visual representations of sexuality and sexual expression across a diverse body of visual material from around the world.</li><li>2. A broad understanding of how sexual identity and sexual performance are defined and delimited by the historically specific circumstances of each diverse world culture.</li><li>3. an ability to comprehend of the limitations and contingency of the categories “sexuality,” “sexual identity,” and “sexual possibility.”</li><li>4. an ability to express opinions and arguments, both written and orally, that address critical issues in the visual representation of sexuality.</li><li>5. and display research skills and visual literacy and interpretive strategies.</li></ol>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

<b>University</b>	<b>Equivalent Course(s) and Titles</b>	<b>Non-Equivalent but 50% or more overlap</b>
<b>Brock</b>	VISA 3P08: Gender and Art	VISA 3P52 Visual Culture and the Human Body
<b>Carelton</b>		ARTH 4600 [0.5 credit] Feminist and/or Gender Issues in Art
<b>Guelph</b>	ARTH*3780 Gender and Art W (3-0) [0.50]	
<b>Lakehead</b>	Does not exist	
<b>Laurentian</b>	Does not exist	
<b>McMaster</b>	Does not exist	
<b>OCAD</b>		VISA 3002 Art and Feminism  VISM 4006 The Body & the Machine: Interrogating the Posthuman in Art & Design
<b>Ottawa</b>	ART3117 Art and Gender	
<b>Queen's</b>		ARTH 310/3.0 Feminism, Art, Art History  ARTH 311/3.0 Gender and Modernism
<b>Toronto</b>		FAH335H1 The Art of Love in the Renaissance
<b>Trent</b>		CUST 2552H – Culture and modern thought: Gender, globalization, and the virtual
<b>Waterloo</b>	FINE 281: Art and Gender	
<b>Western</b>	Visual Arts History 2286F/G: Sexuality in Early Visual Culture  Visual Arts History 2287F/G: Sexuality in Modern Visual Culture	
<b>Wilfrid Laurier</b>	Does not exist	
<b>Windsor</b>	Does not exist	
<b>York</b>		A/ARTH 4720D 3.00 Bawdy Images/Body Theory

**C) Statement of Need:**

This course will provide breadth to our art history and visual studies offerings.

**D) Statement of Resources:**

This course will be cycled with our existing courses and can be taught by our current faculty. Therefore, no new faculty will be required to deliver the course. The current library holdings are sufficient.

**MOTION 53:** That the Undergraduate Studies Committee recommend to Senate the addition of FAVA 2246 Art and Narrative in the Nipissing University Calendar under FAVA.

**A) Descriptive Data:**

Course Code	<b>FAVA 2246</b>
Course Title	Art and Narrative
Course Prerequisite	Any 15 credits
Course Corequisite	None
Antirequisite	None
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
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> )	Storytelling is often defined as the central aspect of culture, and visual art's histories are heavily intertwined with those of literature. How does visual art create narrative, and how does art history deploy its own narratives of progress, monumentality, and decadence? In this course, students learn to use visual art, literature, story-telling and performance as critical tools of cultural analysis.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes This course may be counted towards the art history requirements for all Fine Arts programs (BA and BFA)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes This course may be counted towards the art history requirements for all Fine Arts programs (BA and BFA)
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 points, visible, measurable and in active voice</i> )	<b>Learning Expectations:</b> <b>By the end of this course students will be able to:</b> 1. demonstrate an understanding of how visual art constructs, deploys and (in some cases) deliberately destroys selected narratives; 2. contextualize art and cultural objects as they relate to narrative, story-telling, seriality, and communication, including shifting representative techniques and technologies to produce narration 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 representation of specific stories, songs, characters and conversations in the visual arts; 5. articulate assessments of art and cultural objects relating to stories and visual art in both written and verbal discussions; 6. Examine how story-telling and narration is both culturally

	<p>produced and historically specific: i.e. the same or similar narratives have radically different meanings in disparate social contexts</p> <p>7. and 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 Arts and Visual Arts Department.</p> <p><b>Course Outcomes:</b> <b>Successful graduates of this course will demonstrate:</b></p> <ol style="list-style-type: none"><li>1. an ability to identify, assess and engage critically with the major theoretical underpinnings that allow visual art to create narrative in any given society</li><li>2. a specific and sophisticated understanding of how visual art can be read as a narrative text, with the social implications of such a reading at the forefront of methodological inquiry;</li><li>3. a thorough comprehension of the limitations and contingency of the categories “narrative”, “story” and “text” as they are applied specifically to visual art</li><li>4. an ability to express opinions and arguments, both written and orally, that address critical issues in the visual representation of narratives;</li><li>5. and display research skills and visual literacy and interpretive strategies.</li></ol>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

<b>University</b>	<b>Equivalent Course(s) and Titles</b>	<b>Non-Equivalent but 50% or more overlap</b>
<b>Brock</b>	Does not exist	
<b>Carleton</b>	Does not exist	
<b>Guelph</b>	Does not exist	
<b>Lakehead</b>	Does not exist	
<b>Laurentian</b>	Does not exist	
<b>McMaster</b>	Does not exist	
<b>OCAD</b>	Does not exist	
<b>Ottawa</b>	Does not exist	
<b>Queen's</b>	Does not exist	
<b>Toronto</b>	Does not exist	
<b>Trent</b>	Does not exist	
<b>Waterloo</b>	Does not exist	
<b>Western</b>	Does not exist	
<b>Wilfrid Laurier</b>	Does not exist	
<b>Windsor</b>	Does not exist	
<b>York</b>	Does not exist	

**C) Statement of Need:**

This course will provide breadth to our art history and visual studies offerings.

**D) Statement of Resources:**

This course will be cycled with our existing courses and can be taught by our current faculty. Therefore, no new faculty will be required to deliver the course. The current library holdings are sufficient.

**MOTION 54:** That the Undergraduate Studies Committee recommend to Senate the addition of FAVA 2247 Art and Mythology in the Nipissing University Calendar under FAVA.

**A) Descriptive Data:**

Course Code	<b>FAVA 2247</b>
Course Title	Art and Mythology
Course Prerequisite	Any 15 credits
Course Corequisite	None
Antirequisite	None
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
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 visual communication of mythologies from Ancient Egypt, Greece and Rome, the Classic Maya, Viking Scandinavia, Early Modern India, and the Canadian First Nations. Through an interdisciplinary program of research centered on primary sources, literary and visual theory, archaeology and visual art, students learn how myth, symbol and tradition continue to inform contemporary modes of art production, reception and exhibition.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes This course may be counted towards the art history requirements for all Fine Arts programs (BA and BFA)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes This course may be counted towards the art history requirements for all Fine Arts programs (BA and BFA)
<a href="#">Cross-Listing or Cross-Coding</a>	<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>	<b>Learning Expectations:</b> <b>By the end of this course students will be able to:</b> 1. demonstrate an understanding of the major spiritual systems of the selected historical case studies, and of their particular visual and social representations; 2. contextualize art and cultural objects as they relate to myth, spirituality and religion 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 representation of mythological characters, stories and narratives in the visual arts; 5. articulate assessments of art and cultural objects relating to myth



	<p>and history in both written and verbal discussions;</p> <p>6. Explain how mythology functions as group-affirming origin narratives within an imagined community; engage with diverse models of how visual art contributes to the spread – or decline – of specific myths</p> <p>7. and 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 Arts and Visual Arts Department.</p> <p><b>Course Outcomes:</b>  <b>Successful graduates of this course will demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. an ability to identify, assess and engage critically with visual representations of mythology from a diverse body of visual material from around the world</li> <li>2. a specific and sophisticated understanding of how myths, symbols and spiritual practices involving the visual representation of culture are defined and delimited by the historically specific circumstances of each diverse world culture;</li> <li>3. a thorough comprehension of the limitations and contingency of the categories “myth” “symbol” and “spiritual practice” as they are applied specifically to visual art</li> <li>4. an ability to express opinions and arguments, both written and orally, that address critical issues in the visual representation of mythology;</li> <li>5. and display research skills and visual literacy and interpretive strategies.</li> </ol>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

<b>University</b>	<b>Equivalent Course(s) and Titles</b>	<b>Non-Equivalent but 50% or more overlap</b>
<b>Brock</b>	Does not exist	
<b>Carleton</b>		ARTH 3506 [0.5 credit] Themes and Issues in Early Modern Art: “Myth and Legend in Art: 1848-1914” or “Religion and the Occult in Art: 1848-1914”.
<b>Guelph</b>	Does not exist	
<b>Lakehead</b>	Does not exist	
<b>Laurentian</b>	Does not exist	
<b>McMaster</b>	Does not exist	
<b>OCAD</b>	Does not exist	
<b>Ottawa</b>	Does not exist	
<b>Queen’s</b>	Does not exist	
<b>Toronto</b>		FAH313H1- Greek Myth in Ancient Art
<b>Trent</b>	Does not exist	
<b>Waterloo</b>	Does not exist	
<b>Western</b>	Does not exist	
<b>Wilfrid Laurier</b>	Does not exist	
<b>Windsor</b>	Does not exist	
<b>York</b>	Does not exist	

**C) Statement of Need:**

This course will provide breadth to our art history and visual studies offerings.

**D) Statement of Resources:**

This course will be cycled with our existing courses and can be taught by our current faculty. Therefore, no new faculty will be required to deliver the course. The current library holdings are sufficient.

### Geography

**MOTION 55:** That the Undergraduate Studies Committee recommend to Senate to approve the modification of hours described in the academic calendar for GEOG 2106 Geomorphology from “Two hours of lecture and one hour of laboratory work per week for one term” to “Three hours of lecture per week for one term.”

**Rationale:**

Rationale for the change is to make the course hours for GEOG 2106 Geomorphology more consistent with those of the other two second year physical geography courses, i.e. GEOG 2107: Climatology and GEOG 2126 Physical Hydrology. The change will also make the course hours described in the calendar for GEOG 2106 Geomorphology more reflective of the way the course has been taught for the past several years.

### Psychology

**MOTION 57:** That the Undergraduate Studies Committee recommend to Senate that the title of PSYC 4016 Program Evaluation and Clinical Outcomes Management be changed to PSYC 4016: Program Evaluation and Outcomes Management.

Rationale: The current title is too restrictive. This is remedied by the motion.

**MOTION 58:** That the Undergraduate Studies Committee recommend to Senate that the course description for PSYC 4016: Program Evaluation and Clinical Outcomes Management be changed as indicated below.

Previous Description: Advanced coverage of program evaluation and clinical outcomes management is provided, with a focus on health and social services programs. Using a clinical outcomes management framework, students are introduced to program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning as a co-requisite, and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

New Description: Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using a clinical outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

Rationale: The course description is now written from the student perspective, made broader, and more accessible to students.

**MOTION 59:** That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PSYC 3356: Design and Analysis I be changed by adding CHFS 3035: Statistics in Behavioural and Social Sciences as an alternate prerequisite.

Rationale: This is an addition that arises out of previously senate approved statistics equivalencies between Psychology and CHFS. Including this equivalency in the Descriptive Data for the course will make the equivalency clear to students.

**MOTION 60:** That the Undergraduate Studies Committee recommend to Senate that the breakdown for hours for PSYC 3356: Design and Analysis I be modified from “two hours of lecture and two hours of practical work per week for one term” to “four hours of lecture per week for one term.”

Rationale: This change is necessary to reflect the actual method of delivery of the course.

**MOTION 61:** That the Undergraduate Studies Committee recommend to Senate that the course description of PSYC 3356: Design and Analysis I be changed as indicated below.

Previous Description: This course emphasizes experimental design and data analysis using SPSS for Windows. Topics include data screening; descriptive statistics; one-way analysis of variance and covariance; 2-way and 3-way ANOVA; randomized block and randomized block factorial designs.

New Description: Students examine categorical experimental design options, analyze various designs, and generate psychological interpretations of the statistical results via statistical software (SPSS) datasets. Topics include data screening; descriptive statistics; one-way analysis of variance and covariance; 2-way and 3-way ANOVA; randomized block and randomized block factorial designs and statistical software.

Rationale: The course description is now written from the student perspective, made broader, and more accessible to students.

**MOTION 62:** That the Undergraduate Studies Committee recommend to Senate that the breakdown for hours for PSYC 3357: Design and Analysis II be modified from “two hours of lecture and two hours of practical work per week for one term” to “four hours of lecture per week for one term.”

Rationale: This motion is necessary to harmonize the Descriptive Data for PSYC 3356 and 3357 and to reflect the actual delivery method of the courses.

**MOTION 63:** That the Undergraduate Studies Committee recommend to Senate that the course description of PSYC 3357: Design and Analysis II be changed as indicated below.

Previous Description: This course emphasizes advanced experimental design and data analysis using SPSS for Windows. Topics include the general linear model; multiple regression with and without dummy coding; univariate and multivariate analysis of variance and covariance including factorial designs, repeated measures designs and mixed effects designs.

New Description: Students examine advanced experimental design options, analyze various designs, and generate psychological interpretations of the statistical results via statistical software (SPSS) datasets. Topics include the general linear model; multiple regression with and without dummy coding; univariate and multivariate analysis of variance and covariance including factorial designs, repeated measures designs and mixed effects designs.

Rationale: The course description is now written from the student perspective, made broader, and more accessible to students.

**MOTION 64:** That the Undergraduate Studies Committee recommend to Senate that PSYC 3217 (Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs) be changed from both PSYC 3216 (Psychological Measurement I: Measuring Achievement) and PSYC 3356 (Design and Analyses I) as two of its prerequisites and add PSYC 2127 (Scientific Method and Analysis II) as the prerequisite.

Rationale: This will make the prerequisites for PSYC 3217 conform with the prerequisite for PSYC 3216. The two measurement courses both rely on statistical skills that students master in PSYC 2126 (Scientific Method and Analysis I) and PSYC 2127 (Scientific Method and Analysis II).

**MOTION 65:** That the Undergraduate Studies Committee recommend to Senate that the course description of PSYC 3217 (Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs) be changed as indicated below.

Previous Description: This course offers a survey of theories and techniques in measuring attitude, personality, vocational interest, intelligence, emotional intelligence, and other psychological constructs using questionnaire surveys and observation. Students are required to create a survey questionnaire to measure a psychological construct or an attitude and from the data collected, determine its psychometric properties.

New Description: Students examine a survey of theories and techniques in measuring attitude, personality, vocational interest, intelligence, emotional intelligence, and other psychological constructs using questionnaire surveys and observations. Students create a survey (questionnaire) to measure a psychological construct or an attitude and, from the data collected, determine its psychometric properties.

Rationale: The course description is now written from the student perspective, made broader, and more accessible to students.

**MOTION 66:** That the Undergraduate Studies Committee recommend to Senate that PSYC 3606 (Psychopathology I) be changed by removing PSYC 2616 (Theories of Personality) as one of its prerequisites.

Rationale: The previous requirement for PSYC 2616 is a historical reflection of Laurentian's prerequisites when Nipissing's psychology courses were modelled on those at Laurentian when we were a college of Laurentian University. Most universities do not require Theories of Personality as a prerequisite for Psychopathology. Laurentian has dropped that requirement a number of years ago.

**MOTION 67:** That the Undergraduate Studies Committee recommend to Senate that the course description of PSYC 3606 (Psychopathology I) be changed as indicated below.

Previous Description: This course provides an overview of the psychoanalytic, behavioral, humanistic, cognitive, biological and eclectic approaches to understanding, describing and classifying mental disorders. The social and legal issues in psychopathology will also be discussed.

New Description: Students examine an overview of the psychoanalytic, behavioral, humanistic, cognitive, biological and eclectic approaches to understanding, describing and classifying mental disorders. The social and legal issues in psychopathology will also be discussed.

Rationale: The course description is now written from the student perspective, made broader, and more accessible to students.

**MOTION 68:** That the Undergraduate Studies Committee recommend to Senate that the course description for PSYC 4105 (Senior Empirical Thesis) be changed by excluding the following: "In consultation with the faculty advisor, each student prepares a prospectus which, when approved by the advisor, is then presented to a discipline prospectus meeting for evaluation. If the prospectus is approved by the discipline, the student may proceed with the research."

Previous Description: This course consists of an empirical investigation of a research problem in psychology. Students are encouraged to isolate a research problem and to approach a potential faculty

advisor during their third year. In consultation with the faculty advisor, each student prepares a prospectus which, when approved by the advisor, is then presented to a discipline prospectus meeting for evaluation. If the prospectus is approved by the discipline the student may proceed with the research. The faculty advisor provides advice, when requested, evaluates the student's performance in carrying out the research and evaluates the final report which is to be written in a style suitable for journal submission.

New Description: Students conduct an empirical investigation of a research problem in psychology. In discussion with a faculty advisor, students identify a research topic of interest and submit an Individualized Course Supervision Contract to the Chair of the Department by February 15 prior to the academic year when the course will be taken. During the course, students engage in novel, psychological research investigations demonstrating competence in research design, analyses, and scientific oral and written communication skills. The final report is written in a style suitable for journal submission.

Rationale: This motion reflects a change in current practice of the department where it was decided that Thesis projects no longer require departmental approval of the thesis prospectus at a meeting set aside to provide that approval. This will allow students and Supervisors more flexibility to begin collecting data without formal approval of the department. The course description is also now written from the student perspective, made broader, and more accessible to students.

### Religion and Cultures

**MOTION 70:** That the Undergraduate Studies Committee recommend to Senate that the following courses be added to the Nipissing University Calendar under Religions and Cultures:

RLCT 1206: What Does It All Mean? Religious Perspectives

RLCT 1207: Selected Topics in Religions and Cultures

RLCT 2146: From Gurus to Shamans and Beyond

RLCT 2147: From G-d to Allah and Beyond

#### A) Descriptive Data:

Course Code	<b>RLCT 1206</b>
Course Title	What Does It All Mean? Religious Perspectives
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	x 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	x 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	Throughout history, humans have exhibited a religious impulse. But is this really true and what does it mean? Are there certain types of beliefs that all humans have in common? Are there particular social rituals that bind all human communities together and that refer to superhuman beings? What is the origin of these beliefs and rituals and what is their function? Students examine these and other questions about religion in this introductory course

Course Grouping or Stream	Does this course belong to a Group or Stream? x No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input type="checkbox"/> No x Yes This course will satisfy the requirement for Majors, Specializations, and Honours students for 3 credits of first-year RLCT courses.
<a href="#">Cross-Listing or Cross-Coding</a>	<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>	Students will – <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge and understanding of key concepts and methodologies in Religions and Cultures</li> <li>• understand and assess a variety of theories of the origin and function of religion (phenomenological, social, psychological)</li> <li>• demonstrate an understanding of the historical context of the academic study of religion.</li> <li>• learn basic techniques to analyze texts and propose answers to interpretive questions</li> <li>• communicate in clear, coherent prose</li> </ul> <p><b>COURSE OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• an understanding of the complexity of the world’s religious traditions</li> <li>• an appreciation of the contribution the understanding of religion can have when analyzing historical and contemporary world events.</li> <li>• an ability to develop research questions and to find answers to these questions using established research techniques.</li> </ul>

**B) Comparative Data** *(Strongly recommended but not required)*

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carleton</b>		
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen’s</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

This course will replace RLCT 1025 as the introduction to the discipline of Religions and Cultures. It will be offered yearly (usually once in each semester) but because it replaces a 6 credit course no new resources will be required. This course represents part of a redesign of RLCT curriculum and program requirements based on a recent IQAP review.

**D) Statement of Resources:**

No new resources required as this course (along with RLCT 1207) replaces a current 6 credit introductory course.

**A) Descriptive Data:**

Course Code	<b>RLCT 1207</b>
Course Title	Selected Topics in Religions and Cultures
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	x 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	x 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 a different topic each year. Topics may include: portrayals of religion in mass media, religion and social justice, secularization, etc. Students should check Webadvisor for the specific topic addressed in any given year.
Course Grouping or Stream	Does this course belong to a Group or Stream? x No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? <input type="checkbox"/> No   x Yes This course will satisfy the requirement for Majors, Specializations, and Honours students for 3 credits of first-year RLCT courses.
<a href="#">Cross-Listing or Cross-Coding</a>	<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)	Students will – <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge and understanding of key concepts and methodologies in Religions and Cultures</li> <li>• comprehend primary texts and offer analytical commentary</li> <li>• demonstrate an ability to use the methods involved in the study of religion to contribute to the understanding of historical or contemporary events or issues</li> <li>• learn basic techniques to analyze texts and propose answers to interpretive questions</li> <li>• communicate in clear, coherent prose</li> </ul>



	<p><b>COURSE OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• an understanding of the complexity of the world’s religious traditions</li> <li>• an appreciation of the contribution the understanding of religion can have when analyzing historical and contemporary world events.</li> <li>• an ability to develop research questions and to find answers to these questions using established research techniques.</li> </ul>
--	---

**B) Comparative Data** (*Strongly recommended but not required*)

<b>University</b>	<b>Equivalent Course(s) and Titles</b>	<b>Non-Equivalent but 50% or more overlap</b>
<b>Brock</b>		
<b>Carleton</b>		
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen’s</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

This course represents part of a redesign of RLCT curriculum and program requirements based on a recent IQAP review.

**D) Statement of Resources:**

No new resources required as this course (along with RLCT 1206) replaces a current 6 credit introductory course.

**A) Descriptive Data:**

Course Code	RLCT 2146
Course Title	From Gurus to Shamans and Beyond
Course Prerequisite	
Course Corequisite	
Antirequisite	RLCT 1025
Total Hours	X 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	X 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 an historical and cultural survey of the basic teachings and doctrine of the religious traditions of South and East Asia and an overview of Indigenous practices. These can include Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism and Indigenous spirituality.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No   X Yes   Group 2
Program Implications	Does this course have program implications? X No <input type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	<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>	<p><b>LEARNING EXPECTATIONS</b></p> <p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge and understanding of key concepts and methodologies in Religions and Cultures</li> <li>demonstrate a fundamental knowledge of the major religious traditions as well as an ability to recognize and define key religious terms from each tradition</li> <li>comprehend primary texts and offer analytical commentary</li> <li>use established techniques to analyze texts and propose answers to interpretive questions</li> <li>communicate in clear, coherent prose</li> </ul> <p><b>COURSE OUTCOMES</b></p> <p>A better understanding of the complexity of the world's religious traditions and an appreciation of the contribution this understanding can have when analyzing historical and contemporary world events.</p> <p>An ability to interpret and analyze primary texts from a variety of religious traditions with sensitivity to their historical and cultural</p>

	context. An ability to develop research questions and to find answers to these questions using established research techniques.
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carleton</b>	RELI 1715 South Asian Religions RELI 1716 East Asian Religions	Equivalent
<b>Guelph</b>	S 13 World Religions in Historical Perspective	Equivalent
<b>Lakehead</b>	Religious Studies 1100 Introduction to World Religions	Equivalent
<b>Laurentian</b>	RLST 2205 EL The World's Living Religions	Equivalent
<b>McMaster</b>	3L03 The Indian Religious Traditions 3UU3 Buddhism in East Asia	50% overlap
<b>OCAD</b>		
<b>Ottawa</b>	SRS 2112 /2113 The Religions of the World 1 and II	Equivalent
<b>Queen's</b>	RELS 131 World Religions/Religious Worlds	Equivalent
<b>Toronto</b>	RLG 100Y World Religions	Equivalent
<b>Trent</b>		
<b>Waterloo</b>	RS 100 Religions of the East	Equivalent
<b>Western</b>	Religious Studies 1023F Introduction to World Religions	Equivalent
<b>Wilfrid Laurier</b>	RE 212 World Religions in Cultural Perspective	Equivalent
<b>Windsor</b>		
<b>York</b>		

**C) Statement of Need:**

This is an extremely popular course with students and a typical offering of any Religious Studies department.

**D) Statement of Resources:**

As this is a reconfiguring of a pre-existing course it doesn't require any extra resources

**A) Descriptive Data:**

Course Code	<b>RLCT 2147</b>
Course Title	From G-d to Allah and Beyond
Course Prerequisite	n/a
Course Corequisite	n/a
Antirequisite	RLCT 1025
Total Hours	<input checked="" type="checkbox"/> 36 hour <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	
Course Credits	<input checked="" type="checkbox"/> 3 credit <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore an historical and cultural survey of the religious traditions of the western world, focusing on the Abrahamic traditions of Judaism, Christianity and Islam as well as Indigenous traditions and New Religious Movements.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Group 1
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 points, visible, measurable and in active voice</i> )	<p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge and understanding of key concepts and methodologies in Religions and Cultures</li> <li>demonstrate a fundamental knowledge of the major religious traditions as well as an ability to recognize and define key religious terms from each tradition</li> <li>comprehend primary texts and offer analytical commentary</li> <li>use established techniques to analyze texts and propose answers to interpretive questions</li> <li>communicate in clear, coherent prose</li> </ul> <p><b>COURSE OUTCOMES</b></p> <p>A better understanding of the complexity of the world's religious traditions and an appreciation of the contribution this understanding can have when analyzing historical and contemporary world events.</p> <p>An ability to interpret and analyze primary texts from a variety of religious traditions with sensitivity to their historical and cultural context.</p> <p>An ability to develop research questions and to find answers to these questions using established research techniques.</p>

**MOTION 71:** That the Undergraduate Studies Committee recommend to Senate that the following courses be banked:

RLCT1025: Introduction to World Religions and Cultures  
RLCT3036: Thinking Religion Now

**MOTION 72:** That the Undergraduate Studies Committee recommend to Senate that RLCT 2046: “Critical Themes in Eastern Religious Thought” be changed to “Global Spiritualities: Eastern Traditions in the Contemporary World”.

**MOTION 73:** That the Undergraduate Studies Committee recommend to Senate that the title for RLCT 2076 “Religions and Colonization” be changed to “Conflict and Conversion”.

**MOTION 74:** That the Undergraduate Studies Committee recommend to Senate that the title for RLCT 2117 “New Religious Movements” be changed to “Cults and New Religious Movements”.

**MOTION 75:** That the Undergraduate Studies Committee recommend to Senate that RLCT 3046: “Religion and Science” be changed to “RLCT 3046 Science vs. Religion?” and the course description be changed from:

Old description:

Are religion and science in fundamental conflict? Do the discoveries of modern science make religious views of the world obsolete? Or is there the possibility of dialogue and reconciliation? This course explores such questions by examining the complex relation of religion and science in historical and contemporary contexts. Topics may include the historical impacts of Galileo, Newton, and Darwin as well as contemporary approaches, which range from atheistic interpretations to creationism to theistic evolution.

