

## PART I

### ACADEMIC SEAL OF THE UNIVERSITY

#### 1.0 Academic Seal

##### 1.05 Definition

The academic seal, s. 37.10 an impression of which appears in the margin hereof, shall be the seal of the University for academic purposes.

##### 1.10 Purpose

The academic seal shall be kept in such place of deposit & in such charge as the Senate shall from time to time direct; & it shall not be affixed to any instruments except as bear the signatures of the President & the Registrar, or in the case of the absence or illness of the President, that of the President's designate, & in the case of the absence or illness of the Registrar, that of the Acting Registrar.

## PART II

### GENERAL ACADEMIC REGULATIONS of the UNIVERSITY

#### 2.0 Admission Requirements: Arts, Business, Nursing & Science

##### 2.00 General Admission Information

All students must be admitted to the University prior to registering.

Applications for admission together with the necessary documents should be submitted to the Office of the Registrar. Documentation must be received before consideration of admission will be made.

##### 2.01 Policy on Re-admission

Students are required to apply for re-admission to the University if:

the beginning of the last session they were registered in (regardless of academic performance or if they withdrew) was **more than** one calendar year before the session they are currently applying to or they have attended a postsecondary institution since their last registration at Nipissing.

##### 2.03 Orientation to Teaching

There is an Orientation to Teaching stream for elementary (both P/J & J/I) & another for secondary (I/S). Students may apply for one or both streams. Both streams will require the following courses:

##### OTT - Elementary Stream

|          |   |
|----------|---|
| MATH1070 | Fundamentals of Arithmetic for Teachers, <b>OR</b><br>Six credits in Mathematics courses having 4U or equivalent prerequisites, & |
| SOCI2091 | Sociology for Educators I: Sociological Theory & Education, &   |
| SOCI2092 | Sociology for Educators II: Social Issues in Education, &   |
| EDUC0106 | Introduction to Teaching  |

Six credits from:

|          |  |
|----------|--|
| CHFS2106 | Human Development: Children & Youth    |
| CHFS2107 | Human Development: Adults & Aging      |
| PSYC2020 | Developmental Psychology for Educators |
| PSYC2006 | Childhood Developmental, &             |
| PSYC2007 | Adult Development                      |

### **OTT - Secondary Stream**

|          |   |
|----------|---|
| SOCI2091 | Sociology for Educators I: Sociological Theory & Education, & |
| SOCI2092 | Sociology for Educators II: Social Issues in Education, &     |
| EDUC0106 | Introduction to Teaching                                      |

Six credits from:

|          |  |
|----------|--|
| CHFS2106 | Human Development: Children & Youth    |
| CHFS2107 | Human Development: Adults & Aging      |
| PSYC2020 | Developmental Psychology for Educators |
| PSYC2006 | Childhood Developmental, &             |
| PSYC2007 | Adult Development                      |

Students applying for Orientation to Teaching for Bachelor of Physical & Health Education, both elementary & secondary streams, must include PHED2017 & one of PHED2106, 3106 or 4106.

### Admissions

- A. Students will be eligible to apply for upper year Orientation to Teaching when:
1. They have completed at least 30 Nipissing credits & not more than 72 credits in total (including all university courses taken & advanced standing given), with an overall average of at least 75%.
  2. In the case of applicants to the elementary stream, they have passed MATH1070 or six credits in Mathematics from among the Math courses requiring an 4U prerequisite.
- B. Students accepted to Orientation to Teaching from a Canadian secondary school must:
1. Have a minimum overall average of 75% on their best six 4U/M grades including 70% in ENG4U
  2. Successfully complete a 4 U Math course with at least 60% if applying to the Elementary Stream

## **2.04 Early Childhood Education Stream**

Orientation to Teaching for Early Childhood Education (ECE) graduates is an Orientation to Teaching stream that is open to ECE graduates.

### Admission Requirements:

Applicants must complete a minimum of 30 credits of university study (not including college advanced standing credit).

Applicants must have a minimum overall average of 75% on all university courses completed.

Candidates who have completed more than 72 university credits (including advanced standing credits) are not eligible to be considered for ECE Orientation to Teaching.

### ECE Orientation Requirements:

Student must fulfill the requirements of their degree program & include the following in their undergraduate studies:

Six English credits

Six credits from Sciences (other than Mathematics)

|          |  |
|----------|--|
| SOCI2091 | Sociology for Educators I: Sociological Theory & Education |
|----------|--|

SOCI2092 Sociology for Educators II: Social Issues in Education  
Six credits from the following:

MATH1911 Finite Mathematics &  
MATH1912 Elementary Calculus

OR

MATH1070 Fundamentals of Arithmetic for Teachers

NOTE: MATH1070 is the only Mathematics choice available to students with a 12U Mathematics credit.  
Bachelor of Education Admission Requirements for Orientation to Teaching ECE Graduates

Students admitted to Orientation to Teaching for ECE graduates who complete their degree requirements, including the identified courses with a minimum 75% overall average, will be offered admission to the Primary/Junior division of the Bachelor of Education program. This offer is for the academic year immediately following their graduation.

## **2.05 Required Ontario 4U or Equivalents for Degrees**

Applicants must meet the general admission requirements of the University.

## **2.06 Admission Requirements for Canadian Secondary Schools & CEGEP**

- a) British Columbia - Grade 12;
- b) Quebec - Successful completion of Year One of the CEGEP General program or the Collegial program with at least 12 academic subjects;
- c) New Brunswick - Grade 12;
- d) Nova Scotia - Grade 12;
- e) Yukon & Northwest Territories - Grade 12;
- f) Alberta, Manitoba & Saskatchewan - Grade 12;
- g) Newfoundland Six 2-credit courses & level 3000;
- h) Prince Edward Island - Grade 12.

## **2.07 England, Wales, West Indies, East & West Africa, & Hong Kong**

Candidates from England, Wales, West Indies, East & West Africa & Hong Kong may be admitted upon presentation of the General Certificate of Education (or University of Hong Kong Matriculation Certificate) with (a) passes in at least five subjects, two of which must be at the advanced level, or (b) passes in four subjects, three of which must be at the advanced level. School & Higher School Certificates are also acceptable. Applicants from Scotland & Ireland must present the Scottish Leaving Certificate with their application for admission.

## **2.08 USA**

Students graduating with high standing (minimum B average) from Grade 12 at an accredited high school in the USA & presenting a SAT score of 1100 (minimum 550 Verbal, minimum 550 Math) are eligible for admission consideration to first year.

Other candidates from the USA must have satisfactorily completed a minimum of 30 semester credits (45 quarter credits) at an accredited postsecondary institution.

## **2.09 International Baccalaureate**

Applicants who have successfully completed International Baccalaureate (IB) with at least six subjects, including three at the higher level, with a minimum final grade total of 24 will be considered for admission to an undergraduate degree program. Advanced standing, to a maximum of 24 credits, may be granted for courses completed at the higher level with a grade of 5 or higher. Applicants must present courses in specific subject areas as required for admissions.

## **2.10 Advanced Placement**

Applicants who have completed Advanced Placement (AP) courses may be granted advanced standing for most AP courses completed with a grade of 4 or higher, to a maximum of 18 credits.

## **2.11 Bible Colleges**

Applicants from Bible Colleges that are accredited with the Accrediting Association of Bible Colleges will follow the same policy for admissions & advanced standing as for the CAATs.

## **2.12 Proof of Proficiency in English**

All candidates for the Faculty of Arts & Science & the Faculty of Applied & Professional Studies who are from outside Canada & whose mother tongue is not English, are required to supply proof of proficiency in English to be considered for admission. Acceptable proof includes:

- The Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based), 213 (computer-based) or a minimum of 80 with a minimum score of 20 in each section of the test (Internet-based), including the Test of Written English (TWE) with a minimum score of 5.0;
- The Michigan English Language Assessment Battery (MELAB) with a minimum overall score of 90% & a minimum rating of 4 on the Oral Interview component;
- The Carleton Academic English Language (CAEL) Assessment with a minimum score of 60;
- The Pearson Test of English Academic (PTE Academic) with a minimum overall score of 55 in writing for admission consideration to undergraduate studies, & a minimum overall score of 67 including a minimum score of 60 in each of listening, reading, speaking & writing for admission consideration to the Bachelor of Education (consecutive).

Permanent Resident applicants whose first language is not English & who have lived at least three years in Canada or an English-speaking country are exempt from submitting proof of proficiency in English for admission. They must have successfully completed Grade 12 U English or equivalent.

International applicants studying in Canada on a student visa authorization who have attended a Canadian secondary school full-time for at least three years are also exempt from providing proof of proficiency in English for admission. They must have successfully completed 12 U English or equivalent.

## **2.30 Advanced Standing**

### **2.31 Admission with Advanced Standing**

Applicants who wish to transfer to Nipissing University from a college or university may be admitted with advanced standing. In addition to the application, such candidates must submit:

- a) an official, recently dated, sealed transcript of their record at the institution from which they wish to transfer, showing the courses completed & grades received; &
- b) a calendar for the institution containing descriptions of these courses.

### **2.32 Applicants Transferring from Other Universities**

Nipissing University, in accordance with the Council of Ontario Universities & the Association of Universities & Colleges of Canada policy, agrees that any course offered for credit by a Canadian university shall be accepted for credit by another Canadian university when there is virtual equivalency in course content. If a specific equivalence to a course is not available at Nipissing, the University will attempt to award an unspecified, non-equivalent course. Transfer credit will not normally be granted for practical or clinical courses taken in specific areas such as Nursing, Engineering & Physical & Health Education.

Transfer credit will be awarded for a course provided a grade of "C" or higher was achieved. A course with a grade of "D" may be granted credit only when there are an equal number of course credits with "B" grades or higher. The application of transfer credits will vary depending on the degree program & major to which the applicant is admitted. Nipissing University residency requirements apply.

### **2.33 Admission/Advanced Standing for Applicants from Colleges of Applied Arts & Technology**

- a) Applicants who have completed a three-year Ontario CAAT program & have achieved a cumulative average of B or better will be considered for admission to an appropriate program with advanced standing to a maximum of 30 credits;
- b) Applicants who have completed a two-year Ontario CAAT program or two years of a three-year CAAT program & who have achieved a cumulative average of B or better will be considered for admission to an appropriate program with advanced standing to a maximum of 18 credits.
- c) Applicants who have completed the first year of an Ontario CAAT program with a cumulative average of B or better will be considered for admission to the first year of an appropriate program on probation.
- d) Applicants who have completed a one-year (2 semester) certificate program with a minimum 3.0 GPA (70%) will be considered for admission to undergraduate studies on probation. Such applicants will not be eligible for advanced standing.
- e) For the BComm College Partnerships, applicants who have successfully completed a three-year Business Administration diploma program at an Ontario CAAT or equivalent studies, with a cumulative average equivalent to 72% or better can be considered for admission to the Bachelor of Commerce degree program with advanced standing to a maximum of 45 credits. Admission is restricted to those studying through flexible learning.

### **2.34 General Advanced Standing for CEGEP Applicants**

- a) Applicants with more than one year of study (more than 12 courses) will be considered for admission with advanced standing for courses completed beyond the initial 12 courses, to a maximum of 15 credits;
- b) Applicants who have completed the two-year CEGEP program (Diplome d'Etudes Collegiales) or a two-year Collegial program (Diploma of Collegial Standing) with a 'B' standing or better will be considered for admission with advanced standing to a maximum of 30 credits;
- c) Applicants from the three-year Professional program in a CEGEP will be considered for admission on the same basis as a student from an Ontario College of Applied Arts & Technology.

### **2.36 Specific CAAT Advanced Standing Policies**

- a) Bachelor of Arts & Early Childhood Education/Social Service Worker/Social Service Worker Native/Developmental Services Worker/Education Assistant/Indigenous Wellness & addictions Worker/Drug & Alcohol Counselor.

Applicants for admission to a Bachelor of Arts degree program who have successfully completed one of the above diploma programs at an Ontario College of Applied Arts & Technology with a cumulative average of B or better will be considered for admission with advanced standing to a maximum of 30 credits.

- b) Bachelor of Business Administration (Honours)

Applicants who have successfully completed a three-year Business Administration diploma program at an Ontario CAAT with a cumulative average GPA equivalent to 72% or better can be considered for admission to the Bachelor of Business Administration (Honours) (BBA), or Bachelor of Commerce (BComm) degree program with advanced standing to a maximum of 60 towards the BBA & 45 credits towards the BComm. Admitted students would be able to complete their program at Nipissing University in North Bay or at college partner campuses such as Fanshawe College, Sheridan College, Algonquin College, Centennial College or St. Clair College or online as an independent learner. In the College Partnership Program, the BComm may be completed in 12 months. The College Partnership

Program is the delivery of a program of courses including in-class learning at partner college's premises tailored to the needs of its students but available to others admitted to the BBA or BComm degrees..

- c) Bachelor of Liberal Science or Biology or Environmental Biology & Technology & Canadore College's Environmental Protection Technology Program

Graduates of Canadore's 3-year Environmental Protection Technology diploma program with a minimum GPA of 3.25 will receive up to 48 credits advanced standing upon enrolling in the Biology or Liberal Science program.

Graduates of Canadore's 3-year Environmental Protection Technology diploma program with a minimum GPA of 3.25 receive up to 69 credits advanced standing upon enrolling in the 4-year BAT (Environmental Biology) program.

- d) Bachelor of Liberal Science or Biology or Environmental Biology & Technology & Canadore's Environmental Protection Technician Program

Graduates of Canadore's Environmental Protection Technician – Protection & Compliance diploma program with a minimum GPA of 3.25 will receive up to 48 credits advanced standing upon enrolling in the Biology or Liberal Science program.

- e) Bachelor of Arts (Honours) degree in Criminal Justice & Police Foundations Stream or Corrections Stream or Community & Justices Services Stream or Legal Studies & Administration Stream

Applicants who have successfully completed two year Police Foundations or a Community & Justice Services or a Law Clerk diploma program at an Ontario CAAT with a cumulative average of B+ (3.5 GPA) or better can be considered for admission to the Bachelor of Arts in Criminal Justice program (Policing or Corrections streams respectively) with advanced standing to a maximum of 45 credits. Applicants who have successfully completed two year Community & Justice Services or Police Foundations or a Law Clerk diploma programs at an Ontario CAAT with a cumulative average of "B" (3.0 GPA) or better will be considered for admission to Bachelor of Arts programs with advanced standing to a maximum of 18 credits.

- f) Special Algonquin, Fanshawe, St. Clair & Sheridan Colleges Advanced Standing Policies

Applicants who are graduates of an approved three-year Business Administration diploma with a minimum GPA of 3.5 or better can be considered to admission to the Bachelor of Commerce program.

- g) Special Policy for Fine Arts from a CAAT

Applicants who have completed a three-year diploma program in Fine Arts from a recognized College of Applied Art & Technology (CAAT) with a minimum overall 70% average (3.0 GPA) will be considered for admission to the Bachelor of Fine Arts (BFA) program with advanced standing to a maximum of 60 credits.

Applicants who have completed a three-year diploma program in Fine Arts from a recognized College of Applied Art & Technology (CAAT) with a minimum overall 70% average (3.0 GPA) will be considered for admission to the Bachelor of Arts (BA) in Culture & the Arts or Bachelor of Arts (BA) in Fine Arts programs with advanced standing to a maximum 42 credits.

Applicants who present a completed two-year diploma with a Fine Arts focus (for example, Fine Arts, Visual & Creative Arts, Art & Design) from a recognized College of Applied Art & Technology (CAAT) with a minimum overall 70% average (3.0 GPA) will be considered for admission to the Bachelor of Fine Arts (BFA) or BA in Fine Arts or BA in Culture & the Arts with advanced standing to a maximum of 30 credits.

All students admitted to the BFA are required to successfully complete the BFA Portfolio review within their first 30 Nipissing credits in order to remain in the BFA program. Students who are required to withdraw from the BFA may be eligible to continue in the BA in Fine Arts program.

h) Special Admission Policy for Georgian College (Fine Arts)

**Fine Arts (Advanced)**

Applicants who have completed a three-year diploma program in Fine Arts (Advanced) from Georgian College of Applied Art & Technology (CAAT) with a minimum overall 70% average (3.0 GPA) will be considered for admission to the Bachelor of Fine Arts (BFA) program with advanced standing to a maximum of 66 credits.

Applicants who have completed a three-year diploma program in Fine Arts (Advanced) from Georgian College of Applied Art & Technology (CAAT) with a minimum overall 70% average (3.0 GPA) will be considered for admission to the Bachelor of Arts (BA) in Culture & the Arts or Bachelor of Arts (BA) in Fine Arts programs with advanced standing to a maximum 48 credits.

All students admitted to the BFA are required to successfully complete the BFA Portfolio review within their first 30 Nipissing credits in order to remain in the BFA program. Students who are required to withdraw from the BFA may be eligible to continue in the BA in Fine Arts program.

**Fine Arts**

Applicants who present a completed two-year diploma in Fine Arts from Georgian College of Applied Art & Technology (CAAT) with a minimum overall 70% average (3.0 GPA) will be considered for admission to the Bachelor of Fine Arts (BFA) or BA in Fine Arts or BA in Culture & the Arts with advanced standing to a maximum of 42 credits.

All students admitted to the BFA are required to successfully complete the BFA Portfolio review within their first 30 Nipissing credits in order to remain in the BFA program. Students who are required to withdraw from the BFA may be eligible to continue in the BA in Fine Arts program.

i) Special Advanced Standing Policy for Fleming College (Haliburton School of the Arts)

Applicants who have completed a two-year diploma program in Visual & Creative Arts diploma from Fleming College (Haliburton School of the Arts) with a minimum overall 70% average (3.0 GPA) will be considered for admission to the Bachelor of Fine Arts (BFA), Bachelor of Arts (BA) in Culture & the Arts or Bachelor of Arts (BA) in Fine Arts programs with advanced standing to a maximum of 33 credits.

All students admitted to the BFA are required to successfully complete the BFA Portfolio review within their first 30 Nipissing credits in order to remain in the BFA program. Students who are required to withdraw from the BFA may be eligible to continue in the BA in Fine Arts program.

(j) Special Advanced Standing Policy for Humber College & BSc Honours Specialization Computer Science

Graduates of the Computer Engineering Technology (CET) program at Humber College are eligible for 60 credits to complete a BSc Honours Specialization in Computer Science.

(k) Special Advanced Standing Policy for Humber College & BSc Honours Specialization Computer Science or BSc Honours Specialization in Science & Technology

Graduates of the Electromechanical Engineering Technology (EET) program at Humber College are eligible for 60 credits to complete a BSc Honours Specialization in Computer Science or a BSc Honours Specialization in Science & Technology.

- (l) Special Advanced Standing Policy for CAAT grads of 3-year Engineering Technology programs & BSc Honours Specialization & Specialization in Science & Technology – Engineering Technology

CAAT graduates from 3-year Engineering Technology programs such as, but limited to Electronic Engineering, Mechanical Engineering, etc., with a minimum 70% will be eligible for up to 60 credits when completing their BSc Honours Specialization & Specialization in Science & Technology – Engineering Technology.

- (m) Special Admissions and Advanced Standing Policy for Canadore grads from: Strength & Sport Conditioning ; Recreation Therapy; or Recreation & Leisure Services:

Applicants who have graduated from Canadore College with a 3.2 GPA (72%) in one of the above listed programs will be eligible for admission consideration to Nipissing's Bachelor of Physical and Health Education (BPHE) program and eligible for a maximum of 42 credits in advanced standing.

## **2.40 Admission with Advanced Standing (Professional Designations)**

### **2.41 Advanced Standing for Holders of CA, CGA, CMA Designations**

- a) CA, CGA, & CMAs who have not completed an undergraduate degree are eligible for admission. Advanced standing up to 30 credits (5 full courses or equivalent) at the 1000 or 2000 level only may be granted where appropriate. Applicants will not be allowed to take 4000 level courses deemed to have significant overlap with their accounting designation programs;
- b) CA, CGA or CMAs who have completed an undergraduate degree

Individuals who have an accounting designation & an undergraduate degree will qualify for admission as second degree candidates & will follow the regulations pertaining to second degrees.

### **2.42 Advanced Standing for Applicants Holding Credit Towards Their CA, CGA, or CMA Designations**

Since CA credits can only be achieved through a University, CA courses will be considered for advanced standing in the same way as all other university courses.

The CA Institute itself offers Commercial Law. If a candidate has completed this course through the Institute & achieved a minimum grade of 60%, then he/she will be eligible for advanced standing.

- a) CA.  
b) CGA & CMA.

- i) Credit obtained from a University

Where a candidate has obtained credit towards his/her CGA or CMA by taking university credit courses, he/she will be eligible for advanced standing as appropriate;

- ii) Credit obtained from the CGA or CMA Associations

Where a candidate has obtained credit toward his/her CGA or CMA through the respective association, he/she will be eligible for advanced standing to a maximum of 30 credits (5 full courses or equivalent). The student must have completed course work equivalents in order to receive these credits. Advanced standing at the 1000 or 2000 level in such cases. Applicants will not be allowed to take 4000 level courses deemed to have significant overlap with their accounting designation programs;



iii) Credit obtained through a Community College

Senate regulations presently provide for the granting of credit for work completed in a Community College. If applicants have taken within their Community College program courses which have been recognized & accepted by the CGA or CMA Associations, they may receive credit for these courses providing:

- a minimum grade of 60% or better has been attained in each course for which advanced standing is being assessed;
- the total advanced standing granted does not exceed 30 credits (5 full courses or equivalent).
- 
- iv) up to 15 credits as determined by the Director or designate of the School of Business to students with post diploma certificates to the extent that comparable courses have been completed at the post diploma level.

## **2.45 Applicants Possessing Postsecondary Education**

### **2.46 Ryerson Polytechnic University**

The following guidelines will be used to determine advanced standing for Applicants transferring from Ryerson Polytechnic University to Nipissing University:

- a) Applicants transferring from degrees for which OACs are required for admission will be considered in the same manner as Applicants transferring from other degree granting institutions;
- b) Applicants who transfer from degrees for which OACs are not required for admission will be granted advanced standing for all courses taken beyond first year. The first year courses are to be used as equivalent to Ontario Academic Credits;
- c) Applicants transferring from diploma programs will be considered on an individual basis, it being impossible to set standard policies since many courses within diploma programs are degree level.

### **2.47 Other Candidates**

Other candidates with postsecondary education will be considered for admission on an individual basis.

### **2.48 Residence Requirements**

To be eligible to receive a degree, students must complete at least one full academic year at the University or at least 30 credits (5 full courses or equivalent), normally the last 30 credits of the program.

To be considered for a Nipissing University degree, transfer students must successfully complete at least 30 credits at Nipissing. Transfer students who apply for a 3-year degree must include at least 18 Nipissing credits in each area(s) of specialization. Transfer students who apply for a 4-year degree must include at least 30 Nipissing credits in each area(s) of specialization.

## **2.50 Other Categories of Applicants**

### **2.51 Mature Applicants**

Applicants who, according to the Office of the Registrar, do not qualify for undergraduate admissions as a regularly qualified applicant may be considered for admission consideration as a mature student if they:

- i) will be 20 years of age or older by the end of the semester in which they wish to enroll;
- ii) have been away from formal education (secondary school, community college, etc.) for at least the previous two years; &
- iii) are Canadian citizen or permanent resident.

Mature student applicants to Bachelor of Science degrees or Bachelor of Arts degrees in Computer Science, Economics or Mathematics, must present the 4U or equivalent program specific prerequisites as listed in the Admission Chart in the Academic Calendar.

Mature applicants to limited enrolment programs (Concurrent Education, Nursing & Physical & Health Education) are not able to apply for direct entry admission consideration to these programs. Mature student applicants interest in these programs may be admitted to another program & apply for transfer consideration for the following year. For transfer consideration, applicants will need to present the 12U or equivalent program specific prerequisites as listed in the Admission chart in the academic calendar.

Mature student applicants are still required to provide transcripts of marks for studies that have been preciously completed or undertaken.

Mature students who qualify for admission can be admitted full-time on probation with a reduced course load to a maximum of 24 credits. Upon successful completion of the 24 credits & having cleared academic probation, mature students are eligible for a full 30 credit load status.

## **2.52 Aboriginal Advantage Program**

Applicants will be considered for admission to the Aboriginal Advantage Program if they meet all of the following criteria:

- are of Aboriginal ancestry;
- are admissible as a mature student;
  - will be 20 years of age or older by the end of the semester in which they wish to enroll;
  - have been away from formal education (secondary school, community college, etc.) for at least the previous two years; &
- are a Canadian citizen or permanent resident;
  - &
- are not admissible under any other Nipissing University admission policy.

Applicants will also be required to submit:

- one letter of reference; &
- a two-page statement explaining why they wish to attend university & how they plan on being successful in their academic pursuits.

## **2.55 Exceptions to Normal Admission Requirements - all programs**

The Undergraduate Standing & Petitions Subcommittee, in its evaluation of applications for admission, will follow published requirements. However, it may waive specific rules for candidates, who, in its opinion, deserve special consideration. Likewise, the Undergraduate Standing & Petitions Subcommittee reserves the right to impose special conditions on candidates, both in the interest of the student & for the protection of the University's academic standards. Candidates requesting special consideration regarding admission requirements may be asked to present their cases before the Committee, either in writing or in person, & to produce documentary evidence of their eligibility for such consideration.

## **2.60 Letter of Permission (Transfer of Credit)**

### **2.65 Transfer of Credit to Home University**

Applicants enrolled at another university may be admitted to Nipissing University for purposes of transfer of credit to their home university. The documentation required is a Letter of Permission from the home university specifying the course(s) to be taken.

**2.66 Transfer of Credit to Nipissing**

Nipissing students in 'good standing' may apply, through the Academic Advising office for a Letter of Permission to enrol in a course(s) at another university. The minimum average a student enrolled at another university on a Nipissing University Letter of Permission must attain in a course in order for it to be transferred to Nipissing will be specified on the student's Letter of Permission.

## PART III

### ACADEMIC REGULATIONS OF THE UNIVERSITY

#### 3.0 General Academic Regulations

##### 3.01 Auditors

An auditor is a student who is admitted to a course, & who may participate in class discussion, but who may not hand in assignments or write examinations. An auditor does not receive credit for the course.

Students who enrol as auditors must indicate this on the normal registration form. The last day to change status from credit to audit or audit to credit is the last day of course changes.

Not all courses can be audited. Courses with more practical & developmental components (e.g., language courses, laboratory courses, activity courses) cannot be audited. The Deans have the responsibility to designate courses which may or may not be audited.

##### 3.02 Admission

- a) To audit a university course, students must be admissible to the University;
- b) Students must have completed prerequisites or their equivalent in order to register as an auditor in any given course;
- c) Students may not audit no more than the normal number of courses available to students in any one given session;
- d) Where such a course would constitute an overload, permission of the Dean is required.

##### 3.03 Registration

To register as an auditor, a student must follow the same procedures as those who register in courses for credit.

##### 3.05 Definition of Students

##### 3.06 Full-time Students

A full-time student is one who registers in more than 18 credits (3 full courses or equivalent) in the Fall/Winter Session.

##### 3.07 Part-time Students

A part-time student is one who registers in a maximum of 15 credits (2.5 courses or equivalent) in the Fall/Winter Session.

##### 3.10 Course Loads

##### 3.11 Full-time Students

Full-time students will normally be allowed to register in a maximum of 30 credits in the Fall/Winter Session;

Full-time students are limited to 54 credits (9 full courses or equivalent) in any three consecutive sessions.

### **3.12 Part-time Students**

Part-time students will normally be allowed to register in a maximum of 12 credits in the Fall/Winter Session.

Part-time students are limited to 39 credits (6.5 full courses or equivalent) in any three consecutive sessions.

### **3.15 Course Loads - Overload - Fall/Winter Session**

#### **3.16 Full-time Students - Overload**

- a) Full-time students with excellent academic records (B+ or better & no failing grades in the previous 30 credits) may, with the permission from the Academic Advising Office, take a maximum 6 credits overload during the regular Fall/Winter Session, provided they had no failing grades on a minimum course load of 30 credits in the previous Fall/Winter Session;
- b) Under no circumstances will a student be allowed more than a 6 credit overload;
- c) First-year students may not take an overload;
- d) Course loads are calculated on all courses in which a student is registered (i.e., the total of all courses at Nipissing University & by Letter of Permission from other universities).

#### **3.17 Part-time Students - Overload**

- a) Upper year part-time students with excellent academic records (B+ average or better & no failing grades in the previous 30 credits) may, with the permission from the Academic Advising Office, take a maximum 3 credit overload during each term the Fall/Winter Session.
- b) Course loads are calculated on all courses in which a student is registered (i.e., the total of all courses at Nipissing University & by Letter of Permission from other universities).
- c) First-year students may not take an overload;

### **3.20 Course Loads - Spring & Summer Sessions**

Students who register for Spring & Summer courses, on campus & by distance education, will be limited to a maximum of 12 credits per session. (Note: Correspondence course credits will be counted toward the maximum of 12 credits in each of Spring & Summer Session).

Students on probation or on a restricted course load may only register in a maximum of nine credits in each of Spring & Summer Session.

### **3.30 Class Hours**

#### **3.31 Faculty of Arts & Science/Faculty of Applied & Professional Studies**

- a) During the Fall/Winter Session, classes are normally given in some combination of one, one & one-half, two or three hour periods per week. Some Science classes may be given in a combination of 50-minute periods plus a laboratory session of varying duration per week;
- b) The number of hours of lecture per course & associated tutorials or laboratories, if any, is usually shown under the course description in the university calendar;
- c) Spring Session classes are normally given in three three-hour periods per week including weekend classes;
- d) Summer Session classes are normally given in three hour periods per day over six weeks & class hours will total at least 72 hours.

### **3.32 Schulich School of Education**

- a) Education students, depending on their programs, will have from 21 to 29 class hours during each of their 18 weeks of course work at the University;
- b) During Summer Session, classes are normally offered over six weeks & class hours will total at least 72 hours.

### **3.35 Academic Advising**

#### **3.36 Faculty of Arts & Science/Faculty of Applied & Professional Studies**

- a) Students who wish to plan their programs or who need advice on any academic matter should consult the Academic Advisors;
- b) Students in all undergraduate programs are also encouraged to consult with faculty members concerning course selections;
- c) The Dean is ultimately responsible for approving course & program registrations as well as any subsequent modifications.

### **3.40 Registration Procedures**

#### **3.41 Registration Deadlines**

- a) The registration periods for Spring, Summer & Fall/Winter Sessions 6 credit courses & 3 credit courses are printed in the university calendar;
- b) Students registering after the designated registration periods but before the registration deadlines, may be assessed a late registration fee;
- c) An academic timetable will be available from the Office of the Registrar.

#### **3.42 Closure of Registrations**

Registrations will be closed when the limit set for the class as established by the Dean, has been reached. This applies to all students.

### **3.45 Program Changes**

- a) A student wishing to change his/her program of studies must apply to do so through the Office of the Registrar on the designated form;
- b) Program changes made after mid-October in the Fall/Winter session will not take effect until the next session;
- c) Program changes made during Spring & Summer sessions after the registration deadline for the session will not take effect until the next session.

### **3.46 Course Changes**

- a) The deadline for adding courses, substituting one course for another & for late registration in courses is indicated in the university calendar;
- b) The onus for initiating changes rests solely with the student. Neither a verbal request for a change nor an informal request will be accepted as valid;
- c) A course from which withdrawal is made before the date specified as "Last date for late registration & course changes" in the academic calendar will not be recorded on the student's academic record;
- d) A course from which withdrawal is made before the date specified as "Last date to withdraw without academic penalty" will be recorded on the student's academic record as "W";
- e) If a student withdraws after the date specified as "Last date to withdraw without academic penalty", a grade of "0" will be assigned to those components not completed;

- f) If the above procedure is not followed within the specific deadlines, no tuition refunds will be made & the student's academic record will indicate a failure in the course rather than a withdrawal.

### **3.48 Registration in Wrong Course**

Where a student has registered in the wrong course or section in error & can demonstrate to the complete satisfaction of the Registrar that s/he:

- is in good standing in the desired course or course section;
- had no reasonable way of knowing that an error had occurred; &
- has acted in a manner consistent with the error; the Registrar may, with the approval of the appropriate Dean, grant a late course change.

### **3.49 Fee Refunds**

Students will be refunded fees as per the schedule published in the academic calendar.

### **3.50 Final Examinations**

#### **3.51 Final Examination Policy**

Final written examinations for each course are mandatory except where otherwise approved by Senate. Faculty of Arts & Science and Faculty of Applied & Professional Studies will determine, if any, elements of their final exam will be posted on the Web & that current exams posted on the Web may be removed depending on the discretions of the instructor. Final exams for 3-credit courses will be three hours.

#### **3.52 Final Examination Schedule**

Final examinations are scheduled by the Registrar's Office at the times shown in the academic calendar year.

#### **3.53 Percentage of Final Grade**

Final examinations comprise a minimum of 30% of the final grade & a maximum of 70% of the final grade.

#### **3.54 Length of Examinations**

Final examinations in the Faculty of Arts & Science & Faculty of Applied & Professional Studies for three-credit & six-credit courses will be three hours in length.

#### **3.55 Examinations for Night Classes**

Final examinations for classes held at night will usually be scheduled during the day.

#### **3.56 Special Final Examinations**

The Dean's decision on special final examinations is final & may not be appealed.

#### **3.57 Procedure**

Students who fail to take a final examination for justifiable reasons may present, through the appropriate Dean, a petition for an examination.

#### **3.58 Time Limit**

The petition for such special examinations must be filed within a week of the day of the regular examination.

**3.59 Fee**

There will normally be a fee for a special examination. This fee is published in the university calendar.

**3.60 Review of Final Examination Marks****3.61 Place of Review**

A student may review his/her examination paper in the Office of the Registrar.

**3.62 Time of Review**

Upon request by a student & at a time mutually agreed upon by the instructor & student, the instructor shall review the examination paper in the presence of the student.

**3.63 Time Limit**

The closing date to request reviews is one month after the release of marks.

**3.65 Student Grades & the Basis for Assessment****3.66 Letter Grades & Grading Standards**

|       |             |
|-------|-------------|
| "A" - | (80 - 100%) |
| "B" - | (70 - 79%)  |
| "C" - | (60 - 69%)  |
| "D" - | (50 - 59%)  |
| "F" - | ( 0 - 49%)  |

|     |  |
|-----|--|
| "A" | indicates Exceptional Performance: comprehensive in-depth knowledge of the principles & materials treated in course, fluency in communicating that knowledge & independence in applying material & principles.             |
| "B" | indicates Good Performance: thorough understanding of the breadth of materials & principles treated in the course & ability to apply & communicate that understanding effectively.   |
| "C" | indicates Satisfactory Performance: basic understanding of the breadth of principles & materials treated in the course & an ability to apply & communicate that understanding competently.                                 |
| "D" | indicates Minimally Competent Performance: adequate understanding of most principles & materials treated in the course, but significant weakness in some areas & in the ability to apply & communicate that understanding. |
| "F" | indicates Failure: inadequate or fragmentary knowledge of the principles & materials treated in the course or failure to complete the work required in the course.   |
| "I" | indicates Incomplete;  |
| "W" | indicates Withdrawal with permission;  |

**3.68 Aegrotat Standing**

Aegrotat standing (credit granted with incomplete course work) will be considered only in exceptional circumstances (usually only in very serious illness) & if term work has been of high quality.

**3.70 Determination of Final Grades**

- A student's grade in each course will be based upon the year's work & the final examination;
- The final examination shall not make up more than 70% or less than 30% of the final grade in each course;
- The instructor will discuss with the class the basis for assessment specifying the relative weight of each examination, test, lab report & essay;
- The instructor will also specify which assignments must be completed in order to receive a grade in the course;



- e) The method of determining final grades is to be discussed with students within the time frame Senate has approved for late course registration;
- f) The Instructor must inform students of their standing prior to the date for honorable withdrawal from the course. If no written term work has been evaluated by that date, the information shall be given in the form of a written statement of the student's standing;
- g) The instructor is required to return to students all written work, other than final examinations, which has been submitted for evaluation purposes. Students may discuss with their instructor the work presented, the comments made, & the grade assigned;
- h) Final evaluation submissions are not returned to students but are kept on file by the Registrar's Office for six (6) months after the publication of Grade Reports;
- i) For each course, a final marks sheet is completed, signed by the Instructor & submitted to the Dean within five calendar days of the exam for his/her approval. The Dean's signature indicates that the marks submission is consistent with existing practices & policies of the Faculty. Revisions to any previously assigned grade are submitted in writing for the approval of the Dean, together with the reasons for such revisions. Grades are not official until they have been approved by the Dean & released by the Office of the Registrar;

### **3.75 Incomplete Grades**

#### **a) All Faculties**

In exceptional circumstances, a student may request consideration for an Incomplete grade (I). Such request must be submitted in writing, through the Instructor to the Dean of the Faculty in which the course is taught, together with the reasons for the request.

Any student assigned an Incomplete grade must complete all course requirements within one month after the end of the examination period. If after that period the course is not completed or an extension has not been granted by the Dean, a grade zero will be assigned to those components not completed..

In order to be considered for an extension of the completion date beyond the normal one month period, a student must submit a written request to the Dean, through the Instructor, explaining the reasons for such an extension. Under no circumstances may a completion date exceed six (6) months from the end of the examination period.

#### **b) Faculty of Arts & Science/Faculty of Applied & Professional Studies**

For all 6 credit courses & 3 credit courses, the final dates for submission of incomplete term work is the scheduled date of the final examination. Term work not submitted by that date will receive a grade of zero; if the term work has been approved by Senate as required for the completion of the course, term work not completed by the date of the final examination a grade of zero will be assigned to those components in the course not completed. Exceptions to these deadlines will be approved only by the Dean of Arts & Science (in consultation with the course instructor) for good cause. In no way does this regulation supersede any deadlines for term work within the time span of the course set by the instructor.

#### **c) Master of Education**

Masters of Education candidates registered in either the thesis or major paper may receive an Incomplete grade (INC) until such time as they have reached the maximum time allowed to complete the Masters of Education degree.

### **3.80 Transcripts of Records**

Each graduate will be given one transcript of his/her academic record. Other requests for official transcripts must be made through the Office of the Registrar. The fee for transcripts is published in the university calendar, & is due before the request is processed. Transcripts must be requested in writing or in person; telephone requests will not be accepted.

### **3.85 Release of Final Marks**

Final marks will be withheld from any student who has an outstanding account at the university. If the deadline to appeal grades has passed, such students will forfeit that right.

### **3.90 Senate Changes to Degree Requirements**

Degree requirements that are in any way modified by Senate in one calendar year will apply to students admitted the following calendar year. Students currently enrolled may choose to graduate under either the new regulations or the previous regulations. However, they must choose one or the other set of regulations in its entirety.

### **3.95 Graduation Procedures**

#### **3.96 Application for Graduation**

Students must file an application for graduation with the Office of the Registrar when they are taking their final course(s). Students must submit applications prior to the deadline specified in the academic calendar. Applications received after this deadline will be applied to the following graduation. The Undergraduate Standing & Petitions Subcommittee & the Graduate Studies Committee will consider applications to graduate from their respective students. When the student is approved by Senate to graduate, he/she will be added to the graduation program of the next graduation.

#### **3.97 Financial Arrears**

Graduates who are in financial arrears to the University will be admitted to their respective degrees but their transcripts of record, statement of standing or related evidence of their academic progress will be withheld until such Graduates arrange to clear their accounts.

#### **3.98 Graduation *in absentia***

Students who are unable to attend the Convocation ceremony should request on their Applications for Graduation that their degrees be conferred *in absentia*.

#### **3.98 Residency Requirements**

To be considered for a Nipissing University undergraduate degree, students must successfully complete at least 30 Nipissing University credits.

In addition, students must successfully complete at least half (50%) of the required courses for each declared area of study with Nipissing University, with the following exceptions:

- i) A student who applies for the BScN-IUON stream must successfully complete their final year at Nipissing University;
- ii) A student who applies for a Bachelor of Commerce degree must successfully complete 30 Nipissing Business credits.

Students who apply to graduate with Minor must successfully complete at least half (50%) of each Minor with Nipissing.

### **4.00 Distinction at Graduation**

#### **4.01 Average Required**

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

#### **4.02 Minimum Number of Credits Taken at Nipissing University**

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

#### **4.05 Conferring Degrees**

##### **4.06 Persons to Confer Degrees**

All degrees shall be conferred by the Chancellor; in case of his/her absence, or of there being a vacancy in that office, degrees shall be conferred by the President & Vice-Chancellor.

##### **4.07 Place of Conferring**

All degrees shall be conferred in such place as may from time to time be designated by the President.

##### **4.08 Persons Upon Whom Conferred**

All degrees & diplomas shall be awarded by Senate on the recommendation of the Senate Executive Committee.

- a) The following shall be the forms of presentation of (Bachelor, Master, Doctor plus citation) those whose names will be announced, that they may receive the degree at your hands;
- b) The candidates shall be called forward to receive the hood & the diploma. At the end of the distribution of all diplomas of one Faculty, the entire group will rise & the Chancellor will then declare:

"In accordance with the laws of the Province & by virtue of the authority vested in me as Chancellor, I hereby confer upon you the ...."

#### **4.10 Honorary Degrees**

The following shall be the form of presentation & admission to be used:

- a) The recipient comes forward & stands at a slight angle, facing the Chancellor (who stands as the words are spoken);
- b) Reading the citation ... "By virtue of the authority vested in me, I confer upon \*\*\*\* you the degree of Doctor of Education or Letters or Music, Honoris Causa."

#### **4.15 Limitation on Courses**

##### **4.16 Limitation of the Number of First Year Courses**

The maximum number of first year level courses is 42 credits (7 full courses or equivalent) except in the Bachelor of Business Administration (Honours), Bachelor of Science (Liberal), Bachelor of Arts (Liberal), & Bachelor of Science (General & Honours) Degrees where the maximum number of credits is 48 credits (8 full courses or equivalent).

##### **4.17 Limitation of the Number of Courses in a Single Discipline in the First Year of Study**

During their first year of study or their first 30 credits (5 full courses or equivalent), students may not take more than 6 credits (1 full course or equivalent) in the same subject, except as may be required by a specific program regulation approved by Senate, or as may be approved by the appropriate Dean. For the purposes of this regulation, language courses taken in the student's second language (French or English) are excluded from the discipline count.

#### **4.18 Limitation of the Number or Attempts to Complete a Course**

The maximum number of attempts that a student in any degree may make to successfully complete a course is two attempts.

Students in Orientation to Teaching will be allowed to make only one attempt to successfully complete EDUC0106 - Introduction to Teaching.

#### **4.20 Limitation of the Number of Credits in a Single Discipline**

##### Bachelor of Arts & Bachelor of Science (four-year & General)

The maximum number of credits a student may take in a single discipline towards a degree is 54 credits.

##### Bachelor of Arts (Liberal)

The maximum number of credits a student may take in a single discipline is 30 credits, & 54 credits in any two disciplines combined.

##### Bachelor of Arts (Honours) & Bachelor of Science (Honours) & Bachelor of Business Administration

The maximum number of credits a student may take in a single discipline towards a degree is 84 credits (14 full courses or equivalent).

##### Bachelor of Fine Arts

The maximum number of credits a student may take in fine arts towards a Bachelor of Fine Arts is 90 credits.

*For the purposes of this regulation, language courses taken in the student's second language (French or English) are excluded from the discipline count.*

#### **4.25 Statistics Course Equivalencies**

A student in a degree program cannot retain credit for more than nine credits of introductory statistics courses. Students will normally take the course offered by the discipline in which they are registered. The introductory statistics courses are: ADMN1606, ADMN2606, CHFS3025, ECON2126, GEOG2026, MATH1257, MATH 2076, PSYC2126 & SOCI2127.

Either PSYC2126/PSYC2127 (formerly PSYC2125) or SOCI2126/2127 (formerly SOCI3125) will be accepted for degree requirements for PSYC/SOCI combined majors. Students who transfer from psychology to sociology or vice-versa will be required to meet the statistics & methodology requirements as follows: Students transferring from Psychology to Sociology after having completed PSYC2126 & PSYC2127 are recommended to take SOCI2126/2127. If they have taken PSYC2126 only, they will be required to take both SOCI2126 & 2127. Students transferring from Sociology to Psychology after having completed SOCI2126 & 2127, will not be required to take either PSYC2126 or PSYC2127. If they have completed SOCI2126 only, they will be required to take both PSYC2126 & PSYC2127.

Transfers from either inside the University or outside, from a discipline other than PSYC or SOCI, will be allowed to retain credit for a three-credit research design or statistics course, but must enrol in the appropriate PSYC or SOCI courses.

#### **4.30 Cross-listed Courses**

Cross-listed courses may be defined as courses offered in one discipline but that may be credited towards another discipline. Although distinct from cross-coded courses, in that these courses are not offered under the discipline to which they are cross-listed, the courses will satisfy requirements of the cross-listed discipline.

## 5.0 Academic Regulations Specific to All Bachelor of Arts (3-Year General, Honours, & 4-Year General) Degrees

All degree programs make reference to Humanities, Social Sciences & Science requirements (breadth requirements). These groups are defined as follows:

### 5.05 Group I Humanities:

Classical Studies, Culture & the Arts, English Studies, Film, Fine Arts, French, Music, Philosophy, Religions & Cultures, Russian & Spanish

### 5.10 Group II Social Sciences:

Anthropology, Child & Family Studies, Criminal Justice, Economics, Gender Equality & Social Justice, Geography, History, Law & Justice, Native Studies, Political Science, Psychology, Social Welfare & Social Development, Sociology.

### 5.15 Group III Sciences:

Astronomy, Biology, Chemistry, Computer Science, Environmental Science, General Science, Physical & Technique Geography, Geology, Mathematics, Physics.

### 5.20 Group IV Professional Disciplines:

Accounting (Business), Administrative Studies (Business), Marketing (Business), Organization Studies (Business), Nursing, Technology Management (Business)

Where reference is made to an Arts requirement, Arts is defined as either Group 1 (Humanities) or Group II Social Sciences. Cross-coded courses will be considered in the group to which they are cross-coded for satisfying breadth requirements regardless for which course the student is registered. Cross-listed courses will be considered in the group to which they are cross-listed for satisfying breadth requirements.

## PART IV

### DEGREE REQUIREMENTS & ACADEMIC STANDING

#### 10.00 Approved Degree Outcome Combinations

##### Honours Bachelor Degree – 120 credits

##### 10.05 Honours Specialization

- a) Must complete 60 credits in the honours specialization, including at least six credits at the 4000 level (according to details provided in the Program Requirements section);
- b) Must achieve a minimum honours specialization average of 70%;
- c) No more than 42 credits at the 1000 level (with the exception of the Child & Family Studies program where the maximum is 48 credits);
- d) No more than 84 credits in one discipline (may not have the same four-letter code);
- e) Must complete six credits from each the following areas:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)

##### 10.10 Honours Double Major

- a) Must complete 39 credits in each major, including at least three credits at the 4000 level in each major (according to details provided in the Program Requirements section);
- b) Must achieve a minimum 70% in each major;
- c) No more than 42 credits at the 1000 level (with the exception of the Child & Family Studies program where the maximum is 48 credits);
- d) No more than 54 credits in one discipline (may not have the same four-letter code);
- e) Must complete six credits from each the following areas:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)

##### Bachelor Degree – 120 credits

##### 10.15 Specialization

- a) Must complete 54 credits in the specialization (according to details provided in the Program Requirements section);
- b) Must achieve a minimum specialization average of 60%;
- c) No more than 42 credits at the 1000 level (with the exception of Child & Family Studies program where the maximum is 48 credits);
- d) No more than 84 credits in one discipline (may not have the same four-letter code);
- e) Must complete six credits from each the following areas:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)

##### 10.20 Major/Double Major

- a) In the case of a single major, complete 36 credits in the discipline (according to details provided in the Program Requirements section);
- b) In the case of a double major, complete 36 credits in each of the two areas of study (according to details provided in the Program Requirements section);
- c) Must achieve a minimum major average of 60%

- d) No more than 42 credits at the 1000 level (with the exception of Child & Family Studies program where the maximum is 48 credits);
- e) No more than 54 credits in one discipline (may not have the same four-letter code);
- f) Must complete six credits from each the following areas:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)

### **Bachelor Degree (General) – 90 credits**

#### **10.25 General**

- a) Must complete 36 credits in the major (according to details provided in the Program Requirements section);
- b) Must achieve a minimum major average of 60%;
- c) No more than 42 credits at the 1000 level (with the exception of the Child & Family Studies program where the maximum is 48 credits);
- d) No more than 54 credits in one discipline (may not have the same four-letter code);
- e) Must complete six credits from each the following areas:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)

#### **10.30 Double Minor Liberal**

- a) Must complete 18 credits in each of two minors (according to details provided in the Program Requirements section);
- b) Must achieve a minimum average of 60% in each minor;
- c) No more than 48 credits at the 1000 level;
- d) No more than 54 credits in two disciplines (may not have the same four-letter code);
- e) Must complete 48 credits in courses from at least three disciplines in the Humanities & Social Sciences, with at least six credits in each group;
- f) Complete at least six credits in Group III (Sciences).

## **11.00 Academic Standing**

### **11.05 Assessment**

Academic Standing involves the assessment of a student's eligibility to progress at the University &/or to enter or remain in a program. The following assessment will be implemented beginning September 2012.

Normally, a student's Academic Standing is determined after a minimum of 18 credits have been attempted, at the end of the Fall/Winter (May) & Spring/Summer (August) semesters.

Students, registered for a Session, whose eligibility to continue in their program of study has not been determined prior to the start of that session should understand that should they be found ineligible to continue in that program, they will be permitted to complete any such course(s). Credit will be retained for such courses completed successfully. However these grades will not alter the determination of a student's ineligibility for registration for future sessions in that program.

### **11.10 Average Calculations**

For each student, a program average & a cumulative average will be calculated, & this average will be used to assess a student's eligibility to proceed.

- Program averages will be based on the calculation of all attempted & completed credits used to fulfill program requirements.
- Cumulative averages will be based on the calculation of all attempted & completed credits.

- Average calculations include failed grades. All final grades below 50% are considered failures. Final grades below 40% will be included in average calculations as 40%. Final grades from 40-49% will be included in average calculations as the actual grades assigned. All final grades will be recorded on official transcripts as assigned.
- Averages are rounded up for progression purposes (i.e. a 64.5% will be rounded up to 65%).

### 11.15 Credit Attempts

A course is considered to have been attempted when a final grade has been assigned to it. A course from which a student has honourably withdrawn is not considered an attempt.

Students are permitted a maximum of two attempts at a particular course, except in the following cases, where students will only be allowed to make one attempt:

- EDUC 0106 required in the Orientation to Teaching option
- Observation & Practice Teaching V required in the BA/BEEd & BSc/BEEd
- Students enrolled in the Consecutive Education program

If a course is attempted twice, the higher grade obtained will be used in the calculation of the cumulative average.

A student must receive departmental approval to attempt any course for a third time.

### 11.20 Good Academic Standing

Students will be considered in good academic standing if they have a cumulative average of 60%.

### 11.25 Academic Progression

#### **Bachelor Degree (Three year)** **BA, BSc, BCOMM, Liberal**

In order to progress in a program & to graduate from the degree, students must achieve a minimum cumulative average of 60% & a 60% in their program(s) of study.

#### **Bachelor Degree (Four year)** **BA, BSc, BBA, BPHE, BScN**

In order to progress in a program & to graduate from the degree, students must achieve a minimum cumulative average of 60% & a 60% in their program(s) of study.

#### **Honours Bachelor Degree** **BA, BSc, BBA, BFA, BPHE, BScN**

In order to graduate from the degree, students must achieve a minimum cumulative average of 60% & a 70% in their program(s) of study. Students may not progress into the fourth year of an honours degree if they do not have a 70% average in their honours program.

#### **BA/BEEd(Concurrent), BSc/BEEd (Concurrent)**

BA/BEEd (Concurrent) & BSc/BEEd(Concurrent) students must achieve a minimum 67% average (Undergraduate & Education grades combined) & a Pass in the Observation & Practice Teaching course to proceed to Year 2. To proceed to Years 3, 4 & 5 of the program, students must achieve a 70% cumulative average, as well as a Pass in the Observation & Practice Teaching course.

#### **BEEd (Consecutive)**



The BEd Consecutive program is offered as a one year program & must be completed in its entirety. Credit is not retained for passed courses in a failed year in the Consecutive Bachelor of Education Program.

### **11.30 Academic Probation**

- a) Students will be placed on probation if at least 18 credits have been attempted & the student's cumulative average is between 55%-59%.
- b) Students placed on probation will be eligible to register in a maximum of 24 credits in the following fall/winter term (four courses per term), & 9 credits in each of the spring & summer terms. Students placed on probation may be required to follow a comprehensive Academic Success Plan including mandatory academic advising, transition activities & study skills workshops.
- c) Students admitted to the University on probation will be assessed once a minimum of 18 credits have been attempted &:
  - i. If their cumulative average is 60% or greater, admission probation status will be removed & standing will be assessed as outlined above;
  - ii. If their cumulative average is between 55% & 59%, they will be allowed continue on probation (maximum of 18 credits) & will be reassessed once a total of 30 credits have been attempted.
- d) Students will be placed on probation upon returning to studies after having been required to withdraw from the University.

### **11.35 Release from Academic Probation**

Any student who is placed on academic probation & achieves a cumulative average of 60% will be removed from probation upon the next academic standing assessment.

\*Note: Students on probation whose cumulative average is below 60% will be allowed to continue on probation, into the next term, if they achieve a sessional average of at least 63% while on probation. This will be permitted only if less than 57 credits have been attempted.

### **11.40 Required Withdrawal from a Program**

#### **BScN**

Students will be withdrawn from the BScN program should they receive more than one grade of "Unsatisfactory" in Clinical Practicum courses.

#### **BPHE**

Students will be withdrawn from the BPHE program should they receive more than one grade of "Unsatisfactory" in Community Leadership Placement courses.

#### **Concurrent Education**

A student may be withdrawn from the Concurrent program if they:

- a) Fail an education course
- b) Have not achieved a minimum cumulative average of 70% in their undergraduate & education program.

#### **All other programs**

Students will be withdrawn from a program when a minimum of 18 credits have been attempted in their program, & they have a program average below 60%.

NOTE: A student may request a program change to a different Nipissing program for which they may be eligible. A program change form must be completed. Credit for already completed courses may be applied to the new program if applicable.

### **11.45 Petition of Decision for Required Withdrawal from a Program**

Students asked to withdraw from a program may submit a formal request to the appropriate Dean's office to be allowed to proceed on probation.

**11.50 Required Withdrawal from the University**

Students will be required to withdraw from the University if:

- a) Their cumulative average is below 55%
- b) They are on probation & their cumulative average is below 60%

Any students required to withdraw will not be re-admissible to the University for at least one calendar year.

**11.55 Petition of Decision for the Required Withdrawal from the University**

Any student required to withdraw from the University may appeal the decision to the University's Undergraduate Standing & Petitions Subcommittee (S & P) at a specified date.

Upon Re-admission, students may petition the S&P Senate Subcommittee to exclude up to 18 credits from the calculation of the cumulative average. If such petitions are approved, all assigned grades will continue to be included on the student's transcript.

**15.0 Second Degree Requirements****15.05 Admission Requirements**

Students possessing an undergraduate degree may proceed to a second undergraduate degree program in another area of study. Students may be admitted to a second degree program if they hold a recognized university degree from an accredited university.

**Requirements**

Second degree programs must be in a subject area other than subject area in which a student has received their first degree. All second degree programs are normally specified by an Academic Advisor in consultation with the discipline concerned, & must be approved by the Registrar & the faculty appropriate Dean. Students may receive credit for courses already completed if these courses were not used to satisfy any of the requirements for the first degree program.

**15.10 Honours Bachelor Degree**

Bachelor of Arts (Honours), Bachelor of Science (Honours), Bachelor of Business Administration (Honours), Bachelor of Fine Arts (Honours), Bachelor of Physical Health & Education (Honours)

To graduate with a second degree in an Honours Bachelor degree program (as outlined above), a student must:

- a) Complete a minimum of 60 credits with a minimum overall average of 60%; & no more than two attempts in any one course;
- b) In the case of a major, students must complete a minimum of 30 credits in the subject of study of the second degree with a minimum subject average of 70%;
- c) In the case of an honours specialization, students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 70%;
- d) In the case of a BBA, BPHE, & BFA, students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 70%;
- e) Satisfy all the stated requirements for the program not completed in the first degree;
- f) In the case of a Bachelor of Arts, Bachelor of Science, or a Bachelor of Fine Arts second degree, complete six credits from each the following areas if they have not done so in their first degree:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)
- f) Maintain all minimum grade requirements & all minimum average requirements specified in the general regulations for the specified degree.

**15.15 Bachelor Degree**

Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Physical Health & Education

To graduate with a second degree in a Bachelor Degree program (as outlined above), a student must:

- a) Complete a minimum of 60 credits with a minimum overall average of 60%; & no more than two attempts in any one course;
- b) In the case of a major, students must complete a minimum of 30 credits in the subject of study of the second degree with a minimum subject average of 60%;
- c) In the case of a specialization, students must complete a minimum of 42 credits in the subject of study of the second degree, with a minimum subject average of 60%;
- d) In the case of a BBA, BPHE, & BFA, students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 60%;
- e) Satisfy all the stated requirements for the program not completed in the first degree;
- f) In the case of a Bachelor of Arts, Bachelor of Science, or a Bachelor of Fine Arts second degree, complete six credits from each the following areas if they have not done so in their first degree:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)
- g) Maintain all minimum grade requirements & all minimum average requirements specified in the general regulations for the specified degree.

### 15.20 **General (three-year) Bachelor degree**

General, Liberal, & Bachelor of Commerce

To graduate with a second degree in a three-year Bachelor degree program (General, Liberal, Bachelor of Commerce), a student must:

- a) Complete a minimum of 45 credits with a minimum overall subject average of 60%, after no more than two attempts in any one course;
- b) Complete a minimum of 30 credits in the area of study;
- c) In the case of a Bachelor of Arts (Liberal), or a Bachelor of Science (Liberal) second degree, complete a minimum of 12 credits in each of two minors & maintain a minimum overall average of 60% in each minor;
- d) Satisfy all the stated requirements for the program not completed in the first degree;
- e) In the case of a Bachelor of Arts or Science second degree, complete six credits from each the following areas if they have not done so in their first degree:
  - Humanities (Group I)
  - Social Sciences (Group II) &/or Professional Studies (Group IV)
  - Sciences (Group III)
- g) Maintain all minimum grade requirements & all minimum average requirements specified in the general regulations for the specified degree.

### 20.0 **Upgrade to an Honours Degree**

This regulation is applicable to the Bachelor of Arts & Bachelor of Science degrees.

#### **Proposed Upgrade Requirements:**

Students who have graduated with a Nipissing three-year General degree (Bachelor of Arts or Bachelor of Science) may upgrade their major subject to either an Honours Specialization or Specialization according to the criteria outlined below.

#### 20.05 **Upgrade to an Honours Degree with an Honours Specialization**

Students who have graduated with a Nipissing three-year Bachelor of Arts or three-year Bachelor of Science degree, & who wish to upgrade to an Honours Bachelor of Arts or a Honours Bachelor of Science degree, with an honours specialization in the same subject of study, may apply for readmission to the University indicating their intent to pursue an Honours upgrade in the same subject of study on the application for re-admission.

To graduate with an Honours Bachelor degree students must meet the current published requirements for the Honours degree & the Honours Specialization as specified in the academic calendar for the year they are re-admitted.

**20.10 Upgrade to a Bachelor Degree with a Specialization**

Students who have graduated with a Nipissing three-year Bachelor of Arts or three-year Bachelor of Science degree, & who wish to upgrade to a Bachelor of Arts or a Bachelor of Science degree with a specialization in the same subject of study, may apply for readmission to the University indicating their intent to pursue an upgrade in the same subject of study on the application for re-admission

To graduate with Bachelor degree students must meet the current published requirements for the Bachelor degree & the Specialization as specified in the academic calendar for the year they are re-admitted.