New description:

Are religion and science in fundamental conflict? Do the discoveries of modern science make religious views of the world obsolete? Or is there the possibility of dialogue and reconciliation? Students explore such questions by examining the complex relation of religion and science in historical and contemporary contexts. Focusing on western religion, topics may include the historical impacts of Galileo, Newton, and Darwin as well as contemporary approaches, which range from atheistic interpretations to creationism to theistic evolution.

**MOTION 76:** That the Undergraduate Studies Committee recommend to Senate that the title for RLCT/GEND 3116 “Women and Western Religions” be changed to “The Curse of the Fallen Woman: Women and Western Religions”.

**MOTION 77:** That the Undergraduate Studies Committee recommend to Senate that the title for RLCT/GEND 3117 “Gender and the Bible” be changed to “Gender, Sex, and the Bible”.

**MOTION 78:** That the Undergraduate Studies Committee recommend to Senate that the title for RLCT 3206 “Constructing Religion: Theorizing God: Theory and Method in the Study of Religion” be changed to “The Religious Animal” and that the course description be changed from:

Old description:

A study of the variety of methods used to study the phenomenon of religion. The course will deal with the history of the discipline of religious studies, the theoretical tools used to define religion and several of the thinkers who have been formative in the study of religion.

New description:

What aspects of human nature make us “the religious animal?” What are the features of human life that make religion so common? How do scholars of religion answer these questions? Students examine the history of Religious Studies, the theoretical tools used to define religion and the thinkers who are formative in the study of religion.

**MOTION 79:** That the Undergraduate Studies Committee recommend to Senate that, for the purposes of meeting breadth requirements in the RLCT program, Group 1 and Group 2 courses be established as follows:

Group 1: RLCT 2147 From G-d to Allah and Beyond, RLCT 2036 Christian Thought I, RLCT 2037 Christian Thought II, RLCT 3117 Gender, Sex, and the Bible, RLCT 3116 The Curse of the Fallen Woman: Women and Western Religions, RLCT 2127 Bible as Cultural Text, RLCT 3046 Science vs. Religion?

Group 2: RLCT 2146 From Gurus to Shamans and Beyond, RLCT 2046 Global Spiritualities: Eastern Traditions in the Contemporary World, RLCT 3026 Women and Eastern Religions

**MOTION 80:** That the Undergraduate Studies Committee recommend to Senate that the Program Requirements for a Minor in Religions and Cultures be changed as outlined below:

Old Requirements:

Students must complete 18 credits in Religions and Cultures as follows:

RLCT 1000 level	6 cr.
RLCT upper level	12 cr.

New Requirements:

Students must complete 18 credits in Religions and Cultures as follows:

RLCT 1000 level	3 cr.
RLCT upper level	15 cr.

**MOTION 81:** That the Undergraduate Studies Committee recommend to Senate that the program requirements for a Major in Religions and Cultures be changed as outlined below:

Old Requirements:

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

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	6 cr.
RLCT upper level	30 cr.

New Requirements:

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

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr.
-----------------	-------

Group 1	3 cr.
Group 2	3cr.
RLCT upper level	27 cr.

**MOTION 82:** That the Undergraduate Studies Committee recommend to Senate that the Program Requirements for a Specialization in Religions and Cultures be changed as outlined below:

Old Requirements:

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

Students must complete 54 credits in the Specialization as follows:

RLCT 1000 level	6 cr.
RLCT upper level	48 cr.

New Requirements:

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

Students must complete 54 credits in the Specialization as follows:

RLCT 1000 level	3 cr.
Group 1	3 cr.
Group 2	3 cr.
RLCT upper level	45 cr.

**MOTION 83:** That the Undergraduate Studies Committee recommend to Senate that the program requirements for an Honours Specialization in Religions and Cultures be changed as outlined below.

Old Requirements:

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

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

RLCT 1000 level	3 cr.
RLCT upper level	51 cr.
RLCT 4000 level	6 cr.

New Requirements:

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

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

RLCT 1000 level	3 cr.
Group 1	3 cr.
Group 2	3 cr.
RLCT upper level	45 cr.
RLCT 4000 level	6 cr.

Group 1 courses: RLCT 2147 From G-d to Allah and Beyond , RLCT 2036 Christian Thought I, RLCT 2037 Christian Thought II, RLCT 3117 Gender, Sex, and the Bible, RLCT 3116 The Curse of the Fallen Woman: Women and Western Religions, RLCT 2127 Bible as Cultural Text

Group 2 courses: RLCT 2146 From Gurus to Shamans and Beyond, RLCT 2046 Global Spiritualities: Eastern Traditions in the Contemporary World, RLCT 3026 Women and Eastern Religions

## **ADMISSION POLICY**

### **Bachelor of Social Work (BSW) Professional Years (3 & 4) Admission Policy Proposal**

**MOTION 84:** That the Undergraduate Studies Committee recommend to Senate that the BSW Professional Years admission policy proposal be approved.

#### **Proposed BSW Professional Years Admission Policy**

Admission consideration to the professional years (3 & 4) of the Bachelor of Social Work (BSW) is based on the following criteria:

- Successful completion of a minimum of 60 credits (10 full course equivalents) including SWRK-1006 (or equivalent), 3 credits (0.5 full course equivalent) in Social Science or Professional Studies, 6 credits (one full course equivalent) in Humanities and 6 credits (one full course equivalent) in Science;
- Minimum 70% overall average;
- Personal Statement;
- Analysis of a Social Issue;
- Resume of Volunteer and Work Experience; and
- One academic and one personal/professional reference

#### **Rationale**

This is to formalize the academic and non-academic admission requirements as outlined in the BSW program proposal. The professional years will be limited enrollment. By using both the academic and non-academic criteria listed above the Social Work admissions committee will have the information to select personal and professionally qualified students to enter the intensive final two years of the program.

The first intake of the professional years will be Fall 2017.

Submitted by: Heather Brown  
Date: November 19, 2015



**Report of the  
Undergraduate Studies Committee**

**January 14, 2016**

The meeting of the **Undergraduate Studies Committee** was held on Thursday, January 14, 2016, at 2:00 pm in F214. The following members attended:

Murat Tuncali	Carole Richardson	Rick Vanderlee
Daniel Jarvis	Reehan Mirza	Tony Parkes
Anne Wagner	Rebecca Roome-Rancourt (Registrar's designate)	

Jane Hughes, Recording Secretary

**Absent with Regrets:** Jamie Graham, Roxana Vernescu, Sydney Lamorea, Kerri Sawyer

**Guests:** Crystal Pigeau, Margarida Shail, Eric Weichel, Jamie Murton, Tzvetalin Vassilev

**Subcommittee Reports:**

***Undergraduate Standing and Petitions Subcommittee***

The Reports of the Undergraduate Standing and Petitions Subcommittee dated: December 16, 2015, was received.

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

Respectfully submitted,



Dr. Murat Tuncali  
Dean, Faculty of Arts & Science

**MOTION 1:** That Senate receive the Report of the Undergraduate Studies Committee, dated January 14, 2016.

## 1. Faculty of Arts and Science

### Computer Science and Mathematics

**MOTION 2:** That Senate approve the course title from MATH 1070 Fundamentals of Arithmetic for Teachers to MATH 1070 Fundamental Concepts of Mathematics for Teachers and change the description as follows:

Old Course Description (Academic Calendar 2015/2016):

URL:

<http://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroup id=567&entitytype=CID&entityid=11739&loadusercredits=False>

This course is primarily intended for those students planning to become elementary school teachers. Topics covered include: logic; set theory; relations and operations on a set; structure and properties of the whole number system and whole number arithmetic, including modular arithmetic; structure and properties of the integer system and integer arithmetic; structure and properties of the rational number system and rational number arithmetic; structure and properties of the real number system and real number arithmetic. Applications and examples from the field of elementary mathematics education are also included.

#### **The new Proposed Course Description:**

This course is primarily intended for future teachers. Students develop a deep understanding of fundamental mathematical concepts and explore why mathematics works the way it does. The topics are organized around operations with numbers; arithmetic properties of operations, natural, whole, integer, rational, and real number systems and structure and rationale of place value system. Students engage in small group work and classroom discussions that are relevant to applications and examples from the field of mathematics education.

### Fine and Performing Arts

**MOTION 3:** That Senate approve that the course title for FAVA 2237: Modern Art History and Social Movements be changed to FAVA 2237: Modern Art and Architecture, and that the course description be changed as follows:

From

In this course, students will examine modern artworks or art movements that have brought about cultural change, social reform, or political action in different historical periods and geopolitical contexts.

To

In this course, students focus on the movements and themes that dominate art, design, architecture, and the artists whose individual expression redefined artistic traditions in the twentieth century. Students examine artists and their work in their political, social and theoretical context, emphasizing the symbiotic relationship between art and society.

**MOTION 4:** That Senate approve the addition of FILM 2306 Film Genre: Horror Films to the Nipissing University Calendar under FILM.

**MOTION 5:** That Senate approve the addition of FILM 2307 Film Genre: Sci-Fi and Fantasy Films to the Nipissing University Calendar under FILM.

Geography

**MOTION 6:** That Senate to approve the modification of the description in the academic calendar for GEOG 3096 Environmental Hydrology.

History

**MOTION 7:** That Senate approve the addition of the new course HIST 2106: Foundations of the Medieval World (315-1054) to the Nipissing University Calendar under History.

**MOTION 8:** That Senate approve the addition of the new course HIST 2107: Order and Disorder in the Later Middle Ages (1054-1378) (Short title for WebAdvisor only: Later Middle Ages), to the Nipissing University Calendar under History.

**MOTION 9:** That Senate approve that HIST 2105: History of Medieval Europe be banked.

Political Science

**MOTION 10:** That Senate approve the addition of a Non-Standalone Certificate in Peace and Violence Prevention Studies to the Nipissing University Calendar under POLITICAL SCIENCE.

Sociology

**MOTION 11:** That Senate to approve the addition of ANTR 3037 Archaeological Cataloguing and Reporting to the Nipissing University Academic Calendar under ANTHROPOLOGY.

Psychology

**MOTION 12:** That Senate approve Motions 13 and 14 as an omnibus motion.

**MOTION 13:** That Senate approve that the course description for PSYC 4016: Program Evaluation and Outcomes Management be changed as indicated below.

Previous Description:

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using a clinical outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

New Description:

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

**Faculty of Applied and Professional Studies**School of Human and Social Development

**MOTION 14:** That the Undergraduate Studies Committee recommend to Senate that the course description for CHFS 4016: Program Evaluation and Outcomes Management be changed as indicated below.

Previous Description:

Advanced coverage of program evaluation and clinical outcomes management is provided, with a focus on health and social services programs. Using a clinical outcomes management framework, students are introduced to program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning as a co-requisite, and is restricted to a small number of advanced students. This course is also offered as [PSYC 4016](#).

New Description:

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as PSYC 4016.

**SUPPORTING DOCUMENTATION**

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

**December 16, 2015**

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on December 16, 2015.

**PRESENT:** Jamie Graham, Carole Richardson, Pavlina Radia, Rick Vanderlee, Richard Wenghofer, Nancy Maynes, Karey McCullough, Kerri Sawyer, Sydney Lamorea

**GUESTS:** Crystal Pigeau, Margarida Shail, Ken McLellan, Jane Hughes

3. Petitions Heard: 13

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	0	0
Late Registration	1	0
Late Withdrawal	3	2
Remove Course from Transcript	0	3
Degree Requirements Waived/Altered	3	0

Deferred: 1

Respectfully Submitted,

A handwritten signature in cursive script 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 December 16, 2015, be received.

**FACULTY OF ARTS & SCIENCE****Computer Science and Mathematics**

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate to change the course title from MATH 1070 Fundamentals of Arithmetic for Teachers to MATH 1070 Fundamental Concepts of Mathematics for Teachers and change the description as follows:

Old Course Description (Academic Calendar 2015/2016):

URL:

<http://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroup id=567&entitytype=CID&entityid=11739&loadusercredits=False>

This course is primarily intended for those students planning to become elementary school teachers. Topics covered include: logic; set theory; relations and operations on a set; structure and properties of the whole number system and whole number arithmetic, including modular arithmetic; structure and properties of the integer system and integer arithmetic; structure and properties of the rational number system and rational number arithmetic; structure and properties of the real number system and real number arithmetic. Applications and examples from the field of elementary mathematics education are also included.

**The new Proposed Course Description:**

This course is primarily intended for future teachers. Students develop a deep understanding of fundamental mathematical concepts and explore why mathematics works the way it does. The topics are organized around operations with numbers; arithmetic properties of operations, natural, whole, integer, rational, and real number systems and structure and rationale of place value system. Students engage in small group work and classroom discussions that are relevant to applications and examples from the field of mathematics education.

**Rationale:**

For the past six years, MATH 1070 has changed its focus in teaching mathematical content to teachers. The concepts that are covered in this course are beyond those of elementary curriculum. The aim is to try to have students that are taking this course develop an appreciation and understanding of mathematical concepts that go beyond the how to and more towards explaining why. Thus, we propose a change in the course title and description that better suits the new, updated course that we have worked to develop during these past years. The mathematical concepts presented and discussed in MATH 1070 are relevant to teachers teaching from K to 10 in the Ontario Curriculum. We recommend that any prospective teachers that are planning to teach in the Primary-Junior and Junior streams take this course.

**Fine and Performing Arts**

**MOTION 3:** That the Undergraduate Studies Committee recommend to Senate that the course title for FAVA 2237: Modern Art History and Social Movements be changed to FAVA 2237: Modern Art and Architecture, and that the course description be changed as follows:

From

In this course, students will examine modern artworks or art movements that have brought about cultural change, social reform, or political action in different historical periods and geopolitical contexts.

To

In this course, students focus on the movements and themes that dominate art, design, architecture, and the artists whose individual expression redefined modernist artistic traditions in the twentieth century after the Great War. Students examine artists and their work in their political, social and theoretical contexts, emphasizing the symbiotic relationship between art and society.

**MOTION 4:** That the Undergraduate Studies Committee recommend to Senate the addition of FILM 2306 Film Genre: Horror Films to the Nipissing University Calendar under FILM.

**Rationale:**

We believe these courses will attract to both existing and prospective students. Both courses can be applied to the FILM Minor. We are also considering the possibility of online delivery, which could significantly increase enrolment numbers.

**A) Descriptive Data:**

Course Code	<b>FILM 2306</b>
Course Title	Film Genre: Horror Films
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
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 investigate the concept of genre through the study of the horror film as a genre crossing national and historical categories. Students examine the conventions, evolution, iconography and cultural significance of this popular genre.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes This course counts towards the Minor in Film
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	<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> )	<b>Learning Expectations (that which students will do and I will measure):</b> By the end of this course students will be able to: 1. demonstrate an understanding of the general formal characteristics of the horror genre and their effects on the viewer. 2. identify and articulate horror's narrative formulas and dominant iconography, recognizing and understanding shifts in their meaning. 3. develop an ability to detect ideological elements in the horror genre's construction of the normalized self and community against its abnormal, monstrous other.

	<p>4. contextualize horror films as they relate to social, political, economic and cultural circumstances from both a historical and contemporary standpoint.</p> <p>5. compare and contrast key differences between American, Asian, and European horror films.</p> <p>6. identify in specific films the cultural significance and social/historical determinants that are central to the course as well as the conventions and iconography presented.</p> <p>7. develop the ability to propose research questions and use formal and critical textual analysis to write an academic research paper.</p> <p><b>Course Outcomes (what will result from successful completion of the course)</b></p> <p>Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none"><li>1. an understanding of the horror genre as a form of cultural critique applicable to various national and historical contexts.</li><li>2. the ability to critically analyze the horror genre by drawing from theories of genre, authorship, self-reflexivity and national allegory, as well as from reception theories and, when applicable, psychoanalytical, semiotic and cognitive approaches to the study of film.</li><li>3. an ability to write about and discuss the historical context that produced the horror genre, connecting the cultural, political and/or social frameworks that both inform the horror genre and are reflected in it.</li><li>4. a comprehension of the horror genre relation to the modes of production, distribution and exhibition of the relevant film industry.</li><li>5. communicate effectively with clarity, both orally and in writing, using appropriate terminology when discussing historic and contemporary horror films.</li></ol>
--	--



**B) 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
<b>Brock</b>		FILM 3P94 Film Genre
<b>Carleton</b>		FILM2601 Film Genre
<b>Guelph</b>		ENGL2230 Popular Genres
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		CIN4151 Special topic on genres films, ENG3106: Topics in Film Studies
<b>Queen's</b>		Film302 Genre
<b>Toronto</b>	CIN210H1 Horror Film	
<b>Trent</b>		CUST 4523H: Shapeshifters: Narrative Adaptations Across Media
<b>Waterloo</b>		
<b>Western</b>	FILM 2194B: Special Topics: The Horror Film	
<b>Wilfrid Laurier</b>	FS361 Horror and Gothic Films	EN692 Special Topics in Genre
<b>Windsor</b>		
<b>York</b>	FILM 3420D – Studies in Genre: Horror	

**C) Statement of Need:**

The course will provide breadth to our film offerings and contribute to our Minor in Film. There is also potential for this course to be delivered online, which would likely increase enrolment numbers.

**D) Statement of Resources:**

Existing faculty will teach this course and it will be cycled with our current offerings. The current library holdings are sufficient.

**MOTION 5:** That the Undergraduate Studies Committee recommend to Senate the addition of FILM 2307 Film Genre: Sci-Fi and Fantasy Films to the Nipissing University Calendar under FILM.

**Rationale:**

We believe these courses will attract to both existing and prospective students. Both courses can be applied to the FILM Minor. We are also considering the possibility of online delivery, which could significantly increase enrolment numbers.

**A) Descriptive Data:**

Course Code	<b>FILM 2307</b>
Course Title	Film Genre: Sci-Fi and Fantasy Films
Course Prerequisite	none
Course Corequisite	none
Antirequisite	none
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore the history and development of Science Fiction films. These films play a major role in reflecting and forming our individual and collective imagination regarding our potential future and our relationship to technology. Students examine how these films expose and interrogate our deeply rooted fears of invasion by others, environmental destruction, and interaction with artificial intelligence.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes This course counts towards the Minor in Film
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 points, visible, measurable and in active voice</i> )	<b>Learning Expectations (that which students will do and I will measure)</b> By the end of the course students will be able to: <ol style="list-style-type: none"> <li>1. recognize and identify the major characteristics and themes of science fiction films</li> <li>2. be able to describe the significant periods and seminal films in the evolution of the science fiction genre</li> <li>3. to discuss, through these specific films, the ways in which popular film genres are constructed and evolve</li> <li>4. demonstrate the ability to apply theory to practice in the context of a close textual analysis of a selected film</li> <li>5. understand and discuss the processes of “estrangement” and “extrapolation” as two distinct methods of analysis within science fiction film</li> <li>6. identify how the visual and the aural elements of a film contribute to its conveyance of emotion and ideas</li> </ol>

	<p>7. differentiate the distinctive forms, styles, and themes of science fiction films, from its origins in utopian and apocalyptic literatures to its contemporary concern with the technological, ecological, biological, and temporal transformation of human life.</p> <p><b>Course Outcomes (what will result from a successful completion of the course)</b> Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none"><li>1. a sense of the history and function of the Science Fiction genre</li><li>2. a capability to critically examine a film within the science fiction genre (both its form and content)</li><li>3. the ability to apply theory to practice in the context of a close textual analysis of a selected film</li><li>4. a greater ability to write lucid and perceptive film analysis and criticism</li></ol>
--	--

**B) 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
<b>Brock</b>		FILM 3P94Film Genre, COMM 3P94Film Genre
<b>Carleton</b>	<a href="#">FILM 2601A: Film Genres: Science Fiction</a>	
<b>Guelph</b>		
<b>Lakehead</b>		
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		WMNS-217 Gendered Alternatives: Science Fiction and Fantasy
<b>Toronto</b>	<a href="#">CIN211H1F</a> Science Fiction Film, ENG 238S--Science Fiction and Fantasy: Film	
<b>Trent</b>		CUST 4523H: Shapeshifters: Narrative Adaptations Across Media
<b>Waterloo</b>		RS 271R Thematic Approaches to Religion and Film: Science Fiction
<b>Western</b>	2260G: Film Genre: Science Fiction	
<b>Wilfrid Laurier</b>	FS254 Science Fiction Film	
<b>Windsor</b>		
<b>York</b>	FILM 3420E: the Science fiction film	

**C) Statement of Need:**

The course will provide breadth to our film offerings and contribute to our Minor in Film. There is also potential for this course to be delivered online, which would likely increase enrolment numbers.

**D) Statement of Resources:**

Existing faculty will teach this course and it will be cycled with our current offerings. The current library holdings are sufficient.

**Geography**

**MOTION 6:** That the Undergraduate Studies Committee recommend to Senate to approve the modification of the description in the academic calendar for GEOG 3096 Environmental Hydrology.

The rationale for the change is to make the course description more consistent with the course content, highlighting a combined focus on understanding water movement and storage in our watersheds but also the use of environment tracers in study of human impacts on our watersheds. This change will make the course description more reflective of the way the course has been taught for several years. This change has no impact on program requirements or other courses and is suggested to be non-substantive.

Current Title: Environmental Hydrology

Current Description:

Prerequisite: GEOG 2126

The movement and storage of water, first at the global scale and then at the scale of small watersheds are examined. The emphasis will be on developing a process-level understanding of what controls the rate and magnitude of water flux from its point of entry to a catchment through its exit points(s). This course may be credited towards Science.

**Revised Title:** Environmental Hydrology

**Revised Description:**

Prerequisite: GEOG 2126

**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.

**History**

**MOTION 7:** That the Undergraduate Studies Committee recommend to Senate that the new course

HIST 2106: Foundations of the Medieval World (315-1054) be added to the Nipissing University Calendar under History.

**A) Descriptive Data:**

Course Code	<b>HIST 2106</b>
Course Title	Foundations of the Medieval World (315-1054) (Short title for WebAdvisor only: Foundations of Medieval World)
Course Prerequisite	6 credits of History at the 1000 level or 24 credits completed
Course Corequisite	
Antirequisite	HIST 2105: History of Medieval Europe
Total Hours	36 hours
Breakdown of Hours	3 hours of lecture per week
Course Credits	3 credits
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore the social, political, and religious foundations of Western Europe from the beginning of the Christian Roman Empire to the final division between the Latin and Greek churches. Students get a broad overview of the Middle Ages, paying particular attention to the development of social, political, and religious institutions and their role in shaping medieval life and practices. Students also examine the interactions of Western Christendom with Byzantium and the Muslim world.
Course Grouping or Stream	Does this course belong to a Group or Stream? No
Program Implications	Does this course have program implications? No
<a href="#"><u>Cross-Listing or Cross-Coding</u></a>	

<p>Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>Expectations: By the end of this course students will be able to:</p> <ol style="list-style-type: none"><li>1. Identify and discuss the main social, political, and religious foundations of the Medieval World.</li><li>2. Identify and discuss the main developments in the Medieval World between c. 300 and 1050.</li><li>3. Analyze primary source documents (in translation) from the period and discuss their significance to contemporary events.</li><li>4. Identify and discuss the arguments that historians have made on the time period.</li><li>5. Demonstrate engagement with the methodological approaches used by historians and other scholars who study this period.</li><li>6. Engage in research on topics relating to this time period.</li></ol> <p>Outcomes: Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none"><li>1. A promising ability to analyze and interpret primary and secondary sources.</li><li>2. A working knowledge of the main events and developments in early Medieval history.</li><li>3. The ability to communicate effectively in clear and correct writing.</li></ol>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

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

<b>University</b>	<b>Equivalent Course(s) and Titles</b>	<b>Non-Equivalent but 50% or more overlap</b>
<b>Brock</b>		Hist1P99: Western European Ideas and Worldviews to 1800; Hist2P99: Ideas and Culture Before 1850; Hist 3P96: Medieval and Early Modern Christianity
<b>Carelon</b>	Hist 2001: Early Medieval Europe;	Hist 1001: Making Europe; Hist 2005: England During the Middle Ages
<b>Guelph</b>		Hist 2200: The Medieval World
<b>Lakehead</b>	N/A	N/A
<b>Laurentian</b>	Hist 2546: Early Medieval Europe	
<b>McMaster</b>	Hist 2CC3: Medieval World 400-1050	
<b>OCAD</b>	N/A	N/A
<b>Ottawa</b>		Hist 2335: Western Europe from the 5 <sup>th</sup> to the 15 <sup>th</sup> Century; Clas 2335: Western Europe from the 5 <sup>th</sup> to the 15 <sup>th</sup> Century; Hist 2735: L'Occident du Ve au XVe siècle
<b>Queen's</b>		Hist 250/6.0
<b>Toronto</b>	His B60H3: Europe in the Early Middle Ages (305-1053)	His 220Y5: The Shape of Medieval Society; His 221H5: Themes in Medieval History; His 327Y5: From Antiquity to the Middle Ages: Europe 300-800
<b>Trent</b>	Hist-AHCL 2051H: Early Medieval Europe, 300-1050	
<b>Waterloo</b>		Hist 11 Dis, Lec 0.50: A History of the Western World I; Hist 260 Dis, Lec 0.50: Europe: 400-1303
<b>Western</b>		Hist 2141: Western Civilization, Divine Kingdoms to Democratic Communities; Hist 2401E: Medieval Europe
<b>Wilfrid Laurier</b>	HI 101: Medieval Europe, 500-1100	



<b>Windsor</b>	N/A	N/A
<b>York</b>	Ap/Hist 2220: Medieval and Early Modern Europe	

**B) Statement of Need:**

HIST 2106 is a course that fulfills the requirements at the 2000 level within the History program. It is intended to augment, and provide more choice within, our selection of 2000-level courses. In addition it fills a gap that has recently become more apparent within our program. The 6-credit course, HIST 2105 (History of Medieval Europe) has not been offered in the classroom during the regular fall-winter term for a long time. The faculty member who previously most often offered courses on the medieval period has now retired. It is only responsible to offer courses that acquaint students with this thousand-year era in Western history, given its importance as the time in which many Western institutions of politics and culture took familiar shape. The creation of HIST 2106, and the separate course HIST 2107, will comply with our departmental initiative begun in 2011 to convert 6-credit survey courses into more focused 3-credit courses that instructors shape according to their expertise.