**PART V  
SPECIFIC DISCIPLINE REQUIREMENTS**

**20.0 Anthropology**

**20.05 Admission Requirements**

Required: Six 12U/12M courses including English (ENG12U)

**20.20 Specialization**

Students must complete 120 credits including 54 credits in Anthropology as follows:

|                |                              |
|----------------|------------------------------|
| SOCI1016       | Introduction to Sociology    |
| ANTR1006       | Introduction to Anthropology |
| ANTR2006       | Cultural Anthropology        |
| ANTR/SOCI2016  | Classical Theory             |
| ANTR/SOCI 3036 | Qualitative Research Methods |
| ANTR 3407      | Anthropological Theory       |

36 credits in Anthropology or courses cross-listed with Anthropology

**20.30 Major**

Students must complete 90 credits including 36 credits in Anthropology as follows:

|               |                              |
|---------------|------------------------------|
| SOCI1016      | Introduction to Sociology    |
| ANTR1006      | Introduction to Anthropology |
| ANTR2006      | Cultural Anthropology        |
| ANTR/SOCI2016 | Classical Theory             |
| ANTR/SOCI3036 | Qualitative Research Methods |
| ANTR 3407     | Anthropological Theory       |

18 credits in Anthropology or courses cross-listed with Anthropology

The following courses are cross-listed with Anthropology:

|          |   |
|----------|---|
| SOCI3256 | Globalization & Development                     |
| SOCI3057 | Demography: Introduction to Populations Studies |
| SOCI4557 | Senior Seminar                                  |
| NATI3005 | Native Spirituality & Religions                 |

**30.0 Arts & Culture**

**30.05 Admission Requirements**

Required: Six 12U/12M courses including English (ENG12U)

**30.10 Honours Specialization**

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

|          |   |       |
|----------|---|-------|
| CULT1005 | Introduction to Studies in Culture & the Arts | 6 cr. |
| CULT2006 | Visual Culture I                              | 3 cr  |
| CULT2007 | Visual Culture II                             | 3 cr. |

**30.20 Specialization**

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

|          |   |       |
|----------|---|-------|
| CULT1005 | Introduction to Studies in Culture & the Arts | 6 cr. |
| CULT2006 | Visual Culture I                              | 3 cr  |
| CULT2007 | Visual Culture II                             | 3 cr. |

**30.30 Major**

Students must complete 120 credits including 36 credits the Major as follows:

|          |   |       |
|----------|---|-------|
| CULT1005 | Introduction to Studies in Culture & the Arts | 6 cr. |
| CULT2006 | Visual Culture I                              | 3 cr  |
| CULT2007 | Visual Culture II                             | 3 cr. |

**Arts & Culture Courses**

†3000 level English Studies courses require prerequisites ENGL2006/2007 as well as ENGL1106/1107

|                      |                                      |
|----------------------|--------------------------------------|
| ENGL2015             | Theatre Production                   |
| ENGL3036/37          | Studies in Media I, II               |
| ENGL3516             | Creative Writing: poetry             |
| ENGL3517             | Creative Writing: prose              |
| FAVA1026/27          | Art Fundamentals I/II                |
| FAVA1206/07          | Art History I/II                     |
| FAVA2006/07          | Drawing I/II                         |
| FAVA2026/27          | Painting I/II                        |
| FAVA2236/37          | Modern Art & Design History I/II     |
| FAVA3376/77          | Canadian Art History I/II            |
| FILM1005 6 cr.       | Intro to Film                        |
| FILM2105 6 cr.       | World Cinema                         |
| FILM2845 6 cr.       | The Director's Cinema                |
| GEND2306 3 cr.       | Art & Social Justice                 |
| GEND2305 6 cr.       | Women in Cinema                      |
| NATI 2025 6 cr.      | Native Creativity & the Arts         |
| *CULT4006 3 cr.      | Honours Seminar in Arts & Culture I  |
| *CULT4007 3 cr.      | Honours Seminar in Arts & Culture II |
| *CULT4105 6 cr.      | Research Essay                       |
| ENGL1106/07 3/3 cr.  | Intro to English Studies I, II       |
| ENGL2206/07 3/3 cr.  | Gender, Literature, Culture I, II    |
| ENGL2605 6 cr.       | Cultural Studies                     |
| ENGL3606/07 3/3 cr.  | Studies in Popular Culture I, II     |
| ENGL2445 6 cr.       | Children's Literature                |
| ENGL2006/07 3/3 cr.  | British Literature                   |
| ENGL2255 6 cr.       | Canadian Literature                  |
| ENGL2265 6 cr.       | American Literature                  |
| †ENGL3276/77 3/3 cr. | Native American Literature           |
| †ENGL3146/47 3/3 cr. | Postcolonial Literature I / II       |
| †ENGL3016/17 3/3 cr. | Marginalized Literatures I/ II       |

|  |  |
|--|--|
| GEND1025 6 cr.   | Introduction to Gender Equality & Social Justice     |
| GEND2166 3 cr.   | Women, Media & Representation                        |
| GEND2266 3 cr.   | Queer Media  |
| HIST1006/1007/1016/1017 (all 3 cr.)*                                       | Introduction to Historical Studies                   |
| HIST1405 6 cr.   | Power & Resistance in Canada's Past                  |
| HIST3036 3 cr.   | Topics in the History of Canadian Culture & Identity |
| HIST3196 3 cr.   | Canada in the Twentieth Century: Selected Problems   |
| HIST3346 3 cr.   | First Nations in Historical Perspectives             |
| HIST3355 6 cr.   | History of Women in Canada                           |
| *Note: Students are restricted to 12 credits of 1000 level History courses |  |
| NATI1005 6 cr.   | Madjitang: Intro to Native Studies                   |
| NATI2005 6 cr.   | Native Kinships with the Environment                 |
| NATI2016 3cr.  | Cultural Production in an International Environment  |

### 35.00 Arts & Cultural Management Major

#### 35.05 Admission Requirements

Required: Six 12U/12M courses including English (ENG12U)

#### 35.30 Major

Students must complete 120 credits including 36 credits the Major as follows:

##### Core Courses - 24 credits:

|  |       |
|--|-------|
| ACCT1106 - Introductory Financial Accounting I                 | 3 cr. |
| ADMN1156 - Business for Non-Business Majors                    | 3 cr. |
| MKTG1126 - Marketing Concepts                                  | 3 cr. |
| ORGS1136 - Introduction to Organizational Behaviour            | 3 cr. |
| ACMT3006 - Administration of Artistic & Cultural Organizations | 3 cr. |
| ACMT3007 - Cultural Entrepreneurship                           | 3 cr. |
| ACMT4005 - Arts & Cultural Management Senior Internship        | 6 cr. |

##### Additional Management courses (12 credits)

*Students MUST choose 12 credits from any ACCT, ADMN, ORGS, MKTG or TMGT courses.*

*The following are recommended:*

|   |       |
|---|-------|
| ACCT1107 - Introduction to Financial Accounting II    | 3 cr. |
| ACCT2146 - Management Accounting & Control I          | 3 cr. |
| MKTG2127 - Marketing for Managers                     | 3 cr. |
| MKTG3416 - Communications: Advertising & Promotion    | 3 cr. |
| MKTG4426 - Services Marketing Management              | 3 cr. |
| ORGS1137 - Introduction to Human Resource Management  | 3 cr. |
| TMGT3006 - Technology, Business & Society             | 3 cr. |
| ADMN3506 - Management of Not-for-Profit Organizations | 3 cr. |

#### 35.50 Certificate in Arts & Cultural Management

##### Admission Requirements:

18 credits of undergraduate courses or admission as a mature student.

30 credits in total with 21 core credits as follows:

|  |       |
|--|-------|
| ACCT1106 - Introductory Financial Accounting I | 3 cr. |
| ADMN1156 - Business for Non-Business Majors    | 3 cr. |
| MKTG1126 - Marketing Concepts                  | 3 cr. |

|  |       |
|--|-------|
| ORGS1136 – Introduction to Organizational Behaviour            | 3 cr. |
| ACMT3006 - Administration of Artistic & Cultural Organizations | 3 cr. |
| ACMT3007 - Cultural Entrepreneurship                           | 3 cr. |
| ACMT3017 - Arts & Cultural Management Internship               | 3 cr. |

\*Up to six credits of transfer credits may be counted toward the certificate. Students with more than six credits of overlapping courses may request substitutions through the program coordinator.

Any combination of courses drawn from ACCT/ADMN/ORGS/MKTG/TMGT from the School of Business. 9 cr.

## 40.0 Biology

### 40.05 Admission Requirements

Required: Six 12U/4M courses including English (ENG12U), Biology (SBI12U), Chemistry (SCH12U), Math (MCB12U or MGA12U)

### 40.10 Honours Specialization

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

|  |        |
|--|--------|
| BIOL 1006 Introduction to Molecular & Cell Biology                       | 3 cr   |
| BIOL 1007 Introduction to Organismal & Evolutionary Biology              | 3 cr.  |
| BIOL 2446 Principles of Ecology  | 3 cr.  |
| BIOL 2557 Genetics   | 3cr.   |
| BIOL 2336 Biology of Seedless Plants or BIOL 2337 Biology of Seed Plants | 3cr.   |
| BIOL 2836 Invertebrate Zoology or BIOL 2837 Vertebrate Zoology           | 3cr.   |
| BIOL 3117 Biostatistics  | 3cr.   |
| BIOL upper level   | 18 cr. |
| BIOL 3000  | 12 cr. |
| BIOL 4000 level  | 9 cr.  |

Other Science Requirements (for BSc only)

|  |       |
|--|-------|
| CHEM1006 General Chemistry I                               | 3 cr. |
| CHEM1007 General Chemistry II                              | 3 cr. |
| CHEM2000 level   | 3 cr. |
| MATH1257 Technical Statistics                              | 3 cr. |
| **Mathematics 1000 level (excluding MATH1070/911/1912/922) | 3 cr. |
| Science  | 6 cr. |

- Students must have completed all of their required 2000 level Biology courses to be enrolled in a 4<sup>th</sup>-year course.
- Students must be in the Honours Biology program or the Honours Environmental Biology & Technology program to enroll in the following courses: BIOL4107, BIOL4506, BIOL4607, BIOL4706, BIOL4976, BIOL4995, or BIOL4997.
- Students pursuing a thesis must choose BIOL4706 Literature Research & Seminar 1 & BIOL4995 Thesis

### 40.20 Specialization

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

|   |       |
|---|-------|
| BIOL1006 Introduction to Molecular & Cell Biology                       | 3 cr  |
| BIOL1007 Introduction to Organismal & Evolutionary Biology              | 3 cr. |
| BIOL2446 Principles of Ecology  | 3 cr. |
| BIOL2557 Genetics   | 3cr.  |
| BIOL2336 Biology of Seedless Plants or BIOL 2337 Biology of Seed Plants | 3cr.  |
| BIOL2836 Invertebrate Zoology or BIOL 2837 Vertebrate Zoology           | 3cr.  |



|                        |        |
|------------------------|--------|
| BIOL3117 Biostatistics | 3cr.   |
| BIOLupper level        | 18 cr. |
| BIOL3000 or 4000 level | 15 cr. |

Other Science Requirements (for BSc only)

|                               |       |
|-------------------------------|-------|
| CHEM1006 General Chemistry I  | 3 cr. |
| CHEM1007 General Chemistry II | 3 cr. |
| MATH1000 Level                | 3 cr  |
| Science                       | 6 cr. |

- Students must have completed all of their required 2000 level Biology courses to be enrolled in a 4<sup>th</sup>-year course.

#### 40.30 Major

Students must complete 36 credits in the Major as follows:

|   |        |
|---|--------|
| BIOL1006 Introduction to Molecular & Cell Biology                       | 3 cr   |
| BIOL1007 Introduction to Organismal & Evolutionary Biology              | 3 cr.  |
| BIOL2446 Principles of Ecology  | 3 cr.  |
| BIOL2557 Genetics   | 3cr.   |
| BIOL2336 Biology of Seedless Plants or BIOL 2337 Biology of Seed Plants | 3cr.   |
| BIOL2836 Invertebrate Zoology or BIOL 2837 Vertebrate Zoology           | 3cr.   |
| BIOLupper level   | 18 cr. |

Other Science Requirements (for BSc only)

|                               |       |
|-------------------------------|-------|
| CHEM1006 General Chemistry I  | 3 cr. |
| CHEM1007 General Chemistry II | 3 cr. |
| MATH1000 Level                | 3 cr  |
| Science                       | 6 cr. |

- Students must have completed all of their required 2000 level Biology courses to be enrolled in a 4<sup>th</sup>-year course.
- Students must be in the Honours Biology program or the Honours Environmental Biology & Technology program to enroll in the following courses: BIOL4107, BIOL4506, BIOL4607, BIOL4706, BIOL4976, BIOL4995, or BIOL4997.
- The department recommends that students who are doing an Honours Double Major in Biology take BIOL3117.

#### 40.40 Minor

A minor in Biology is available to students pursuing a major in another discipline. A minor consists of a minimum of 18 credits in a discipline, with at least six credits at the first-year level & at least six credits at the upper year level. Cross-coded & cross-listed courses may count towards a minor if they have not been used elsewhere to complete program requirements. A minimum grade of 60% is required in the introductory course(s) presented for the minor.

#### 40.50 Certificate in Neuroscience

The certificate in Neuroscience provides students in an Honours Bachelor of Science in Biology or an Honours Bachelor of Science in Psychology with an opportunity for interdisciplinary research that considers the processes of the brain at all phylogenetic levels.

Students must complete all of the following within the BSc Honours Biology or BSc Honours Psychology:

|   |       |
|---|-------|
| BIOL1006 Introduction to Molecular & Cell Biology | 3 cr. |
| BIOL2206 Introduction to Biochemistry             | 3 cr. |
| BIOL2706 Human Anatomy & Physiology I             | 3 cr. |
| BIOL4557 Developmental & Behavioural Genetics     | 3 cr. |
| CHEM1005 General Chemistry                        | 6 cr. |
| PSYC1106 Introduction to Psychology I             | 3 cr. |

|                                   |       |
|-----------------------------------|-------|
| PSYC2605 Behavioural Neuroscience | 6 cr. |
| PSYC2906 Sensation                | 3 cr. |

One of:

|  |       |
|--|-------|
| PSYC3506 Neuropharmacology             |       |
| PSYC4616 Neural Bases of Consciousness |       |
| PSYC4706 Advanced Neuroanatomy         | 3 cr. |

One of:

|                                     |       |
|-------------------------------------|-------|
| BIOL3717 Animal Behaviour <b>or</b> |       |
| PSYC2206 Learning I                 | 3 cr. |

One of:

|                                     |       |
|-------------------------------------|-------|
| *BIOL4995 Thesis <b>or</b>          |       |
| *PSYC4105 Student's Investigation I | 6 cr. |

The following courses are highly recommended:

BIOL2557 Genetics  
 BIOL2707 Human Anatomy & Physiology II  
 CHEM2106 An Introduction to Analytic Chemistry  
 CHEM2306 Organic Chemistry I  
 CHEM2307 Organic Chemistry II  
 PSYC3307 Learning II

\*The thesis must be conducted in a Neuroscience area.

#### **40.60 MOU with Tyndale University College & Nipissing Biology Major**

##### **1. Biology Major, Years One & Two (Tyndale)**

In their first two years of study at Tyndale, students will take up to eight courses (24 credits) in Biology & Chemistry, in addition to courses in Humanities (English, History, Philosophy, Biblical Studies & Theology, Fine Arts) & the Social Sciences (Economics, Psychology, Human Services), for a total of 60 credits, with a minimum overall average of 60% (GPA 2.0) for the Bachelor of Science (Four Year) Degree, & a minimum overall average of 70% (GPA 3.0) for the Bachelor of Science (Honours).

Biology majors must complete six credits in Humanities courses & an additional six credits in Social Sciences; ordinarily this requirement will be met in the first two years of the Tyndale/Nipissing program.

##### **Biology Major, Years Three & Four (Nipissing)**

Students will complete an additional 60 credits at Nipissing, fulfilling all of the remaining requirements of the Bachelor of Science (Four Year) or Bachelor of Science (Honours) degrees, as specified in the University Calendar current in the year of their matriculation to Tyndale.

#### **45.0 Business Administration**

##### **45.05 Admission Requirements**

Required: Six 12U/12M courses including English (ENGL12U) & two Mathematics. Applicants who do not have the 12U mathematics credit or equivalent will be considered for admission on condition that they pass MATH1911 or MATH1912 in their first 30 credits.

Students are limited to no more than 39 credits of advanced standing from the Canadian Securities Institute/Institute of Canadian Bankers courses. Advanced standing for college business diplomas & CSI/ICB courses combined shall not exceed a total of 45 credits.

#### 45.10 Bachelor of Business Administration Degree

To graduate with a Bachelor of Business Administration Degree or Bachelor of Business Administration (Honours) degree, students must complete 120 credits, including 60 credits from the BBA core program requirements as follows:

|          |   |       |
|----------|---|-------|
| ACCT1107 | Introductory Financial Accounting II                    | 3 cr. |
| ADMN1607 | Business Mathematics                                    | 3 cr. |
| ORGS1136 | Introduction to Organizational Behaviour                | 3 cr. |
| ECON1006 | Introduction to Microeconomics                          | 3 cr. |
| ECON1007 | Introduction to Macroeconomics                          | 3 cr. |
| HRMS1137 | Management of Human Resources                           | 3 cr. |
| MKTG1126 | Marketing Concepts                                      | 3 cr. |
| MKTG2127 | Marketing for Managers                                  | 3 cr. |
| TMGT1107 | Introduction to Innovation, Technology & Sustainability | 3 cr. |
| ACCT2146 | Management Accounting & Control I                       | 3 cr. |
| ADMN2136 | Research in Management                                  | 3 cr. |
| ADMN2306 | Business Ethics   | 3 cr. |
| ADMN2606 | Business Statistics                                     | 3 cr. |
| ADMN3046 | Operations Management                                   | 3 cr. |
| ADMN3056 | Economics & Management Decision Making                  | 3 cr. |
| ADMN3116 | Financial Management I                                  | 3 cr. |
| ADMN3117 | Financial Management II                                 | 3 cr. |
| TMGT3856 | Information Systems                                     | 3 cr. |
| ADMN4606 | Business Strategy & Policy I                            | 3 cr. |
| ADMN4607 | Business Strategy & Policy II                           | 3 cr. |

Students without any prior background in Accounting will be required to take ACCT1106 in preparation for ACCT1107. ADMN1606 & ADMN2707 may be substituted for ADMN1607 & ADMN2606.

#### Other Program Requirements

|                                 |        |
|---------------------------------|--------|
| *ACCT, ADMN, ECON, MKTG or TMGT | 6 cr.  |
| Humanities                      | 6 cr.  |
| Sciences                        | 6 cr.  |
| Electives                       | 39 cr. |

\* For the BBA (honours), these credits must be at the 4000 level.

#### Selecting a BBA Stream

Prior to commencing the second year of study, students may decide if they wish to graduate with either a BBA, or with a BBA that has a stream. This stream will be noted on the student's graduation diploma. Nipissing BBA students have a choice of specializing in Accounting, Economics, Organizational Studies, Marketing or Technology Management.

Should students wish to specialize in one of the streams, they must complete a specific series of elective courses, chosen from the groups below, during their third & fourth years of study. Some streams require students to begin to take some courses during their second year. It is important for students to consult the coordinators in the applicable stream for specific requirements. Students are required to declare whether or not they will pursue a stream, prior to registering for their third year of studies. For each stream, there will be a faculty member responsible for coordinating student intake, questions, & course-related concerns.

#### The Accounting Stream

Students must complete the following during their second, third & fourth years of study as follows:

|          |                           |       |
|----------|---------------------------|-------|
| All of:  |                           |       |
| ACCT2106 | Intermediate Accounting I | 3 cr. |

|          |                                    |       |
|----------|------------------------------------|-------|
| ACCT2107 | Intermediate Accounting II         | 3 cr. |
| ACCT2147 | Management Accounting & Control II | 3 cr. |

9 credits from the following:

|          |  |       |
|----------|--|-------|
| ACCT3127 | Accounting Information Systems           | 3 cr. |
| ACCT4816 | Personal Taxation                        | 3 cr. |
| ACCT4817 | Corporate Taxation                       | 3 cr. |
| ACCT4827 | Auditing                                 | 3 cr. |
| ACCT4836 | Advanced Accounting Topics I             | 3 cr. |
| ACCT4837 | Advanced Accounting Topics II            | 3 cr. |
| ACCT4887 | Advanced Management Accounting           | 3 cr. |
| ACCT4926 | Information Systems Auditing & Assurance | 3 cr. |
| ACCT4927 | Advanced Auditing                        | 3 cr. |

#### The Economics Stream

Students must complete the following during their second, third & fourth years of study as follows:

All of:

|          |  |       |
|----------|--|-------|
| ECON2007 | Labour Economics                               | 3 cr. |
| ECON2017 | Money, Banking & the Canadian Financial System | 3 cr. |
| ECON2016 | Intermediate Macroeconomics                    | 3 cr. |
| ECON4005 | Research Project in Economics                  | 6 cr. |
| ECON4126 | Special Topics in Economics I                  | 3 cr. |
| ECON4127 | Special Topics in Economics II                 | 3 cr. |

6 credits from the following:

|          |   |       |
|----------|---|-------|
| ECON3066 | Principles & Concepts of Economic Development | 3 cr. |
| ECON3067 | Problems & Policies of Economic Development   | 3 cr. |
| ECON3086 | The Economics of Income & Wealth              | 3 cr. |
| ECON3087 | Selected Canadian Economic Policy Issues      | 3 cr. |
| ECON3126 | Introduction to Econometrics                  | 3 cr. |
| ECON3226 | International Economics                       | 3 cr. |
| ECON3127 | International Finance                         | 3 cr. |

#### The Organizational Studies Stream

Students must complete 24 credits of the following in addition to the six credits of organizational studies in the BBA core requirements:

|          |  |       |
|----------|--|-------|
| ADMN2706 | Introduction to Intercultural Management           | 3 cr. |
| ORGS2006 | Recruitment & Selection                            | 3 cr. |
| ORGS3006 | Management Practices for Sustainable Business      | 3 cr. |
| ORGS3007 | Strategic Corporate Social Responsibility          | 3 cr. |
| ORGS3016 | The Evolution of Business Comparative Perspectives | 3 cr. |
| ADMN4137 | Current Issues in Management                       | 3 cr. |
| ADMN4206 | International Management                           | 3 cr. |
| ORGS2007 | Business & Government Relations in Canada          | 3 cr. |
| ORGS2117 | Industrial Relations                               | 3 cr. |
| ORGS3146 | Compensation & Rewards                             | 3 cr. |
| ORGS3147 | Organizational Health & Safety                     | 3 cr. |
| ORGS3246 | Human Resources Research & Information Systems     | 3 cr. |
| ORGS3247 | Human Resources Planning                           | 3 cr. |
| ORGS3307 | Gender & Diversity in Organizations                | 3 cr. |
| ORGS3836 | Training & Development                             | 3 cr. |
| ORGS4706 | Organizational Structure & Design                  | 3 cr. |
| ORGS4837 | Organizational Development & Change                | 3 cr. |

Marketing Stream

Students must complete the following during their second, third & fourth years of study as follows:

All of:

|  |       |
|--|-------|
| MKTG3126 Consumer Behaviour                      | 3 cr. |
| MKTG3416 Communications: Advertising & Promotion | 3 cr. |
| MKTG4406 Applied Marketing Management            | 3 cr. |

9 credits from the following:

|   |       |
|---|-------|
| MKTG2417 Communications: Selling & Sales Management | 3 cr. |
| MKTG3206 Sports Marketing                           | 3 cr. |
| MKTG3316 Communications: Public Relations           | 3 cr. |
| MKTG3437 Product & Brand Management                 | 3 cr. |
| MKTG3417 International Marketing                    | 3 cr. |
| MKTG3436 Social Marketing                           | 3 cr. |
| MKTG4426 Services Marketing Management              | 3 cr. |
| MKTG4427 Business-to-Business Marketing             | 3 cr. |

Technology Management Stream

Students must complete the following during their second, third & fourth years of study as follows:

All of:

|  |       |
|--|-------|
| TMGT2106 Systems Analysis & Design             | 3 cr. |
| TMGT3807 Project Management                    | 3 cr. |
| TMGT4006 Management of Innovation & Technology | 3 cr. |

9 credits of the following:

|  |       |
|--|-------|
| ACCT3127 Accounting Information Systems  | 3 cr. |
| ACCT4926 Information Systems Auditing & Assurance                              | 3 cr. |
| BIOL2557 Genetics  | 3 cr. |
| BIOL3557 Genetics & Society  | 3 cr. |
| CHEM1006 General Chemistry I   | 3 cr. |
| CHEM1007 General Chemistry II  | 3 cr. |
| COSC1557 Introduction to Computer Science                                      | 3 cr. |
| COSC1567 Programming in C++  | 3 cr. |
| COSC2767 Object Oriented Programming   | 3 cr. |
| COSC3606 Database Maintenance  | 3 cr. |
| ENSC1005 Introduction to Environmental Science                                 | 6 cr. |
| MATH1056 Discrete Mathematics I  | 3 cr. |
| ORGS4837 Organizational Development & Change                                   | 3 cr. |
| PHIL2505 Reasoning & Logical Argument  | 6 cr. |
| PHYS1006 General Physics I: Mechanics  | 3 cr. |
| PHYS1007 General Physics II: Mechanical Wave, Fluid Mechanics & Thermodynamics | 6 cr. |
| PSYC1106 Introduction of Psychology I  | 3 cr. |
| PSYC2605 Behavioural Neuroscience  | 6 cr. |
| TMGT2011 Fundamentals of GIS & Computer Mapping                                | 3 cr. |
| TMGT3006 Technology, Business & Society  | 3 cr. |
| TMGT3017 Programming for Business  | 3 cr. |
| TMGT3236 Networking in a Business Environment                                  | 3 cr. |
| TMGT4126 E-Business  | 3 cr. |
| TMGT4417 Current Trends in Technology Management                               | 3 cr. |

#### 45.40 Minors in Business Subjects

Business Minors are available to students pursuing a major in a discipline other than business. They are available as a Minor in general business titled “Minor in Business Administration” & by subject as a “Minor in Human Resources”, “Minor in Marketing” & “Minor in Corporate Social Responsibility. Additional detail about each Minor follows:

##### **Minor in Business Administration**

A minor in Business Administration must consist of 18 credits from ACCT, ADMN, ECON, MKTG, ORGS, & TMGT courses must include ADMN1156 Business for Non-Business Majors & at least six credits at upper year level. Cross-coded & cross-listed courses may count towards the minor if they have not been used elsewhere to complete program requirements.

##### **Minor in Human Resources**

A minor in Human Resources consists of ORGS1137 & 15 additional credits from:

- ADMN 1156 Business for non-business majors
- ORGS 1136 Introduction to Organizational Behaviour
- ORGS 2117 Industrial Relations
- ORGS 2006 Recruitment & Selection
- ORGS3016 The Evolution Business: Comparative Perspectives
- ORGS3146 Compensation & Rewards
- ORGS3147 Health & Safety
- ORGS 3246 Human Resources Research & Information Systems
- ORGS 3247 Human Resources Planning
- ORGS 3836 Training & Development
- ORGS4706 Organizational Structure & Design
- ORGS4837 Organizational Development & Change

##### **Minor in Marketing**

A minor in Marketing must consist of 18 credits as follows:

- ADMN 1156 Business for Non-business majors
- MKTG 1126 Marketing Concepts
- MKTG 2127 Marketing for Managers

&, 9 other credits from MKTG courses.

##### **Minor in Corporate Social Responsibility**

A minor in Corporate Social Responsibility must consist of ORGS3007 & 15 additional credits from the following:

- ADMN1156 Business for Non-business majors
- ADMN 2306 Business Ethics
- ORGS 3006 Management Practices for Sustainable Business
- ADMN 2706 Introduction to Intercultural Management
- MKTG 3436 Social Marketing
- ORGS 3016 Evolution of Business; a comparative perspective.
- ORGS 3147 Occupational Health & Safety
- ORGS 3307 Gender & Diversity Management

#### 45.50 iLEAD Business Experience Certificate

The iLEAD Business Experience Certificate will be awarded to BBA & BComm students at time of graduation who as part of their studies successfully complete 15 credits as follows:

9 credits from the following:

- ADMN3096 – Canadian Academic Internship
- ADMN3146 – International Study Exchange Project
- ADMN3336 – Special Project

ADMN3337 – Field Placement I  
 ADMN4335 – Honours Thesis  
 ADMN4336 – Directed Studies  
 ADMN4337 – Field Placement II  
 ADMN4146 – Community Organization Internship  
 ADMN4155 – International Academic Internship  
 ADMN4165 – Intercultural Academic Internship  
 UNIV2011 – Introduction to Community Service-Learning

& an additional 6 credits of any upper year ADMN, ORGS, TMGT, ECON, &/or MKTG

## 50.0 Business Information Systems

*Until officially deleted through PPC & Senate, the BBIS degree & program requirements have been banked.*

## 55.0 Chemistry

### 55.40 Minor

Students must complete 18 credits as follows:

|   |       |
|---|-------|
| CHEM1006 – General Chemistry I              | 3 cr. |
| CHEM1007 – General Chemistry II             | 3 cr  |
| At least 12 credits of upper year Chemistry | 12 cr |

\* Cross-listed courses may not count towards a Minor in Chemistry

## 60.0 Child & Family Studies

### 60.05 Admission Requirements

Required: Six 12U/12M courses including English (ENG12U)

### 60.10 Honours Specialization

\*Students must complete 120 credits including a minimum of 60 credits in the honours specialization as follows:

|          |   |        |
|----------|---|--------|
| CHFS1006 | Introduction to Child & Family Studies              | 3 cr.  |
| PSYC1106 | Introduction to Psychology I                        | 3 cr.  |
| PSYC1107 | Introduction to Psychology II                       | 3 cr.  |
| SOCI1016 | Introduction to Sociology                           | 3 cr   |
| SWLF1006 | Introduction to Social Welfare & Social Development | 3 cr.  |
| CHFS2026 | Methods in Behavioural & Social Sciences            | 3 cr.  |
| CHFS2106 | Human Development: Children & Youth                 | 3 cr.  |
| CHFS2107 | Human Development: Adults & Aging                   | 3 cr.  |
| CHFS2206 | Children, Families, & Social Justice                | 3 cr.  |
| CHFS3035 | Statistics in Behavioural & Social Sciences         | 6 cr.  |
| CHFS4005 | Honours Research Seminar <b>or</b>                  |        |
| CHFS4105 | Research Essay                                      | 6 cr.  |
| Group 1  |   | 9 cr.  |
| Group 2  |   | 12 cr. |

### 60.20 Specialization

\*Students must complete 120 credits including a minimum of 54 credits in the specialization as follows:

|          |   |        |
|----------|---|--------|
| CHFS1006 | Introduction to Child & Family Studies              | 3 cr.  |
| PSYC1106 | Introduction to Psychology I                        | 3 cr.  |
| PSYC1107 | Introduction to Psychology II                       | 3 cr.  |
| SOCI1016 | Introduction to Sociology                           | 3 cr.  |
| SWLF1006 | Introduction to Social Welfare & Social Development | 3 cr.  |
| CHFS2026 | Methods in Behavioural & Social Sciences            | 3 cr.  |
| CHFS2106 | Human Development: Children & Youth                 | 3 cr.  |
| CHFS2107 | Human Development: Adults & Aging                   | 3 cr.  |
| CHFS2206 | Children, Families, & Social Justice                | 3 cr.  |
| CHFS3035 | Statistics in Behavioural and Social Sciences       | 6 cr.  |
| Group 1  |   | 9 cr.  |
| Group 2  |   | 12 cr. |

\*Students admitted to this program with advance standing from a related college diploma will be required to take 9 credits of: PSYC1106/PSYC1107, SOCI1016 & SWLF1006.

### **Other Program Requirements**

|            |        |
|------------|--------|
| Humanities | 6 cr.  |
| Science    | 6 cr.  |
| Electives  | 36 cr. |

### **60.30 Major**

\*Students must complete 90 credits including a minimum of 36 credits in Child & Family Studies as follows:

|                  |   |        |
|------------------|---|--------|
| CHFS1006         | Introduction to Child & Family Studies              | 3 cr.  |
| PSYC1106         | Introduction to Psychology I                        | 3 cr.  |
| PSYC1107         | Introduction to Psychology II                       | 3 cr.  |
| SOCI1016         | Introduction to Sociology                           | 3 cr.  |
| SWLF1006         | Introduction to Social Welfare & Social Development | 3 cr.  |
| CHFS2106         | Human Development: Children & Youth                 | 3 cr.  |
| CHFS2107         | Human Development: Adults & Aging                   | 3 cr.  |
| CHFS2206         | Children, Families, & Social Justice                | 3 cr.  |
| CHFS upper level |   | 12 cr. |

\*Students admitted to this program with advance standing from an Early Childhood Education diploma will be required to take 12 credits of: PSYC1106 / PSYC 1107, SOCI1016 & SWLF1005.

### Other Program Requirements

|            |       |
|------------|-------|
| Humanities | 6 cr  |
| Science    | 6 cr  |
| Electives  | 30 cr |

### **60.40 Minor**

Students must complete a minimum of 18 credits in Child & Family Studies as follows:

|                  |  |        |
|------------------|--|--------|
| CHFS1006         | Introduction to Child & Family Studies | 3 cr.  |
| CHFS upper level |  | 15 cr. |

### **60.50 Bachelor of Arts (Hon Spec)/Bachelor of Education P/J (Concurrent) for CAAT ECE Graduates**

Students must complete a minimum of 153 credits including a minimum 120 credit required for the Bachelor of Arts (Honours) in Child & Family Studies & a minimum 33 credits (P/J Division) required for the Bachelor of Education (concurrent). Students



admitted to the BA CHFS/BEDF P/J with an ECE diploma will be granted advanced standing for their completed ECE diploma to a maximum of 30 undergraduate & 2 education credits.

### Year 1

|                                  |        |
|----------------------------------|--------|
| EDUC4102 – Education & Schooling | 3 cr   |
| EDUC4434 – Curriculum Methods I  | 2.5 cr |

### Year 2

|   |      |
|---|------|
| EDUC2123 – Observation & Practice Teaching II         | 1 cr |
| EDUC4112 – Language Arts                              | 3 cr |
| EDUC4103 – Educational Psychology & Special Education | 3 cr |

### Year 3

|  |        |
|--|--------|
| EDUC3123 – Observation & Practice Teaching III | 1 cr   |
| EDUC4113 – Language Arts                       | 3 cr   |
| EDUC4444 – Curriculum Methods II               | 2.5 cr |

### Year 4

For the Junior/Intermediate Division, students must choose one of the following according to the major:

|  |        |
|--|--------|
| EDUC4133 – Observation & Practice Teaching V* (13 weeks)         | 3 cr   |
| EDUC4244 – Visual Arts   | 1.5 cr |
| EDUC4254 – Music Education                                       | 1.5 cr |
| EDUC4264 – Health & Physical Education                           | 1.5 cr |
| EDUC4274 – Mathematics Education                                 | 1.5 cr |
| EDUC4284 – Science Education                                     | 1.5 cr |
| EDUC4294 – Social Studies  | 1.5 cr |
| CHFS4005 – Honours Research Seminar <b>or</b>                    |        |
| CHFS4105 – Research Essay  | 6 cr   |
| SOCI2091 – Sociology for Educators I: Social Theory & Education  | 3 cr   |
| SOCI2092 – Sociology for Educators I: Social Issues in Education | 3 cr   |

\* must have a total of 6 credits in each of Canadian History & Geography

## CHFS Groupings

### Group 1

### Human Development & Learning

|          |  |
|----------|--|
| CHFS3036 | Ethics & Professional Standards                        |
| CHFS3116 | Autism Spectrum Disorders                              |
| CHFS3127 | Fetal Alcohol Spectrum Disorders                       |
| CHFS3137 | ABA II: Advanced Topics in Applied Behaviour Analysis  |
| CHFS4016 | Program Evaluation & Clinical Outcomes Management      |
| CHFS4017 | Practicum: Applied Research & Evaluation               |
| CHFS4106 | Assessment & Intervention Planning                     |
| CHFS4206 | Applied Developmental Neuropsychology                  |
| CHFS4306 | Special Topics: Human Development & Learning           |
| PSYC2020 | Development Psychology for Educators                   |
| PSYC3405 | Psychology of Education                                |
| PSYC3626 | Psychological Disorders in Children                    |
| SOCI2006 | The Child & Society                                    |
| SOCI2007 | The Adolescent & Society                               |
| SOCI2037 | Sociology of Family & Household Relationships          |
| SOCI2036 | Introduction to Social Gerontology                     |
| SOCI2091 | Sociology for Educators I: social theory & education   |
| SOCI2092 | Sociology for Educators II: social issues in education |

**Group 2          Child & Family Well-Being: Issues, Services, & Social Justice**

|            |  |
|------------|--|
| CHFS2216   | Children's Rights                                |
| CHFS2217   | Selected Topics in Children's Rights             |
| CHFS3037   | Race & Racism                                    |
| CHFS3105   | Child Welfare: Critical Reflections              |
| CHFS3106   | Youth and Social Justice                         |
| CHFS3206   | Case Studies: Marginalized Groups of Children    |
| CHFS3216   | Caregivers & the Welfare of Children & Families  |
| CHFS4307   | Special Topics: Social Justice                   |
| SWLF2006   | Ideology & Social Welfare                        |
| SWLF2007   | Poverty & Social Policy in Canada                |
| SWLF3406   | Colonialism in First Nations Communities         |
| SWLF3407   | Social Development in First Nations' Communities |
| SWLF3446   | Women & Social Welfare                           |
| SWLF3806   | Family Violence                                  |
| SOCI3186   | Health & the Family                              |
| SOCI3506 - | Social Problems                                  |

**65.0      Classical Studies**

**65.05    Admission Requirements**

Required: Six 12U/12M courses including English (ENG12U)

**65.10    Honours Specialization**

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

|           |  |        |
|-----------|--|--------|
| CLAS1006  | The Civilization of Ancient Greece   | 3 cr.  |
| CLAS1007  | The Civilization of Ancient Rome   | 3 cr.  |
| CLAS1106  | Introductory Latin I   |        |
| CLAS1107  | Introductory Latin II  |        |
| CLAS2116  | Intermediate Latin I: Advanced Latin Grammar                                 |        |
| CLAS2117  | Intermediate Latin II: Introduction to Latin Literature                      |        |
| <u>OR</u> |  |        |
| CLAS1206  | Introductory Ancient Greek I   |        |
| CLAS1207  | Introductory Ancient Greek II  |        |
| CLAS2116  | Intermediate Ancient Greek I: Advanced Greek Grammar                         |        |
| CLAS2117  | Intermediate Ancient Greek II: Introduction to Greek Literature              | 12 cr. |
| One of:   |  | 3 cr.  |
| CLAS2416  | The History of Ancient Greece: From the Bronze Age to the Death of Cleopatra |        |
| CLAS2417  | The History of Ancient Rome: From the Beginning to the Barbarian Invasions   |        |
| One of:   |  | 3 cr.  |
| CLAS 2426 | Famous Figures of Ancient Greece   |        |
| CLAS 2427 | Famous Figures of Ancient Rome   |        |
| Two of    |  | 6 cr.  |
| CLAS 2306 | The Greek Historians   |        |
| CLAS 2307 | The Roman Historians   |        |
| CLAS 2316 | Introduction to Ancient Greek Literature in Translation                      |        |
| CLAS 2317 | Introduction to Roman Literature in Translation                              |        |

CLAS 3317 Selected Readings in Roman Literature in Translation  
 CLAS 3326 Greek Drama & Theatre  
 CLAS 3327 Roman Comedy

Six Credits of: 6 cr.

CLAS4416 Topics in Greek History & Culture

&

CLAS4427 Honours Seminar in Greek/Roman History & Culture

or

CLAS4417 Topics in Roman History & Culture

&

CLAS4427 Honours Seminar in Greek/Roman History & Culture

or

CLAS 4495 Independent Reading/Research 6 cr.

CLAS upper level courses or courses cross-listed with Classical Studies 24 cr.

## 65.20 Specialization

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

CLAS1006 The Civilization of Ancient Greece 3 cr.

CLAS1007 The Civilization of Ancient Rome 3 cr.

One of: 3 cr.

CLAS2416 The History of Ancient Greece: From the Bronze Age to the Death of Cleopatra

CLAS2417 The History of Ancient Rome: From the Beginning to the Barbarian Invasions

One of: 3 cr.

CLAS 2426 Famous Figures of Ancient Greece

CLAS 2427 Famous Figures of Ancient Rome

Two of 6 cr.

CLAS 2306 The Greek Historians

CLAS 2307 The Roman Historians

CLAS 2316 Introduction to Ancient Greek Literature in Translation

CLAS 2317 Introduction to Roman Literature in Translation

CLAS 3317 Selected Readings in Roman Literature in Translation

CLAS 3326 Greek Drama & Theatre

CLAS 3327 Roman Comedy

Two of 6 cr.

CLAS 2006 Myth & Religion in Ancient Greece

CLAS 2007 Myth & Religion in Ancient Rome

CLAS 2406 War & Society in Ancient Greece

CLAS 2407 War & Society in Ancient Rome

Three of 9 cr.

CLAS 3066 Race, Racism, & Ethnic Identity in Ancient Greece & Rome

CLAS 3096 Women in Ancient Greece

CLAS 3097 Women in the Roman World

CLAS 3206 Gender & Sexuality in Greece & Rome

CLAS 3207 Slavery in the Roman World

CLAS 3416 Selected Topics in Greek History & Culture

CLAS 3417 Selected Topics in Roman History & Culture

CLAS upper-level Courses or Cross-listed Courses 21 cr.  
 (Note: Students may substitute 1000 level Latin &/or Greek courses (total of 12 credits) for upper-level courses)

### 65.30 Major

Students must complete 36 credits in the Major as follows:

CLAS1006 The Civilization of Ancient Greece 3 cr.  
 CLAS1007 The Civilization of Ancient Rome 3 cr.

One of: 3 cr.  
 CLAS2416 – The History of Ancient Greece  
 CLAS2417 – The History of Ancient Rome

One of: 3 cr.  
 CLAS2426 – Famous Figures of Ancient Greece  
 CLAS2427 – Famous Figures of Ancient Rome

Two of: 6 cr.  
 CLAS2306 – The Greek Historians  
 CLAS2307 – The Roman Historians  
 CLAS2316 – Introduction to Ancient Greek Literature in Translation  
 CLAS2317 – Introduction to Ancient Roman Literature in Translation  
 CLAS3317 – Selected Readings in Roman Literature in Translation  
 CLAS3326 – Greek Drama & Theatre  
 CLAS3327 – Roman Comedy

CLAS upper-level Courses or Cross-listed Courses 18 cr.  
 (Note: Students may substitute 1000 level Latin &/or Greek courses for upper-level courses)

### 65.40 Minor

CLAS1006 The Civilization of Ancient Greece 3 cr.  
 CLAS1007 The Civilization of Ancient Rome 3 cr.  
 CLAS upper level courses 12 cr.

Courses Cross-listed with Classical Studies  
 FAVA1206 Art History I  
 HIST2055 History of Ancient Civilizations  
 PHIL2305 Origins of Western Philosophy  
 POLI2106 Great Political Questions

## 70.0 Commerce

### 70.05 Admission Requirements

Required: English (ENG12U); one Mathematics, but applicants will be considered without it; three years postsecondary study or equivalent.

Students are limited to no more than 39 credits of advanced standing from the Canadian Securities Institute/Institute of Canadian Bankers courses. Advanced standing for college business diplomas & CSI/ICB courses combined shall not exceed a total of 45 credits.

### 70.10 Bachelor of Commerce (General)

Students must complete 90 credits, including 45 credits of core requirements as follows:

|          |  |
|----------|--|
| ACCT1107 | Introductory Financial Accounting II     |
| ACCT2146 | Management Accounting & Control I        |
| ADMN1607 | Business Mathematics                     |
| ADMN2306 | Business Ethics                          |
| ADMN2606 | Business Statistics                      |
| ADMN3046 | Operations Management                    |
| ADMN3056 | Economic and Management Decision Making  |
| ADMN3116 | Financial Management I                   |
| ADMN4606 | Business Strategy & Policy               |
| ECON1006 | Introduction to Microeconomics           |
| ECON1007 | Introduction to Macroeconomics           |
| MKTG1126 | Marketing Concepts                       |
| MKTG2127 | Marketing for Managers                   |
| ORGS1136 | Introduction to Organizational Behaviour |
| ORGS1137 | Management of Human Resources            |
| TMGT3856 | Information Systems                      |

Electives

42 cr.

### 70.15 Certificate in Financial Services

In addition to the core courses, students may complete a Financial Services certificate. The certificate consists of 18 credits as outlined & may use 18 credits of elective to satisfy the certificate requirements.

|          |  |
|----------|--|
| ACCT2106 | Intermediate Accounting I                      |
| ADMN2116 | Management of Financial Institutions           |
| ECON2017 | Money, Banking & the Canadian Financial System |
| ECON3127 | International Financial Management             |
| MKTG3126 | Consumer Behaviour                             |
| ORGS4837 | Organizational Development & Change            |

### 70.20 iLEAD Business Experience Certificate

The iLEAD Business Experience Certificate will be awarded to BBA & BComm students at time of graduation who as part of their studies successfully complete 15 credits as follows:

9 credits from the following:

- ADMN3096 – Canadian Academic Internship
- ADMN3146 – International Study Exchange Project
- ADMN4335 – Honours Thesis
- ADMN4336 – Directed Studies
- ADMN4146 – Community Organization Internship
- ADMN4155 – International Academic Internship
- ADMN4165 – Intercultural Academic Internship
- UNIV2011 – Introduction to Community Service-Learning

& an additional 6 credits of any upper year ADMN, ORGS, TMGT, ECON, or MKTG

## 75.0 Computer Science

### 75.05(a) Admission Requirements (Arts Degree only)

Required: Six 12U/12M courses including English & Calculus; one other Mathematics

**75.05(b) Admission Requirements (Science Degree only)**

Required: Six 12U/12M courses including English; Calculus; one other Mathematics; & one of Chemistry or Physics

**75.10 Honours Specialization**

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

|  |       |
|--|-------|
| COSC1557 Introduction to Computer Science  | 3 cr. |
| COSC1567 Programming in C++                | 3 cr. |
| COSC1757 Digital Systems                   | 3 cr. |
| COSC2006 Data Structures I                 | 3 cr. |
| COSC2106 Machine Structures I              | 3 cr. |
| COSC2667 Operating Systems I               | 3 cr. |
| COSC2767 Object Oriented Programming       | 3 cr. |
| COSC3306 Programming Paradigms             | 3 cr. |
| COSC3606 Databases & Data Management       | 3 cr. |
| COSC3657 Distributed Systems               | 3 cr. |
| COSC4207 Seminars in Computer Science      | 3 cr. |
| COSC4406 Software Engineering              | 3 cr. |
| Six credits of 4000 level Computer Science | 6 cr. |

Two (2) courses from Computer Science Options for the Honours specialization 6 cr.

|                                       |       |
|---------------------------------------|-------|
| MATH 1036 Calculus I                  | 3 cr. |
| MATH 1037 Calculus II                 | 3 cr. |
| MATH 1046 Introductory Linear Algebra | 3 cr. |
| MATH 1056 Discrete Mathematics I      | 3 cr. |
| MATH 2046 Advanced Linear Algebra     | 3 cr. |

Other Science Requirements (for BSc only) 12 cr.

|  |
|--|
| BIOL1006 Introduction to Molecular & Cell Biology          |
| BIOL1007 Introduction to Organismal & Evolutionary Biology |
| CHEM1006 General Chemistry I                               |
| CHEM1007 General Chemistry II                              |
| PHYS1006 General Physics I: Mechanics                      |
| PHYS1007 General Physics II: Mechanical Wave ...           |

**75.20 Specialization**

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

|   |       |
|---|-------|
| COSC1557 Introduction to Computer Science | 3 cr. |
| COSC1567 Programming in C++               | 3 cr. |
| COSC1757 Digital Systems                  | 3 cr. |
| COSC2006 Data Structures I                | 3 cr. |
| COSC2106 Machine Structures I             | 3 cr. |
| COSC2667 Operating Systems I              | 3 cr. |
| COSC2767 Object Oriented Programming      | 3 cr. |
| COSC3306 Programming Paradigms            | 3 cr. |
| COSC3606 Databases & Data Management      | 3 cr. |
| COSC3657 Distributed Systems              | 3 cr. |

Computer Science Options for the Specialization & Major 9 cr.

Science Requirements (for BSc only) 12 cr.

BIOL1006 Introduction to Molecular & Cell Biology  
 BIOL1007 Introduction to Organismal & Evolutionary Biology  
 CHEM1006 General Chemistry I  
 CHEM1007 General Chemistry II  
 PHYS1006 General Physics I: Mechanics  
 PHYS1007 General Physics II: Mechanical Wave

### 75.30 Major

Students must complete 120 credits including 36 credits in the Major as follows:

|   |        |
|---|--------|
| COSC1557 Introduction to Computer Science | 3 cr.  |
| COSC1567 Programming in C++               | 3 cr.  |
| COSC1757 Digital Systems                  | 3 cr.  |
| COSC2006 Data Structures I                | 3 cr.  |
| COSC2106 Machine Structures I             | 3 cr.  |
| COSC2667 Operating Systems I              | 3 cr.  |
| COSC2767 Object Oriented Programming      | 3 cr.  |
| COSC3606 Databases & Data Management      | 3 cr.  |
| COSC3657 Distributed Systems              | 3 cr.  |
| MATH1036 Calculus I                       | 3 cr.  |
| MATH1037 Calculus II                      | 3 cr.  |
| MATH1056 Discrete Mathematics I           | 3 cr.  |
| Other Science Requirements (for BSc only) | 12 cr. |
| Group V                                   | 6 cr.  |

### 75.40 Minor

Students must complete 18 credits as follows:

|  |       |
|--|-------|
| COSC1557 Introduction to Computer Science            | 3 cr. |
| COSC1567 Programming in C++                          | 3 cr. |
| At least one course at the 3000 level or above, plus | 3 cr. |
| Any three courses at the 2000 level or above         | 9 cr. |

### 75.50 Bachelor of Science (Honours Specialization)/Bachelor of Education (Concurrent)

Student must complete a minimum of 153 credits (P/J Program) or 156 credits (J/I Program) with at least 120 credits in Bachelor of Science & 33 credits in P/J program or 36 in J/I Program in the Faculty of Education.

#### Year 1

|                              |      |
|------------------------------|------|
| P/J EDUC1123 or J/I EDUC1013 | 1 cr |
| P/J EDUC4102 or J/I EDUC4202 | 3 cr |

#### Year 2

|                              |        |
|------------------------------|--------|
| P/J EDUC2123 or J/I EDUC2013 | 1 cr   |
| P/J EDUC4112 or J/I EDUC4116 | 3 cr   |
| P/J EDUC4434 or J/I EDUC4474 | 2.5 cr |

#### Year 3

|                              |      |
|------------------------------|------|
| P/J EDUC3123 or J/I EDUC3013 | 1 cr |
| P/J EDUC4113 or J/I EDUC4117 | 3 cr |

|                              |        |
|------------------------------|--------|
| P/J EDUC4103 or J/I EDUC4203 | 3 cr   |
| <b>Year 4</b>                |        |
| P/J EDUC4123 or J/I EDUC4013 | 1 cr   |
| P/J EDUC4444 or J/I EDUC4484 | 2.5 cr |
| <b>Year 5</b>                |        |
| SOCI2091                     | 3 cr.  |
| SOCI2092                     | 3 cr.  |

Choose from the following (according to Division P/J or J/I)

|  |        |
|--|--------|
| EDUC4133 (P/J)*** or EDUC4023 (J/I)***     | 3 cr   |
| EDUC4254 (P/J) or EDUC4308 (J/I)           | 1.5 cr |
| EDUC4264 (P/J) or EDUC4324 (J/I)           | 1.5 cr |
| EDUC4274 (P/J) or EDUC4334 (J/I)           | 1.5 cr |
| EDUC4284 (P/J) or EDUC4344 (J/I)           | 1.5 cr |
| EDUC4294 (P/J) or EDUC4354 (J/I)           | 1.5 cr |
| EDUC4416 (Computer Science) (Intermediate) | 3 cr   |

\*Students must complete COSC1557 & MATH1056 with a minimum grade of 60% in each.

\*\*Students are required to include six credits of Canadian History at the 1000, 2000 or 3000 level & are restricted to a maximum of six credits of 1000 History. Students are also required to take six credits of Geography. Students must also complete PSYC2006/2007 or PSYC2020. Note that PSYC2006 has PSYC1106 & 1107 as pre-requisites). All students are required to take six credits in Humanities. Six credits of English Studies are highly recommended.

\*\*\*Thirteen week placement

In years 3, 4 or 5 students may take one 3-credit Education option course.

### 75.60 Certificate in Game Design & Development

This certificate is restricted to BA or BSc students with majors in Mathematics or Computer Science & awarded at the time of graduation. A total of 18 credits as follows:

Core Courses for the Certificate: - at least 12 credits from the following:

COSC2607 – Object-Oriented Programming  
 COSC2406 – Introduction to Game Design & Development  
 COSC3207 – Computer Graphics  
 COSC3307 – 3D Computer Graphics  
 COSC3406 – Advanced Game Design & Development

Optional Courses for the Certificate: - at least 6 credits from the following:

COSC3706 – The Computing Profession  
 COSC2106 – Machine Structures I  
 COSC2107 – Machine Structures II  
 COSC2667 – Operating Systems I  
 COSC3007 – Artificial Intelligence  
 COSC4406 – Software Engineering

### 75.70 Computer Science Options for the Honours Programs

|          |                            |       |
|----------|----------------------------|-------|
| COSC1666 | Engineering Graphics       | 3 cr. |
| COSC2007 | Data Structures II         | 3 cr. |
| COSC2107 | Machine Structures II      | 3 cr. |
| COSC2116 | Artificial Neural Networks | 3 cr. |
| COSC2206 | Mathematical Computation   | 3 cr. |



|          |   |        |
|----------|---|--------|
| COSC2216 | Introduction to Computational Geometry    | 3 cr.  |
| COSC2406 | Introduction to Game Design & Development | 3 cr.  |
| COSC3006 | Numerical Methods I                       | 3 cr.  |
| COSC3007 | Artificial Intelligence & Robotics        | 3 cr.  |
| COSC3017 | Introduction to Robotics                  | 3 cr.  |
| COSC3206 | Theory of Computation                     | 3 cr.  |
| COSC3207 | Computer Graphics                         | 3 cr.  |
| COSC3216 | Advanced Computational Geometry           | 3 cr.  |
| COSC3406 | Advanced Game Design & Development        | 3 cr.  |
| COSC3407 | Systems Control                           | 3 c r. |
| COSC3307 | 3D Computer Graphics                      | 3 cr.  |
| COSC3706 | The Computing Profession                  | 3 cr.  |
| COSC3806 | Service Computing                         | 3 cr.  |
| COSC3807 | Project Management                        | 3 cr.  |
| COSC3997 | Senior Practicum                          | 3 cr.  |
| COSC4106 | Human Computer Interaction                | 3 cr.  |
| COSC4107 | Interfacing & Communication               | 3 cr.  |
| COSC4127 | Real-time Programming                     | 3 cr.  |
| COSC4607 | Security & Protection                     | 3 cr.  |
| COSC4896 | Honours Research I                        | 3 cr.  |
| COSC4897 | Honours Research II                       | 3 cr.  |
| COSC4997 | Honours Practicum                         | 3 cr.  |

### **Computer Science Options for the Specialization & Major**

|          |   |        |
|----------|---|--------|
| COSC1666 | Engineering Graphics                      | 3 cr.  |
| COSC2007 | Data Structures II                        | 3 cr.  |
| COSC2107 | Machine Structures II                     | 3 cr.  |
| COSC2116 | Artificial Neural Networks                | 3 cr.  |
| COSC2206 | Mathematical Computation                  | 3 cr.  |
| COSC2216 | Introduction to Computational Geometry    | 3 cr.  |
| COSC2406 | Introduction to Game Design & Development | 3 cr.  |
| COSC3006 | Numerical Methods I                       | 3 cr.  |
| COSC3007 | Artificial Intelligence & Robotics        | 3 cr.  |
| COSC3017 | Introduction to Robotics                  | 3 cr.  |
| COSC3206 | Theory of Computation                     | 3 cr.  |
| COSC3207 | Computer Graphics                         | 3 cr.  |
| COSC3216 | Advanced Computational Geometry           | 3 cr.  |
| COSC3406 | Advanced Game Design & Development        | 3 cr.  |
| COSC3407 | Systems Control                           | 3 c r. |
| COSC3307 | 3D Computer Graphics                      | 3 cr.  |
| COSC3706 | The Computing Profession                  | 3 cr.  |
| COSC3806 | Service Computing                         | 3 cr.  |
| COSC3807 | Project Management                        | 3 cr.  |
| COSC3997 | Senior Practicum                          | 3 cr.  |
| COSC4106 | Human Computer Interaction                | 3 cr.  |
| COSC4107 | Interfacing & Communication               | 3 cr.  |
| COSC4127 | Real-time Programming                     | 3 cr.  |
| COSC4607 | Security & Protection                     | 3 cr.  |

## **80.0 Criminal Justice**

### **80.05 Admission Requirements**

Required: Six 12U/12M courses including English (ENG12U)

To be considered for admission to the BACJ program, students must have a minimum overall average of 75% on six 4U/4M courses, or have successfully completed the Diploma in Police Foundations or Diploma in Corrections with a minimum grade-point average of 3.5.

### **80.10 Honours Specialization**

Students must complete 120 credits including the following courses:

|           |  |       |
|-----------|--|-------|
| CRJS1087  | Introduction to the Canadian Criminal Justice System | 3 cr. |
| CRJS1206  | An Introduction to Canadian Law                      | 3 cr. |
| CRJS2086  | Introduction to Criminological Theory                | 3 cr. |
| CRJS3206  | Canadian Criminal Law & the Criminal Proceedings     | 3 cr. |
| *PSYC1106 | Introduction to Psychology I                         | 3 cr. |
| *PSYC1107 | Introduction to Psychology II                        | 3 cr. |
| *SOCI1016 | Introduction to Sociology                            | 3 cr. |
| SOCI2126  | Social Research Methods                              | 3 cr. |
| SOCI2127  | Social Statistics & Data Analysis                    | 3 cr. |
| SOCI3086  | Law & Society  | 3 cr. |
| SOCI3087  | Society, Law & Social Change                         | 3 cr. |

\*Students must complete PSYC1106/1107 & SOCI1016 with a minimum grade of 60% in each.

Students in the Criminal Justice major must complete one of the following streams, in addition to the required courses listed above.

#### **80.11 Group 1 – Policing**

Students must complete as follows:

|  |       |
|--|-------|
| CRJS2106 – Psychology & Law              | 3 cr. |
| CRJS2216 – Civil Law & Civil Procedures  | 3 cr. |
| CRJS4347 – Applied Criminological Theory | 3 cr. |

Canadore College: 30 cr.

|            |        |
|------------|--------|
| Humanities | 6 cr   |
| Science    | 6 cr   |
| Electives  | 33 cr. |

#### **80.12 Group 2 – Corrections**

Students must complete as follows:

|  |       |
|--|-------|
| CRJS2106 – Psychology & the Law          | 3 cr. |
| CRJS4347 – Applied Criminological Theory | 3 cr. |
| 3 credits of CRJS 4000 level             | 3 cr. |

Canadore College: 30 cr.

|            |        |
|------------|--------|
| Humanities | 6 cr   |
| Science    | 6 cr   |
| Electives  | 30 cr. |

#### **80.13 Group 3 – Legal Studies & Administration**

|                                    |       |
|------------------------------------|-------|
| Students must complete as follows: | 9 cr. |
| CRJS2106 – Psychology & the Law    |       |

CRJS2216 – Civil Law & Civil Procedure  
 CRJS4347 – Applied Criminological Theory

Canadore College: 36 cr.

Other Program Requirements

Humanities 6 cr.  
 Social Sciences 6 cr.  
 Electives 30 cr.

**80.14 Group 4 – Criminal Justice Studies**

Students must complete as follows: 15 cr.

SOCI2016 - Classical Sociological Theory  
 SOCI2017 - Contemporary Sociological Theory  
 CRJS2106 – Psychology & the Law  
 CRJS4347 – Applied Criminological Theory  
 3 credits of CRJS 4000 level.

24 credits from the list of approved courses for Criminology & CJ Studies Specialization

Other Program Requirements

Humanities 6 cr.  
 Social Sciences 6 cr.  
 Electives 27 cr.

**80.15 Group 5 – Criminology**

Students must complete as follows: 21 cr.

SOCI2016: Classical Sociological Theory  
 SOCI2017: Contemporary Sociological Theory  
 CRJS3106 – Forensic Psychology I  
 CRJS3107 – Forensic Psychology II  
 CRJS4466 – Program & Policy Evaluation  
 CRJS4467 – Advanced Criminological Theories  
 CRJS4937 – Honours Seminar in Professional Development

18 credits from the list of approved courses for Criminology & CJ Studies Specialization

CRJS2216 Civil Law & Civil Procedures  
 CRJS2926: An Introduction to Forensic Science  
 CRJS3336: Women & the Criminal Justice System  
 CRJS3416 Aboriginal Legal Studies  
 CRJS3926: Special Topics in Criminal Justice I  
 CRJS3927: Special Topics in Criminal Justice II  
 CRJS3936: Youth in Conflict with the Law  
 CRJS3406: Serial & Mass Murder I  
 CRJS3407: Serial & Mass Murder II  
 CRJS4145 Research Thesis  
 CRJS4305 Research Project in Criminal Justice  
 CRJS4346: Field Placement  
 CRJS4916: Policing & Society  
 CRJS4917: Criminal Investigation  
 CRJS4926: Advanced Topics in Criminal Justice I  
 CRJS4927: Advanced Topics in Criminal Justice II

PSYC2807 Introduction to Social Psychology  
 PSYC3606: Psychopathology I  
 PSYC3607: Psychopathology II  
 PSYC3807: Applied Social Psychology  
 SOCI3506: Social Problems  
 SOCI3006: The Sociology of Collective Behaviour  
 SOCI3166 Social Epidemiology: The Social Determinants of Health  
 SOCI4016 Advanced Classical Sociological Theory  
 SOCI4017 Special Topics in Sociological Theory  
 SOCI4025 Advanced Research Methods  
 SOCI4126 Survey Research  
 SOCI4127 Multivariate Statistics

|            |        |
|------------|--------|
| Humanities | 6 cr   |
| Science    | 6 cr   |
| Electives  | 30 cr. |

## 80.20 Progression Average

Admission averages to all Criminal Justice Degree program streams is 75%. To remain in the Criminal Justices Honors Degree-Criminology stream, or to be readmitted to the program, or for internal university transfers, a student must maintain an average of 70%. To remain in any of the applied streams or for readmission to an applied stream, a student must have an overall average of 65%.

## 90.0 Certificate in Digital Humanities

### 90.05 Admission Requirements

Students must have complete 30 credits of undergraduate courses in any discipline.

### 90.10 Program of Study

Students are required to complete 18 credits in total as follows:

|  |       |
|--|-------|
| DIGI2006 – Introduction to Computing Technologies for the Digital Humanities | 3 cr. |
| DIGI2305 – Introduction to Digital Culture                                   | 6 cr  |
| DIGI4006 – Project in Digital Humanities                                     | 3 cr. |

Electives:

|  |       |
|--|-------|
| Special topics course designated from various programs on a yearly basis | 6 cr. |
|--|-------|

## 95.0 Economics

### 95.05 Admission Requirements

Required: Six 4U/4M courses including English & one Mathematics

### 95.10 Bachelor of Arts (General) Degree - Single Major

Students must complete 90 credits including 36 credits in Economics as follows:

|  |        |
|--|--------|
| *ECON1006 Introduction to Microeconomics               | 3 cr.  |
| *ECON1007 Introduction to Macroeconomics               | 3 cr.  |
| ECON1127 Introduction to Mathematics for Economists    | 3 cr.  |
| ECON2006 Intermediate Microeconomics                   | 3 cr.  |
| ECON2016 Intermediate Macroeconomic Theory             | 3 cr.  |
| ECON2126 Elementary Statistical Methods for Economists | 3 cr.  |
| ECON upper level                                       | 18 cr. |

Other Program Requirements

|            |        |
|------------|--------|
| Humanities | 6 cr.  |
| Science    | 6 cr.  |
| Electives  | 42 cr. |

**95.15 Bachelor of Arts (General) Degree - Combined Major**

Students must complete 90 credits including 30 credits in Economics as follows:

|  |        |
|--|--------|
| *ECON1006 Introduction to Microeconomics               | 3 cr.  |
| *ECON1007 Introduction to Macroeconomics               | 3 cr.  |
| ECON1127 Introduction to Mathematics for Economists    | 3 cr.  |
| ECON2016 Intermediate Macroeconomic Theory             | 3 cr.  |
| ECON2106 Managerial Economics                          | 3 cr.  |
| ECON2126 Elementary Statistical Methods for Economists | 3 cr.  |
| ECON upper level                                       | 12 cr. |

Other Program Requirements

|            |        |
|------------|--------|
| Major 2    | 30 cr  |
| Humanities | 6 cr.  |
| Science    | 6 cr.  |
| Electives  | 18 cr. |

\*Students must successfully complete the ECON1006/1007 with a minimum grade of 60%.

**95.20 Minor**

Students must complete 18 credits as follows:

|   |        |
|---|--------|
| ECON1006 – Introduction to Microeconomics | 3 cr.  |
| ECON1007 – Introduction to Macroeconomics | 3 cr.  |
| ECON upper level                          | 12 cr. |

No more than six credits at the 1000 level can count towards the minor.