**C) Statement of Resources:**

This course will not require any new resources.

**MOTION 8:** That the Undergraduate Studies Committee recommend to Senate that the new course

HIST 2107: Order and Disorder in the Later Middle Ages (1054-1378) (Short title for WebAdvisor only: Later Middle Ages), be added to the Nipissing University Calendar under History.

**A) Descriptive Data:**

Course Code	<b>HIST 2107</b>
Course Title	Order and Disorder in the Later Middle Ages (1054-1378) (Short title for webadvisor only: Later Middle Ages)
Course Prerequisite	6 credits of History at the 1000 level or 24 credits completed
Course Corequisite	
Antirequisite	HIST 2105: History of Medieval Europe
Total Hours	36 hours
Breakdown of Hours	3 hours of lecture per week
Course Credits	3 credits
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore, in thematic fashion, popular movements in Europe between the separation of the Eastern and Western churches and the great Western Schism of the late fourteenth century. Topics that may be explored include new religious movements, popular devotions and heresy hunting, the rise of literacy, social movements and popular revolts, understandings of health and disease, and their impact on the social and cultural life of the period.
Course Grouping or Stream	Does this course belong to a Group or Stream? <b>No</b>
Program Implications	Does this course have program implications? <b>No</b>
<a href="#"><u>Cross-Listing or Cross-Coding</u></a>	

<p>Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)</p>	<p>By the end of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss the main social and religious movements of the Later Middle Ages.</li> <li>2. Identify and discuss the influence of popular movements on the social and cultural life of the Later Middle Ages.</li> <li>3. Analyze primary source documents (in translation) from the period and discuss their significance to contemporary events.</li> <li>4. Identify and discuss the arguments that historians have made on the time period.</li> <li>5. Demonstrate engagement with the methodological approaches used by historians and other scholars who study this period.</li> <li>6. Engage in research on topics relating to this time period.</li> </ol> <p>Outcomes: Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none"> <li>1. A promising ability to analyze and interpret primary and secondary sources.</li> <li>2. A working knowledge of selected popular movement in later Medieval history and their impact on the social and cultural life of the period.</li> <li>3. The ability to communicate effectively in clear and correct writing.</li> </ol>
---	--

**B) 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
<b>Brock</b>		Hist1P99: Western European Ideas and Worldviews to 1800; Hist3P96: Medieval and Early Modern Christianity
<b>Carelton</b>	Hist 2002: Later Medieval Europe	
<b>Guelph</b>	Hist 2000: The British Isles, 1066-1603	Hist 2200: The Medieval World
<b>Lakehead</b>	N/A	N/A
<b>Laurentian</b>	Hist-2547EL: Later Medieval Europe	
<b>McMaster</b>	Hist 2DD3: The Medieval World 1050-1400	
<b>OCAD</b>	N/A	N/A

<b>Ottawa</b>		Hist 2335: Western Europe from the 5 <sup>th</sup> to the 15 <sup>th</sup> Century; Clas 2335: Western Europe from the 5 <sup>th</sup> to the 15 <sup>th</sup> Century; Hist 2735: L'Occident du Ve au XVe siècle
<b>Queen's</b>		Hist 250/6.0: The Middle Ages
<b>Toronto</b>	HisB1H3: Europe in the High and Late Middle Ages (1053-1492)	His 220Y5: The Shape of Medieval Society; His 221H5: Themes in Medieval History
<b>Trent</b>	Hist 2061H:High Medieval Europe, 1000-1325	
<b>Waterloo</b>		Hist 11 Dis, Lec 0.50: A History of the Western World I; Hist 260 Dis, Lec 0.50: Europe, 400-1303
<b>Western</b>		History 2141: Western Civilization: Divine kingdoms to Democratic Communities; History 2401E: Medieval Europe
<b>Wilfrid Laurier</b>	H102: The Central and Late Middle Ages, 1100-1450	
<b>Windsor</b>	N/A	N/A
<b>York</b>		Ap/Hist 2220: Medieval and Early modern Europe

**C) Statement of Need:**

HIST 2107 is a course that fulfils the requirements at the 2000 level within the History program. It is intended to augment, and provide more choice within, our selection of 2000-level courses. In addition it fills a gap that has recently become more apparent within our program. The 6-credit course, HIST 2105 (History of Medieval Europe) has not been offered in the classroom during the regular fall-winter term for a long time. The faculty member who previously most often offered courses on the medieval period has now retired. It is only responsible to offer courses that acquaint students with this thousand-year era in Western history, given its importance as the time in which many Western institutions of politics and culture took familiar shape. The creation of HIST 2107, and the separate course HIST 2106, will comply with our departmental initiative begun in 2011 to convert 6-credit survey courses into more focused 3-credit courses that instructors shape according to their expertise.

Note: the department will be banking HIST 2105. The motion is included in the HIST 2106 application.

**D) Statement of Resources:**

No additional resources will be required for this course.

**MOTION 9:** That the Undergraduate Studies Committee recommend to Senate that HIST 2105: History of Medieval Europe be banked.

**Political Science**

**MOTION 10:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of a Non-Standalone Certificate in Peace and Violence Prevention Studies to the Nipissing University Calendar under POLITICAL SCIENCE.

**Proposal for a Non-Stand-Alone Certificate  
in Peace and Violence Prevention Studies**

The proposed Certificate in Peace and Violence Prevention Studies will consist of 15 credits of course work and experiential learning.

**Statement of Academic Merit:*****Academic Aims:***

Making peace a goal in our politics, our institutions and our education means reflecting on what peace would look like in reality, and building community capacities for autonomous organization in the absence of coercive modes of control.

Peace building is most effective when the capacities for communication, cooperation and consent are developed as means of actively preventing violence.

This certificate will provide students with a theoretical understanding of how to define peace in positive terms and how to recognize the challenges to attaining peace, while laying out the tools needed to manage conflict, mediate between diverse interests, and forge sustainable agreements.

***Social Relevance:***

Our world is beset by conflicts requiring resolution and global issues demanding concerted action. The measures of human security enjoyed by some of us are fragile and are not universally shared, and violence, both explicit and systemic, remains a persistent problem for humanity. This certificate of peace and violence prevention studies will help to deepen the strengths of civil society by empowering our students to make their world a more just and peaceful place.

**Admission Requirements:**

The Certificate in Peace and Violence Prevention Studies will be open to all Nipissing University students.

**Statement of Financial Viability:**

The Certificate in Peace and Violence Prevention Studies will require no new resources.

**Statement of Administrative Responsibility:**

The Certificate in Peace and Violence Prevention Studies will be administered by the Department of Political Science, Philosophy and Economics.

**Curriculum:****Required Courses:***POLI 2607 - On Conflict Resolution (3 credits)*

Students will take theoretical and applied looks at the sources of conflict, and consider what peaceful relations might mean in various contexts, from the family, to workplace, to relations between states. While unresolved conflict can lead to violence, conflict is not always a bad thing and if properly managed it can be a motivating force for building more just relations. However, it takes certain skills to effectively manage conflict in order to mitigate the negative effects it can create. Students will examine the methods of alternative dispute resolution needed to manage conflict in a variety of contexts.

*POLI 2316 - Negotiating International Agreements (3 credits)*

Negotiating International Agreements is a negotiation methods course featuring interest-based negotiation. The overall objective is for students to gain a general foundation and the skills to be effective international negotiators in the context of multi-party, multi-issue cross-cultural environments. There is an emphasis on team negotiation including preparation, proper conduct at the table, and the importance of understanding the cultural environment.

*UNIV 3006 - Experiential Learning (3 credits)*

This course of study will involve an internship within an institution, government body or NGO for the purpose of peace and violence prevention related practices. Student and professor will agree upon and arrange the internship (60 hours total, volunteer or for pay) with a community partner, and agree upon a list of learning outcomes. The course involves a detailed summary report and presentation on the internship activities undertaken, community partnerships formed, and lessons learned at an annual Peace and Violence Prevention Symposium.

***2 of the Following 3 POLI Courses:****POLI 2707 - Canada and the World (3 credits)*

This course will examine the unique role and influence of Canada from an international perspective. Peacekeeping/peacemaking, foreign policy, international trade, and globalization will be examined. This course may be credited towards History.

*POLI 2306 - The Origins of International Relations (3 credits)*

This course is an historical and theoretical consideration of the major events and philosophies that characterize the interaction of states. We will explore the fundamental divisions between war and peace; conflict and cooperation; as well as the international and the domestic. Foundational thinkers such as Thucydides, Sun Tzu and Machiavelli will be read alongside contemporary theorists. This course may be credited towards History.

*POLI 2307 - The Cold War & After (3 credits)*

This course is a study of Cold War politics and its continued influence on contemporary international relations. What started the Cold War and how did it end? This question will be answered by exploring the practical and ideological divisions that divided the planet in the decades following World War II. This course may be credited towards History

**Similar Programs:****University of Calgary**

- Certificate/Diploma in Peace and Conflict Studies (proposed)

**University of Waterloo**

- Diploma in Peace and Conflict Studies

**McMaster University**

- [Combined Honours in Peace Studies and Another Subject \(B.A.\)](#)

**University of Toronto**

- Major and Specialist degree in Peace, Conflict and Justice

**University of Manitoba**

- Joint M.A. Program in Peace and Conflict Studies

**Selkirk College**

- Unarmed Civilian Peacekeeping (one year, on-line)

**Royal Roads**

- [Graduate Diploma in Conflict Analysis and Management](#), Blended, 1 year
- [Graduate Diploma in Human Security and Peacebuilding](#), Blended, 1 year

**Sociology**

**MOTION 11:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of ANTR 3037 Archaeological Cataloguing and Reporting to the Nipissing University Academic Calendar under ANTHROPOLOGY.

**A) Descriptive Data:**

Course Code	<b>ANTR 3037</b>
Course Title	Archaeological Cataloguing and Reporting
Course Prerequisite	ANTR 2026 and ANTR 2027
Course Corequisite	N/A
Antirequisite	N/A
Total Hours	36 hours
Breakdown of Hours	36 hours of lecture
Course Credits	3 credits
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students learn to report and document archaeological excavations and collections according to professional standards and guidelines. Instruction includes processing artifacts in the laboratory, preparation of an artifact catalogue, artifact analysis, evaluation of site significance, and a report with appropriate maps, diagrams, and photographs.
Course Grouping or Stream	Does this course belong to a Group or Stream? No
Program Implications	Does this course have program implications? No
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 points, visible, measurable and in active voice</i> )	<p><b>Learning Expectations</b></p> <p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• Report archaeological excavations according to Ontario standards and guidelines</li> <li>• Document and analyze archaeological sites and artifacts</li> <li>• Wash and clean artifacts according to basic archaeological laboratory methods</li> <li>• Sort historic and prehistoric artifact collections into standard categories based on material and function</li> <li>• Prepare artifact catalogs using standard methods and terms</li> <li>• Inscribe artifact collections according to museum standards</li> </ul> <p><b>Outcomes:</b></p> <p>Successful graduates of this course will:</p> <ul style="list-style-type: none"> <li>• Have demonstrated skills that can be applied in professional contexts as archaeological field assistants or monitors</li> <li>• Understand basic laboratory processes</li> </ul>



	<ul style="list-style-type: none"> <li>• Know the standards of information archaeological field reports must contain.</li> </ul>
--	--

**B) 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
<b>Brock</b>	No	No
<b>Carelton</b>	No	No
<b>Guelph</b>	No	No
<b>Lakehead</b>	No	ANTR 3118: Scientific Applications in Archaeology
<b>Laurentian</b>	No	ARCL 3066 Laboratory and Analytical Procedures in Archaeology
<b>McMaster</b>	No	ANTHROP 3K03 Archaeological Interpretation
<b>OCAD</b>	No	No
<b>Ottawa</b>	No	No
<b>Queen's</b>	No	No
<b>Toronto</b>	No	ARC 305H Archaeological Interpretation ARC 312Y Archaeological Laboratory
<b>Trent</b>	<b>ANTH 2050 Introduction to Ontario Historic Archaeology Field and Laboratory Methods</b>	
<b>Waterloo</b>		ANTH 440 Archaeological Analysis and Interpretation
<b>Western</b>	No	No
<b>Wilfrid Laurier</b>	No	AR217 Archaeological Laboratory Methods AR336 Cultural Resource Management AR341 Analytical Archaeology
<b>Windsor</b>	No	No
<b>York</b>	No	No

**C) Statement of Need:**

This course will not be a required course for a specific degree, but will complement the current archaeology course offerings. The archaeology course offerings have shown consistent growth in enrollment since we first offered them in 2013, and our introductory Archaeology course (ANTR 2026) is currently waitlisted for the winter term. This proposed course will expand the current Archaeology course offerings by providing students with more specific training in archaeological cataloguing and reporting, skills that are essential for applied and professional archaeologists. Part of the rationale for the development of this course has been on-going discussions with the Algonquins of Ontario who have indicated a strong interest in having their members trained in archaeological assessment and monitoring. We estimate that this course would partially fill these identified needs and that enrollment would include current Nipissing University students, as well as students from surrounding communities who register in the course specifically to acquire applied archaeological skills.

**D) Statement of Resources:**

This course will be offered as resources allow. In the past two academic years, we have hired a professional archaeologist to teach the archaeology courses on a sessional basis, and this course would also be taught on a sessional contract.

**Psychology**

**MOTION 13:** That the Undergraduate Studies Committee recommend to Senate that the course description for PSYC 4016: Program Evaluation and Outcomes Management be changed as indicated below.

**Previous Description:**

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using a clinical outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

**New Description:**

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as CHFS 4016.

**Rationale:**

Removing the word 'clinical' from the course description.

**FACULTY OF APPLIED & PROFESSIONAL STUDIES****School of Human and Social Development**

**MOTION 14:** That the Undergraduate Studies Committee recommend to Senate that the course description for CHFS 4016: Program Evaluation and Outcomes Management be changed as indicated below.

Previous Description:

Advanced coverage of program evaluation and clinical outcomes management is provided, with a focus on health and social services programs. Using a clinical outcomes management framework, students are introduced to program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning as a co-requisite, and is restricted to a small number of advanced students. This course is also offered as [PSYC 4016](#).

New Description:

Students examine advanced program evaluation and outcomes management, with a focus on health and social services programs. Using an outcomes management framework, students consider program evaluation principles and practices. Ethical and evidence-informed decision-making is applied in assessing community-relevant projects. This course requires independent and self-directed learning and is restricted to a small number of advanced students. This course is also offered as PSYC 4016.

**Rationale:**

Removing the word 'clinical' from the course description.

**Report of the  
Undergraduate Studies Committee**

**January 21, 2016**

The meeting of the **Undergraduate Studies Committee** was held on Thursday, January 21, 2016, at 2:00 pm in F214. The following members attended:

Murat Tuncali  
Jamie Graham  
Tony Parkes

Carole Richardson  
Daniel Jarvis  
Roxana Vernescu

Rick Vanderlee  
Reehan Mirza  
Anne Wagner

Jane Hughes, Recording Secretary

**Absent with Regrets:** Sydney Lamorea, Kerri Sawyer

**Guests:** Crystal Pigeau, Margarida Shail, Jane Barker, Tzvetalin Vassilev, Ali Hatf, Gyllian Phillips

**Subcommittee Reports:**

***Undergraduate Standing and Petitions Subcommittee***

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

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

Respectfully submitted,



Dr. Murat Tuncali  
Dean, Faculty of Arts & Science

**MOTION 1:** That Senate receive the Report of the Undergraduate Studies Committee, dated January 21, 2016.

**2. FACULTY OF APPLIED AND PROFESSIONAL STUDIES****School of Criminology and Criminal Justice**

- MOTION 2:** That Senate approve the revision of the course description for CRJS 2086 “Introduction to Criminological Theory”.
- MOTION 3:** That Senate approve the revision of the course description for CRJS 3086 “Law and Society”.
- MOTION 4:** That Senate approve the revision of the course description for CRJS 3087 “Law and Society II.”
- MOTION 5:** That Senate approve the addition of the CRJS 4477 Penology.
- MOTION 6:** That Senate approve that ANTR 3027 – Anthropology, Aboriginal Peoples, and The Law, and HIST 3286 – Human Rights in Canada be added to the list of Criminology Stream Electives and the list of Criminal Justice Studies stream electives.
- MOTION 7:** That Senate approve that CRJS 3106 – Forensic Psychology I, CRJS 3107 – Forensic Psychology II, be added to the list of Criminal Justice Studies stream electives.
- MOTION 8:** That Senate approve the following change to the Criminology Stream:
- Addition of CRJS 4347- Applied Criminological Theory (3 credits), to Criminal Justice Program requirements for all streams
- MOTION 9:** That Senate approve the following change to the Criminal Justice Studies stream:
- Addition of CRJS 4937 – Seminar in Professional Development (3 credits) to Criminal Justice Studies Stream
- MOTION 10:** That Senate approve the following change to the Policing Stream:
- Addition of CRJS 4916 Policing and Society (3 credits) and CRJS 4917 Criminal Investigation (3 credits) to the Policing Stream
- MOTION 11:** That Senate approve the following change to the Corrections Stream:
- Addition of CRJS 3936 – Youth in Conflict with the Law (3 credits) to the Corrections Stream
- MOTION 12:** That Senate approve that CRJS 4467 and CRJS 4347 no longer be listed as antirequisites to one another.
- MOTION 13:** That Senate approve the addition of CRJS 4347 as a prerequisite for CRJS 4467.

**Social Work**

- MOTION 14:** That Senate approve the addition of SWRK 3007 to the Bachelor of Social Work degree.
- MOTION 15:** That Senate approve the addition of SWRK 3107 to the Bachelor of Social Work degree.
- MOTION 16:** That Senate approve the addition of SWRK 3207 to the Bachelor of Social Work degree.
- MOTION 17:** That Senate approve the addition of SWRK 3307 to the Bachelor of Social Work degree.

**6.**

**Faculty of Arts and Science**

**English**

**MOTION 18:** That Senate approve the addition of ACAD 3006 Mentoring the Writer to the Nipissing University Academic Calendar under Academic Writing.

## SUPPORTING DOCUMENTATION



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

**January 12, 2016**

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on January 12, 2016.

**PRESENT:** Jamie Graham, Carole Richardson, Pavlina Radia, Rick Vanderlee, Richard Wenghofer, Nancy Maynes, Karey McCullough

**ABSENT WITH REGRETS:** Kerri Sawyer, Sydney Lamorea

**GUESTS:** Margarida Shail, Crystal Pigeau, Heather Brown, Ken McLellan

4. Petitions Heard: 10

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	1	0
Late Registration	0	0
Late Withdrawal	3	0
Degree Requirements Waived/Altered	5	0

Deferred: 1

Respectfully Submitted,

A handwritten signature in cursive script that reads 'Jamie Graham'. The signature is written in black ink on a white background.

Jamie Graham, Chair  
Undergraduate Standing and Petitions Subcommittee

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

**FACULTY OF APPLIED AND PROFESSIONAL STUDIES****School of Criminology and Criminal Justice**

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course description for CRJS 2086 “Introduction to Criminological Theory”.

**Current Description:**

This is a course in the study of the causes of crime with a main emphasis on crime in Canada. The Criminal Code is studied and crime is defined. Types of crime are described and their quantity estimated. Then, after considering causal explanations generally, the several theories of crime are analyzed and evaluated. This course may be credited towards Sociology.

**Proposed Description:**

Students study the major criminological theories of crime and criminal behaviour. The early history of the discipline of criminology and the classical criminological theories are examined, including the work of Beccaria, Lombroso and the Chicago school. Contemporary criminological theories are examined in depth, including Rational Choice, Trait, Social Structure, Socialization, Social Conflict and Integrated Theories. Criminological theories studied in class are applied to the explanation of different types of crime and criminal behaviour, including violent, property, white collar, organized, public order and terrorism. This course may be credited towards Sociology.

**MOTION 3:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course description for CRJS 3086 “Law and Society”.

**Current Description:**

Students investigate the role of law in social control and how this changes over time and across different cultures. Sociological theories of law are examined in depth, including the functions of law, cultural sources of law and law as an instrument of power and inequality. This course may be credited towards Sociology. This course may be credited towards Social Welfare and Social Development.

**Proposed Description:**

Students are introduced to the concept of social control and the place of law in social control. Students learn definitions and descriptions of the law and explore the origins, impact and interaction between formal and informal social control that organize individual and collective behaviour. Students examine the law as a system of rules and procedures, the functions of law for society, law as a reflection and re-institutionalization of culture and how law acts as an instrument of power that benefits some citizens more than others. This course may be credited towards Sociology and Social Welfare & Social Development.

**MOTION 4:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course description for CRJS 3087 “Law and Society II”.

**Current Description:**

Students will apply social theory to specific issues in law. Issues may include, for example, such topics as prostitution, surveillance and security, equality rights, drug laws and gambling. This course may be credited towards Sociology and Social Welfare & Social Development.

**Proposed Description:**

Students continue the study of law and society that they began in CRJS3086 by looking at a variety of substantive issues in law. Students will build on their knowledge of definitions, descriptions and theories of the law and explore the origins, impact and interaction between formal and informal social control that organize individual and collective behaviour for particular substantive issues. This course may be credited towards Sociology and Social Welfare & Social Development.



**Rationale:**

Course descriptions are being changed to better reflect the current practices in the field of Criminal Justice.

**MOTION 5:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of CRJS 4477 Penology.

**A) Descriptive Data:**

Course Code	<b>CRJS 4477</b>	
Course Title	Penology	
Course Credits	3 credits	
Course Description	Students examine contemporary issues in penology and criminal punishment with an emphasis on the evaluation of empirical studies that address current correctional debates.	
Course Prerequisite	CRJS 1087	
Course Corequisite		
Antirequisite	CRJS 4926 – if taken in 2011/2012	
Restriction		
Instructional Method	lecture laboratory work private study <b>X seminar</b> practical work independent study	tutorial studio work service learning clinical practice online delivery
Hours of contact time expected per week	3 Hours per week	
Hours of contact time expected per term	36	
Program Implications	Does this course have program implications? Yes. This course will be added to the required courses taken by Correction Stream Students. This course replaces the current requirement that Corrections stream students take “Three credits of 4000 level”	
Course Grouping or Stream	Does this course belong to a Group or Stream? Yes. Stream: Corrections Stream, as well as part of the List of Criminal Justice electives	
<a href="#">Cross-Listing</a>		

<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p>	<p>Students who successfully complete this course will demonstrate</p> <ul style="list-style-type: none"> <li>• Demonstrate pre-class preparation (reading &amp; reflection) and comprehension of key issues discussed in the seminars</li> <li>• Critically evaluate journal articles/required readings for seminars and for written work</li> <li>• Complete an essay that is a critical examination of a topic of choice in Penology</li> <li>• Effectively communicate opinions/thoughts in a seminar setting</li> <li>• Respectfully engage in debate of issues with other members of the seminar</li> <li>• Plan and lead a seminar(s)</li> </ul>
--	---

**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 the punishment of crime at the university level. This course will enhance the content of the corrections stream and students will benefit from a specific course in Penology. 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.

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

University	Equivalent Course(s) and Titles	ent but 50% or more overlap
<b>Brock</b>		
<b>Carleton</b>		
<b>Guelph</b>	SOC 3740 Corrections and Penology	
<b>Lakehead</b>		CRIM 3590 Crime and Punishment
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		CRM2306 Prison Community and the Deprivation of Liberty CRM2310 Community Intervention in Criminology CRM 3316 Imprisonment and Parole
<b>Queen's</b>		
<b>Toronto</b>	CRI340H1 Punishment: Theory and Practice	
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>	48-362 Penology	
<b>York</b>	AP/CRIM3656 Punishment	

**MOTION 6:** That the Undergraduate Studies Committee recommend to Senate to approve that ANTR 3027 – Anthropology, Aboriginal Peoples, and The Law, and HIST 3286 – Human Rights in Canada be added to the list of Criminology Stream Electives and the list of 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. The courses in History and Anthropology will allow students to explore topics related to the fields of Criminology and Criminal Justice, but that are not offered by the School of Criminology and Criminal Justice.

**MOTION 7:** That the Undergraduate Studies Committee recommend to Senate to approve that CRJS 3106 – Forensic Psychology I, CRJS 3107 – Forensic Psychology II, be added to the list of Criminal Justice Studies stream electives.

**Rationale:**

The two Forensic Psychology courses (CRJS 3106 and 3107) should be available as electives for those Criminal Justice students in streams other than Criminology (where these two courses are required). Originally, it was not anticipated that there would be much interest in these courses from Criminal Justice students in streams other than Criminology, but that has not proven to be the case. There have been past petitions granted that have allowed students in other streams to count these two courses as CJ electives towards their degree requirements. Adding CRJS 3106 (Forensic Psychology I) and CRJS 3107 (Forensic Psychology II) to the list of Criminal Justice Studies Stream electives will broaden their choice of electives.

**Current List of Criminal Justice Electives**

\* Criminology and Criminal Justice Studies stream electives

ADMN 2307	Commercial 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 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 4916	Policing and Society
CRJS 4917	Criminal Investigation
CRJS 4926	Advanced Topics in Criminal Justice I
CRJS 4927	Advanced Topics in Criminal Justice II
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

**New List of Criminal Justice Electives****\* 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 3336	Women and the Criminal Justice System
CRJS 3106	Forensic Psychology I
CRJS 3107	Forensic Psychology II
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 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

**\* Criminology 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 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	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 8:** That the Undergraduate Studies Committee recommend to Senate to approve the following change to the Criminology Stream:

- Addition of CRJS 4347- Applied Criminological Theory (3 credits), to Criminal Justice Program requirements for all streams.

**Rationale:**

Requiring Criminology students to also take Applied Criminological Theory (in addition to CRJS 4467 (Advanced Criminological Theory) will provide these students with a more thorough grounding in theoretical concepts than they currently have. At the current time, Criminology students take CRJS 2086 (Introduction to Criminological Theory) in their second year. It is not until the final term of their 4th year that most students then take Advanced Criminological Theory. It is anticipated that if we require them to take an additional theory course between CRJS 2086 and CRJS 4467 that they will be better prepared for the in depth examination of criminological theory that they will encounter in CRJS 4467. It is for this reason that CRJS 4347 (Applied Criminological Theory) be added to the list of required courses for Criminology Stream students.

**MOTION 9:** That the Undergraduate Studies Committee recommend to Senate to approve the following change to the Criminal Justice Studies stream:

- Addition of CRJS 4937 – Seminar in Professional Development (3 credits) to Criminal Justice Studies Stream

**Rationale:**

Adding CRJS 4937 – Seminar in Professional Development for Criminal Justice Studies students will provide these students with a focused study on professional development in the field of criminal justice.

**MOTION 10:** That the Undergraduate Studies Committee recommend to Senate to approve the following change to the Policing Stream:

- Addition of CRJS 4916 Policing and Society (3 credits) and CRJS 4917 Criminal Investigation (3 credits) to the Policing Stream

**Rationale:**

Policing stream students should be required to take the two 4000 level specialized policing courses (CRJS 4916 and 4917). These two courses were removed as required courses a number of years ago as part of a

general restructuring (when it was anticipated that Criminology and Criminal Justice would have to be changed to follow the honours/specialization honours etc. framework). This did not happen, however, these 2 courses did not get added back into the list of required courses for Policing stream students to take. We would like to add these courses back into the list of required courses for Policing students.

**MOTION 11:** That the Undergraduate Studies Committee recommend to Senate to approve the following change to the Corrections Stream:

- Addition of CRJS 3936 – Youth in Conflict with the Law (3 credits) to the Corrections Stream

**Rationale:**

Students taking the Corrections stream have the potential to work with varied populations. Exposing students to specific issues of these populations, especially the youth population, will be a beneficial component to the program for students in this stream. For the same reason as outlined above, CRJS 3936 (Youth in Conflict with the Law) was removed as a stream elective for the Corrections stream students. We would like this to be returned to the list of required courses for Corrections students.

**Current Program Requirements**

Students must complete 120 credits including 72 credits in the Criminal Justice program as follows:

CRJS 1087	Introduction to the Canadian Criminal Justice System
CRJS 1206	An Introduction to Canadian Law
SOCI 1016	Introduction to Sociology
PSYC 1106	Introduction to Psychology I
PSYC 1107	Introduction to Psychology II
SOCI 2126	Introduction to Sociological Research Methods
SOCI 2127	Quantitative Research Methods
CRJS 2086	Introduction to Criminological Theory
CRJS 3206	Canadian Criminal Law and Criminal Proceedings
CRJS 3086	Law and Society
CRJS 3087	Law and Society II

**Current Stream Requirements**

**Criminal Justice Studies**

Students must complete all of the following:

SOCI 2016	Classical Sociological Theory
SOCI 2017	Contemporary Sociological Theory
CRJS 2106	Psychology and Law
CRJS 4347	Applied Criminological Theory

Three credits of CRJS 4000 level

\*24 credits from Criminal Justice Studies list stream electives

**Criminology**

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  
 \*18 credits from the Criminology and Criminal Justice list of stream electives

### **Policing**

Students must complete all of the following:

CRJS 2106 Psychology and Law  
 CRJS 4347 Applied Criminological Theory  
 Three credits of CRJS 4000 level  
 Police Foundations Courses: Canadore\*\*

### **Corrections**

Students must complete all of the following:

CRJS 2106 Psychology and Law  
 CRJS 4347 Applied Criminological Theory  
 Three credits of CRJS 4000 level  
 Community and Justice Courses: Canadore\*\*

### **New Program Requirements**

Students must complete 120 credits including Criminal Justice Stream requirements as specified:

CRJS 1087 Introduction to the Canadian Criminal Justice System  
 CRJS 1206 An Introduction to Canadian Law  
 SOCI 1016 Introduction to Sociology  
 PSYC 1106 Introduction to Psychology I  
 PSYC 1107 Introduction to Psychology II  
 SOCI 2126 Introduction to Sociological Research Methods  
 SOCI 2127 Quantitative Research Methods  
 CRJS 2086 Introduction to Criminological Theory  
 CRJS 3206 Canadian Criminal Law and Criminal Proceedings  
 CRJS 3086 Law and Society  
 CRJS 3087 Law and Society II

### **New Stream Requirements**

#### **Criminal Justice Studies**

Students must complete all of the following:

SOCI 2016 Classical Sociological Theory  
 SOCI 2017 Contemporary Sociological Theory  
 CRJS 2106 Psychology and Law  
 CRJS 4347 Applied Criminological Theory  
 CRJS 4937 Honours Seminar in Professional Development  
 \*21 credits from Criminal Justice Studies list of stream electives

#### **Criminology**

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 4347 Applied Criminological Theory

CRJS 4467      Advanced Criminological Theories  
 CRJS 4937      Honours Seminar in Professional Development  
 \*15 credits from the Criminology and Criminal Justice list of stream electives

### **Policing**

Students must complete all of the following:

CRJS 2106      Psychology and Law  
 CRJS 4347      Applied Criminological Theory  
 CRJS 4916      Policing and Society  
 CRJS 4917      Criminal Investigation Police Foundations Courses: Canadore\*\*

### **Corrections**

Students must complete all of the following:

CRJS 2106      Psychology and Law  
 CRJS 4347      Applied Criminological Theory  
 CRJS 3926      Youth in Conflict with the Law  
 CRJS 4477      Penology

Three credits of CRJS 4000 Level

Community and Justice Courses: Canadore\*\*

Note: For the Corrections and Policing Stream students, this will reduce the overall number of additional elective credits they are able to take from 36 to 30.

### **Social Work**

**MOTION 14:** That the Undergraduate Studies Committee recommend to Senate the approval of the addition of SWRK 3007 to the Bachelor of Social Work degree.

#### **A) Descriptive Data:**

Course Code	SWRK 3007
Course Title	Social Change & Social Action
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the professional years of the 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	3 hour lecture
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 explore theories and practices of social change, as well as the purposes, organization and strategies of social movements organized by marginalized populations. Students investigate various approaches to advocacy grounded in an anti-oppressive,



	structural approaches to social work, addressing such issues as social location, privilege, conflict and social change. How these approaches have been applied in varied contexts and in relation to diverse groups is a central focus of the course.
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
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ol style="list-style-type: none"> <li>1. Articulate the connection between social work with individuals and advocacy and activism at the mezzo and macro levels</li> <li>2. Identify and analyze the underlying assumptions of various approaches to advocacy used in social work.</li> <li>3. Describe advocacy and social movement theory</li> <li>4. Demonstrate an awareness and respect for the diversity of individuals, cultures, systems of belief and values</li> <li>5. Articulate a basic understanding of the significance of structural level analyses to working with individuals</li> <li>6. Analyze social movements organized by marginalized groups and their impact</li> </ol>

**B) Statement of Need:**

This will be a required course within the Bachelor of Social Work program

**C) Statement of Resources:**

Two tenure-track faculty members to be hired before the introduction of the third year of the BSW, as per MTCU agreement.

**MOTION 15:** That the Undergraduate Studies Committee recommend to Senate the approval of the addition of SWRK 3107 to the Bachelor of Social Work degree.

**A) Descriptive Data:**

Course Code	SWRK 3107
Course Title	Violence Against Women & Children
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the professional years of the 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	3 hour lecture
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 explore both historical and contemporary (in)formal responses to violence against women and children. Violence will be broadly defined, including physical, psychological, sexual and other forms of abuse across the lifespan. Theoretical approaches to understanding the phenomenon of violence inform the investigation of societal, legal and community responses to the issue.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <a href="#">Click here to specify</a>
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <a href="#">Click here to specify</a>
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ol style="list-style-type: none"> <li>1. Demonstrate an awareness and apply an understanding of major theoretical approaches to addressing violence against women</li> <li>2. Analyze the various responses to violence against women and children both in contemporary society and historically</li> <li>3. Integrate an analysis of systemic oppression in an analysis of the barriers experienced by women and children when attempting to escape interpersonal violence</li> <li>4. Demonstrate an awareness and respect for the diversity of individuals, cultures, systems of belief and values</li> <li>5. Critically analyze the role of social work in the field of violence against women and children</li> <li>6. Demonstrate an awareness of the significance of social work values, knowledge and skill used when working with women and children who have experienced violence</li> </ol>

**B) Statement of Need:**

This will be a required course within the Bachelor of Social Work program

**C) Statement of Resources:**

Two tenure-track faculty members to be hired before the introduction of the third year of the BSW, as per MTCU agreement.

**MOTION 16:** That the Undergraduate Studies Committee recommend to Senate the approval of the addition of SWRK 3207 to the Bachelor of Social Work degree.

**A) Descriptive Data:**

Course Code	SWRK 3207
Course Title	Social Work Practices in Mental Health & Addictions

Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the professional years of the 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	3 hour lecture
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 explore theoretical, practice and policy issues in relation to mental health and addiction in Canada. Students investigate issues and dilemmas confronted by social workers in addition to the roles and limitations of the social work profession in promoting healthy communities. Students will have the opportunity to investigate how social, economic, political and historical practices may negatively affect well-being and healing.
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
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 points, visible, measurable and in active voice</i> )	<ol style="list-style-type: none"> <li>1. Articulate key theoretical frameworks associated with mental health and addictions</li> <li>2. Identify and analyze the underlying assumptions of various social work approaches in relation to mental health and addictions</li> <li>3. Explain key policy issues related to mental health and addiction services</li> <li>4. Articulate the roles and limitations of the social work profession in the fields of mental health and addiction</li> <li>5. Identify critical issues associated with mental health and addiction issues (such as homelessness, criminalization, service dilemmas)</li> <li>6. Demonstrate an awareness of the significance of respect for the diversity of individuals, cultures, systems of belief and values</li> </ol>

**B) Statement of Need:**

This will be a required course within the Bachelor of Social Work program

**C) Statement of Resources:**

Two tenure-track faculty members to be hired before the introduction of the third year of the BSW, as per MTCU agreement.

**MOTION 17:** That the Undergraduate Studies Committee recommend to Senate the approval of the addition of SWRK 3307 to the Bachelor of Social Work degree.

**A) Descriptive Data:**

Course Code	SWRK 3307
Course Title	Social Work: Selected Topics
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the professional years of the 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	3 hours lecture
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 survey a selected topic in Social Work and covers areas not included by other courses in the program. Course descriptions will be available to students during registration.
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
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	The learning outcomes will be dependent on the specific nature of the course

**B) Statement of Need:**

This will be a required course within the Bachelor of Social Work program

**C) Statement of Resources:**

Two tenure-track faculty members to be hired before the introduction of the third year of the BSW, as per MTCU agreement

**FACULTY OF ARTS AND SCIENCE**

**English**

**MOTION 18:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of ACAD 3006 Mentoring the Writer to the Nipissing University Academic Calendar under Academic Writing.

**E) Descriptive Data:**

Course Code	<b>ACAD 3006</b>
Course Title	Mentoring the Writer
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students acquire the specific tools necessary to offer one-to-one and group instruction in writing and composition across a range of learning environments. Students engage in workshops and in applied and supervised professional practice to develop advanced understanding of writing-instruction and editing. Topics covered include survey of writing pedagogy, the writing process, editing and proofreading strategies, approaches to teaching grammar, approaches to evaluation and constructive feedback.
Course Prerequisite	An overall average of 80%; and 54 credits completed including ACAD 1601.
Course Corequisite	
Antirequisite	
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"/> <u>service learning</u> <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	2 hours lecture; 1 hour service learning
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No 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 If yes, please specify:
<u>Cross-Listing</u>	<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 <ul style="list-style-type: none"> <li>• Preparedness for professional practice in the instruction of writing or in editing.</li> <li>• Exemplary clarity of expression in written work.</li> <li>• A strong ability to write persuasively, with attention to tone and nuance.</li> <li>• Sophisticated argumentation skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Strong editing and proofreading skills.</li> <li>• Effective teaching strategies.</li> <li>• Well-developed pedagogical ability.</li> </ul> <p>Course Expectations</p> <p>By the end of the course, students will be expected to be able to do the following:</p> <ul style="list-style-type: none"> <li>• Excel in various modes of writing.</li> <li>• Employ the best practice in writing pedagogy.</li> <li>• Construct effective arguments using persuasive rhetorical techniques.</li> <li>• Identify and employ strong editorial practices in a variety of professional situations.</li> </ul>
--	--

**F) Statement of Need:**

This course offers excellent writers of any discipline an opportunity to develop some professional skills in writing and editing practice to add to their job-readiness. The course will be taught periodically, in response to demand, by ACAD professors.

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carleton</b>		ENGL 3908 Theory and Research in Academic Writing
<b>Guelph</b>		
<b>Lakehead</b>		ENGL 3911 Professional Writing
<b>Laurentian</b>		ENGL 3556 Principles and Practices of Workplace Communication
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		ENG 371 Editing Literary Works ENG 376 Applied English Grammar I
<b>Western</b>		Writing 3220 Advanced Professional Communication
<b>Wilfrid Laurier</b>		EN 303 Advanced Academic Writing
<b>Windsor</b>		
<b>York</b>		PRWR 3720 Fundamentals of Editing

**Report of the  
Undergraduate Studies Committee**

**January 28, 2016**

The meeting of the **Undergraduate Studies Committee** was held on Thursday, January 28, 2016, at 2:00 pm in F214. The following members attended:

Murat Tuncali  
Daniel Jarvis  
Anne Wagner

Rick Vanderlee  
Reehan Mirza

Jamie Graham  
Roxana Vernescu

Jane Hughes, Recording Secretary

**Absent with Regrets:** Carole Richardson, Tony Parkes, Sydney Lamorea, Kerri Sawyer

**Guests:** Crystal Pigeau, Margarida Shail, Andrew Ackerman, Nathan Colborne, Ali Hatef, Toivo Koivukoski, Karey McCullough, Jamie Murton, Tzvetalin Vassilev

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied & Professional Studies, the Faculty of Arts & Science, the Schulich School of Education and Policies. 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. Murat Tuncali  
Dean, Faculty of Arts & Science

**MOTION 1:** That Senate receive the Report of the Undergraduate Studies Committee, dated January 28, 2016.

#### 4. FACULTY OF APPLIED AND PROFESSIONAL STUDIES

##### School of Business

- MOTION 2:** That Senate approve that the delivery of ORGS 1136 be listed in the Academic Calendar as a 3 hour lecture per week rather than the current listing as 1.5 hours lecture and 1.5 hours lab per week.
- MOTION 3:** That Senate approve the change in the description of ADMN 2606 in the Academic Calendar to include the 3 hour lecture breakdown of 2 hours classroom lecture and 1 hour lab per week which has been the past and current practice.

##### School of Nursing

- MOTION 4:** That Senate approve that the Undergraduate Studies Committee approve Motions 5-12 as an omnibus Motion.
- MOTION 5:** That Senate approve the revision of the course description for NSGD 4006/NURS 4006 Nursing Informatics.
- MOTION 6:** That Senate approve the revision of the course hours and description for the course NSGD 4026/NURS 4026 Clinical Practicum – Advanced Nursing Practice.
- MOTION 7:** That Senate approve the revision of the course description for the course NSGD 2107/NURS 2107 Reflective Practice for RPN to BScN.
- MOTION 8:** That Senate approve that the prerequisite NSGD 2007 be added to already existing list of prerequisites for the course NSGD 2028 Clinical Practicum – Nursing in Specialized Settings (Mental Health).
- MOTION 9:** That Senate approve that the prerequisite NSGD 2017 be added to the already existing list of pre-requisites for the course NSGD 2029 Clinical Practicum – Nursing in Specialized Settings (Mat. Child).
- MOTION 10:** That Senate approve the name change for the course NSGD 2007/NURS 2007 Therapeutic Relationships.
- MOTION 11:** That Senate approve the name change and course description for the course NSGD 2017/NURS 2017 Nursing Across the Lifespan.
- MOTION 12:** That Senate approve the replacement of UNIV 1011 - University Success with ACAD 1601 – Academic Writing in the RPN to BScN Bridging Program.

##### Scholar Practitioner Program (SPP):

- MOTION 13:** That Senate approve the addition to the Scholar Practitioner Program degree requirements to include a maximum length of completion to within three calendar years.

##### Social Work

- MOTION 14:** That Senate approve that the prerequisite for all 4000 level SWRK courses be changed as follows:

From: 4<sup>th</sup> year standing



To: SWRK 3106, SWRK 3206, SWRK 3306, SWRK 3406, SWRK 3506,  
SWRK 3606, SWRK 3706 and SWRK 3806

## 5. FACULTY OF ARTS AND SCIENCE

### Biology and Chemistry

**MOTION 15:** That Senate approve Motions 16-26 as an omnibus Motion.

**MOTION 16:** That Senate approve that the title of ENSC 2006 Topics in Environmental Science be changed to Global and International Topics in Environmental Science.

**MOTION 17:** That Senate approve that the title of ENSC 2007 Topics in Environmental Science II be changed to Canadian Topics in Environmental Science.

**MOTION 18:** That Senate approve that the course ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be unbanked.

**MOTION 19:** That Senate approve that the course description for ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be changed as follows:

**From:** Through the exploration of a forest ecology theme, the student will develop interpretation and communication skills in environmental science. Lectures in introductory forest ecology will provide a framework for examining various aspects of research, including: literature review; experimental design and technique; data interpretation and presentation; scientific writing; and the use of various tools in preparing and presenting seminars, posters and scientific documents. This information will be applied directly to individual and/or group research projects. One or two required field trips will be taken on weekends early in the term.  
(future tense; 89 words)

**To:** Students develop interpretation and communication skills in environmental science. Lectures provide a framework for studying many diverse aspects of the environment. Students review key scientific literature while focusing on experimental design, techniques, data interpretation, and communication of results. The course involves seminar presentations, round table discussions, written assignments, and research projects. Students will participate in field trips throughout the course. This course is also offered as BIOL 3006.  
(present tense; 65 words)

**MOTION 20:** That Senate approve that the pre-requisites for ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be changed, as follows:

**From:** BIOL 2446

**To:** BIOL 2446 or ENSC 2006 or ENSC 2007

**MOTION 21:** That Senate approve the addition of CHEM 2056 – Introduction to Physical Chemistry.

**MOTION 22:** That Senate approve the addition of CHEM 4206 – Electrochemistry.

**MOTION 23:** That Senate approve the addition of BIOL 2447 – Ecology of Ontario Trees and Forests.

**MOTION 24:** That Senate approve the addition of BIOL 3447 – Silviculture.

**MOTION 25:** That Senate approve the addition of BIOL 3227 – Nutrition.

**MOTION 26:** That Senate approve the deletion of BIOL 4227 – Nutrition.

**MOTION 27:** That Senate approve the curriculum for the proposed Certificate in Forest Resource Management and Conservation.

### **Computer Science and Mathematics**

**MOTION 28:** That Senate approve the addition of PHYS 3007 Computational Physics.

### **English**

**MOTION 29:** That Senate approve the addition of ENGL 3196 Dangerous Liaisons: The 18<sup>th</sup>-Century Novel.

### **Fine and Performing Arts**

**MOTION 30:** That Senate approve the course title for FAVA 2236: Modern Art History be changed to FAVA 2236: Art Against the Academy, and the course description be changed as follows:

From

In this course, students will explore art and design practices during the nineteenth and twentieth centuries. In particular, students will examine these practices in relation to the rapid changes of social and political life that characterize modernity, such as urbanization, industrialization, technological innovation, global capitalism, and colonialism.

To

In this course, students explore subversive art practices during the “long” nineteenth century (1789 – 1914). In particular, students examine how dominant modes of institutional art production were reshaped to reflect a wider awareness of global visual cultures following colonization and imperialism; the destabilization of power dynamics within the discourses that framed aesthetics; and the shifting political and social realities of industrialized life.

### **History**

**MOTION 31:** That Senate approve the addition of HIST 2167: Bodies and Nature in the Environmental Era.

**MOTION 32:** Senate approve the addition of HIST 3517 Topics in American History.

**MOTION 33:** That Senate approve the modification to the title of HIST 3427 from Britain 1560–1660 to Crown, Community and Conflict in Britain, 1560–1660.

Existing title: Britain 1560–1660

New title: Crown, Community and Conflict in Britain, 1560–1660

Short title webadvisor only: Crown and Conflict in Britain

**MOTION 34:** That Senate approve the addition of HIST 4435: Sexuality and Gender in Europe, 1300–1600.

**MOTION 35:** That Senate approve that HIST 4425: the Era of the Renaissance be deleted.

**Political Science, Philosophy and Economics**

**MOTION 36:** That Senate approve the addition of POLI 1007 Globalization and Global.

**MOTION 37:** That Senate approve the revision of Political Science program requirements for Honours Specialization, Specialization, Major and Minor, with required courses including both POLI 1006, Politics, Power and the Common Good and POLI 1007, Globalization and Global Citizenship.

**Religions and Cultures**

**MOTION 38:** That Senate approve the addition of RLCT 4006: Advanced Studies in Religion.

**MOTION 39:** That Senate approve the addition of RLCT 4016 Advanced Studies.

**University Success**

**MOTION 40:** That Senate approve that the course title for UNIV 1011 Student Success: Theory and Practice be changed to UNIV 1011: Academic Success: Theory and Practice, and the course description be changed as follows:

**Original Title: Student Success: Theory and Practice****Original Course Description:**

This introductory course is designed to help students understand and integrate effectively to the university environment, through the development of attitudes, skills and knowledge which promote success in higher education. Students will explore and examine methods for achieving success which are grounded in theory drawn from various disciplines and human development models related to academic, personal and social growth. Topics include learning styles and study skills, research and library skills, critical thinking, communication skills, time and stress management, health and wellness, career planning and job search and academic planning. This course is team taught, using a variety of instructional methods. Small class sizes ensure individual attention and encourage collegiality.

**New Title: Academic Success: Theory and Practice****New Course Description:**

Through the development of attitudes and skills that promote success in higher education, students learn how to function effectively in the academic environment. Students examine and apply theory drawn from various disciplines and human development models to their academic, personal, and social growth. Topics include time management, critical thinking, reading, and writing skills, learning styles and study skills, research and library skills, communication and online skills, as well as academic and career planning.

**Banking Courses****For Information Only:**

The following courses were not offered in the past five calendar years and were automatically banked by the Registrar's Office (Senate Motion passed on May 20, 2011).

**3. SCHULICH SCHOOL OF EDUCATION****Adult Education**

**MOTION 41:** That Senate approve Motions 42-71 as an omnibus Motion.

**Required Courses:**

**MOTION 42:** That Senate approve the addition of the course ADED 2706 Understanding the Adult Learner as a required course in the Bachelor of Education in Adult Education program.

**MOTION 43:** That Senate approve the addition of the course ADED 2707 Professional Ethics for Adult Educators as a required course in the Bachelor of Education in Adult Education program.

**MOTION 44:** That Senate approve the addition of the course ADED 3706 Strategies for the Adult Learner as a required course in the Bachelor of Education in Adult Education program.

**MOTION 45:** That Senate approve the addition of the course ADED 3707 Curriculum Design for Adult Educators as a required course in the Bachelor of Education in Adult Education program.

**Practicum Courses:**

**MOTION 46:** That Senate approve the addition of the course ADED 2778 Practicum in Adult Education I as a required course in the Bachelor of Education in Adult Education program.

**MOTION 47:** That Senate approve the addition of the course as a required course ADED 3778 Practicum in Adult Education II in the Bachelor of Education in Adult Education program.

**MOTION 48:** That Senate approve the addition of the course as a required course ADED 4778 Practicum in Adult Education III in the Bachelor of Education in Adult Education program.

**Elective Courses:**

**MOTION 49:** That Senate approve the addition of the course ADED 2716 Assessment and Evaluation of the Adult Learner as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 50:** That Senate approve the addition of the course ADED 2717 Development of Professional Learning Assessment as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 51:** That Senate approve the addition of the course ADED 2726 Diversity and Inclusion in Adult Learning as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 52:** That Senate approve the addition of the course ADED 2727 Foundations of Adult Education as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 53:** That Senate approve the addition of the course ADED 2736 Informal and Flexible Contexts for Adult Learners as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 54:** That Senate approve the addition of the course ADED 3716 Introduction to Leadership in Adult Education as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 55:** That Senate approve the addition of the course ADED 3717 Literacy development in the Adult Education Context – Part 1: Adult Basic Education Programs as an elective course in the Bachelor of Education in Adult Education program.

- MOTION 56:** That Senate approve the addition of the course ADED 3726 Teaching Adults through Technology as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 57:** That Senate approve the addition of the course ADED 3727 The Respectful Workplace: Principles and Practices for Adult Educators as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 58:** That Senate approve the addition of the course ADED 3736 Counselling the Adult Learner as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 59:** That Senate approve the addition of the course ADED 3737 Adult Education and Human Resources Management as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 60:** That Senate approve the addition of the course ADED 3746 Adult Education in the Workplace as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 61:** That Senate approve the addition of the course ADED 3747 Adult Learning Disabilities as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 62:** That Senate approve the addition of the course ADED 3756 Evaluating Education Programs for Adults as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 63:** That Senate approve the addition of the course ADED 3757 Understanding the Role of Community in Adult Learning as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 64:** That Senate approve the addition of the course ADED 3766 Work and Learning in Organizations as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 65:** That Senate approve the addition of the course ADED 3767 Education for Adult Learners with Special Needs as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 66:** That Senate approve the addition of the course ADED 4716 Literacy Development in the Adult Education Context – Part 2: Literacy Theorists for the Adult Educator as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 67:** That Senate approve the addition of the course ADED 4717 Writing Proposals for the Funding of Adult Education as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 68:** That Senate approve the addition of the course ADED 4726 Adult Education and Creativity as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 69:** That Senate approve the addition of the course ADED 4727 Adult Education for the Older Adult as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 70:** That Senate approve the addition of the course ADED 4736 Adult Education in the Global Context as an elective course in the Bachelor of Education in Adult Education program.

**MOTION 71:** That Senate approve the addition of the course ADED 4747 Transformative Learning in Adult Education as an elective course in the Bachelor of Education in Adult Education program.

#### **4. POLICIES**

##### **Advanced Standing Polices**

**MOTION 72:** That Senate approve the Advanced Standing Policy Modification for Biotechnology Technician and Technologist Diploma Graduates from Canadore College.

**MOTION 73:** That Senate approve the Advanced Standing Policy Modification for Environmental Technician – Protection and Compliance Diploma Graduates from Canadore College.

##### **Admission Policy Modification**

**MOTION 74:** That Senate approve the Bachelor of Science in Nursing – Scholar Practitioner Program admission policy modification.

**SUPPORTING DOCUMENTATION****FACULTY OF APPLIED AND PROFESSIONAL STUDIES****School of Business**

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate that the delivery of ORGS 1136 be listed in the Academic Calendar as a 3 hour lecture per week rather than the current listing as 1.5 hours lecture and 1.5 hours lab per week.