**100.0 English Studies****100.05 Admission Requirements**

Required: Six 4U/4M courses including English

**100.10 Honours Specialization**

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

Notes:

- Students must complete 3 credits of 1000 level English with a minimum grade of 60%. Students are limited to a maximum of 12 credits of English Studies at the 1000 level.
- Students must complete at least 6 credits from the following Group 1 courses:
  - ENGL2006, British Literature Before 1800
  - ENGL2007, British Literature After 1800
  - ENGL2255, Canadian Literature from the Colonial to the Contemporary Period
  - ENGL2265, American Literature from the Colonial to the Contemporary Period
- Students must complete 27 credits of Group 1 courses.
- Students must complete at least 18 credits of Group 2 &/or Group 3 courses.
- An average of at least 70% in the subject is required for enrollment 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.

| Course code & Title | Credit Amount |
|---------------------|---------------|
|---------------------|---------------|

|                           |                   |
|---------------------------|-------------------|
| <u>1000 level English</u> | <u>3 credits</u>  |
| ENGL Upper-level          | <u>51 credits</u> |
| ENGL 4000-level           | 6 credits         |

### 100.20 Specialization

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

- Students must complete 3 credits of 1000 level English with a minimum grade of 60%. Students are limited to a maximum of 12 credits of English Studies at the 1000 level.
- Students must complete at least 6 credits from the following Group 1 courses:
  - ENGL2006, British Literature Before 1800
  - ENGL2007, British Literature After 1800
  - ENGL2255, Canadian Literature from the Colonial to the Contemporary Period
  - ENGL2265, American Literature from the Colonial to the Contemporary Period
- Students must complete 27 credits of Group 1 courses.
- Students must complete at least 18 credits of Group 2 &/or Group 3 courses.
- A maximum of 30 credits at the 2000 level may be applied to the Specialization.
- A maximum of 6 credits of cross-listed courses may count toward an English Studies Specialization.

\*Students must successfully complete ENGL1105 with a minimum grade of 60%.

### 100.30 Major

Students must complete 90 credits including 36 credits in English as follows:

- Students must complete 3 credits of 1000 level English with a minimum grade of 60%. Students are limited to a maximum of 12 credits of English Studies at the 1000 level.
- Students must complete at least 6 credits from the following Group 1 courses:
  - ENGL2006, British Literature Before 1800
  - ENGL2007, British Literature After 1800
  - ENGL2255, Canadian Literature from the Colonial to the Contemporary Period
  - ENGL2265, American Literature from the Colonial to the Contemporary Period
- A maximum of 6 credits of cross-listed courses may count toward an English Studies Major.

Students must complete 36 credits in the Major as follows:

| Course code & Title       | Credit Amount     |
|---------------------------|-------------------|
| <u>1000 level English</u> | <u>3 credits</u>  |
| ENGL Upper-level          | <u>33 credits</u> |

\*\* Please note that all Major subjects that offer 4000 level courses will have the following note included in the academic calendar:

NOTE: Students may complete an Honours BA/BSc Double Major if they obtain an overall average of 70% in each Major, & complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to Academic Calendar for the complete degree requirements for an Honours Double Major.

### 100.40 Minor

Students must complete 18 credits as follows:

|                    |   |       |
|--------------------|---|-------|
| 1000 level English | I | 3 cr. |
| ENGL upper level   |   | 15 cr |

No more than six credits at the 1000 level can count towards a Minor

Only ENGL course count toward a Minor

Students may not obtain a Minor in a subject area in which they have a Major.

**100.50 Bachelor of Arts (Honours Specialization)/Bachelor of Education (Concurrent)**

Students must complete a minimum of 153 credits (P/J Division) or 156 credits (J/I Division) with at least 120 credits in the Faculty of Arts & Science & 33 credits (P/J Division) or 36 credits (J/I Division) in the Faculty of Education as follows

**Year 1**

|  |        |
|--|--------|
| *ENGL1106 Introduction to English Studies I  | 3 cr.  |
| *ENGL1107 Introduction to English Studies II | 3 cr.  |
| <i>or</i>                                    |        |
| ENGL1105 Introduction to English Studies     | 6 cr.  |
| ** Electives                                 | 15 cr. |

Six credits of Mathematics: 6 cr.

MATH1036 Calculus I  
 MATH1037 Calculus II  
 MATH1046 Introductory Linear Algebra  
 MATH1056 Discrete Mathematics I  
 MATH1070 Fundamentals of Arithmetic for Teachers

Choose from the following (according to Division):

|  |       |
|--|-------|
| EDUC1123 (P/J) or EDUC1013 (J/I) Observation & Practice Teaching 1 | 1 cr. |
| EDUC4102 (P/J) or EDUC4202 (J/I) Education & Schooling             | 3 cr. |

**Year 2**

|  |        |
|--|--------|
| *ENGL2006 British Literature Before 1800 | 3 cr.  |
| *ENGL2007 British Literature After 1800  | 3 cr.  |
| ENGL upper level                         | 12 cr. |
| **Electives                              | 3 cr.  |

Six credits of: 6 cr.

PSYC2006 Childhood Development  
 PSYC2007 Adult Development  
 PSYC2020 Developmental Psychology for Educators

Choose from the following (according to Division):

|   |         |
|---|---------|
| EDUC2123 (P/J) or EDUC2013 (J/I) Observation & Practice Teaching II | 1 cr.   |
| EDUC4112 (P/J) or EDUC4116 (J/I) Language Arts                      | 3 cr.   |
| EDUC4434 (P/J) or EDUC4474 (J/I) Curriculum Methods I               | 2.5 cr. |

**Year 3**

|                  |        |
|------------------|--------|
| ENGL upper level | 18 cr. |
| **Electives      | 12 cr. |

Choose from the following (according to Division):

|   |       |
|---|-------|
| EDUC3123 (P/J) or EDUC3013 (J/I) Observation & Practice Teaching 3  | 1 cr. |
| EDUC4113 (P/J) or EDUC4117 (J/I) Language Arts                      | 3 cr. |
| EDUC4103 (P/J) or EDUC4203 (J/I) Educational Psychology & Spec Educ | 3 cr. |

**Year 4**

|                       |        |
|-----------------------|--------|
| ENGL Honours Seminars | 12 cr. |
| ENGL upper level      | 12 cr. |
| **Electives           | 6 cr.  |

Choose from the following (according to Division):

|  |       |
|--|-------|
| EDUC4123 (P/J) or EDUC4013 (J/I) Observation & Practice Teaching 4 | 1 cr. |
|--|-------|

EDUC4444 (P/J) or EDUC4484 (J/I) Curriculum Methods II 2.5 cr.

**Year 5**

SOCI2091 Sociology for educators I: Social Theory & Education 3 cr.

SOCI2092 Sociology for educators II: Social Issues in Education 3 cr.

Choose from the following (according to Division):

\*\*\* EDUC4133 (P/J) or EDUC4023 (J/I) Observation & Practice Teaching 5 3 cr.

EDUC4244 (P/J) or EDUC4308 (J/I) Visual Arts 1.5 cr.

EDUC4254 (P/J) or EDUC4314 (J/I) Music Education 1.5 cr.

EDUC4264 (P/J) or EDUC4324 (J/I) Health & Physical Education 1.5 cr.

EDUC4274 (P/J) or EDUC4334 (J/I) Mathematics Education 1.5 cr.

EDUC4284 (P/J) or EDUC4344 (J/I) Science Education 1.5 cr.

EDUC4294 (P/J) or EDUC4354 (J/I) Social Studies 1.5 cr.

For the J/I Division, students must choose one of the following according to major: 3 cr.

EDUC4406 English (First Language) (Intermediate)

EDUC4416 Computer Science (Intermediate)

EDUC4446 Geography (Intermediate)

EDUC4456 History (Intermediate)

EDUC4466 Mathematics (Intermediate)

\*Students must complete ENGL1106/1107 or ENGL1105 with a minimum grade of 60% & ENGL 2006/2007 with a minimum grade of 65%. The balance of 54 credits in ENGL throughout Year 2, 3 & 4 must include the group requirements & the British requirements, as specified by the major.

\*\* Students are required to take six credits of Canadian History at the 1000, 2000 or 3000 level & are restricted to a maximum of six credits of 1000 History. Students are also required to take six credits of Geography.

\*\*\* Thirteen week placement.

## 100.60 ENGLISH STUDIES COURSE GROUPINGS

### Group 1 - Literary History & Genre Studies:

ENGL2006 – British Literature Before 1800

ENGL2007 – British Literature After 1800

ENGL2055 Drama: Classical to Contemporary

ENGL2056 – North American Drama

ENGL2057 – World Drama

ENGL2255 Canadian Literature from the Colonial to the Contemporary Period

ENGL2265 American Literature from the Colonial to the Contemporary Period

ENGL2535 Shakespeare

ENGL2536 Shakespeare Before 1600

ENGL2537 Shakespeare After 1600

ENGL3045 Early Modern Literature

ENGL3095 Restoration & Eighteenth-Century Literature

ENGL3136 Studies in Nineteenth-Century Literature I

ENGL3137 Studies in Nineteenth-Century Literature II

ENGL3145 Nineteenth-Century Literature British Literature

ENGL3175 British Literature After 1900

ENGL3486 Studies in Genre I

ENGL3487 Studies in Genre II

ENGL3496 Studies in Genre III

ENGL3497 Studies in Genre IV

ENGL3525 Rise & Development of the Novel

### Group 2 – Cultural & Media Studies

ENGL2116 Texts & Intertexts



ENGL2127 The Bible as Cultural Text  
 ENGL2207 Gender, Literature & Culture  
 ENGL2275 Studies in the Native Literatures of North America  
 ENGL2445 Children's Literature  
 ENGL2605 Cultural Studies  
 ENGL3016 Studies in Marginalized Literatures I  
 ENGL3017 Studies in Marginalized Literatures II  
 ENGL3036 Topics in Media Studies  
 ENGL3037 Studies in Media II  
 ENGL3146 Postcolonial Literature  
 ENGL3147 Studies in Postcolonial Literature II  
 ENGL3206 Topics in Women's Writing  
 ENGL3207 Special Topics in Women's Literature II  
 ENGL3217 Topics in Literature, Culture, & Sexuality  
 ENGL3276 Native Literatures of North America  
 ENGL3277 Topics in the Native Literatures of North America  
 ENGL3606 Popular Culture  
 ENGL3607 Studies in Popular Culture II  
 ENGL3617 Popular Fiction

**Group 3 – Language & Rhetoric Studies**

ENGL2015 Theatre Production: Practice & Theory  
 ENGL2025 Language & Rhetoric  
 ENGL3026 Topics in Language & Rhetoric  
 ENGL3027 Advanced Language & Rhetoric II  
 ENGL3035 Literary Theory & Critical Practice  
 ENGL3126 Composition: Theory & Practice I  
 ENGL3127 Composition: Theory & Practice II  
 ENGL3515 Creative Writing  
 ENGL3516 Creative Writing: Poetry  
 ENGL3517 Creative Writing: Prose

Note: Students may not credit the ENGL1500 courses toward an English Studies degree.

Note: Depending on the topic of individualized study, ENGL4695, the Honours Essay, will be credited toward Group 1, 2 or 3, as approved by the Department.

**Honours Seminars:**

ENGL4506 Advanced Studies in Early Modern  
 ENGL4507 Advanced Studies in Eighteenth-Century  
 ENGL4516 Advanced Studies in Nineteenth-Century  
 ENGL4517 Advanced Studies in Twentieth-Century  
 ENGL4526 Advanced Studies in Postcolonial Literature  
 ENGL4527 Advanced Studies in Genre  
 ENGL4536 Advanced Cultural Studies  
 ENGL4537 Advanced Studies in American Literature  
 ENGL4546 Honours Seminar: Advanced Studies in Language & Rhetoric  
 ENGL4547 Honours Seminar: Advanced Studies in Contemporary Literature  
 EDUC4556 Honours Seminar: Advanced Studies in Drama  
 EDUC4686 Honours Seminar: Advanced Studies in Children's Literature  
 EDUC4886 Honours Seminar: Advanced Studies in Digital Culture  
 ENGL4695 Honours Essay

Students may count up to six credits from the following list of cross-listed courses towards an English major: DIGI2305, DISG2306, CLAS2316, CLAS2317, CLAS3326, CLAS3327, GEND2166, GEND2217, GEND2305, GEND3046, & RLCT2126

## 105.0 Environmental Biology & Technology

### 105.05 Admission Requirements

Required: Six 12U/12M courses including English; Biology, Chemistry & one of Mathematics or Physics

### 105.10 Bachelor of Science (Honours) Degree

To graduate with a Bachelor of Science (Honours) in Environmental Biology & Technology, students must complete 120 credits, including 102 core credits as follows:

#### Year 1

|            |   |       |
|------------|---|-------|
| *BIOL1006: | Introduction to Molecular & Cell Biology          | 3 cr. |
| *BIOL1007: | Introduction to Organismal & Evolutionary Biology | 3 cr. |
| CHEM1006:  | General Chemistry I                               | 3 cr. |
| CHEM1007   | General Chemistry II                              | 3 cr. |
| *ENSC1005: | Introduction to Environmental Science             | 6 cr. |
| GEOG1017:  | Introduction to Physical Geography                | 3 cr. |
| MATH1257:  | Technical Statistics                              | 3 cr. |
| Electives  |   | 6 cr. |

\*Students must complete BIOL1006/1007 & ENSC1005 with a minimum grade of 60% in each.

#### Year 2

|                  |        |
|------------------|--------|
| Canadore Courses | 30 cr. |
|------------------|--------|

#### Year 3

|                                       |                                  |       |
|---------------------------------------|----------------------------------|-------|
| BIOL2446                              | Principles of Ecology            | 3 cr. |
| BIOL2337:                             | Biology of Seed Plants <b>or</b> |       |
| BIOL3236                              | Plant Ecology                    | 3 cr. |
| BIOL2836:                             | Invertebrate Zoology <b>or</b>   |       |
| BIOL2837                              | Vertebrate Zoology               | 3 cr. |
| BIOL3117:                             | Biostatistics                    | 3 cr. |
| Programs Options Group I (3000 level) |                                  | 6 cr. |
| Program Options Group I or Group II   |                                  | 6 cr. |
| Electives                             |                                  | 6 cr. |

#### Year 4

|  |       |
|--|-------|
| Program Options Group I (3000 or 4000 level) | 9 cr. |
| Program Options Group (4000 level)           | 6 cr. |
| Program Options Group I or Group II          | 9 cr. |
| Electives                                    | 6 cr. |

#### Program Options - Group I

This group includes any BIOL or ENSC course not specified above.

#### Program Options - Group II

This group includes any CHEM course or GEOG course in the Physical or Technique areas not specified above.

1. The 18 credits of electives must include at least six credits from the Humanities &/or Social Sciences (excluding GEOG & JURI).
2. Many courses in this program require the use of computers. Students with little or no computer background are strongly encouraged to include an appropriate Computer Science course in their electives in first year.

3. Students planning to apply to graduate studies are advised to include Physics or additional Mathematics &/or Computer Science courses among their 18 credits of electives.
4. The 36 credits of program options must be chosen from the appropriate groups (Group I or Group II) below (with at least 18 credits chosen at the 3000 or 4000 level):

## 110.0 Environmental Geography

### 110.05 Admission Requirements (Bachelor of Arts)

Required: Six 12U/12M courses including English

### 110.10 Honours Specialization (BA)

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

|           |                                       |       |
|-----------|---------------------------------------|-------|
| *ENSC1005 | Introduction to Environmental Science | 6 cr. |
| *GEOG1016 | Introduction to Human Geography       | 3 cr. |
| *GEOG1017 | Introduction to Physical Geography    | 3 cr. |
| GEOG2017  | Introduction to Geomatics             | 3 cr. |
| GEOG2026  | Introduction to Quantitative Methods  | 3 cr. |

12 credits of the following:

|                 |                       |        |
|-----------------|-----------------------|--------|
| GEOG2106        | Geomorphology         |        |
| GEOG2107        | Climatology           |        |
| GEOG2126        | Physical Hydrology    |        |
| GEOG2136        | Cultural Geography    |        |
| GEOG2137        | Social Geography      |        |
| GEOG2226        | Environment & Society |        |
| GEOG 3000 level |                       | 15 cr. |
| GEOG 4000 level |                       | 9 cr.  |

6 credits from BIOL/ENSC/NATI group 6 cr.

\*Students must successfully complete ENSC1005, GEOG1016 & 1017 with a minimum grade of 60%.

Students must be entering 4<sup>th</sup> year with a minimum 70% overall average in the subject to enroll in GEOG4986 or GEOG4995.

With permission of the instructor, students may complete GEOG4986 or GEOG4995, but not both, towards their 4<sup>th</sup> year.

Students may take 4<sup>th</sup> year courses in 3<sup>rd</sup> year with permission of the instructor.

Maximum of 9 credits from regional GEOG.

### 110.20 Specialization (BA)

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

All off:

|           |                                       |       |
|-----------|---------------------------------------|-------|
| *ENSC1005 | Introduction to Environmental Science | 6 cr. |
| *GEOG1016 | Introduction to Human Geography       | 3 cr. |
| *GEOG1017 | Introduction to Physical Geography    | 3 cr. |
| GEOG2017  | Introduction to Geomatics             | 3 cr. |
| GEOG2026  | Introduction to Quantitative Methods  | 3 cr. |

12 credits of the following: 12 cr.

|          |                    |  |
|----------|--------------------|--|
| GEOG2106 | Geomorphology      |  |
| GEOG2107 | Climatology        |  |
| GEOG2126 | Physical Hydrology |  |

|                 |                       |        |
|-----------------|-----------------------|--------|
| GEOG2136        | Cultural Geography    |        |
| GEOG2137        | Social Geography      |        |
| GEOG2226        | Environment & Society |        |
| GEOG 3000 level |                       | 18 cr. |

6 credits from BIOL/ENSC/NATI group 6 cr.

Students must be entering fourth year with a minimum 70% overall average in the subject to enroll in GEOG4986 or GEOG4995.

With permission of the instructor, students may complete GEOG4986 or GEOG4995, but not both, towards their fourth year.

Students may take 4<sup>th</sup> year courses in 3<sup>rd</sup> year with permission of the instructor.

Maximum of 9 credits from regional GEOG.

\*Students must successfully complete ENSC1005, GEOG1016 & 1017 with a minimum grade of 60%.

### 110.30 Major (BA)

Students must complete 36 credits in the Major as follows:

All off:

|           |                                       |       |
|-----------|---------------------------------------|-------|
| *ENSC1005 | Introduction to Environmental Science | 6 cr. |
| *GEOG1016 | Introduction to Human Geography       | 3 cr. |
| *GEOG1017 | Introduction to Physical Geography    | 3 cr. |
| GEOG2017  | Introduction to Geomatics             | 3 cr. |
| GEOG2026  | Introduction to Quantitative Methods  | 3 cr. |

12 credits of the following: 12 cr.

|          |                       |
|----------|-----------------------|
| GEOG2106 | Geomorphology         |
| GEOG2107 | Climatology           |
| GEOG2126 | Physical Hydrology    |
| GEOG2136 | Cultural Geography    |
| GEOG2137 | Social Geography      |
| GEOG2226 | Environment & Society |

6 credits from BIOL/ENSC/NATI group 6 cr.

## 115.0 Environmental & Physical Geography

### 115.05 Admission Requirements

Required: 12U English, any 12U Mathematics, one of 12U Physics or Chemistry

### 115.10 Honours Specialization

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

All of:

|  |       |
|--|-------|
| GEOG1016 - Introduction to Human Geography       | 3 cr. |
| GEOG1017 - Introduction to Physical Geography    | 3 cr. |
| GEOG2017 - Introduction to Geomatics             | 3 cr. |
| GEOG2026 - Introduction to Quantitative Methods  | 3 cr. |
| ENSC1005 – Introduction to Environmental Science | 6 cr. |

12 credits from 12 cr.

|                               |
|-------------------------------|
| GEOG2106 - Geomorphology      |
| GEOG2107 - Climatology        |
| GEOG2126 - Physical Hydrology |

GEOG2136 - Cultural Geography  
 GEOG2137 - Social Geography  
 GEOG2226 - Environment & Society

GEOG 3000 level 15 cr.  
 GEOG 4000 level 9 cr.

6 credits from BIOL/ENSC/NATI group 6 cr.

Students must be entering 4<sup>th</sup> year with a minimum 70% overall average in the subject to enroll in GEOG4986 or GEOG4995.

With permission of the instructor, students may complete GEOG4986 or GEOG4995 , but not both, towards their fourth year.

Students may take 4<sup>th</sup> year courses in 3<sup>rd</sup> year with permission of the instructor.

Maximum of 9 credits from regional GEOG.

### 115.20 Specialization

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

All of:

GEOG1016 - Introduction to Human Geography 3 cr.  
 GEOG1017 - Introduction to Physical Geography 3 cr.  
 GEOG2017 - Introduction to Geomatics 3 cr.  
 GEOG2026 - Introduction to Quantitative Methods 3 cr.  
 ENSC1005 – Introduction to Environmental Science 6 cr.

12 credits from 12 cr.

GEOG2106 - Geomorphology  
 GEOG2107 - Climatology  
 GEOG2126 - Physical Hydrology  
 GEOG2136 - Cultural Geography  
 GEOG2137 - Social Geography  
 GEOG2226 - Environment & Society

GEOG 3000 level 18 cr.

6 credits from BIOL/ENSC/NATI group 6 cr.

Students must be entering fourth year with a minimum 70% overall average in the subject to enroll in GEOG4986 or GEOG4995.

With permission of the instructor, students may complete GEOG4986 or GEOG4995 , but not both, towards their fourth year.

Students may take 4<sup>th</sup> year courses in 3<sup>rd</sup> year with permission of the instructor.

Maximum of 9 credits from regional GEOG.

### 115.30 Major

Students must complete 36 credits in the Major as follows:

All of:

GEOG1016 - Introduction to Human Geography 3 cr.  
 GEOG1017 - Introduction to Physical Geography 3 cr.  
 GEOG2017 - Introduction to Geomatics 3 cr.  
 GEOG2026 - Introduction to Quantitative Methods 3 cr.  
 ENSC1005 – Introduction to Environmental Science 6 cr.

|                                  |        |
|----------------------------------|--------|
| 12 credits from                  | 12 cr. |
| GEOG2106 - Geomorphology         |        |
| GEOG2107 - Climatology           |        |
| GEOG2126 - Physical Hydrology    |        |
| GEOG2136 - Cultural Geography    |        |
| GEOG2137 - Social Geography      |        |
| GEOG2226 - Environment & Society |        |

|                                     |       |
|-------------------------------------|-------|
| 6 credits from BIOL/ENSC/NATI group | 6 cr. |
|-------------------------------------|-------|

### 115.50 Certificate in Geomatics

The certificate consists of 18 credits as follows:

Students must complete all of:

|          |                                      |       |
|----------|--------------------------------------|-------|
| GEOG2026 | Introduction to Quantitative Methods | 3 cr. |
| GEOG3056 | Spatial Analysis Using GIS           | 3 cr. |
| GEOG3066 | Remote Sensing of the Environment    | 3 cr. |

Students must complete nine credits of:

|          |                                       |       |
|----------|---------------------------------------|-------|
| GEOG3016 | Field Techniques in Geography         | 3 cr. |
| GEOG3027 | Spatial Statistics                    | 3 cr. |
| GEOG4027 | Spatial Computing                     | 3 cr. |
| GEOG4057 | Topics in GIS Applications            | 3 cr. |
| GEOG4066 | Topics in Remote Sensing Applications | 3 cr. |

### 115.60 Certificate in Environmental Management

The certificate consists of 18 credits as follows:

Students must complete nine credits of:

|          |   |       |
|----------|---|-------|
| GEOG4317 | Issues in Global Economic Geography               | 3 cr. |
| GEOG4437 | Hazards Geography                                 | 3 cr. |
| GEOG4777 | Water Governance                                  | 3 cr. |
| GEOG4806 | Natural Resource Development in Regional Planning | 3 cr. |
| GEOG4807 | Natural Resource Management                       | 3 cr. |

Students must complete nine credits of:

|          |   |       |
|----------|---|-------|
| ENSC2007 | Topics in Environmental Science II        | 3 cr. |
| GEOG2226 | Environment & Society                     | 3 cr. |
| GEOG3106 | Impact Assessment for Resource Management | 3 cr. |
| GEOG3436 | Earth Resources                           | 3 cr. |
| HIST3276 | Topics in Environmental History           | 3 cr. |
| NATI2005 | Native Kinships with Environment          | 3 cr. |

## 120.0 Fine Arts

### 120.05 Admission Requirements

Required: Six 12U/12M courses including English

### 120.10 Bachelor of Fine Arts (BFA) – Honours Specialization

Students must complete 120 credits including **78 credits** in the BFA HONOURS SPECIALIZATION *Studio Arts stream* as follows:

|  |        |
|--|--------|
| FAVA 1026 Art Fundamentals I                               | 3 cr.  |
| FAVA 1027 Art Fundamentals II                              | 3 cr.  |
| FAVA 1206 Art History I                                    | 3 cr.  |
| FAVA 1207 Art History II                                   | 3 cr.  |
| 2000 level Art History & Visual Studies                    | 6 cr.  |
| 2000 level Studio  | 18 cr. |
| 3000 level Art History & Visual Studies                    | 6 cr.  |
| 3000 level Studio  | 18 cr. |
| FAVA 4046 Art & Critical Theory I                          | 3 cr.  |
| FAVA 4047 Art & Critical Theory II                         | 3 cr.  |
| FAVA 4125 Directed Studio Research & Professional Practice | 6 cr.  |
| 4000 level Studio  | 6 cr.  |

#### STUDIO ARTS STREAM:

- Students must achieve a minimum Honours Specialization Major average of 70%.
- In addition to the introductory 1000 level courses, students are encouraged to take up to a maximum of 6 credits of 2000 level studio during their first year of study.
- Students must successfully complete a Portfolio Assessment at the end of their third year of study in order to be admitted to the fourth/final year of the BFA *Studio Arts stream*. The annual deadline for portfolio submissions is March 1. If March 1 falls on a weekend or holiday, the deadline will be the next business day. Contact the department for further details.
- Cross-listed courses may not be counted towards the BFA HONOURS SPECIALIZATION *Studio Arts stream*.

### 120.20 Specialization

- **Studio Arts Stream**

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

|   |        |
|---|--------|
| FAVA 1026 Art Fundamentals I            | 3 cr.  |
| FAVA 1027 Art Fundamentals II           | 3 cr.  |
| FAVA 1206 Art History I                 | 3 cr.  |
| FAVA 1207 Art History II                | 3 cr.  |
| 2000 level Art History & Visual Studies | 6 cr.  |
| 2000 level Studio                       | 18 cr. |
| 3000 level Art History & Visual Studies | 6 cr.  |
| 3000 level Studio                       | 12 cr. |

### 120.30 Major

- **Studio Arts Stream**
- **Art History & Visual Studies Stream**

Students must complete 36 credits in the Major as follows:

#### CORE REQUIREMENTS:

|                          |       |
|--------------------------|-------|
| FAVA 1206 Art History I  | 3 cr. |
| FAVA 1207 Art History II | 3 cr. |

#### STUDIO ARTS STREAM:

|                               |       |
|-------------------------------|-------|
| FAVA 1026 Art Fundamentals I  | 3 cr. |
| FAVA 1027 Art Fundamentals II | 3 cr. |

|   |        |
|---|--------|
| 2000 level Art History & Visual Studies | 6 cr.  |
| 2000 level Studio                       | 12 cr. |
| 3000 level Studio                       | 6 cr.  |

- Students must achieve a minimum Major average of 60%, & an overall average of 60%.
- Cross-listed courses may not be counted towards the Major in Fine Arts *Studio Arts stream*.
- The BA Major in Fine Arts *Studio Arts stream* may be applied to a DOUBLE MAJOR.

**ART HISTORY & VISUAL STUDIES STREAM:**

|  |        |
|--|--------|
| 2000 level Art History & Visual Studies  | 12 cr. |
| 3000 level Art History & Visual Studies  | 6 cr.  |
| FAVA 4046 Art & Critical Theory I  | 3 cr.  |
| FAVA 4047 Art & Critical Theory II   | 3 cr.  |
| Art History & Visual Studies <b>OR</b> courses cross-listed with the<br>Fine Arts <i>Art History &amp; Visual Studies stream</i> | 6 cr.  |

- Students must achieve a minimum Major average of 60%, & an overall average of 60%.
- Students may count up to a maximum of 6 credits of cross-listed courses towards the degree requirements for the MAJOR IN FINE ARTS *Art History & Visual Studies stream*.
- The following courses are cross-listed with the Fine Arts *Art History & Visual Studies stream*:  
CLAS2506, CLAS2507, ESPA2705, FILM1005, FILM 2105, FILM2845, GEND2045, GEND2166,  
GEND2217, GEND2305, GEND2306, GEND3046, PHIL2245, PHIL2405, RLCT 2205
- The BA MAJOR IN FINE ARTS *Art History & Visual Studies stream* may be applied to a Double Major.

**120.40 Minor – Studio Arts**

|                               |        |
|-------------------------------|--------|
| FAVA 1026 Art Fundamentals I  | 3 cr.  |
| FAVA 1027 Art Fundamentals II | 3 cr.  |
| Upper level Studio            | 12 cr. |

- Cross-listed courses may not be counted towards a Minor in Fine Arts (Studio Arts).

**120.45 Minor – Art History & Visual Studies**

|                                   |        |
|-----------------------------------|--------|
| FAVA1206 Art History I            | 3 cr.  |
| FAVA1207 Art History II           | 3 cr.  |
| Upper level Art History & Visuals | 12 cr. |

- Cross-listed courses may not be counted towards a Minor in Fine Arts (Art History & Visual Studies)

**120.45 Minor - Film**

|                               |        |
|-------------------------------|--------|
| FILM1005 Introduction to Film | 6 cr.  |
| Upper level FILM              | 12 cr. |

**125.0 Français**

**125.05 Admission Requirements**

Required: Six 12U/12M courses including English

**125.10 Bachelor of Arts (General) Degree - Single Major**

A major in Français is available only on a part-time basis; courses will be offered only when there is sufficient student demand.

These courses are open to both Anglophone & Francophone students.

*Until officially deleted through APC & Senate, the BA3 in Français program requirements have been banked.*



### 125.15 Minor

A minor in French is available to students pursuing a major in another discipline. Prior to taking their first French course, students are required to write the Nipissing University French placement test. This test will evaluate the language competency of the student & enable him/her to be placed at the appropriate language level.

Students who have tested at a level equivalent to or greater than FREN2007 may pursue their French studies in any upper level course (i.e. FREN2106, FREN2006, etc.).

The Faculty of Arts & Science French placement test & the French Minor are distinct from the French proficiency requirement for admission to the Faculty of Education. Students should consult the Faculty of Education for details on those requirements.

To obtain a minor in French, students must complete a minimum of 24 credits at the upper year level in French. Of the 24 credits, a minimum of six credits must be in French literature.:

### 130.0 Gender Equality & Social Justice (formerly Women's Studies)

#### 130.05 Admission Requirements

Required: Six 4U/4M courses including English

#### 130.10 Honours Specialization

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

|  |        |
|--|--------|
| GEND 1000 level  | 6 cr.  |
| Group 1  | 6 cr.  |
| Group 2  | 6 cr.  |
| Group 3  | 6 cr.  |
| GEND 3306 Theories of Power & Equality                     | 3 cr.  |
| GEND 4005 Honours Essay <u>or</u>                          |        |
| GEND 4205 Honours Seminar                                  | 6 cr.  |
| GEND upper level courses or courses cross-listed with GEND | 27 cr. |

- Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%
- A maximum of 24 credits of cross-listed courses may count towards an Honours Specialization.
- A subject average of at least 70% is required for enrollment in 4000 level courses.

#### 130.20 Specialization

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

|  |        |
|--|--------|
| GEND 1000 level  | 6 cr.  |
| Group 1  | 6 cr.  |
| Group 2  | 6 cr.  |
| Group 3  | 6 cr.  |
| GEND 3306 Theories of Power & Equality                     | 3 cr.  |
| GEND upper level courses or courses cross-listed with GEND | 27 cr. |

- Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%
- Students with a subject average of at least 70% can enroll in 4000 level courses.
- A maximum of 18 credits of cross-listed courses may count towards a GESJ Specialization.

#### 130.30 Major

Students must complete 36 credits in the Major as follows:

|                 |       |
|-----------------|-------|
| GEND 1000 level | 6 cr. |
| Group 1         | 6 cr. |
| Group 2         | 6 cr. |

|  |        |
|--|--------|
| Group 3  | 6 cr.  |
| GEND upper level courses or courses cross-listed with GEND | 12 cr. |

**130.40 Minor**

Students must complete 18 credits as follows:

|  |        |
|--|--------|
| GEND 1000 level  | 6 cr.  |
| GEND upper level courses or courses cross-listed with GEND | 12 cr. |

**130.50 Gender Equality & Social Justice Courses**

|          |  |       |
|----------|--|-------|
| GEND1025 | Introduction to Gender Equality & Social Justice | 6 cr. |
| GEND3007 | Feminist Theories & Perspectives                 | 3 cr. |
| GEND3306 | Theories of Power & Equality                     | 3 cr. |
| GEND4005 | Honours Essay                                    | 6 cr. |
| GEND4205 | Honours Seminar                                  | 6 cr. |

**Group 1: Culture & Criticism**

|          |   |       |
|----------|---|-------|
| GEND2026 | Makeover Culture                                  | 3 cr. |
| GEND2045 | Women & Art History                               | 6 cr. |
| GEND2047 | Gender & Social Media                             | 3 cr. |
| GEND2056 | Selected Topics in Culture & Criticism            | 3 cr. |
| GEND2166 | Women, Media & Representation                     | 3 cr. |
| GEND2217 | Gender & the Media: Themes & Controversies        | 3 cr. |
| GEND2276 | Kid Media   | 3 cr. |
| GEND3046 | Queer Media                                       | 3 cr. |
| GEND2305 | Women in Cinema                                   | 6 cr. |
| GEND2306 | Art & Social Justice                              | 3 cr. |
| GEND2406 | Gender & Performance I                            | 3 cr. |
| GEND2407 | Gender & Performance II                           | 3 cr. |
| GEND3055 | Selected Topics (Advanced) in Culture & Criticism | 6 cr. |
| GEND3117 | Gender & the Bible                                | 3 cr. |
| GEND3205 | Philosophy of Sex & Love                          | 6 cr. |

**Group 2: Power & Inequality**

|          |   |       |
|----------|---|-------|
| GEND2006 | Gender & Education                                | 3 cr. |
| GEND2007 | Gender & Education II                             | 3 cr. |
| GEND2055 | Race, Class & Sexuality                           | 6 cr. |
| GEND2066 | Colonization & Indigenous Peoples                 | 3 cr. |
| GEND2076 | Religion & Colonization                           | 3 cr. |
| GEND2086 | Animal Rites                                      | 3 cr. |
| GEND2175 | Social Justice in Practice                        | 6 cr. |
| GEND2206 | Sex, Body & Identity I                            | 3 cr. |
| GEND2207 | Sex, Body & Identity II                           | 3 cr. |
| GEND2506 | Global Gender Issues                              | 3 cr. |
| GEND2516 | Race, Law & Violence                              | 3 cr. |
| GEND3026 | Women & World Religions                           | 3 cr. |
| GEND3047 | Deconstructing Nature                             | 3 cr. |
| GEND3056 | Selected Topics (Advanced) in Power & Inequality  | 3 cr. |
| GEND3066 | Canada, Colonization & the Politics of Resistance | 3 cr. |
| GEND3116 | Women & Western Religions                         | 3 cr. |
| GEND3136 | Masculinities & Power                             | 3 cr. |
| GEND3306 | Theories of Power & Equality                      | 3 cr. |
| GEND3407 | Gender & Global Politics                          | 3 cr. |

**Group 3: Human Rights & Social Justice**

|          |  |       |
|----------|--|-------|
| GEND2057 | Selected Topics in Human Rights & Social Justice   | 3 cr. |
| GEND2146 | Law, Power & Justice                               | 3 cr. |
| GEND2147 | Citizenship & Social Justice                       | 3 cr. |
| GEND2157 | Case Studies in Gender & the Law                   | 3 cr. |
| GEND2187 | International Human Rights                         | 3 cr. |
| GEND2226 | Case Studies in Persecution & Violent Conflict     | 3 cr. |
| GEND2277 | Genocide & Mass Violence in Rwanda                 | 3 cr. |
| GEND3036 | Global Social Movements                            | 3 cr. |
| GEND3057 | Selected Topics in Social Justice & Human Rights   | 3 cr. |
| GEND3067 | HIV/AIDS Health & Social Change                    | 3 cr. |
| GEND3127 | Gender, Globalization, & Human Rights              | 3 cr. |
| GEND3207 | The United Nations & the Responsibility to Protect | 3 cr. |
| GEND3227 | Justice after Atrocity                             | 3 cr. |
| GEND2036 | Gender & Environmental Justice I                   | 3 cr. |

## 135.0 Geography

### 135.05 Admission Requirements

Required: Six 12U/12M courses including English

### 135.10 Honours Specialization

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

All of:

|           |                                      |       |
|-----------|--------------------------------------|-------|
| *GEOG1016 | Introduction to Human Geography      | 3 cr. |
| *GEOG1017 | Introduction to Physical Geography   | 3 cr. |
| GEOG2017  | Introduction to Geomatics            | 3 cr. |
| GEOG2026  | Introduction to Quantitative Methods | 3 cr. |

12 credits of geography from: 12 cr.

|                      |                       |        |
|----------------------|-----------------------|--------|
| GEOG2106             | Geomorphology         |        |
| GEOG2107             | Climatology           |        |
| GEOG2126             | Physical Hydrology    |        |
| GEOG2136             | Cultural Geography    |        |
| GEOG2137             | Social Geography      |        |
| GEOG2226             | Environment & Society |        |
| 3000 level geography |                       | 15 cr. |
| 4000 level geography |                       | 18 cr. |
| Regional GEOG        |                       | 3 cr.  |

Students must be entering 4<sup>th</sup> year with a minimum 70% overall average in the subject to enroll in GEOG4986 or GEOG4995.

With permission of the instructor, students may complete GEOG4986 or GEOG4995, but not both, towards their fourth year.

Students may take 4<sup>th</sup> year courses in 3<sup>rd</sup> year with permission of the instructor.

Maximum of 9 credits from regional GEOG.

\*Students must successfully complete the GEOG1016/1017 with a minimum grade of 60%.

### 135.20 Specialization

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

All of:

|           |                                    |       |
|-----------|------------------------------------|-------|
| *GEOG1016 | Introduction to Human Geography    | 3 cr. |
| *GEOG1017 | Introduction to Physical Geography | 3 cr. |

|                                    |                                      |        |
|------------------------------------|--------------------------------------|--------|
| GEOG2017                           | Introduction to Geomatics            | 3 cr.  |
| GEOG2026                           | Introduction to Quantitative Methods | 3 cr.  |
| 12 credits of geography from:      |                                      | 12 cr. |
| GEOG2106                           | Geomorphology                        |        |
| GEOG2107                           | Climatology                          |        |
| GEOG2126                           | Physical Hydrology                   |        |
| GEOG2136                           | Cultural Geography                   |        |
| GEOG2137                           | Social Geography                     |        |
| GEOG2226                           | Environment & Society                |        |
| 15 credits of 3000 level geography |                                      | 15 cr. |
| upper level geography              |                                      | 12 cr. |
| Regional GEOG                      |                                      | 3 cr.  |

Students must be entering 4<sup>th</sup> year with a minimum 70% overall average in the subject to enroll in GEOG4986 or GEOG4995.

With permission of the instructor, students may complete GEOG4986 or GEOG4995, but not both, towards their fourth year.

Students may take 4<sup>th</sup> year courses in 3<sup>rd</sup> year with permission of the instructor.

Maximum of 9 credits from regional GEOG.

\*Students must successfully complete the GEOG1016/1017 with a minimum grade of 60%.

### 135.30 Major

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

All of:

|           |                                    |       |
|-----------|------------------------------------|-------|
| *GEOG1016 | Introduction to Human Geography    | 3 cr. |
| *GEOG1017 | Introduction to Physical Geography | 3 cr. |
| GEOG2017  | Introduction to Geomatics          | 3 cr. |

15 credits of geography from the following: 15 cr.

|                      |                                      |       |
|----------------------|--------------------------------------|-------|
| GEOG2026             | Introduction to Quantitative Methods |       |
| GEOG2106             | Geomorphology                        |       |
| GEOG2107             | Climatology                          |       |
| GEOG2126             | Physical Hydrology                   |       |
| GEOG2136             | Cultural Geography                   |       |
| GEOG2137             | Social Geography                     |       |
| GEOG2226             | Environment & Society                |       |
| 3000 level geography |                                      | 9 cr. |
| Regional GEOG        |                                      | 3 cr. |

Students must complete GEOG1016/1017 with a minimum grade of 60% in each.

### 135.40 Minor

One of:

|           |                                    |       |
|-----------|------------------------------------|-------|
| *GEOG1016 | Introduction to Human Geography    | 3 cr. |
| *GEOG1017 | Introduction to Physical Geography | 3 cr. |

Upper level GEOG 15 cr.

**135.50 Bachelor of Arts (Honours Specialization)/Bachelor of Education (Concurrent)**

Students must complete a minimum of 153 credits (P/J Division) or 156 credits (J/I Division) with at least 120 credits in the Faculty of Arts & Science & 33 credits (P/J Division) or 36 credits (J/I Division) in the Faculty of Education as follows

**Year 1**

|    |  |        |
|----|--|--------|
| *  | GEOG1016 Introduction to Human Geography         | 3 cr.  |
|    | GEOG1017 Introduction to Physical Geography      | 3 cr.  |
| ** | Electives  | 15 cr. |
|    | Six credits of Mathematics:                      | 6 cr.  |
|    | MATH1036 Calculus I                              |        |
|    | MATH1037 Calculus II                             |        |
|    | MATH1046 Introductory Linear Algebra             |        |
|    | MATH1056 Discrete Mathematics I                  |        |
|    | MATH1070 Fundamentals of Arithmetic for Teachers |        |

Choose from the following (according to Division):

|  |  |       |
|--|--|-------|
|  | EDUC 1123 (P/J) or EDUC 1013 (J/I) Observation & Practice Teaching 1 | 1 cr. |
|  | EDUC 4102 (P/J) or EDUC 4202 (J/I) Education & Schooling             | 3 cr. |

**Year 2**

|    |   |        |
|----|---|--------|
|    | GEOG2026 Introduction to Quantitative Methods   | 3 cr.  |
|    | GEOG upper level                                | 15 cr. |
| ** | Electives                                       | 3 cr.  |
|    | Six credits of:                                 | 6 cr.  |
|    | PSYC2006 Childhood Development                  |        |
|    | PSYC2007 Adult Development                      |        |
|    | PSYC2020 Developmental Psychology for Educators |        |

Choose from the following (according to Division):

|  |   |         |
|--|---|---------|
|  | EDUC 2123 (P/J) or EDUC 2013 (J/I) Observation & Practice Teaching II | 1 cr.   |
|  | EDUC 4112 (P/J) or EDUC 4116 (J/I) Language Arts                      | 3 cr.   |
|  | EDUC 4434 (P/J) or EDUC 4474 (J/I) Curriculum Methods I               | 2.5 cr. |

**Year 3**

|    |                  |        |
|----|------------------|--------|
|    | GEOG upper level | 18 cr. |
| ** | Electives        | 12 cr. |

Choose from the following (according to Division):

|  |  |       |
|--|--|-------|
|  | EDUC3123 (P/J) or EDUC3013 (J/I) Observation & Practice Teaching 3 | 1 cr. |
|  | EDUC4113 (P/J) or EDUC4117 (J/I) Language Arts                     | 3 cr. |
|  | EDUC4103 (P/J) or EDUC4203 (J/I) Educational Psychology & Spec Ed. | 3 cr. |

**Year 4**

|    |                  |        |
|----|------------------|--------|
|    | GEOG upper level | 24 cr. |
| ** | Electives        | 6 cr.  |

Choose from the following (according to Division):

|  |   |         |
|--|---|---------|
|  | EDUC4123 (P/J) or EDUC 4013 (J/I) Observation & Practice Teaching 4 | 1 cr.   |
|  | EDUC4444 (P/J) or EDUC 4484 (J/I) Curriculum Methods II             | 2.5 cr. |

**Year 5**

|  |   |       |
|--|---|-------|
|  | SOCI2091 Sociology for educators I: Social Theory & Education   | 3 cr. |
|  | SOCI2092 Sociology for educators II: Social Issues in Education | 3 cr. |

Choose from the following (according to Division):

|  |         |
|--|---------|
| *** EDUC 4133 (P/J) or EDUC 4023 (J/I) Observation & Practice Teaching 5 | 3 cr.   |
| EDUC 4244 (P/J) or EDUC 4308 (J/I) Visual Arts                           | 1.5 cr. |
| EDUC 4254 (P/J) or EDUC 4314 (J/I) Music Education                       | 1.5 cr. |
| EDUC 4264 (P/J) or EDUC 4324 (J/I) Health & Physical Education           | 1.5 cr. |
| EDUC 4274 (P/J) or EDUC 4334 (J/I) Mathematics Education                 | 1.5 cr. |
| EDUC 4284 (P/J) or EDUC 4344 (J/I) Science Education                     | 1.5 cr. |
| EDUC 4294 (P/J) or EDUC 4354 (J/I) Social Studies                        | 1.5 cr. |

For the Junior/Intermediate Division, students must choose one of the following according to major: 3 cr.

|           |   |
|-----------|---|
| EDUC 4406 | English (First Language) (Intermediate) |
| EDUC 4446 | Geography (Intermediate)                |
| EDUC 4456 | History (Intermediate)                  |
| EDUC 4466 | Mathematics (Intermediate)              |

*Students are limited to a maximum of 84 credits in Geography.*

\*Students must complete GEOG1016/1017 with a minimum grade of 60%. In Year 2, 3 & 4 students must include group requirements as specified by the major.

\*\* Students are required to take six credits of Canadian History at the 1000, 2000 or 3000 level & are restricted to a maximum of six credits of 1000 History. Students are also required to take six credits of Humanities. Six credits of English Studies are highly recommended.

\*\*\* Thirteen week placement.

## 140.0 History

### 140.00 Admission Requirements

Required: Six 12U/12M courses including English

### 140.10 Honours Specialization

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

|            |        |
|------------|--------|
| 1000 level | 6 cr.  |
| 2000 level | 12 cr. |
| 3000 level | 18 cr. |
| 4000 level | 12 cr. |

Students must complete the required six credits of introductory history with a minimum grade of 60%. Students are limited to a maximum of 12 credits of History at the 1000 level. Students may not count cross-listed courses towards the 2000 HIST level requirement. Students may count up to a maximum of 12 credits of cross-listed courses towards the 3000 level HIST requirement. Students are limited to a maximum of 18 credits at the 4000 level. Students must be in the 4<sup>th</sup> year of a BA4, have completed 30 credits in HIST, & have a minimum 70% average in HIST to be admitted to 4000 level HIST courses. Students may complete either HIST4015 or HIST4055, but not both with permission of the discipline.

### 140.20 Specialization

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

|            |        |
|------------|--------|
| 1000 level | 6 cr.  |
| 2000 level | 12 cr. |
| 3000 level | 36 cr. |

Students must complete the required six credits of introductory history with a minimum grade of 60%. Students are limited to a maximum of 12 credits of History at the 1000 level. Students may not count cross-listed courses towards the 2000 HIST level requirement. Students may count up to a maximum of 12 credits of cross-listed courses towards the 3000 level HIST requirement.

#### 140.30 Major

Students must complete 36 credits in the Major as follows:

|                           |        |
|---------------------------|--------|
| 1000 level                | 6 cr.  |
| Courses at the 2000 level | 12 cr. |
| Courses at the 3000 level | 18 cr. |

Students must complete the required six credits of introductory history with a minimum grade of 60%. Students are limited to a maximum of 12 credits of History at the 1000 level. Students may not count cross-listed courses towards the 2000 HIST level requirement. Students may count up to a maximum of 12 credits of cross-listed courses towards the 3000 level HIST requirement. Students may do a double major in History.

#### 140.40 Minor

Students must complete 18 credits as follows:

|                    |        |
|--------------------|--------|
| 1000 level         | 6 cr.  |
| 2000 or 3000 level | 12 cr. |

Students must complete the required six credits of introductory history with a minimum grade of 60%. Students may count up to a maximum of 12 credits of cross-listed courses towards a minor if they have not been used elsewhere to complete program requirements.

#### 140.50 Bachelor of Arts (Honours)/Bachelor of Education (Concurrent)

Students must complete a minimum of 153 credits (P/J Division) or 156 credits (J/I Division) with at least 120 credits in the Faculty of Arts & Science & 33 credits (P/J Division) or 36 credits (J/I Division) in the Faculty of Education as follows:

|    |  |        |
|----|--|--------|
|    | *HIST 1000 level   | 6 cr.  |
| ** | Electives  | 15 cr. |
|    | Six credits of Mathematics   | 6 cr.  |
|    | MATH1036 Calculus I  |        |
|    | MATH1037 Calculus II   |        |
|    | MATH1046 Introductory Linear Algebra                               |        |
|    | MATH1056 Discrete Mathematics I                                    |        |
|    | MATH1070 Fundamentals of Arithmetic for Teachers                   |        |
|    | Choose from the following (according to Division):                 |        |
|    | EDUC1123 (P/J) or EDUC1013 (J/D) Observation & Practice Teaching 1 | 1 cr.  |
|    | EDUC4102 (P/J) or EDUC4202 (J/D) Education & Schooling             | 3 cr.  |
|    | <b>Year 2</b>  |        |
|    | HIST 2000 level  | 12 cr. |
| ** | Electives  | 9 cr.  |
|    | Six credits of:  | 6 cr.  |
|    | PSYC2006 Childhood Development                                     |        |
|    | PSYC2007 Adult Development   |        |
|    | PSYC2020 Developmental Psychology for Educators                    |        |

Choose from the following (according to Division):

|   |         |
|---|---------|
| EDUC2123 (P/J) or EDUC2013 (J/I) Observation & Practice Teaching II | 1 cr.   |
| EDUC4112 (P/J) or EDUC4116 (J/I) Language Arts                      | 3 cr.   |
| EDUC4434 (P/J) or EDUC4474 (J/I) Curriculum Methods I               | 2.5 cr. |

### Year 3

|                 |        |
|-----------------|--------|
| HIST 3000 level | 24 cr. |
| **Electives     | 6 cr.  |

Choose from the following (according to Division):

|   |       |
|---|-------|
| EDUC3123 (P/J) or EDUC3013 (J/I) Observation & Practice Teaching 3                | 1 cr. |
| EDUC4113 (P/J) or EDUC4117 (J/I) Language Arts                                    | 3 cr. |
| EDUC4103 (P/J) or EDUC4203 (J/I) Educational Psychology & Special Education 3 cr. |       |

### Year 4

|                |        |
|----------------|--------|
| HIST3000 level | 6 cr.  |
| HIST4000 level | 12 cr. |
| **Electives    | 12 cr. |

Choose from the following (according to Division):

|   |         |
|---|---------|
| EDUC4123 (P/J) or EDUC 4013 (J/I) Observation & Practice Teaching 4 | 1 cr.   |
| EDUC4444 (P/J) or EDUC 4484 (J/I) Curriculum Methods II             | 2.5 cr. |

### Year 5

|          |  |       |
|----------|--|-------|
| SOCI2091 | Sociology for educators I: Social Theory & Education   | 3 cr. |
| SOCI2092 | Sociology for educators II: Social Issues in Education | 3 cr. |

Choose from the following (according to Division):

|  |         |
|--|---------|
| *** EDUC 4133 (P/J) or EDUC 4023 (J/I) Observation & Practice Teaching 5 | 3 cr.   |
| EDUC 4244 (P/J) or EDUC 4308 (J/I) Visual Arts                           | 1.5 cr. |
| EDUC 4254 (P/J) or EDUC 4314 (J/I) Music Education                       | 1.5 cr. |
| EDUC 4264 (P/J) or EDUC 4324 (J/I) Health & Physical Education           | 1.5 cr. |
| EDUC 4274 (P/J) or EDUC 4334 (J/I) Mathematics Education                 | 1.5 cr. |
| EDUC 4284 (P/J) or EDUC 4344 (J/I) Science Education                     | 1.5 cr. |
| EDUC 4294 (P/J) or EDUC 4354 (J/I) Social Studies                        | 1.5 cr. |

For the Junior/Intermediate Division, students must choose one of the following according to major: 3 cr.

|          |   |
|----------|---|
| EDUC4406 | English (First Language) (Intermediate) |
| EDUC4446 | Geography (Intermediate)                |
| EDUC4456 | History (Intermediate)                  |
| EDUC4466 | Mathematics (Intermediate)              |

\*Students must complete the required six credits of introductory History with a minimum grade of 60%. Students are required to take six credits on Canadian History at the 1000, 2000 or 3000 level & are restricted to a maximum of six credits in History.

\*\* Students are required to take six credits in Geography & are also required to take six credits of Humanities. Six credits of English Studies are highly recommended.

\*\*\* Thirteen week placement.

## 145.0 Liberal Arts

### 145.05 Admission Requirements

Required: Six 12U/12M courses including English



### 145.10 Program of Study

The Bachelor of Arts (Liberal) will give students maximum flexibility in designing their own degree program. The program is designed to provide students with a Liberal Arts education which emphasizes breadth rather than specialization.

Students must complete at least 48 credits in courses chosen from at least three disciplines in Group I (Humanities) & Group II (Social Sciences), with at least six credits in each group. Students must complete a minimum of 18 credits in each of two disciplines chosen from any of the four groups, with at least one of the two disciplines chosen from Group I or Group II. These 18 credits may include courses cross-listed for credit in that discipline (if they have not been used elsewhere to complete program requirements), with at least six credits at the first-year level & six credits at the upper year level.

|                              |        |
|------------------------------|--------|
| *Discipline 1 (Group 1 or 2) | 18 cr. |
| *Discipline 2                | 18 cr. |

\*A minimum of 60% is required in the first year introductory course(s) for each declared sequence.

#### Other Program Requirements

|   |        |
|---|--------|
| Sciences (unless included in the disciplines above) | 6 cr.  |
| Electives   | 48 cr. |

*Students are limited to 30 credits in one discipline & 54 credits in any two disciplines combined.*

## 150.0 Liberal Science

### 150.05 Admission Requirements

Required: Six 12U/12M courses including English & two of Chemistry, Mathematics or Physics

### 150.10 Program of Study

Students must complete a minimum of 54 credits chosen from three Science disciplines. Students must complete a sequence of 18 credits in each of two Science disciplines. These 18 credits may include courses cross-listed for credit in that discipline (if they have not been used elsewhere to complete program requirements), with at least six credits at the first-year level & six credits at the upper year level.

|                   |        |
|-------------------|--------|
| *Discipline 1     | 18 cr. |
| *Discipline 2     | 18 cr. |
| Science Electives | 18 cr. |

Six credits in each of two of the following disciplines: Chemistry, Mathematics & Physics.

\*A minimum of 60% is required in the first year introductory course(s) for each declared sequence.

|                                       |       |
|---------------------------------------|-------|
| Six credits from the following:       | 6 cr. |
| PHIL2505 Reasoning & Logical Argument |       |
| PHIL2915 Philosophy of Science        |       |

#### Other Program Requirements

|  |        |
|--|--------|
| Humanities & Social Sciences Electives | 12 cr. |
| Electives                              | 18 cr. |

**155.0 Mathematics****155.05 (a) Admission Requirements (Bachelor of Arts program)**

Required: Six 12U/12M courses including English; Calculus; one other Mathematics

**155.05 (b) Admission Requirements (Bachelor of Science program)**

Required: Six 12U/12M courses including English; Calculus; Geometry/Algebra; one of Chemistry or Physics

**155.10 Honours Specialization – Mathematics General**

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

|   |           |
|---|-----------|
| COSC 1557 - Introduction to Computing                                 | 3 cr.     |
| MATH 1036 - Calculus I  | 3cr.      |
| MATH 1037 - Calculus II   | 3 cr.     |
| MATH 1046 - Introductory Linear Algebra                               | 3 cr.     |
| MATH 1056 - Discrete Mathematics I                                    | 3 cr.     |
| MATH 2036 - Advanced Calculus I                                       | 3 cr.     |
| MATH 2037 - Advanced Calculus II                                      | 3 cr.     |
| MATH 2046 - Advanced Linear Algebra                                   | 3 cr.     |
| MATH 2056 - Discrete Mathematics II                                   | 3 cr.     |
| MATH 2076 - Probability & Statistics I                                | 3 cr.     |
| MATH 3156 - Algebra I   | 3 cr.     |
| MATH 3136 - Real Analysis I   | 3 cr.     |
| MATH 3127 - Combinatorics & Graph Theory                              | 3 cr.     |
| MATH 3266 - Differential Equations I                                  | 3 cr.     |
| One of any course from Groups I, II, III                              | 3 cr.     |
| One course from <b>each</b> of Groups I, II, III                      | 9 total   |
| Two courses from Group IV   | 6 total   |
| <i>For BSc only:</i>  |           |
| Two courses from Group V  | 6 (total) |
| Two science courses (Biology, Chemistry, Geography, Geology, Physics) | 6 (total) |

**155.15 Honours Specialization – Mathematics Pure**

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

|  |         |
|--|---------|
| COSC 1557 - Introduction to Computing            | 3 cr.   |
| MATH 1036 - Calculus I                           | 3cr.    |
| MATH 1037 - Calculus II                          | 3 cr.   |
| MATH 1046 - Introductory Linear Algebra          | 3 cr.   |
| MATH 1056 - Discrete Mathematics I               | 3 cr.   |
| MATH 2036 - Advanced Calculus I                  | 3 cr.   |
| MATH 2037 - Advanced Calculus II                 | 3 cr.   |
| MATH 2046 - Advanced Linear Algebra              | 3 cr.   |
| MATH 2056 - Discrete Mathematics II              | 3 cr.   |
| MATH 2076 - Probability & Statistics I           | 3 cr.   |
| MATH2116 – Geometry                              | 3 cr.   |
| MATH3126 – Number Theory                         | 3 cr.   |
| MATH 3136 - Real Analysis I                      | 3 cr.   |
| MATH3137 – Real Analysis II                      | 3 cr.   |
| MATH3156 – Algebra I                             | 3 cr.   |
| One course from <b>each</b> of Groups I, II, III | 9 total |
| Two courses from Group IV                        | 6 total |
| <i>For BSc only:</i>                             |         |

Two courses from Group V 6 (total)  
 Two science courses (Biology, Chemistry, Geography, Geology, Physics) 6 (total)

### 155.20 Honours Specialization – Mathematics Applied

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

|  |         |
|--|---------|
| COSC 1557 - Introduction to Computing            | 3 cr.   |
| MATH 1036 - Calculus I                           | 3cr.    |
| MATH 1037 - Calculus II                          | 3 cr.   |
| MATH 1046 - Introductory Linear Algebra          | 3 cr.   |
| MATH 1056 - Discrete Mathematics I               | 3 cr.   |
| MATH 2036 - Advanced Calculus I                  | 3 cr.   |
| MATH 2037 - Advanced Calculus II                 | 3 cr.   |
| MATH 2046 - Advanced Linear Algebra              | 3 cr.   |
| MATH 2056 - Discrete Mathematics II              | 3 cr.   |
| MATH 2076 - Probability & Statistics I           | 3 cr.   |
| MATH 3127 - Combinatorics & Graph Theory         | 3 cr.   |
| MATH 3156 - Algebra I                            | 3 cr.   |
| MATH 3266 - Differential Equations I             | 3 cr.   |
| MATH3276 – Probability & Statistics              | 3 cr.   |
| One of any course from Groups I, II, III         | 3 cr.   |
| One course from <b>each</b> of Groups I, II, III | 9 total |
| Two courses from Group IV                        | 6 total |

*For BSc only:*

Two courses from Group V 6 (total)  
 Two science courses (Biology, Chemistry, Geography, Geology, Physics) 6 (total)

### 155.25 Specialization – Mathematics General

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

|  |         |
|--|---------|
| COSC 1557 - Introduction to Computing            | 3 cr.   |
| MATH 1036 - Calculus I                           | 3cr.    |
| MATH 1037 - Calculus II                          | 3 cr.   |
| MATH 1046 - Introductory Linear Algebra          | 3 cr.   |
| MATH 1056 - Discrete Mathematics I               | 3 cr.   |
| MATH 2036 - Advanced Calculus I                  | 3 cr.   |
| MATH 2037 - Advanced Calculus II                 | 3 cr.   |
| MATH 2046 - Advanced Linear Algebra              | 3 cr.   |
| MATH 2056 - Discrete Mathematics II              | 3 cr.   |
| MATH 2076 - Probability & Statistics I           | 3 cr.   |
| MATH 3156 - Algebra I                            | 3 cr.   |
| MATH 3136 - Real Analysis I                      | 3 cr.   |
| MATH 3127 - Combinatorics & Graph Theory         | 3 cr.   |
| MATH 3266 - Differential Equations I             | 3 cr.   |
| One of any course from Groups I, II, III         | 3 cr.   |
| One course from <b>each</b> of Groups I, II, III | 9 total |

*For BSc only:*

Two courses from Group V 6 (total)  
 Two science courses (Biology, Chemistry, Geography, Geology, Physics) 6 (total)

### 155.30 Specialization – Mathematics Pure

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

|                                       |       |
|---------------------------------------|-------|
| COSC 1557 - Introduction to Computing | 3 cr. |
|---------------------------------------|-------|

|   |           |
|---|-----------|
| MATH 1036 - Calculus I  | 3cr.      |
| MATH 1037 - Calculus II   | 3 cr.     |
| MATH 1046 - Introductory Linear Algebra                               | 3 cr.     |
| MATH 1056 - Discrete Mathematics I                                    | 3 cr.     |
| MATH 2036 - Advanced Calculus I                                       | 3 cr.     |
| MATH 2037 - Advanced Calculus II                                      | 3 cr.     |
| MATH 2046 - Advanced Linear Algebra                                   | 3 cr.     |
| MATH 2056 - Discrete Mathematics II                                   | 3 cr.     |
| MATH 2076 - Probability & Statistics I                                | 3 cr.     |
| MATH2116 – Geometry   | 3 cr.     |
| MATH3126 – Number Theory  | 3 cr.     |
| MATH 3136 - Real Analysis I   | 3 cr.     |
| MATH3137 – Real Analysis II   | 3 cr.     |
| MATH3156 – Algebra I  | 3 cr.     |
| One course from <b>each</b> of Groups I, II, III                      | 9 total   |
| <i>For BSc only:</i>  |           |
| Two courses from Group V  | 6 (total) |
| Two science courses (Biology, Chemistry, Geography, Geology, Physics) | 6 (total) |

**155.35 Specialization – Mathematics Applied**

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

|   |           |
|---|-----------|
| COSC 1557 - Introduction to Computing                                 | 3 cr.     |
| MATH 1036 - Calculus I  | 3cr.      |
| MATH 1037 - Calculus II   | 3 cr.     |
| MATH 1046 - Introductory Linear Algebra                               | 3 cr.     |
| MATH 1056 - Discrete Mathematics I                                    | 3 cr.     |
| MATH 2036 - Advanced Calculus I                                       | 3 cr.     |
| MATH 2037 - Advanced Calculus II                                      | 3 cr.     |
| MATH 2046 - Advanced Linear Algebra                                   | 3 cr.     |
| MATH 2056 - Discrete Mathematics II                                   | 3 cr.     |
| MATH 2076 - Probability & Statistics I                                | 3 cr.     |
| MATH 3127 - Combinatorics & Graph Theory                              | 3 cr.     |
| MATH 3156 - Algebra I   | 3 cr.     |
| MATH 3266 - Differential Equations I                                  | 3 cr.     |
| MATH3276 – Probability & Statistics                                   | 3 cr.     |
| One of any course from Groups I, II, III                              | 3 cr.     |
| One course from <b>each</b> of Groups I, II, III                      | 9 total   |
| Two courses from Group V  | 6 (total) |
| Two science courses (Biology, Chemistry, Geography, Geology, Physics) | 6 (total) |

**155.40 Major**

Students must complete 36 credits in the Major as follows:

|  |       |
|--|-------|
| MATH 1036 - Calculus I                         | 3cr.  |
| MATH 1037 - Calculus II                        | 3 cr. |
| MATH 1046 - Introductory Linear Algebra        | 3 cr. |
| MATH 1056 - Discrete Mathematics I             | 3 cr. |
| MATH 2036 - Advanced Calculus I                | 3 cr. |
| MATH 2037 - Advanced Calculus II               | 3 cr. |
| MATH 2046 - Advanced Linear Algebra            | 3 cr. |
| MATH 2056 - Discrete Mathematics II            | 3 cr. |
| MATH 2076 - Probability & Statistics I         | 3 cr. |
| Three 3000-level courses from Groups I, 11,111 |       |

**155.45 Minor**

Students must compete 18 credits as follows:

|                        |      |
|------------------------|------|
| MATH 1036 - Calculus I | 3cr. |
|------------------------|------|

|  |       |
|--|-------|
| MATH 1037 - Calculus II                | 3 cr. |
| MATH 2036 - Advanced Calculus I        | 3 cr. |
| MATH 2037 - Advanced Calculus II       | 3 cr. |
| MATH 2076 - Probability & Statistics I | 3 cr. |
| MATH 3266 - Differential Equations I   | 3 cr. |

**155.50 Bachelor of Arts (Honours Specialization)/Bachelor of Education (Concurrent)  
Bachelor of Science (Honours Specialization)/Bachelor of Education (Concurrent)**

Students must complete a minimum of 153 credits (P/J Division) or 156 credits (J/I Division) with at least 120 credits in the Faculty of Arts & Science & 33 credits (P/J Division) or 36 credits (J/I Division) in the Faculty of Education as follows

**Year 1**

|  |       |
|--|-------|
| EDUC1123 (P/J) or EDUC1013 (J/I) Observation & Practice Teaching 1 | 1 cr. |
| EDUC4102 (P/J) or EDUC4202 (J/I) Education & Schooling             | 3 cr. |

**Year 2**

|   |         |
|---|---------|
| EDUC2123 (P/J) or EDUC2013 (J/I) Observation & Practice Teaching II | 1 cr.   |
| EDUC4112 (P/J) or EDUC4116 (J/I) Language Arts                      | 3 cr.   |
| EDUC4434 (P/J) or EDUC4474 (J/I) Curriculum Methods I               | 2.5 cr. |

**Year 3**

|   |       |
|---|-------|
| EDUC3123 (P/J) or EDUC3013 (J/I) Observation & Practice Teaching 3          | 1 cr. |
| EDUC4113 (P/J) or EDUC4117 (J/I) Language Arts                              | 3 cr. |
| EDUC4103 (P/J) or EDUC4203 (J/I) Educational Psychology & Special Education | 3 cr. |

**Year 4**

|  |         |
|--|---------|
| EDUC4123 (P/J) or EDUC4013 (J/I) Observation & Practice Teaching 4 | 1 cr.   |
| EDUC4444 (P/J) or EDUC4484 (J/I) Curriculum Methods II             | 2.5 cr. |

**Year 5**

|  |         |         |
|--|---------|---------|
| *** EDUC4133 (P/J) or EDUC4023 (J/I) Observation & Practice Teaching 5 | 3 cr.   |         |
| EDUC4244 (P/J) or EDUC4308 (J/I) Visual Arts                           | 1.5 cr. |         |
| EDUC4254 (P/J) or EDUC4314 (J/I) Music Education                       |         | 1.5 cr. |
| EDUC4264 (P/J) or EDUC4324 (J/I) Health & Physical Education           | 1.5 cr. |         |
| EDUC4274 (P/J) or EDUC4334 (J/I) Mathematics Education                 | 1.5 cr. |         |
| EDUC4284 (P/J) or EDUC4344 (J/I) Science Education                     | 1.5 cr. |         |
| EDUC4294 (P/J) or EDUC4354 (J/I) Social Studies                        | 1.5 cr. |         |

For the J/I Division, students must choose one of the following according to major: 3 cr.

|          |   |
|----------|---|
| EDUC4406 | English (First Language) (Intermediate) |
| EDUC4416 | Computer Science (Intermediate)         |
| EDUC4446 | Geography (Intermediate)                |
| EDUC4456 | History (Intermediate)                  |
| EDUC4466 | Mathematics (Intermediate)              |

\*Students must complete MATH1037/1046/1056 with a minimum grade of 60%. With the required math credits students must choose a pure mathematics, applied mathematics or non-specialized stream of mathematics as specified by the major.