**Rationale:**

The purpose of this motion is to clean up a legacy delivery note in the Academic Calendar, which does not reflect the desire of the ORGS stream nor the recent practice in delivery of the course.

*Before modification:*

Hours: One and one half hours of lecture and one and one half hours of laboratory work per week for one term.

*After modification:*

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

**MOTION 3:** That the Undergraduate Studies Committee recommend to Senate to change the description of ADMN 2606 in the Academic Calendar to include the 3 hour lecture breakdown of 2 hours classroom lecture and 1 hour lab per week which has been the past and current practice.

**Rationale:**

For the last number of years the delivery of this course involves a lab component (a lab is always booked for the duration or the last hour of the lecture) for the purpose of tutorial (problem solving) that in most of the sessions requires work with MS Excel. This change is a housekeeping modification to update the calendar to reflect the current and past practice delivery of this course. The lab size will continue to be restricted to 1 student per computer and lab section size will be limited accordingly. This motion will reflect the method of delivery in the academic calendar. We want to update course calendar to reflect this.

*Before modification*

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

*After modification*

Hours: Two hours of lecture and one hour of lab for one term.

---

**School of Nursing**

**Collaborative BScN Program (FT on Campus) including the Collaborative RPN to BScN Bridging Program (FT on Campus) and RPN to BScN Blended Learning Program:**

**MOTION 5:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course description for NSGD 4006/NURS 4006 Nursing Informatics.

Old description: This course focuses on the use of information technology as it relates to nursing practice, education, and research. It will examine the principles related to health care information systems. Students will have hands- on training with a clinical information system in the computer lab and clinical setting.

New description: Students focus on the use of information technology as it relates to nursing practice, education, and research while examining principles related to health care information systems.

**Rationale:**

The change best reflects course activities and current practice in this area.

**MOTION 6:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course hours and description for the course NSGD 4026/NURS 4026 Clinical Practicum – Advanced Nursing Practice.

Old hours and description: Hours: Eleven hours of clinical practice per week for one term. This nursing practice course provides students an opportunity to apply their knowledge and skills related to research and informatics in the clinical setting.

New hours and description: Hours: Fourteen hours of clinical practice per week for one term. Students in this nursing practice course have an opportunity to apply their cumulative knowledge and skills related to the care of individuals and families experiencing complex health challenges.

**Rationale:**

The change corrects an error in the hours currently listed and corrects the course description to reflect the course concepts.

**MOTION 7:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course description for the course NSGD 2107/NURS 2107 Reflective Practice for RPN to BScN.

Old description: This course will provide the Registered Practical Nurse (RPN) who is bridging into the BScN degree, with the theoretical knowledge required to support his/her role transition. Philosophies of health, person, environment and nursing are expanded. Nipissing university's framework of the registered nurse education is introduced, and the scope of practices of the Registered Nurse it examined. Each student will evaluate and update their professional portfolio following the College of Nurses guidelines as part of this course.

New description: Registered Practical Nurse (RPN) students, who are bridging into the BScN degree, learn the theoretical knowledge required to support his/her role transition. Philosophies of health, person, environment and nursing are expanded upon. The scope of practice involving the role of the Registered Nurse is examined.

**Rationale:**



The change reflects updated course concepts as well as reflects a change to the College of Nurses guidelines which, no longer include a 'professional portfolio'.

**MOTION 8:** That the Undergraduate Studies Committee recommend to Senate to approve that the prerequisite NSGD 2007 be added to already existing list of prerequisites for the course NSGD 2028 Clinical Practicum – Nursing in Specialized Settings (Mental Health).

**MOTION 9:** That the Undergraduate Studies Committee recommend to Senate to approve that the prerequisite NSGD 2017 be added to the already existing list of pre-requisites for the course NSGD 2029 Clinical Practicum – Nursing in Specialized Settings (Mat. Child).

**Rationale for above two Motions:**

These changes correct an error and ensure that the requisite theory course is a pre-requisite for the accompanying clinical practicum course.

**MOTION 10:** That the Undergraduate Studies Committee recommend to Senate to approve the name change for the course NSGD 2007/NURS 2007 Therapeutic Relationships.

Old name: Therapeutic Relationships  
New name: Concepts in Mental Health Nursing

**Rationale:** This change allows for clarity of the course name as it relates to Mental Health concepts.

**MOTION 11:** That the Undergraduate Studies Committee recommend to Senate to approve the name change and course description for the course NSGD 2017/NURS 2017 Nursing Across the Lifespan.  
Old name and description: Nursing Across the Lifespan. This course offers students the opportunity to understand the role of the nurse in various specialized settings. Students will learn how to plan care for individuals and families in these settings.

New name and description: Concepts in Maternity and Pediatric Nursing. Students in this course focus on an overview of the theory and have the opportunity to explore the role of the Registered Nurse in various maternal and pediatric settings. Students learn how to plan care for individuals and families in these settings.

**Rationale:**

This change allows for clarity and an accurate description of the specialized content areas of the courses and accurately describes the maternity and pediatric concepts of the course.

**MOTION 12:** That the Undergraduate Studies Committee recommend to Senate to approve the change of program requirement for the RPN to BScN Bridging Program of obtaining UNIV 1011 - University Success be replaced with ACAD 1601 – Academic Writing.

Old course: UNIV 1011  
New course: ACAD 1601

**Rationale:**

The ACAD course provides a focus on scholarly writing required within the program. The ACAD course is a more suitable course for the students' and program's needs. This core, fundamental course is mandatory and should be required for all students, which includes second-degree students.

**Scholar Practitioner Program:**

**MOTION 13:** Moved by Jamie Graham, seconded by Rick Vanderlee, that the Undergraduate Studies Committee recommend to Senate to approve the addition to the SPP degree requirements to include a maximum length of completion to within three calendar years.

**Rationale:**

This maximum length of program completion aligns with similar guidelines for other programs of Nursing ie; double the regular years of study minus one year.

Note: Please see other motions related to the SPP program coming from Registrar's Office.

## Appendix: A

<b>Proposed Changes for Academic Calendar for Blended Program</b>		
<b>Course</b>	<b>Current description or item in need of revision</b>	<b>Proposed change</b>
<b>NSGD 4006 &amp; NURS 4006</b>	<p>Course Description: This course focuses on the use of information technology as it relates to nursing practice, education, and research. It will examine the principles related to health care information systems. Students will have hands- on training with a clinical information system in the computer lab and clinical setting.</p>	<p>Course Description: Students focus on the use of information technology as it relates to nursing practice, education, and research while examining principles related to health care information systems.</p>
<b>NSGD 4026 &amp; NURS 4026</b>	<p>Course Hours: Hours: Eleven hours of clinical practice per week for one term</p> <p>Course Description: This nursing practice course provides students with an opportunity to apply their knowledge and skills related to research and informatics in the clinical setting.</p>	<p>Course Hours: Hours: Fourteen hours of clinical practice per week for one term</p> <p>Course Description: Students in this nursing practice course have an opportunity to apply their cumulative knowledge and skills related to the care of individuals and families experiencing complex health challenges.</p>
<b>NSGD 2107 &amp; NURS 2107</b>	<p>Course Description: This course will provide the Registered Practical Nurse (RPN) who is bridging into the BScN degree, with the theoretical knowledge required to support his/her role transition. Philosophies of health, person, environment and nursing are expanded. Nipissing university's framework of the registered nurse education is introduced, and the scope of practices of the Registered Nurse is examined. Each student will evaluate and update their professional portfolio following the College of Nurses guidelines as part of this course.</p>	<p>Course Description Registered Practical Nurse (RPN) students, who are bridging into the BScN degree, learn the theoretical knowledge required to support his/her role transition. Philosophies of health, person, environment and nursing are expanded upon. The scope of practice involving the role of the Registered Nurse is examined.</p>
<b>NSGD 2028</b>	Pre-req. NSGD 2007 missing	Add NSGD 2007
<b>NSGD 2029</b>	Pre-req. NSGD 2017 missing	Add NSGD 2017
<b>NSGD 2007 &amp; NURS 2007</b>	<p>Course Name: Therapeutic Relationships</p>	<p>Course Name: Concepts in Mental Health Nursing</p>
<b>NSGD 2017 &amp; NURS 2017</b>	<p>Course Name: Nursing Across the Lifespan</p> <p>Course Description: This course offers students the opportunity to understand the role of the nurse in various specialized settings. Students will learn how to plan care for individuals and families in these settings.</p>	<p>Course Name: Concepts in Maternity and Pediatric Nursing</p> <p>Course Description: Students in this course focus on an overview of the theory and have the opportunity to</p>

		explore the role of the Registered Nurse in various maternal and pediatric settings. Students learn how to plan care for individuals and families in these settings.
<b>Course change</b>	Course change UINV 1011 University Success	Replace with ACAD 1601 Academic Writing

### Social Work

**MOTION 14:** That the Undergraduate Studies Committee recommend to Senate that the prerequisite for all 4000 level SWRK courses be changed as follows:  
From: 4<sup>th</sup> year standing

To: SWRK 3106, SWRK 3206, SWRK 3306, SWRK 3406, SWRK 3506, SWRK 3606, SWRK 3706 and SWRK 3806

**Rationale:**

This change more clearly reflects the courses that students must complete before enrolling in a 4<sup>th</sup> year SWRK course. It will also facilitate registration in SWRK courses. This motion applies to the following courses: SWRK 4106, SWRK 4206, SWRK 4306, SWRK 4406, SWRK 4515, SWRK 4505.

## FACULTY OF ARTS AND SCIENCE

### Biology and Chemistry

#### Course Modifications

**MOTION 16:** That the Undergraduate Studies Committee recommend to Senate that the title of ENSC 2006 be changed, as follows:

**From:** Topics in Environmental Science I

**To:** Global and International Topics in Environmental Science

**MOTION 17:** That the Undergraduate Studies Committee recommend to Senate that the title of ENSC 2007 be changed, as follows:

**From:** Topics in Environmental Science II

**To:** Canadian Topics in Environmental Science

#### **RATIONALE FOR ABOVE MOTIONS**

The proposed titles provide more information to assist students with their choice of courses.

**MOTION 18:** That the Undergraduate Studies Committee recommend to Senate that the course ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be unbanked and restored to the Academic Calendar.

**RATIONALE**

Returning ENSC 3006 to active service will increase the variety of our offerings in Environmental Science and may help to attract new students to Nipissing University.

**MOTION 19:** That the Undergraduate Studies Committee recommend to Senate that the course description for ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be changed, as follows:

**From:** Through the exploration of a forest ecology theme, the student will develop interpretation and communication skills in environmental science. Lectures in introductory forest ecology will provide a framework for examining various aspects of research, including: literature review; experimental design and technique; data interpretation and presentation; scientific writing; and the use of various tools in preparing and presenting seminars, posters and scientific documents. This information will be applied directly to individual and/or group research projects. One or two required field trips will be taken on weekends early in the term.

(future tense; 89 words)

**To:** Students develop interpretation and communication skills in environmental science. Lectures provide a framework for studying many diverse aspects of the environment. Students review key scientific literature while focusing on experimental design, techniques, data interpretation, and communication of results. The course involves seminar presentations, round table discussions, written assignments, and research projects. Students will participate in field trips throughout the course.

(present tense; 65 words)

**RATIONALE**

The proposed changes bring the course description for **ENSC 3006** (and its cross-coded counterpart **BIOL 3006**) into line with current requirements for descriptions to be written in the present tense and to not exceed 75 words.

**MOTION 20:** That the Undergraduate Studies Committee recommend to Senate that the pre-requisites for ENSC 3006 (cross-coded as BIOL 3006) Environmental Interpretation and Communication be changed, as follows:

**From:** BIOL 2446

**To:** BIOL 2446 or ENSC 2006 or ENSC 2007

**RATIONALE**

These changes make the course more accessible to Environmental Science students. ENSC 2006 and ENSC 2007 are appropriate (and in fact the original) pre-requisites for ENSC 3006; this fact was lost when we cross-coded ENSC 3006 as BIOL 3006.

**MOTION 21:** That the Undergraduate Studies Committee recommend to Senate the addition of CHEM 2056 – Introduction to Physical Chemistry to the Academic Calendar.

**A) Descriptive Data:**

Course Code	CHEM 2056
Course Title	Introduction to Physical Chemistry
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students acquire basic understanding of chemical thermodynamics and kinetics. Topics in thermodynamics include ideal and non-ideal gases,

	the three laws, physical transformations of pure substances, simple mixtures, chemical equilibrium, and chemical kinetics.
Course Prerequisite	CHEM 1006, CHEM 1007, MATH 1036
Course Corequisite	-
Antirequisite	-
Restriction	-
Instructional Method	<input checked="" type="checkbox"/> lecture <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	3 hours of lecture per week for term 3 hours of lab per week for term
Hours of contact time expected per term	72 hours
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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:
<a href="#">Cross-Listing</a>	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. A comprehensive knowledge to predict the P (pressure) –V (volume)-T (Temperature) properties of gases using equations of state including the ideal and real gas law.</li> <li>2. An ability to use and analyze the first and second laws of thermodynamics and their application to a wide range of systems.</li> <li>3. A comprehensive ability to analyze the work and heat interactions associated with a prescribed process path, and to perform a first law analysis of a flow system.</li> <li>4. An ability to evaluate entropy changes in a wide range of processes and determine the reversibility or irreversibility of a process from such calculations.</li> <li>5. A thorough ability to calculate the efficiencies of heat engines.</li> <li>6. An ability to explain the use of the Gibbs and Helmholtz free energies as equilibrium criteria.</li> <li>7. An ability to discuss the interrelationship between thermodynamic functions and apply such relationships to solve practical problems.</li> <li>8. An ability to determine the equilibrium states of a wide range of systems, ranging from mixtures of gases, mixtures of gases and pure condensed phases, and mixtures of gases, liquids, and solids that can each include multiple components.</li> <li>9. A comprehensive ability to explain the main concepts of solution thermodynamics.</li> <li>10. An ability to explain the main concepts of electrochemistry.</li> </ol>

**B) Comparative Data:**

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
------------	---------------------------------	--

<b>Dalhousie</b>	CHEM 2301 - Introductory Physical Chemistry	
<b>Guelph</b>	CHEM 2880 - Physical Chemistry	
<b>Ottawa</b>	CHM 2330 - Physical Chemistry: Introduction to the Molecular Properties of Matter	
<b>Queen's</b>		CHEM-421 - Advanced Methods in Physical Chemistry
<b>Toronto</b>	CHM 222H1 - Introduction to Physical Chemistry	CHM 220H1 - Physical Chemistry for Life Sciences
<b>Trent</b>	CHEM 2500H/10H - Elements of Physical Chemistry I/II	
<b>Waterloo</b>		CHEM 450 - Special Topics in Physical Chemistry
<b>Western</b>	Chemistry 3364B - Physical Chemistry of Materials	Chemistry 2214B - Physical Chemistry for Life Sciences CHEM 460 - Physical Organic Chemistry
<b>Wilfrid Laurier</b>	CH 212/3/5 - Physical Chemistry 1A/2A/2B	
<b>Windsor</b>	59-240/1 - Introductory Physical Chemistry I/II	
<b>York</b>	SC/CHEM 3010 - Physical Chemistry	
<b>University of Northern British Columbia</b>	CHEM 200-3/300-3/305-3 - Physical Chemistry I/II/III	
<b>University of Calgary</b>	Chemistry 371- Physical Chemistry	

**C) Statement of Need:**

A sound understanding of Physical Chemistry underpins principles of chemical analysis, a key aspect of assessment of both living and non-living systems, and environmental materials (i.e. important to Chemists, Biologists and Environmental Scientists). Physical Chemistry is also relevant to the materials (hardware) side of computer systems, so this course would also be relevant to Computer Science students, as well as potential minors in Physics if a minor is developed in this area

This key course will help the Department of Biology and Chemistry offer more attractive programs that will bring new students to Nipissing University, and retain those students who currently have to leave Nipissing University to pursue Chemistry beyond the Minor that we offer.

We are planning to integrate key Chemistry courses with Environmental courses from disciplines such as Biology and Geography in order to be able to offer a Specialization in Environmental Chemistry. This has proven to be a popular program at other universities and would fit well with the other environmental programs available at Nipissing University.

**D) Statement of Resources**

Existing faculty will teach this course, and it will be cycled with our current offerings. Since this lab course will be cycled with another lab course, the cost of lab supplies will not be an issue. We already have equipment that can be used to run this course; if we need to make alterations to accommodate to this course, we will make those adjustments within the limits of our current Chemistry Equipment Budget. The holdings of our library are sufficient for this course.

**MOTION 22:** That the Undergraduate Studies Committee recommend to Senate the addition of CHEM 4206 – Electrochemistry to the Academic Calendar.

**A) Descriptive Data:**

Course Code	CHEM 4206
Course Title	Electrochemistry
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine the physical properties of charged electrode/solution interfaces and the chemical processes that occur as a result of changes in electrical energy at those interfaces. Topics include a review of electrode processes of electrochemical cells, redox reactions of inorganic and organic substances, electrochemical instrumentation, electric double-layer structure and adsorption, electrode reaction kinetics and potential sweep methods.
Course Prerequisite	CHEM 2106
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" 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 lecture and laboratory instruction per week
Hours of contact time	36 hours



expected per term	
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<a href="#">Cross-Listing</a>	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate the following: <ol style="list-style-type: none"> <li>1. A comprehensive ability to illustrate how redox processes of inorganic and organic substances occur.</li> <li>2. An ability to clearly explain the various physical properties of a charged electrode/solution interface.</li> <li>3. An ability to illustrate all of the processes that occur in an electrochemical cell during a reduction/oxidation reaction.</li> <li>4. An ability to explain the distinct functions of an auxiliary electrode, a reference electrode, and a working electrode.</li> <li>5. A thorough ability to illustrate the structure of an electric double-layer that occurs in an electrochemical cell.</li> <li>6. An ability to explain the various potential sweep methods during the oxidation and/or reduction of inorganic and organic substances.</li> <li>7. A comprehensive ability to describe the structure of the instrumentation used for performing electrochemical reactions.</li> </ol>

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	.	.
<b>Carleton</b>	.	.
<b>Guelph</b>	.	.
<b>Lakehead</b>	.	.
<b>Laurentian</b>	.	.
<b>McMaster</b>	.	.
<b>McGill</b>	.	CHEM 577: Electrochemistry “Fundamentals of electrochemistry and the application of electrochemical methods to chemical and biochemical problems. Emphasis is given to the study of electrode reaction mechanisms and the interpretation of electrochemical results for organic and inorganic systems. Voltammetric and coulometric methods are rigorously discussed. Several topics of interest in electrochemistry will be covered as time permits.”
<b>Memorial U. of Newfoundland</b>	<b>CHEM 4152</b> Electroanalytical Techniques “Electroanalytical Techniques examines the principles and theory of dynamic electrochemistry, voltammetry, stripping analysis, electro-chemical sensors and detectors”	
<b>OCAD</b>	.	.
<b>Ottawa</b>	.	.
<b>Queen’s</b>	.	.

<b>Simon Fraser</b>	.	<b>CHEM 465 – Electrochemistry</b> “Modern techniques and concepts in electrochemistry. Topics include equilibrium and dynamic electrochemistry, ion transport and voltammetry. Electrochemical systems of increasing importance including chemically modified electrodes, fuel cells and solar energy conversion applications will also be discussed.”
<b>Toronto</b>	.	.
<b>Trent</b>	.	.
<b>Waterloo</b>	.	.
<b>Western</b>	.	.
<b>Wilfrid Laurier</b>	.	.
<b>Windsor</b>	.	.
<b>York</b>	.	<b>SC/CHEM 4091 –Frontiers in electrochemistry</b> “This course will present selected aspects of surface electrochemistry, electro-catalysis and electroanalysis. It will introduce new methods and instrumentation employed to understand electrochemical processes at the molecular and atomic levels. This will include scanning probe methods (STM and AFM), IR spectroscopy and X-ray diffraction.”

**C) Statement of Need:**

Electrochemistry is fundamental to the molecular level of physiology of all living things, and to physical-chemical environmental processes, and assessment of environmental materials. This course will be valuable to students interested in Biology, Neuroscience, Chemistry, Physics and Environmental Science, and provides an important foundation for further studies in these fields. It is also relevant to the engineering design of nanotechnology systems that often rely on biomimicry (design informed by simulation of existing biological systems).

This key course will help the Department of Biology and Chemistry offer more attractive programs that will bring new students to Nipissing University, and retain those students who currently have to leave Nipissing University to pursue Chemistry beyond the Minor that we offer.

With this course, we will be in a better position to develop a Double-Major in Biology and Chemistry, as well as offering other Chemistry-based programs such as a Specialization in Environmental Chemistry.

**D) Statement of Resources**

Existing faculty will teach this course, and it will be cycled with our current offerings. Since this lab course will be cycled with another lab course, the cost of lab supplies will not be an issue. In fact, since this course calls for fewer labs than most of our Chemistry courses, we will be saving money when this course cycles into place! We already have equipment that can be used to run this course; if we need to make alterations to accommodate to this course, we will make those adjustments within the limits of our current Chemistry Equipment Budget. The holdings of our library and available online resources are sufficient for this course.

**MOTION 23:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of BIOL 2447 – Ecology of Ontario Trees and Forests to the Academic Calendar.

**A) Descriptive Data:**

Course Code	<b>BIOL 2447</b>
Course Title	Ecology of Ontario Trees and Forests
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine the ecological requirements of important trees species in Ontario forests. Life history strategies; light, moisture and nutrient needs; and adaptations to stress, disturbance and competition are considered in relation to the physical, chemical and biotic characteristics of forest ecosystems and the management of forest resources.
Course Prerequisite	BIOL 1007
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input checked="" 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 per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? Yes <input checked="" type="checkbox"/> No
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<a href="#">Cross-Listing</a>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate: 1) A comprehensive knowledge of the major physical, chemical and biotic characteristics of forest ecosystems; 2) The ability to identify major groups of woody plants including important local tree species; 2) A knowledge of the ecological processes that affect distribution and abundance of trees in forest communities; 4) Knowledge of tree utilization by wildlife and humans; 5) The ability to properly collect and prepare plants for a herbarium collection; 6) The ability to relate the ecological characteristics of tree species to forest management goals; 7) Team building skills and civic-mindedness.

**B) Statement of Need:**

Ecology of Ontario Trees and Forests covers important topics related to the understanding of ecological requirements of individual tree species, the structure and function of forest ecosystems and forest renewal. This course therefore provides valuable background knowledge needed to employ best practices in managing forest resources. Nipissing University students with a wide range of interests (such as forestry, ecology, biology, botany, natural resources, environmental science, and business) will find this course extremely valuable. It provides the necessary background to understand the material presented in BIOL 3447 – Silviculture.

Furthermore, the forestry sector is forecasting a critical shortage of certified forestry professionals. In Ontario, only Lakehead University offers a forestry program at the undergraduate level. This course will be an attractive option for fulltime students and members of the workforce seeking to expand or upgrade their skills and knowledge for professional certification (e.g. PRF – Professional Registered Forester (PRF) or Certified Tree Marker). This course will be a core component of a proposed Certificate in Forest Resource Management and Conservation. The Certificate will offer added value to students in the Biology or Environmental Biology and Technology programs.

**C) Resources Required:**

None.

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

Note: The only undergraduate forestry program in Ontario is offered at Lakehead University

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carleton</b>		
<b>Guelph</b>		
<b>Lakehead</b>	Natural Resources Management 2210 Forest Ecology and Silvics	
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**MOTION 24:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of BIOL 3447 – Silviculture to the Academic Calendar.

**A) Descriptive Data:**

Course Code	<b>BIOL 3447</b>
Course Title	Silviculture
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine practices used to control the establishment, growth, species composition, and health of forests to meet diverse needs and values while adhering to ecosystem-based management approaches to reforestation. Topics include silvicultural systems, stand development, site productivity, tree growth/architecture, tree improvement, seeding and planting stock, natural and artificial regeneration; site preparation, and tending.
Course Prerequisite	BIOL 2447 and BIOL 2346 )
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input checked="" 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 per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? Yes <input checked="" type="checkbox"/> No
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Cross-Listing</u>	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1) A comprehensive understanding of the importance of silviculture in wood supply and forest management; 2) A comprehensive knowledge of the characteristics of the Great Lakes-St. Lawrence, Boreal and Carolinian forests of Ontario, and the ability to recommend protocols for the management of ecosites within these forest regions; 3) A comprehensive knowledge of the Silvicultural Harvesting Systems used to manage Ontario forests and how these systems relate to species characteristics and management goals; 4) The ability to prescribe appropriate site preparation methods while understanding the circumstances in which they are used to promote seedling establishment and forest regeneration; 5) The ability to apply principles of tree species selection that include an understanding of seedling physiology, in developing natural and artificial forest regeneration prescriptions;

	6) A comprehensive knowledge of commonly used intermediate silvicultural treatments, including commercial and pre-commercial thinning, pruning, forest fertilization, and vegetation management; 7) The ability to conduct silviculture surveys and provide recommendations for further silviculture treatments; 8) A knowledge of activities in provincial, federal and private sectors used to improve reforestation success.
--	---

**B) Statement of Need:**

Silviculture, the art and science of forest renewal, is a fundamental component of the sustainable management of forest resources and, as such, is a key factor both in the local environment and in the forest-based ecosystems throughout much of Canada. Nipissing University students with a wide range of interests (such as forestry, ecology, biology, botany, natural resources, environmental science, and business) will find this course extremely valuable.

The forestry sector is forecasting a critical shortage of certified forestry professionals. In Ontario, only Lakehead University offers a forestry program at the undergraduate level. This course will be an attractive option for fulltime students and members of the workforce seeking to expand or upgrade their skills and knowledge for professional certification (e.g. PRF – Professional Registered Forester (PRF) or Certified Tree Marker). This course will be a core component of a proposed Certificate in Forest Resource Management and Conservation. The Certificate will offer added value to students in the Biology or Environmental Biology and Technology programs.

**C) Resources Required:**

None.

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>		
<b>Carleton</b>		
<b>Guelph</b>		
<b>Lakehead</b>	Natural Resources Management 2330 Silviculture I	
<b>Laurentian</b>		
<b>McMaster</b>		
<b>OCAD</b>		
<b>Ottawa</b>		
<b>Queen's</b>		
<b>Toronto</b>		
<b>Trent</b>		
<b>Waterloo</b>		
<b>Western</b>		
<b>Wilfrid Laurier</b>		
<b>Windsor</b>		
<b>York</b>		

**MOTION 25:** That the Undergraduate Studies Committee recommend to Senate to the addition of BIOL 3227 – Nutrition to the Academic Calendar.

**G) Descriptive Data:**

Course Code	<b>BIOL 3227</b>
Course Title	Nutrition
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine the digestion and absorption of macronutrients and micronutrients and their effect on human health and disease. Students analyze the nutrients we consume in terms of their role in building the various tissues and organs of the human body from a biochemical perspective. Students evaluate sources of nutrition with emphasis placed on a comparison of plant and animal products.
Course Prerequisite	BIOL 2706 and 2707 or BIOL 1011 and BIOL 2116 and registered in the RPN Bridging Program.
Course Corequisite	
Antirequisite	BIOL 4227 and PHED 4227 if taken in 2010 or 2011
Restriction	
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 per week
Hours of contact time expected per term	36 hours
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<a href="#"><u>Cross-Listing</u></a>	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Outcomes: Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none"> <li>1. A comprehensive knowledge of the structure, functions and basic chemistry of the 6 classes of nutrients found in the foods we eat.</li> <li>2. An ability to discuss the role nutrients play at the cellular level and thus at the organ system level of the human body.</li> <li>3. An ability to describe the structure, functions and basic chemistry of the 6 classes of nutrients found in the foods we eat.</li> <li>4. An ability to communicate what happens anatomically and physiologically to the food we eat.</li> <li>5. A comprehensive knowledge to assess and recommend nutritional combinations appropriate for the prevention of human disease.</li> <li>6. An ability to describe the function of the Dietary Reference Index (DRI) for micronutrients and macronutrients.</li> <li>7. An ability to articulate the importance of a moderate, balanced and varied diet to human health and disease.</li> </ol>

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

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

**C) Statement of Need:**

This is an important course for Biology students, Nursing students, and other students (such as those who are interested in the Health Professions) with a desire to learn about the interconnections among nutrition, health and disease.

**MOTION 26:** That the Undergraduate Studies Committee recommend to Senate to the deletion of BIOL 4227 – Nutrition from the Academic Calendar.

**Rationale:**

We are redesigning our Nutrition course to focus more on biological processes, health, and disease, and less on nutritional requirements for physical activity and sport. We also want to shift the course the 4000 level to the 3000 level since it will fit better with our program. The cleanest way to make these changes is to drop the old sport-oriented **BIOL 4227** course and start fresh by adding the newly described **BIOL 3227**.

**MOTION 27:** That the Undergraduate Studies Committee recommend to Senate to approve the curriculum for the proposed Certificate in Forest Resource Management and Conservation.

The proposed “Certificate in Forest Resource Management and Conservation” will consist of 15 credits of course work that will involve lectures, practical work and experiential learning. [see the attached proposal].



### **Proposal for a Non-Stand-Alone Certificate in Forest Resource Management and Conservation**

The proposed “Certificate in Forest Resource Management and Conservation” will consist of 15 credits of course work that will involve lectures, practical work and experiential learning.

#### **Statement of Academic Merit:**

##### ***Academic Aims:***

The Certificate in Forest Resource Management and Conservation emphasizes theoretical, practical and applied approaches to the management, conservation and restoration of the timber and non-timber resources associated with forest ecosystems. The program prepares students for employment in forest and natural resource sectors, private consulting firms and public organizations and will offer valuable preparation for those seeking professional certification (e.g. Professional Registered Forester (PRF), Certified Tree Marker). The certificate consists of 18 credits as outlined below.

##### ***Social Relevance:***

The forests of Canada cover 40% of the country’s land area and represent 10% of the world’s overall forest cover. Our boreal forest accounts for 30% of the total area covered by the world’s boreal forests. Forest resources play a significant role in the economy of Canada and especially in the local economies of northern communities. In 2013, the forest sector contributed \$19.8 billion to the gross domestic product of Canada. A critical shortage of qualified professionals has been described in Canada’s forest sector. Among Ontario Universities, only one offers a forestry-related program at the undergraduate level (Lakehead University); only two Universities (Lakehead, Toronto), offer programs at the graduate level. In addition to our own students, the proposed Certificate is likely to be attractive to international students, aboriginal students and forestry professionals seeking training opportunities for employment in the forest sector or professional certification (e.g. Certified Tree Marker, Registered Professional Forester). This Certificate will offer Nipissing students, especially those enrolled in Biology and Environmental Science programs, added value to their regular degree program. In this way, the opportunity to gain this Certificate could be an important recruitment and retention tool for NU. This is a timely and appropriate initiative given the positive working relationship that members of the Department have enjoyed with local forestry professionals and agencies. These partners have played a significant role in our teaching and research missions at NU.

Nipissing University is located in the heart of the Great Lakes-St. Lawrence Forest Region. Forests of this region are dominated by economically valuable hardwood (e.g. red oak, sugar maple, yellow birch) and softwood (e.g. white pine, red pine) tree species. These diverse and productive forests provide a wealth of traditional and potential resources that will continue to make them important economic drivers regionally and beyond. Many recent innovations and technological advancements have increased the interest in timber (e.g. engineered construction materials, biofuels) and non-timber (e.g. foods, pharmaceuticals, nutraceuticals) forest products. Increased demand for forests resources and the desire for certification of forest products emphasize the need for sustainable practices. The Department of Biology and Chemistry has an existing strength in undergraduate training related to ecosystem-based management of forest resources and is well positioned to make a significant contribution to the provision of skilled workers for the forest sector.

**Admission Requirements:**

The Certificate in Forest Resource Management and Conservation will be open to all Nipissing University students.

**Statement of Financial Viability:**

The Certificate in Forest Resource Management and Conservation can be offered with no new resources.

**Statement of Administrative Responsibility:**

The Certificate in Forest Resource Management and Conservation will be administered by the Department of Biology and Chemistry.

**Curriculum:****Required Courses:**

*BIOL 2346 - Techniques in Forest Ecology and Management (3 credits)*

This course will provide students with an overview of the approaches and techniques used to study and manage forest ecosystems. Topics will include orienteering, ecological land classification, forest mensuration, silvicultural tree marking, long-term monitoring of permanent plot networks, wildlife habitat and biodiversity indicators, and dendrochronology.

*BIOL 2447 – Ecology of Ontario Trees and Forests (3 credits).*

Students examine the ecological requirements of important trees species in Ontario forests. Life history strategies; light, moisture and nutrient needs; and adaptations to stress, disturbance and competition are considered in relation to the physical, chemical and biotic characteristics of forest ecosystems and the management of forest resources.

*BIOL 3447 – Silviculture (3 credits)*

Students examine practices used to control the establishment, growth, species composition, and health of forests to meet diverse needs and values while adhering to ecosystem-based management approaches to reforestation. Topics include silvicultural systems, stand development, site productivity, tree growth/architecture, tree improvement, seeding and planting stock, natural and artificial regeneration; site preparation, and tending.

**Two of the Following Courses:**

*BIOL 3007 - Environmental Issues in Forestry (3 credits)*

This course will introduce the student to forest ecology with an emphasis on the autecology of important organisms; the structure, function and diversity of communities and ecosystems; responses of organisms and ecosystems to stress and disturbance; and the management of forest resources from an ecological perspective. Mandatory weekend field trip(s) will be conducted early in the semester.

*BIOL 3397 - Introductory Soil Science (3 credits)*

Lectures deal with the study of soil as an integral part of our physical environment. Soil profile characteristics are studied in the context of soil-forming factors, pedogenic processes, and soil classification systems. Laboratory sessions include analysis of typical soil profiles in the field and methods of physical, chemical, and biological analysis of soil samples in the wet lab.

*BIOL 3436 - Conservation Biology (3 credits)*

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

*BIOL 4437 - Landscape Ecology (3 credits)*

This course will explore aspects of ecology and management that are applicable at the highest levels of biological organization and over large spatial extents. Students will consider key concepts including scale, spatial pattern and modeling through the examination of landscape level themes such as land use, forest

management, habitat fragmentation, global environmental change, disturbance, biodiversity and conservation.

*BIOL 4976 - Biology Field Camp (3 credits)*

This course will consist of a one-week intensive field camp (held immediately prior to the fall session or during the spring or summer session) designed to familiarize students with organisms and environments. Emphasis will be placed on survey and sampling techniques. Materials and data collected in the field will be identified, analysed and used to develop a major report and presentation later in the term. The location and main theme of each camp may vary with the instructor. Each student will be required to pay the costs of transportation, accommodation and meals associated with the field camp experience.

Note: All courses described above also count towards Biology or Environmental Biology and Technology programs.

**Similar Programs:**

No similar Certificate program exists at an Ontario University.

**Computer Science and Mathematics**

**MOTION 28:** That the Undergraduate Studies Committee recommend to Senate the addition of PHYS 3007 Computational Physics.

**A) Descriptive Data:**

Course Code	<b>PHYS 3007</b>
Course Title	Computational Physics
Course Prerequisite	PHYS 2006, PHYS 2007
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
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>	Computational Physics is a project-oriented course demonstrates how computers enable us to both broaden and deepen our understanding of physics by increasing the range of mathematical calculations. Students learn how to apply numerical methods and algorithms to problems in physics for different applications in nanotechnology, medicine, etc. Students choose a physical problem, and pose scientific questions, and implement a computer simulation. Students also develop techniques and skills for programming, analysis, and presentation of their results.
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
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	Successful graduates of this course will learn to: 1. identify modern programming methods and describe the extent and limitations of computational methods in physics; 2. identify and describe the characteristics of various numerical methods; 3. independently program computers using leading-edge tools; 4. formulate and computationally solve a selection of problems in physics; 5. use the tools, methodologies, language and conventions of physics to test and communicate ideas and explanations; 6. work independently; 7. use various sources (textbooks, articles in refereed journals, online sources etc.) to research advanced topics in computational physics; 8. participate in professional discussions and formulate interesting open problems relevant to applications of computational physics, and propose their own questions and problems.

**B) Statement of Need:**

In the Department of Computer Science and Mathematics we offer all fundamental first and second year physics courses including Mechanics, Thermodynamics, Waves and Optics, Electromagnetism and Modern Physics. The addition of a Computational Physics course to this list will provide an opportunity to students to pursue Physics beyond the introductory courses. Besides enhancing our overall Science offerings in Chemistry, Biology and Mathematics, the course definitely enhances the Applied Mathematics stream we currently offer, and it also complements an array of computational and applied mathematics courses such as Mathematical Modelling, Optimization, Numerical Methods, Computational Geometry, and Mathematical Computation. The addition of the course will also give us enough courses to offer Physics as a second teachable subject for students who intend to obtain a BEd degree. Computation represents an essential component of modern research in understanding of physical processes. For many applications, entire physical problems can be solved and demonstrated computationally without the need for any experimental input. This course will not require advanced physics labs and equipment. Instead we will take advantage of the powerful computational facilities that are already available at Nipissing. In this course, we will give the students working knowledge of computational techniques and will familiarize them with scientific computing and programming. This course will prepare students to tackle other computational problems that they may encounter in the future.

**C) Statement of Resources:**

Recently we have established the Nipissing Computational Physics Laboratory (NCPL) to support research activities requiring intensive computational resources. The general focus of the NCPL is to develop, implement and apply advanced numerical algorithms and computational methodologies for the solution of problems arising from science and technology applications. The NCPL is an advanced physics lab intended for junior and senior level students in science and engineering. Our lab is equipped with high performance computational server and several workstations with multiple operating system environments, and running a number of computational and simulation packages including COMSOL Multiphysics, MATLAB, Maple, Mathematica, Numerical Recipes, and the Electronic Workbench. This lab is a reliable resource for student who will take the computational physics course to run all their programming codes and simulations. We plan to offer PHYS 3007 every second year, on a cycled basis. No additional resources are required to offer this course.

English

**MOTION 29:** That the Undergraduate Studies Committee recommend to Senate that ENGL 3196 Dangerous Liaisons: The 18<sup>th</sup>-Century Novel be added to the English Studies curriculum

**A) Descriptive Data:**

Course Code	ENGL 3196
Course Title	Dangerous Liaisons: The 18th-Century Novel
Course Prerequisite	6 credits 2000-level ENGL, excluding ENGL 2001, 2002, and 2011
Course Corequisite	
Antirequisite	ENGL 3095
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture and discussion per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	In Sheridan's play <i>The Rivals</i> , inveterate novel reader Lydia Languish vows to marry against her guardian's wishes to gain the glory of losing her £30,000 fortune for love. A comic character, Lydia nonetheless represents what was thought to be a serious problem: the dangers of reading novels. Students examine the emergence and development of the English novel, considering the social and moral dangers novels both represented in their narratives and were thought to pose to their readers.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <b>Literary History I</b>
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes One choice among the course options for the Literary History requirement.
<a href="#">Cross-Listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 points, visible, measurable and in active voice</i> )	Students who successfully complete this course should be able to do the following: 1. identify the defining features of the novel as it emerges in the Restoration and eighteenth century. 2. articulate and analyze the difference between "novel" and "romance." 3. analyze primary texts in relation to their cultural, historical, and philosophical contexts. 4. construct and sustain through close reading analytical arguments in clear, coherent prose and proper essay format. 5. complete a substantial research paper in which an analytical argument about primary texts is enriched through the judicious use of secondary sources. 6. communicate ideas, analyses, and arguments clearly and concisely

	<p>in class discussion.</p> <p>Outcomes – Students who successfully complete this course will demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. a detailed knowledge of eighteenth-century fiction.</li> <li>2. a detailed knowledge of the emerging techniques and conventions that distinguish the “novel.”</li> <li>3. an ability to construct theoretically and historically informed interpretations of texts of the period.</li> <li>4. an ability to gather and assess secondary sources relevant to the early novel.</li> <li>5. an ability to communicate logical and analytical arguments in clear, correct, and persuasive prose.</li> </ol>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	ENGL 3P40	.
<b>Carelton</b>	.	.
<b>Guelph</b>	ENGL 37-326	.
<b>Lakehead</b>	.	.
<b>Laurentian</b>	ENGL 3206EL	.
<b>McMaster</b>	.	.
<b>OCAD</b>	.	.
<b>Ottawa</b>	.	ENG 3356
<b>Queen’s</b>	.	.
<b>Toronto</b>	.	.
<b>Trent</b>	.	.
<b>Waterloo</b>	ENGL 410D	ENGL 410E
<b>Western</b>	.	.
<b>Wilfrid Laurier</b>	EN 344	.
<b>Windsor</b>	.	.
<b>York</b>	ENGL 3555	.

**C) Statement of Need:**

This course, in part, replaces ENGL 3095.

**D) Statement of Resources:**

No new resources are required.

**Fine and Performing Arts**

**MOTION 30:** That the Undergraduate Studies Committee recommend to Senate the course title for FAVA 2236: Modern Art History be changed to FAVA 2236: Art Against the Academy, and the course description be changed as follows:

From

In this course, students will explore art and design practices during the nineteenth and twentieth centuries. In particular, students will examine these practices in relation to the rapid changes of social and political life that characterize modernity, such as urbanization, industrialization, technological innovation, global capitalism, and colonialism.

To

In this course, students explore subversive art practices during the “long” nineteenth century (1789 – 1914). In particular, students examine how dominant modes of institutional art production were reshaped to reflect a wider awareness of global visual cultures following colonization and imperialism; the destabilization of power dynamics within the discourses that framed aesthetics; and the shifting political and social realities of industrialized life.

**RATIONALE**

The motion was approved by ARCC on December 11<sup>th</sup> 2015. Since that meeting, the department has reconsidered the course and would like to amend the changes that were made. Specifically, we are proposing a new course title that will help distinguish it from FAVA 2237 Modern Art and Architecture, and hopefully make it more attractive to students. We have also reworded the description in order to clarify the dates and content covered.

This course will continue to cover Modern Art. The course content will remain more or less unchanged.



**History**

**MOTION 31:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of HIST 2167: Bodies and Nature in the Environmental Era.

**A) Descriptive Data:**

Course Code	<b>HIST 2167</b>
Course Title	Bodies and Nature in the Environmental Era Short title for webadvisor only: Bodies and Nature
Course Credits	x 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine the cultural and political history of environmentalism. Only once industrialization removed humans and their bodies from the need to wrest daily survival from nature could nature become a source of rest and relaxation and something to be preserved. Topics will include the conservation and environmental movements; the history of parks, protected areas, and wilderness recreation as a form of healthy living; and reactions to industrial and chemical pollution.
Course Prerequisite	6 credits of History at the 1000 level or 24 credits completed
Course Corequisite	
Antirequisite	HIST 3277 and HIST 3275 and HIST 2275
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	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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 If yes, please specify:
<a href="#">Cross-Listing</a>	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will demonstrate <b>EXPECTATIONS OR OUTPUTS</b></p> <p><b>By the end of the course students will be able to</b></p> <ol style="list-style-type: none"> <li>4. analyze and understand the way in which nature came to be thought of as something separate from humans in the modern world, and the consequences of this idea</li> <li>5. Analyze and understand the development of the conservation, preservation, and environmental movements and their roots in the idea of the separation of human bodies and the environment</li> <li>6. conduct historical research in secondary sources</li> </ol>

	<p>7. write two or more essays that discuss major sources, questions and arguments</p> <p>8. write clearly and logically in coherent prose</p> <p>9. consider some of the main methods and approaches in how historians study the human-nature relationship globally and in Canada</p> <p><b>OUTCOMES:</b></p> <p><b>Successful graduates of this course will demonstrate</b></p> <p>10. an understanding of the development of the modern ideas of nature and the environment and of the development of environmental politics</p> <p>11. a general awareness of and ability to assess some of the key historical debates in global and Canadian environmental history</p> <p>12. an ability to communicate effectively in reasonably clear and correct writing</p> <p><b>13.</b> an ability to conduct historical research in secondary sources</p>
--	---

**B) Statement of Need:**

This course is a companion to Hist 2166: Survival: Canada in Global Environmental History. Hist 2166 was created several years ago as a 3-credit course to replace the former Hist 2275: Environmental History: Canada and the World. It was always intended that Hist 2275 would be replaced with two new 3-credit courses; Hist 2167 is then the second of the two replacement courses. Hist 2167 carries the story of Canadian environmental history up to the present, and covers the important history of the environmental movement and the development of environmental thought. It is an important part of the department's offerings in environmental history, and so supports the new CRC in environmental histories and geographies as well as courses on the environment in Geography.

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

<b>University</b>	<b>Equivalent Course(s) and Titles</b>	<b>Non-Equivalent but 50% or more overlap</b>
<b>Brock</b>	.	Hist 3Q97: History and the North American Environment
<b>Carleton</b>	.	Hist 2310: Canadian Environmental History to 1920; Hist 2311: Canadian Environmental History from 1890
<b>Guelph</b>	Hist 2250: Environment and History	Hist 3403: Topics in Environment and Society
<b>Lakehead</b>	.	.
<b>Laurentian</b>	.	Hist-3296EL: Canadian Environmental History
<b>McMaster</b>	.	History 4K03: Environmental and Environmentalism to Modern North America
<b>OCAD</b>	.	.
<b>Ottawa</b>	.	His2129: Technology, Society and Environment since 1800; His2529: Technologies, Societe et Environnement depuis 1800
<b>Queen's</b>	Hist 256/3.0: The Making of the North American Environment	Hist 257/3.0: Environmental History
<b>Toronto</b>	His319H5: Canadian Environmental History, Conservation to the Modern Environmental Movement	His318H5: Canadian Environmental History, Contact to Conservation
<b>Trent</b>	.	ERST-CAST-HIST 4670H: Environmental History
<b>Waterloo</b>	.	.
<b>Western</b>	.	.
<b>Wilfrid Laurier</b>	.	HI 424: Reading Seminar on Nature and Environment in Canadian History; HI474: Research Seminar on Nature and Environment in Canadian History
<b>Windsor</b>	.	.
<b>York</b>	.	GS/HIST 5540: North American Environmental History

**MOTION 32:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of HIST 3517 Topics in American History.

**A) Descriptive Data:**

Course Code	<b>HIST 3517</b>
Course Title	Topics in American History
Course Credits	x 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine a specific aspect of American History. The content of this course will vary from year to year.
Course Prerequisite	12 credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.
Course Corequisite	
Antirequisite	
Restriction	
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 lecture
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> x No
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> x No
<a href="#">Cross-Listing</a>	
Course Expectations	By the end of the course students will be able to: <ol style="list-style-type: none"> <li>1. Identify, understand, and analyze key themes and developments in American history.</li> <li>2. Identify and analyze the processes of continuity and change in America during the era(s) under consideration.</li> <li>3. Identify and assess key historiographical arguments that have shaped our historical understanding of the American past.</li> <li>4. Analyze primary documents as a source of historical understanding about the American past.</li> <li>5. Develop and execute an original research project based on primary and secondary material.</li> <li>6. Communicate effectively, both orally and in writing.</li> </ol>
Course Outcomes	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> <li>1. the research skills relevant to historical study at an upper year level</li> <li>2. upper level university level skills in writing and oral discussion</li> <li>3. understanding of the central historiographical arguments that inform scholarship on an aspect of American history</li> <li>4. the ability to effectively use primary and secondary sources in the making of historical arguments</li> <li>5. the ability to design and write long and/or short critical essays that assesses one historiographical debate or issue in the period under study</li> </ol>

	6. the ability to design and carry out an original research project using primary and secondary sources
--	---

**B) Statement of Need:**

Similar to HIST 3126 and 3127 in European and World History, we require a general topics course in American history for which topics will vary from year to year. We require this curriculum change to provide room for faculty to teach in a thematic field of interest.

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

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

Since the content of this course will vary from year to year, comparison will be required on a case-by-case basis. We do note that topics courses are very common in History Departments across the country.

**MOTION 33:** That the Undergraduate Studies Committee recommend to Senate to approve the modification to the title of HIST 3427 from “Britain 1560–1660” to “Crown, Community and Conflict in Britain, 1560–1660.”

**HIST 3427.** Modification of title.

Existing title: Britain 1560–1660

New title: Crown, Community and Conflict in Britain, 1560–1660

Short title webadvisor only: Crown and Conflict in Britain

**Rationale for change:** The new title better reflects the main emphases of the course content, allowing prospective students a clearer view of the course they may be choosing. It also is in line with recent practice in our department to frame courses thematically in the first instance, rather than regionally or temporally.

**MOTION 34:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of HIST 4435: Sexuality and Gender in Europe, 1300–1600.

**A) Descriptive Data:**

Course Code	<b>HIST 4435</b>
Course Title	Sexuality and Gender in Europe, 1300–1600

Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> x 6 credits <input type="checkbox"/> Other
Course Description	The period from 1300 to 1600 provides our richest documentation of premodern beliefs and practices associated with sexuality. Students engage with scholarship on prostitution, marriage, sodomy, witchcraft and the various conflicts resulting from governmental and religious authorities' attempts to regulate and define sexuality.
Course Prerequisite	Restricted to students in an Honours program with 84 credits completed.
Course Corequisite	
Antirequisite	HIST 4425
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"/> x 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 per week
Hours of contact time expected per term	72 hours per term
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> x No If yes, please specify:
<u>Cross-Listing</u>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	<p>Students who successfully complete this course will demonstrate Learning Expectations</p> <p>By the end of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify historical scholarship according to historiographical approach.</li> <li>2. Suggest logical and intellectual connections between different works of historical scholarship.</li> <li>3. Analyze the methodology of secondary sources.</li> <li>4. Produce clear and coherent analyses of historical scholarship.</li> <li>5. Comment meaningfully on historical scholarship with respect to its agenda or motivation.</li> <li>6. Contrast forms of historical evidence with respect to their suitability for answering research questions.</li> </ol> <p>Outcomes</p> <p>Successful graduates of this course will demonstrate:</p> <ol style="list-style-type: none"> <li>1. An ability to initiate critical discussion and participate in a sustained scholarly conversation.</li> <li>2. An ability to write substantial comparative or synthetic analyses of historical scholarship in clear and correct prose.</li> <li>3. A detailed understanding of gender and sexuality in European history in the period 1300–1600.</li> </ol>

**Statement of Need:** This new course will replace the existing Hist 4425: The Era of the Renaissance. The title and description of Hist 4425 has always been broad, more like that of a topics course. The title and description of the new Hist 4435 simply better reflects the emphasis given to course content as it has developed over the past several times it has been taught. It thus gives students a better idea of what they will encounter in the course.

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

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

Same as for Hist 4425. While this course will be on gender and sexuality, 4<sup>th</sup>-year honours courses in the history of the era of the Renaissance in general are acceptable to the department for the purpose of determining transfer credit.

**Political Science, Philosophy and Economics**

**MOTION 36:** That the Undergraduate Studies Committee recommend to Senate the addition of POLI 1007 Globalization and Global Citizenship.

**A) Descriptive Data:**

Course Code	<b>POLI 1007</b>
Course Title	Globalization and Global Citizenship
Course Credits	X 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Globalization both enframes the possibilities for action at the national level, and opens up opportunities for coordinated efforts beyond the state. Students examine the emergence of the international community, transnational actors, and global citizenship as new political phenomena that could be useful in confronting issues such as global climate change, refugee crises, international terrorism and arms control that transcend the borders and powers of individual states.
Course Prerequisite	none
Course Corequisite	none
Antirequisite	none
Restriction	none
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 lecture
Hours of contact time expected per term	36 hours per term
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> Yes      No If yes, please specify: This course will be added as an required course in the Political Science program.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes        X No If yes, please specify:
<u>Cross-Listing</u>	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate -an understanding of the dynamics of globalization in terms of global politics, international economic regimes, and global civil society -an awareness of the tensions introduced by globalization, including cultural homogenization, imperialism, and relations between hinterland and metropole -an understanding of their capacities as global citizens -a background in Canada's leadership role in the world vis a vis peacekeeping vs. peacemaking and the Responsibility to Protect -an awareness of issues generated by globalization, including international terrorism, refugee crises, climate change and arms control regimes



	-an awareness of the relation between technological development and globalization as a political dynamic -facility with selected primary sources of political science germane to the topics of globalization and global citizenship
--	--

**B) Statement of Need:**

The 2015 IQAP review of Political Science indicated the need to offer 6 credits of introductory level courses. Political Science used to have a 6-credit introductory course that was replaced with a single 3-credit course. The introduction of this new 3-credit course will round out our offerings at this level, and complement the institutions and theory-based 1000 level course, POLI 1006 “Politics, Power and the Common Good” with topical, timely material from the sub-discipline of International Relations.