\*\*For the BSc/BEEd, students must include COSC1567, & six credits of BIOL1006/1007, CHEM1005, or PHYS1005 in Year I. All students are required to take six credits of Canadian History at the 1000, 2000 or 3000 level & are restricted to a maximum of six credits of 1000 History. Students are required to take six credits in Geography & are also required to take six credits of Humanities. Six credits of English Studies are highly recommended.

\*\*\* Thirteen week placement.

### 155.60 Certificate in Game Design & Development

This certificate is restricted to BA or BSc students with majors in Mathematics or Computer Science & awarded at the time of graduation. Students must maintain a minimum 60% average on the 18 certificate courses as follows:

Core Courses - at least 12 credits from:

COSC2406 – Introduction to Game Design & Development  
 COSC2607 – Object-Oriented Programming  
 COSC3207 – Computer Graphics  
 COSC3307 – 3D Computer Graphics  
 COSC3406 – Advanced Game Design & Development

Optional Courses - at least 6 credits from:

COSC3706 – The Computing Profession  
 COSC2106 – Machine Structures I  
 COSC2107 – Machine Structures II  
 COSC2667 – Operating Systems I  
 COSC3007 – Artificial Intelligence  
 COSC4406 – Software Engineering

### 155.70 MOU with Tyndale University College & Nipissing Mathematics Major

#### Mathematics Major, Years One & Two (Tyndale)

In their first two years of study at Tyndale, students will take up to seven courses (21 credits) in Mathematics, in addition to courses in Humanities (English, History, Philosophy, Biblical Studies & Theology, Fine Arts) & the Social Sciences (Economics, Psychology, Human Services), for a total of 60 credits, with a minimum overall average of 60% (GPA 2.0) for the Bachelor of Science (Four Year) Degree, & a minimum overall average of 70% (GPA 3.0) for the Bachelor of Science (Honours).

Nipissing students majoring in Math must complete six credits in Humanities courses & an additional six credits in Social Sciences; ordinarily this requirement will be met in the first two years of the Tyndale/Nipissing program.

#### Mathematics Major, Years Three & Four (Nipissing)

Students will complete an additional 60 credits at Nipissing, fulfilling all of the remaining requirements of the Nipissing Bachelor of Science (Four Year) or Bachelor of Science (Honours) degrees, as specified in the Nipissing University Calendar current in the year of their matriculation to Tyndale.

### 155.80 Mathematics Course Groupings

Core Mathematics Group

|          |                             |
|----------|-----------------------------|
| MATH1036 | Calculus I                  |
| MATH1037 | Calculus II                 |
| MATH1046 | Introductory Linear Algebra |
| MATH1056 | Discrete Mathematics I      |
| MATH2036 | Advanced Calculus I         |
| MATH2037 | Advanced Calculus II        |
| MATH2046 | Advanced Linear Algebra     |
| MATH2056 | Discrete Mathematics II     |
| MATH2076 | Probability & Statistics I  |

Group I (Pure Mathematics)

|          |                              |
|----------|------------------------------|
| MATH2116 | Geometry                     |
| MATH3126 | Number Theory                |
| MATH3127 | Combinatorics & Graph Theory |

|          |                    |
|----------|--------------------|
| MATH3136 | Real Analysis I    |
| MATH3137 | Real Analysis II   |
| MATH3146 | Complex Analysis I |
| MATH3156 | Algebra I          |
| MATH3157 | Algebra II         |
| MATH3166 | Topology           |

Group II (Applied Mathematics)

|          |                                 |
|----------|---------------------------------|
| MATH2216 | Intro to Computational Geometry |
| MATH3216 | Advanced Computational Geometry |
| MATH3256 | Operations Research             |
| MATH3266 | Differential Equations I.       |
| MATH3267 | Differential Equations II       |
| MATH3276 | Probability & Statistics II     |
| MATH3286 | Mathematics of Finance          |
| MATH3296 | Mathematical Modeling           |
| COSC1567 | Programming in C++              |
| COSC2206 | Mathematical Computation        |
| COSC3006 | Numerical Methods I             |

Group III (Mathematics Electives)

|          |                        |
|----------|------------------------|
| MATH2306 | History of Mathematics |
| MATH2386 | Problem Solving        |
| MATH3396 | Selected Topics I      |
| MATH3397 | Selected Topics II     |

Group IV (Advanced Mathematics)

|          |                            |
|----------|----------------------------|
| MATH4016 | Numerical Methods II       |
| MATH4036 | Measure Theory             |
| MATH4086 | Functional Analysis        |
| MATH4246 | Optimization               |
| MATH4496 | Senior Research Project I  |
| MATH4497 | Senior Research Project II |

Group V (Science Options)

|           |   |
|-----------|---|
| BIOL1006  | Introduction to Molecular & Cell Biology          |
| BIOL1007  | Introduction to Organismal & Evolutionary Biology |
| CHEM1005  | General Chemistry                                 |
| PHYS1006  | General Physics I                                 |
| PHYS1007- | General Physics II                                |
| PHYS2006- | General Physics III                               |
| PHYS2007- | General Physics IV                                |

**160.0 Native Studies**

**160.05 Admission Requirements**

Required: Six 4U/4M courses including English (ENG4U)

**160.10 Bachelor of Arts (General) Degree - Single Major**

Students must complete 90 credits including a minimum of 36 credits in Native Studies as follows:

|           |  |       |
|-----------|--|-------|
| *NATI1005 | Madjitang, in the Beginning `An Introduction to Native Studies | 6 cr. |
| NATI2905  | Native Philosophy  | 6 cr. |
| NATI3005  | Native Spirituality & Religions                                | 6 cr. |

NATI upper level courses or courses cross-listed with NATI 18 cr.

\*Students must successfully complete NATI1005 with a minimum grade of 60%.

Other Program Requirements

Science 6 cr.  
Electives 48 cr.

**160.15 Bachelor of Arts (General) Degree - Combined Major**

Students must complete 90 credits including a minimum of 30 credits in NATI (or courses cross-listed with NATI) & 30 credits in another discipline. The second major must include all courses required for that discipline. The Native Studies requirements are:

|  |  |        |
|--|--|--------|
| *NATI1005  | Madjitang, in the Beginning `An Introduction to Native Studies | 6 cr.  |
| NATI2905   | Native Philosophy  | 6 cr.  |
| NATI3005   | Native Spirituality & Religions                                | 6 cr.  |
| NATI upper level courses or courses cross-listed with NATI |  | 12 cr. |

\*Students must successfully complete NATI1005 with a minimum grade of 60%.

Other Program Requirements

Major 2 30 cr.  
Science 6 cr.  
Electives 24 cr.

**160.20 Minor**

Students must complete 18 credits of Native Studies courses. (No cross-listed courses will count toward the minor).

**165.0 Nursing**

**165.05 Admission Requirements**

Required: Six 12U/12M courses including English (ENG12U), Biology (SBI12U); & Chemistry (SCH12U). One 12U/4M Mathematics recommended. A minimum average of 70% will be required for entry to the program.

Successful applicants must present evidence of a health assessment & a record of current immunization required by the Ontario Public Hospitals Act.

Note #1: Admission to this program is open only to full-time students.

Note #2: (Current 2000) Evaluation, Registration & Regulatory Body Requirements

In Ontario, the Regulated Health Professional Act (RHPA) & the Nursing Act have conditions for provincial registration that impact on Ontario students entering & completing the Nursing program & writing the Canadian Nurses' Association Testing Services (CNATS) Registration examinations. These conditions require the student:

- To be a Canadian citizen or a permanent resident of Canada or authorized under the Immigration Act (Canada);
- To not have been convicted of a criminal offense under the Narcotic Control Act & the Food & Drugs Act;
- To not have been the subject of proceedings with respect to professional misconduct;
- Incompetence, or incapacity in another health profession in Ontario or in nursing in another jurisdiction;
- To not suffer from a mental or physical disorder which makes it desirable in the public interest that the person not practice.



**165.10 Bachelor of Science (Honours) Degree**

Students must complete the following courses:

*Year 1*

|          |   |   |
|----------|---|---|
| BIOL1011 | Intro to Molecular & Cell Biology                 | 3 |
| BIOL2706 | Structure & Function of the Human Body I          | 3 |
| BIOL2707 | Structure & Function of the Human Body II         | 3 |
| NURS1006 | Professional Self-Awareness*                      | 3 |
| NURS1016 | Nursing & Health*                                 | 3 |
| NURS1017 | Aging & Health                                    | 3 |
| NURS1026 | Clinical Practicum - Nursing Healthy Individuals* | 3 |
| NURS1027 | Clinical Practicum - Nursing Older Adults*        | 3 |
| NURS1037 | Health Assessment                                 | 3 |
| SOCI1016 | Introduction to Sociology                         | 3 |

*Year 2*

|          |   |     |
|----------|---|-----|
| NURS2007 | Therapeutic Relationships*  | 3   |
| NURS2016 | Health Challenges*  | 3   |
| NURS2017 | Nursing Across the Lifespan*  | 3   |
| NURS2026 | Clinical Practicum – Nursing in the Acute Care Setting              | 3   |
| NURS2028 | Clinical Practicum: Nursing in Specialty Settings: Mental Health    | 1.5 |
| NURS2029 | Clinical Practicum: Nursing in Specialty Settings: Women & Children | 1.5 |
| NURS2037 | Pharmacology*   | 3   |
| NURS2047 | Professional Foundations in Nursing                                 | 3   |
| NURS2526 | Pathophysiology*  | 3   |
| BIOL2116 | Principles of Microbiology  | 3   |
| PSYC1026 | Applied Developmental Psychology                                    | 3   |

*Year 3*

|           |   |   |
|-----------|---|---|
| MATH1257  | Technical Statistics                                    | 3 |
| NURS3006  | Nursing Theories *                                      | 3 |
| NURS3007  | Community Health Nursing*                               | 3 |
| NURS3016  | Family Nursing  | 3 |
| NURS3026  | Clinical Practicum – Family Nursing in Diverse Settings | 3 |
| NURS3027  | Clinical Practicum - Nursing Communities & Populations  | 3 |
| NURS3036  | Transcultural Nursing*                                  | 3 |
| Electives |   | 9 |

*Year 4*

|           |   |   |
|-----------|---|---|
| NURS4006  | Nursing Informatics*                            | 3 |
| NURS4007  | Leadership & Management in Nursing*             | 3 |
| NURS4016  | Research in Nursing & Health*                   | 3 |
| NURS4017  | Current Issues in Nursing                       | 3 |
| NURS4026  | Clinical Practicum - Advanced Nursing Practice* | 3 |
| NURS4027  | Clinical Practicum - Preceptorship*             | 9 |
| NURS4036  | Complex Health Challenges*                      | 3 |
| Electives |   | 3 |

\*Students must complete all NURS courses with a minimum grade of 60% & 50% in non-nursing required courses. All clinical practicum courses will be assessed on a satisfactory or unsatisfactory basis.

Provided they meet the conditions stated above, graduates of this program are eligible to write registration examinations of the CNATS. The College of Nurses of Ontario grants a certificate of registration to practice as a registered nurse to all candidates who succeed in the examination & meet the requirements of the RHPA & the Nurses Act.

## 165.20 Post-Registered Practical Nurse to BScN Program

### 165.21 Admission standards

Preference within the proposed program will be given to applicants from Canadore College's PN diploma program as well as applicants from within the remaining six members of the seven-college Northern consortium for practical nursing education (Cambrian College, Sault College, Confederation College, Northern College, Collège Boréal & Niagara College). Applicants from who are graduates from other PN programs will be considered if space is available. All applicants must meet the following admission requirements:

- Successful graduation from a community college PN diploma program (4 semesters) with a minimum GPA of 3.0
- Successful completion of the Canadian Practical Nurses Registration Examination (CPNRE) or proof of eligibility to write & subsequently pass the CPNRE.
- Registration or eligibility of registration with the College of Nurses of Ontario.

### 165.22 Transfer Credits:

Students in the RPN to BScN program will be granted a block of 30 credits for the following BScN program courses: NURS1006, NURS1016, NURS1027, NURS1037, NURS1017, NURS1027, NURS2026, NURS2526, NURS 2037, BIOL2706, BIOL2707, PSYC1036, SOCI2036. This transfer credit shall be registered on the student transcript as NURS9230 – Transfer Credits RPN to BScN Bridging Program.

Year 1 – Bridge Year of Post RPN Program

BIOL1011 – Intro to Molecular & Cell Biology for Nursing & Physical & Health Education

BIOL2116 – Principles of Microbiology

NURS2007 – Therapeutic Relationships

NURS2016 – Health Challenges

NURS2017 – Nursing Across the Lifespan

NURS2106 – Clinical Practicum: RPN to BScN

NURS2107 – Reflective Practice: RPN to BScN

NURS2028 – Clinical Practicum: Nursing in Specialty Settings: Mental Health

NURS2029 - Clinical Practicum: Nursing in Specialty Settings: Women & Children

NURS2047 – Professional Foundations in Nursing

UNIV1011 – University Success

Upon successful completion of the bridged year, the RPN to BScN students will be integrated into Year 3, semester 4 of the BScN program.

## 165.30 BScN - International School of Nursing (IUON) Stream

### 165.31 Admission Standards

Successful completion of the first six semesters of the Bachelor of Science at the International University of Nursing (IUON) with a minimum overall average of 67%. Enrolment is limited & meeting the minimum requirement will not guarantee acceptance to the program. Applicants will be pre-assessed by IUON for admission eligibility.

### 165.32 Transfer Credits:

Students in the IUON stream will be awarded 90 credits of transfer credits for their successful completion of six semesters. Advanced standing will be awarded as a 90 credit block.

### 165.33 Degree Requirements:

Regular BScN regulations for progression & graduation apply.

90 Credit IUON Block Transfer & the following:

|   |       |
|---|-------|
| NURS4426 Transitions: Introduction to Canadian Healthcare | 3 cr  |
| NURS4446 Concepts & Strategies in Gerontological Nursing  | 3 cr  |
| NURS4447 Concepts & Strategies in Pediatric Nursing       | 3 cr. |
| NURS4026 Clinical Practicum – Advanced Nursing Practice   | 3 cr. |

|   |       |
|---|-------|
| NURS4036 Complex Health Challenges          | 3 cr. |
| NURS4007 Leadership & Management in Nursing | 3 cr  |
| NURS4017 Current Issues in Nursing          | 3 cr  |
| NURS4027 Clinical Practicum – Preceptorship | 3 cr  |

#### **165.40 Program of Study – Second Degree Entry Bachelor of Science in Nursing (Scholar Practitioner Program)**

##### **165.41 Admission Requirements**

- 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 & physiology & one (1) course in general psychology, at the university level from a recognized institution is recommended. Applicants who have not completed these courses will be considered for admission; however, they will be required to provide proof of successful completion of the prerequisite(s) by the end of their first year (12 months) of study.)
- Personal Statement
- Interview
- Reference Letter

##### **165.42 Degree Requirements:**

All of the following:

|   |       |
|---|-------|
| NURS1176 – Generativity & Life Inquiry                                    | 3 cr  |
| NURS1195 – Generativity & Life Transformative Practicum                   | 3 cr  |
| NURS1187 – Generativity & Life Reflection                                 | 3 cr  |
| NURS1276 – Functionality of Mind, Body, & Spirit Inquiry                  | 3 cr  |
| NURS1295 – Functionality of Mind, Body, & Spirit Transformative Practicum | 6 cr. |
| NURS1287 – Functionality of Mind, Body, & Spirit Reflection               | 3 cr  |
| NURS2376 – Hope & Possibility Inquiry                                     | 3 cr  |
| NURS2395 – Hope & Possibility Transformative Practicum                    | 6 cr  |
| NURS2387 – Hope & Possibility Reflection                                  | 3 cr  |
| NURS2476 – Experiential Integration Inquiry                               | 3 cr  |
| NURS2495 – Experiential Integration Transformative Practicum              | 3 cr  |
| NURS2487 – Experiential Integration Reflection                            | 3 cr  |
| NURS3576 – Retooling & Redesign Inquiry                                   | 3 cr  |
| NURS3595 – Retooling & Redesign Transformative Practicum                  | 6 cr  |
| NURS3587 – Retooling & Redesign Reflection                                | 3 cr  |
| NURS3676 – Challenging the System Inquiry                                 | 3 cr  |
| NURS3695 – Challenging the System Transformative Practicum                | 6 cr. |
| NURS3687 – Challenging the System Reflection                              | 3 cr  |

#### **170.0 Philosophy**

##### **170.05 Admission Requirements**

Required: Six 12U/12M courses including English (ENG12U)

##### **170.10 Honours Specialization**

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

|           |                               |       |
|-----------|-------------------------------|-------|
| *PHIL1115 | Introduction to Philosophy    | 6 cr. |
| PHIL2305  | Origins of Western Philosophy | 6 cr. |

|                  |                                |        |
|------------------|--------------------------------|--------|
| PHIL2505         | Reasoning & Logical & Argument | 6 cr   |
| PHIL3335         | History of Modern Philosophy   | 6 cr   |
| PHIL4000 level   |                                | 6 cr.  |
| PHIL upper level |                                | 30 cr. |

\*Students must complete the PHIL1115 with a minimum grade of 60%.

### 170.20 Specialization

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

|                  |                               |        |
|------------------|-------------------------------|--------|
| *PHIL1115        | Introduction to Philosophy    | 6 cr.  |
| PHIL2305         | Origins of Western Philosophy | 6 cr   |
| PHIL2505         | Reasoning & Logical Argument  | 6 cr   |
| PHIL3335         | History of Modern Philosophy  | 6 cr   |
| PHIL upper level |                               | 30 cr. |

### 170.30 Major

Students must complete 36 in the major as follows:

|                  |                               |       |
|------------------|-------------------------------|-------|
| PHIL1115         | Introduction to Philosophy    | 6 cr. |
| PHIL2305         | Origins of Western Philosophy | 6 cr. |
| PHIL2505         | Reasoning & Logical Argument  | 6 cr. |
| PHIL3305         | History of Modern Philosophy  | 6 cr. |
| PHIL upper level |                               | 12 cr |

### 170.40 Minor

Students must complete 18 credits in Philosophy as follows:

|                  |                               |       |
|------------------|-------------------------------|-------|
| PHIL1115         | Introduction to Philosophy    | 6 cr. |
| PHIL2305         | Origins of Western Philosophy | 6 cr. |
| PHIL upper level |                               | 6 cr. |

## 175.0 Political Science

### 175.05 Admission Requirements

Required: Six 12U/12M courses including English (ENG12U)

### 175.10 Honours Specialization

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

|                  |                                   |       |
|------------------|-----------------------------------|-------|
| POLI1005         | Introduction to Political Science | 6 cr  |
| POLI2106         | Great Political Questions I       | 3 cr  |
| POLI2107         | Great Political Questions II      | 3 cr  |
| POLI2706         | Canadian Politics                 | 3 cr  |
| POLI2707         | Canada & the World                | 3 cr  |
| POLI4205         | Honours Seminar                   | 6 cr. |
| POLI upper level |                                   | 36 cr |

### 175.20 Specialization

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

|          |                                   |      |
|----------|-----------------------------------|------|
| POLI1005 | Introduction to Political Science | 6 cr |
|----------|-----------------------------------|------|

|                                       |       |
|---------------------------------------|-------|
| POLI2106 Great Political Questions I  | 3 cr  |
| POLI2107 Great Political Questions II | 3 cr  |
| POLI2706 Canadian Politics            | 3 cr  |
| POLI2707 Canada & the World           | 3 cr  |
| POLI upper level                      | 36 cr |

### 175.30 Major

Students must complete 90 credits including 36 credits in the Major as follows::

|  |       |
|--|-------|
| POLI1005 Introduction to Political Science | 6 cr  |
| POLI2106 Great Political Questions I       | 3 cr  |
| POLI2107 Great Political Questions II      | 3 cr  |
| POLI2706 Canadian Politics                 | 3 cr. |
| POLI2707 Canada & the World                | 3 cr  |
| POLI upper level                           | 18 cr |

### 175.40 Minor

|  |        |
|--|--------|
| POLI1005 Introduction to Political Science | 6 cr.  |
| Courses cross-listed/cross-coded with POLI | 12 cr. |

## 180.0 Psychology

### 180.05 (a) Admission Requirements (Arts Degrees only)

Required: Six 12U/12M courses including English (ENG12U)

### 180.05 (b) Admission Requirements (Science Degrees only)

Required: Six 12U/12M courses including English (ENG12U); one 12U Math; Chemistry or Physics

### 180.10 Honours Specialization (BSc)

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

|   |        |
|---|--------|
| *PSYC1106 Introduction to Psychology I    | 3 cr.  |
| *PSYC1107 Introduction Psychology II      | 3 cr.  |
| *PSYC2126 Scientific Method & Analysis I  | 3 cr.  |
| *PSYC2127 Scientific Method & Analysis II | 3 cr.  |
| *PSYC3356 Design & Analysis I             | 3 cr.  |
| *PSYC3357 Design & Analysis II            | 3 cr.  |
| PSYC4005 Systems & Theories in Psychology | 6 cr.  |
| PSYC4105 Senior Empirical Thesis          | 6 cr.  |
| PSYC2000/3000/4000 level                  | 30 cr. |

\*Students must successfully complete PSYC1106, PSYC1107, PSYC2126, PSYC2127, PSYC3356 & PSYC3357 with a minimum grade of 60%.

Students who wish to take PSYC4105 must complete both PSYC3356 & PSYC3357 with a minimum grade of 70% in each.

It is recommended that students in this degree program take PHIL2505 Reasoning & Logical Argument.

### 180.15 Honours Specialization (BA)

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

|  |        |
|--|--------|
| *PSYC1106 Introduction to Psychology I                                       | 3 cr.  |
| *PSYC1107 Introduction Psychology II   | 3 cr.  |
| *PSYC2126 Scientific Method & Analysis I                                     | 3 cr.  |
| *PSYC2127 Scientific Method & Analysis II                                    | 3 cr.  |
| *PSYC3356 Design & Analysis I  | 3 cr.  |
| PSYC4005 Systems & Theories in Psychology                                    | 6 cr.  |
| PSYC4105 Senior Empirical Thesis <u>or</u> PSYC 4125 Senior Research Seminar | 6 cr.  |
| PSYC2000/3000/4000 level   | 33 cr. |

\*Students must successfully complete PSYC1106, PSYC1107, PSYC2126, PSYC2127, & PSYC3356 with a minimum grade of 60%.

Students who wish to take PSYC4105 must complete both PSYC3356 & PSYC3357 with a minimum grade of 70% in each.

It is recommended that students in this degree program take PHIL2505 Reasoning & Logical Argument.

### 180.20 Specialization (BSc)

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

|   |        |
|---|--------|
| *PSYC1106 Introduction to Psychology I    | 3 cr.  |
| *PSYC1107 Introduction to Psychology II   | 3 cr.  |
| *PSYC2126 Scientific Method & Analysis I  | 3 cr.  |
| *PSYC2127 Scientific Method & Analysis II | 3 cr.  |
| *PSYC3356 Design & Analysis I             | 3 cr.  |
| *PSYC3357 Design & Analysis II            | 3 cr.  |
| PSYC2000/3000/4000 level                  | 36 cr. |

\*Students must successfully complete PSYC1106, PSYC1107, PSYC2126, PSYC2127, PSYC3356 & PSYC3357 with a minimum grade of 60%.

It is recommended that students in this degree program take PHIL2505 Reasoning & Logical Argument.

### 180.25 Specialization (BA)

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

|   |        |
|---|--------|
| *PSYC1106 Introduction to Psychology I    | 3 cr.  |
| *PSYC1107 Introduction to Psychology II   | 3 cr.  |
| *PSYC2126 Scientific Method & Analysis I  | 3 cr.  |
| *PSYC2127 Scientific Method & Analysis II | 3 cr.  |
| PSYC3116 Literacy in Psychology           | 3 cr.  |
| PSYC2000/3000/4000 level                  | 39 cr. |

\*Students must successfully complete PSYC1106, PSYC1107, PSYC2126, PSYC2127, & PSYC3116 with a minimum grade of 60%.

It is recommended that students in this degree program take PHIL2505 Reasoning & Logical Argument.

### 180.30 Major (BSc)

Students must complete 36 credits in the Major as follows:

|   |        |
|---|--------|
| *PSYC1106 Introduction to Psychology I    | 3 cr.  |
| *PSYC1107 Introduction to Psychology II   | 3 cr.  |
| *PSYC2126 Scientific Method & Analysis I  | 3 cr.  |
| *PSYC2127 Scientific Method & Analysis II | 3 cr.  |
| *PSYC3356 Design & Analysis I             | 3 cr.  |
| PSYC2000/3000 level                       | 21 cr. |

\*Students must successfully complete PSYC1106, PSYC1107, PSYC2126, PSYC2127, PSYC3356 & PSYC3357 with a minimum grade of 60%.

It is recommended that students in this degree program take PHIL2505 Reasoning & Logical Argument.

### 180.35 Major (BA)

Students must complete 36 credits in the Major as follows:

|   |        |
|---|--------|
| *PSYC1106 Introduction to Psychology I    | 3 cr.  |
| *PSYC1107 Introduction to Psychology II   | 3 cr.  |
| *PSYC2126 Scientific Method & Analysis I  | 3 cr.  |
| *PSYC2127 Scientific Method & Analysis II | 3 cr.  |
| PSYC2000/3000 level                       | 24 cr. |

\*Students must successfully complete PSYC1106, PSYC1107, PSYC2126, & PSYC2127 with a minimum grade of 60%.

### 180.40 Minor

Students must complete 18 credits in the Minor as follows:

|   |        |
|---|--------|
| *PSYC1106 Introduction to Psychology I  | 3 cr.  |
| *PSYC1107 Introduction to Psychology II | 3 cr.  |
| PSYC2000/3000 level                     | 12 cr. |

Cross-coded & cross-listed courses may count toward the Minor if they have not been used elsewhere to complete program requirements.

### 180.50 Bachelor of Arts (Honours Specialization)/Bachelor of Education (Concurrent)

Students must complete a minimum of 153 credits (P/J Division) or 156 credits (J/I Division) with at least 120 credits in the Faculty of Arts & Science & 33 credits (P/J Division) or 36 credits (J/I Division) in the Faculty of Education as follows

#### Year 1

|  |        |
|--|--------|
| PSYC1106 Introduction to Psychology I  | 3 cr   |
| PSYC1107 Introduction to Psychology II | 3 cr.  |
| ** Electives                           | 15 cr. |

Six credits of Mathematics: 6 cr.

MATH1036 Calculus I  
 MATH1037 Calculus II  
 MATH1046 Introductory Linear Algebra  
 MATH1056 Discrete Mathematics I  
 MATH1070 Fundamentals of Arithmetic for Teachers

Choose from the following (according to Division):

|  |       |
|--|-------|
| EDUC 1123 (P/J) or EDUC 1013 (J/I) Observation & Practice Teaching 1 | 1 cr. |
| EDUC 4102 (P/J) or EDUC 4202 (J/I) Education & Schooling             | 3 cr. |

#### Year 2

|   |       |
|---|-------|
| PSYC2126 Scientific Methods & Analysis I  | 3 cr. |
| PSYC2127 Scientific Methods & Analysis II | 3 cr. |
| PSYC2006 Childhood Development            | 3 cr  |
| PSYC2007 Adult Development                | 3 cr  |
| PSYC2000, 3000, or 4000 level             | 6 cr  |

|   |  |         |
|---|--|---------|
| **Electives   |  | 9 cr.   |
| Choose from the following (according to Division):                                  |  |         |
| EDUC2123 (P/J) or EDUC2013 (J/I) Observation & Practice Teaching II                 |  | 1 cr.   |
| EDUC4112 (P/J) or EDUC4116 (J/I) Language Arts                                      |  | 3 cr.   |
| EDUC4434 (P/J) or EDUC4474 (J/I) Curriculum Methods I                               |  | 2.5 cr. |
| <b>Year 3</b>   |  |         |
| PSYC3356 Design & Analysis  |  | 3 cr.   |
| PSYC2000, 3000, or 4000 level   |  | 15 cr   |
| **Electives   |  | 12 cr.  |
| Choose from the following (according to Division):                                  |  |         |
| EDUC3123 (P/J) or EDUC3013 (J/I) Observation & Practice Teaching 3                  |  | 1 cr.   |
| EDUC4113 (P/J) or EDUC4117 (J/I) Language Arts                                      |  | 3 cr.   |
| EDUC4103 (P/J) or EDUC4203 (J/I) Educational Psychology & Special Education         |  | 3 cr.   |
| <b>Year 4</b>   |  |         |
| PSYC4005 Systems & Theories in Psychology   |  | 6 cr.   |
| PSYC4105 Senior Empirical Thesis <b>or</b>  |  |         |
| PSYC4215 Senior Research Seminar  |  | 6 cr.   |
| PSYC2000, 3000, or 4000 level   |  | 12 cr   |
| **Electives   |  | 6 cr.   |
| Choose from the following (according to Division):                                  |  |         |
| EDUC4123 (P/J) or EDUC4013 (J/I) Observation & Practice Teaching 4                  |  | 1 cr.   |
| EDUC4444 (P/J) or EDUC4484 (J/I) Curriculum Methods II                              |  | 2.5 cr. |
| <b>Year 5</b>   |  |         |
| SOCI2091  | Sociology for educators I: Social Theory & Education   | 3 cr.   |
| SOCI2092  | Sociology for educators II: Social Issues in Education | 3 cr.   |
| Choose from the following (according to Division):                                  |  |         |
| *** EDUC4133 (P/J) or EDUC4023 (J/I) Observation & Practice Teaching 5              |  | 3 cr.   |
| EDUC4244 (P/J) or EDUC4308 (J/I) Visual Arts  |  | 1.5 cr. |
| EDUC4254 (P/J) or EDUC4314 (J/I) Music Education                                    |  | 1.5 cr. |
| EDUC4264 (P/J) or EDUC4324 (J/I) Health & Physical Education                        |  | 1.5 cr. |
| EDUC4274 (P/J) or EDUC4334 (J/I) Mathematics Education                              |  | 1.5 cr. |
| EDUC4284 (P/J) or EDUC4344 (J/I) Science Education                                  |  | 1.5 cr. |
| EDUC4294 (P/J) or EDUC4354 (J/I) Social Studies                                     |  | 1.5 cr. |
| For the J/I Division, students must choose one of the following according to major: |  | 3 cr.   |
| EDUC4406  | English (First Language) (Intermediate)                |         |
| EDUC4446  | Geography (Intermediate)                               |         |
| EDUC4456  | History (Intermediate)                                 |         |
| EDUC4466  | Mathematics (Intermediate)                             |         |

Students must complete PSYC1106, 1107, 2126, 2127 & 3356 with a minimum grade of 60% in each. Students who wish to take PSYC4105 must complete both PSYC3356 & 3357 with a minimum grade of 70% in each.

\*\*Students must complete the required six credits of introductory Canadian History at the 1000, 2000 or 3000 level & are restricted to six credits of 1000 History. \*\* Students are required to take six credits in Geography & are also required to take six credits of Humanities. Six credits of English Studies are highly recommended.

\*\*\* Thirteen week placement.



## 180.60 Certificate in Neuroscience

The certificate in Neuroscience provides students in an Honours Specialization in Biology or Psychology (BSc) with an opportunity for interdisciplinary research that considers the processes of the brain at all phylogenetic levels.

Students must complete all of the following within the BSc Honours Biology or BSc Honours Psychology:

|   |       |
|---|-------|
| BIOL1006 Introduction to Molecular & Cell Biology | 3 cr. |
| BIOL2206 Introduction to Biochemistry             | 3 cr. |
| BIOL2706 Human Anatomy & Physiology I             | 3 cr. |
| BIOL4557 Developmental & Behavioural Genetics     | 3 cr. |
| CHEM1006 General Chemistry I                      | 3 cr. |
| CHEM1007 General Chemistry II                     | 3 cr. |
| PSYC1106 Introduction to Psychology I             | 3 cr. |
| PSYC2605 Behavioural Neuroscience                 | 6 cr. |
| PSYC2906 Sensation                                | 3 cr. |

One of:

|  |       |
|--|-------|
| PSYC3506 Neuropharmacology <b>or</b>     |       |
| PSYC4706 Advanced Neuroanatomy <b>or</b> | 3 cr. |
| PSYC4616 Neural Basis of Consciousness   | 3 cr. |

One of:

|                                     |       |
|-------------------------------------|-------|
| BIOL3717 Animal Behaviour <b>or</b> |       |
| PSYC2206 Learning I                 | 3 cr. |

One of:

|                                      |       |
|--------------------------------------|-------|
| BIOL4995 * Thesis <b>or</b>          |       |
| PSYC4105 * Student's Investigation I | 6 cr. |

The following courses are highly recommended:

|  |
|--|
| BIOL2557 Genetics                      |
| BIOL2707 Human Anatomy & Physiology II |
| CHEM2106 Analytical Chemistry I        |
| CHEM2306 Organic Chemistry I           |
| CHEM2307 Organic Chemistry II          |
| PSYC3307 Learning II                   |

\*The thesis must be conducted in a Neuroscience area.

## 185.0 Religions & Cultures

### 185.05 Admission Requirements

Required: Six 4U/4M courses including English (ENG4U)

### 185.10 Honours Specialization

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

|                          |        |
|--------------------------|--------|
| RLCT 1000-level          | 6 cr.  |
| RLCT upper level courses | 48 cr. |
| RLCT 4000-level          | 6 cr.  |

- A maximum of 24 credits of cross-listed courses may count toward an Honours Specialization.
- A subject average of at least 70% is required for enrollment in 4000-level courses.

**185.20 Specialization**

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

|                          |        |
|--------------------------|--------|
| RLCT 1000-level          | 6 cr.  |
| RLCT upper level courses | 48 cr. |

- A maximum of 18 credits of cross-listed courses may count toward a Religions & Cultures Specialization.

**185.30 Major**

Students must complete 36 credits as follows:

|                          |       |
|--------------------------|-------|
| RLCT 1000-level          | 6 cr. |
| RLCT upper level courses | 30cr. |

- A maximum of 12 credits of cross-listed courses may count toward a Religions & Cultures Specialization.

**185.40 Minor**

Students must complete 18 credits

|                          |       |
|--------------------------|-------|
| RLCT 1000-level          | 6 cr. |
| RLCT upper level courses | 12cr. |

**190.0 Bachelor of Science in Science & Technology (Honours)****190.05 Admission Requirements**

Required: Six 4U/4M courses

**190.10 Honours Specialization in Science & Technology**

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

Core courses

|  |       |
|--|-------|
| MATH 1036 Calculus I   | 3 cr. |
| MATH 1037 Calculus II  | 3 cr. |
| MATH 1046 Introductory Linear Algebra                        | 3 cr. |
| MATH 1056 Discrete Mathematics I                             | 3 cr. |
| MATH 2076 Probability & Statistics I                         | 3 cr. |
| COSC 1557 Introduction to Computer Science                   | 3 cr. |
| COSC 1567 Programming in C++                                 | 3 cr. |
| COSC 1666 Engineering Graphics                               | 3 cr. |
| COSC 3997 Senior Practicum <b>or</b> STEC 3997 Practicum I   | 3 cr. |
| COSC 4997 Honours Practicum <b>or</b> STEC 4997 Practicum II | 3 cr. |

**190.10 (a) Honours Specialization in Science & Technology - General**Stream-specific courses

|  |       |
|--|-------|
| MATH 2036 Advanced Calculus            | 3 cr. |
| MATH 2037 Advanced Calculus II         | 3 cr. |
| MATH 2046 Advanced Linear Algebra      | 3 cr. |
| MATH 3266 Differential Equations I     | 3 cr. |
| MATH 3296 Mathematical Modeling        | 3 cr. |
| MATH 4246 Introduction to optimization | 3 cr. |
| MATH4016 Numerical Methods II          | 3 cr. |

|                                       |       |
|---------------------------------------|-------|
| COSC 2206 Mathematical Computation    | 3 cr. |
| COSC 3006 Numerical Methods I         | 3 cr. |
| COSC 3606 Databases & Data Management | 3 cr. |

Other Program Requirements

|  |        |
|--|--------|
| ACAD1601 (or equivalent)   | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 27 crs. from upper year courses )       | 33 cr. |
| Social Sciences or Professional Studies courses                      | 9 cr.  |

**190.10 (b) Honours Specialization in Science & Technology – Artificial Intelligence**

Stream-specific courses

|                                       |       |
|---------------------------------------|-------|
| MATH2037 Advanced Calculus            | 3 cr. |
| COSC 2116 Artificial Neural Networks  | 3 cr. |
| COSC 2206 Mathematical Computation    | 3 cr. |
| COSC 2767 Object Oriented Programming | 3 cr. |
| COSC 3006 Numerical Methods           | 3 cr. |
| COSC 3007 Artificial Intelligence     | 3 cr. |
| COSC 3306 Programming Paradigms       | 3 cr. |
| COSC3606 Database & Data Management   | 3 cr. |
| COSC 4406 Software Engineering        | 3 cr. |
| COSC 4106 Human Computer Interaction  | 3 cr. |

Other Program Requirements

|  |        |
|--|--------|
| ACAD1601 or ENGL 1501 (or equivalent)                                | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr. |
| Social Sciences or Professional Studies courses                      | 6 cr.  |

**190.10 (c) Honours Specialization in Science & Technology – Robotics**

Stream-specific courses

|  |       |
|--|-------|
| COSC 1757 Digital Systems              | 3 cr. |
| COSC 2106 Machine Structures I         | 3 cr. |
| COSC 2107 Machine Structures II        | 3 cr. |
| COSC 2116 Artificial Neural Networks   | 3 cr. |
| COSC 2206 Mathematical Computation     | 3 cr. |
| COSC 2767 Object Oriented Programming  | 3 cr. |
| COSC 3007 Artificial Intelligence      | 3 cr. |
| COSC 3017 Robotics                     | 3 cr. |
| COSC 3407 Systems Control              | 3 cr. |
| COSC 4207 Seminars in Computer Science | 3 cr. |

Other Program Requirements

|  |        |
|--|--------|
| ACAD1601 or ENGL 1501 (or equivalent)                                | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr. |
| Social Sciences or Professional Studies courses                      | 6 cr.  |

**190.10 (d) Honours Specialization in Science & Technology – Industrial Mathematics**Stream-specific courses

|  |       |
|--|-------|
| MATH 2036 Advanced Calculus I          | 3 cr. |
| MATH 3266 Differential Equations I     | 3 cr. |
| MATH 3276 Probability & Statistics II  | 3 cr. |
| MATH 3256 Operations Research          | 3 cr. |
| MATH 3296 Mathematical Modeling        | 3 cr. |
| MATH 4246 Introduction to optimization | 3 cr. |
| COSC 2206 Mathematical Computation     | 3 cr. |
| COSC 3006 Numerical Methods I          | 3 cr. |
| COSC 3207 Computer Graphics            | 3 cr. |
| COSC 3606 Databases & Data Management  | 3 cr. |

Other Program Requirements

|  |        |
|--|--------|
| ACAD1601 or ENGL 1501 (or equivalent)                                | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr. |

**190.10 (e) Honours Specialization in Science & Technology – Service Technology**Stream-specific courses

|  |       |
|--|-------|
| COSC 2006 Data Structures I              | 3 cr. |
| COSC 2767 Object Oriented Programming.   | 3 cr. |
| COSC 3007 Artificial Intelligence        | 3 cr. |
| COSC 3306 Programming Paradigms          | 3 cr. |
| COSC 3407 Service Computing              | 3 cr. |
| COSC 3606 Databases & Data Management    | 3 cr. |
| COSC 4106 Human Computer Interactions    | 3 cr. |
| COSC 4406 Software Engineering           | 3 cr. |
| MKTG 1126 Marketing Concepts             | 3 cr. |
| MKTG 4427 Business-to-Business Marketing | 3 cr. |

Other Program Requirements

|  |        |
|--|--------|
| ACAD1601 or ENGL 1501 (or equivalent)                                | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 18 crs. from upper year courses )       | 27 cr. |

**190.10 (f) Honours Specialization in Science & Technology – Environment**Stream-specific courses

|   |  |
|---|--|
| GEOG 1017   |  |
| GEOG 2017 Introduction to Geomatics                                       |  |
| &   |  |
| 24 credits from the following (including at least one 4000-level course): |  |
| GEOG 2106 Geomorphology   |  |
| GEOG 2107 Climatology   |  |
| GEOG 2126 Physical Hydrology  |  |
| GEOG 3027 Spatial Statistics  |  |
| GEOG 3056 Spatial Analysis Using GIS                                      |  |
| GEOG 3066 Remote Sensing of the Environment                               |  |
| GEOG 3096 Environmental Hydrology   |  |
| GEOG 3127 Water Resource Management                                       |  |

GEOG 4057 Topics in GIS Applications  
 GEOG 4066 Topics in Remote Sensing Applications  
 GEOG 4247 Watershed Modeling  
 GEOG 4106 Terrain Analysis  
 GEOG 4126 Applied Hydrology for Snow & Ice Environments  
 GEOG 4127 Lake & Wetland Environments  
 GEOG 4136 Applied Climatology

Other Program Requirements

|  |               |
|--|---------------|
| ACAD1601 or ENGL 1501 (or equivalent)                                | 3 cr.         |
| Humanities   | 3 cr.         |
| GEOG1016 Introduction to Human Geography                             | 3 cr          |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 6 cr.(total)  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr.(total) |
| Social Science or Professional Studies courses                       | 6 (total)     |

**190.10 (g) Honours Specialization in Science & Technology – Engineering Technology**

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

Core Courses

|  |       |
|--|-------|
| MATH 1036 Calculus I                                       | 3 cr. |
| MATH 1037 Calculus II                                      | 3 cr. |
| MATH 1046 Introductory Linear Algebra                      | 3 cr. |
| MATH 1056 Discrete Mathematics I                           | 3 cr. |
| MATH 2076 Probability & Statistics I                       | 3 cr. |
| COSC 1557 Introduction to Computer Science                 | 3 cr. |
| COSC 1567 Programming in C++                               | 3 cr. |
| COSC 1666 Engineering Graphics                             | 3 cr. |
| COSC 3997 Senior Practicum <b>or</b> STEC 3997 Practicum I | 3 cr. |
| COSC4997 Honours Practicum <b>or</b> STEC4997 Practicum II | 3 cr. |

Stream Specific courses

|   |        |
|---|--------|
| STEC9205  | 27 cr. |
| 3 credits of Computer Science at the 4000 level | 3 cr   |

Other Program Requirements

|  |        |
|--|--------|
| ACAD1601   | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 18 crs. from upper year courses )       | 1 cr.  |
| Social Science or Professional Studies courses                       | 6 cr.  |
| Electives  | 18 cr. |

**190.20 Specialization in Science & Technology**

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

Core Courses

|  |       |
|--|-------|
| MATH 1036 Calculus I                       | 3 cr. |
| MATH 1037 Calculus II                      | 3 cr. |
| MATH 1046 Introductory Linear Algebra      | 3 cr. |
| MATH 1056 Discrete Mathematics I           | 3 cr. |
| MATH 2076 Probability & Statistics I       | 3 cr. |
| COSC 1557 Introduction to Computer Science | 3 cr. |
| COSC 1567 Programming in C++               | 3 cr. |

|  |       |
|--|-------|
| COSC 1666 Engineering Graphics                             | 3 cr. |
| COSC 3997 Senior Practicum <b>or</b> STEC 3997 Practicum I | 3 cr. |

**190.20 (a) Specialization in Science & Technology - General**

|  |       |
|--|-------|
| MATH 2036 Advanced Calculus            | 3 cr. |
| MATH 2037 Advanced Calculus II         | 3 cr. |
| MATH 2046 Advanced Linear Algebra      | 3 cr. |
| MATH 3266 Differential Equations I     | 3 cr. |
| MATH 3296 Mathematical Modeling        | 3 cr. |
| MATH 4246 Introduction to optimization | 3 cr. |
| COSC 2206 Mathematical Computation     | 3 cr. |
| COSC 3006 Numerical Methods I          | 3 cr. |
| COSC 3606 Databases & Data Management  | 3 cr. |

Other Program Requirements

|  |               |
|--|---------------|
| ACAD1601 (or equivalent)   | 3 cr.         |
| Humanities   | 3 cr.         |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.(total)  |
| Science Electives (including 27 crs. from upper year courses )       | 33 cr.(total) |
| Social Sciences or Professional Studies courses                      | 9 cr.(total)  |

**190.20 (b) Specialization in Science & Technology – Artificial Intelligence**

|                                       |       |
|---------------------------------------|-------|
| MATH2037 Advanced Calculus            | 3 cr. |
| COSC 2116 Artificial Neural Networks  | 3 cr. |
| COSC 2206 Mathematical Computation    | 3 cr. |
| COSC 2767 Object Oriented Programming | 3 cr. |
| COSC 3006 Numerical Methods           | 3 cr. |
| COSC 3007Artificial Intelligence      | 3 cr. |
| COSC 3306 Programming Paradigms       | 3 cr. |
| COSC 3606 Database & Data Management  | 3 cr. |
| COSC 4406 Software Engineering        | 3 cr. |

Other Program Requirements

|  |               |
|--|---------------|
| ACAD1601 (or equivalent)   | 3 cr.         |
| Humanities   | 3 cr.         |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.(total)  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr.(total) |
| Social Sciences or Professional Studies courses                      | 6 cr. (total) |

**190.20 (c) Specialization in Science & Technology - Robotics**

Stream-specific courses

|                                      |       |
|--------------------------------------|-------|
| COSC 1757 Digital Systems            | 3 cr. |
| COSC 2106 Machine Structures I       | 3 cr. |
| COSC 2107 Machine Structures II      | 3 cr. |
| COSC 2116 Artificial Neural Networks | 3 cr. |
| COSC 2206 Mathematical Computation   | 3 cr. |
| COSC 2767Object Oriented Programming | 3 cr. |
| COSC 3007Artificial Intelligence     | 3 cr. |
| COSC 3017 Robotics                   | 3 cr. |
| COSC 3407 Systems Control            | 3 cr. |

Other Program Requirements

|                          |       |
|--------------------------|-------|
| ACAD1601 (or equivalent) | 3 cr. |
|--------------------------|-------|

|  |               |
|--|---------------|
| Humanities   | 3 cr.         |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.(total)  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr.(total) |
| Social Sciences or Professional Studies courses                      | 6 cr. (total) |

#### **190.20 (d) Specialization in Science & Technology – Industrial Mathematics**

##### Stream-specific courses

|                                       |       |
|---------------------------------------|-------|
| MATH 2036 Advanced Calculus I         | 3 cr. |
| MATH 3266 Differential Equations I    | 3 cr. |
| MATH 3276 Probability & Statistics II | 3 cr. |
| MATH 3256 Operations Research         | 3 cr. |
| MATH 3296 Mathematical Modeling       | 3 cr. |
| COSC 2206 Mathematical Computation    | 3 cr. |
| COSC 3006 Numerical Methods I         | 3 cr. |
| COSC 3207 Computer Graphics           | 3 cr. |
| COSC 3606 Databases & Data Management | 3 cr. |

##### Other Program Requirements

|  |               |
|--|---------------|
| ACAD1601 (or equivalent)   | 3 cr.         |
| Humanities   | 3 cr.         |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr. (total) |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr.(total) |
| Social Sciences or Professional Studies courses                      | 6 cr. (total) |

#### **190.20 (e) Specialization in Science & Technology – Service Technology**

##### Stream-specific courses

|  |       |
|--|-------|
| COSC 2006 Data Structures I              | 3 cr. |
| COSC 2767 Object Oriented Programming.   | 3 cr. |
| COSC 3007 Artificial Intelligence        | 3 cr. |
| COSC 3306 Programming Paradigms          | 3 cr. |
| COSC 3407 Service Computing              | 3 cr. |
| COSC 3606 Databases & Data Management    | 3 cr. |
| COSC 4406 Software Engineering           | 3 cr, |
| MKTG 1126 Marketing Concepts             | 3 cr. |
| MKTG 4427 Business-to-Business Marketing | 3 cr. |

##### Other Program Requirements

|  |        |
|--|--------|
| ACAD1601 (or equivalent)   | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 18 crs. from upper year courses )       | 27 cr. |

#### **190.20 (f) Specialization in Science & Technology – Environment**

##### Stream-specific courses

|   |  |
|---|--|
| GEOG 1017   |  |
| GEOG 2017 Introduction to Geomatics                                       |  |
| &   |  |
| 21 credits from the following (including at least one 4000-level course): |  |
| GEOG 2106 Geomorphology   |  |
| GEOG 2107 Climatology   |  |
| GEOG 2126 Physical Hydrology  |  |
| GEOG 3027 Spatial Statistics  |  |
| GEOG 3056 Spatial Analysis Using GIS                                      |  |

GEOG 3066 Remote Sensing of the Environment  
 GEOG 3096 Environmental Hydrology  
 GEOG 3127 Water Resource Management  
 GEOG 4057 Topics in GIS Applications  
 GEOG 4066 Topics in Remote Sensing Applications  
 GEOG 4247 Watershed Modeling  
 GEOG 4106 Terrain Analysis  
 GEOG 4126 Applied Hydrology for Snow & Ice Environments  
 GEOG 4127 Lake & Wetland Environments  
 GEOG 4136 Applied Climatology

Other Program Requirements

|  |               |
|--|---------------|
| ACAD1601 (or equivalent)   | 3 cr.         |
| Humanities   | 3 cr.         |
| GEOG1016 Introduction to Human Geography                             | 3 cr          |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 6 cr.(total)  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr.(total) |
| Social Science or Professional Studies courses                       | 6 (total)     |

**190.20 (g) Specialization in Science & Technology – Engineering Technology**

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

Core Courses

|  |       |
|--|-------|
| MATH 1036 Calculus I                                       | 3 cr. |
| MATH 1037 Calculus II                                      | 3 cr. |
| MATH 1046 Introductory Linear Algebra                      | 3 cr. |
| MATH 1056 Discrete Mathematics I                           | 3 cr. |
| MATH 2076 Probability & Statistics I                       | 3 cr. |
| COSC 1557 Introduction to Computer Science                 | 3 cr. |
| COSC 1567 Programming in C++                               | 3 cr. |
| COSC 1666 Engineering Graphics                             | 3 cr. |
| COSC 3997 Senior Practicum <b>or</b> STEC 3997 Practicum I | 3 cr. |

Stream Specific courses

|          |        |
|----------|--------|
| STEC9205 | 27 cr. |
|----------|--------|

Other Program Requirements

|  |        |
|--|--------|
| ACAD1601   | 3 cr.  |
| Humanities   | 3 cr.  |
| Physics, Chemistry, Biology, or Physical/Technique Geography courses | 9 cr.  |
| Science Electives (including 18 crs. from upper year courses )       | 21 cr. |
| Social Science or Professional Studies courses                       | 6 cr.  |
| Electives  | 18 cr. |

**190.30 Major in Science & Technology**

Students must complete 36 credits in the Major as follows:

|   |       |
|---|-------|
| MATH1036 Calculus I                       | 3 cr. |
| MATH1037 Calculus II                      | 3 cr. |
| MATH1046 Introductory Linear Algebra      | 3 cr. |
| MATH1056 Discrete Mathematics I           | 3 cr. |
| MATH2037 Advanced Calculus II             | 3 cr. |
| MATH2076 Probability & Statistics I       | 3 cr. |
| COSC1557 Introduction to Computer Science | 3 cr. |



|  |       |
|--|-------|
| COSC1666 Engineering Graphics                              | 3 cr. |
| COSC2206 Mathematical Computation                          | 3 cr. |
| COSC3006 Numerical Methods I                               | 3 cr. |
| COSC3207 Computer Graphics I                               | 3 cr. |
| COSC 3997 Senior Practicum <b>or</b> STEC 3997 Practicum I | 3 cr. |

Other Program Requirements

|  |               |
|--|---------------|
| ACAD1601 (or equivalent)                                   | 3 cr.         |
| Humanities   | 3 cr.         |
| Physics, Chemistry, Biology, Geography, or Geology Courses | 9 ct. (total) |

## 195.0 Social Welfare & Social Development

### 195.05 Admission Requirements

Required: Six 4U/4M courses including English (ENG4U)

### 195.10 Honours Specialization

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

|                  |   |       |
|------------------|---|-------|
| SWLF1006         | Introduction to Social Welfare & Social Development | 3 cr  |
| SOCI1016         | Introduction to Sociology                           | 3 cr  |
| SWLF2006         | Ideology & Social Welfare                           | 3 cr  |
| SWLF2007         | Poverty & Social Policy in Canada                   | 3 cr  |
| SOCI2126         | Social Research Methods                             | 3 cr. |
| SOCI2127         | Social Statistics & Data Analysis                   | 3 cr. |
| SWLF2995         | Community Service Learning for Social Development   | 6 cr. |
| SWLF3006         | Social & Economic Justice                           | 3 cr  |
| SWLF3007         | History of Social Welfare                           | 3 cr  |
| SWLF4006         | Social Development                                  | 3 cr  |
| SWLF4007         | Honours Seminar                                     | 3 cr. |
| SWLF upper level |   | 24 cr |

### 195.15 Specialization

Students must complete 120 credits including a minimum of 54 credits in the Honours Specialization as follows:

|                  |   |       |
|------------------|---|-------|
| SWLF1006         | Introduction to Social Welfare & Social Development | 3 cr  |
| SOCI1016         | Introduction to Sociology                           | 3 cr  |
| SWLF2006         | Ideology & Social Welfare                           | 3 cr  |
| SWLF2007         | Poverty & Social Policy in Canada                   | 3 cr  |
| SOCI2126         | Social Research Methods                             | 3 cr. |
| SOCI2127         | Social Statistics & Data Analysis                   | 3 cr. |
| SWLF3006         | Social & Economic Justice                           | 3 cr  |
| SWLF3007         | History of Social Welfare                           | 3 cr  |
| SWLF2995         | Community Service Learning for Social Development   | 6 cr. |
| SWLF upper level |   | 24 cr |

### 195.20 Major

Students must complete a minimum of 36 credits in Social Welfare & Social Development as follows:

|          |   |       |
|----------|---|-------|
| SWLF1006 | Introduction to Social Welfare & Social Development | 3 cr. |
| SOCI1016 | Introduction to Sociology                           | 3 cr  |

|                  |                                   |        |
|------------------|-----------------------------------|--------|
| SWLF2006         | Ideology & Social Welfare         | 3 cr   |
| SWLF2007         | Poverty & Social Policy in Canada | 3 cr   |
| SWLF3006         | Social & Economic Justice         | 3 cr   |
| SWLF3007         | History of Social Welfare         | 3 cr   |
| SWLF upper level |                                   | 18 cr. |

### 195.25 Minor

Students must complete a minimum of 18 credits in Social Welfare & Social Development as follows:

|                  |   |        |
|------------------|---|--------|
| SWLF1006         | Introduction to Social Welfare & Social Development | 3 cr.  |
| SWLF upper level |   | 15 cr. |

Cross listed courses may not count towards a minor in Social Welfare & Social Development.

## 200.0 Sociology

### 200.05 Admission Requirements

Required: Six 4U/4M courses including English (ENG4U)

### 200.10 Honours Specialization

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

SOCI 1016 - Introduction to Sociology  
 SOCI 2126 - Social Research Methods  
 SOCI 2127 - Social Statistics & Data Analysis  
 SOCI 2016 - Classical Sociological Theory  
 SOCI 2017 - Contemporary Sociological Theory  
 SOCI 3016 - Critical Perspectives on Sociological Theory  
 SOCI 3226 - Survey Research  
 SOCI 4016 - Advanced Sociological Theory  
 SOCI 4127 - Applied Multivariate Statistics  
 SOCI 4576 - Honours Seminar Professional Development in Sociology

**In addition, students must complete an additional**

|                   |            |
|-------------------|------------|
| SOCI Upper Level  | 27 credits |
| SOCI 4000 Level - | 3 credits  |

### 200.20 Specialization

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

SOCI 1016 - Introduction to Sociology  
 SOCI 2126 - Social Research Methods  
 SOCI 2127 - Social Statistics & Data Analysis  
 SOCI 2016 - Classical Sociological Theory  
 SOCI 2017 - Contemporary Sociological Theory  
 SOCI 3016 - Critical Perspectives on Sociological Theory  
 SOCI 3226 - Survey Research

**In addition, students must complete an additional**

|                  |            |
|------------------|------------|
| SOCI Upper Level | 27 credits |
|------------------|------------|

SOCI 4000 Level 6 credits

### 200.30 Major

Students must complete 36 credits in the Major as follows

21 credits of

SOCI 1016 - Introduction to Sociology

SOCI 2126 - Social Research Methods

SOCI 2127 - Social Statistics & Data Analysis

SOCI 2016 - Classical Sociological Theory

SOCI 2017 - Contemporary Sociological Theory

SOCI 3016 - Critical Perspectives on Sociological Theory

SOCI 3226 - Survey Research

**In addition, students must complete an additional**

SOCI Upper Level credits 15 cr.

### 200.40 Minor

Students must complete 18 credits as follows:

SOCI 1016 - Introduction to Sociology

**In addition, students must complete an additional**

SOCI Upper Level credits 15 cr.

### 200.50 Certificate in Health Studies & Gerontology

*Students must complete all of:*

SOCI2036 Introduction to Social Gerontology 3 cr.

SOCI3186 Health & the Family 3 cr.

*Students must complete 12 credits of:*

SOCI2196 Sociology of Medicine 3 cr.

SOCI2206: Demography: Introduction to Population Studies 3 cr.

SOCI3136: Ageism 3 cr.

SOCI3146: Age & Culture 3 cr.

SOCI3156: Women & Age 3 cr.

SOCI3166: Social Epidemiology 3 cr.

SOCI3176: Age, Health, & Work I 3 cr.

SOCI3177: Age, Health, & Work II 3 cr.

SOCI3206: Population & Society 3 cr.

SOCI4136: Social Theories in Aging 3 cr.

SOCI4137 Selected Topics in Aging 3 cr.

### 210.00 Spanish

#### 210.10 Minor

Students must complete 18 credits from:

ESPA1005 Introductory Spanish

ESPA2005 Intermediate Spanish

ESPA2705 An Introduction to Hispanic Culture & Civilization

ESPA3006 Hispanic Literary Studies I

ESPA3007 Hispanic Literary Studies II

A Minor consists of a minimum of 18 credits of Spanish, no more than six credits can be at the 1000 level. A minimum grade of 60% is required in the courses presented for the Minor.

**220.00 Certificate in Aboriginal Leadership****210.10 Minor**

18 credits in LEAD courses from:

LEAD1006 – Concepts & Ethics in Aboriginal Leadership

LEAD2006 – Aboriginal Political Culture

LEAD2007 – Aboriginal Governance Models & Intergovernmental Relations

LEAD3126 – Treaty Law in Canada

LEAD3127 – Comparative Indigenous Leadership in a Globalized World

LEAD3147 – International or First Nations' Placement

## PART VI

## PROGRAM EXPECTATIONS

## • BIOLOGY

## I. OVERALL PROGRAM EXPECTATIONS

| PROGRAM EXPECTATIONS                       | BACHELOR'S DEGREE<br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   | BACHELOR'S DEGREE HONOURS<br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   |
|--|---|---|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | <p>a) a general knowledge &amp; understanding of many key concepts, methodologies, &amp; theoretical approaches of Biology</p> <p>b) a broad understanding of both biological concepts &amp; analytical techniques at various levels of hierarchy (molecular, cellular, whole-organism, ecosystem, &amp; landscape)</p> <p>c) an ability to comprehend &amp; interpret information from one or more of the sub-disciplines within the biological sciences, including an ability to gather, review, &amp; evaluate primary literature relevant to the biological sciences</p> <p>d) some detailed knowledge of molecular/cellular biology, genetics, botany, zoology, or ecology</p> <p>e) Critical thinking &amp; analytical skills inside &amp; outside the discipline of Biology</p> <p>f) Ability to apply learning from one or more areas outside the discipline of Biology</p> | <p>a) a developed knowledge &amp; critical understanding of the key concepts, methodologies, &amp; theoretical approaches of Biology including some in-depth knowledge of a specific area of study or specific sub-discipline</p> <p>b) a developed understanding of biological concepts at all levels of hierarchy (molecular, cellular, whole-organism, ecosystem, &amp; landscape) with an interdisciplinary perspective &amp; an advanced repertoire of analytical techniques in various fields of study</p> <p>c) a developed ability to comprehend, distinguish, &amp; analyze biological information from various sub-disciplines &amp; a developed ability to gather, review, comprehend, &amp; evaluate primary literature relevant to at least one of the major sub-disciplines of the biological sciences, including the ability to compare the merits of &amp; discriminate between alternate approaches &amp; interpretations</p> <p>d) a developed, detailed knowledge of molecular/cellular biology, genetics, botany, zoology, or ecology as well as an ability to recognize, define, &amp; differentiate key biological concepts &amp; analytical terms; awareness of research methodologies in biological science</p> <p>e) Developed critical thinking &amp; analytical skills inside &amp; outside the discipline of Biology</p> <p>f) Ability to apply learning from one or more areas outside the discipline of</p> |

|                                      |   | Biology   |
|--------------------------------------|---|---|
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) an understanding of the nature &amp; purpose of critical enquiry in the biological sciences through application of the scientific method</p> <p>b) an ability to evaluate the appropriateness of different approaches to solving problems using well established ideas &amp; techniques</p> <p>c) an ability to devise &amp; sustain arguments or solve problems using these methods.</p> <p>d) knowledge of appropriate discipline-specific laboratory techniques</p>  | <p>a) an advanced understanding of the nature &amp; purpose of critical enquiry in the biological sciences through application of the scientific method</p> <p>b) a developed ability to evaluate the appropriateness of different approaches to solving problems using well established ideas &amp; techniques</p> <p>c) a developed ability to devise &amp; sustain arguments or solve problems using these methods.</p> <p>d) advanced knowledge of appropriate discipline-specific laboratory techniques</p>  |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>The ability to review, present, &amp; interpret quantitative &amp; qualitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts &amp; methods of biological sciences;</p> <p>c) independently criticize the interpretation of experimental data;</p> <p>d) demonstrate original thought &amp; distinguish these ideas from the ideas of others; &amp;</p> <p>The ability to use a basic range of established techniques, relevant to at least one biological sub-discipline, to:</p> <p>a) analyze information;</p> <p>b) evaluate the appropriateness of different approaches to solving problems related to at least one biological sub-discipline;</p> <p>c) propose solutions; &amp;</p> <p>d) make use of scholarly reviews &amp; primary sources.</p> | <p>The ability to review, present, &amp; interpret quantitative &amp; qualitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts &amp; methods of biological sciences;</p> <p>c) apply underlying concepts, principles, &amp; techniques of analysis, both within &amp; outside the discipline of Biology;</p> <p>d) where appropriate use this knowledge in the application of the scientific method;</p> <p>e) independently criticize the interpretation of experimental data;</p> <p>f) demonstrate original thought &amp; distinguish these ideas from the ideas of others; &amp;</p> <p>The ability to use an advanced range of established techniques, relevant to at least one biological sub-discipline, to:</p> <p>a) initiate &amp; undertake critical evaluation of arguments, assumptions, abstract concepts &amp; information;</p> <p>b) propose solutions;</p> <p>c) frame appropriate questions for the purpose of solving a problem;</p> <p>d) solve a problem or generate new knowledge; &amp;</p> |

|  |   |  |
|--|---|--|
|  |   | e) make extensive use of scholarly reviews & primary sources.  |
| <b>4. COMMUNICATION SKILLS</b>                 | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical comments in a clear, coherent, &amp; concise manner</p> <p>c) an ability to participate in a critical discussion by listening actively &amp; responding in an informed manner</p>   | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, analyses, &amp; arguments in a clear, coherent, concise, &amp; professional manner</p> <p>c) an ability to initiate &amp; engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, &amp; responding in an informed manner; in addition, an honours student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</p>                 |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b>     | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) some understanding that other disciplines, sub-disciplines, &amp; colleagues ask different kinds of questions, or use different research approaches, &amp; thus reach different kinds of conclusions</p>   | <p>a) a developed understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) an advanced understanding of the challenges &amp; limitations of scientific inquiry, &amp; an appreciation that differences in the conclusions reached by other researchers can lead to new research questions &amp; opportunities</p>   |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>Qualities &amp; transferable skills necessary for further study, employment, community involvement &amp; other activities requiring:</p> <p>a) the exercise of personal responsibility &amp; decision-making;</p> <p>b) working effectively with others;</p> <p>c) the ability to identify &amp; address their own learning needs in changing circumstances &amp; to select an appropriate program of further study; &amp;</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility.</p> | <p>Qualities &amp; transferable skills necessary for further study, employment, community involvement &amp; other activities requiring:</p> <p>a) the exercise of initiative, personal responsibility &amp; accountability in both personal &amp; group contexts;</p> <p>b) working effectively with others;</p> <p>c) decision-making in complex contexts;</p> <p>d) the ability to manage their own learning in changing circumstances, both within &amp; outside the discipline of Biology &amp; to select an appropriate program of further study; &amp;</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility.</p> |

## II. STAGED PROGRAM EXPECTATIONS

- a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:
- a fundamental knowledge & understanding of some key concepts & methodologies of biology
  - an ability to comprehend biological information at various levels of hierarchy (such as molecular, cellular, whole-organism, & ecological)
  - recognition of the role that data play in developing the fundamental theories & concepts of biology
  - a promising ability to use established laboratory & field techniques
  - a promising ability to communicate ideas in a technically correct manner
  - an ability to recognize the role of biology in society
- b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:
- a broad understanding of the key concepts & methodologies of biology
  - an ability to interpret biological information at various levels of hierarchy (such as molecular, cellular, whole-organism, & ecological)
  - an ability to formulate analytical questions
  - demonstration of the ability to collect high-quality data
  - an ability to use established laboratory & field techniques
  - a general understanding of research methods
  - an ability to communicate ideas in a clear, correct manner
  - an ability to assess & appreciate the role of biology in society
- c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge of the key concepts & methodologies of biology, including some knowledge of specific sub-disciplines of biology
  - an ability to interpret biological information at various levels of hierarchy, & an ability to access & apply relevant information from the primary literature
  - an ability to gather, review, & assess specialized biological information from at least one of the sub-disciplines of biology
  - an ability to develop & support analytical arguments
  - an ability to compare the merits of different critical & theoretical approaches
  - an ability to contribute to the planning, collection & analysis of high-quality data
  - an ability to use specialized laboratory & field techniques
  - a developed understanding of research methods
  - an ability to communicate logical, analytical arguments in clear, correct, convincing manner
  - an ability to apply biological concepts & information to solutions of problems faced by society such as declining biodiversity, management of resources, & control of invasive species
- d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge & critical understanding of the key concepts, methodologies, & theoretical approaches of biology including some in-depth knowledge of a specific area of study or specific sub-discipline
  - demonstration of original thought that is clearly distinguished from ideas arising from other sources such as biological literature
  - a developed ability to comprehend, distinguish, & analyze biological information from various sub-disciplines & a developed ability to gather, review, & evaluate primary literature relevant to at least one of the major sub-disciplines of the biological sciences
  - an advanced ability to develop & support analytical arguments an advanced ability to compare the merits of different critical & theoretical approaches
  - honours students must have the ability to take independent responsibility for all stages of data collection & analysis in support of their thesis projects
  - an advanced knowledge of specialized research methodologies of one or more sub-disciplines of biology



- an advanced understanding of the nature & purpose of critical enquiry in the biological sciences through application of the scientific method
  - an ability to formulate an appropriate topic for research & to complete a sustained research paper or an original thesis
  - an ability to initiate critical discussion & to participate in a sustained scholarly conversation
  - an ability to communicate, both orally & in written work, complex ideas & analyses in a clear, concise, correct, & professional manner
  - an ability to synthesize & apply the knowledge gained from the various courses they have taken in their program of study
  - an ability to extend current biological concepts & information to hypothetical discussions about the margins of biological knowledge
  - an ability to carry out all of the above either independently or as part of a group
- **BUSINESS ADMINISTRATION**

The Bachelor of Business Administration is awarded to students who:

|  |   |
|--|---|
| <b>1. Depth and Breadth of Knowledge</b>     | a) a knowledge and critical understanding of the central concepts, current methodologies and recent advances, theoretical approaches and assumptions, & intellectual history of Business Administration   |
|  | b) a broad understanding of many of the major subfields of Business Administration, & the relationship of Business Administration to other disciplines  |
|  | c) an ability to gather, review, evaluate and interpret information relevant to one or more of the major subfields in Business Administration   |
|  | d) a detailed knowledge of and experience with the fundamentals of research and enquiry in Business Administration  |
|  | e) critical thinking and analytical skills inside and outside Business Administration   |
|  | f) the ability to apply learning from one or more areas outside of Business Administration  |
| <b>2. Knowledge of Methodologies</b>         | an understanding of methods of enquiry in Business Administration that enables student to: <ul style="list-style-type: none"> <li>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</li> <li>b) devise and sustain arguments or solve problems using these methods</li> </ul>  |
| <b>3. Application of Knowledge</b>           | <ul style="list-style-type: none"> <li>a) the ability to gather, review, interpret present, produce and critically evaluate information, arguments, assumptions, abstract concepts, and hypotheses</li> <li>b) the ability to formulate coherent lines of argument</li> <li>c) the ability to make sound judgments in accordance with the major theories, concepts and methods of Business Administration;</li> <li>d) the ability to frame appropriate questions, solve problems, propose and test solutions</li> <li>e) the ability to apply relevant concepts, principles and techniques, both within and outside Business Administration</li> <li>f) the ability to make use of scholarly reviews and primary sources.</li> </ul> |
| <b>4. Communication Skills</b>               | <ul style="list-style-type: none"> <li>a) the ability to communicate accurately, reliably and with clarity, both orally and in writing to a range of audiences</li> <li>b) the ability to use communication technology effectively</li> <li>c) the ability to demonstrate active listening skills</li> </ul>  |
| <b>5. Awareness of Limits of Knowledge</b>   | an understanding of the limits to their own knowledge and ability, and an awareness of how this might influence their analyses and interpretations  |
| <b>6. Autonomy and Professional Capacity</b> | <ul style="list-style-type: none"> <li>a) the ability to manage their own learning both within and outside Business Administration</li> <li>b) the ability to exercise initiative, personal responsibility and accountability in personal and group situations, and in decision-making in complex contexts</li> </ul>   |

|                                 |   |
|---------------------------------|---|
|                                 | <p>c) an appreciation of how Business Administration relates to their personal and professional development</p> <p>d) behaviour consistent with the ethical values of Nipissing University including, academic integrity, equity, inclusion and social responsibility</p> |
| <b>7. Experiential Learning</b> | the ability to articulate learning from experiential or applied opportunities.  |

- **CLASSICAL STUDIES**

### I. OVERALL PROGRAM EXPECTATIONS

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   | <b>BACHELOR'S DEGREE HONOURS</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   |
|--|--|--|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | <p>a) a general knowledge &amp; understanding of many key concepts, methodologies, &amp; approaches in the study of the History, Literature &amp; Material Culture of the Ancient Mediterranean World.</p> <p>b) a broad understanding of some of the major areas &amp;/or periods in the study of the History &amp; Culture &amp; of the mechanisms &amp; processes of historical &amp; cultural development &amp; change of the Ancient Mediterranean World.</p> <p>c) an ability to understand &amp; interpret primary source materials from one of the major areas &amp;/or periods in the study of the History, Literature, &amp; Material Culture of the Ancient Mediterranean World.</p> <p>d) a general understanding of some of the significant ways historical, intellectual, political, &amp; cultural developments of the civilizations of the Ancient Mediterranean World that have helped shape historical, intellectual, political, &amp; cultural developments in later periods of history.</p> <p>e) an ability to gather, review, comprehend, &amp; evaluate secondary sources relevant to the study of the History &amp; Cultures of the Ancient Mediterranean World.</p> <p>f) an ability to identify, gather, review,</p> | <p>a) a developed knowledge &amp; critical understanding of the key concepts, methodologies, &amp; approaches in the study of the History, Literature, &amp; Material Culture of the Ancient Mediterranean World.</p> <p>b) a developed understanding of most of the major areas &amp;/or periods in the study of the History &amp; Culture &amp; of the mechanisms &amp; processes of historical &amp; cultural development &amp; change of the Ancient Mediterranean World.</p> <p>c) a developed ability to understand, interpret, &amp; analyze a variety of primary source materials from one or more of the major areas &amp;/or periods in the study of the History, Literature, &amp; Material Culture of the Ancient Mediterranean World.</p> <p>d) a developed understanding of many of the significant ways historical, intellectual, political, &amp; cultural developments of Ancient Mediterranean Civilizations that have helped shape historical, intellectual, political, &amp; cultural developments in later periods of history.</p> <p>e) a developed ability to gather, review, comprehend, &amp; evaluate secondary sources relevant to the study of the History &amp; Cultures of the Ancient Mediterranean World, including the ability to compare the merits of &amp; discriminate between alternate approaches &amp; interpretations</p> |

|   |  |   |
|---|--|---|
|   | <p>&amp; comprehend some of the primary source materials, both literary &amp; material, used to construct knowledge of Ancient Mediterranean History &amp; Cultures.</p> <p>g) some detailed knowledge of one of the major areas &amp;/or periods in the study of Ancient Mediterranean History &amp; Cultures, including the ability to recognize some of the key historiographical, theoretical, &amp; methodological debates involved therein</p> <p>h) developed critical thinking &amp; analytical skills</p> <p>i) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Classical Studies &amp; classes outside the discipline</p> | <p>f) an ability to identify, gather, review, comprehend, &amp; critically evaluate many of the primary source materials, both literary &amp; material, used to construct knowledge of Ancient Mediterranean History &amp; Cultures.</p> <p>g) developed, detailed knowledge of one or more of the major areas &amp;/or periods in the study of Ancient Mediterranean History &amp; Cultures, including the ability to engage critically with some of the key historiographical, theoretical, &amp; methodological debates involved therein derived from direct experience with primary &amp; secondary source research</p> <p>h) highly developed critical thinking &amp; analytical skills</p> <p>i) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Classical Studies &amp; classes outside the discipline, including the ability to synthesize knowledge</p> |
| <p><b>2. KNOWLEDGE OF METHODOLOGIES</b></p> | <p>a) an understanding of the nature, purpose, &amp; methods of historical, literary, archaeological, &amp; linguistic inquiry &amp; research</p> <p>b) an ability to formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary &amp; secondary sources</p> <p>c) an ability to identify &amp; evaluate established techniques of historical, literary, archaeological, &amp; linguistic inquiry &amp; research</p> <p>d) an ability to devise &amp; sustain analytical arguments</p> <p>e) a demonstrated knowledge of the methods of citation &amp; documentation appropriate to Classical Studies</p>   | <p>a) a developed understanding of the nature, purpose, &amp; methods of historical, literary, archaeological, &amp; linguistic inquiry &amp; research</p> <p>b) a developed ability to formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary &amp; secondary sources</p> <p>c) an ability to identify &amp; evaluate established techniques of historical, literary, archaeological, &amp; linguistic inquiry &amp; research</p> <p>d) an ability to devise &amp; sustain analytical arguments employing appropriate theoretical &amp;/or methodological approaches to historical, archaeological, literary, &amp; linguistic inquiry &amp; research</p> <p>e) a demonstrated knowledge of the methods of citation &amp; documentation appropriate to Classical Studies</p>  |
| <p><b>3. APPLICATION OF KNOWLEDGE</b></p>   | <p>a) an ability to analyze &amp; interpret primary &amp; secondary sources enabling the student to offer analytical commentary, to develop lines of</p>   | <p>a) an ability to analyze &amp; interpret primary &amp; secondary sources enabling the student to offer complex analytical commentary, to discriminate between</p>  |

|  |  |  |
|--|--|--|
|  | <p>argument, &amp; to make sound judgments in accordance with the major concepts &amp; methods in Classical Studies</p> <p>b) an ability to use established techniques to analyze sources &amp; texts, evaluate different approaches, &amp; propose answers to interpretive questions</p> <p>c) an ability to select appropriate evidence from primary sources to support an analytical argument</p> <p>d) an ability to make use of scholarly secondary sources, including the ability to distinguish between what is &amp; is not a scholarly source</p> | <p>different historiographical, theoretical, &amp; methodological arguments, &amp; to make sound judgments that are in accordance with the major concepts &amp; methods in Classical Studies</p> <p>b) an ability to use a range of techniques to analyze sources &amp; texts &amp; evaluate the underlying theoretical principles of different approaches; an ability to initiate appropriately framed interpretive questions &amp; propose a variety of possible answers</p> <p>c) an ability to select the most appropriate evidence from a range of primary sources to support an analytical argument</p> <p>d) an ability to compare &amp; discriminate between scholarly secondary sources in order to make the most judicious &amp; effective use of them</p> <p>e) an ability to formulate appropriate projects for independent research &amp; study</p> |
| <b>4. COMMUNICATION SKILLS</b>             | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical comments, orally &amp; in writing, in a clear, coherent, &amp; concise manner</p> <p>c) an ability to participate in a critical discussion by listening actively &amp; responding in an informed &amp; apposite manner</p>   | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, analyses, &amp; arguments, orally &amp; in writing, in a clear, coherent, &amp; concise manner</p> <p>c) an ability to initiate &amp; engage in a scholarly discussion by asking critical questions, listening actively to others, &amp; responding in an informed, apposite, &amp; nuanced manner; a demonstrated ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</p> <p>d) an ability to sustain logical, clear, correct, &amp; persuasive arguments in a paper of significant length</p>  |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b> | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their analyses &amp; interpretations</p> <p>b) some understanding that other disciplines ask different kinds of questions &amp; thus reach different kinds of conclusions</p>  | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their analyses &amp; interpretations</p> <p>b) an understanding &amp; appreciation that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with Classical</p>  |

|  |  |  |
|--|--|--|
|  | <p>c) an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</p> <p>d) an awareness of the limits inhering in some of types of primary source evidence used in Classical studies.</p>  | <p>Studies</p> <p>c) an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</p> <p>d) an appreciation for the uncertainty, ambiguity, &amp; limits of knowledge about historical events &amp;/or processes</p> <p>e) an awareness of the limits inhering in a wide range of primary source evidence used in Classical Studies.</p>   |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own learning needs, including their goals for their degree &amp; beyond</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p> | <p>a) the exercise of initiative, good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p> |

## II. STAGED PROGRAM EXPECTATIONS

### a) **1000-level courses** are designed to:

- provide students with the foundations needed for the scholarly study of Ancient Greek & Roman History & Cultures
- introduce students to the key concepts & methodologies & to the interdisciplinary approach of Classical Studies scholarship
- enable students to understand the difference between primary & secondary sources & between scholarly & non-scholarly sources
- enable students to understand the principal debates & arguments of Classical Studies scholarship
- enable students to identify, explain, & construct arguments in Classical Studies
- assist students in developing a promising ability to communicate in clear & coherent prose

### b) **2000-level courses** are designed to:

- enable students to identify the processes of continuity & change over longer periods of time over a relatively broad area &/or lengthy historical period
- enable students to understand the concept of periodization in the study of Ancient Greek & Roman History & Culture
- enable students to identify & understand the main methods & approaches Classical scholars use to study Ancient Greek & Roman History & Culture
- enable students to identify & locate the principal secondary resources for the study of a particular historical period or ancient culture as well as useful primary sources from the same period & culture

- enable students to explain the explain the processes of continuity & change in a particular culture or historical period, including through the use of relevant primary sources
- enable students to identify the relationship between the distant past & contemporary political, cultural, intellectual, & social conditions
- enable students to communicate ideas in reliably clear, coherent, & correct prose

c) **3000-level courses** are designed to:

- enable students to develop detailed knowledge of specific themes or topics within a more narrow geographical area or historical period
- assist students to identify & recognize a variety of interdisciplinary approaches &/or methodologies used in Classical Studies
- introduce students to the most current debates & argumentation & enable them to compare & contrast the relative merits of different critical approaches or historical arguments
- enable students to acquire first-hand experience with historical & cultural research involving a wide array of primary & secondary sources & interdisciplinary approaches
- enable students to participate in a critical discussion by communicating ideas & analytical observations in a clear & concise manner
- enable students to communicate logical, analytical arguments in clear, correct, & persuasive prose

d) **4000-level courses** are designed to:

- assist students in developing a detailed knowledge of a particular historical period, area, problem, or methodological approach
- provide students with a detailed introduction to the historical & cultural debates & controversies on a particular subject, area, or historical or cultural theme
- enable students to develop a detailed understanding of a particular theoretical or methodological debate through their own assessment of the relevant secondary literature
- enable students to make an original scholarly & interdisciplinary arguments based on original research utilizing a wide array of primary sources
- enable students to devise, develop, & deliver a sustained interdisciplinary argument over the course of a lengthy paper using clear, correct, & persuasive prose
- enable students to initiate critical discussion & to participate in a sustained scholarly conversation

- **COMPUTER SCIENCE**

### I. OVERALL PROGRAM EXPECTATIONS

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  | <b>BACHELOR'S DEGREE HONOURS</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  |
|--|---|---|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | a) a general knowledge & understanding of fundamental concepts, methodologies, & theoretical & practical approaches in computer science<br><br>b) a broad understanding of some topics in computer science, including algorithms, programming languages, data & machine structures, databases, object oriented programming, operating systems, & their practical importance | a) a developed knowledge & critical understanding of the key concepts, methodologies, theoretical & practical approaches in computer science, & understanding of current advances, & in-depth knowledge of a specific area of computer science<br><br>b) a developed understanding of main topics in computer science, including algorithms, programming languages, data & machine structures, databases, object oriented |

|   |  |  |
|---|--|--|
|   | <p>c) knowledge &amp; understanding of some foundational areas of mathematics, important for computer science, including calculus &amp; discrete mathematics</p> <p>d) an ability to read, understand, &amp; analyze textbooks &amp; other learning materials in main areas of computer science</p> <p>e) detailed knowledge of foundations of computer science</p> <p>f) ability to apply computer science knowledge to real-life problems &amp; to create solutions for such problems, in particular in the form of software applications</p> <p>g) critical thinking &amp; analytical, problem-solving, &amp; programming skills that can be used in the context of computer science &amp; applications</p> | <p>programming, operating systems, &amp; their practical importance &amp; applications in software engineering</p> <p>c) knowledge &amp; understanding of some foundational areas of mathematics, important for computer science, including calculus, linear algebra, &amp; discrete mathematics</p> <p>d) a developed ability to read, understand, &amp; analyze computer science texts, including books &amp; research papers, &amp; appreciation for the beauty of computer science</p> <p>e) detailed knowledge of foundations of computer science &amp; an in-depth knowledge of a topic in computer science, &amp; experience in a supervised research in this topic in the form of research or practicum projects, which include presentations &amp; written reports</p> <p>f) ability to apply computer science knowledge to real-life problems &amp; to create solutions for such problems, in particular in the form of software applications</p> <p>g) developed critical thinking &amp; advanced analytical, problem-solving, &amp; programming skills, that can be used in the context of computer science &amp; applications</p> |
| <p><b>2. KNOWLEDGE OF METHODOLOGIES</b></p> | <p>a) an understanding of standard problem-solving ideas &amp; techniques used in computer science</p> <p>b) ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, &amp; algorithms</p> <p>c) ability to apply problem-solving &amp; programming ideas &amp; techniques in various contexts</p> <p>c) some understanding of historical development of computer science &amp; its present structure</p>   | <p>a) an understanding of standard problem-solving ideas &amp; techniques used in computer science, &amp; some understanding of how new areas of computer science emerge</p> <p>b) ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, &amp; algorithms</p> <p>c) developed ability to apply problem-solving &amp; programming ideas &amp; techniques in various contexts</p> <p>c) understanding of historical development of computer science &amp;</p>  |

|  |   |   |
|--|---|---|
|  |   | <p>its present structure</p> <p>e) some understanding of current trends in computer science</p>   |
| <b>3. APPLICATION OF KNOWLEDGE</b>         | <p>a) an ability to create algorithms &amp; programming code</p> <p>b) an ability to assess &amp; prove correctness of algorithms &amp; to analyze programming code</p> <p>c) an ability to gather, comprehend, &amp; analyze new computer science knowledge from various sources &amp; apply it in various contexts</p> <p>d) an ability to pose their own computer science related questions &amp; problems &amp; evaluate the appropriateness of approaches to solve them</p> <p>e) ability to think independently</p> | <p>a) a developed ability to create algorithms &amp; programming code</p> <p>b) an ability to assess &amp; prove correctness of algorithms &amp; to analyze programming code</p> <p>c) an ability to gather, comprehend, &amp; analyze new computer science knowledge from various source &amp; apply it in various contexts</p> <p>d) an ability to pose their own computer science related questions &amp; problems &amp; evaluate the appropriateness of approaches to solve them</p> <p>e) developed ability to think independently, &amp; ability to formulate appropriate projects for research &amp; study independently</p> |
| <b>4. COMMUNICATION SKILLS</b>             | <p>a) an ability to communicate information, arguments, &amp; analyses, orally &amp; in writing to a range of audiences</p> <p>b) an ability to communicate computer science ideas, algorithms, questions, solutions, both orally &amp; in writing, in a concise, clear, logical, &amp; correct way</p>   | <p>a) a developed ability to communicate information, arguments, &amp; analyses, orally &amp; in writing to a range of audiences</p> <p>b) a developed ability to communicate computer science ideas, algorithms, questions, solutions, both orally &amp; in writing, in a concise, clear, logical, &amp; correct way</p> <p>c) an ability to participate in discussions of advanced topics in computer science</p> <p>d) a general understanding of principles of writing of research papers in computer science, including format, style, &amp; citations</p>   |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b> | <p>a) an understanding of the limits of their own knowledge &amp; an awareness of how these might affect their own analyses &amp; interpretations</p>   | <p>a) an understanding of the limits of their own knowledge &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) an understanding that there are many important problems in theoretical &amp; applied computer science, that are unsolved at the moment</p>  |



|  |   |  |
|--|---|--|
|  |   | c) an understanding of the limits of computer science knowledge  |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, initiative, personal responsibility &amp; accountability in both personal &amp; group contexts</p> <p>b) an ability to apply problem-solving skills</p> <p>c) an ability to work effectively &amp; collegially with others</p> <p>d) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility</p> | <p>a) the exercise of good judgment, initiative, personal responsibility &amp; accountability in both personal &amp; group contexts</p> <p>b) an ability to apply problem-solving skills &amp; make decisions in complex contexts</p> <p>c) an ability to work effectively &amp; collegially with others</p> <p>d) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility</p> |

## II. STAGED PROGRAM EXPECTATIONS

a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:

- a general knowledge & understanding of some key concepts, methodologies, theoretical approaches in computer science;
- a general understanding of some main topics in computer science, including algorithms & programming languages;
- initial knowledge & understanding of some foundational areas of mathematics, important for computer science, including calculus & discrete mathematics;
- a developed ability to read, understand, & analyze introductory texts in computer science;
- an understanding of some standard problem-solving ideas & techniques in computer science;
- initial ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, & algorithms;
- initial ability to create algorithms & programming code;
- initial ability to assess correctness of algorithms & to analyze programming code;
- ability to think independently;
- an initial ability to communicate computer science ideas, algorithms, questions, solutions, both orally & in writing.

b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:

- broad understanding of main topics in computer science, including data & machine structures, operating systems, their practical importance & applications in software engineering;
- knowledge & understanding of some foundational areas of mathematics, important for computer science, including calculus, linear algebra, & discrete mathematics;
- initial ability to apply computer science knowledge to real-life problems & to create solutions for such problems, in particular in the form of software applications;

- understanding of standard problem-solving ideas & techniques used in computer science;
- ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, & algorithms;
- some understanding of historical development of computer science & its present structure;
- ability to create algorithms & programming code;
- an ability to assess & prove correctness of algorithms & to analyze programming code;
- initial ability to gather, comprehend, & analyze new computer science knowledge from various sources;
- initial ability to pose their own computer science related questions & problems & evaluate the appropriateness of approaches to solve them;
- ability to think independently;
- ability to communicate computer science ideas, algorithms, questions, solutions, both orally & in writing, in a concise, clear, logical, & correct way.

c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:

- a developed knowledge & critical understanding of the key concepts, methodologies, theoretical & practical approaches in computer science, with some understanding of current advances, & in-depth knowledge of a specific area of computer science;
- a broad understanding of some topics in computer science, including databases, object oriented programming, & their practical importance ;
- ability to read, understand, & analyze computer science texts, & appreciation for the beauty of computer science;
- detailed knowledge of foundations of computer science;
- ability to apply computer science knowledge to real-life problems & to create solutions for such problems, in particular in the form of software applications;
- developed critical thinking & advanced analytical, problem-solving, & programming skills, that can be used in the context of computer science & applications;
- an understanding of standard problem-solving ideas & techniques used in computer science & some understanding of how new areas of computer science emerge;
- developed ability to apply problem-solving & programming ideas & techniques in various contexts;
- understanding of historical development of computer science & its present structure;
- ability to create algorithms & programming code;
- ability to gather, comprehend, & analyze new computer science knowledge from various source & apply it in various contexts;
- ability to pose their own computer science related questions & problems & evaluate the appropriateness of approaches to solve them;
- developed ability to think independently;
- developed ability to communicate computer science ideas, algorithms, questions, solutions, both orally & in writing, in a concise, clear, logical, & correct way.

d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:

- a developed knowledge & critical understanding of the key concepts, methodologies, theoretical & practical approaches in computer science, with understanding of current advances;
- developed understanding of main topics in computer science, their practical importance & applications in software engineering;
- developed ability to read, understand, & analyze computer science texts, including books & research papers;
- in-depth knowledge of a specific area of computer science;
- in-depth knowledge of a topic in computer science, & experience in a supervised research in this topic in the form of research or practicum projects, which include presentations & written reports;
- some understanding of current trends in computer science ;
- developed ability to create algorithms & programming code;

- ability to formulate appropriate projects for research & study independently;
- developed ability to communicate information, arguments, & analyses, orally & in writing to a range of audiences;
- ability to participate in discussions of advanced topics in computer science;
- a general understanding of principles of writing of research papers in computer science, including format, style, & citations.

**Note:** Expectations listed in part 5 are gradually achieved during the program of study.

Components insuring the fulfillment of expectations listed in part 6 are integrated in various courses in the program. Also, the Department of Computer Science & Mathematics insures the fulfillment of expectations listed in part 6 by means of periodic assessment & feedback. The Department expects a consistent demonstration of good judgment, personal responsibility, & academic integrity from all students throughout their program of study.

- **ECONOMICS**

This document is prepared in accordance with OCAV's Guidelines for University Undergraduate Degree Level Expectations (approved by COU, December 2005).

### I. OVERALL PROGRAM EXPECTATIONS

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   | <b>BACHELOR'S DEGREE HONOURS</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  |
|--|--|---|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | a) a general knowledge & understanding of many key concepts, analytical tools, theoretical approaches & issues of Economics<br><br>b) an ability to identify those mechanisms & institutions through which economic activity is organized, to use marginal analysis to evaluate tradeoffs & make decisions, & to describe the significance of incentives in the optimal decision-making process<br><br>c) an understanding of how markets work to allocate resources, & the ability to identify various market structures & their implications for resource allocation<br><br>d) an ability to gather, review, present, critically evaluate economic data to make sound judgments in accordance with economic theory<br><br>e) an ability to use economic theory to discuss & evaluate the objectives & tools of macroeconomic policy & to explain the interdependence & interconnectedness of economies through international trade & international finance | a) a developed knowledge & critical understanding of the key concepts, analytical tools, theoretical approaches & issues of Economics including some in-depth knowledge of a specific area of study<br><br>b) a developed ability to identify those mechanisms & institutions through which economic activity is organized, to use marginal analysis to evaluate tradeoffs & make decisions, & to describe the significance of incentives in the optimal decision-making process<br><br>c) a developed understanding of how markets work to allocate resources, & a developed knowledge of various market structures & their implications for resource allocation<br><br>d) a developed ability to gather, review, present, critically evaluate economic data to make sound judgments in accordance with economic theory<br><br>e) a developed ability to use economic theory to discuss & evaluate the objectives & tools of macroeconomic policy & to explain the interdependence & interconnectedness of economies through international trade & international finance |

|                                      |  |  |
|--------------------------------------|--|--|
|                                      | <p>f) critical thinking &amp; analytical skills</p> <p>g) an understanding of probability theory &amp; statistical analysis, &amp; an ability to apply statistical methods to differentiate between competing theories</p> <p>h) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Economics &amp; classes outside the discipline</p>   | <p>f) sophisticated critical thinking &amp; analytical skills</p> <p>g) a developed understanding of probability theory &amp; statistical analysis, &amp; a developed ability to apply statistical methods to differentiate between competing theories</p> <p>h) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Economics &amp; classes outside the discipline; the ability to synthesize knowledge</p>  |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) an understanding of the nature, purpose, &amp; methods of economic analysis</p> <p>b) an ability to identify &amp; appraise established economic theories</p> <p>c) an ability to devise &amp; sustain analytical arguments</p> <p>e) a demonstrated knowledge of the APA methods of citation &amp; documentation</p>  | <p>a) an understanding of the nature, purpose, &amp; methods of economic analysis</p> <p>b) an ability to identify, appraise, &amp; question established economic theories</p> <p>c) an ability to devise &amp; sustain analytical arguments, including an ability to employ current theoretical approaches</p> <p>e) a demonstrated knowledge of the APA methods of citation &amp; documentation</p>  |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>a) an ability to comprehend &amp; interpret empirical evidence that enables the student to offer analytical commentary, to develop lines of argument, &amp; to make sound judgments that are in accordance with the major concepts &amp; methods of Economics</p> <p>b) an ability to use established techniques to analyze phenomena &amp; empirical evidence, evaluate different approaches, &amp; propose answers to normative &amp; positive questions</p> <p>c) an ability to select appropriate empirical evidence to support an analytical argument</p> <p>d) an ability to make use of scholarly secondary sources, including the ability to distinguish what is &amp; is not a scholarly source online</p> | <p>a) an ability to comprehend &amp; interpret empirical evidence that enables the student to offer complex analytical commentary, to discriminate between different lines of argument, &amp; to make sound judgments that are in accordance with the major concepts &amp; methods of Economics</p> <p>b) an ability to use a range of techniques to analyze phenomena &amp; empirical evidence &amp; to evaluate the underlying theoretical principles of different approaches, &amp; propose answers to normative &amp; positive questions</p> <p>c) an ability to select the most appropriate empirical evidence to support an analytical argument</p> <p>d) an ability to compare &amp; discriminate between scholarly secondary sources in order to make the most judicious &amp; effective use of them</p> |

|  |   |   |
|--|---|---|
|  |   | e) an ability to formulate appropriate projects for research & independent study  |
| <b>4. COMMUNICATION SKILLS</b>                 | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical comments orally in a clear, coherent, &amp; concise manner</p> <p>c) an ability to participate in a critical discussion by listening actively &amp; responding in an informed &amp; appropriate manner</p> <p>d) an ability to communicate logical, analytical arguments in clear, grammatically correct, &amp; persuasive manner</p> | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, analyses, &amp; arguments orally in a clear, coherent, concise, &amp; illuminating manner</p> <p>c) an ability to initiate &amp; engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, &amp; responding in an informed, apposite, &amp; nuanced manner; in addition, an honours student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</p> <p>d) an ability to communicate logical, analytical arguments in clear, correct, persuasive, &amp; manner, including the ability to select the most appropriate form &amp; mode of expression for a specific task</p> <p>e) an ability to sustain logic, clarity, correctness, &amp; elegance in a paper of significant length</p> |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b>     | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) some understanding that other disciplines ask different kinds of questions &amp; thus reach different kinds of conclusions</p> <p>c) an awareness that what counts as knowledge is historically &amp; culturally contingent</p>  | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) an understanding &amp; appreciation that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with Economics</p> <p>c) an awareness that what counts as knowledge is historically &amp; culturally contingent; an appreciation for the uncertainty, ambiguity, &amp; limits of knowledge</p>   |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own</p>   | <p>a) the exercise of initiative, good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own</p>   |

|  |   |   |
|--|---|---|
|  | <p>learning needs, including their goals for their degree &amp; beyond</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p> | <p>learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p> |
|--|---|---|

## II. STAGED PROGRAM EXPECTATIONS

- a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:
- a fundamental knowledge & understanding of some key concepts & principles of Economics
  - a fundamental knowledge of major economic problems & policies
  - an ability to comprehend economic data & offer analytical commentary
  - a burgeoning ability to use established analytical tools to examine economic data & propose answers to economic problems
  - a promising ability to communicate in clear, coherent manner
- b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:
- a broad understanding of the historical evolution of Economic theories
  - an initial understanding of research methods in Social Sciences
  - an ability to formulate analytical questions about economic phenomena
  - an ability to interpret economic data & develop lines of argument
  - an ability to use established analytical tools to examine economic data & propose answers to economic problems
  - an ability to communicate ideas in reliably clear, coherent, & correct manner
- c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge of several specific subfields in Economics
  - an ability to comprehend & interpret economic data in an increasingly nuanced manner that is consistent with economic principles
  - an ability to review, present, critically evaluate economic data
  - an ability to develop & support analytical arguments
  - an ability to compare the merits of different economic theories & policies
  - an ability to participate in a critical discussion by communicating ideas & analytical observations in a clear & concise manner
  - an ability to communicate logical, analytical arguments in clear, correct, & convincing manner
- d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge & critical understanding of a variety of subfields in Economics
  - a developed understanding of different theoretical models underpinning these subfields
  - an ability to synthesize & apply the knowledge gained from the various courses they have taken in their program of study
  - an ability to use a range of techniques & approaches to conduct increasingly complex analyses & formulate logical, critical arguments
  - an ability to gather & comprehend complex empirical evidence & competing theories & to make effective use of them by discriminating between them
  - an ability to formulate an appropriate topic for research & to complete a sustained research paper
  - an ability to initiate critical discussion & to participate in a sustained scholarly conversation
  - an ability to communicate ideas & analyses in clear, correct, persuasive, & sophisticated manner

- ENGLISH STUDIES

**I. OVERALL PROGRAM EXPECTATIONS**

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   | <b>BACHELOR'S DEGREE HONOURS</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  |
|--|--|---|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | <p>a) a general knowledge &amp; understanding of many key concepts, methodologies, &amp; theoretical approaches of English Studies</p> <p>b) a broad understanding of both literary &amp; cultural studies, including the ability to recognize a connection between cultural production &amp; historical context</p> <p>c) an ability to comprehend &amp; interpret literary &amp; cultural texts in a variety of forms from a variety of historical periods</p> <ul style="list-style-type: none"> <li>• an ability to gather, review, comprehend, &amp; evaluate secondary sources relevant to English Studies</li> </ul> <p>d) some detailed knowledge of forms &amp; genres as well as an ability to recognize &amp; define many key literary &amp; critical terms</p> <p>e) critical thinking &amp; analytical skills based on an understanding of literary &amp; cultural theory</p> <p>f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in English Studies &amp; classes outside the discipline</p> | <p>a) a developed knowledge &amp; critical understanding of the key concepts, methodologies, &amp; theoretical approaches of English Studies including some in-depth knowledge of a specific area of study or specific literary period</p> <p>b) a developed understanding of both literary &amp; cultural studies, including the ability to analyze the ways in which texts reflect &amp;/or challenge the historical &amp; social contexts in which they are produced</p> <p>c) a developed ability to comprehend, distinguish, &amp; analyze literary &amp; cultural texts in a variety of forms from a variety of historical periods</p> <ul style="list-style-type: none"> <li>• a developed ability to gather, review, comprehend, &amp; evaluate secondary sources relevant to English Studies, including the ability to compare the merits of &amp; discriminate between alternate critical approaches &amp; interpretations</li> </ul> <p>d) a developed, detailed knowledge of forms &amp; genres as well as an ability to recognize, define, &amp; differentiate key literary &amp; critical terms; experience in research in English Studies</p> <p>e) developed critical thinking &amp; analytical skills based on a detailed understanding of literary &amp; cultural theory</p> <p>f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in English Studies &amp; classes outside the discipline; the</p> |

|                                      |  |  |
|--------------------------------------|--|--|
|                                      |  | ability to synthesize knowledge  |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) an understanding of the nature, purpose, &amp; methods of creative activity &amp; critical enquiry</p> <p>b) an ability to formulate the kinds of questions that lead to an analytical rather than descriptive or emotional engagement with a text</p> <p>c) an ability to identify &amp; assess established techniques of creative activity &amp; critical enquiry</p> <p>d) an ability to devise &amp; sustain theoretically informed analytical arguments</p> <p>e) a demonstrated knowledge of the appropriate methods of citation &amp; documentation</p>   | <p>a) an understanding of the nature, purpose, &amp; methods of creative activity &amp; critical enquiry</p> <p>b) a developed ability to formulate the kinds of questions that lead to an analytical rather than descriptive or emotional engagement with a text</p> <p>c) an ability to identify, assess, &amp; question established techniques of creative activity &amp; critical enquiry</p> <p>d) an ability to devise &amp; sustain analytical arguments, including an advanced ability to employ current theoretical approaches</p> <p>e) a demonstrated knowledge of the appropriate methods of citation &amp; documentation</p>  |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>a) an ability to comprehend &amp; interpret primary &amp; secondary sources that enables the student to offer analytical commentary, to develop lines of argument, &amp; to make sound judgments that are in accordance with the major theories, concepts &amp; methods of English Studies &amp; appropriate to the historical context of specific works</p> <p>b) an ability to use established techniques to analyze texts, evaluate different approaches, &amp; propose answers to interpretive questions</p> <p>c) an ability to select appropriate evidence from a primary source to support an analytical argument</p> <p>d) an ability to make use of scholarly secondary sources, including the ability to distinguish what is &amp; is not a scholarly source</p> <p>e) where appropriate, an ability to make use of their knowledge in the creative process</p> | <p>a) an ability to comprehend &amp; interpret primary &amp; secondary sources that enables the student to offer complex analytical commentary, to discriminate between different lines of argument, &amp; to make sound judgments that are in accordance with the major theories concepts &amp; methods of English Studies &amp; appropriate to the historical context of specific works</p> <p>b) an ability to use a range of techniques to analyze texts &amp; evaluate the underlying theoretical principles of different approaches; an ability to initiate appropriately framed interpretive questions &amp; propose a variety of possible, &amp; even original, answers</p> <p>c) an ability to select the most appropriate evidence from a primary source to support an analytical argument</p> <p>d) an ability to compare &amp; discriminate between scholarly secondary sources in order to make the most judicious &amp; effective use of them</p> <p>e) where appropriate, an ability to</p> |



|  |   |   |
|--|---|---|
|  |   | <p>make uses of their knowledge in the creative process</p> <p>f) an ability to formulate appropriate projects for research &amp; study independently</p>   |
| <b>4. COMMUNICATION SKILLS</b>             | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical comments orally in a clear, coherent, &amp; concise manner</p> <p>c) an ability to participate in a critical discussion by listening actively &amp; responding in an informed &amp; apposite manner</p> <p>d) an ability to communicate logical, analytical arguments in clear, grammatically correct, &amp; persuasive prose</p> | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, analyses, &amp; arguments orally in a clear, coherent, concise, &amp; illuminating manner</p> <p>c) an ability to initiate &amp; engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, &amp; responding in an informed, apposite, &amp; nuanced manner; in addition, an honours student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</p> <p>d) an ability to communicate logical, analytical arguments in clear, correct, &amp; persuasive prose, including the ability to select the most appropriate form &amp; mode of expression for a specific task</p> <p>e) an ability to sustain logic, clarity, &amp; correctness in a paper of significant length</p> |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b> | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) some understanding that other disciplines ask different kinds of questions &amp; thus reach different kinds of conclusions</p> <p>c) an awareness that what counts as knowledge is historically &amp; culturally</p>   | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) an understanding &amp; appreciation that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with English Studies</p>   |

|  |  |  |
|--|--|--|
|  | contingent   | c) an awareness that what counts as knowledge is historically & culturally contingent; an appreciation for the uncertainty, ambiguity, & limits of knowledge   |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own learning needs, including their goals for their degree &amp; beyond</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p> | <p>a) the exercise of initiative, good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p> |

## II. STAGED PROGRAM EXPECTATIONS

- a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:
- a fundamental knowledge & understanding of some key concepts & methodologies of English Studies
  - a fundamental knowledge of major forms & genres as well as an ability to recognize & define some key literary & critical terms
  - an ability to comprehend primary texts & offer analytical commentary
    - a promising ability to use established techniques to analyze texts & propose answers to interpretive questions
  - a promising ability to communicate in clear, coherent prose
- b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:
- a broad understanding of the historical development of a major form, genre, or national literature in English
  - an initial understanding of research methods in English Studies
  - an ability to formulate analytical questions about primary texts
  - an ability to interpret texts & develop lines of argument
  - an ability to use established techniques of analysis, including the ability to use appropriate literary & critical terminology
  - an ability to communicate ideas in reliably clear, coherent, & correct prose
- c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge of many specific forms, genres, topics of study, & literary periods
  - an ability to comprehend & interpret literary & cultural texts in an increasingly nuanced & historically informed manner
    - an ability to gather, review, comprehend, & assess secondary sources appropriate to English Studies
  - an ability to develop & support analytical arguments
  - an ability to compare the merits of different critical & theoretical approaches
    - an ability to participate in a critical discussion by communicating ideas & analytical observations in a clear & concise manner
  - an ability to communicate logical, analytical arguments in clear, correct, & persuasive prose
- d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge & critical understanding of a variety of forms, genres, topics, & literary periods, including in-depth knowledge of at least two areas of study
  - a developed understanding of different critical approaches & of the theoretical principles that support them

- an ability to synthesize & apply the knowledge gained from the various courses they have taken in their program of study
- an ability to use a range of techniques & approaches to conduct increasingly complex analyses & formulate logical, critical arguments
- an ability to gather & comprehend complex secondary sources & to make effective use of them by discriminating between them
- an ability to formulate an appropriate topic for research & to complete a sustained research paper
- an ability to initiate critical discussion & to participate in a sustained scholarly conversation
- an ability to communicate ideas & analyses in clear, correct, & persuasive prose

Note: Through frequent assessment & detailed feedback, English Studies encourages students to recognize & appraise their own abilities, including their weaknesses, at every stage of the program. Further, the Department expects a consistent demonstration of good judgment, personal responsibility, & academic integrity from every student throughout their program of study.

- **GENDER EQUALITY & SOCIAL JUSTICE**

### I. OVERALL PROGRAM EXPECTATIONS

| PROGRAM EXPECTATIONS                       | BACHELOR'S DEGREE<br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   | BACHELOR'S DEGREE HONOURS<br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  |
|--|---|--|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | <p>a) a general knowledge &amp; understanding of many key concepts, methodologies, &amp; theoretical approaches to Gender Equality &amp; Social Justice including some knowledge of specific issues in Gender Equality &amp; Social Justice.</p> <p>b) a broad understanding of the relationship between systems of power &amp; social justice including the ability to recognize the intersections between gender, race, class &amp; sexuality as key determinants of equality.</p> <p>c) an ability to comprehend, analyze &amp; interpret a range of theoretical, legal, political &amp; cultural texts &amp; traditions from a variety of historical periods as they bear on questions of power &amp; social justice</p> <p>d) an ability to gather, review, comprehend, &amp; evaluate primary &amp; secondary sources relevant to social justice</p> <p>e) some detailed knowledge of key terms &amp; concepts as well as an ability to recognize &amp; define a variety of theoretical approaches to understanding equality &amp; social justice</p> | <p>a) a developed knowledge &amp; critical understanding of the key concepts, methodologies, &amp; theoretical approaches to Gender Equality &amp; Social Justice, including some in-depth knowledge of specific issues in Gender Equality &amp; Social Justice.</p> <p>b) a developed understanding of the relationship between systems of power &amp; social justice, including the ability to critically analyze the intersections between gender, race, class &amp; sexuality as key determinants of equality.</p> <p>c) a developed ability to comprehend, distinguish, &amp; analyze a range of theoretical, legal, political &amp; cultural texts &amp; traditions from a variety of historical periods as they bear on questions of power &amp; social justice</p> <p>d) a developed ability to gather, review, comprehend, &amp; evaluate primary &amp; secondary sources relevant to social justice as well as an ability to compare the merits of &amp; discriminate between alternate critical approaches &amp; interpretations</p> <p>e) a developed &amp; detailed knowledge of key terms &amp; concepts</p> |

|                                      |  |   |
|--------------------------------------|--|---|
|                                      | <p>f) critical thinking &amp; analytical skills specifically germane to analyses of power, justice &amp; equality</p> <p>g) an ability to demonstrate cumulative intellectual development by synthesizing learning from previous classes in Gender Equality &amp; Social Justice with classes outside the discipline</p>   | <p>as well as a developed ability to recognize &amp; define a variety of theoretical approaches to understanding equality &amp; social justice</p> <p>f) advanced critical thinking &amp; analytical skills specifically germane to analyses of power, justice &amp; equality</p> <p>g) an ability to demonstrate cumulative intellectual development by synthesizing learning from previous classes in Gender Equality &amp; Social Justice with classes outside the discipline</p>  |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) A recognition &amp; understanding that there are a wide range of methods of enquiry &amp; approaches to analyses of social equality &amp; social justice</p> <p>b) an understanding of as well as an ability to compare the various schools of thought &amp; theoretical tools used to critically analyze power, justice &amp; equality</p> <p>c) an understanding of the strengths of interdisciplinarity in any approach to the study of power as it pertains to social justice &amp; equality;</p> <p>d) an ability to devise, sustain &amp; defend an argument/s regarding the appropriate method/s &amp; tool/s for the study of particular problems in the discipline.</p> | <p>a) A developed recognition &amp; a sophisticated understanding that there are a wide range of methods of enquiry &amp; approaches to analyses of social equality &amp; social justice</p> <p>b) a developed understanding of as well as a sophisticated ability to compare the various schools of thought &amp; theoretical tools used to critically analyze power, justice &amp; equality</p> <p>c) a developed understanding of the strengths of interdisciplinarity in any approach to the study of power as it pertains to social justice &amp; equality</p> <p>d) an ability to devise, sustain &amp; defend an argument/s regarding the appropriate method/s &amp; tool/s for the study of particular problems in the discipline as well as an advanced ability to employ current theoretical approaches</p> |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>The ability to comprehend, interpret, &amp; analyze social, political, legal &amp; cultural texts/sources in order to demonstrate:</p> <p>a) an understanding of the underlying assumptions of issue;</p> <p>b) an understanding of the social,</p>   | <p>The ability to comprehend, interpret, &amp; analyze social, political, legal &amp; cultural texts/sources in order to demonstrate:</p> <p>a) a complex account of the underlying assumptions of issue;</p> <p>b) a sophisticated awareness of the</p>  |

|                                |  |   |
|--------------------------------|--|---|
|                                | <p>political &amp; historical context of the issue &amp;</p> <p>c) an understanding of the major or potential controversies surrounding the issue under consideration</p> <p>d) the ability to offer analytic commentary, develop clear lines of argument &amp; make sound judgments about the issue that go beyond observation &amp;/or opinion.</p> <p>e) the ability to use recognizable methodologies &amp; to select appropriate evidence from sources to support an analytic argument or informed commentary</p> <p>f) an ability to make use of primary &amp; secondary scholarly sources, including the ability to distinguish between what is &amp; what is not a scholarly source.</p>                       | <p>social, political &amp; historical context of the issue</p> <p>c) a thorough understanding of the major or potential controversies surrounding the issue under consideration</p> <p>d) the ability to offer sophisticated analytic commentary, develop clear lines of argument &amp; make sound judgments about the issue that go well beyond observation &amp;/or opinion.</p> <p>e) an advanced ability to use recognizable methodologies &amp; to select appropriate evidence from sources to support an analytic argument or informed commentary</p> <p>f) an advanced ability to make use of primary &amp; secondary scholarly sources, including the ability to distinguish between what is &amp; what is not a scholarly source.</p>  |
| <b>4. COMMUNICATION SKILLS</b> | <p>a) an ability to communicate both orally &amp; in writing to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical commentary orally in a clear, coherent, &amp; concise manner</p> <p>c) an ability to participate in a critical discussion by listening actively &amp; responding in an informed &amp; apposite manner</p> <p>d) an ability to communicate logical, analytical arguments in clear, grammatically correct &amp; persuasive prose.</p> <p>e) an ability to collaborate with peers on joint tasks &amp; to communicate effectively in such contexts</p> <p>f) a demonstrable knowledge of the methods of citation &amp; documentation appropriate to the</p> | <p>a) an ability to communicate both orally &amp; in writing to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical commentary orally in a clear, coherent, &amp; illuminating manner</p> <p>c) an ability to initiate &amp; engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, &amp; responding in an informed, apposite &amp; nuanced manner; in addition an honours student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar.</p> <p>d) an ability to communicate logical, analytical arguments in clear, grammatical &amp; persuasive prose, including the ability to select the most appropriate form &amp; mode of expression for a specific task.</p> <p>e) an ability to collaborate with</p> |

|  |   |  |
|--|---|--|
|  | study of social justice & equality  | peers on joint tasks & to communicate effectively in such contexts<br><br>f) a demonstrable knowledge of the methods of citation & documentation appropriate to the study of social justice & equality<br><br>g) an ability to sustain logical, clear, correct, & persuasive arguments in a paper of significant length  |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b>     | <p>a) an awareness of the limits of their own knowledge &amp; abilities &amp; an awareness of how these might affect their own analyses &amp; interpretations.</p> <p>b) an understanding of interdisciplinarity &amp; therefore a recognition that other disciplines approach questions differently &amp; may come to different conclusions</p> <p>c) an awareness that what counts as knowledge is culturally, politically &amp; historically contingent</p> <p>d) an awareness of how researcher's social positions influence knowledge production</p> | <p>a) an awareness of the limits of their own knowledge &amp; abilities &amp; an awareness of how these might affect their own analyses &amp; interpretations.</p> <p>b) an advanced understanding of interdisciplinarity &amp; therefore an understanding that other disciplines can produce knowledges which enhance or conflict with Gender Equality &amp; Social Justice</p> <p>c) an awareness that what counts as knowledge is culturally, politically &amp; historically contingent &amp; an appreciation of ambiguity, complexity &amp; even uncertainty</p> <p>d) an awareness of how researcher's social positions influence knowledge production</p> <p>e) a critical understanding of epistemological claims to neutrality &amp; objectivity</p> |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) behaviour consistent with academic integrity &amp; social responsibility including an ability to act on principle &amp; challenge the status quo</p>   | <p>a) the exercise of good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) behaviour consistent with academic integrity &amp; social responsibility including an ability to act on principle &amp; challenge the status quo</p>  |

## II. STAGED PROGRAM EXPECTATIONS

- a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:
- a fundamental knowledge & understanding of some key issues, concepts & methodologies in Gender Equality & Social Justice
  - a fundamental knowledge of the major issues relating to the history of social justice particularly as it pertains to the categories of gender, race, class & sexuality
  - an ability to comprehend primary texts & offer analytical commentary
  - a promising ability to use established techniques to analyze issues & relevant texts & to propose answers to interpretive questions
  - a promising ability to communicate in clear, coherent prose
- b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:
- a broad understanding of the key issues & themes relating to social justice across various cultural contexts & historical periods, especially through the categories of gender, race, class & sexuality
  - an initial understanding of how to research in Gender Equality & Social Justice
  - an ability to formulate analytical questions about primary texts
  - an ability to interpret texts & develop lines of argument
  - an ability to use established techniques of analysis, including the ability to use appropriate concepts & critical terminology
  - an ability to communicate ideas in reliably clear, coherent, & correct prose
- c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge of & familiarity with the key issues & themes relating to social justice across various cultural contexts & historical periods, especially through the categories of gender, race, class & sexuality
  - an ability to comprehend & interpret key issues relating to social justice & equality in an increasingly nuanced & historically informed manner
  - an ability to gather, review, comprehend, & assess secondary sources appropriate to Gender Equality & Social Justice
  - an ability to develop & support analytical arguments
  - an ability to compare the merits of different critical approaches
  - an ability to participate in a critical discussion by communicating ideas & analytical observations in a clear & concise manner
  - an ability to communicate logical, analytical arguments in clear, correct, & persuasive prose
- d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge & critical understanding of a variety of issues & debates within Gender Equality & Social Justice
  - a developed understanding of different critical approaches to social justice & equality & of the theoretical principles that support them
  - an ability to synthesize & apply the knowledge gained from the various courses they have taken in their program of study
  - an ability to use a range of techniques & approaches to conduct increasingly complex analyses & formulate logical, critical arguments
  - an ability to gather & comprehend complex secondary sources & to make effective use of them by discriminating between them
  - an ability to formulate an appropriate topic for research & to complete a sustained research paper
  - an ability to initiate critical discussion & to participate in a sustained scholarly conversation
  - an ability to communicate ideas & analyses in clear, correct, persuasive, & elegant prose

- **GEOGRAPHY**

### I. OVERALL PROGRAM EXPECTATIONS

| PROGRAM EXPECTATIONS                       | BACHELOR'S DEGREE<br><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i> | BACHELOR'S DEGREE HONOURS<br><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>                 |
|--|---|---|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | a) a general knowledge & understanding of many key concepts, methodologies, & theoretical approaches of geography                 | a) a developed knowledge & critical understanding of the key concepts, methodologies, & theoretical approaches of geography & its various sub-disciplines |

|                                      |  |   |
|--------------------------------------|--|---|
|                                      | <p>b) a broad understanding of some of the major fields of study in geography including geomatics &amp; how they intersect</p> <p>c) an ability to gather, review, evaluate &amp; interpret information from one or more of the sub-disciplines within geography</p> <p>d) some detailed knowledge of social geography, cultural geography, environment &amp; society, geomorphology, climatology, hydrology, or quantitative methods as well as an awareness of geomatics</p> <p>e) Critical thinking &amp; analytical skills inside &amp; outside the discipline of geography</p> <p>f) Ability to apply learning from one or more areas outside the discipline of geography</p> | <p>b) a developed understanding of some of the major fields of study in geography &amp; geographical techniques (geomatics, quantitative methods) including how these fields of study &amp; techniques intersect</p> <p>c) a developed ability to gather, review, evaluate &amp; interpret information from one or more of the sub-disciplines within geography, including the ability to compare the merits of &amp; discriminate between alternate approaches &amp; interpretations</p> <p>d) a developed, detailed knowledge of social geography, cultural geography, environment &amp; society, geomorphology, climatology, hydrology, or quantitative methods as well as an awareness of other research methodologies in geography including geomatics</p> <p>e) Developed critical thinking &amp; analytical skills inside &amp; outside the discipline of geography</p> <p>f) Ability to apply learning from one or more areas outside the discipline of geography</p> |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) an understanding of the nature, purpose of critical enquiry in geography through application of the scientific method</p> <p>b) an ability to evaluate the appropriateness of different approaches to solving problems using well established ideas &amp; techniques</p> <p>c) an ability to devise &amp; sustain arguments or solve problems using these methods.</p> <p>d) knowledge of appropriate discipline-specific laboratory techniques</p>  | <p>a) an advanced understanding of the nature, purpose of critical enquiry in geography through application of the scientific method</p> <p>b) a developed ability to evaluate the appropriateness of different approaches to solving problems using well established ideas &amp; techniques</p> <p>c) a developed ability to devise &amp; sustain arguments or solve problems using these methods.</p> <p>d) advanced knowledge of appropriate discipline-specific laboratory techniques</p>   |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>The ability to review, present, &amp; interpret quantitative &amp; qualitative information to:</p> <p>a) develop lines of argument;</p>   | <p>The ability to review, present, &amp; interpret quantitative &amp; qualitative information to:</p> <p>a) develop lines of argument;</p>  |



|                                       |  |   |
|---------------------------------------|--|---|
|                                       | <p>b) make sound judgments in accordance with the major theories, concepts &amp; methods of geography;</p> <p>c) independently criticize the interpretation of experimental data;</p> <p>d) demonstrate original thought &amp; distinguish these ideas from the ideas of others; &amp;</p> <p>The ability to use a basic range of established techniques, relevant to at least one of major fields of geography or geographical techniques, to:</p> <p>a) analyze information;</p> <p>b) evaluate the appropriateness of different approaches to solving problems related to at least one of major fields of geography or geographical techniques;</p> <p>c) propose solutions; &amp;</p> <p>d) make use of scholarly reviews &amp; primary sources.</p> | <p>b) make sound judgments in accordance with the major theories, concepts &amp; methods of geography;</p> <p>c) apply underlying concepts, principles, &amp; techniques of analysis, both within &amp; outside the discipline of geography;</p> <p>d) where appropriate use this knowledge in the application of the scientific method;</p> <p>e) independently criticize the interpretation of experimental data;</p> <p>f) demonstrate original thought &amp; distinguish these ideas from the ideas of others; &amp;</p> <p>The ability to use an advanced range of established techniques, relevant to at least one of major fields of geography or geographical techniques, to:</p> <p>a) initiate &amp; undertake critical evaluation of arguments, assumptions, abstract concepts &amp; information;</p> <p>b) propose solutions;</p> <p>c) frame appropriate questions for the purpose of solving a problem;</p> <p>d) solve a problem or generate new knowledge; &amp;</p> <p>e) make extensive use of scholarly reviews &amp; primary sources.</p> |
| <p><b>4. COMMUNICATION SKILLS</b></p> | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical comments, orally &amp; in writing, in a clear, coherent, &amp; concise manner</p> <p>c) an ability to participate in a critical discussion by listening actively &amp; responding in an informed manner</p>  | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical comments, orally &amp; in writing, in a clear, coherent, &amp; concise manner</p> <p>c) an ability to initiate &amp; engage in a scholarly discussion by independently raising important critical questions, listening actively to others, &amp; responding in an</p>   |

|  |   |  |
|--|---|--|
|  |   | informed manner  |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b>     | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) some understanding that other disciplines &amp; even other sub-disciplines within geography ask different kinds of questions, or use different research approaches, &amp; thus reach different kinds of conclusions</p>  | <p>a) a developed understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) an understanding that other disciplines &amp; even other sub-disciplines within geography produce bodies of knowledge that may enhance, complement or conflict with geography</p> <p>c) advanced understanding of the challenges &amp; limitations of scientific inquiry</p>   |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>Qualities &amp; transferable skills necessary for further study, employment, community involvement &amp; other activities requiring:</p> <p>a) the exercise of personal responsibility &amp; decision-making;</p> <p>b) working effectively with others;</p> <p>c) the ability to identify &amp; address their own learning needs in changing circumstances &amp; to select an appropriate program of further study; &amp;</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility.</p> | <p>Qualities &amp; transferable skills necessary for further study, employment, community involvement &amp; other activities requiring:</p> <p>a) the exercise of initiative, personal responsibility &amp; accountability in both personal &amp; group contexts;</p> <p>b) working effectively with others;</p> <p>c) decision-making in complex contexts;</p> <p>d) the ability to manage their own learning in changing circumstances, both within &amp; outside the discipline of geography &amp; to select an appropriate program of further study; &amp;</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility.</p> |