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	POLI 1P93 Canada and the Global Community	.
<b>Carleton</b>	PSCI 1200 World Politics	.
<b>Guelph</b>	POLS 1500 World Politics	.
<b>Lakehead</b>	.	.
<b>Laurentian</b>		POLI 1006EL Political Regimes
<b>McMaster</b>	.	.
<b>OCAD</b>	.	.
<b>Ottawa</b>	POLI 1102 Politics and Globalization	.
<b>Queen’s</b>	.	.
<b>Toronto</b>		POLI 101 Democracy, Dictatorship, War and Peace
<b>Trent</b>	POST 1000 Democracy, Power and Resistance in the Global Age	.
<b>Waterloo</b>	PSC 150 Introduction to Global Politics	.
<b>Western</b>	.	.
<b>Wilfrid Laurier</b>	.	.
<b>Windsor</b>	.	.
<b>York</b>	.	.

**MOTION 37:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of Political Science program requirements for Honours Specialization, Specialization, Major and Minor, with required courses including **both** POLI 1006, *Politics, Power and the Common Good* **and** POLI 1007, *Globalization and Global Citizenship*.

**Rationale for program requirement change:**

Our intent in the second motion above is to meet IQAP recommendations by offering 6 credits of 1000 level POLI courses, while offering students introductory courses covering the range of sub-disciplines and topics including domestic political institutions (POLI 1006) and international relations (POLI 1007).

**NEW Program Requirements:****HONOURS SPECIALIZATION in Political Science**

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

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

POLI 1006 Politics, Power and the Common Good 3 credits  
 POLI 1007 Globalization and Global Citizenship 3 credits

POLI 2106 Great Political Questions I 3 credits  
 POLI 2107 Great Political Questions II 3 credits  
 POLI 2706 Canadian Politics 3 credits  
 POLI 2707 Canada and the World 3 credits  
 POLI 4205 Honours Seminar 6 credits

POLI upper level courses 36 credits  
 \*(including cross-listed courses with Political Science)

### **SPECIALIZATION in Political Science**

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

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

POLI 1006 Politics, Power and the Common Good 3 credits  
 POLI 1007 Globalization and Global Citizenship 3 credits

POLI 2106 Great Political Questions I 3 credits  
 POLI 2107 Great Political Questions II 3 credits  
 POLI 2706 Canadian Politics 3 credits  
 POLI 2707 Canada and the World 3 credits

POLI upper year courses 36 credits  
 \*(including cross-listed courses with Political Science)

### **MAJOR in Political Science**

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

Students must complete 36 credits in the Major as follows:

POLI 1006 Politics, Power and the Common Good 3 credits  
 POLI 1007 Globalization and Global Citizenship 3 credits

POLI 2106 Great Political Questions I 3 credits  
 POLI 2107 Great Political Questions II 3 credits  
 POLI 2706 Canadian Politics 3 credits  
 POLI 2707 Canada and the World 3 credits

POLI upper year courses 18 credits  
 \*(including cross-listed courses with Political Science)

### **MINOR in Political Science**

Students must complete 18 credits in Political Science as follows:

POLI 1006 Politics, Power and the Common Good 3 credits  
 POLI 1007 Globalization and Global Citizenship 3 credits

POLI upper year courses 12 credits  
 \*(including cross-listed courses with Political Science)

**Religions and Cultures**

**MOTION 38:** That the Undergraduate Studies Committee recommend to Senate the addition of RLCT 4006: Advanced Studies in Religion.

**A) Descriptive Data:**

Course Code	<b>RLCT 4006</b>
Course Title	Advanced Studies in Religion
Course Prerequisite	Restricted to students in any Honours program with 84 credits completed including RLCT 1206 or RLCT 1207 or RLCT 1025
Course Corequisite	
Antirequisite	
Total Hours	<b>X 36 hours</b> (
Breakdown of Hours	Three hours of lecture per week for one term.
Course Credits	<b>X 3 credits</b>
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students examine critical themes or issues relating to religious ideas, philosophy or practice in depth. Topics will vary with each offering.
Course Grouping or Stream	Does this course belong to a Group or Stream? <b>X No</b>
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes This course will help to satisfy the 4th year requirement for Majors, Specializations, and Honours students.
<a href="#"><u>Cross-Listing or Cross-Coding</u></a>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	UPON COMPLETION OF THE COURSE, STUDENTS WILL HAVE: 1. AN ADVANCED KNOWLEDGE AND UNDERSTANDING OF THE KEY CONCEPTS AND METHODOLOGIES THAT PERTAIN TO THE TOPIC. 2. A BROAD FAMILIARITY WITH THE CRITICAL LITERATURE AND THINKERS PERTAINING TO THE TOPIC. 3. AN ABILITY TO DEVELOP AND PURSUE A COHERENT, ORIGINAL PLAN OF RESEARCH, INCLUDING UTILIZATION OF MAJOR RESEARCH SOURCES AND CAREFUL REVIEW OF AVAILABLE SCHOLARSHIP ON THE TOPIC 4. A DEVELOPED UNDERSTANDING OF THE IMPLICATIONS OF ARGUMENTS CONSIDERED IN THE COURSE FOR OTHER AREAS OF

	<p>STUDY</p> <p>5. AN ABILITY TO PRODUCE WRITTEN COURSE WORK WHICH STRONGLY REFLECTS THE PREMIUM PLACED IN THE DISCIPLINE ON CLARITY OF EXPRESSION AND STRUCTURE AS WELL AS SOUNDNESS OF ARGUMENT.</p> <p>COURSE OUTCOMES</p> <p>1. AN ABILITY TO WORK COLLABORATIVELY AND ENGAGE CONSTRUCTIVELY IN SEMINAR DISCUSSIONS</p> <p>2. A SOPHISTICATED KNOWLEDGE OF A MAJOR RESEARCH QUESTION IN THE CONTEMPORARY STUDY OF RELIGION</p> <p>3. AN ABILITY TO ARTICULATE IDEAS CLEARLY AND EFFECTIVELY BOTH ORALLY AND IN WRITING</p>
--	--

**B) Comparative Data** (*Strongly recommended but not required*)

N/A

**C) Statement of Need:**

The Religions and Cultures program has consistently offered just two 4<sup>th</sup> year courses for students wishing to undertake an Honours Specialization. The enrolments in these courses can, at times, be quite low. We wish to open up the possibility for advanced studies in religion to more students at the same time as offering our Majors options at the 4<sup>th</sup> year level. The topics based 4<sup>th</sup> year courses will be open to more than RLCT majors and will allow us greater flexibility in programming.

**MOTION 39:** That the Undergraduate Studies Committee recommend to Senate the addition of RLCT 4016 Advanced Studies in Religion.

**A) Descriptive Data:**

Course Code	<b>RLCT 4016</b>
Course Title	Advanced Studies in Religion
Course Prerequisite	Restricted to students in any Honours program with 84 credits completed including RLCT 1206 or RLCT 1207 or RLCT 1025
Course Corequisite	
Antirequisite	
Total Hours	<b>X 36 hours</b> (
Breakdown of Hours	Three hours of lecture per week for one term.
Course Credits	<b>X 3 credits</b>
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students examine critical themes or issues relating to religious ideas, philosophy or practice in depth. Topics will vary with each offering.
Course Grouping or Stream	Does this course belong to a Group or Stream? <b>X No</b>

<p>Program Implications</p>	<p>Does this course have program implications?  <input type="checkbox"/> No    <input checked="" type="checkbox"/> Yes This course will help to satisfy the 4th year requirement for Majors, Specializations, and Honours students.</p>
<p><u><a href="#">Cross-Listing or Cross-Coding</a></u></p>	
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>UPON COMPLETION OF THE COURSE, STUDENTS WILL HAVE:            1. AN ADVANCED KNOWLEDGE AND UNDERSTANDING OF THE KEY CONCEPTS AND METHODOLOGIES THAT PERTAIN TO THE TOPIC.            2. A BROAD FAMILIARITY WITH THE CRITICAL LITERATURE AND THINKERS PERTAINING TO THE TOPIC.            3. AN ABILITY TO DEVELOP AND PURSUE A COHERENT, ORIGINAL PLAN OF RESEARCH, INCLUDING UTILIZATION OF MAJOR RESEARCH SOURCES AND CAREFUL REVIEW OF AVAILABLE SCHOLARSHIP ON THE TOPIC            4. A DEVELOPED UNDERSTANDING OF THE IMPLICATIONS OF ARGUMENTS CONSIDERED IN THE COURSE FOR OTHER AREAS OF STUDY            5. AN ABILITY TO PRODUCE WRITTEN COURSE WORK WHICH STRONGLY REFLECTS THE PREMIUM PLACED IN THE DISCIPLINE ON CLARITY OF EXPRESSION AND STRUCTURE AS WELL AS SOUNDNESS OF ARGUMENT.</p> <p>COURSE OUTCOMES</p> <p>1. AN ABILITY TO WORK COLLABORATIVELY AND ENGAGE CONSTRUCTIVELY IN SEMINAR DISCUSSIONS            2. A SOPHISTICATED KNOWLEDGE OF A MAJOR RESEARCH QUESTION IN THE CONTEMPORARY STUDY OF RELIGION            3. AN ABILITY TO ARTICULATE IDEAS CLEARLY AND EFFECTIVELY BOTH ORALLY AND IN WRITING</p>

**B) Comparative Data** (*Strongly recommended but not required*)  
 N/A

**C) Statement of Need:**

The Religions and Cultures program has consistently offered just two 4<sup>th</sup> year courses for students wishing to undertake an Honours Specialization. The enrolments in these courses can, at times, be quite low. We wish to open up the possibility for advanced studies in religion to more students at the same time as offering our Majors options at the 4<sup>th</sup> year level. The topics based 4<sup>th</sup> year courses will be open to more than RLCT majors and will allow us greater flexibility in programming.

**University Success**

**MOTION 40:** That the Undergraduate Studies Committee recommend to Senate that the course title for UNIV1011 Student Success: Theory and Practice be changed to UNIV1011: Academic Success: Theory and Practice in the Academic Calendar under University Success, and the course description be changed as follows:

**Original Title: Student Success: Theory and Practice**

**Original Course Description:**

This introductory course is designed to help students understand and integrate effectively to the university environment, through the development of attitudes, skills and knowledge which promote success in higher

education. Students will explore and examine methods for achieving success which are grounded in theory drawn from various disciplines and human development models related to academic, personal and social growth. Topics include learning styles and study skills, research and library skills, critical thinking, communication skills, time and stress management, health and wellness, career planning and job search and academic planning. This course is team taught, using a variety of instructional methods. Small class sizes ensure individual attention and encourage collegiality.

**New Title: Academic Success: Theory and Practice**

**New Course Description:**

Through the development of attitudes and skills that promote success in higher education, students learn how to function effectively in the academic environment. Students examine and apply theory drawn from various disciplines and human development models to their academic, personal, and social growth. Topics include time management, critical thinking, reading, and writing skills, learning styles and study skills, research and library skills, communication and online skills, as well as academic and career planning.

**Rationale:**

The revision and updating of this course has been long overdue. While the overall focus of the course and learning outcomes will not change, the sequencing of units will be updated to reflect the academic attitudes and skills that students require to succeed in the university environment.

**Banking Courses**

For Information Only: The following courses were not offered in the past five calendar years and were automatically banked by the Registrar's Office (Senate Motion passed on May 20, 2011).

<b>Course Name</b>	<b>Course Short Title</b>
ACCT-4236	Accounting Theory and Integration
ACCT-4826	Operational Auditing
ADMN-3657	Management & Integration of New Technologies
ADMN-4915	Entrepreneurship
BIOL-3346	Microscopy
CLAS-2317	Roman Literature
COSC-3807	Project Management
COSC-4607	Security and Protection
CRJS-4305	Research Project in Criminal Justice
EDUC-1165	Dance, Part I
EDUC-1205	Teacher of the Deaf and Hard of Hearing
EDUC-1345	Science and Technology, Primary and, Junior, Part 1
EDUC-1435	Media, Part I
EDUC-1465	Design and Technology, Part I
EDUC-1475	Associate Teaching
EDUC-1486	Independent Study
EDUC-1745	Inclusive Classroom, Part I
EDUC-2105	Primary Education, Part II
EDUC-2165	Dance, Part II
EDUC-2205	Teacher of the Deaf and Hard of Hearing
EDUC-2265	Librarianship, Part II

EDUC-2345	Science and Technology, Primary and, Junior, Part II
EDUC-2425	Dramatic Arts, Part II
EDUC-2465	Design and Technology Part II
EDUC-3105	Primary Education, Part III (Specialist)
EDUC-3165	Dance, Part III
EDUC-3205	The Deaf Core, Part III
EDUC-3345	Science and Technology, Primary and, Junior, Part III
EDUC-3465	Design and Technology, Part III
EDUC-4025	Intermediate Division - French (Second Language)
EDUC-4415	Foundations of Adult Education - Adult Education I
EDUC-4435	Leadership in Adult Education - Adult Education III
EDUC-4440	Honour Specialist - Geography
EDUC-4460	Honour Specialist - Biology
EDUC-4470	Honour Specialist - Chemistry
EDUC-4480	Honour Specialist - Physics
EDUC-4490	Honour Specialist - Mathematics
EDUC-4530	Honour Specialist - Visual Arts
EDUC-4540	Honour Specialist - Science General
EDUC-4550	Honour Specialist: Computer Studies
EDUC-4707	Music Education Through Technology
EDUC-4745	Teaching Students With Communication, Needs (learning Disabilities)
EDUC-4775	Teaching Students With Intellectual, Needs (developmental Disabilities)
EDUC-4795	Teaching Students With Multiple Needs
EDUC-4835	Teaching Students With Physical Needs
EDUC-4836	Teaching in French Immersion
EDUC-4906	The Educational Leader's Role in, Curriculum Implementation
EDUC-4956	Staff Development
EDUC-4957	Community/School Relationships
EDUC-4966	Information Technology in Educational, Leadership
EDUC-4975	Principal's Development Course
EDUC-5446	Literature-based Instruction in Language
ENGL-2025	Language and Rhetoric
ENGL-2537	Shakespeare After 1600
ENGL-3026	Topics in Language and Rhetoric
ENGL-4526	HS: Postcolonial Lit.
ENGL-4786	Honours Seminar
FREN-1006	Pre-Introductory French
GEND-2146	Law, Power and Justice
GEOG-4137	Paleoclimatology & Climatic Ch
HIST-3626	European Fascism
HIST-4055	Research Project
HIST-4465	Family and Community in N.A.
HIST-5107	Canadian History

MATH-5046	Complex Analysis
PHIL-2245	Philosophy of Art and Literatu
PHIL-3477	Existentialism II
POLI-3535	Women and Politics in Canada
RLCT-2025	Themes in Religion
RLCT-3105	Special Topics
RLCT-3306	Holy Women:Mystics,Saints/Visi
SIGN-0103	American Sign Language, Level 1
SIGN-0201	American Sign Language, Level 2
SIGN-0202	American Sign Language, Level 2
SIGN-0203	American Sign Language, Level 2
SIGN-0301	American Sign Language, Level 3
SIGN-0302	American Sign Language, Level 3
SIGN-0303	American Sign Language, Level 3
SIGN-0304	American Sign Language, Level 3
SIGN-0305	American Sign Language, Level 3
SOCI-4556	Honours Seminar
SWLF-3917	Selected Topics in Social Welfare, and Social Development
TMGT-3006	Technology, Business & Society
TMGT-3017	Programming for Business
TMGT-3236	Networking in a Business Environment
TMGT-4417	Current Trends in Technology Management
UNIV-2011	Intro to Service-Learning



---

**SCHULICH SCHOOL OF EDUCATION****Adult Education**

Required courses approved at the February 2014 Faculty Council  
Elective courses approved at the March 2014 Faculty Council  
Practicum courses approved at the January 2016 Faculty Council

**Required Courses:**

- MOTION 42:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2706 Understanding the Adult Learner as a required course in the Bachelor of Education in Adult Education program.
- MOTION 43:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2707 Professional Ethics for Adult Educators as a required course in the Bachelor of Education in Adult Education program.
- MOTION 44:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3706 Strategies for the Adult Learner as a required course in the Bachelor of Education in Adult Education program.
- MOTION 45:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3707 Curriculum Design for Adult Educators as a required course in the Bachelor of Education in Adult Education program.

**Practicum Courses:**

- MOTION 46:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2778 Practicum in Adult Education I as a required course in the Bachelor of Education in Adult Education program.
- MOTION 47:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3778 Practicum in Adult Education II as a required course in the Bachelor of Education in Adult Education program.
- MOTION 48:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 4778 Practicum in Adult Education III as a required course in the Bachelor of Education in Adult Education program.

**Elective Courses:**

- MOTION 49:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2716 Assessment and Evaluation of the Adult Learner as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 50:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2717 Development of Professional Learning Assessment as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 51:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2726 Diversity and Inclusion in Adult Learning as an elective course in the Bachelor of Education in Adult Education program.

- MOTION 52:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2727 Foundations of Adult Education as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 53:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 2736 Informal and Flexible Contexts for Adult Learners as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 54:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3716 Introduction to Leadership in Adult Education as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 55:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3717 Literacy development in the Adult Education Context – Part 1: Adult Basic Education Programs as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 56:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3726 Teaching Adults through Technology as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 57:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3727 The Respectful Workplace: Principles and Practices for Adult Educators as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 58:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3736 Counselling the Adult Learner as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 59:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3737 Adult Education and Human Resources Management as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 60:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3746 Adult Education in the Workplace as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 61:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3747 Adult Learning Disabilities as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 62:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3756 Evaluating Education Programs for Adults as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 63:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3757 Understanding the Role of Community in Adult Learning as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 64:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3766 Work and Learning in Organizations as an elective course in the Bachelor of Education in Adult Education program.

- MOTION 65:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 3767 Education for Adult Learners with Special Needs as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 66:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 4716 Literacy Development in the Adult Education Context – Part 2: Literacy Theorists for the Adult Educator as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 67:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 4717 Writing Proposals for the Funding of Adult Education as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 68:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 4726 Adult Education and Creativity as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 69:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 4727 Adult Education for the Older Adult as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 70:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 4736 Adult Education in the Global Context as an elective course in the Bachelor of Education in Adult Education program.
- MOTION 71:** That the Undergraduate Studies Committee recommend to Senate the addition of the course ADED 4747 Transformative Learning in Adult Education as an elective course in the Bachelor of Education in Adult Education program.

**Required Courses:**

**Descriptive Data:**

Course Code	<b>ADED 2706</b>
Course Title	<b>Understanding the Adult Learner</b>
Short Title	Understanding the Adult Learner
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 characteristics of adult learners in formal and non-formal education settings, identify learning processes and conditions, and explore implications for adult learning.

Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Required for degree
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs (6-8 visible, measurable and in active voice)	Students will: -Assess and respond to adult learning needs -Demonstrate a knowledge of adult learning theory and adult developmental theory -Understand the structure of a discipline Detailed Program Outcomes Students develop: -A specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -The ability to make critical use of scholarly and professional reviews and primary sources -An understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretation -The ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 2707</b>
Course Title	<b>Professional Ethics for Adult Educators</b>
Short Title	Professional Ethics
Course Prerequisite	6 credits completed in Adult Education
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 apply ethical theory and philosophical approaches to reflective practice emphasizing self-examination, decision making, and ethical standards in the field of adult education. Participants use field experience to support readings and case studies.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications?

	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Required for the degree
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs (6-8 visible, measurable and in active voice)	Students will: -Assess and respond to adult learning needs -Design, implement and evaluate adult education programs and learning activities consistent with principles of adult learning Detailed Program Outcomes Students develop: -The ability to appreciate and apply ethical considerations -Decision making in unpredictable contexts -The ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 3706</b>
Course Title	<b>Strategies for the Adult Learner</b>
Short Title	Strategies for the Adult Learner
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 develop a repertoire of strategies for teaching with adult learners. Students explore: writing objectives; planning instructional segments; evaluating students, programs and teaching; and using and assessing a variety of teaching strategies, audio-visual aids and learning resources.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Required for degree
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs (6-8 visible, measurable and in active voice)	Students will: -Design, implement and evaluate adult education programs and learning activities consistent with principles of adult learning -Assess and evaluate learning in adults -Develop welcoming and supportive learning environments for adults -Demonstrate a knowledge of adult learning theory and adult

	<p>developmental theory</p> <ul style="list-style-type: none"><li>-Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities</li></ul> <p>Detailed Program Outcomes</p> <p>Students develop:</p> <ul style="list-style-type: none"><li>-An ability to interpret and critically evaluate and apply new material relevant to educational practice</li><li>-Conceptual and methodological awareness conceptual understanding that enables the learner to devise and sustain arguments and solve practice related problems</li><li>-The ability to initiate and carry out professional projects</li><li>-The ability to make critical use of scholarly and professional reviews and primary sources</li><li>-The ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms</li></ul>
--	--

**Descriptive Data:**

Course Code	<b>ADED 3707</b>
Course Title	<b>Curriculum Design for Adult Educators</b>
Short Title	Curriculum Design
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 investigate the design and evaluation of curriculum for adult learners, focusing on the methodological frameworks for undertaking the practical tasks involved in planning for teaching and learning with adults. Students examine principles of curriculum design and implementation in the light of perceived needs of 21st century adult learners and the changing culture and landscape of contemporary educational settings.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Required for Degree
<a href="#"><u>Cross-listing or Cross-Coding</u></a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Design, implement and evaluate adult education programs and learning activities consistent with principles of adult learning</li> <li>-Assess and evaluate learning in adults</li> <li>-Develop welcoming and supportive learning environments for adults</li> <li>Enhance self-directed adult learning theory in adults through the provision of adult learning skills</li> <li>-Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities</li> </ul> <p>Detailed Program Outcomes</p> <p>Students develop:</p> <ul style="list-style-type: none"> <li>-A specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed</li> <li>-The main fields within the discipline; the discipline and its relationship and interaction with other disciplines</li> <li>-An ability to interpret and critically evaluate and apply new material relevant to educational practice</li> <li>-The development of analytical skills</li> <li>-The ability to make critical use of scholarly and professional reviews</li> </ul>

	and primary sources -The ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms
--	--

**Practicum Courses****Descriptive Data:**

Course Code	<b>ADED 2778</b>
Course Title	<b>Practicum in Adult Education I</b>
Short Title	Practicum in Adult Ed. I
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	90 hours
Breakdown of Hours	Placement (3 weeks at 6 hours/day)
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students engage in practical, field-based learning, with individualized learning contracts completed in appropriate adult education settings (for example, training, literacy, tutoring, curriculum development). Participants begin to develop observational, critical and reflective skills, as well as specific skills appropriate to their own work with adults.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Required for degree
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	<ul style="list-style-type: none"> <li>• Begin to assess and respond to adult learning needs</li> <li>• Begin to design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning</li> <li>• Begin to assess and evaluate learning in adults</li> <li>• Begin to develop welcoming and supportive learning environments for adults</li> </ul>



**Descriptive Data:**

Course Code	<b>ADED 3778</b>
Course Title	<b>Practicum in Adult Education II</b>
Short Title	Practicum in Adult Ed. II
Course Prerequisite	ADED 2778 Practicum in Adult Education I
Course Corequisite	
Antirequisite	
Total Hours	120 hours
Breakdown of Hours	Placement (4 weeks at 6 hours/day)
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students continue to experience practical, field-based learning, with individualized learning contracts completed in appropriate adult education settings (for example, training, literacy, tutoring, curriculum development). Participants refine observational, critical and reflective skills, as well as specific skills appropriate to their own work with adults.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Required for degree
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	<ul style="list-style-type: none"> <li>Assess and respond to adult learning needs</li> <li>Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning</li> <li>Assess and evaluate learning in adults</li> <li>Develop welcoming and supportive learning environments for adults</li> <li>Engage in reflection as a means of improving teaching practice</li> </ul>

**Descriptive Data:**

Course Code	<b>ADED 4778</b>
Course Title	<b>Practicum in Adult Education III</b>
Short Title	Practicum in Adult Ed. III
Course Prerequisite	ADED 3778 Practicum in Adult Education II
Course Corequisite	
Antirequisite	
Total Hours	150 hours
Breakdown of Hours	Placement (5 weeks at 6 hours/day)
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students complete practical, field-based learning, with individualized learning contracts completed in appropriate adult education settings (for example, training, literacy, tutoring, curriculum development). Participants practice observational, critical and reflective skills, as well as specific skills appropriate to their own work with adults.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Required for degree
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	<ul style="list-style-type: none"> <li>Assess and respond to adult learning needs</li> <li>Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning</li> <li>Assess and evaluate learning in adults</li> <li>Develop welcoming and supportive learning environments for adults</li> <li>Engage in reflection as a means of improving teaching practice</li> <li>Demonstrate commitment to professional growth</li> </ul>

**Elective Courses:****Descriptive Data:**

Course Code	<b>ADED 2716</b>
Course Title	<b>Assessment and Evaluation of Adult Learning</b>
Short Title	Assessment and Evaluation
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore the planning, conducting, and evaluation of instruction for adults. Students examine different beliefs and ways of thinking about learning, teaching, and assessment and evaluation of /for adult learning.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Assess and respond to adult learning needs</li> <li>-Assess and evaluate learning in adults</li> <li>-Assess and respond to special education needs of adult learners</li> </ul> <p>Detailed Program Outcomes:</p> <ul style="list-style-type: none"> <li>-Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice</li> <li>-Develop analytical skills</li> <li>-Develop the ability to review, present and critically evaluate qualitative and quantitative data to applying underlying concepts, principles, and techniques of analysis both within and outside of the field in which they were first studied and practiced within the field of education</li> <li>-Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms</li> </ul>

**Descriptive Data:**

Course Code	<b>ADED 2717</b>
Course Title	<b>Development of Professional Learning Assessment</b>
Short Title	Professional Assessment
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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> )	Participants use reflection, self-assessment, personal journals and other relevant artifacts to create an experience-based portfolio that describes their personal philosophy, current professional practices, and needs for further learning.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and evaluate learning in adults -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities. Detailed Program Outcomes: -Develop analytical skill -Develop the ability to initiate and carry out professional projects -Develop an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretation

**Descriptive Data:**

Course Code	<b>ADED 2726</b>
Course Title	<b>Diversity and Inclusion in Adult Learning</b>
Short Title	Diversity and Inclusion
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 consider issues in diversity, culturally defined values, beliefs, and assumptions, and related implications for adult education. Students explore: how gendered and cross-cultural communication plays out in formal and informal situations, work environments, and the wider community, and how to create quality international and cross-cultural learning experiences. Participants develop practical strategies for promoting meaningful inclusion and for creating safe climates that model the principle of valuing differently acquired wisdom.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs <i>(6-8 visible, measurable and in active voice)</i>	Students will: -Develop welcoming and supportive learning environments for adults -Provide counseling for adult learners to support their participation in adult learning activities and programs -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities Detailed Programs Outcomes -Acquire more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside of the discipline and within the structure in which they work -Develop the ability to appreciate and apply ethical considerations -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 2727</b>
-------------	------------------

Course Title	<b>Foundations of Adult Education</b>
Short Title	Foundations of Adult Education
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 consider theories, practices and contexts of adult education in order to explore past and current foundations. Student make connections to varied contexts of adult education and training, both nationally and globally, through the use of constructed dialogue, experiential activities, learning objectives, critical analysis and reflection.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning -Demonstrate a knowledge of adult learning theory and adult developmental theory Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop conceptual and methodological awareness: conceptual understanding that enables the learner to devise and sustain arguments and solve practice related problems -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 2736</b>
Course Title	<b>Informal and Flexible Contexts for Adult Learners</b>
Short Title	Informal and Flexible Contexts
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 and explore the rich potential of sites of informal teaching and learning across a wide range of contexts, beyond formal schooling and including implications of the digital age.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning -Assess and evaluate learning in adults -Develop welcoming and supportive learning environments for adults -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities Detailed Program Outcomes: -Acquire more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside of the discipline and within the structure in which they work -Develop the ability to initiate and carry out professional projects -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 3716</b>
Course Title	<b>Introduction to Leadership in Adult Education</b>
Short Title	Introduction to Leadership
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 consider major theories, approaches, models and themes related to the study of organizational leadership in workplace situations. Students prepare and implement short courses, seminars, workshops and conferences including teaching/leadership for on-line environments.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs <i>(6-8 visible, measurable and in active voice)</i>	Students will: -Assess and respond to adult learning needs -Develop welcoming and supportive learning environments for adults -Demonstrate a knowledge of adult learning theory and adult developmental theory -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Acquire an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop analytical skills -Develop the ability to initiate and carry out professional projects -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 3717</b>
-------------	------------------



Course Title	<b>Literacy Development in the Adult Education Context</b> Part 1: Adult Basic Education Programs
Short Title	Literacy Development Part 1
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 learn about literacy as the ability to understand and use information as a fundamental skill, essential not only for participating fully in the workplace, but also in everyday life. Students explore strategies and resources for the teaching and learning of basic adult literacies, including the design of adult basic education programs (e.g., functional literacy; numeracy; citizenship; and health literacy).
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Part 1 before Part 2
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Design, implement and evaluate adult education programs and learning activities consistent with principles of adult learning -Assess and evaluate learning in adults -Develop welcoming and supportive learning environments for adults -Enhance self-directed adult learning theory in adults through the provision of adult learning skills -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities Detailed Program Outcomes: -Explore the main fields within the discipline; the discipline and its relationship and interaction with other disciplines -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop the ability to review, present and critically evaluate qualitative and quantitative data to applying underlying concepts, principles, and techniques of analysis both within and outside of the field in which they were first studied and practiced within the field of education -Develop qualities and transferable skills necessary for employment and the exercise of initiative, responsibility and accountability in individual and group contexts

	-Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms
--	---

**Descriptive Data:**

Course Code	<b>ADED 3726</b>
Course Title	<b>Teaching Adults through Technology</b>
Short Title	Teaching Adults through Technology
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore integrated approaches to the practical and theoretical aspects of teaching adults using instructional technology and contemporary media. Students explore not only how to use technology, but also how to evaluate and apply a variety of technologies to enhance adult learning experiences.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Design, implement and evaluate adult education programs and learning activities consistent with principles of adult learning -Develop welcoming and supportive learning environments for adults -Enhance self-directed adult learning theory in adults through the provision of adult learning skills -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities Detailed Program Outcomes: -Explore the main fields within the discipline; the discipline and its relationship and interaction with other disciplines -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop analytical skills -Develop the ability to initiate and carry out professional projects -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 3727</b>
Course Title	<b>The Respectful Workplace: Principles and Practices for Adult Educators</b>
Short Title	The Respectful Workplace
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 workplace issues and practical skill development and learn to recognize and address workplace bullying, harassment, and other inappropriate behaviours. Students examine the concept of workplace toxicity in creating a safe environment in which to discuss these issues. Students explore: raising awareness, developing employees' conflict literacy, investigating complaints, addressing chronic behaviours, dealing with the aftermath of negative workplace events, and facilitating respectful workplace initiatives.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Develop welcoming and supportive learning environments for adults -Demonstrate a knowledge of adult learning theory and adult developmental theory  Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop analytical skills -Develop the ability to appreciate and apply ethical considerations -Make decisions in unpredictable contexts -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 3736</b>
Course Title	<b>Counseling the Adult Learner</b>
Short Title	Counseling the Adult Learner
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 discuss concepts and practical strategies for effective counseling of adult learners, for example, the management of transitions and change, academic advising, workplace learning and career development, problem solving, effective relationships and communication skills, and coping with stress, depression and anxiety.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Detailed Program Outcomes By the end of the course students will have developed: -a specialized knowledge and critical understanding of the principal assumptions, methodologies, of the discipline -the ability to communicate information, arguments and analyze accurately and reliably in oral and written forms Learner outcomes: Students: -assess and respond to adult learning needs -provide career counseling -understand the need for active listening in the counseling context -develop career planning workshops

**Descriptive Data:**

Course Code	<b>ADED 3737</b>
Course Title	<b>Adult Education and Human Resource Management</b>
Short Title	Adult Ed & HR Management
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore concepts and issues related to working with adults in a variety of educational settings and workplaces including: continuing education, government, non-profit and community based organizations, and social service agencies, and health-care, and distance education.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#"><u>Cross-listing or Cross-Coding</u></a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning -Demonstrate a knowledge of adult learning theory and adult developmental theory -Demonstrate ethical practices in decision-making. Detailed Program Outcomes: -Acquire more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside of the discipline and within the structure in which they work -Develop qualities and transferable skills necessary for employment and the exercise of initiative, responsibility and accountability in individual and group contexts -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 3746</b>
Course Title	<b>Adult Education in the Workplace</b>
Short Title	Adult Ed in the Workplace
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 discuss origins and trends in workplace learning. Students examine the workplace as a formal and informal learning environment, and explore various approaches to adult learning within the changing contexts of contemporary work.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Enhance self-directed adult learning in adults through the provision of adult learning skills. Detailed Program Outcomes: -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop the ability to initiate and carry out professional projects -Develop qualities and transferable skills necessary for employment and the exercise of initiative, responsibility and accountability in individual and group contexts

**Descriptive Data:**

Course Code	<b>ADED 3747</b>
Course Title	<b>Adults with Learning Disabilities</b>
Short Title	<b>Adults with Learning Disabilities</b>
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 best (and next) practices in support and accommodation of adults with learning disabilities. Students explore: current research, symptoms of learning disabilities, current legislation and implications in academic and workplace environments.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning -Assess and respond to special education needs of adult learners Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop conceptual and methodological awareness: conceptual understanding that enables the learner to devise and sustain arguments and solve practice related problems -Develop analytical skill

**Descriptive Data:**

Course Code	<b>ADED 3756</b>
Course Title	<b>Evaluating Education Programs for Adults</b>
Short Title	Evaluating Education Programs
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore the theoretical, ethical and methodological foundations of program evaluation and apply these to contemporary adult educational programming.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Design, implement and evaluate adult education programs and learning activities consistent with principles of adult learning -Assess and evaluate learning in adults Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop analytical skills -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms



**Descriptive Data:**

Course Code	<b>ADED 3757</b>
Course Title	<b>Understanding the Role of Community in Adult Education</b>
Short Title	Role of Community in Adult Ed
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 investigate community based adult education (CBAE) and the application of knowledge of the social, economic, cultural and political environment relevant to shaping, developing and conducting adult education programs.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning -Develop welcoming and supportive learning environments for adults -Demonstrate a knowledge of adult learning theory and adult developmental theory -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop analytical skill -Develop qualities and transferable skills necessary for employment and the exercise of initiative, responsibility and accountability in individual and group contexts -Develop an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretation

**Descriptive Data:**

Course Code	<b>ADED 3766</b>
Course Title	<b>Work and Learning in Organizations</b>
Short Title	Work & Learning in Organizations
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 investigate work and learning communities within the context of in-depth examination of the field of organizational learning. Students explore: leadership, power, conflict, change, diversity, organizational culture, barriers and motivators to organizational learning, and the role of contemporary adult educators within organizational contexts.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#"><u>Cross-listing or Cross-Coding</u></a>	
Learning Expectations/ Outputs <i>(6-8 visible, measurable and in active voice)</i>	Students will: -Assess and respond to adult learning needs -Develop welcoming and supportive learning environments for adults -Demonstrate ethical practices in decision-making  Detailed Program Outcomes: -Acquire more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside of the discipline and within the structure in which they work -Develop analytical skill -Develop decision making in unpredictable contexts -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 3767</b>
Course Title	<b>Education for Adult Learners with Special Needs</b>
Short Title	Adult Learners with Special Needs
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 nature of learning for adults with special needs and explore strategies for helping to meet these needs in teaching-learning settings for adults.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Demonstrate a knowledge of adult learning theory and adult developmental theory -Enhance self-directed adult learning theory in adults through the provision of adult learning skills -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities Detailed Program Outcomes -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop analytical skills -Develop the ability to appreciate and apply ethical considerations -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 4716</b>
Course Title	<b>Literacy Development in the Adult Education Context</b> Part 2: Literacy Theorists for the Adult Educator
Short Title	Literacy Development Part 2
Course Prerequisite	ADED 3717 Literacy Development in the Adult Education Context Part 1
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 work of leading scholars of literacy, focusing on theory and practices relevant to adult education. Students engage with current leading scholars on literacy.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify) Part 1 before Part 2
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs (6-8 visible, measurable and in active voice)	Students will: -Demonstrate a knowledge of adult learning theory and adult developmental theory -Understand the structure of a discipline Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop analytical skills -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 4717</b>
Course Title	<b>Writing Proposals for the Funding of Adult Education</b>
Short Title	Writing Proposals for Funding
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 acquire knowledge, practical strategies, and skills relevant to locating funding sources, (e.g., various government agencies), and learn to write proposals to secure funding for the implementation of adult education.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Demonstrate a knowledge of adult learning theory and adult developmental theory</li> <li>-Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities</li> <li>-Understand the structure of a discipline</li> </ul> <p>Detailed Program Outcomes:</p> <ul style="list-style-type: none"> <li>-Examine the main fields within the discipline; the discipline and its relationship and interaction with other disciplines</li> <li>-Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice</li> <li>-Acquire depth and breadth of knowledge outside of the fields more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside of the discipline and within the structure in which they work</li> <li>-Develop analytical skills</li> <li>-Develop the ability to initiate and carry out professional projects</li> <li>-Develop the ability to make critical use of scholarly and professional reviews and primary sources</li> <li>-Make decisions in unpredictable contexts</li> <li>-Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms</li> </ul>

**Descriptive Data:**

Course Code	<b>ADED 4726</b>
Course Title	<b>Adult Education and Creativity</b>
Short Title	<b>Adult Education and Creativity</b>
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore the dimensions of creativity and creative thought, and approaches to developing creativity in adult learning experiences. Students examine: learning and thinking styles; creative teaching; environments for creative learning; and implications for curriculum, adult educators and adult learners.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#"><u>Cross-listing or Cross-Coding</u></a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Student will: -Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning -Develop welcoming and supportive learning environments for adults -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities. Detailed Program Outcomes: -Acquire more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside of the discipline and within the structure in which they work -Develop analytical skill -Develop the ability to initiate and carry out professional projects -Develop an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretation

**Descriptive Data:**

Course Code	<b>ADED 4727</b>
Course Title	<b>Adult Education for the Older Adult</b>
Short Title	Adult Ed for the Older Adult
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 role of educational activities in positively influencing mental and physical activity, the effects on more positive health and well-being, characteristics of successful aging and the implications for educational gerontology, lifelong learning, inter-generational initiatives, and continuing education practice and research.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#"><u>Cross-listing or Cross-Coding</u></a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Assess and respond to adult learning needs -Enhance self-directed adult learning in adults through the provision of adult learning skills. -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities. Detailed Program Outcomes: -Develop an ability to interpret and critically evaluate and apply new material relevant to educational practice -Develop qualities and transferable skills necessary for employment and the exercise of initiative, responsibility and accountability in individual and group contexts -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms

**Descriptive Data:**

Course Code	<b>ADED 4736</b>
Course Title	<b>Adult Education in the Global Context</b>
Short Title	Adult Ed in Global Context
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
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 study of the global social, economic and political contexts of adult education.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	Students will: -Demonstrate a knowledge of adult learning theory and adult developmental theory -Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities -Demonstrate ethical practices in decision-making Detailed Program Outcomes: -Acquire a specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have developed -Develop analytical skill -Develop the ability to make critical use of scholarly and professional reviews and primary sources -Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms



**Descriptive Data:**

Course Code	<b>ADED 4747</b>
Course Title	<b>Transformative Learning in Adult Education</b>
Short Title	Transformative Learning
Course Prerequisite	
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Instruction
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>Restricted to 50-75 words, present tense and active voice</i> )	Students explore concepts for working with contemporary adult learners, and investigate critical thinking, critical self-reflection and transformative learning.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify)
<a href="#">Cross-listing or Cross-Coding</a>	
Learning Expectations/ Outputs ( <i>6-8 visible, measurable and in active voice</i> )	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Demonstrate a knowledge of adult learning theory and adult developmental theory</li> <li>-Enhance self-directed adult learning in adults through the provision of adult learning skills</li> <li>-Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities</li> </ul> <p>Detailed Program Outcomes:</p> <ul style="list-style-type: none"> <li>-Develop conceptual and methodological awareness: conceptual understanding that enables the learner to devise and sustain arguments and solve practice related problems</li> <li>-Develop analytical skill</li> <li>-Develop an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretation</li> <li>-Develop the ability to communicate information, arguments, and analyze accurately and reliably in oral and written forms</li> </ul>

**Advanced Standing Policy Modification  
for Biotechnology Technician and Technologist Diploma Graduates  
from Canadore College**

**MOTION 72:** That the Undergraduate Studies Committee recommend to Senate to approve the Advanced Standing Policy Modification for Biotechnology Technician and Technologist Diploma Graduates from Canadore College.

**Current Policy**

Applicants who are graduates of the Biotechnology Technician diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to the Bachelor of Science in Biology with advanced standing to a maximum of 48 credits.

Applicants who are graduates of the Biotechnology Technologist diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to the Bachelor of Science in Biology with advanced standing to a maximum of 48 credits.

**Proposed Policy Modification**

Applicants who are graduates of the Biotechnology Technician diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology with advanced standing to a maximum of 60 credits.

Applicants who are graduates of the Biotechnology Technologist diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology with advanced standing to a maximum of 60 credits.

**Rationale**

The Department of Biology and Chemistry feels that Canadore's Biotechnology program meshes well with their Biology Programs. In their view, creating a more suitable transfer pathway for the graduates of this program would help Nipissing attract some promising students. This would increase the enrollment of students in their department with additional benefits to other departments as these students would need to register for a variety of electives and breadth requirements in addition to Biology and Chemistry courses.

Submitted by: Heather Brown

Date: January 20, 2016

**Advanced Standing Policy Modification  
for Environmental Technician – Protection and Compliance  
Diploma Graduates  
from Canadore College**

**MOTION 73:** That the Undergraduate Studies Committee recommend to Senate to approve the Advanced Standing Policy Modification for Environmental Technician – Protection and Compliance Diploma Graduates from Canadore College.

**Current Policy**

Applicants who are graduates of the Environmental Technician – Protection and Compliance diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to Biology, Liberal Science or Environmental Biology and Technology programs with advanced standing to a maximum of 48 credits.

**Proposed Policy Modification**

Applicants who are graduates of the Environmental Technician – Protection and Compliance diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology with advanced standing to a maximum of 60 credits.

**Rationale**

The Department of Biology and Chemistry feels that Canadore's Environmental Technician – Protection and Compliance program meshes well with their Biology programs. In their view, creating a suitable "two for two" transfer for the graduates of this program would help Nipissing attract some promising students. This would increase the enrollment of students in their department with additional benefits to other departments as these students would need to register for a variety of electives and breadth requirements in addition to Biology and Chemistry courses.

Submitted by: Heather Brown

Date: January 20, 2016

---

**Bachelor of Science in Nursing (BScN) – Scholar Practitioner Program (SPP)  
Admission Policy Modification**

**MOTION 74:** That the Undergraduate Studies Committee recommend to Senate to that the BScN – SPP admission policy modification be approved.

**Current BScN – SPP Admission Policy**

Admission consideration is based on the following criteria:

- A recognized undergraduate degree with a minimum overall average of 70% (calculated on the best 10 full course equivalents not including transfer courses). Applicants with final degrees containing less than 10 full course equivalents will not be considered.
- Successful completion of one (1) course in anatomy and physiology and one (1) course in general psychology at the university level from a recognized university.
- Personal Statement
- Reference Letter
- Interview

**Proposed Change to the BScN – SPP Admission Policy**

Admission consideration is based on the following criteria:

- A recognized undergraduate degree with a minimum overall average of 75% (calculated on the best 10 full course equivalents not including transfer courses). Applicants with final degrees containing less than 10 full course equivalents will not be considered.
- Successful completion of one (1) course in anatomy and physiology and one (1) course in general psychology at the university level from a recognized university.
- Personal Statement
- Reference Letter
- Interview

**Rationale**

Raising the minimum entrance average will bring the SPP program in line with other second degree entry Nursing programs. As well, a higher admission average will exemplify a learner who is academically sound within the foundation undergraduate experience; to then expand their learning within the SPP program's unique curricular framework.

This change is for the Fall 2017 intake.

Submitted by: Heather Brown

Date: December 1, 2015

**Nipissing University**  
**Report of the Graduate Studies Council**  
**January 29, 2016**

The meeting of the **Graduate Studies Council** was held on Tuesday, January 26, 2016 at 2:00 p.m.

**Present:**

Murat Tuncali	Carole Richardson
Jamie Graham	Jim McAuliffe
Dan Walters	Hilary Earl
Stephen Connor	Lorraine Frost
John Kovacs	Mark Bruner

**Absent with Regrets:**

Nancy Black  
Mark Wachowiak  
Harley d'Entremont

Suzanne McGinn – Recording Secretary

**Guests:**

S. Tedesco      R. Roome-Rancourt      Louise Ells      Jessica McMillan

Murat Tuncali chaired the meeting. The following motions were passed by the Graduate Studies Council:

**Motion:** That the prerequisite for enrollment in EDUC 5186 Research Project and Seminar be amended to read: "15 credits, including EDUC 5157 Survey of Research Methods." (Frost/ Richardson) APPROVED

Respectfully submitted,

Dr. Murat Tuncali  
Dean of Arts & Science  
Acting Chair, Graduate Studies Council

**Motion 1:** That the report of the Graduate Studies Council, dated January 29, 2016, be received.

**Motion 2:** That Senate approve the prerequisite for enrollment in EDUC 5186 Research Project and Seminar be amended to read: "15 credits, including EDUC 5157 Survey of Research Methods."

**Report of the  
PLANNING AND PRIORITIES COMMITTEE  
Friday, January 22, 2016**

**COMMITTEE MEMBERS:**

Harley d'Entremont (Chair)	Jamie Graham	Aroha Page
Nancy Black	Chris Hachkowski	Carole Richardson
Glenn Brophrey	Blaine Hatt	Matti Saari
Greg Brown	Alex Karassev	Rick Vanderlee
Christine Cho	Sydney Lamorea	Janet Zimbalatti

Regrets: Laurie Kruk, Kerri Sawyer, Murat Tuncali

Recording Secretary: S. Landriault

The Provost reported that Stage 1 approval has been granted for the Bachelor of Arts, Child and Family Studies program as well as the Nipissing University & Canadore College Joint Degree/Diploma Bachelor of Arts in Social Welfare and Social Development (SWLF) program. The programs were approved at the January 15, 2016 Senate meeting.

The MATH-ECON Stage 2 proposal was discussed. A joint program between Math and Economics is a traditional area and the programs will work together successfully. There is a demand for specialists in this area, and it is a popular program. There are a number of universities in the US that offer this program but not many in Canada. The program was designed so that additional resources will not be required as it is based on the existing program.

A draft of the revised Self-Study Template for the IQAP Cyclical Program Reviews will be available for discussion at the next PPC meeting.

The Provost gave an update on the MA in Sociology program. An external review has been held and there is no need to have another. A proposal has been sent to the Ontario Universities Council on Quality Assurance requesting a desk review. PPC will be asked to review the revised proposal and answer the questions point by point. If there is a need for another review they will advise.

A discussion was held regarding the Truth & Reconciliation (TRC) recommendations and whether Nipissing will approve the recommendations. The Provost advised that one of the recommendations was that all educational institutions have something in terms of curriculum that reflects Aboriginal history and/or issues. A suggestion was made that the Office of Aboriginal Initiatives make a presentation to PPC. It was also suggested that a discussion take place at Senate and then come back to PPC as it is important to have a broad dialog.

Respectfully submitted,

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

Motion 1: That the Report of the Planning and Priorities Committee dated January 22, 2016, be received.

**Nipissing University****Report of the By-laws and Elections Subcommittee**

January 8, 2016

There was a meeting of the Bylaws and Elections Subcommittee on Friday, January 8, 2016 at 10:00 a.m. in F307.

Present: J. Andrews, N. Colborne, D. Davis, H. d'Entremont (n-v), J. McIntosh, S. Landriault (n-v)

With the resignation of Senate Speaker, the Deputy Speaker advised that he would assume the duties of the Senate Speaker. A by-election for the position of Deputy Senate Speaker will be added to the January 15, 2016 Senate agenda.

A copy of the Senate Reform Report memo from the Constitution Committee of the Faculty of Education Council was received. This information is for the Subcommittee's use and will be imbedded into the next steps. Once the Senate Bylaws are revised, the powers that Faculty Councils have will be clearer. Attendance and quorum at Faculty Council meetings are an issue. The faculties are very different culturally and no common constitution exists. The Chair advised that he will work up a preamble for the next meeting.

In follow up to the January 7, 2016 Senate Executive Committee meeting, a discussion regarding Question Period was held. The placement of Question Period on the Senate agenda, as well as motions being brought forward, and the proposal of a 45 minute time limit were discussed. It was advised that a verbal reminder be given at the next Senate meeting advising that non-Senators cannot move or pass motions, as well a reminder that substantive questions should be sent to the Senate Recording Secretary four days in advance of Senate meetings. Questions that have been sent in advance would be given priority over questions from the floor. Adding approval of the adoption of the Senate agenda was also discussed.

The terms of reference of the Technology and Infrastructure Subcommittee were discussed. The terms of reference will have to be revised and changes made.

The procedures for constituting an Ad Hoc Committee were discussed. A Committee has been struck but has not met for several months. Clear instruction from USC and Senate would be beneficial, as well as a review of the breadth requirements and clearer terms of reference and procedures.

Senate Bylaw 6.6 b) was discussed. The Bylaw is ambiguous and needs to be clarified and revised. Speakers from the Senate floor should identify themselves as well as advise if they are Senators or non-Senators.

A suggestion was made that a Senator Handbook would be a helpful tool, especially for new faculty.

Respectfully submitted,

N. Colborne  
Chair  
By-laws and Elections Subcommittee

MOTION 1: The Senate Executive receive the report of the By-laws and Elections Subcommittee dated February 4, 2016.

## Chancellor's Award for Excellence in Research

### PURPOSE

To recognize and celebrate the value of research conducted by Nipissing University full-time faculty and those faculty members whose research makes a significant impact on the discipline or field of research. All full-time faculty members are eligible. The award cannot be received more than once in a five-year period.

### RECIPIENT

The recipient shall:

- Be a member of the Nipissing University Faculty Association (NUFA) (full-time bargaining unit);
- Have an outstanding research performance (It could be a significant one-time discovery/contribution or a sustained record of excellent activity and productivity.).

### NOMINATIONS

Nominations shall be accepted only from professional peers. The nomination letters shall be treated as being confidential in nature and will not be made available to the nominee. Should a Research Council Member be nominated, a conflict of interest will be declared and he/she will not be on the Selection Committee, the position will be filled with another member of the Council, from the same Faculty. Nominations should be made by **February 15**. Please deliver your nomination package and the support letters to the Office of the Provost and Vice-President, Academic and Research, Chair of the University Research Council, Nipissing University, in Room F309 as well as provide an electronic version of the complete package to [vpr@nipissingu.ca](mailto:vpr@nipissingu.ca).

A complete nomination shall include:

- A concise summary (not to exceed 500 words) outlining the major impacts of the nominee's research accomplishments.
- Supporting letters from **no less than** three peers. One letter should come from an **external peer**. The letters should be substantive and speak to the nominee's research program, its contribution to the field of research and its value to the University and students.
- A letter from the Dean, that speaks of the nominee's contributions to research.

The Provost and Office of Vice-President, Academic and Research will ask the nominated candidate to provide the following:

- A written acceptance of the nomination,
- A current curriculum vitae, outlining research activity and publications within the past five (5) years, and
- The Senate and Faculty committees upon which the nominee has sat.

### COMMITTEE

The Nipissing University Chancellor's Research Award Selection Committee shall be a committee of the Research Council and shall recommend the award recipient to the Provost and Vice-President, Academic and Research.

The Selection Committee shall consist of

- One representative from each of the Faculties, as selected by the Research Council,
- One member at large, from the Council,
- The Chair of the Council,
- One (1) previous recipient (within the last 5 years) selected by the Council.

The Chancellor's Research Award Selection Committee may select a recipient from among the nominations, received on or prior to the **March 31**.