- Environmental Geography

### I. OVERALL PROGRAM EXPECTATIONS

| PROGRAM EXPECTATIONS                       | BACHELOR'S DEGREE<br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  | BACHELOR'S DEGREE HONOURS<br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  |
|--|--|--|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | <p>a) Recite the key concepts, methodologies, theoretical approaches &amp; assumptions about the connections among human &amp; natural environmental systems</p> <p>b) Knowledge of key human &amp; biophysical processes in the sub-fields within geography &amp; other environmental disciplines, &amp; their contribution to environmental problem solving</p> <p>c) Compile, evaluate &amp; interpret information from one or more of the sub-fields within geography &amp; across discipline boundaries</p> <p>d) Develop knowledge of the economic, legal, social, cultural, &amp; ethical issues, &amp; the link to environmental problems</p> <p>e) Knowledge of local, regional, national, &amp; international environmental issues</p> <p>f) Summarize &amp; synthesize information collected from within &amp; across discipline boundaries</p> | <p>a) Explain &amp; critically analyze key concepts, methodologies, theoretical approaches, current advances &amp; assumptions about the connections among human &amp; natural environmental systems</p> <p>b) Advanced knowledge of key human &amp; biophysical processes in the sub-fields within geography &amp; other environmental disciplines, &amp; their contribution to environmental problem solving</p> <p>c) Compile, evaluate, interpret information &amp; compare the merits of alternative theories from one or more of the sub-fields within geography &amp; across discipline boundaries</p> <p>d) Develop advanced knowledge of the economic, legal, social, cultural, ethical issues, &amp; the link to environmental problems</p> <p>e) Advanced knowledge of local, regional, national &amp; international environmental issues</p> <p>f) Summarize &amp; synthesize information collected from within &amp; across discipline boundaries</p> |

| PROGRAM EXPECTATIONS                 | BACHELOR'S DEGREE   | BACHELOR'S DEGREE HONOURS  |
|--------------------------------------|---|--|
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) Explain the nature &amp; purpose of critical enquiry in geography through application of mixed methods (social &amp; natural science)</p> <p>b) Critically assess methods, data quality, &amp; suitability for the intended purpose</p> <p>c) Develop evidence-based arguments &amp; problem solving through critical thinking &amp; statistical analytical skills in geography &amp; other environmental disciplines</p> <p>d) Knowledge of appropriate field &amp; laboratory techniques</p> <p>e) Experience in quantitative methods &amp; geomatics</p>   | <p>a) Explain the nature &amp; purpose of critical enquiry in geography through application of mixed methods (social &amp; natural science)</p> <p>b) Critically assess methods, data quality, &amp; suitability for the intended purpose</p> <p>c) Develop evidence-based arguments &amp; problem solving through advanced critical thinking &amp; statistical analytical skills in geography &amp; other environmental disciplines</p> <p>d) Advanced knowledge of appropriate field &amp; laboratory techniques</p> <p>e) Proficiency in quantitative methods &amp; geomatics</p> <p>f) Conduct independent &amp; collaborative research</p>  |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>The ability to acquire &amp; assimilate various types of information to:</p> <p>a) Develop lines of argument;</p> <p>b) Make sound judgments in accordance with the major theories, concepts &amp; methods in human &amp; physical geography &amp; other environmental disciplines;</p> <p>c) Critical analysis of the interpretation of experimental data; &amp;</p> <p>d) Develop creative approaches to problem identification &amp; definition, data collection, analysis &amp; interpretation.</p> <p>The ability to use a basic range of established techniques, relevant to at least one of major fields of environmental geography to:</p> <p>a) Independently analyze</p> | <p>The ability to acquire &amp; assimilate various types of information to:</p> <p>a) Develop lines of argument;</p> <p>b) Make sound judgments in accordance with the major theories, concepts &amp; methods in human &amp; physical geography &amp; other environmental disciplines;</p> <p>c) Advanced critical analysis of the interpretation of experimental data; &amp;</p> <p>d) Develop creative approaches to problem identification &amp; definition, data collection, analysis &amp; interpretation.</p> <p>The ability to use a basic range of established techniques, relevant to at least one of major fields of environmental geography to:</p> <p>a) Conduct independent &amp;</p> |
|                                      | <p>environmental data &amp; information, &amp; communicate understanding causal relationships ;</p> <p>b) Evaluate the appropriateness of</p>   | <p>collaborative research to critically evaluate concepts, data &amp;/or information to solve an environmental problem or generate new knowledge;</p>  |

|  |   |   |
|--|---|---|
|  | <p>different approaches to solving environmental problems related to at least one of major field of human or physical geography; &amp;</p> <p>c) Acquire information effectively &amp; professionally from various sources</p>  | <p>b) Evaluate the appropriateness of different approaches to solving environmental problems related to at least one of major field of human or physical geography; &amp;</p> <p>c) Acquire information effectively &amp; professionally from various sources</p>   |
| <b>4. COMMUNICATION SKILLS</b>                 | <p>a) Capacity to communicate, both orally &amp; in writing, accurately, clearly, concisely &amp; appropriately to a variety of audiences</p> <p>b) Participate in a critical discussion by listening actively &amp; responding in an informed manner</p> <p>c) Effective use of written, numeric &amp; visual means to create understanding</p>  | <p>a) Advanced capacity to communicate, both orally &amp; in writing, accurately, clearly, concisely &amp; appropriately to a variety of audiences</p> <p>b) Lead scholarly discussion by independently raising important critical questions, listening actively to others, &amp; responding in an informed manner</p> <p>c) Effective use of written, numeric &amp; visual means to create understanding</p>   |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b>     | <p>a) Awareness of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations of environmental problems</p> <p>b) Awareness that other disciplines &amp; even other sub-fields within geography ask different kinds of questions, or use different research approaches, &amp; thus reach different kinds of conclusions</p>   | <p>a) Advance awareness of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations of environmental problems</p> <p>b) Advanced awareness that other disciplines &amp; even other sub-fields within geography produce bodies of knowledge that may enhance, complement or conflict with geography</p> <p>c) Advanced understanding of the challenges &amp; limitations of mixed methods of inquiry</p>   |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>Qualities &amp; transferable skills necessary for further study, employment, community involvement &amp; other activities requiring:</p> <p>a) The exercise of personal responsibility, accountability &amp; decision-making;</p> <p>b) Recognize the value of an individual, &amp; respect their views, opinions &amp; contributions regardless of background &amp; status;</p> <p>c) Capacity to identify &amp; address learning needs in changing circumstances &amp; to select an appropriate program of further study; &amp;</p> <p>d) Behaviour consistent with academic</p> | <p>Qualities &amp; transferable skills necessary for further study, employment, community involvement &amp; other activities requiring:</p> <p>a) The exercise of initiative, personal responsibility, accountability &amp; decision-making;</p> <p>b) Recognize the value of an individual, &amp; respect their views, opinions &amp; contributions regardless of background &amp; status;</p> <p>c) Capacity to manage their own learning in changing circumstances, both within &amp; outside the discipline of geography &amp; to select an appropriate program of further study; &amp;</p> |

|  |  |   |
|--|--|---|
|  | <p>integrity &amp; social responsibility.</p> <p>e) Think independently, analytically, &amp; creatively.</p> | <p>d) Behaviour consistent with academic integrity &amp; social responsibility.</p> <p>e) Think independently, analytically &amp; creatively.</p> |
|--|--|---|

- HISTORY**

### I. OVERALL PROGRAM EXPECTATIONS

| PROGRAM EXPECTATIONS                              | BACHELOR'S DEGREE   | BACHELOR'S DEGREE HONOURS   |
|---|---|---|
| <p><b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b></p> | <p><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i></p> <p>a) a general knowledge &amp; understanding of many key concepts, methodologies, &amp; approaches in the study of History</p> <p>b) a broad understanding of some of the major areas &amp;/or periods in the study of History, including the ability to recognize processes of continuity &amp; change within them</p> <p>c) an ability to understand &amp; interpret primary source materials from one of the major areas &amp;/or periods in the study of History</p> <ul style="list-style-type: none"> <li>• an ability to gather, review, comprehend, &amp; evaluate secondary sources from one of the major areas &amp;/or periods in the study of History</li> </ul> <p>d) some detailed knowledge of one of the major areas &amp;/or periods in the study of History, including the ability to recognize some of the key historiographical debates involved therein</p> <p>e) critical thinking &amp; analytical skills</p> <p>f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in History &amp; classes outside the discipline</p> | <p><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i></p> <p>a) a developed knowledge &amp; critical understanding of the key concepts, methodologies, &amp; approaches in the study of History.</p> <p>b) a developed understanding of several of the major areas &amp;/or periods in the study of History, including the ability to analyze critically the processes of continuity &amp; change within them</p> <p>c) a developed ability to understand, interpret, &amp; analyze a variety of primary source materials from one or more of the major areas &amp;/or periods in the study of History</p> <ul style="list-style-type: none"> <li>• a developed ability to gather, review, comprehend, &amp; evaluate secondary sources from one or more of the major areas &amp;/or periods in the study of History, including the ability to compare the merits of &amp; discriminate between alternate approaches &amp; interpretations</li> </ul> <p>d) developed, detailed knowledge of one or more of the major areas &amp;/or periods in the study of History, including the ability to engage critically with some of the key historiographical debates involved therein derived from direct experience with historical research</p> <p>e) developed critical thinking &amp; analytical skills</p> <p>f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in History &amp; classes outside the discipline, including the</p> |

|                                      |  |  |
|--------------------------------------|--|--|
|                                      |  | ability to synthesize knowledge  |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) an understanding of the nature, purpose, &amp; methods of historical inquiry &amp; research</p> <p>b) an ability to formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary &amp; secondary sources</p> <p>c) an ability to identify &amp; evaluate established techniques of historical inquiry &amp; research</p> <p>d) an ability to devise &amp; sustain analytical arguments</p> <p>e) a demonstrated knowledge of the methods of citation &amp; documentation appropriate to the study of History</p>  | <p>a) an understanding of the nature, purpose, &amp; methods of historical inquiry &amp; research</p> <p>b) a developed ability to formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary &amp; secondary sources</p> <p>c) an ability to identify, evaluate, &amp; critique established techniques of historical inquiry &amp; research</p> <p>d) an ability to devise &amp; sustain analytical arguments employing appropriate theoretical &amp;/or methodological approaches to historical inquiry &amp; research</p> <p>e) a demonstrated knowledge of the methods of citation &amp; documentation appropriate to the study of History</p>  |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>a) an ability to analyze &amp; interpret primary &amp; secondary sources enabling the student to offer analytical commentary, to develop lines of argument, &amp; to make sound judgments in accordance with the major concepts &amp; methods in the study of History</p> <p>b) an ability to use established techniques to analyze sources, evaluate different approaches, &amp; propose answers to interpretive questions</p> <p>c) an ability to select appropriate evidence from a primary source to support an analytical argument</p> <p>d) an ability to make use of scholarly secondary sources, including the ability to distinguish between what is &amp; is not a scholarly source</p> | <p>a) an ability to analyze &amp; interpret primary &amp; secondary sources enabling the student to offer complex analytical commentary, to discriminate between different historiographical arguments, &amp; to make sound judgments that are in accordance with the major concepts &amp; methods in the study of History</p> <p>b) an ability to use a range of techniques to analyze sources &amp; evaluate the underlying theoretical principles of different approaches; an ability to initiate appropriately framed interpretive questions &amp; propose a variety of possible answers</p> <p>c) an ability to select the most appropriate evidence from a primary source to support an analytical argument</p> <p>d) an ability to compare &amp; discriminate between scholarly secondary sources in order to make the most judicious &amp; effective use of them</p> <p>e) an ability to formulate appropriate projects for independent research &amp; study</p> |
| <b>4. COMMUNICATION SKILLS</b>       | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, &amp; analytical</p>  | <p>a) an ability to communicate, both orally &amp; in writing, accurately &amp; reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, analyses, &amp; arguments, orally &amp; in</p>  |

|  |  |   |
|--|--|---|
|  | <p>comments, orally &amp; in writing, in a clear, coherent, &amp; concise manner</p> <p>c) an ability to participate in a critical discussion by listening actively &amp; responding in an informed &amp; apposite manner</p>  | <p>writing, in a clear, coherent, &amp; concise manner</p> <p>c) an ability to initiate &amp; engage in a scholarly discussion by asking critical questions, listening actively to others, &amp; responding in an informed, apposite, &amp; nuanced manner; a demonstrated ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</p> <p>d) an ability to sustain logical, clear, correct, &amp; persuasive arguments in a paper of significant length</p>  |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b>     | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their analyses &amp; interpretations</p> <p>b) some understanding that other disciplines ask different kinds of questions &amp; thus reach different kinds of conclusions</p> <p>c) an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</p> | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their analyses &amp; interpretations</p> <p>b) an understanding &amp; appreciation that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with History</p> <p>c) an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence</p> <p>d) an appreciation for the uncertainty, ambiguity, &amp; limits of knowledge about historical events &amp;/or processes</p> |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own learning needs, including their goals for their degree &amp; beyond</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p>   | <p>a) the exercise of initiative, good judgment, personal responsibility &amp; accountability</p> <p>b) an ability to work effectively &amp; collegially with others</p> <p>c) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>d) behaviour consistent with academic integrity &amp; social responsibility</p>  |

## I. OVERALL PROGRAM EXPECTATIONS

| <b>PROGRAM EXPECTATIONS</b> | <b>MASTER'S DEGREE</b>  | <b>DOCTORAL DEGREE</b>  |
|-----------------------------|---|---|
|                             | <p><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i></p> | <p><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i></p> |



|  |  |            |
|--|--|------------|
| <p><b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b></p>  | <p>a) a systematic knowledge &amp; critical understanding of the key concepts, methodologies, &amp; approaches in the study of History</p> <p>b) a critical understanding of several of the major areas &amp;/or periods in the study of History demonstrating an awareness of the current state of research &amp;/or historiographical debate therein</p> <p>c) a detailed understanding of one major area &amp;/or period in the study of History demonstrating knowledge of the current state of research &amp;/or historiographical debate therein</p> <p>d) a demonstrated ability to engage critically &amp; systematically with the primary &amp;/or secondary materials relevant to a major area &amp;/or period in the study of History, including the ability to engage critically with alternate approaches &amp; interpretations</p> | <p>N/A</p> |
| <p><b>2. RESEARCH &amp; SCHOLARSHIP</b></p>        | <p>A conceptual understanding &amp; methodological competence that</p> <p>a) enables a thorough understanding of the nature, purpose, &amp; methods of historical inquiry &amp; research</p> <p>b) enables a critical evaluation of established techniques of historical inquiry &amp; research</p> <p>c) enables the application of key methods &amp;/or theoretical approaches to original historical research</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>d) the development &amp; support of a sustained argument based on original historical research; or</p> <p>e) originality in the assessment &amp;/or evaluation of existing historiographical interpretations</p>  | <p>N/A</p> |
| <p><b>3. LEVEL OF APPLICATION OF KNOWLEDGE</b></p> | <p>a) a superior ability to analyze &amp; interpret primary &amp; secondary sources potentially enabling the student to make an original</p>   | <p>N/A</p> |

|  |  |     |
|--|--|-----|
|  | <p>contribution to the study of new research questions or to the study of existing problems or issues</p> <p>b) an ability to use a range of techniques to analyze sources &amp; evaluate the underlying theoretical principles of different approaches; an ability to initiate appropriately framed interpretive questions &amp; propose a variety of possible, &amp; even original, answers</p>  |     |
| <b>4. PROFESSIONAL CAPACITY/AUTONOMY</b>   | <p>a) the exercise of initiative &amp; of personal responsibility &amp; accountability</p> <p>b) effective &amp; appropriate decision-making skills</p> <p>c) the intellectual independence required for continuing professional development</p> <p>d) the ethical behaviour consistent with academic integrity &amp; the use of appropriate guidelines &amp; procedures for responsible conduct of research</p> <p>e) the ability to appreciate the broader implications of applying knowledge to particular contexts</p> | N/A |
| <b>5. LEVEL OF COMMUNICATION SKILLS</b>    | <p>a) the ability to communicate ideas, issues, &amp; conclusions clearly &amp; effectively, both orally &amp; in writing</p> <p>b) an ability to sustain logical, clear, correct, &amp; persuasive arguments in a Major Research Paper of significant length</p>  | N/A |
| <b>6. AWARENESS OF LIMITS OF KNOWLEDGE</b> | <p>a) cognizance of the complexity of knowledge &amp; of the potential contributions of other interpretations, methods, &amp; disciplines to the study of History</p> <p>b) a critical awareness that knowledge changes with the discovery of new evidence or new interpretations of existing evidence</p> <p>d) a critical appreciation for the uncertainty, ambiguity, &amp; limits of knowledge about historical events &amp;/or processes</p>  | N/A |

- MATHEMATICS

**I. OVERALL PROGRAM EXPECTATIONS**

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  | <b>BACHELOR'S DEGREE HONOURS</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  |
|--|---|---|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | a) a general knowledge & understanding of fundamental concepts, methodologies, & theoretical approaches in mathematics<br><br>b) a broad understanding of some areas of pure & applied mathematics, including discrete mathematics, differential & integral calculus, multivariable calculus, linear algebra, probability & statistics, & their connection with physics, engineering, & other sciences<br><br>c) an ability to read, understand, & analyze textbooks in main areas of mathematics<br><br>d) detailed knowledge of foundations of pure & applied mathematics<br><br>e) ability to apply mathematical knowledge to real-life problems & to create mathematical models for such problems<br><br>f) critical thinking & analytical & problem-solving skills that can be used in the context of mathematics & its applications | a) a developed knowledge & critical understanding of the key concepts, methodologies, theoretical approaches in mathematics, with some understanding of current advances, & in-depth knowledge of a specific area of pure or applied mathematics<br><br>b) a developed understanding of main areas of pure & applied mathematics, including discrete mathematics, differential & integral calculus, multivariable calculus, analysis, linear algebra, algebra, differential equations, probability & statistics, & their connection with physics, engineering, & other sciences<br><br>c) a developed ability to read, understand, & analyze mathematical texts, including books & research papers, & appreciation for the beauty of mathematics<br><br>d) detailed knowledge of foundations of pure & applied mathematics & an in-depth knowledge of a topic of pure or applied mathematics & experience in a supervised research in this topic in the form of research projects, which include presentations & written reports<br><br>e) ability to apply mathematical knowledge to real-life problems & to create mathematical models for such problems<br><br>f) developed critical thinking & advanced analytical & problem-solving skills that can be used in the context of mathematics & applications |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b>       | a) an understanding of standard problem-solving ideas & techniques used in mathematics, some knowledge of proof techniques<br><br>b) ability to evaluate the appropriateness of different   | a) an understanding of standard problem-solving ideas & techniques used in mathematics, in-depth knowledge of proof techniques, & some understanding of how new theories are created & applied in mathematics   |

|  |  |   |
|--|--|---|
|  | <p>approaches to solve problems using well established ideas &amp; techniques</p> <p>c) ability to apply problem-solving &amp; proof ideas &amp; techniques in various contexts</p> <p>d) some understanding of historical development of mathematics &amp; its present structure</p>  | <p>b) ability to evaluate the appropriateness of different approaches to solve problems using well established ideas &amp; techniques</p> <p>c) developed ability to apply problem-solving &amp; proof ideas &amp; techniques in various contexts</p> <p>d) understanding of historical development of mathematics &amp; its present structure</p> <p>e) some understanding of current trends in mathematics</p>  |
| <b>3. APPLICATION OF KNOWLEDGE</b>         | <p>a) an ability to assess correctness of solutions &amp; proofs</p> <p>b) an ability to gather, comprehend, &amp; analyze new mathematical knowledge from various sources &amp; apply it in various contexts</p> <p>c) an ability to pose their own mathematical questions &amp; problems &amp; evaluate the appropriateness of approaches to solve them</p> <p>d) ability to think independently</p> | <p>a) an ability to assess correctness of solutions &amp; proofs</p> <p>b) an ability to gather, comprehend, &amp; analyze new mathematical knowledge from various sources &amp; apply it in various contexts</p> <p>c) an ability to pose their own mathematical questions &amp; problems &amp; evaluate the appropriateness of approaches to solve them</p> <p>d) developed ability to think independently, &amp; ability to formulate appropriate projects for research &amp; study independently</p>  |
| <b>4. COMMUNICATION SKILLS</b>             | <p>a) an ability to communicate information, arguments, &amp; analyses, orally &amp; in writing to a range of audiences</p> <p>b) an ability to communicate mathematical ideas, proofs, questions, solutions, both orally &amp; in writing, in a concise, clear, logical, &amp; mathematically correct way</p>   | <p>a) a developed ability to communicate information, arguments, &amp; analyses, orally &amp; in writing to a range of audiences</p> <p>b) a developed ability to communicate mathematical ideas, proofs, questions, solutions, both orally &amp; in writing, in a concise, clear, logical, &amp; mathematically correct way</p> <p>c) an ability to participate in discussions of advanced mathematical problems &amp; theories</p> <p>d) a general understanding of principles of writing of research papers in mathematics, including format, style, &amp; citations</p> |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b> | <p>a) an understanding of the limits of their own knowledge &amp; an awareness of how these might affect their own analyses &amp; interpretations</p>  | <p>a) an understanding of the limits of their own knowledge &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) an understanding that there are many important pure &amp; applied mathematical problems, that are unsolved at the moment</p>  |

|  |   |  |
|--|---|--|
|  |   | c) an understanding of the limits of mathematical knowledge  |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, initiative, personal responsibility &amp; accountability in both personal &amp; group contexts</p> <p>b) an ability to apply problem-solving skills</p> <p>c) an ability to work effectively &amp; collegially with others</p> <p>d) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility</p> | <p>a) the exercise of good judgment, initiative, personal responsibility &amp; accountability in both personal &amp; group contexts</p> <p>b) an ability to apply problem-solving skills &amp; make decisions in complex contexts</p> <p>c) an ability to work effectively &amp; collegially with others</p> <p>d) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility</p> |

## II. STAGED PROGRAM EXPECTATIONS

a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:

- a general knowledge & understanding of some key concepts, methodologies, theoretical approaches in mathematics;
- a general understanding of some areas of pure & applied mathematics, including discrete mathematics, differential & integral calculus, & linear algebra, & their connection with physics, engineering, & other science;
- a developed ability to read, understand, & analyze introductory mathematical textbooks;
- an understanding of some standard problem-solving ideas & techniques & some knowledge of proof techniques;
- initial ability to evaluate the appropriateness of different approaches to solve problems using well established ideas & techniques;
- ability to think independently;
- an initial ability to communicate mathematical solutions & proofs, both orally & in writing.

b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:

- a broad understanding of some areas of pure & applied mathematics, including multivariable calculus, advanced linear algebra, probability & statistics, & their applications;
- initial ability to apply mathematical knowledge to real-life problems & to create mathematical models for such problems;
- understanding of standard problem-solving ideas & techniques used in mathematics, in-depth knowledge of proof techniques;
- ability to evaluate the appropriateness of different approaches to solve problems using well established ideas & techniques;
- some understanding of historical development of mathematics & its present structure;
- an ability to assess correctness of solutions & proofs;
- initial ability to gather, comprehend, & analyze new mathematical knowledge from various sources & apply it in various contexts;

- initial ability to pose their own mathematical questions & problems & evaluate the appropriateness of approaches to solve them;
- an ability to communicate mathematical ideas, proofs, questions, solutions, both orally & in writing, in a concise, clear, logical, & mathematically correct way.

c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:

- a developed knowledge & critical understanding of the key concepts, methodologies, theoretical approaches in mathematics, with some understanding of current advances, & in-depth knowledge of a specific area of pure or applied mathematics;
- a developed understanding of advanced areas of pure & applied mathematics, including algebra, analysis, & differential equations, & their applications;
- ability to read, understand, & analyze advanced mathematical texts, & appreciation for the beauty of mathematics;
- detailed knowledge of foundations of pure & applied mathematics;
- ability to apply mathematical knowledge to real-life problems & to create mathematical models for such problems;
- developed critical thinking & advanced analytical & problem-solving skills that can be used in the context of mathematics & its applications;
- developed ability to apply problem-solving & proof ideas & techniques in various contexts;
- understanding of historical development of mathematics & its present structure;
- an ability to gather, comprehend, & analyze new mathematical knowledge from various sources & apply it in various contexts;
- an ability to pose their own mathematical questions & problems & evaluate the appropriateness of approaches to solve them;
- developed ability to think independently;

d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:

- in-depth knowledge of a topic of pure or applied mathematics & experience in a supervised research in this topic in the form of research projects, which include presentations & written reports;
- a developed ability to read, understand, & analyze mathematical texts, including books & research papers,
- some understanding of how new theories are created & applied in mathematics;
- some understanding of current trends in mathematics ;
- ability to formulate appropriate projects for research & study independently;
- ability to communicate information, arguments, & analyses, orally & in writing to a range of audiences;
- ability to participate in discussions of advanced mathematical problems & theories;
- a general understanding of principles of writing of research papers in mathematics, including format, style, & citations.

**Note:** Expectations listed in part 5 are gradually achieved during the program of study.

Components insuring the fulfillment of expectations listed in part 6 are integrated in various courses in the program. Also, the Department of Computer Science & Mathematics insures the fulfillment of expectations listed in part 6 by means of periodic assessment & feedback. The Department expects a consistent demonstration of good judgment, personal responsibility, & academic integrity from all students throughout their program of study

- **PHILOSOPHY**

### **B.A Honours**

#### 1. Depth & Breadth of Knowledge

Learning expectations in this area include demonstration of:

- a) Developed knowledge & critical understanding of the main periods & thinkers in the history of philosophy, from the ancient period to the present;

- b) Developed understanding of the main positions & controversies within the major topical subfields of philosophy, such as epistemology, metaphysics, & value theory, as well as an appreciation for the intersection of these philosophical issues with other disciplines in the humanities, social sciences, & natural sciences;
- c) Developed ability to: i) read closely & carefully, & identify & charitably interpret philosophical arguments found in primary texts, both historical & contemporary; ii) to evaluate the strength of arguments based on their truth & logical validity; & iii) to construct & critically defend original arguments regarding the issues that have occupied philosophers, both historical & contemporary;
- d) Developed ability to formulate a concise, relevant, & original research proposal;
- e) Developed critical thinking & analytical skills inside & outside the discipline; &
- f) Ability to apply skills & learning from philosophy to areas outside the discipline.

## 2. Knowledge of Methodologies

Learning expectations in this area include demonstration of a developed understanding of important modes of reasoning & argumentation in historical & contemporary philosophy, which enables the student to:

- a) Identify, charitably interpret, & evaluate the adequacy of arguments found in primary texts, both historical & contemporary;
- b) Construct & critically defend original arguments regarding the issues that have occupied philosophers, both historical & contemporary; &
- c) Develop & pursue a coherent, original plan of research, including utilizing major research sources where appropriate.

## 3. Application of Knowledge

Learning expectations within this area include the ability to locate, analyze, critically evaluate, & present (both orally & in written work) relevant philosophical material, in order to:

- a) Develop original lines of argument;
- b) Draw on existing arguments to identify or to solve novel problems;
- c) Apply underlying concepts, principles, & arguments, both within & outside the discipline;
- d) Where appropriate use this knowledge in the creative process

Also included here is the ability to use philosophical reasoning skills to:

- a) Undertake critical evaluation of arguments, assumptions, abstract concepts & information;
- b) Propose solutions to philosophical problems;
- c) Frame appropriate questions for the purpose of identifying or solving a problem;
- d) Solve a problem or create a new work; &
- e) Make critical use of scholarly reviews & primary sources.

## 4. Communication Skills

Learning expectations in this area include the ability to communicate arguments, positions & philosophical concepts, both orally & in writing, in a manner that demonstrates the premium placed in philosophy on clarity of expression & structure, soundness of argument, charity of interpretation, & the sympathetic consideration of objections.

## 5. Awareness of Limits of Knowledge

Learning expectations in this area include an understanding of the limits of students' own knowledge & ability, & an appreciation of the uncertainty, ambiguity, & limits of knowledge in general. In philosophy, this awareness is expressed chiefly through the ability to anticipate & the willingness to welcome objections to one's own position & arguments, & in the respectful & sympathetic consideration of those objections.

## 6. Autonomy & Professional Capacity

Learning expectations in this area include the development of socially-valuable practical skills & attitudes, including:

- a) Intellectual autonomy or freedom from narrow, solipsistic thinking;
- b) Respect & tolerance for the views of others & for diversity, generally;

- c) Strong critical & analytical thinking;
- d) Strong written & oral communication skills;
- e) The ability to manage self-directed learning in changing circumstances, both within & outside the discipline & to select an appropriate program of further study; &
- f) Behaviour consistent with academic integrity & social responsibility.

### **BA (non-honours)**

#### 1. Depth & Breadth of Knowledge

Learning expectations in this area include:

- a) General knowledge & understanding of the main periods & thinkers in the history of philosophy, from the ancient period to the present;
- b) Broad understanding of some of the main positions & controversies within the major topical subfields of philosophy, such as epistemology, metaphysics, & value theory, as well as an appreciation for the intersection of these philosophical issues with other disciplines in the humanities, social sciences, & natural sciences;
- c) Ability to: i) read closely & carefully, & identify & charitably interpret philosophical arguments found in primary texts, both historical & contemporary; ii) to evaluate the strength of arguments based on their truth & logical validity; & iii) to construct & critically defend original arguments regarding the issues that have occupied philosophers, both historical & contemporary;
- d) Critical thinking & analytical skills inside & outside the discipline; &
- e) Ability to apply learning from one or more areas outside the discipline.

#### 2. Knowledge of Methodologies

Learning expectations in this area include an understanding of important modes of reasoning & argumentation in historical & contemporary philosophy, which enables the student to:

- a) Identify, charitably interpret, & evaluate the adequacy of arguments found in primary texts, both historical & contemporary; &
- b) Construct & critically defend original arguments regarding the issues that have occupied philosophers, both historical & contemporary.

#### 3. Application of Knowledge

Learning expectations in this area include the ability to locate, analyze, critically evaluate, & present (both orally & in writing) relevant philosophical material, in order to:

- a) Develop original lines of argument;
- b) Draw on existing arguments to identify or solve novel problems; &
- c) Apply underlying concepts, principles, & arguments, both within & outside the discipline.

Also included here is the ability to use philosophical reasoning to:

- a) Undertake critical evaluation of arguments, assumptions, abstract concepts & information;
- b) Frame appropriate questions for the purpose of identifying or solving a problem; &
- c) Make use of scholarly reviews & primary sources

#### 4. Communication Skills

Learning expectations in this area include the ability to communicate arguments, positions & philosophical concepts, both orally & in writing, in a manner that demonstrates the premium placed in philosophy on clarity of expression & structure, soundness of argument, charity of interpretation, & the sympathetic consideration of objections.

#### 5. Awareness of Limits of Knowledge

Learning expectations in this area include an understanding of the limits of students' own knowledge & ability, & an appreciation of the uncertainty, ambiguity, & limits of knowledge in general. In philosophy, this awareness is expressed chiefly through the ability to anticipate & the willingness to welcome objections to one's own position & arguments, & in the respectful & sympathetic consideration of those objections.



## 6. Autonomy & Professional Capacity

Learning expectations in this area include the development of socially-valuable practical skills & attitudes, including:

- a) Intellectual autonomy or freedom from narrow, solipsistic thinking;
- b) Respect & tolerance for the view of others & for diversity, generally;
- c) Strong critical & analytical thinking;
- d) Strong written & oral communication skills;
- e) The ability to manage self-directed learning in changing circumstances, both within & outside the discipline & to select an appropriate program of further study; &
- f) Behaviour consistent with academic integrity & social responsibility.

### • POLITICAL SCIENCE

#### . OVERALL PROGRAM EXPECTATIONS

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  | <b>BACHELOR'S DEGREE HONOURS</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  |
|--|---|---|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | a) a general knowledge & understanding of fundamental concepts, methodologies, & theoretical & practical approaches in political science, philosophy, & economics<br><br>b) a broad understanding of important topics & questions in each of the contributing disciplines as well as their interdisciplinary implications<br><br>c) a broad understanding of qualitative & quantitative research methods in the social sciences & their philosophical presuppositions<br><br>d) an ability to gather, read carefully, interpret charitably, & critically evaluate political scientific, philosophic, economic data & texts<br><br>e) ability to apply use PSPE insights & analysis in discussion & critical evaluation of problems & policies in contemporary societies<br><br>f) demonstrated critical thinking & analytical problem-solving skills<br><br>h) an ability to demonstrate cumulative intellectual development by applying learning from the curriculum | a) a developed knowledge & critical understanding of the key concepts, methodologies, theoretical & practical approaches in political science, philosophy, & economics<br><br>b) a developed understanding of important topics & questions in each of the contributing disciplines as well as their interdisciplinary implications<br><br>c) a developed understanding of qualitative & quantitative research methods in the social sciences & their philosophical presuppositions<br><br>d) a developed ability to gather, read carefully, interpret charitably, & critically evaluate political scientific, philosophic, & economic data & texts<br><br>e) developed ability to apply PSPE insights & analysis in discussion & critical evaluation of problems & policies in contemporary societies<br><br>f) demonstrated sophisticated critical thinking & advanced analytical problem-solving skills<br><br>h) an ability to demonstrate cumulative intellectual development by applying learning from the curriculum, especially in the construction & completion of original, self-directed interdisciplinary research |

|   |  |  |
|---|--|--|
| <p><b>2. KNOWLEDGE OF METHODOLOGIES</b></p> | <p>a) a broad understanding of both qualitative &amp; quantitative, theoretical &amp; empirical research methods in political science, including the ability to: Identify, interpret, &amp; evaluate the adequacy of political arguments &amp; data regarding political life; &amp; construct &amp; critically defend original arguments regarding important political questions</p> <p>b) a broad understanding of important modes of reasoning &amp; argumentation in historical &amp; contemporary philosophy, which enables the student to: Identify, charitably interpret, &amp; evaluate the adequacy of arguments found in primary texts; &amp; construct &amp; critically defend original arguments regarding the issues that have occupied philosophers, both historical &amp; contemporary</p> <p>c) an understanding of the nature, purpose, &amp; methods of economic analysis, including an ability to identify &amp; appraise established economic theories &amp; to devise &amp; sustain analytical arguments</p> | <p>a) a developed understanding of both qualitative &amp; quantitative, theoretical &amp; empirical research methods in political science, including the ability to: Identify, interpret, &amp; evaluate the adequacy of political arguments &amp; data regarding political life; construct &amp; critically defend original arguments regarding important political questions; &amp; develop &amp; pursue a coherent, original plan of political scientific research which utilizes major research sources where appropriate</p> <p>b) a developed understanding of important modes of reasoning &amp; argumentation in historical &amp; contemporary philosophy, which enables the student to: Identify, charitably interpret, &amp; evaluate the adequacy of arguments found in primary texts, both historical &amp; contemporary; construct &amp; critically defend original arguments regarding the issues that have occupied philosophers, both historical &amp; contemporary; &amp; develop &amp; pursue a coherent, original plan of philosophical research, including utilizing major research sources where appropriate</p> <p>c) an understanding of the nature, purpose, &amp; methods of economic analysis, including an ability to: identify, appraise, &amp; question established economic theories; devise &amp; sustain analytical arguments; &amp; employ current theoretical approaches in economic analysis</p> <p>d) an ability to integrate the methods &amp; results of methods described above (a-c), including especially that ability to identify the methods of research best suited for the exploration of given aspects of a social problem which calls for interdisciplinary investigation</p> |
|---|--|--|

|   |   |  |
|---|---|--|
| <p><b>3. APPLICATION OF KNOWLEDGE</b></p> | <p>a) an ability to identify, interpret, &amp; evaluate evidence &amp; arguments relevant to the analysis of given political problems &amp; phenomena, including the critical evaluation of both empirical data &amp; theoretical presuppositions regarding the nature of political life</p> <p>b) a demonstrated sensitivity to the normative questions raised by social organization &amp; social life, as reflected in an ability to locate, analyze, critically evaluate, &amp; present (both orally &amp; in written work) relevant philosophical material, including: framing appropriate questions for the purpose of identifying &amp;/or solving a problem; developing original lines of argument; drawing on existing arguments to identify or to solve novel problems; critically evaluating arguments, assumptions, concepts, &amp; information.</p> <p>c) an ability to identify, comprehend &amp; interpret empirical evidence as relevant to the analysis of a given economic problem, as well as to identify &amp; evaluate the underlying theoretical principles which frame that evidence</p> | <p>a) a developed ability to identify, interpret, &amp; evaluate evidence &amp; arguments relevant to the analysis of given political problems &amp; phenomena, including the critical evaluation of both empirical data &amp; theoretical presuppositions regarding the nature of political life</p> <p>b) a developed &amp; demonstrated sensitivity to the normative questions raised by social organization &amp; social life, as reflected in an ability to locate, analyze, critically evaluate, &amp; present (both orally &amp; in written work) relevant philosophical material, including: framing appropriate questions for the purpose of identifying &amp;/or solving a problem; developing original lines of argument; drawing on existing arguments to identify or to solve novel problems; critically evaluating arguments, assumptions, concepts, &amp; information.</p> <p>c) a developed ability to identify, comprehend &amp; interpret empirical evidence as relevant to the analysis of a given economic problem, as well as to identify &amp; evaluate the underlying theoretical principles which frame that evidence</p> <p>d) an ability to identify research problems which call for interdisciplinary investigation &amp; to integrate the methods &amp; insights of political science, philosophy, &amp; economics in the attempt to understand &amp; respond to those problems</p> |
|---|---|--|

|   |   |   |
|---|---|---|
| <p><b>4. COMMUNICATION SKILLS</b></p>             | <p>a) an ability to communicate arguments, concepts, information, &amp; evidence, both orally &amp; in writing, in a clear, coherent, concise, &amp; illuminating manner, &amp; which demonstrates the premium placed in PSPE on clarity of expression &amp; structure, soundness of argument, charity of interpretation, &amp; the sympathetic consideration of objections</p> <p>c) an ability to initiate &amp; engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, &amp; responding in an informed, apposite, &amp; nuanced manner</p>   | <p>a) a developed ability to communicate arguments, concepts, information, &amp; evidence, both orally &amp; in writing, in a clear, coherent, concise, &amp; illuminating manner, &amp; which demonstrates the premium placed in PSPE on clarity of expression &amp; structure, soundness of argument, charity of interpretation, &amp; the sympathetic consideration of objections</p> <p>b) a developed ability to initiate &amp; engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, &amp; responding in an informed, apposite, &amp; nuanced manner; in addition, an honours student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar</p> |
| <p><b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b></p> | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations.</p> <p>b) a demonstration of this understanding &amp; awareness (described above) through the ability to anticipate &amp; the willingness to welcome objections to one's own position &amp; arguments, &amp; in the respectful &amp; sympathetic consideration of those objections</p> <p>c) an understanding &amp; appreciation that each discipline, including the components disciplines of PSPE, produce bodies of knowledge that may enhance, complement, or conflict with one other</p> | <p>a) an understanding of the limits of their own knowledge &amp; abilities, &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) a demonstration of this understanding &amp; awareness (described above) through the ability to anticipate &amp; the willingness to welcome objections to one's own position &amp; arguments, &amp; in the respectful &amp; sympathetic consideration of those objections</p> <p>c) an understanding &amp; appreciation that each discipline, including the components disciplines of PSPE, produce bodies of knowledge that may enhance, complement, or conflict with one other</p>  |

|   |   |   |
|---|---|---|
| <p><b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b></p> | <p>a) demonstration of intellectual autonomy or freedom from narrow, solipsistic thinking, including respect &amp; tolerance for the views of others &amp; for diversity, generally;</p> <p>b) The ability to manage self-directed learning in changing circumstances, both within &amp; outside the discipline, including seeking assistance to identify &amp; address weaknesses, &amp; an ability to identify their goals for their degree &amp; beyond</p> <p>c) Behaviour consistent with academic integrity &amp; social responsibility.</p> <p>e) the exercise of initiative, good judgment, personal responsibility &amp; accountability</p> <p>f) an ability to work effectively &amp; collegially with others</p> | <p>a) demonstration of intellectual autonomy or freedom from narrow, solipsistic thinking, including respect &amp; tolerance for the views of others &amp; for diversity, generally;</p> <p>b) The ability to manage self-directed learning in changing circumstances, both within &amp; outside the discipline, including seeking assistance to identify &amp; address weaknesses, &amp; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>c) Behaviour consistent with academic integrity &amp; social responsibility.</p> <p>e) the exercise of initiative, good judgment, personal responsibility &amp; accountability</p> <p>f) an ability to work effectively &amp; collegially with others</p> |
|---|---|---|

## II. STAGED PROGRAM EXPECTATIONS

a) At the completion of **1000-level courses**, successful students will have begun to demonstrate the development of following abilities:

- a general understanding of some of the fundamental concepts, methodologies, & theoretical & practical approaches in political science, philosophy, & economics
- a broad understanding of some of the important topics & questions in each of the contributing disciplines
- to gather, read carefully, interpret charitably, & critically evaluate political scientific, philosophic, economic data & texts
- an understanding of various concepts & theories of citizenships, including their relationship to political theories of the state, to normative philosophical theories of the “good” & to political responsibilities, & to economic theories of productivity & economic participation
- to communicate arguments, concepts, information, & evidence, both orally & in writing, in a clear, coherent, concise, & illuminating manner
- to initiate & engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, & responding in an informed, apposite, & nuanced manner

b) At the completion of **2000-level courses**, successful students will have demonstrated the development of following abilities:

- an understanding of the nature & purpose of both qualitative & quantitative, theoretical & empirical research methods in social science, especially of political science & economics, including the ability to identify, interpret, & evaluate the adequacy of arguments & data regarding political & economic policy & theory
- an understanding of important modes of reasoning & argumentation in philosophy, including the ability to identify fallacies, charitably interpret & reconstruct arguments, & critically evaluate those arguments which respect to both the truth of premises & the validity of inference

- a sensitivity to the normative questions raised by social organization & social life, including both general questions of the relationship between normative judgment/principles & political & economic practices as well as some specific awareness of & ability to treat particular issues surrounding the legislation of values
- to communicate arguments, concepts, information, & evidence, both orally & in writing, in a clear, coherent, concise, & illuminating manner
- to initiate & engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, & responding in an informed, apposite, & nuanced manner

c) At the completion of **3000-level courses**, successful students will have demonstrated the development of following abilities:

- a more advanced knowledge & understanding of fundamental concepts, methodologies, & theoretical & practical approaches in political science, philosophy, & economics
- a wider-ranging understanding of important topics & questions in each of the contributing disciplines as well as their interdisciplinary implications
- to apply PSPE insights & analysis in discussion & critical evaluation of problems & policies in contemporary societies
- strong critical thinking & advanced analytical problem-solving skills
- cumulative intellectual development by applying learning from the curriculum, especially in the construction & completion of original, self-directed interdisciplinary research
- to identify, interpret, & evaluate evidence & arguments relevant to the analysis of given political & economic problems & phenomena, including the critical evaluation of both empirical data & theoretical presuppositions regarding the nature of political & economic life
- an understanding of the role of the state in markets & in the macroeconomy, including knowledge of contrasting theories for & against state involvement in the economy
- an understanding of the concept & measurement of economic development & of the main theories of growth & development in the context of developing countries
- to identify, interpret, & evaluate evidence & arguments relevant to the analysis of given political & economic problems & phenomena, including the critical evaluation of both empirical data & theoretical presuppositions regarding the nature of political & economic life
- to communicate arguments, concepts, information, & evidence, both orally & in writing, in a clear, coherent, concise, & illuminating manner
- to initiate & engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, & responding in an informed, apposite, & nuanced manner

d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:

- an advanced knowledge & understanding of fundamental concepts, methodologies, & theoretical & practical approaches in political science, philosophy, & economics
- a developed understanding of important topics & questions in each of the contributing disciplines as well as their interdisciplinary implications
- to apply PSPE insights & analysis in discussion & critical evaluation of problems & policies in contemporary societies
- sophisticated critical thinking & advanced analytical problem-solving skills
- cumulative intellectual development by applying learning from the curriculum, especially in the construction & completion of original, self-directed interdisciplinary research
- to identify, interpret, & evaluate evidence & arguments relevant to the analysis of given political & economic problems & phenomena, including the critical evaluation of both empirical data & theoretical presuppositions regarding the nature of political & economic life
- to identify research problems which call for interdisciplinary investigation & to integrate the methods & insights of political science, philosophy, & economics in the attempt to understand & respond to those problems
- an understanding & appreciation that each discipline, including the component disciplines of PSPE, produce bodies of knowledge that may enhance, complement, or conflict with one other

- to communicate arguments, concepts, information, & evidence, both orally & in writing, in a clear, coherent, concise, & illuminating manner
  - to initiate & engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, & responding in an informed, apposite, & nuanced manner
  - to engage in a sustained critical discussion of a specialized topic in an advanced seminar
  - to manage self-directed learning in changing circumstances, both within & outside the discipline, including seeking assistance to identify & address weaknesses, & an ability to identify their goals for their degree & beyond, including selecting an appropriate program for further study
- **RELIGIONS & CULTURES**

### I. OVERALL PROGRAM EXPECTATIONS

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  | <b>BACHELOR'S DEGREE HONOURS</b><br><i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   |
|--|---|--|
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | <p>a) a general knowledge &amp; understanding of many key concepts, methodologies, &amp; theoretical approaches of Religions &amp; Cultures</p> <p>b) a broad understanding of both religious &amp; cultural studies, including the ability to recognize the connections between religion &amp; culture.</p> <p>c) an ability to comprehend &amp; interpret religious &amp; cultural texts &amp; traditions in a variety of forms from a variety of historical periods</p> <p>d) an ability to gather, review, comprehend, &amp; evaluate secondary sources relevant to Religions &amp; Cultures</p> <p>e) some detailed knowledge of religious ideas &amp; traditions as well as an ability to recognize &amp; define many key religious &amp; cultural terms</p> <p>f) critical thinking &amp; analytical skills</p> <p>g) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Religions &amp; Cultures &amp; classes outside the discipline</p> | <p>a) a developed knowledge &amp; critical understanding of the key concepts, methodologies, &amp; theoretical approaches of Religions &amp; Cultures, including some in-depth knowledge of specific religious &amp; cultural traditions.</p> <p>b) a developed understanding of religious &amp; cultural studies, including the ability to analyze the ways in which religious &amp; cultural ideas relate to history, philosophy, art, literature, ethics &amp; other related disciplines.</p> <p>c) a developed ability to comprehend, distinguish, &amp; analyze religious &amp; cultural texts &amp; traditions in a variety of forms from a variety of historical periods</p> <p>d) a developed ability to gather, review, comprehend, &amp; evaluate secondary sources relevant to Religions &amp; Cultures, including the ability to compare the merits of &amp; discriminate between alternate critical approaches &amp; interpretations</p> <p>e) a developed, detailed knowledge of religious ideas &amp; traditions as well as an ability to recognize, define, &amp; differentiate key religious &amp; cultural terms; experience in research in Religions &amp; Cultures</p> <p>f) sophisticated critical thinking &amp; analytical skills</p> <p>g) an ability to demonstrate cumulative intellectual development by applying</p> |

|                                      |   |  |
|--------------------------------------|---|--|
|                                      |   | learning from both previous classes in Religions & Cultures & classes outside the discipline; the ability to synthesize knowledge  |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>An understanding of methods of enquiry in Religions &amp; Cultures that enables the student to:</p> <p>a) understand &amp; compare the various schools &amp; theoretical tools used to study religion; &amp;</p> <p>b) understand the particular characteristics of interdisciplinarity in the study of religion; &amp;</p> <p>c) understand the history of the discipline of Religions &amp; Cultures &amp; the affect this history has had on the study of religion in the discipline.</p> <p>d) devise arguments regarding the appropriate methods &amp; tools for the study of particular problems in the discipline.</p> <p>e) an understanding of the emic/etic perspective within religious studies &amp; how this colours knowledge of a tradition</p> | <p>An understanding of methods of enquiry in Religions &amp; Cultures that enables the student to:</p> <p>a) understand, compare, &amp; critically evaluate the various schools &amp; theoretical tools used to study religion; &amp;</p> <p>b) understand &amp; assess the particular characteristics of interdisciplinarity in the study of religion; &amp;</p> <p>c) understand &amp; assess the history of the discipline of Religions &amp; Cultures &amp; the affect this history has had on the study of religion in the discipline.</p> <p>d) devise arguments regarding the appropriate methods &amp; tools for the study of particular problems in the discipline.</p> <p>e) a developed understanding of the emic/etic perspective within religious studies &amp; how this colours knowledge of a tradition</p> |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>The ability to comprehend, interpret, &amp; analyze primary sources that demonstrates understanding of:</p> <p>a) the underlying assumptions of text;</p> <p>b) the historical context of the text; &amp;</p> <p>c) major or potential controversies in interpretation; &amp;</p> <p>The ability to develop an argument about the text using evidence from it consistent with the theoretical tools &amp; methods of Religions &amp; Cultures; &amp;</p> <p>The ability to use secondary sources critically &amp; identify the major theories &amp; methods being used in secondary literature.</p>  | <p>The ability to comprehend, interpret, &amp; analyze primary sources that demonstrates understanding of:</p> <p>a) the underlying assumptions of text;</p> <p>b) the historical context of the text, including the history of its interpretation; &amp;</p> <p>c) major or potential controversies in interpretation; &amp;</p> <p>The ability to develop an argument about the text using evidence from it consistent with the theoretical tools &amp; methods of Religions &amp; Cultures; &amp;</p> <p>The ability to use secondary sources critically, to contextualize the secondary sources themselves historically &amp; theoretically, &amp; identify the major theories &amp; methods being used in secondary literature.</p>   |
| <b>4. COMMUNICATION SKILLS</b>       | a) an ability to communicate both orally & in writing to a range of audiences   | a) an ability to communicate complex ideas related to the study of religions & cultures to a range of audiences  |



|  |  |   |
|--|--|---|
|  | <p>b) an ability to participate in discussions with peers &amp; professor by actively listening &amp; responding.</p> <p>c) an ability to communicate an organized &amp; analytical argument in clear, grammatically correct prose</p>   | <p>b) an honours student should be able to participate actively in critical discussions in an advanced seminar; this participation includes listening, responding &amp; raising issues drawn from the readings &amp; from their knowledge of the field</p> <p>c) the ability to give clear &amp; helpful feedback on the work of their peers</p> <p>d) an ability to write a paper of significant length with a sustained argument on topic related to the field in clear prose.</p> <p>e) an understanding of the basics of effective rhetoric</p>     |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b>     | <p>a) an awareness of the limits of their knowledge &amp; how this influences their interpretations &amp; analysis</p> <p>b) an understanding that other disciplines approach questions differently &amp; may come to different conclusions</p> <p>c) an understanding that their own knowledge base is conditioned by cultural background &amp; is historically contingent</p>  | <p>a) an understanding of the limits of their own knowledge &amp; how this influences their interpretation &amp; analysis</p> <p>b) an appreciation of the ways in which other disciplines contribute to the expansion of knowledge</p> <p>c) an understanding of the historically contingent &amp; culturally produced nature of knowledge &amp; the ability to accept ambiguity &amp; opposing viewpoints.</p>  |
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) an ability to fulfill commitments &amp; demonstrate accountability</p> <p>b) an ability to demonstrate academic integrity &amp; to set &amp; achieve goals</p> <p>c) an ability to work effectively &amp; respectfully with others</p> <p>d) the development of a sense of social accountability &amp; responsibility</p> <p>e) an ability to question &amp; challenge the status quo</p> <p>f) the ability to identify &amp; address any set-backs in a mature &amp; proactive manner</p> | <p>a) an ability to fulfill commitments &amp; demonstrate personal accountability</p> <p>b) an ability to demonstrate academic integrity &amp; to set &amp; achieve goals</p> <p>c) an ability to seek assistance with identifying &amp; addressing weaknesses, including an ability to listen to &amp; use constructive criticism</p> <p>d) an ability to set goals related to their degree &amp; beyond</p> <p>e) demonstration of academic integrity &amp; social responsibility</p> <p>f) an ability to question &amp; challenge the status quo</p> |

## II. STAGED PROGRAM EXPECTATIONS

- a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:
- a fundamental knowledge & understanding of some key concepts & methodologies in Religions & Cultures
  - a fundamental knowledge of the major religious traditions as well as an ability to recognize & define some key religious themes
  - an ability to comprehend primary texts & offer analytical commentary

- a promising ability to use established techniques to analyze texts & propose answers to interpretive questions
  - a promising ability to communicate in clear, coherent prose
- b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:
- a broad understanding of the historical development of a religious tradition, its texts & rituals in relation to cultural contexts
  - an initial understanding of research methods in Religions & Cultures
  - an ability to formulate analytical questions about primary texts
  - an ability to interpret texts & develop lines of argument
  - an ability to use established techniques of analysis, including the ability to use appropriate religious & critical terminology
  - an ability to communicate ideas in reliably clear, coherent, & correct prose
- c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge of different religious traditions in their cultural contexts, including significant philosophical debates, sacred texts, rituals & key historical developments
  - an ability to comprehend & interpret religious & cultural texts in an increasingly nuanced & historically informed manner
  - an ability to gather, review, comprehend, & assess secondary sources appropriate to Religions & Cultures
  - an ability to develop & support analytical arguments
  - an ability to compare the merits of different critical approaches
  - an ability to participate in a critical discussion by communicating ideas & analytical observations in a clear & concise manner
  - an ability to communicate logical, analytical arguments in clear, correct, & persuasive prose
- d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:
- a detailed knowledge & critical understanding of a variety of issues, debates, rituals & traditions within religions & cultures
  - a developed understanding of different critical approaches & of the theoretical principles that support them
  - an ability to synthesize & apply the knowledge gained from the various courses they have taken in their program of study
  - an ability to use a range of techniques & approaches to conduct increasingly complex analyses & formulate logical, critical arguments
  - an ability to gather & comprehend complex secondary sources & to make effective use of them by discriminating between them
  - an ability to formulate an appropriate topic for research & to complete a sustained research paper
  - an ability to initiate critical discussion & to participate in a sustained scholarly conversation
  - an ability to communicate ideas & analyses in clear, correct, persuasive, & elegant prose

- **SCIENCE & TECHNOLOGY**

### **I. OVERALL PROGRAM EXPECTATIONS**

| <b>PROGRAM EXPECTATIONS</b>                | <b>BACHELOR'S DEGREE</b>  | <b>BACHELOR'S DEGREE HONOURS</b>   |
|--|---|--|
|  | <i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>  | <i>This degree is awarded to students who have demonstrated the following qualities &amp; abilities:</i>   |
| <b>1. DEPTH &amp; BREADTH OF KNOWLEDGE</b> | <p>a) a general knowledge &amp; understanding of fundamental concepts, methodologies, &amp; theoretical &amp; practical approaches in science &amp; technology, with some understanding of current advances</p> <p>b) a broad understanding of some topics in mathematics &amp; computer science, foundational for science &amp; technology, including calculus, discrete mathematics, linear algebra, probability &amp; statistics, algorithms, programming languages, numerical</p> | <p>a) a developed knowledge &amp; critical understanding of the key concepts, methodologies, theoretical &amp; practical approaches in science &amp; technology, &amp; understanding of current advances, &amp; in-depth knowledge of a specific area of science &amp; technology</p> <p>b) a developed understanding of main topics in mathematics &amp; computer science, foundational for science &amp; technology, including calculus, discrete mathematics, linear algebra, probability &amp; statistics, algorithms, programming</p> |

|                                      |   |  |
|--------------------------------------|---|--|
|                                      | <p>methods, &amp; their practical importance</p> <p>c) an ability to read, understand, &amp; analyze textbooks &amp; other learning materials in main areas of science &amp; technology</p> <p>d) knowledge of foundations of science &amp; technology</p> <p>e) ability to apply computer science &amp; mathematical knowledge to real-life problems &amp; to create solutions for such problems, in particular in the form of mathematical models &amp; software applications</p> <p>f) critical thinking &amp; analytical, problem-solving, &amp; programming skills that can be used in the context of science &amp; technology</p> | <p>languages, numerical methods, &amp; their practical importance &amp; applications in engineering, industry, or environmental science.</p> <p>c) a developed ability to read, understand, &amp; analyze texts in science &amp; technology, including books &amp; research papers, &amp; recognition of computer science &amp; mathematics as a basis, universal language, &amp; universal tool for science &amp; technology</p> <p>d) knowledge of foundations of science &amp; technology an in-depth knowledge of a topic in science &amp; technology, &amp; experience in a supervised research in this topic in the form of research or practicum projects, which include presentations &amp; written reports</p> <p>e) ability to apply computer science &amp; mathematical knowledge to real-life problems &amp; to create solutions for such problems, in particular in the form of mathematical models &amp; software applications</p> <p>f) developed critical thinking &amp; advanced analytical, problem-solving, &amp; programming skills, that can be used in the context of science &amp; technology</p> |
| <b>2. KNOWLEDGE OF METHODOLOGIES</b> | <p>a) an understanding of standard problem-solving ideas &amp; techniques used in science &amp; technology</p> <p>b) ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, &amp; algorithms</p> <p>c) ability to apply problem-solving &amp; programming ideas &amp; techniques in various contexts</p> <p>c) some understanding of historical development of science &amp; technology &amp; their present structure</p>  | <p>a) an understanding of standard problem-solving ideas &amp; techniques used in science &amp; technology, &amp; some understanding of how new areas of science &amp; technology emerge</p> <p>b) ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, &amp; algorithms</p> <p>c) developed ability to apply problem-solving &amp; programming ideas &amp; techniques in various contexts</p> <p>c) understanding of historical development of science &amp; technology &amp; their present structure</p> <p>e) some understanding of current trends in science &amp; technology</p>   |
| <b>3. APPLICATION OF KNOWLEDGE</b>   | <p>a) ability to create algorithms &amp; programming code</p>   | <p>a) developed ability to create algorithms &amp; programming code</p>  |

|  |   |  |
|--|---|--|
|  | <p>b) an ability to assess &amp; prove correctness of solutions &amp; algorithms</p> <p>c) an ability to gather, comprehend, &amp; analyze new scientific knowledge from various sources &amp; apply it in various contexts</p> <p>d) an ability to pose their own scientific &amp; applied-type questions &amp; problems &amp; evaluate the appropriateness of approaches to solve them</p> <p>e) ability to think independently</p> | <p>b) an ability to assess &amp; prove correctness of solutions &amp; algorithms</p> <p>c) an ability to gather, comprehend, &amp; analyze new scientific knowledge from various sources &amp; apply it in various contexts</p> <p>d) an ability to pose their own scientific &amp; applied-type questions &amp; problems &amp; evaluate the appropriateness of approaches to solve them</p> <p>e) developed ability to think independently, &amp; ability to formulate appropriate projects for research &amp; study independently</p>                                    |
| <b>4. COMMUNICATION SKILLS</b>             | <p>a) an ability to communicate information, arguments, &amp; analyses, orally &amp; in writing to a range of audiences</p> <p>b) an ability to communicate scientific ideas, algorithms, questions, solutions, both orally &amp; in writing, in a concise, clear, logical, &amp; correct way</p>   | <p>a) a developed ability to communicate information, arguments, &amp; analyses, orally &amp; in writing to a range of audiences</p> <p>b) a developed ability to communicate scientific ideas, algorithms, questions, solutions, both orally &amp; in writing, in a concise, clear, logical, &amp; correct way</p> <p>c) an ability to participate in discussions of advanced topics in science &amp; technology</p> <p>d) a general understanding of principles of writing of research papers in science &amp; engineering, including format, style, &amp; citations</p> |
| <b>5. AWARENESS OF LIMITS OF KNOWLEDGE</b> | <p>a) an understanding of the limits of their own knowledge &amp; an awareness of how these might affect their own analyses &amp; interpretations</p>   | <p>a) an understanding of the limits of their own knowledge &amp; an awareness of how these might affect their own analyses &amp; interpretations</p> <p>b) an understanding that there are many important problems in science &amp; technology, that are unsolved at the moment</p> <p>c) an understanding of the limits of scientific knowledge</p>  |

|  |   |  |
|--|---|--|
| <b>6. AUTONOMY &amp; PROFESSIONAL CAPACITY</b> | <p>a) the exercise of good judgment, initiative, personal responsibility &amp; accountability in both personal &amp; group contexts</p> <p>b) an ability to apply problem-solving skills</p> <p>c) an ability to work effectively &amp; collegially with others</p> <p>d) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility</p> | <p>a) the exercise of good judgment, initiative, personal responsibility &amp; accountability in both personal &amp; group contexts</p> <p>b) an ability to apply problem-solving skills &amp; make decisions in complex contexts</p> <p>c) an ability to work effectively &amp; collegially with others</p> <p>d) an ability to identify their own learning needs, including seeking assistance to identify &amp; address weaknesses; an ability to identify their goals for their degree &amp; beyond, including selecting an appropriate program for further study</p> <p>e) behaviour consistent with academic integrity &amp; social responsibility</p> |
|--|---|--|

## II. STAGED PROGRAM EXPECTATIONS

a) At the completion of **1000-level courses**, successful students will have demonstrated the following abilities:

- a general knowledge & critical understanding of some key concepts, methodologies, theoretical approaches in science & technology;
- a general understanding of some main topics in mathematics & computer science, foundational for science & technology, including calculus, discrete mathematics, linear algebra, algorithms, programming languages, & their practical importance;
- ability to read, understand, & analyze introductory texts in science & technology;
- an understanding of some standard problem-solving ideas & techniques in science & technology;
- initial ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, & algorithms;
- initial ability to create algorithms & programming code;
- initial ability to assess correctness of solutions & algorithms & to analyze programming code;
- ability to think independently;
- an initial ability to communicate scientific ideas, algorithms, questions, solutions, both orally & in writing.

b) At the completion of **2000-level courses**, successful students will have demonstrated the following abilities:

- understanding of main topics in mathematics & computer science, foundational for science & technology, including calculus, probability & statistics, & other stream-specific topics, & their practical importance & applications in engineering, industry, or environmental science;
- initial ability to apply computer science & mathematical knowledge to real-life problems & to create solutions for such problems, in particular in the form mathematical models & software applications
- understanding of standard problem-solving ideas & techniques used in science & technology;
- ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, & algorithms

- some understanding of historical development of science & technology & their present structure;
- ability to create algorithms & programming code;
- an ability to assess & prove correctness of solutions & algorithms;
- initial ability to gather, comprehend, & analyze new scientific knowledge from various sources;
- initial ability to pose their own scientific & applied-type questions & problems & evaluate the appropriateness of approaches to solve them;
- ability to think independently;
- ability to communicate scientific ideas, algorithms, questions, solutions, both orally & in writing, in a concise, clear, logical, & correct way.

c) At the completion of **3000-level courses**, successful students will have demonstrated the following abilities:

- a general knowledge & critical understanding of the key concepts, methodologies, theoretical & practical approaches in science & technology, with some understanding of current advances;
- a broad understanding of main topics in mathematics & computer science, foundational for science & technology, including calculus, discrete mathematics, linear algebra, probability & statistics, algorithms, programming languages, numerical methods, & their practical importance & applications in engineering, industry, or environmental science;
- ability to read, understand, & analyze texts in science & technology, including books & research papers;
- knowledge of foundations of science & technology;
- ability to apply computer science & mathematical knowledge to real-life problems & to create solutions for such problems, in particular in the form mathematical models & software applications;
- critical thinking & advanced analytical, problem-solving, & programming skills, that can be used in the context of science & technology;
- some understanding of how new areas of science & technology emerge;
- ability to evaluate the appropriateness of different approaches to solve problems using well established ideas, techniques, & algorithms;
- ability to apply problem-solving & programming ideas & techniques in various contexts;
- understanding of historical development of science & technology & their present structure;
- ability to create algorithms & programming code;
- an ability to gather, comprehend, & analyze new scientific knowledge from various sources & apply it in various contexts
- an ability to pose their own scientific & applied-type questions & problems & evaluate the appropriateness of approaches to solve them;
- developed ability to think independently;
- a developed ability to communicate scientific ideas, algorithms, questions, solutions, both orally & in writing, in a concise, clear, logical, & correct way.

d) At the completion of **4000-level courses**, successful students will have demonstrated the following abilities:

- a developed knowledge & critical understanding of the key concepts, methodologies, theoretical & practical approaches in science & technology, & understanding of current advances, & in-depth knowledge of a specific area of science & technology;
- a developed understanding of main topics in mathematics & computer science, foundational for science & technology, including calculus, discrete mathematics, linear algebra, probability & statistics, algorithms, programming languages, numerical methods, & their practical importance & applications in engineering, industry, or environmental science;
- developed ability to read, understand, & analyze texts in science & technology, including books & research papers, & recognition of computer science & mathematics as a basis, universal language, & universal tool for science & technology;
- an in-depth knowledge of a topic in science & technology, & experience in a supervised research in this topic in the form of research or practicum projects, which include presentations & written reports;
- developed critical thinking & advanced analytical, problem-solving, & programming skills, that can be used in the context of science & technology;
- some understanding of current trends in science & technology;

- developed ability to create algorithms & programming code;
- ability to formulate appropriate projects for research & study independently;
- developed ability to communicate information, arguments, & analyses, orally & in writing to a range of audiences;
- ability to participate in discussions of advanced topics in science & technology;
- general understanding of principles of writing of research papers in science & engineering, including format, style, & citations.

**Note:** Expectations listed in part 5 are gradually achieved during the program of study.

Components insuring the fulfillment of expectations listed in part 6 are integrated in various courses in the program. Also, the Department of Computer Science & Mathematics insures the fulfillment of expectations listed in part 6 by means of periodic assessment & feedback. The Department expects a consistent demonstration of good judgment, personal responsibility, & academic integrity from all students throughout their program of study.

## PART VII

### EDUCATION DEGREES & DIPLOMAS

#### A. Academic Regulations for Pre-Service Bachelor of Education Degree Program – Consecutive Program

##### A.00 Admission Requirements

- a) An applicant to the one-year consecutive program leading to the Bachelor of Education degree & a Certificate of Qualification must submit proof of graduation with an approved undergraduate degree from an accredited university;
- b) An applicant to the Junior/Intermediate Division must submit proof of successfully completing a minimum of 18 university credits (3 full-courses or equivalent) in their teachable subject (elective);
- c) An applicant to the Intermediate/Senior Division must submit proof of successfully completing a minimum of 30 University credits (5 full courses or equivalent) & 18 university credits (3 full courses or equivalent) in his/her first & second teachable subjects (electives) respectively.
- d) Only those first-year Mathematics courses with an 4U prerequisite may count towards the Mathematics teaching subject requirements for the Junior/Intermediate or Intermediate/Senior divisions.
- e) Only those first-year English courses with a 4U prerequisite may count towards the English teaching subject requirements for the Junior/Intermediate or Intermediate/Senior divisions.

Note: Those applicants whose first language is not English will be required to submit the results from either TOEFL (Test of English as a Foreign Language) with a minimum score of 600 (paper-based), 250 (computer-based) with a minimum score of 5.5 on the TWE, or a minimum of 100 with a minimum score of 27 on writing & speaking (Internet-based). Other proof of English Proficiency includes the Michigan English Language Assessment Battery (MELAB) with a minimum overall score of 90% & a minimum rating of 4 on the Oral Interview component. The IELTS requirement is a minimum overall score of 6.5 in reading & listening & scores of 7 in writing & speaking.

##### A.05 Admissions Policy

###### a) Articulation Agreement Between Nipissing University & the University of Guelph

The articulation agreement would reserve a minimum of 20 places each year for University of Guelph Bachelor of Applied Science (Child Studies) graduates in the Primary/Junior Division.

###### b) Candidates with undergraduate degrees which have ECE equivalency or an undergraduate degree plus an ECE diploma

That ten spaces in the Faculty of Education Primary/Junior Division be reserved for candidates holding an undergraduate degree that gives Early Childhood Education (ECE) equivalency or an undergraduate degree plus an ECE diploma.

##### A.10 Program of Study

###### A.11 Primary/Junior Division

EDUC4102 Education & Schooling  
 EDUC4103 Educational Psychology/Special Education  
 EDUC4454 Curriculum Methods  
 EDUC4114 Curriculum Studies 1 Language & Drama  
 EDUC4244 Visual Arts  
 EDUC4254 Music Education  
 EDUC4264 Physical & Health Education  
 EDUC4274 Mathematics Education  
 EDUC4284 Science Education



EDUC4294 Social Studies  
EDUC 4684 Observation & Practice Teaching

#### **A.12 Junior/Intermediate Division**

EDUC4202 Education & Schooling  
EDUC4203 Educational Psychology/Special Education  
EDUC4464 Curriculum Methods  
EDUC4214 Curriculum Studies 1 Language & Drama  
EDUC4314 Music Education  
EDUC4324 Health & Physical Education  
EDUC4308 Visual Arts  
EDUC4334 Mathematics Education  
EDUC4344 Science Education  
EDUC4354 Social Studies  
EDUC4694 Observation & Practice Teaching

Each student in the Junior-Intermediate Division must choose one teaching elective from the following teaching subjects listed in Schedule A. Prerequisites are at least 18 credits (3 full courses or equivalent) in the specified discipline:

EDUC4406 English (First Language) (Intermediate)  
EDUC4416 Computer Science (Intermediate)  
EDUC4436 French (As a Second Language) (Intermediate)  
EDUC4446 Geography  
EDUC4456 History  
EDUC4466 Mathematics  
EDUC4516 Music-Instrumental  
EDUC4476 Health & Physical Education  
EDUC4486 Science – General  
EDUC4496 Visual Arts  
EDUC4586 Religious Studies

#### **A.13 Intermediate/Senior Division**

EDUC4306 Education & Schooling  
EDUC4307 Educational Psychology/Special Education  
EDUC4315 Curriculum Methods  
EDUC4325 Curriculum Development & Evaluation  
EDUC4355 Observation & Practice Teaching

Two courses from the following intermediate & senior electives:

| SUBJECT          | INTERMEDIATE | SENIOR    |
|------------------|--------------|-----------|
| English          | EDUC4406     | EDUC 4407 |
| Computer Sc.     | EDUC4416     | EDUC 4417 |
| French           | EDUC4436     | EDUC 4437 |
| Geography        | EDUC4446     | EDUC 4447 |
| History          | EDUC4456     | EDUC 4457 |
| Mathematics      | EDUC4466     | EDUC 4467 |
| Health & Phys Ed | EDUC4476     | EDUC 4477 |
| Science-General  | EDUC4486     |           |
| Biology          |              | EDUC 4527 |
| Chemistry        |              | EDUC 4537 |
| Physics          |              | EDUC 4506 |
| Visual Arts      | EDUC 4496    | EDUC 4497 |
| Religious St.    | EDUC 4586    | EDUC 4587 |

|             |           |           |
|-------------|-----------|-----------|
| Info. Mgt.  | EDUC 4316 | EDUC 4317 |
| Accounting  | EDUC 4426 | EDUC 4427 |
| Music-Inst. | EDUC 4516 | EDUC 4517 |

#### **A.14 Additional Credit Courses**

The Faculty of Education offers to interested students the following additional courses. These courses are taken concurrently with the one-year program & are in addition to it. A student may take one of the option courses:

EDUC1515F FSL – Part 1  
 EDUC1526 Religious Education in the Roman Catholic Separate Schools  
 EDUC4986 Education of Native Canadians  
 EDUC4683 Mental Health Issues in School Populations  
 EDUC4706 Kindergarten: Curriculum Theory & Practice  
 EDUC4707 Music Education through Technology  
 EDUC4816 Application of Multimedia Technology in Education  
 EDUC4826 Exclusion to Inclusion: Imagination & Creativity in the 21<sup>st</sup> Century Classroom  
 EDUC4916 Outdoor & Experiential Education

#### **A.15 Academic Standing**

Credit is not retained for passed courses in a failed year in the Faculty of Education. A failed year is a year in which the minimum requirements for a BEd degree have not been met, as defined below under final standing.

#### **A.20 Final Standing**

##### **Bachelor of Education Degree - Consecutive Program**

##### a) Primary/Junior & Junior/Intermediate Divisions

To qualify for the Bachelor of Education degree in Primary/Junior or Junior/Intermediate Division, a student must obtain a pass in EDUC4684 Observation & Practice Teaching (J/I) or EDUC 4694 Observation & Practice Teaching (junior/intermediate) & obtain a minimum overall average of 70% in the following courses: EDUC4102 Education & Schooling (P/J) or EDUC4202 Education & Schooling (J/I) EDUC4103 Educational Psychology & Special Education (P/J) or EDUC4203 Educational Psychology & Special Education (J/I) EDUC4454 Curriculum Methods (P/J) or EDUC4464 Curriculum Methods (J/I) EDUC4114 Curriculum Studies 1 (P/J) or EDUC4214 Curriculum Studies 1 (J/I), EDUC4244 Visual Arts (P/J), EDUC4254 Music Education (P/J), EDUC4264 Health & Physical Education (P/J), or EDUC4308E Visual Arts (J/I) EDUC4314 Music Education (J/I) EDUC4324 Health & Physical Education (J/I), EDUC4274 Mathematics Education (P/J), EDUC4284 Science Education (P/J) EDUC4294 Social Studies (P/J) or EDUC4334 Mathematics Education (J/I), EDUC4344 Science Education (J/I), EDUC4354 Social Studies (J/I) with at least 60% in each. The average is a weighted average based upon course credits. Students in the Junior/Intermediate Division must obtain at least 60% in one of the electives listed in the Junior/Intermediate Division.

##### b) Intermediate/Senior Division

To qualify for the Bachelor of Education degree in the Intermediate/Senior Division, a student must obtain a pass in EDUC4355 (Observation & Practice Teaching) & obtain a minimum overall average of 70% in the following courses: EDUC4306 Education & Schooling (intermediate/senior) EDUC4307 Educational Psychology & Special Education (intermediate/senior), EDUC4315 Curriculum Methods (intermediate/senior), EDUC4325 Curriculum Development & Evaluation (intermediate/senior) & in two subject pairings chosen as electives in the Intermediate/Senior Division, & with at least 60% in each course.

##### **Concurrent Program – Wilfrid Laurier/Nipissing University**

##### a) Primary/Junior Division

To qualify for the Bachelor of Education degree in Primary/Junior Division, a student must obtain a pass in EDUC4641, EDUC4661, EDUC4671 & EDUC4687 (Observation & Practice Teaching) & obtain a minimum overall average of 70% in the following courses: EDUC4102, EDUC4103, EDUC4118, EDUC4128, EDUC4138, EDUC4112, EDUC4113, EDUC4244, EDUC4254, EDUC4264, EDUC4274, EDUC4284 & EDUC4294 with at least 60% in each. The average is a weighted average based upon course credits.

b) Junior/Intermediate Division

To qualify for the Bachelor of Education degree in Junior/Intermediate Division, a student must obtain a pass in EDUC4651, EDUC4681, EDUC4691, EDUC4696 & EDUC4697 (Observation & Practice Teaching) & obtain a minimum overall average of 70% in the following courses: EDUC4202, EDUC4203, EDUC4218, EDUC4228, EDUC4238, EDUC4116, EDUC4117, EDUC4308, EDUC4314, EDUC4324, EDUC4334, EDUC4344, EDUC4354 with at least 60% in each. The average is a weighted average based upon course credits. Students in the J/I division must obtain at least 60% in one of the electives listed in the J/I division.

**AB. Academic Regulations for 2-Year Pre-Service Bachelor of Education Degree Program – Consecutive Program**

**AB.05 Minimum Admission Requirements Bachelor of Education Programs (Consecutive)**

Applicants must have an undergraduate degree. Courses needed to meet teachable subject requirements, as outlined below, must be completed by April of the year for which entry is sought. The undergraduate degree program must include a minimum of 10 full university courses (not including college transfer courses) in order to be considered for admission.

The academic average for admission consideration is calculated on the best (highest grade) 10 full university undergraduate courses (60 credits) excluding college transfer courses. Only the first 25 full university undergraduate courses are considered. Applicants with a graduate degree will have a maximum of 5 full graduate courses included in their average. A full course normally represents study completed across two semesters (September – April) or equivalent.

The academic average for candidates who, at the time of application, have not completed 10 full undergraduate courses will be calculated on courses completed at the time of application.

All applicants offered admission to the Bachelor of Education program are required to provide a satisfactory criminal reference check **prior** to beginning the program. If a criminal reference check is not provided, the applicant will not be permitted to register.

Nipissing University encourages applications from qualified applicants who are Aboriginal, members of visible minorities and differently-abled persons.

**AB.10 The minimum qualifications for admission to the following Pre-service programs are outlined below.**

**AB.15 Primary/Junior - Junior Kindergarten - Grade 6**

Candidates are prepared to teach from Junior Kindergarten through Grade 6. Candidates must have an acceptable undergraduate degree with an overall 70 average. Candidates must have breadth in their undergraduate degree.

**AB.20 Junior/Intermediate - Grades 4 - 10**

Candidates are prepared to teach Grades 4 through 10.

Candidates must have an acceptable undergraduate degree with an overall 70 average. Candidates must have breadth in their undergraduate degree.

In addition, candidates for this program must select one teaching subject (teachable) from the chart below. Candidates must have at least three full undergraduate courses (18 credits) in the teachable.

|                             |                                |
|-----------------------------|--------------------------------|
| English                     | Music – Instrumental           |
| French as a Second Language | Religious Education (Catholic) |
| Geography                   | Science – General              |

|                               |             |
|-------------------------------|-------------|
| Health and Physical Education | Visual Arts |
| History                       | Mathematics |
| Computer Studies              |             |

- English** – Courses presented for the teachable must be English Literature. English remedial courses are not considered. (e.g. Nipissing’s ENGL1501/1502, ENGL 1551/1552 are not considered). Cross-listed courses are not counted for a teachable in English.
- French as a Second Language** – No more than one full course from the first year level. Applicants must possess oral and written fluency in the French language and a thorough knowledge of grammar.
- Instrumental Music**– The prerequisite is three full (18 credits) undergraduate performance courses. Candidates are considered based on academic background and experience in the discipline.
- Mathematics** – Mathematics courses equivalent to a high school Mathematics course are not counted towards the teaching subject. At least six credits (one full course) of the 18 credits required must be beyond the first year level.
- Religious Education** –This teaching subject prepares teachers of Religious Education in Roman Catholic schools. Roman Catholic Boards of Education require that student teachers be of the Catholic faith.
- Science (General)** – The prerequisite is three full undergraduate courses in a combination of Biology, Chemistry and Physics. Candidates must have two of these three disciplines.
- Visual Arts** – The prerequisite is three full undergraduate studio courses. Examples of studio courses are courses such as painting, drawing, sculpture and so forth. Candidates will also be considered based on academic background and experience in the discipline.

#### **AB25.0 Intermediate/Senior (Grades 7 - 12)**

Candidates are prepared to teach Grades 7 through 12. Applicants must have an acceptable undergraduate degree with an overall 70 average.

Applicants to this division must present two teaching subjects (teachables) from the chart below. Candidates must have at least five full undergraduate courses (30 credits) in the first teachable and at least three full undergraduate courses (18 credits) in the second teachable.

|                             |                                |
|-----------------------------|--------------------------------|
| Biology                     | Health and Physical Education  |
| Business Studies – General  | History                        |
| Chemistry                   | Mathematics                    |
| Computer Studies            | Music – Instrumental           |
| English                     | Physics                        |
| French as a Second Language | Religious Education (Catholic) |
| Geography                   | Visual Arts                    |

- Business Studies – General** – Courses must be from at least two of the following: Organizations (Human Resources), Management, Marketing, Business Ethics, Entrepreneurship, Accounting, and Technology Management. Only one full course (two semester courses) in Economics can count towards the requirement.
- Computer Studies**– At least one course must be in a programming language.
- English** – Courses must be English literature. English remedial courses are not considered. (e.g. Nipissing’s ENGL1501/1502, ENGL1551/1552 will not be considered). Cross-listed courses are not counted for a teachable in English.
- French as a Second Language**– No more than two full courses towards a first teaching subject in French can be at the first year level. No more than one full course towards a teachable in French can be at the first year level.
- Instrumental Music**– Candidates must present the required number of courses including a minimum of three full undergraduate performance courses. Candidates will be considered based on academic background and experience in the discipline.
- Mathematics**– Mathematics courses equivalent to a high school Mathematics course will not be counted towards the teachable. At least twelve credits (two full courses) towards a teachable in Mathematics must be beyond the first year level. At least six credits (one full course) towards a second teachable in Mathematics must be beyond the first year level.

- g. **Religious Education** – This teachable prepares teachers of Religious Education in Roman Catholic schools. Roman Catholic Boards of Education require that student teachers be of the Catholic faith.
- h. **Visual Arts** – Courses must include a minimum of three full undergraduate studio courses. Examples of studio courses are: painting, drawing, sculpture, and so forth.

**AB30.0 Minimum Admission Requirements Bachelor of Education Programs (Concurrent)**

As per current admissions chart in the Academic Calendar.

**AB30.5 Schulich School Admission Advantage**

Students with an overall secondary school average of 85% or higher & who maintain an overall average of 75% or higher in their undergraduate degree are guaranteed admission to the Bachelor of Education program. It is recommended that teacher candidates take courses in Human Development: Child and Youth and Math: Fundamentals of Arithmetic for Teachers. For BPHE students, a Community Leadership Placement course is recommended.

**AB40.0 Required Courses**

| Social Foundations of Education (EDUC4716)<br>Diversity and Inclusion (EDUC4726)<br>Special Needs of Students (EDUC4776)<br>Introduction to Curriculum Design and Teaching (EDUC4736)<br>Assessment, Evaluation and Communication of Student Learning (EDUC4746)<br>Curriculum Design and Inquiry (EDUC4756)<br>Technology Enriched Teaching and Learning (TETL) (EDUC4766) |   |                                  |
|---|---|----------------------------------|
| <b>Curriculum and Teachable Courses – Offered by Division</b>   |   |                                  |
| <b>Primary/Junior</b>   | <b>Junior/Intermediate</b>                      | <b>Intermediate/Senior</b>       |
| Language & Literacies (P/J) - drama   | Language and Literacies (J/I)                   | Language and Literacies (I/S)    |
| Mathematics (P/J)   | Mathematics (J/I)                               | Mathematics (I/S)                |
| Music – dance (P/J)   | Music – dance (J/I)                             | Intermediate teachable 1         |
| Science (P/J)   | Science (J/I)                                   | Intermediate teachable 2         |
| Social Studies – drama (P/J)  | Social Studies – drama (J/I)                    | Senior teachable 1               |
| Visual Arts (P/J)   | Visual Arts (J/I)                               | Senior teachable 2               |
| Health & Physical Education – dance (P/J)   | Health & Physical Education – dance (J/I)       | JI Curriculum course or elective |
| Early and Emergent Literacy (P/J)   | One teachable subject at the intermediate level | JI Curriculum course or elective |
| Elective  | Elective  | Elective                         |
| Elective  | Elective  | Elective                         |
| Practice teaching   | Practice teaching                               | Practice teaching                |
| Practice teaching   | Practice teaching                               | Practice teaching                |
| Practice teaching   | Practice teaching                               | Practice teaching                |

**AB40.5 Elective Courses**

EDUC4701 Aboriginal Education in Canada  
 EDUC4711 Teaching with Children's Literature  
 EDUC4721 Educating Young Children - The Early Years  
 EDUC4731 Early Numeracy  
 EDUC4741 Mobile Technology Enriched Teaching & Learning (mTETL)  
 EDUC4751 Teaching English Language Learners  
 EDUC4761 Environmental Education Across the Curriculum  
 EDUC4771 Environmental Science  
 EDUC4781 Imagination Creativity Education in the 21st Century Classroom  
 EDUC4791 Integrated Curriculum

EDUC4801 International Teaching  
 EDUC4811 Literacy Assessment  
 EDUC4821 Media Arts  
 EDUC4831 Mental Health in Schools  
 EDUC4841 Teaching Vocal Music  
 EDUC4851 Living, Teaching, and Learning with New Literacies  
 EDUC4861 Teaching, Learning, and Being in the Outdoors  
 EDUC4871 Philosophy  
 EDUC4881 Politics  
 EDUC4891 Social Justice & Equity  
 EDUC4702 Teaching in French Immersion  
 EDUC4712 Special Topics in Education  
 EDUC4722 Family-School Partnerships: Bridging the Gap Between Home and School Literacies  
 EDUC4732 Teaching Students with Learning Disabilities  
 EDUC4742 Teaching Students Who are Gifted  
 EDUC4752 Understanding First Nations, Metis and Inuit Students with Exceptionalities  
 EDUC4762 Proactive and Inclusive Classroom Management

**AB50.0 Other requirements**

All students will be required to complete a practicum of 100 days, with a minimum of 80 days in Ontario schools. The remaining 20 days may be in an alternative placement setting.

**B.0 Bachelor of Education in Adult Education**

**B.05 Admission Requirements**

Students must possess an approved undergraduate degree from an accredited university.

**B.10 Requirements for Degree**

To graduate with the BEd in Adult Education, student must:

- a) Complete the following 30 credit course requirements:
  - Both of:
    - EDUC4415 – Foundations of Adult Education
    - EDUC4425 – Developing Curriculum for Adult Learners
  - & 18 credits from the following courses:
    - EDUC4435 – Leadership in Adult Education
    - EDUC4465 – Assessment & Evaluation for Adult Learners
    - EDUC4475 – Teaching Adults with Disabilities
    - EDUC4485 – Educational Technology for Adult Learners
    - EDUC4495 – Communication in Adult Learners
    - EDUC2485 – Independent Studies
- b) successfully complete the 30 credits required for the degree in no more than 48 credit attempts;
- c) complete each course presented for the degree with a minimum grade of 60%;
- d) attain a minimum overall average of 70% on all courses presented for the degree; &
- e) complete all requirement courses after no more than two attempts in any one course.

## C.0 Education Extension Courses

### C.00 Admission Requirements

1. Applicants must hold a Certificate of Qualification & an approved undergraduate degree to be admitted to Extension Education courses leading to Additional Basic Qualifications.
2. Applicants who hold an approved undergraduate degree but not an Ontario Certificate of Qualification may be admitted to any Education Extension course except those leading to Additional Basic Qualifications & Additional Qualifications.
3. With the permission of the Dean of Education, applicants who do not hold an approved undergraduate degree or a Certificate of Qualification may be admitted to any Education Extension courses except those leading to Additional Basic Qualifications.
4. Applicants to the Intermediate ABQ are required to present two full courses (12 credits) in the subject area to qualify for the course.
5. Applicants to the Senior ABQ are required to present three full courses (18 credits) in the subject area for a first teachable subject & three full courses (18 credits) in the subject area for a second & subsequent teachable subjects.

### C.30 Professional Requirements

#### C.31 Group 1 - Additional Basic Qualifications

These one-session courses are offered to holders of the Certificate of Qualification or an Interim Certificate of Qualification who wish to acquire qualifications in an additional area. Applicants must have an approved university degree &, for the intermediate division & senior division, subject pre-requisites.

Students must choose from:

|          |                             |
|----------|-----------------------------|
| EDUC4015 | English (First Language)    |
| EDUC4035 | Geography                   |
| EDUC4045 | History                     |
| EDUC4055 | Mathematics                 |
| EDUC4065 | Music-Instrumental          |
| EDUC4075 | Physical & Health Education |
| EDUC4085 | Science General             |
| EDUC4095 | Visual Arts                 |

#### C.32 Group 2 - Honour Specialist Qualification

An examination of a particular curriculum subject from kindergarten to grade 12. Emphasis on learning theory, developmental needs & effective teaching methods pertinent to the subject specialization. A review & evaluation of curriculum development, materials, the analysis of relevant Ministry of Education or Ontario College of Teachers support documents & other instructional packages related to the discipline studied. Candidates may elect to direct the study of their subject specialization at a particular divisional level.

The Honour Specialist subject major will be selected from:

|                          |                           |
|--------------------------|---------------------------|
| Dramatic Arts            | Mathematics               |
| English (First Language) | Music                     |
| French (Second Language) | Physical Health Education |
| Geography                | Visual Arts               |
| History                  | Science                   |
| Biology                  | Computer Science          |
| Chemistry                | Environmental Science     |
| Physics                  | Business Education        |

Applicants must hold:

- an Ontario Certificate of Qualification or Interim Certificate of Qualification
- a degree in a program that requires four years of university study, or the equivalent to a total of at least 20 full courses; & in which the candidate has obtained at least second class or equivalent standing (B average - 70%) in at least nine full courses in the subject for which the candidate seeks qualification;
- evidence of at least two years of successful teaching experience including at least one year of experience in Ontario, certified by the appropriate supervisory officer & at least one year of experience in the subject in which the Honour Specialist qualification is sought.

**C.33 Group 3 - One-Session Qualifications**

Applicants must hold or be deemed to hold an Ontario Certificate of Qualification or an Interim Certificate of Qualification.

**C.34 Group 4 - Three-Session Qualifications - Part I, II, III (Specialist)**

**a) Part I**

Applicants must hold or be deemed to hold an Ontario Certificate of Qualification or an Interim Certificate of Qualification; in the case of Primary Education, Junior Education, & Intermediate Education, the candidate's Ontario Certification of Qualification must have an entry for the area of major for the corresponding division.

**b) Part II**

Applicants must:

- have successfully completed the first session or the equivalent thereof of the three-part Specialist course in the subject; &
- submit evidence of at least one year of successful teaching experience in Ontario certified by the appropriate supervisory officer or at least one year of successful teaching experience outside Ontario certified by the appropriate supervisory official.

**c) Part III**

Applicants must:

- have successfully completed the second session or the equivalent thereof of the three-part Specialist course in the subject; &
- submit evidence of at least two years of successful teaching experience, one of which must be in Ontario, & at least one year experience included in the subject as certified by the appropriate supervisory officer.

**C.35 Group 5 - Bachelor of Education courses**

These courses do not lead to Ontario College of Teachers Additional Certification & cannot be applied towards a Bachelor of Arts Degree.

Applicants must hold an acceptable university degree, & an Ontario Certificate of Qualification in order to apply these courses to the Bachelor of Education in Extension.

**C.36 Group 6 - Courses Leading to Principal's Qualifications**

**a) Part I: The Principal as School Leader**

Candidates shall:

- 1) hold an acceptable university degree;
- 2) hold or be deemed to hold an Ontario Certificate of Qualification or Interim Certificate of Qualification;



- 3) hold concentrations in three divisions including the Intermediate division, as indicated on the applicant's Ontario Certificate of Qualification;
- 4) provide evidence of at least 5 years of successful teaching experience in a school providing elementary or secondary education, as certified by the appropriate supervisory officer, or in the case of experience, outside Ontario, by the appropriate supervisory official; &
- 5) provide evidence of one of the following:
  - (a) a Specialist or Honour Specialist qualification as indicated on the applicant's Ontario Certificate of Qualification, &
    - (i) successful completion of at least one-half the number of courses required to qualify for a Master's Degree in Education, OR
    - (ii) an additional Specialist or Honour Specialist qualification as indicated on the applicant's Ontario Certificate of Qualification; OR
  - (b) a Master's Degree or Doctorate that is an acceptable university degree; OR
  - (c) successful completion of such number of graduate university courses as is equivalent to the number of graduate university courses that are required to qualify for a Master's Degree that is an acceptable university degree.

**b) Part II: The Principal & Change**

Candidates must:

- provide a letter, on official letterhead, from the provider of Part I certifying successful completion of the Principal's Course practicum as well as a copy of their Certificate of Qualification with the Principal's Qualification Program, Part I entry.

**C.37 Group 7 – Principals' Development Courses**

Pre-requisites for the Principals' Refresher courses (EDUC4976 & 4972) are two years successful experience as a Principal or Vice-Principal & completion of the Ontario College of Teachers Principals' Qualification Course Part I & Part II.

**C.40 Academic Standing**

**C.41 Education Extension Courses**

A student registered in education extension courses as a special student is in good academic standing if he/she:

- a) has satisfied all conditions of admission;
- b) has maintained an average of 60% in each course.

**C.42 Ontario Certificate of Qualification**

No recommendation will be made to the Ontario College of Teachers for an additional qualification to the Ontario Certificate of Qualification unless the mark is 60% or over in a course leading to such an additional qualification.

**D.0 Aboriginal Teacher Certification Program**

**D.00 Admission Requirements**

- - 1) Be of Aboriginal descent;
  - 2) Ontario Secondary School Diploma, (Grade 12) or equivalent;
  - 3) Any of the following completed certifications: Early Childhood Education (ECE), Native Classroom Assistant Diploma Program (NCADP), Native Language Teaching (NLTC), or Social/Education Counsellor, Native Special Education Assistant Diploma Program (NSEADP).

- 4) Three years of successful experience working with Primary/Junior level students in an educational setting. Candidates must have a minimum of 700 hours of experience per year. Experience must be verified by the school principal.

#### **D.05 Program of Study**

Candidates must complete all of:

EDUC4146 Curriculum Studies 1 (P/J) Part I  
 EDUC4158 Curriculum Studies 2 (P/J) Part I  
 EDUC4168 Curriculum Studies 3 (P/J) Part I  
 EDUC4178 Curriculum Methods (P/J) Part I  
 EDUC4186 Education & Schooling/Educational Psychology (P/J), Part I  
 EDUC4664 Observation & Practice Teaching I – Internship I  
 EDUC4147 Curriculum Studies 1 (P/J) Part II  
 EDUC4159 Curriculum Studies 2 (P/J), Part II  
 EDUC4169 Curriculum Studies 3 (P/J), Part II  
 EDUC4179 Curriculum Methods (P/J), Part II  
 EDUC4187 Education & Schooling/Special Education (P/J), Part II  
 EDUC4674 Observation & Practice Teaching II – Internship II

#### **D.10 Academic Standing**

- a) Students who complete all required courses with minimum grade of 60% in each course will be eligible for recommendation for a Certificate of Qualification from the Ontario College of Teachers.
- b) Students who complete an undergraduate degree within 10 years of completing the requirements for a teaching certificate & who obtained an overall average of at least 70% on the required courses will be eligible for a BED degree;
- c) Students who complete an undergraduate degree after the ten year limit or who complete an undergraduate degree but did not obtain the required 70% average in the Aboriginal Teacher Certification Program will not be eligible for a Bachelor of Education Degree but will be eligible for admission to the Extension Bachelor of Education program.

#### **E.0 Native Classroom Assistant Diploma Program**

##### **E.00 Admission Requirements**

The NCAP/NSEADP student must have the following admission requirements.

- 1) have a minimum of Ontario Grade 12 or equivalent
- 2) be of Aboriginal descent;
- 3) be recommended to the program by a First Nations organization

Students who have met the admission requirements for Part I may enter into Part II of the program if they have one of the following diplomas:

Early Childhood Education Diploma, or  
 Education Assistant Program, or  
 Development Services Worker diploma

A student who has completed either NCAP or NSEADP may enter into Part II of the other program to take the methods courses that they would have missed. They would then go on to complete Part III.

A NCAP graduate who wanted to complete the NSEADP diploma would return to take the following courses:

In the first summer: NSEADP Methods I, NSEADP Methods II, NSEADP Methods III, NSEADP Methods IV, NSEADP Special Education I.

In the next summer: NSEADP Part III

A NSEADP graduate who wanted to complete the NCAP diploma would return to take the following courses:

NCAP Primary Methods I, NCAP Junior Methods I, NCAP Primary Methods II, NCAP Junior Methods II, NCAP Primary Methods III, NCAP Junior Methods III

In the next summer: NCAP Part III

Students who complete the Native Special Education Assistant Program may use this as credit for taking the Special Education part of the course EDUC4187 in the Aboriginal Teacher Certification Program.

Students who have successfully completed the NCACP Part 1 & have Grade 12 or equivalent may be granted advanced standing in the NCADP, & be eligible for admission to NCADP Part 2.

## **E.05 Diploma Requirements**

To graduate with a NCAP Diploma, students must:

- a) satisfy all stated requirements for the diploma
- b) students must be successful in all practicum sessions
- c) students must have an overall average of 60% with no less than a 50% in any course & no less than 60% in
  - EDUC1012 NCAP Primary Methods I
  - EDUC1022 NCAP Junior Methods I
  - EDUC2011 NCAP Primary Methods II
  - EDUC2021 NCAP Junior Methods II
  - EDUC3011 NCAP Primary Methods III
  - EDUC3021 NCAP Junior Methods III

### Good Academic Standing

Students in a NCAP or NSEADP diploma program are in good academic standing if they have:

- a) satisfied all conditions of admission;
- b) attained a minimum average of 60% on all passed courses taken at Nipissing University during the previous academic year or in the previous 30 credit attempts;
- c) maintained a minimum average of 60% on all passed courses taken at Nipissing University;
- d) completed the required first year introductory level course(s) with a minimum grade of 60% (or equivalent, if taken elsewhere) after no more than two attempts.

### Academic Probation

Students in a NCAP or NSEADP diploma program will be placed on academic probation if one or more of the following apply:

- a) They have not attained a minimum average of 60% on all passed courses taken at Nipissing University during the previous academic year or in the previous 30 credit attempts
- b) they have failed one or more credits
- c) they have not maintained a minimum overall average of 60% on all passed courses taken at Nipissing University;

Normally, students who are placed on academic probation must clear their probationary status & return to good academic standing within one academic year for full-time students; or within 30 consecutive credit attempts for part-time students. Otherwise, they will be required to withdraw from the university.

### Required Withdrawal from the University

Students in a NCAP or NSEADP diploma program will be required to withdraw from Nipissing University if one or more of the following apply:

- a) they have not satisfied all conditions of admission within the first 30 credit attempts;
- b) they have not cleared probation & returned to good academic standing within one calendar year or 30 consecutive credit attempts or
- c) they have failed more than one credit.

Students who are required to withdraw from the university may petition the Senate Subcommittee on Undergraduate Standing & Petitions for re-admission after one calendar year, except that students who have failed more than 42 credits overall are not eligible for re-admission. The decision of the subcommittee in all such petitions, & the conditions of re-admission should this be granted, shall not be subject to appeal. Moreover, all students who are re-admitted will normally be placed on academic probation.

## **F.0 Native Special Education Assistant Diploma Program**

### **F.00 Admission Requirements**

The NCAP/NSEADP student must have the following admission requirements:

- 1) have a minimum Ontario Grade 12 or equivalent
- 2) be of Aboriginal descent
- 4) be recommended to the program by a First Nations organization

Students who have met the admission requirements for Part I may enter into Part II of the program if they have one of the following diplomas:

Early Childhood Education Diploma or an  
Education Assistant Program, or, a  
Development Services Worker diploma

A student who has completed either NCAP or NSEADP may enter into Part II of the other program to take the methods courses that they would have missed. They would then go on to complete Part III.

A NCAP graduate who wanted to complete the NSEADP diploma would return to take the following courses:

In the first summer: NSEADP Methods I, NSEADP Methods II, NSEADP Methods III, NSEADP Methods IV, NSEADP Special Education I.

In the next summer: NSEADP Part III

A NSEADP graduate who wanted to complete the NCAP diploma would return to take the following courses:

NCAP Primary Methods I, NCAP Junior Methods I, NCAP Primary Methods II, NCAP Junior Methods II, NCAP Primary Methods III, NCAP Junior Methods III

In the next summer: NCAP Part III

Students who complete the Native Special Education Assistant Program may use this as credit for taking the Special Education part of the course EDUC4187 in the Aboriginal Teacher Certification Program.

Students who have successfully completed the NCAP Part 2 & have Grade 12 or equivalent may be granted advanced standing in the NCADP & be eligible for admission to NCADP Part 3.

## **F.10 Diploma Requirements**

To graduate with a NSEADP Diploma, students must:

- a) satisfy all stated requirements for the diploma
- b) students must be successful in all practicum sessions
- c) students must have an overall average of 60% with no less than a 50% in any course & no less than 60% in:

EDUC1112 NSEADP Methods I  
 EDUC1122 NSEADP Methods II  
 EDUC2111 NSEADP Methods II  
 EDUC2121 NSEADP Methods IV

### Good Academic Standing

Students in a NCAP or NSEADP diploma program are in good academic standing if they have:

- a) satisfied all conditions of admission;
- b) attained a minimum average of 60% on all passed courses taken at Nipissing University during the previous academic year or in the previous 30 credit attempts;
- c) maintained a minimum average of 60% on all passed courses taken at Nipissing University;
- d) completed the required first year introductory level course(s) with a minimum grade of 60% (or equivalent, if taken elsewhere) after no more than two attempts.

### Academic Probation

Students in a NCAP or NSEADP diploma program will be placed on academic probation if one or more of the following apply:

- a) They have not attained a minimum average of 60% on all passed courses taken at Nipissing University during the previous academic year or in the previous 30 credit attempts
- b) they have failed one or more credits
- c) they have not maintained a minimum overall average of 60% on all passed courses taken at Nipissing University

Normally, students who are placed on academic probation must clear their probationary status & return to good academic standing within one academic year for full-time students; or within 30 consecutive credit attempts for part-time students. Otherwise, they will be required to withdraw from the university.

### Required Withdrawal from the University

Students in a NCAP or NSEADP diploma program will be required to withdraw from Nipissing University if one or more of the following apply:

- a) they have not satisfied all conditions of admission within the first 30 credit attempts;
- b) they have not cleared probation & returned to good academic standing within one calendar year or 30 consecutive credit attempts or
- c) they have failed more than one credit.

Students who are required to withdraw from the university may petition the Senate Subcommittee on Undergraduate Standing & Petitions for re-admission after one calendar year, except that students who have failed more than 42 credits overall are not eligible for re-admission. The decision of the Committee in all such petitions, & the conditions of re-admission should this be granted, shall not be subject to appeal. Moreover, all students who are re-admitted will normally be placed on academic probation.

## **G.0 Teacher of Anishnaabemwin as a Second Language**

### **G.05 Admissions:**

Candidates should have completion of grade twelve. Candidates without grade 12 can be admitted if they are 21 years or older & have been out of school for two years or more. Prerequisite: evidence of oral fluency in Ojibwe (e.g. letter from Chief & Council, or Education Director) as determined by the Director of the program.

Each candidate will also submit a one-page statement outlining why s/he wishes to be a teacher of Ojibwe, two reference letters & a criminal record check.

### **G.10 Curriculum Outline:**

This program is offered over three summers in a three-year cycle.

### **G.15 Program Outline**

#### **Part 1**

EDUC 1441 The Ojibwe Curriculum Gr. 1-12 Part 1. 24 hours (2 credits).

EDUC 1442 Ojibwe Methodology Part 1. 36 hours (3 credits).

EDUC 1443 Education & Schooling/Educational Psychology/Special Education Part 1. 24 hours (2 credits)

EDUC 1444 The Ojibwe Language Part 1. 24 hours (2 credits).

EDUC 1445 Technology & Learning Materials for Ojibwe 1. 12 hours (1 credit).

EDUC 1446 Ojibwe Team Teaching 1. 36 hours (3 credits).

EDUC 1447 Observation & Practice Teaching (Ojibwe) 1. (5 credits)

#### **Part 2**

EDUC 2441 The Ojibwe Curriculum Gr. 1-12 Part 2. 24 hours (2 credits).

EDUC 2442 Ojibwe Methodology Part 2. 36 hours (3 credits).

EDUC 2443 Education & Schooling/Educational Psychology/Special Education Part 2. 24 hours (2 credits)

EDUC 2444 The Ojibwe Language Part 2. 24 hours (2 credits).

EDUC 2445 Technology & Learning Materials for Ojibwe 2. 12 hours (1 credit).

EDUC 2446 Ojibwe Team Teaching 2. 36 hours (3 credits).

EDUC 2447 Observation & Practice Teaching (Ojibwe). 5 credits.

#### **Part 3**

EDUC 3441 The Ojibwe Curriculum Gr. 1-12 Part 3. 24 hours (2 credits).

EDUC 3442 Ojibwe Methodology Part 3. 36 hours (3 credits).

EDUC 3443 Education & Schooling/Educational Psychology/Special Education Part 3. 24 hours (2 credits).

EDUC 3444 The Ojibwe Language Part 3. 24 hours (2 credits).

EDUC 3445 Technology & Learning Materials for Ojibwe 3. 12 hours (1 credit).

EDUC 3446 Teaching Children 3. 36 hours (3 credits).

EDUC 3447 Observation & Practice Teaching. 5 credits.

Subject to accreditation of the program by the Ontario College of Teachers (OCT), students who successfully complete all parts of the program will be recommended to the OCT for certification as a Teacher of Anishnaabemwin as a Second Language.

### **G.20 Progression & Graduation Requirements:**

The minimum requirement for successful completion is 50% in any one course & a 60% average in each part. Students would receive a pass/fail grade in practice teaching. In order to pass students would have to receive a pass in practice teaching. Students who fail one part will have to retake that part before they can continue in the program. It could be three years before students could repeat the part, due to the three year cycle.

## **H.0 Teacher of Cree as a First Language (P/J)**

### **H.05 Admissions:**

Candidates should have completion of grade 12. Candidates without grade 12 can be admitted if they are 21 years or older & have been out of school for two years or more. Prerequisite: evidence of oral fluency in Cree (e.g. letter from Chief & Council, or Education Director) as determined by the Director of the program. Each candidate will also submit a one-page statement outlining why s/he wishes to be a teacher of Cree, two reference letters, & a criminal records check.

### **H.10 Curriculum Outline:**

This program is offered over three summers.

### **H.15 Program Outline**

#### **Part 1**

|  |      |
|--|------|
| EDUC 1551 Cree Language & Literacy 1                       | 3 cr |
| EDUC 1552 Cree Curriculum & Foundations 1                  | 7 cr |
| EDUC 1553 Observation & Practice Teaching (Primary/Junior) | 5 cr |

#### **Part 2**

|  |      |
|--|------|
| EDUC 2551 Cree Language & Literacy 2                       | 3 cr |
| EDUC 2552 Cree Curriculum & Foundations 2                  | 6 cr |
| EDUC 2553 Observation & Practice Teaching (Primary/Junior) | 5 cr |

#### **Part 3**

|  |      |
|--|------|
| EDUC 3551 Cree Language & Literacy 3                       | 3 cr |
| EDUC 3552 Cree Curriculum & Foundations 3                  | 6 cr |
| EDUC 3553 Observation & Practice Teaching (Primary/Junior) | 5 cr |

Students who successfully complete all parts of the program will receive the diploma Teacher of Cree as a First Language (P/J).

### **H.20 Progression & Graduation Requirements:**

The minimum requirement for successful completion is 50% in any one course & a 60% average in each part. Students would receive a pass/fail grade in practice teaching. In order to pass students would have to receive a pass in practice teaching. Students who fail one part will have to retake that part before they can continue in the program. It could be three years before students could repeat the part, due to the three year cycle.

## **I.0 Diploma in Education Program (currently under review)**

### **I.00 Admission Requirements**

- a) Ontario Grade 12 or equivalent

### **I.05 Diploma Requirements**

- a) successfully complete 30 credits offered by the Nipissing University Faculty of Education, in no more than 48 credit attempts. Only courses from Group 5 – Bachelor of Education & Diploma in Education courses will be accepted;
- b) complete each course presented for the Diploma with a minimum grade of 60%;
- c) attain a minimum overall average of 70% on all courses presented for the Diploma;
- d) complete all required courses after no more than two attempts in any one course; &

- e) complete 12 credits (EDUC4765 - Instructional Strategies & EDUC4895 Curriculum Planning);

Good Academic Standing

- a) Students who complete all of the required courses with a minimum of 60% in each course & a minimum overall average of 70% will be eligible for a Diploma in Education.
- b) Students who complete an approved undergraduate degree within 6 years of completing the requirements for the Diploma in Education will be eligible for a non-certified Bachelor of Education Degree.

**J.0 Concurrent Bachelor of Arts (Honours) /Bachelor of Education & Concurrent Bachelor of Science (Honours)/Bachelor of Education - North Bay Campus**

**J.00 Admission Requirements**

Students seeking entry into the program must successfully complete one of the following courses: 12U Math plus 12U English. To complete a major in Mathematics, applicants must have Calculus plus one other Mathematics.

That high-school students presenting a minimum overall average of 75% on their best six 12U or 12M be considered for admission consideration as long as the following material is also submitted: Two references, one personal & one professional; (i) a personal statement about why they want to be teachers, & (ii) an experience profile. The committee will not consider students who have any of the requirements missing from their file by the specified deadline.

Students must complete a minimum of 154 credits (P/J Program) or 155 credits (J/I Program), with at least 120 credits in the Faculty of Arts & Science & 34 credits (P/J Program) or 35 credits (J/I Program) in the Faculty of Education.

**J.05 Number of Attempts**

Students may make only two attempts to complete a course with the exception of EDUC4684 or EDUC4694. Only one attempt is permitted for EDUC1123 or EDUC4694.

**J.10 Final Standing**

To graduate with the Bachelor of Arts or Science(Honours)/Bachelor of Education degrees, & to qualify for a Certificate of Qualification students must:

- a) satisfy all of the stated requirements for the Bachelor of Arts (Honours) or Bachelor of Science (Honours) degree as listed & satisfy the Bachelor of Education requirements as follows;
- b) obtain a pass in the five required Observation & Practice Teaching courses;
- c) obtain a minimum overall average of 70% in the following courses, respective to the division, with at least 60% in each course:  
Language Arts I & II; Education & Schooling; Education Psychology & Special Education; Curriculum Studies 2; Curriculum Studies 3; Curriculum Methods, Part I; Curriculum Methods, Part II;
- d) obtain a minimum of 60% in one of the teachable subjects listed in the Junior/Intermediate Division, for students in that division;
- e) obtain the required overall & minimum grade requirements with no more than two attempts in anyone course, with the exception of Observation & Practice Teaching V which may only be attempted once.

The overall average for Education courses is a weighted average.

**K.0 Wilfrid Laurier/Nipissing University Combined BA/BEEd Concurrent Program**

The Schulich School of Education at Nipissing University has held on-going discussions with Wilfrid Laurier-Brantford campus regarding the introduction of a concurrent BA/BEEd program in the P/J & J/I divisions. This combined degree will allow students enrolled at the Wilfrid Laurier-Brantford campus the opportunity of completing a Wilfrid Laurier BA degree & a Nipissing University BEEd degree.



## **K.00 Admission Requirements**

That students seeking entry into the program successfully complete one of the following courses: a Grade 12U Math or a Grade 12UC Math plus Grade 12U English.

That high-school students presenting a minimum overall average of 75% on their best six OAC/12U or 12M be considered for admission consideration as long as the following material is also submitted: Two references, one personal & one professional; (ii) a personal statement about why they want to be teachers, & (ii) an experience profile. The committee will not consider students who have any of the requirements missing from their file by the specified deadline.

Both Nipissing & Wilfrid Laurier will have their own Admissions Committee. The Nipissing Concurrent Admissions Committee will consider all of the above criteria equally & may change the criteria from time to time. Changes to the criteria will be announced one year in advance.

The Nipissing Concurrent Admissions Committee will be appointed by the Dean of Education each September & will be comprised of:

Four faculty members from Education  
The Assistant Registrar (non-voting)  
Two representatives from the Teachers' Federations

For continuity purposes, the two representatives from the Teachers' Federations & two of the Education Faculty representatives will be the same individuals as those on the Nipissing Orientation to Teaching Selection Committee.

A Faculty of Education member will chair the committee. Committee membership will be for two or more years with not more than half of the membership changing each year.

Decisions of the Nipissing Concurrent Admissions Committee are final & may not be appealed.

The Nipissing Concurrent Admissions Committee will assess these applications & make their decisions in advance of the common offer date for the universities in Ontario.

## **K.05 Program of Study**

### Primary/Junior Division

EDUC4102 Education & Schooling  
EDUC4103 Educational Psychology & Special Education  
EDUC4112 Language Arts  
EDUC4113 Language Arts  
EDUC4118 Curriculum Methods I  
EDUC4128 Curriculum Methods II  
EDUC4138 Curriculum Methods III  
EDUC4244 Visual Arts  
EDUC4254 Music Education  
EDUC4264 Health & Physical Education  
EDUC4274 Mathematics Education  
EDUC4284 Science Education  
EDUC4294 Social Studies  
EDUC4641 Practicum  
EDUC4661 Practicum  
EDUC4671 Practicum  
EDUC4687 Practicum

### Junior/Intermediate Division

EDUC4116 Language Arts  
EDUC4117 Language Arts

EDUC4202 Education & Schooling  
 EDUC4203 Educational Psychology & Special Education  
 EDUC4218E Methods  
 EDUC4228E Methods  
 EDUC4238E Methods  
 EDUC4304 Visual Arts  
 EDUC4314 Music Education  
 EDUC4324 Health & Physical Education  
 EDUC4334 Mathematics Education  
 EDUC4344 Science Education  
 EDUC4354 Social Studies  
 EDUC4651 Practicum  
 EDUC4681 Practicum  
 EDUC4691 Practicum  
 EDUC4696 Practicum  
 EDUC4697 Practicum

Each student in the Junior-Intermediate Division must choose one teaching elective from the following teaching subjects listed in Schedule A. Pre-requisites are at least 18 credits (3 full courses or equivalent) in the specified discipline.

EDUC 4406 English (First Language)  
 EDUC 4436 French (Second Language)  
 EDUC 4446 Geography  
 EDUC 4456 History  
 EDUC 4466 Mathematics  
 EDUC 4516 Music – Instrumental  
 EDUC 4476 Health & Physical Education  
 EDUC 4486 Science – General  
 EDUC 4496 Visual Arts  
 EDUC 4586 Religious Studies

#### Additional Credit Courses

The Faculty of Education offers to interested students the following additional courses. These courses are taken concurrently with the program & are in addition to it. A student may take one of the option courses:

EDUC1526 Religious Education in the Roman Catholic Separate Schools  
 EDUC4706 Kindergarten: Curriculum Theory & Practice  
 EDUC4986 Education of Native Canadians

#### **K.10 Number of Attempts**

Students may make only two attempts to complete a course with the exception of EDUC4684 or EDUC4694. Only one attempt is permitted for EDUC4684 or EDUC4694.

#### **K.15 Final Standing**

##### **Primary/Junior**

To qualify for the Bachelor of Education degree in the Primary/Junior Division, a student must:

- a) satisfy all of the stated degree requirements for the the Wilfrid Laurier Contemporary Studies degree & the Education degree.
- b) obtain a pass in the following Observation & Practice Teaching courses: EDUC4641, EDUC4661, EDUC4671, EDUC4686 & EDUC4687.

- c) obtain a minimum overall average of 70% in the following courses: EDUC4102, EDUC4103, EDUC4118, EDUC4128, EDUC4138, EDUC4112, EDUC4113, EDUC4244, EDUC4254, EDUC4264, EDUC4274, EDUC4284, EDUC4294, with at least 60% in each.
- d) Obtain the required overall average & minimum grade requirements with no more than two attempts in only one course with the exception of EDUC4687. EDUC4687 may only be attempted once.

### **Junior/Intermediate**

To qualify for the Bachelor of Education degree in the Junior/Intermediate Division, a student must obtain a pass:

- a) satisfy all of the stated degree requirements for the the Wilfrid Laurier Contemporary Studies degree & the Education degree.
- b) Obtain a pass in the following in the following Observation & Practice Teaching courses: practicum courses: EDUC4651, EDUC4681, EDUC4691, EDUC4696 & EDUC4697.
- c) & obtain a minimum overall average of 70% in the following courses: EDUC4202, EDUC4203, EDUC4218, EDUC4228, EDUC4238, EDUC4116, EDUC4117, EDUC4308, EDUC4314, EDUC4324, EDUC4334, EDUC4344, EDUC4354, with at least 60% in each.
- d) Obtain the required overall average & minimum grade requirements with no more than two attempts in only one course with the exception of EDUC4697. EDUC4697 may only be attempted once.
- e) Students in the Junior/Intermediate Division must obtain at least 60% in one of the electives listed in the Junior/Intermediate Division.

The overall average for Education courses is a weighted average.

### Certificate of Qualification

To qualify for a Certificate of Qualification from the Ontario College of Teachers, a candidate must meet the requirements stated for the BEd degree.

## **L.0 Advanced Bachelor Degree in Education**

### **L.00 Admission Requirements**

Minimum of an approved undergraduate degree & a Bachelor of Education degree from an accredited university & an Ontario Certificate of Qualification or equivalent. A 70% average in the undergraduate degree is required for admission.

Applicants with a 60 to 69% average may be offered admission after review by the In-Service Education Committee. The review would consider such criteria as age of the applicant's degree, courses included in the degree, career history, references, & contributions to education. Upon the committee's recommendation, admission for such applicants will be conditional on attaining 70% or better on the first 6 credit hours of study.

Advanced standing credits may be granted for additional qualification courses previously completed at Nipissing University, to a maximum of 18 credits. Additional Qualification courses that can be transferred include Additional Basic Qualification courses, Honours Specialist Qualification courses, One-Session Additional Qualification courses, Three-Session Additional Qualification courses & BEd Option Courses.

The candidate must complete all degree requirements within seven years of the date of admission.

## L.05 Degree Requirements

Students must complete a minimum of 36 credits, either

- Two Group Four Three-session Specialist Qualifications; **or**
- One Group Four Three-session Specialist Qualification plus any 18 credit hours from:
- Group One – Additional Basic Qualifications
- Group Two – Honour Specialist Qualifications
- Group Three – One-session Qualifications, &/or
- Group Four – Three-session Specialist Qualifications

Only courses completed within seven years of the date of the application to graduate will be counted.

### Single & Combined Foci

The Foci include Group 4 Three-Session Specialist Qualifications in:

- The Blind;
- Computers in the Classroom;
- Computer Studies-Computer Science;
- Co-operative Education;
- The Deaf;
- The Deaf/Blind;
- Design & Technology;
- Dramatic Arts;
- English as a Second Language;
- Environmental Science;
- French as a Second Language;
- Guidance;
- Intermediate Education;
- Junior Education;
- Librarianship;
- Mathematics, Primary/Junior
- Media;
- Music-Instrumental;
- Music-Vocal (Primary/Junior);
- Native as a Second Language;
- Physical & Health Education (Primary/Junior)
- Primary Education;
- Reading;
- Religious Education;
- Science in Primary/Junior Education;
- Special Education;
- Visual Arts

### Good Academic Standing

Students in the program are in good academic standing if they have:

- a) satisfied all conditions of admission;
- b) attained a grade of at least 60% on all courses taken in the program

### Required Withdrawal from the Program

Students in the Advanced Degree in Education Program will be required to withdraw from the program if one or more of the following apply:

- a) they have been granted special admission with an academic average below 70% & have not attained at least 70% on their first 6 credits;
- b) they attain less than 60% on any course.

Students who are required to withdraw from the program may petition the Senate Subcommittee on Undergraduate Standing & Petitions for re-admission after one calendar year.

## **M.0 Advanced Bachelor Degree in Educational Leadership**

### **M.00 Admission Requirements**

Minimum of an approved undergraduate degree & a Bachelor of Education degree from an accredited university, Ontario Certificate of Qualification or equivalent, & meet requirements for admission to the Principal's Qualification Program. A 70% average in the undergraduate degree is required for admission.

Applicants with a 65 to 69% average may be offered admission after review by the In-Service Education Committee. Upon the committee's recommendation, admission for such applicants will be conditional on attaining 70% or better on the first six credits of study.

Advanced standing credits may be granted for additional qualification courses previously completed at Nipissing University, to a maximum of 12 credits. Courses being transferred into the program cannot have been completed more than three years before admission & cannot have been used to complete another degree. Additional Qualification courses that can be transferred include Additional Basic Qualification courses, Honours Specialist Qualification courses, One-Session Additional Qualification courses, Three-Session Additional Qualification courses & BEd Option Courses.

The candidate must complete all degree requirements within seven years of the date of admission.

Applicants for admission to the Advanced Bachelor Degree in Educational Leadership Program (AdEdL) who already have principal's qualifications may apply to the Associate Dean of Education to substitute other education leadership courses in place of EDUC4000, EDUC4005 &/or EDUC4010 to complete the degree.

### **M.05 Degree Requirements**

Students must complete a minimum of 36 credits:

|            |   |
|------------|---|
| EDUC4000:  | Principal's Qualification Part I                      |
| *EDUC4005: | Principal's Qualification Practicum Independent Study |
| EDUC4010:  | Principal's Qualification Part II                     |

Up to twelve credits of curriculum courses from:

- Groups 1, 2, 3, 4 & 5

At least six credits of leadership courses from:

|   |      |
|---|------|
| • EDUC4906 – The Educational Leader's Role in Curriculum Implementation | 3 cr |
| • EDUC4956 – Staff Development  | 3 cr |
| • EDUC4957 – Community/School Relationships                             | 3 cr |
| • EDUC4966 – Information Technology in Educational Leadership           | 3 cr |
| • EDUC4975 – Principal's Development Course                             | 6 cr |
| • EDUC4997 – Data-based Decision Making                                 | 3 cr |
| • EDUC4996 – Organization Development                                   | 3 cr |

Only courses completed within seven years of the application to graduate will be counted.

### Good Academic Standing

Students in the program are in good academic standing if they have:

- a) satisfied all conditions of admission;
- b) attained a grade of at least 60% on all courses taken in the program

### Required Withdrawal from the Program

Students in the Post Bachelor Degree in Educational Administration program will be required to withdraw from the program if one or more of the following apply:

- a) they have been granted special admission with an academic average below 70% & have not attained at least 70% on their first 6 credits;
- b) they attain less than 60% on any course

Students who are required to withdraw from the Program may petition the Senate Committee on Admissions, Promotions & Petitions for re-admission after one calendar year.

## **N.0 Bachelor of Physical & Health Education**

### **N.05 Admission Requirements**

Required: Six 12U/12M courses including 12U English, one of – 12U Biology or 12U Exercise Science; recommended - Mathematics

### **N.10 Guaranteed Admission to the Bachelor of Education Program - PEP**

It is recommended that students entering the Bachelor of Physical & Health Education (BPHE) Program be offered an opportunity that provides them with a guaranteed route into our Bachelor of Education degree program & a future teaching career. We are proposing that BPHE students wishing to follow a teaching route would include in their programs required courses including a placement in an educational setting involving children, & maintain a final overall average of 75% in their BPHE program. Upon graduation, & the meeting of all requirements these students would be guaranteed a place in the Consecutive Education Program. There will be two streams, Elementary or Secondary.

#### **Eligibility**

This opportunity, available only to Physical & Health Education students, would be referred to as “Preferred Entrance Program to Education” (PEP). Students would be eligible to apply to Preferred Entrance Program to Education (PEP) after successfully completing a minimum of 24 Nipissing University credits & no more than 60 total university credits (including transfer/adv. standing credit). At the time of applying to PEP they must have an overall average of at least 75% & will need to identify whether they want Elementary (Primary/Junior or Junior/Intermediate) or Secondary (Intermediate/Senior).

#### **Requirements**

The requirements for PEP will be:

- PHED2017 Inquiry (available as an elective after first year)
- At least ONE Community Leadership Placement (one of PHED2106/3106/4106) must be in an Educational Setting working with children
- MATH1070 is recommended as an elective for students in the Elementary stream.

#### **Guaranteed Admission to the BEd program**

Once PEP students have successfully met all BPHE program requirements & PEP requirements & have a final overall average of 75% on all university courses completed, they will be eligible to apply to the P/J division; the J/I program

with Physical Education & Health as a teachable subject; or the Intermediate/Senior division with Physical & Health Education as the first teachable & Biology as the second teachable. Students entering the I/S division who wish to have a second teachable other than Biology may qualify for a different second teachable if they complete 18 credits in a different teachable subject (which requires taking three (3) more credits than the degree requires). The guaranteed admission to BEd will be in the division(s) applicable to the Elementary or Secondary PEP stream they followed.

## **N.20 Orientation to Teaching for Physical & Health Education**

Students who are in the Bachelor of Physical & Health Education program with OTT for BPHE, & who complete their Nipissing BPHE degree including the OTT for BPHE specific courses, with a minimum overall average of 75% on all university courses, are guaranteed admission to the Bachelor of Education degree program. This average will be calculated using all university courses passed (with credit) whether or not the courses are/were required for the degree. This offer is for the academic year immediately following graduation. All courses required for the degree &/or teachable subject requirements must be completed by May 1 of the year for which the BEd application is being made.

Orientation to Teaching (OTT) for BPHE has two streams to which students may apply: Elementary & Secondary. Applicants will indicate a choice of elementary stream or secondary stream on the appropriate application form.

### **OTT for BPHE – Elementary Stream**

Upon completing the Bachelor of Physical & Health Education degree along with OTT for BPHE – Elementary, students may apply to either the Primary/Junior (Grades K-6) or Junior/Intermediate (Grades 4-10) (with a Physical Education Teachable subject) divisions of the BEd degree program. Candidates must ensure that they meet all minimum requirements for BEd admission. Students must comply with the requirements for their degree program & include the following OTT for BPHE set of courses:

MATH1070 Fundamentals of Arithmetic for Teachers, or six credits in Mathematics courses having 4U or equivalent prerequisites, &  
PHED2017 Inquiry, & one of PHED2106, or PHED3106 or PHED4106 successfully completed in a school setting working with young children

### **OTT for BPHE - Secondary Stream**

Upon completing the Bachelor of Physical & Health Education degree along with OTT for BPHE – Secondary Stream students may apply to Intermediate/Senior (Grades 7-12) Division of the BEd degree program with Physical Education as a first teachable subject. Candidates must ensure that they meet all minimum requirements for BEd admission including a second teachable subject as outlined in BEd admission requirements. Students must comply with the requirements for their degree program & include the following OTT for BPHE set of courses:

PHED 2017 Inquiry, &  
One of PHED2106, or PHED3106 or PHED4106 successfully completed in a school setting working with young children

## **N.30 Program of Study**

To graduate with a Bachelor of Physical & Health Education or a Bachelor of Physical & Health Education (Honours), students must complete 120 credits as follows:

### **Year 1**

|          |   |       |
|----------|---|-------|
| PHED1016 | Motor Development                                     | 3 cr. |
| PHED1007 | Psycho-Socio-Cultural Dimensions of Physical Activity | 3 cr. |
| PHED1017 | Health Concepts in Physical Education                 | 3 cr. |
| PHED1206 | Systemic Approach to Functional Human Anatomy I       | 3 cr. |
| PHED1207 | Systemic Approach to Functional Human Anatomy II      | 3 cr. |
| PHED1203 | Aquatics I  | 1 cr. |
| PHED1204 | Soccer I  | 1 cr. |
| PHED1213 | Volleyball I  | 1 cr. |
| PHED1223 | Fundamental Movement Skills                           | 1 cr. |
| PHED1224 | Dance I   | 1 cr. |

|          |                                  |       |
|----------|----------------------------------|-------|
| PHED1233 | Basketball I                     | 1 cr. |
|          | ENGL1106 or ENGL1107 or ACAD1601 | 3 cr. |
|          | Electives                        | 6 cr. |

**Year 2**

|          |   |       |
|----------|---|-------|
| PHED2016 | Motor Learning & Control                            | 3 cr. |
| PHED2026 | Psychology of Physical Activity                     | 3 cr. |
| PHED2036 | Biomechanics I                                      | 3 cr. |
| PHED2037 | Physical Activity & Sports Leadership               | 3 cr. |
| PHED2217 | Functional Human Physiology                         | 3 cr. |
| PHED2306 | Research Methods & Statistics in Physical Education | 3 cr. |
| PHED2204 | Core Strength                                       | 1 cr. |
| PHED2213 | Gymnastics  | 1 cr. |
| PHED2223 | Lacrosse  | 1 cr. |
| PHED2224 | Nordic Skiing                                       | 1 cr. |
| PHED2214 | Canoeing  | 1 cr. |
| PHED2234 | Racquets I  | 1 cr. |
|          | Electives   | 6 cr. |

**Year 3**

|          |  |       |
|----------|--|-------|
| PHED3006 | Exercise Physiology I                                  | 3 cr. |
| PHED3046 | Physical Fitness Principles, Prescription & Assessment | 3 cr. |
| PHED3106 | Community Leadership Placement II                      | 3 cr. |
| PHED3136 | Adapted Physical Activity                              | 3 cr. |

Six (6) practicals from the following:

|          |                           |       |
|----------|---------------------------|-------|
| PHED3264 | Basketball II             | 1 cr. |
| PHED3263 | Games of Low Organization | 1 cr. |
| PHED3234 | Weightlifting I           | 1 cr. |
| PHED3223 | Ultimate                  | 1 cr. |
| PHED3213 | Volleyball II             | 1 cr. |
| PHED3214 | Football                  | 1 cr. |
| PHED3204 | Soccer II                 | 1 cr. |
| PHED3243 | Winter Camping            | 1 cr. |
| PHED3233 | Yoga                      | 1 cr. |
| PHED3203 | Aquatics II               | 1 cr. |
| PHED3224 | Dance II                  | 1 cr. |
| PHED3253 | Striking Fielding Games   | 1 cr. |
| PHED3244 | Hockey I                  | 1 cr. |

Electives 12 cr.

**Year 4**

|          |                                |       |
|----------|--------------------------------|-------|
| PHED4106 | Community Leadership Placement | 3 cr. |
| PHED4227 | Nutrition                      | 3 cr. |

Six (6) practicals from the following:

|          |                     |       |
|----------|---------------------|-------|
| PHED4263 | Group Fitness       | 1 cr. |
| PHED4244 | Hockey II           | 1 cr. |
| PHED4204 | Curling             | 1 cr. |
| PHED4213 | Golf                | 1 cr. |
| PHED4214 | Track & Field       | 1 cr. |
| PHED4223 | Combatives          | 1 cr. |
| PHED4224 | Outdoor Initiatives | 1 cr. |
| PHED4203 | Rugby               | 1 cr. |
| PHED4234 | Weightlifting II    | 1 cr. |



|                              |        |
|------------------------------|--------|
| PHED4243 Racquets II         | 1 cr.  |
| PHED4233 Adaptive Games      | 1 cr.  |
| PHED4253 Skiing/Snowboarding | 1 cr.  |
| Electives                    | 18 cr. |

For those students wishing to specialize in Kinesiology, the following PHED electives are recommended:

|          |  |       |
|----------|--|-------|
| PHED2027 | Technology in Physical Education & Sport | 3 cr. |
| PHED3036 | Exercise Management & Rehabilitation     | 3 cr. |
| PHED3037 | Gerontology                              | 3 cr. |
| PHED4026 | Biomechanics II                          | 3 cr. |
| PHED4036 | Ergonomics                               | 3 cr. |

## PART VIII

### School of Graduate Studies

#### 1.0 Graduate Studies Regulations

These regulations pertain to all graduate programs at Nipissing University with the exception of the Master of Education program.

##### 1.05 Academic Regulations

The University reserves the right to modify the academic programs & regulations at its discretion. The most current information is available from the School of Graduate Studies website ([www.nipissingu.ca/graduate studies/regulations](http://www.nipissingu.ca/graduate_studies/regulations)).

##### 1.10 Minimum Admission Requirements

Each program sets its own admission criteria however, the School of Graduate Studies (SGS) has established the minimum admission requirements for all programs as follows:

1. The normal minimum admission requirement is a four-year undergraduate degree or equivalent as recognized by Nipissing University in an appropriate discipline, with a minimum B standing. For master's degrees with a Thesis or Major Research Paper (MRP) / Research Project, where appropriate to the program for which the candidate applies, preference will be given to applicants with an honours degree with an independent research component (such as an honours Thesis or research paper).
2. All applicants are required to provide at least three letters of recommendation from professors or other appropriate professionals who can speak to their level of preparation & readiness for graduate studies. At least two of the references must be from someone qualified to address the academic ability & competence of the applicant to undertake graduate studies. Reference letters cannot be completed by anyone who is personally related to the applicant.
3. All applicants are required to write a statement of approximately 500 words explaining the value of undertaking a master's degree for their specific circumstances. Depending on the requirements of the program, applicants may also be asked to write a statement about their research interests & their desired area of Thesis or MRP /Research Project.
4. Applicants may also be asked to submit supplemental information, such as GMAT or TOEFL scores, as appropriate.

It is understood that admission to graduate programs is limited &, therefore, applicants who meet or exceed the minimum admission requirements are not guaranteed admission.

##### 1.11 Admission Process

###### Regular Admission:

Applications for each program are reviewed by the Program Admissions Committee (PAC). The PAC forwards a recommendation for admission to the Dean/Assistant Vice-President, Research & Graduate Studies or Designate. Offers of admission may have conditions attached, which may have to be met before registration is permitted. Approved applications for admission are forwarded by the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate to the Office of the Registrar. Borderline or questionable cases for admission will be dealt with by the Graduate Advisor/Faculty Graduate Chair in consultation with the Dean/Director of Graduate Studies or Designate. The decision of the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate on admissions is final & is not subject to appeal.

For programs where it is appropriate, the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate will take relevant funding considerations (such as scholarships & other forms of student financial support) into account when considering a recommendation for admission. In some programs students will not be admitted without appropriate levels of committed funding. The decision of the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate is final & is not subject to appeal.

English as a Second Language (ESL) Requirements:

Applicants whose first language is not English are required to submit the results from either the Test of English as a Foreign Language (TESL) including the Test of Written English (TWE) component or the International English Language Testing System (IELTS). This requirement may be waived for applicants who are graduates of English language universities.

The following are the minimum ESL requirements for admission to the School of Graduate Studies; in addition each program will have minimum language requirements specific to their program.

The required minimum scores must be submitted before the candidate can be considered for admission. The required minimum score for the TOEFL iBT is 80 with no less than 20 in each section of the test. The required minimum score for TOEFL is 550 on the paper-based test with a minimum score of 5 on the TWE. These tests are administered by the Educational Testing Service ([www.toefl.org](http://www.toefl.org)). The required minimum score for the IELTS is an overall score of no less than 6 with no band less than 6. The test is administered by IELTS Test Centre Canada ([ielts@conestogac.on.ca](mailto:ielts@conestogac.on.ca)).

Conditional Admissions:

In exceptional circumstances, applicants may be accepted into a graduate program subject to the successful completion of conditions that are in addition to the regular admission requirements.

Offers of Admission:

Only offers of admission from the Office of the Registrar are valid. Communication with a program representative (including the Graduate Advisor / Graduate Chair) or a faculty member does not constitute an offer of admission. Nipissing University may revoke an offer of admission or cancel registration in the program if it finds that the applicant has provided false or incomplete information.

**1.12 Maximum Registration**

In the event that a student does not complete the program by the maximum duration period (which includes the allotted 3, single-term extensions), he/she will be withdrawn from the program for failure to complete. Should the student wish to appeal the withdrawal from their graduate program & continue beyond the maximum duration period, he/she would be required to submit an appeal for a time extension to the School of Graduate Studies, including the following elements:

- A rationale for the requested extension, outlining why the graduate student is unable to complete the program within the stipulated time frame
- An evaluation report from the student's advisory committee which includes a letter of recommendation from the student's faculty advisor in support of the request for extension
- An approved plan of study for timely degree completion, signed by the student, the faculty advisor, & the research supervisor.

In the event that the student, faculty advisor, & research supervisor are unable to agree on a plan of study for degree completion, the Assistant Vice President, Research & Graduate Studies/Dean or Designate would be expected to provide a letter commenting on the feasibility of the plan provided by the student.

The Assistant Vice President, Research & Graduate Studies/Dean or Designate will grant or deny the request for the extension based on the submissions provided. Where the Assistant Vice President, Research & Graduate Studies/Dean or Designate supports the request, he/she may also provide advice & recommendations on the proposed plan of study. The student will be charged the appropriate continuation fee(s). Failure to complete the degree program within the prescribed time frame following the appeal to the Assistant Vice President, Research & Graduate Studies/Dean or Designate will result in withdrawal from the program & cannot be appealed.

Where the Assistant Vice President, Research & Graduate Studies/Dean or Designate denies the request, the student may appeal to the Standing & Petitions Committee. An appeal to the Standing & Petitions Committee involves an examination of all relevant documents & evidence to determine the appropriateness of a finding. The procedures for submitting a petition to the Standings & Petitions Committee can be found in the University Regulations section of the Academic Calendar.

### **1.13 Graduate Course Equivalency policy**

Applicants who have previously completed graduate level courses from other institutions may be considered by the Office of the Registrar, in consultation with the Dean & the Graduate Coordinator/Chairs, for course equivalency for up to a maximum of two 3-credit courses, which cannot include core courses. Courses for consideration must be completed within six years prior to the date of admission.

### **1.14 Academic Year**

The School of Graduate Studies operates on a trimester basis, with three terms defined as: fall term (September to December); winter term (January to April); & spring/summer term (May to August). The academic year begins with a fall term followed by a winter term.

### **1.15 Program of Studies Approval**

The Program of Studies shall meet program requirements as approved by Senate, & includes the required courses (including directed studies), work terms or other practice-based components, any competency exams, scholarly components, or other requirements.

For a Master of Arts & a Master of Science, each student has a Program of Studies which is prepared by the Graduate Advisor in consultation with the student, & approved by the Dean/Director of Graduate Studies or Designate. In cases of programs with a Major Research Paper / Thesis component, consultation will include the Research Supervisor. The Program of Studies must be approved before the student registers in the program, & must include a detailed schedule for progress & completion.

In the Master of Education program, each admitted student will consult with his or her Graduate Advisor regarding the required courses, elective courses, & their Program of Study. In cases of programs with a Thesis component, consultation will include the Research Supervisor. In the case of the M.Ed. program, which has multiple options for completion (Thesis, MRP & the 9-course plus Research Project & Seminar), timeline requirements for choosing a route are found in the M.Ed. handbook.

The following documents must be included in bound MRP/Thesis when conducting research involving human &/or animal participants:

- The Letter of Certification with protocol number attesting to approval of the research; &
- The Final Report (minus identifying information such as address) indicating that the research was done within the approved time frame & acknowledging any adverse outcomes.

### **1.16 MRP/Thesis Title Approval**

No later than the end of the first term (or equivalent for part-time students), the students shall register the title of their MRP/Thesis. The application has to be approved by their Research Supervisor & Second Reader (if applicable) before being submitted to the Dean/Director of Graduate Studies or Designate for final approval.

### **1.17 MRP/Thesis Oral Proposal Presentation**

Individual programs may require the student to do an oral presentation as part of the MRP proposal.

For programs that require students to present their research proposals both the Research Supervisor(s) & Graduate Advisor/Chair will have to give their approval for the student to proceed with the writing of their MRP/Thesis.

### **1.18 Registration Status for Graduate Students**

Graduate students are referred to as full-time or part-time on the basis of the program in which they are enrolled. Regardless of this classification, all students have access to university facilities & are expected to take part in the academic life of their program & the university. All graduate students are deemed to be full-time unless declared otherwise.

*Full-time Students*

Full-time students must identify themselves as such when registering & on all documents. Full-time students are those who are pursuing a program of study on campus & are geographically available. They maintain regular contact with their faculty advisor or research supervisor, if applicable. They are eligible for graduate funding. Full-time students employed by Nipissing University work no more than an average of 10 hours per week at diversionary employment. Diversionary employment is work that takes a student's time away from his/her program of study & research. (See Graduate Funding Policy).

#### *Part-time Students*

Graduate students who do not meet the above criteria are deemed part-time students. Normally, they are not permitted to be registered in more than one course per semester. Part-time students are not eligible for financial support from the University.

#### *Flexible-time Status*

This option is intended to permit working professionals to be engaged in continued employment in areas related to the fields of research. Students will normally register as full-time but are not eligible for financial support from the University.

#### *Changing Status*

Students may change their status from full-time to part-time, or vice versa, by completing a Change in Full-time or Part-time Status form & submitting it to the School of Graduate Studies for approval by the Vice-President Academic & Research or a designate. A change in status may have an impact on student aid & awards eligibility, fees, income tax credits, & other areas.

#### Continuous Registration

All graduate students must maintain continuous registration in each consecutive semester of study until they have completed the requirements of their program. It is the student's responsibility to ensure they are registered by the appropriate deadline for each term. Students, who have failed to register or re-register, by the deadline & have not been granted a Leave of Absence, will be registered in a University placeholder course & will be assessed appropriate fees. Students who have failed to register or re-register for two consecutive terms will be considered to have left the program & will be withdrawn.

Students wanting to complete their program after they have been withdrawn from their program must apply for re-admission & pay the application fee. Students should be aware that in the event of readmission, continuation of the same research project &/or supervisor cannot be guaranteed. Additionally, it is possible that students will be unable to count previously earned graduate credit toward the completion of their degree.

#### Extensions

Under exceptional circumstances the time to completion may be extended by the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate. All requests for extensions shall use the appropriate form & should be directed to the Graduate Advisor/Graduate Chair who will make a recommendation to the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate.

| <b>Program</b>                     | <b>Full time</b>                            | <b>Flex time</b> | <b>Part time</b> |
|------------------------------------|---|------------------|------------------|
|                                    | <i>Max</i>                                  | <i>Max</i>       | <i>Max</i>       |
| PhD in Ed Sustainability           | 6 years                                     | not avail        | not avail        |
| MA History (1 year MRP)            | 2 years                                     | not avail        | 6 years          |
| MSc Math (1 year MRP)              | 2 years                                     | not avail        | 6 years          |
| MESc/MES (1 year MRP)              | 2 years                                     | not avail        | 6 years          |
| MESc/MES (2 year Thesis)           | 3 years                                     | 3-4 years*       | 6 years          |
| MEd 2 year Thesis/MRP/Course Based | 2 years<br>(option to extend an extra year) | 3-4 years*       | 6 years          |

A year is based on three terms: fall, winter, spring/summer

*\*first two years as full-time student, drop to part-time if one or more years is needed to complete the program*

## 1.19 Visiting Students

### Ontario Visiting Graduate Student Plan (OVGS)

The Ontario Visiting Graduate Student Plan allows graduate students of an Ontario university to take graduate courses at another Ontario University while remaining registered at their own university. The plan allows students to bypass the usual application or admission procedures. Registration is not complete until prior approval has been received from both the host & the home universities.

A student who is classified as an Ontario Visiting Graduate Student will register & pay fees to the home university but will pay no fees to the host university. Nipissing University graduate students interested in taking a graduate course at another Ontario University under the OVGS plan should complete the OVGS application form, which can be found on the School of Graduate Studies website. No more than six credits will be allowed as OVGS credits. The course(s) selected must be at the graduate level & required for the student's degree program & not available at Nipissing University. Such courses may not be "extra" or "audit" courses for the student.

### Canadian University Graduate Transfer Agreement (CUGTA)

Graduate students wishing to take courses at institutions outside Ontario but within Canada may do so through the Canadian University Transfer Agreement (CUGTA). This agreement provide students in good standing enrolled in a degree or diploma program at a CAGS member university the opportunity to take courses offered at another member institution for transfer credit to the program at their home institution.

The CUGTA requires students to pay tuition for the course(s) concerned & applicable incidental fees at the host institution. Nipissing University graduate students interested in taking a graduate course at another Canadian University outside the province of Ontario should complete the CUGTA application form, which can be found on the School of Graduate Studies website. No more than six credits will be allowed as CUGTA credits. The course(s) selected must be at the graduate level & required for the student's degree program & not available at Nipissing University. Such courses may not be "extra" or "audit" courses for the student.

### Canadian Graduate Student Research Mobility Agreement (CGSRMA)

The Canadian Graduate Student Research Mobility Agreement (CGSRMA) sets out a protocol for institutional recognition of visiting graduate research students. This agreement does not pertain to courses, but exists to facilitate visits by graduate students to other institutions in order that those students are able to participate in research activities & be recognized as legitimate visitors to the host campus(es).

Under the CGSRMA, graduate students pay fees to their home university & will pay no fees to the host institution. However, incidental fees may be charged at the discretion of the host university. Graduate students interested in conducting research at another Canadian University should contact the School of Graduate Studies for more information.

### Out-of Province & International Students

Nipissing University allows out-of province & international students to visit in one of three ways: to take course work; to conduct research; or to participate in an internship. In any case, students will be registered as full-time students for a maximum of one year. Acceptance is only on the recommendation of the department or program at Nipissing

Students completing either research or an internship will be registered in the below courses while at Nipissing University:

- SOGS 5001: Visiting Student Research

This course is for out-of province & international students who are coming to Nipissing to conduct research as part of their degree studies at their home university. This course it not for credit. Enrollment in this course is by permission only. Course content will be determined by the host program.

- SOGS 5002: Visiting Student Internship

This course is for out-of province & international students who are coming to Nipissing to conduct research as part of their degree studies at their home university with support of their government programs or other scholarship. This course is not for credit. Enrollment in this course is by permission only. Course content will be determined by host program.

### **1.20 Tuition & Other Fees**

Graduate students pay all required tuition & other fees as set by Nipissing University. Such fees are set on a per term basis.

The minimum total academic fee is predetermined by the length of the graduate program into which a student is admitted.

Full-time/Part-time graduate students should be aware that they may be required to pay additional academic fees in order to equal the total minimum fee paid by a full-time student in the same program should they finish their program earlier than the normal completion time. This balance of degree fee is assessed just prior to graduation & is based on the tuition fee on the fee schedule in effect at the time of graduation

### **1.21 Leaves of Absence**

The requirement of continuous registration supports students toward the timely completion of their studies. However, the university recognizes that from time to time, students may need to be absent from their studies. Upon recommendation of the Graduate Advisor/Graduate Chair, the Dean/Assistant Vice-President, Research & Graduate Studies or Designate may grant a Leave of Absence. Leaves of Absence may not be used to pursue any activities which form part of a study plan (such as field experience, individual study, directed study or individual research), or for which any form of residual program credit might otherwise be requested.

#### Elective leave of absence

Students applying for an elective leave of absence do not have to provide grounds for their request as long as it is submitted in a timely fashion.

Restrictions:

- Granted for only one term over the course of the degree program
- Students must have already completed at least two terms of study

#### Exceptional circumstances leave of absence

Students applying for a leave of absence under exceptional circumstances are students who are facing a type of hardship that takes them away from their studies, such as medical, professional or compassionate circumstances.

Restrictions:

- Granted for up to three terms during the course of the degree program

#### Maternity leave of absence

Available to students, during & immediately, following a pregnancy.

Restrictions:

- Granted for up to three terms per pregnancy during the course of the degree program

#### Parental leave of absence

Available to students for whom parental responsibilities are such that they require the student to be absent from their studies.

Restrictions:

- Granted for only one term per child over the course of the degree program

#### No Course Available

Available to students who have yet to complete course work if no suitable course is offered in any given term.

**Restrictions:**

- Granted on a term-by-term basis only during the course of the degree program
- Does not apply if the student is registered as working on a thesis or major research paper, or has an incomplete grade or in-progress grade at the end of the previous term.

Once on leave, students will neither be registered nor will they be required to pay fees for this period. In general, students on leave may not make demands upon the resources of the University (such as the library, laboratories or gymnasium), attend classes or expect advice from their supervisor. Students on leave will not be eligible to receive internal awards or funds from Nipissing University. In the case of other graduate student awards or funds, the regulations of the particular granting agency apply.

Except where noted & in special circumstances, it is not expected that a student will be granted more than one leave of absence. An elective leave of absence will only ever be approved once. Requests for a leave of absence must be received prior to the registration deadline of the term to be effective for that term. Requests received after the registration deadline will only become effective in the following academic term. Requests cannot be approved retroactively.

**1.22 Voluntary Withdrawal**

Students who withdraw from a graduate program are to immediately inform the Graduate Advisor/Graduate Chair & their Research Supervisor in writing, using the Voluntary Withdrawal form. Immediate notification is important since the amount & speed of possible fee reimbursement is influenced by the date of withdrawal. The Graduate Advisor / Graduate Chair will forward the withdrawal notice to the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate.

A withdrawal is not official until it has been received by the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate & the Registrar's Office. Under no circumstances will the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate back-date a withdrawal notice.

After a request to voluntarily withdraw has been processed by the Office of the Registrar, the student is then officially withdrawn & may be eligible for a credit of a portion of tuition fees to their account. In all but Thesis or MRP, a mark of "W" (Withdrawn) or "F" (Failed) may appear on a student's academic record, depending on the date that the withdrawal request has been received. In an MRP or Thesis course a mark of "W" will appear on the student's academic record.

Discontinuing attendance in classes, failure to submit any assignments, notification to the instructor, or stopping payment on a cheque, does not constitute official withdrawal.

**1.23 Withdrawal Schedule**

The withdrawal schedule is posted before the beginning of each academic year on the Student Financial Services website.

|   |                                       |
|---|---------------------------------------|
| Course withdrawals <b>before</b> course begins: | \$100 non-refundable cancellation fee |
| Course withdrawals <b>after</b> course begins:  | \$200 non-refundable cancellation fee |

**1.24 Graduate Grading System**

With the exception of MRPs or Theses & courses with a Pass/Fail grade, the standardized grading system for graduate courses at Nipissing University is:

|    |         |
|----|---------|
| A+ | 90-100% |
| A  | 85-<90% |
| A- | 80-<85% |
| B+ | 76-<80% |
| B  | 70-<76% |
| F  | <70%    |



Graduate students must receive a grade of B or higher to receive credit for a course; however, each program may have further specific degree requirements.

### **1.25 Program Requirements**

#### Scholarly Content

All graduate programs at Nipissing have a defined scholarly research component, which may take the form of a Thesis, a MRP, or a Research Project & Seminar.

Where appropriate for the discipline or field, another specified activity designed to test the acquisition of analytical & interpretive skills may be used (such a series of shorter research papers within courses, an exhibit of works, or a creative performance). In such cases, the appropriate scholarly content must be approved by the Dean/ Assistant Vice-President, Research & Graduate Studies or Designate.

#### Practice-based Content:

Where appropriate & possible, Master's programs at Nipissing have a defined practice-based component. This includes a co-op work program, a practicum, a work-term, a professional, community-or industry-based project/paper or Thesis, or some other form of practice-based or service learning assessment.

#### Ethics in Research:

The Tri-Council Policy Statement (TCPS) on Ethical Conduct for Research Involving Humans establishes the procedures & standards for the ethics review of research involving human subjects. All researchers, including graduate & undergraduate students, collecting data with human subjects should become familiar with this policy. Article 1.1 of the TCPS guidelines outlines the conditions of Research Project/Papers/ Theses that require review: all research that involves living human subjects requires review & approval by a Research Ethics Board (REB) before the research is started. This includes research funded by grants, scholarships, contracts & contributions, unfunded faculty research, graduate & undergraduate research, & administrative research. This also includes course permission to be submitted by professors if students are to work with human subjects as part of their course requirement. Such permission should be received prior to any assignment being undertaken by students. The REB must review & approve all research conducted on & off campus, by faculty, staff & students.

### **1.26 Thesis Supervisory & Examination Committees**

The supervision & examination of all graduate theses at Nipissing will be administered by the SGS. Regulations are as follows:

#### *Thesis Supervisory Committee:*

Graduate students who have been approved to complete a Thesis will have a Supervisory Committee established with a minimum of two members: the supervisor(s) & an additional graduate faculty member from the program or cognate discipline, or an expert from within the field. Two faculty members on the same Supervisory Committee may choose to act as co-supervisors.

#### *Student Right to Proceed to Examination*

A student may not normally proceed to examination until approved to do so by the Supervisory Committee. A student has the right to proceed to examination without the approval of the Supervisory Committee if the student signs a written statement to that effect.

#### *Examination Committee*

The Examination Committee for all Master's Thesis students consists of the Supervisory Committee plus an External Examiner, who shall be external to Nipissing University, & the Dean/Director of Graduate Studies or Designate, who shall be a faculty member of the Senate Graduate Committee. The Dean/Director of Graduate Studies or Designate or the Graduate Chair's or Graduate Advisor's designate, shall chair the examination.

All examinations shall consist of, in the following order, an advertised, public, oral presentation by the student, questions from the Examination Committee, & then questions from the public. In special circumstances the external

examiner may be participating by videoconference or teleconference. The candidate & public attendees shall be asked to withdraw while the committee decides on the outcome of the examination.

The outcome of a Thesis examination may be one of the following:

1. Unconditional pass
1. Pass conditional upon specific revisions (deadline set for receipt of revisions)
2. Fail with a provision to resubmit for another exam
3. Fail outright

Confidentiality in the examination process is essential when there is a proprietary requirement regarding the Intellectual Property (IP) content of the Thesis & where such an IP agreement has been signed between the relevant parties (student, supervisor, university, external partner) & has been approved by the Dean/Director of Graduate Studies or Designate.

### **1.27 MRP Supervisory & Examination Committees**

The supervision & examination of all graduate students writing a Major Research Paper (MRP) at Nipissing University will be administered by the SGS. No MRP will be accepted for submission to an Examination Committee before it is completed. The regulations are as follows:

#### *MRP Supervisory Committee:*

Students who have been approved to complete a major research paper will have a Supervisory Committee established with a minimum of two members: the supervisor & an additional graduate faculty member from the program or cognate discipline, or an expert from within the field.

#### *Student Right to Proceed to Examination*

A student may not normally proceed to examination until approved to do so by the Supervisory Committee. A student has the right to proceed to examination without the approval of the Supervisory Committee if the student signs a written statement to that effect.

#### *Master of Arts/Master of Science Examination Committee*

The Examination Committee shall consist of the Supervisory Committee plus a third member, who shall be member of the graduate faculty external to the program (but preferably from a cognate discipline or field). The Dean/Director of Graduate Studies or Designate or the Graduate Chair's or Graduate Advisor's designate, shall chair the examination.

All examinations shall consist of, in the following order, an advertised, public, oral presentation by the student, questions from the Examination Committee, & then questions from the public. In special circumstances the external examiner may be participating by videoconference or teleconference. The candidate & public attendees shall be asked to withdraw while the committee decides on the outcome of the examination.

The results of a MRP examination may be one of the following:

1. Unconditional pass
2. Pass conditional upon specific revisions (deadline set for receipt of revisions)
3. Fail with a provision to resubmit for another exam
4. Fail outright

#### *Master of Education: Examination Committee*

The Examination Committee shall consist of the Supervisory Committee & shall be chaired by the Dean/Director of Graduate Studies or Designate or the Graduate Chair's or Graduate Advisor's designate. The examiners will evaluate the paper & the outcome may be one of the following:

1. Unconditional pass
2. Pass conditional upon specific revisions (deadline set for receipt of revisions)
3. Fail with a provision to resubmit for another exam
4. Fail outright

### **1.28 Minimum Time of Review**

The External Examiner must be given a minimum of two weeks to review a MRP or Thesis; however individual programs may have specific time-related requirements.

### **1.29 MRP/Thesis Temporary Restricted Access**

At least a month prior to the time of submitting the Thesis/MRP, a student may apply to the Dean/Director of Graduate Studies or Designate requesting that the Thesis/MRP be withheld from deposit in the library for an additional three (3) months.

For any additional period of six (6) months, the student must submit a request for extension one month prior to the termination of the previous period. The student's supervisor will be required to justify the extension of the restriction.

The period of restriction that a student may apply for will not exceed more than two years from the date of the degree being approved. There is no unlimited period of restriction.

Reasons for exemptions are as follows:

- **Publication:** to refrain from releasing data contained in the research while publications are prepared.
- **Patent:** disclosure of data or research results usually prevent the issuance of a patent. What has become public knowledge could not be patented.
- **Security & safety:** some data or information contained in the research could endanger the security or safety of individuals, including racial, ethnic & /or political persecution.
- **Actionable breach of confidence:** disclosure of information constitute a breach of confidentiality agreement & is actionable by the owner of the information (e.g. intellectual property rights)
- **Third party liability:** due to publication of information third parties mentioned in the text could face legal challenge or liability.

### **1.30 Exit Surveys**

The School of Graduate Studies will undertake Exit Surveys with all graduate students upon their completing or leaving their program. The results of the surveys will be used for ongoing monitoring of program quality control, & are available for use in formal OCGS program reviews.

### **1.31 Appeals of Academic Decisions**

Appeals are normally heard regarding possible inequities in the process used in grading. Should a student not be satisfied with an awarded grade, he or she may appeal using the appeal process found within the Academic Calendar.

## **1.5 School of Graduate Studies Governance**

The mission of the School of Graduate Studies is to define and support excellence in graduate education at Nipissing University. To achieve this goal, the primary roles and functions of the School of Graduate Studies are to articulate a vision of excellence for the graduate community, to provide an inter-university perspective on graduate education, to enhance the intellectual and research community of scholars among graduate students and graduate faculty and to serve as an advocate for graduate education and graduate students within the institution. The Graduate Studies Council is the body that directs and oversees the administration of graduate education, defining what constitutes graduate education at Nipissing University, maintaining equity in program and degree standards across all academic disciplines, providing quality control over all aspects of graduate education and maintaining equity and fairness in the treatment of graduate students.

### 1.51 Graduate Studies Council

The Graduate Studies Council (GSC) prepares and recommends for approval to the Senate all institutional policies, procedures and regulations of the School of Graduate Studies. The GSC is engaged in the on-going review and oversight of all matters related to graduate studies, including but not limited to, graduate curriculum, academic regulations and policies (including degree and program requirements), academic standards, academic awards and academic or non-academic student services. The GSC sets the criteria for membership in the graduate faculty and oversees the development of new graduate programs.

#### Terms of Reference

The Graduate Studies Council is composed of the following members:

- Vice-President Academic and Research or Designate (non-voting)
- Assistant Vice President Research and Graduate Studies or Designate (non-voting)
- Registrar or designate (non-voting)
- Executive Director of Library Services or designate (non-voting)
- Deans of Faculties with graduate programs, or Designate
- Graduate Advisors / Graduate Chairs or Designate from each graduate program
- One graduate student from each level of Graduate Studies

The Graduate Studies Council has a mandate to:

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

And at the exclusion of the student representative,

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

The Graduate Studies Council will ensure that other administrative services whose support is required for the development or management of the graduate program and resources are consulted prior to the meetings and that resource persons are informed and/or invited to the meetings.

## 1.52 Graduate Faculty

### Membership of the Graduate Faculty

Individual members of graduate programs are approved for membership in the graduate faculty when they are included in a successful application for program approval through the Nipissing University Institutional Quality Assurance Process (IQAP). Additions to the graduate faculty of a specific program may be made using the Application for Graduate Faculty Membership.

The applicant must complete the Application for Graduate Faculty Membership and forward it to the School of Graduate Studies. The Assistant Vice President Research and Graduate Studies, in consultation with Deans of faculties with graduate programs and Graduate Coordinators/Chairs, will either approve or decline the application.

The Applicant, Graduate Coordinator/Chair and Dean will receive notification of appointment by official letter from the School of Graduate Studies.

Applications for new membership should be received by the first of December and the first of June of each year. The criteria for full membership shall include:

- An earned doctoral degree (PhD or equivalent or terminal degree in the discipline);
- Significant publications in the areas approved for offering graduate programs and a sustained and active record of research productivity and scholarly output; these should include refereed publications;
- Graduate teaching or co-teaching experience and thesis/major paper supervision will also be taken into account when assessing full graduate faculty membership. In particular, for PhD, full graduate faculty members are expected to have supervised a minimum of three successful Master's MRPs/Theses with others in progress;
- An on-going research program including training of Highly Qualified Personnel (HQP) as defined by the Tri-Council; and
- Although holding an external research grant is not a general requirement, it is highly desirable, as is evidence of application for external funding.

### Types of membership:

- Full Graduate Faculty: members have full privileges to teach graduate courses, to supervise or co-supervise theses/major research papers. Full graduate faculty are eligible members of supervisory and examination committees.
- Associate Graduate Faculty: members have limited privileges to teach and co-supervise students in one or more graduate programs, and be members of supervisory and examination committees. Granted to faculty who are new to Nipissing or who have limited experience of teaching and supervising graduate students. Associate membership may also be granted to faculty who are outside of an approved graduate program but can contribute to the teaching, supervision, and examination of graduate students in the program.
- Occasional Graduate Faculty: faculty members at Nipissing may be permitted to teach a graduate course at the request of the appropriate Graduate Advisor or Graduate Chair. This includes graduate and undergraduate courses that are cross-listed as a graduate course or have been approved as part of the formal Program of Studies for a graduate student.
- Adjunct Graduate Faculty: individuals who are external to Nipissing may be appointed as Adjunct Graduate Faculty in order to contribute to a graduate program as a member of a supervisory or examination committee. Adjunct graduate faculty may also co-supervise graduate students with Full Graduate Faculty members.

### Terms of membership:

All graduate faculty members are appointed for a five-year term. At the end of the five-year term, the member must renew his or her membership by reapplying.

In addition, graduate faculty membership is also reviewed during the regular cycle of program reviews. The status of any graduate faculty member, including faculty members participating in that program, is subject to approval/ re-approval during the regular cycle review.

If full graduate faculty members retire, resign, or leave the University to join another institution, they may be appointed as adjunct graduate faculty.

## **2.0 Master of Arts in History**

### **2.05 Admission Requirements**

Normally, applicants will have successfully completed a four-year Bachelor of Arts degree in History (single major) with an overall average of not less than 75% in the last 60 credits. Students with a joint major degree will be considered on an individual basis. The History Graduate Committee will review all applications & recommend admission for a limited number of suitable candidates. For general admission requirements, see the Regulations of the School of Graduate Studies (SGS).

### **2.10 Program Requirements**

All students must

- 1) complete each of the following courses with a minimum grade of 70%
  - HIST5006: Methods I
  - HIST5007: Methods II, &
- 12 credits of field courses at the 5000 level, 3 credits from each of HIST5106, 5206, 5306, & 5406. Students may, with written permission of the History Graduate Coordinator, substitute HIST5506 for one of the field courses. Failed grades will not be counted in student averages. Students will be allowed only one failure (below 70%) before being withdrawn from the program.
- 2) successfully complete HIST5995: Major Research Paper

### **2.15 Length of Program**

The MA in History with MRP is designed to normally be completed in three consecutive terms including the summer term to a total of one academic year. The part-time equivalent will normally be 10 consecutive terms. Extensions will be granted for medical reasons with appropriate documentation.

The completion time for part-time students will normally be a minimum of nine consecutive terms & a maximum of eighteen consecutive terms.

Students may apply to the SGS for a change of status from FT to PT studies & from PT to FT studies.

## **3.0 Master of Science in Mathematics**

### **3.05 Admission Requirements**

Applicants must hold an Honours BA or BSc, normally in Mathematics or in a combined honours program with a mathematics major, with at least a 75% average on the last ten full (20 semester) courses completed at the time of application, or equivalent qualifications to be considered for admission.

### **3.10 Program Requirements**

The MSc with Master Research Paper in Mathematics will be a 24-credit program normally completed within 12 months. It will have the following components:

|                                |       |
|--------------------------------|-------|
| Each student must complete:    | 6 cr. |
| MATH5066 – General Topology    |       |
| MATH5086 – Functional Analysis |       |
| MATH6001 (MRP)                 | 6 cr  |

& 9 credits from:

MATH5036 – Measurement Theory  
 MATH5046 – Complex Analysis  
 MATH5056 - Algebra  
 MATH5067 – Introduction to Algebraic Topology  
 MATH5236 – Advanced Numerical Methods  
 MATH5237 – Computational Topology  
 MATH5246 - Optimization  
 MATH5247 – Cryptography & Coding Theory  
 MATH5256 – Graph Theory  
 MATH6101 – Selected Topics in Pure Mathematics  
 MATH6201 – Selected Topics in Computational Mathematics

## 4.0 Master of Education

### 4.05 Admission Requirements

- a) Proof of graduating with an approved undergraduate degree from an accredited university with at least a "B" standing. Admission average is determined by grades received on the applicants undergraduate degree;
- b) Two confidential letters of reference; one attesting to the academic ability of the applicant, & the other to professional standing & experience. For those without teaching experience, a personal reference will be required in lieu of professional experience.
- c) An approved teaching certificate (or equivalent)\*;
- d) A resume detailing professional & education experience & a typed statement of 500 words or less explaining the value of undertaking a Master of Education.
- e) Applicants whose first language is not English will be required to submit the result from either the Test of English as a Foreign Language (TOEFL) include the TWE component or the International English Language Testing System (IELTS). Minimum TOEFL score is 600 on the paper-based test, 250 on the computer-based test with a minimum score of 5.5 on the TWE. The test is administer by Educational Testing Service: [www.toefl.org](http://www.toefl.org) The requirement for IELTS is a minimum score of 7 with scores of at least 6.5 in reading & listening & scores of at least 7 in writing & speaking. The test is administered by IELTS Test Centre Canada: E-mail: [ielts@conestogac.on.ca](mailto:ielts@conestogac.on.ca)  
 If the previous program undertaken by the student shows gaps or weaknesses, additional course work or other study may be required. Such work will not necessarily count toward the requirements for the MEd degree.

\*For example, persons with suitable educational experience in a field that does not require teaching certification (e.g. CAAT instructors, nurses, etc.) will be considered for special admission.

Nipissing University teaching staff senior in rank to Lecturer are normally not eligible to be considered as candidates for the Master of Education degree. Exceptions may be granted by the Graduate Selection Committee when it has been established that the Master of Education program is sufficiently removed from the faculty member so that academic impartiality is not compromised.

Nipissing University non-teaching staff who apply for admission to the Master of Education program will be considered equally with all other applicants.

Where a candidate has an entrance average below 70% & has good references & a statement of academic goals, the committee may admit the candidate after the candidate successfully completes (above 75% in all courses) a minimum of two third or fourth year baccalaureate full courses (minimum of 12 credits accepted by the committee).

Students who are admitted to the Master of Education program on probation will be assessed once a minimum of six credits (two 3-credit courses) have been attempted &:

- I. If their final grade in each course is 70% or greater, admission probation status will be removed;
- II. If their final grade in below 70% in either of these first two courses, they will be withdrawn from the program.

Part-time students may only enroll in one course per term. Full-time students may enroll in up two courses per term until a grade of 70% is achieved.

#### 4.10 Degree Regulations

The graduation requirements are as follows:

- a) Students must complete all courses with a minimum grade of 70%.
- b) Candidate must complete all degree requirements within six years of the date of first registration;
- c) Upon approval by the Faculty Advisor & the Chair of the graduate program, candidates may take up to two independent study courses (two 3 credit courses);
- d) Upon pre-approval by the Faculty Advisor & the Chair of the graduate program, candidates may take up to four 3 credit credited MEd graduate courses from another university except where credited to another degree;
- e) Candidates must complete all requirements outlined for the program selected (course work route, research paper route, or thesis route)
- f) Only courses taken at Nipissing University will be included in the calculation of averages.

Students in the part-time program have a maximum of six years to complete the program. Students entering the full-time program have three years to complete their degree.

#### 4.15 Advanced Standing for MEd Students

Master of Education candidates may qualify to receive advanced standing credit for a maximum of four three-credit graduate courses completed prior to the time of application. Advanced standing will only be considered for those courses taken within six years of admission into the Nipissing MEd program. Requests for advanced standing will be considered only at the time of admission & only for graduate courses completed with a grade of “B” or higher.

#### 4.20 Degree Requirements

Students must complete all of:

|          |                            |      |
|----------|----------------------------|------|
| EDUC5157 | Survey of Research Methods | 3 cr |
| EDUC5196 | Understanding Education    | 3 cr |

##### Specialized areas within each focus

##### **Educational Leadership**

EDUC5326 - Organizational Management  
 EDUC5336 – Educational Leadership  
 EDUC5337 – Conceptions of Student Risk/Resilience & Educational Leadership  
 EDUC5346 - Interpersonal relations in administration  
 EDUC5356 - Supervision of Instruction  
 EDUC5366 - Safe Schools  
 EDUC5376 - Ethics, Values & decision making  
 EDUC5176 – Education Law in Schools  
 EDUC5526 – Leadership in Action Research

##### **Adult Education**

EDUC5416 - Curriculum development for the adult learner  
 EDUC5466 - Adults as learners  
 EDUC5476 - Mentoring as supportive practice

##### **Language & Literacy**

EDUC5296 – New Literacies: Making Multiple Meanings  
 EDUC5426 - Developmental reading  
 EDUC5436 - Early literacy  
 EDUC5446 - Literature based instruction in language  
 EDUC5496 – Meanings of Literacy: Theory into Practice  
 EDUC5586 – Research Themes in Second Language Education  
 EDUC5637 - Integrated Approaches to language curriculum



**Teaching & Pedagogy**

EDUC5116 – Principles of Curriculum & Instruction  
 EDUC5126 – Theories of Learning  
 EDUC5286 - Narrative inquiry  
 EDUC5266 - Holistic education  
 EDUC5136 - Models of teaching  
 EDUC5146 - Reflective practice  
 EDUC5236 - Curriculum strategies  
 EDUC5246 – Curricular Issues  
 EDUC5256 - Evaluation of Curriculum & Instruction  
 EDUC5516 – Information & Communication Technology in Education  
 EDUC5546 – Assessment of Learning

**Special Education**

EDUC5456 – Issues in Special Education  
 EDUC5656 - Models & methods for program development with gifted learners  
 EDUC5647 - The gifted learner  
 EDUC5636 - Mental health issues in school populations  
 EDUC5617 - Readings in special education  
 EDUC5626 - Foundations of special education  
 EDUC5616 - Assessment in special education

**Educational Research**

EDUC5286 - Narrative inquiry  
 EDUC5676 - Qualitative approaches to educational research  
 EDUC5677 - Quantitative approaches to educational research  
 EDUC5526 - Leadership in action research

Students may take additional electives from EITHER one of the areas noted above OR form the following list of electives

**Electives**

EDUC5417 - Alternative schooling  
 EDUC5276 - Educational representations in popular culture  
 EDUC5156 - History of Education in Canada  
 EDUC5166 – Critical Pedagogy & Approaches to Democratic Education  
 EDUC5536 – Issues in First Nations Education  
 EDUC5646 - Creativity & learning  
 EDUC5486 – Independent Study  
 EDUC5676 - Qualitative approaches to educational research  
 EDUC5677 - Quantitative approaches to educational research  
 EDUC5687 – Comparative & International Education

Students may complete the masters in the one of following manners:

- A) Six half courses & EDUC5454 - Master's Thesis (12 cr) = 30 credits
- B) Eight half courses & EDUC5115 - Research paper (6 cr) = 30 credits
- C) Nine half courses & EDUC5186 - Research Project (3cr) + 30 credits

The candidate must complete all degree requirements within six years of the date of first registration. Candidates must complete all courses with a minimum grade of 70%. Only courses taken at Nipissing University will be included in the calculations of averages,

**Good Academic Standing**

A student in the Masters of Education course is in good Academic Status if he/she:

- a) has satisfied all conditions of admission;
- b) has maintained a "B" average;

#### Forced Withdrawal from the Program

Students may be forced to withdraw from the program if they:

- a) fail to fulfill the stated requirements of the program;
- b) the status of any student who obtains a grade of less than "B" in more than one 3-credit course will be reviewed by the Graduate Studies Committee. This review may result in the withdrawal of the student from the program;
- c) the status of any student who obtains a failing grade in the Research Paper, Thesis or Comprehensive Exam will be reviewed by the Graduate Studies Committee, which may result in the withdrawal of the student from the program.

#### **4.25 Major in Special Education**

The Special Education option in the Master of Education would consist of the following core courses:

|           |  |
|-----------|--|
| EDUC5157: | Survey of Research Methods (3 cr.)       |
| EDUC5616: | Assessment in Special Education (3 cr.)  |
| EDUC5626: | Foundations in Special Education (3 cr.) |

In addition, students must choose one of the following routes:

##### **a) Thesis Route**

|              |   |
|--------------|---|
| EDUC5456:    | Issues in Special Education (3 cr.), OR |
| EDUC5617:    | Readings in Special Education (3 cr.)   |
| EDUC5454:    | Master's Thesis (12 cr.)                |
| MEd elective | (3 cr.)                                 |

##### **b) Research Paper Route**

|               |                                       |
|---------------|---------------------------------------|
| EDUC5115:     | Research Paper (6 cr.)                |
| EDUC5456:     | Issues in Special Education (3 cr.)   |
| EDUC5617:     | Readings in Special Education (3 cr.) |
| MEd electives | (6 cr.)                               |

##### **c) Course Route**

|               |                                       |
|---------------|---------------------------------------|
| EDUC5456:     | Issues in Special Education (3 cr.)   |
| EDUC5617:     | Readings in Special Education (3 cr.) |
| MEd electives | (12 cr.)                              |

#### **5.0 Master of Environmental Science/Master of Environmental Studies**

##### **5.05 Admission Requirements**

It is recommended that applicants hold a four-year undergraduate degree in any discipline from an accredited university & at least a 75% average on the last ten full (20 semester) courses completed at the time of application, or equivalent qualifications to be considered for admission. Applicants with a three-year degree may be considered for admission.

##### **5.10 Program Requirements – Thesis Option**

Students will complete 24 credits according to the Thesis option. In this option students will complete four (4) 3-credit courses & write a Thesis worth 12 credits, normally within two years. Students in the Thesis option will complete the following:

Core Courses: (3 credits each)

ENST 5116 Perspectives on the Environment

ENST 5117 Methods of Inquiry in Environmental Research

ENST 5126 Geomatics for MES/MESc Graduate Students

Plus one (1) of the following specialty courses: (3 credits each)

*MESc-Science specialty courses*

ENST 5027 Spatial Computing  
 ENST 5316 Remote Sensing for Environmental Monitoring  
 ENST 5317 Topics in Forest Ecology & Management  
 ENST 5326 Topics in Watershed Analysis & Modeling  
 ENST 5327 Topics in Aquatic Behavior Ecology  
 ENST 5347 Special Topics in MESc  
 ENST 5656 Chemical Approaches to Air & Water Pollutants

*MES-Studies specialty courses*

ENST 5336 Topics in the Environmental History of Land & Subsistence  
 ENST 5337 Integrated Assessment  
 ENST 5346 Integrated Watershed Management  
 ENST 5347 Selected Topics in MES

Plus:

ENST5454 - Masters Thesis (12 credits)

Students in the Thesis option will complete a thesis, involving primary research & making a significant contribution to scholarship. Students are encouraged to publish the results arising from this work in a refereed journal. This paper will be defended before an Examination Committee.

Speaker Series/Graduate Conference (0 credits)

All students are required to participate in the regular program speaker series & to present their research at an academic conference, either at Nipissing University or elsewhere.

### **5.15 Program Requirements – MRP Option**

Students will complete 24 credits according to the MRP option. In this option students will complete six (6) 3-credit courses & write an MRP (Master Research Paper) worth 6-credits, normally within one year. Students in the MRP option will complete the following:

Core Courses: (3 credits each)

ENST 5116 Perspectives on the Environment  
 ENST 5117 Methods of Inquiry in Environmental Research  
 ENST 5126 Geomatics for MES/MESc Graduate Students

Plus one (1) of the following two seminar courses: (3 credits each)

ENST 5216 Selected Topics in Environmental Sciences  
 ENST 5217 Seminar in Environmental Studies

Plus two (2) of the following specialty courses: (3 credits each)

*MESc-Science specialty courses*

ENST 5027 Spatial Computing  
 ENST 5316 Remote Sensing for Environmental Monitoring  
 ENST 5317 Topics in Forest Ecology & Management  
 ENST 5326 Topics in Watershed Analysis & Modeling  
 ENST 5327 Topics in Aquatic Behavior Ecology  
 ENST 5347 Special Topics in MESc  
 ENST 5656 Chemical Approaches to Air & Water Pollutants

*MES-Studies specialty courses*

ENST 5336 Topics in the Environmental History of Land & Subsistence  
 ENST 5337 Integrated Assessment  
 ENST 5346 Integrated Watershed Management  
 ENST 5347 Selected Topics in MES

Plus:

ENST5118 Major Research Paper (MRP): (6 credits)

Students in the MRP option write an MRP constituting either an original literature review or limited primary research. This paper will be evaluated by the supervisor & one other member of the graduate faculty, but will not be subject to an oral defence.

Speaker Series/Graduate Conference (0 credits)

All students are required to participate in the regular program speaker series & to present their research at an academic conference, either at Nipissing University or elsewhere.

## 6.0 Ph.D. in Educational Sustainability

### Doctoral Courses

#### EDUC 6116 Critical Conversations in Educational Research

Year 1 Summer Residency (July, 4 weeks)

#### EDUC 6117 Critical Conversations in Educational Theory

Year 1 Summer Residency (July, 4 weeks)

#### EDUC 6126 Doctoral Seminar (Year 2 Summer Residency)

Prerequisites: EDUC 6116 & EDUC 6117

Year 2 Summer Residency (July, 4 weeks)

Previously completed PhD level courses from other institutions should be considered by the Registrar's Office, in consultation with the Dean & GSE Chair, for equivalency for up to a maximum of two 3-credit courses, which cannot include the core courses EDUC6116, 6117, & 6126.

### Program & Funding Details

**Teaching:** Core courses will be co-taught by instructors who have been reviewed/approved by the Dean of the SSoE & by Graduate Studies Council. These courses count for 18 hours of workload, & are arranged so that both instructors are directly involved in all scheduled sessions.

**Candidate Selection:** The PhD Selection Committee, whose members are approved by the Dean & Graduate Studies Council, will meet annually to review & rank the applications based on graduate marks, candidate's statement (1000 words), proof of writing (Thesis/Major Research Paper or Proof of Scholarly Writing), Curriculum Vitae, & three letters of reference.

**Courses:** PhD candidates will complete a 4-week summer residency in their first year of study, taking *Critical Conversations in Educational Research* (EDUC6116) & *Critical Conversations in Educational Theory* (EDUC6117). A third required course, *Doctoral Seminar* (EDUC6126), will be taken during their second summer residency. Three further electives will be selected from the existing MEd (or new PhD) courses, either online or onsite, beginning in the fall of their first year of study. No advanced standing will be granted for previously completed Master level courses.

## PART IX

## NIPISSING UNIVERSITY POLICIES

### I.0 Policy on Academic Dishonesty

The University takes a most serious view of such offenses against academic honesty as plagiarism, cheating, & impersonation. Penalties for dealing with such offenses will be strictly enforced.

#### Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;
- b) parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author;
- c) the whole work (e.g. an essay) is copied from another source &/or;
- d) a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.
- e) Plagiarism should be noted & reported to the Dean.
- f) Students should be informed of the university's definition & policy on plagiarism at the beginning of each course.

#### Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

#### Penalties

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, of which those listed below shall be exemplary:

- a) assignment of a grade of zero in the assignment, test, or exam;
- b) assignment of a grade of zero in the course in which the offense is committed.
- c) suspension from attendance in all courses in which the student is registered at the time the offense was committed, & loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offense was committed;
- d) suspension from the Faculty;
- e) expulsion from the Faculty;
- f) suspension from the University;
- g) expulsion from the University.

Withdrawal from a course will not preclude proceedings in respect of academic offenses committed in the course, & the right to withdraw may be refused where an academic offense is alleged.

#### Instructor's Action

The initial responsibility for punitive action lies with the Instructor. The Instructor may assign a zero for that particular assignment, test or exam, or may assign a zero in the course. The Instructor will advise the Department Chair, the Dean, & the Registrar of the action taken.

### **Suspension or Expulsion by Dean**

The Dean of the Faculty may exercise his/her authority to suspend or expel the student from the Faculty. The suspension or expulsion will be confirmed in writing to the student by registered mail & the Department Chair & the Registrar will be notified.

### **Suspension or Expulsion by President**

If, upon suspending or expelling a student from a Faculty, the Dean determines that the severe sanction of suspension or expulsion from the University is warranted, such a recommendation may be made to the President who may act to expel or suspend the student from the University.

### **Appeals**

1. A student who is assigned a grade of zero in an assignment, test, or examination may appeal the grade to the Senate Appeals Committee.
2. A student who is suspended or expelled from the University may appeal that decision to the Undergraduate Standing & Petitions Subcommittee of Senate.
3. The final appeal in all cases shall be the appropriate Senate Committee.

### **Transcript Notation**

1. The symbols AD (Academic Dishonesty) will be entered on the student's Academic Transcript.
2. The notation "suspended (or expelled) from the Faculty (University) for academic dishonesty" will be entered on the student's Academic Transcript & Grade Report upon receipt of such a notice by the Registrar from the Dean.
3. The symbols RW (required to withdraw) will be entered in the grade column on the student's Academic Transcript or Grade Report in the courses in which he/she was registered for that session except for the courses in which a "0" was given as a penalty or which have already been completed & a grade assigned.
4. The record of a student will be cleared of the notation "suspended (or expelled) for academic dishonesty" upon readmission to & successful completion of a degree program. The zero grades given because of cheating will remain but the symbol AD will be changed to F. The symbols RW will remain as such.

### **Re-admission**

1. A student who has been placed under suspension from a Faculty is conditionally eligible to reapply for admission or registration in the same Faculty at either the end of a specified time or thereafter.
  2. A student under suspension from a Faculty may not apply or be considered for readmission to the University in another Faculty until at least after the next regular Fall/Winter session has passed.
  3. A student who is expelled from a Faculty is dismissed permanently from the Faculty with no right to reapply for admission
  4. A student who is expelled from the University is dismissed permanently from the University with no right to reapply for admission.
- Note: Suspension does not imply automatic readmission. An interview & subsequent positive recommendation from the Dean must satisfy eligibility for re admission.

## **II.0 Code of Student Rights & Responsibilities**

### **Preamble**

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural & other interests & associate together for all these purposes, subject to the requirement that they respect the rights of members of the University & the general community to pursue these same freedoms & privileges. In order to secure these goals, the University will use its best efforts to ensure:

- a) that those who wish to teach & those who wish to learn can do so under proper conditions;
- b) that academic & general facilities are available to those who wish to use them for their normal purposes;

- c) that freedom of movement & freedom from harassment are protected; &
- d) that property including records, documents & the like are protected.

### **The Authority & Jurisdiction of the University**

By registering in a program of the University, a student agrees to be bound by all of its rules & regulations. Such regulations apply to all conduct, whether on or off campus, which may be said to be related to the individual's behavior as a member of the University.

The University policy on academic dishonesty governs most academic offenses. This policy is intended to be read as a companion document.

### **Standards of Student Conduct**

All students are expected:

- a) to abide by all Federal, Provincial & Municipal laws;
- b) to refrain from conduct which harms or threatens harm to:
  - the proper functioning of the University programs or activities;
  - the rights of members or guests of the University;
  - the safety & well-being of members or guests of the University;
  - the property of the University or of its members or guests;
- c) to refrain from:
  - assaults or threats of assault harassment or discrimination in contravention of the principles articulated in the policies of the University, the Ontario Human Rights Code or the Canadian Charter of Rights & Freedoms;
  - theft, defacement or destruction of property;
  - unauthorized entry or trespass;
- d) to abide by the regulations, rules, practices, & procedures of the University & academic & administrative units;
- e) to abide by reasonable instructions given orally or in writing by any official of the University authorized to secure compliance with regulations, rules, practices, & procedures provided that the official is identified & is acting in an official capacity.

### **Discipline**

For breaches of the standards as set out above, the University, through its appropriate officers & employees, may discipline students through any one or a combination of the following, which will be applied according to the severity of the offense.

- a) informal warning: an oral statement to a person, or group, indicating their actions to be unacceptable, which may also be confirmed in writing;
- b) formal warning: a written notice to the individual or individuals stating the nature of the offense, & the expected corrective actions to be taken. A formal warning will only be given after discussion among all parties with the appropriate administrative officer;
- c) an order for restitution: reimbursement to the University for damages to university equipment, materials or property, or reimbursement to the University for replacement costs of same;
- d) probationary period: defined time during which a repeated incident will be grounds for the imposition of another penalty;
- e) an order requiring the student to withdraw from a particular course;
- f) suspension or expulsion from a faculty or facility by the appropriate Dean. Before suspension or expulsion from a faculty the Dean shall, unless there is an emergency situation, meet with the student & his/her representative to discuss the matter. The Dean shall give the student notice of the allegations & an opportunity to respond to them.

Notwithstanding the above sanctions, the University may also in appropriate cases seek legal redress.

### **Transcript Notations**

- a) A grade of F & the symbols RW (required to withdraw) will be entered on the student's Academic Transcript & Grade Report for the courses in which the student is required to withdraw (for non-academic offenses);
- b) The notation "suspended" or "expelled" from the "Faculty of University" will be entered on the student's Academic Transcript & Grade Report upon receipt of such notice from the appropriate Dean or President;
- c) The record of a student will be cleared of the notation "suspended" or "expelled" from the university upon readmission to, & successful completion of a degree program.

The F grades & the symbols RW will remain as such.

### **Appeals**

Students may appeal orders requiring withdrawal from a course, for restitution, probation or suspension from a faculty to the Dean. At the same time, students may request that the Dean stay the particular decision which they are appealing.

Students may appeal a suspension from a Faculty or an expulsion from the University to the Senate Committee on Student Appeals. An order requiring that a student withdraw from a course may be appealed to the Senate Committee on Student Appeals if it meets the criteria.

### **Additional Comments**

The principles of natural justice required that certain minimum procedural standards be met at the appeal stage. In addition, if the appeal is authorized by a by-law or regulation made under the authority of the Nipissing University Act, the Statutory Powers & Procedures Act applies & procedural standards imposed by the Act must be observed.

## **III.0 Policy Statement - Services to Special Needs Persons**

### **Objective**

The objective of providing services to special needs persons is to allow for the integration of academically qualified disabled persons into a university education system.

### **Definition**

A person with special needs including anyone who has a significant measure of:

- visual impairment or blindness
- hearing impairment or deafness
- mobility impairment requiring assisting or remedial devices
- physical impairment requiring assisting or remedial devices
- learning disability
- other disabling conditions

### **Documentation**

Nipissing University may request that documentation of an indicated disability or impairment be provided by any individual seeking special needs assistance or consideration. Signed reports by a qualified medical practitioner or registered psychologist, depending upon the nature of the identified disability, will only be accepted as valid documentation. Such documentation is required for purposes of verification & recommendations for appropriate services & considerations for the individual.

### **Responsibilities of the Student Services Office**

The Student Services office functions as the administrative unit for special needs services. Responsibilities of the unit include:

1. Providing information to disabled persons planning to attend university, with regard to procedures & services available to special needs students.



2. Providing information & counselling for enrolled students with special needs as requested.
3. Promoting self-identification & ensuring the dignity & needs of disabled students are recognized.
4. Facilitating access to services both in the university & in the community.
5. Providing faculty members & administration officials with information relating to current government policies, services & programs that are aimed at enhancing the opportunities of disabled persons.
6. Liaison with faculty & administrative departments to effect positive change in procedures, services, modifications of instructional techniques & evaluation procedures, while maintaining the inherent qualities of a university education.
7. Maintaining up-to-date guidelines & procedures for special needs students & monitoring the use of the guidelines & procedures.

### **Guidelines & Procedures for Special Needs Students**

The following set of guidelines & procedures are intended to assist faculty & administrative staff to respond to requests for special services from the disabled student population. The needs of a disabled student will be assessed & responded to via self-identification of the individual student.

#### **Physically Disabled & Mobility Impaired Students**

Nipissing University, as part of The Education Centre, is accessible by the physically disabled & mobility impaired. Specially designed features include reserved parking spaces at the main entrance to The Education Centre & also at the electronically operated doors near the gymnasium. The library, cafeteria, book store, gymnasium, faculty & administrative offices, classrooms & designated washrooms are accessible.

On an "as requested" basis, consideration will be given to a physically disabled student whose special needs are identified & documented by a medical practitioner, Nipissing University will endeavor, within the limits of its resources, to make the necessary arrangements which are determined to minimize the level of interference which the disability may have on the student's academic performance.

It is the student's responsibility to provide medical verification of a physical or mobility disability to Student Services & the appropriate Dean's office when requested. With the student's signed & informed consent, this information may be shared with individual faculty members, through a meeting of all parties. The purpose of this meeting is to plan & implement, where possible, special needs arrangements for the student. These arrangements shall be reviewed with the student on a minimum of at least one occasion per semester.

#### **Visually Impaired Students**

The visually impaired student may arrange to have text books transcribed onto tape or Braille. Due to the length of time to process this request, students must provide the material to be transcribed no later than April preceding enrollment in September. This transcription service is available through the W. Ross McDonald School & the Canadian National Institute for the Blind.

Other services which may be arranged for the visually impaired student include accessing large print texts & talking book references, volunteer reading services, dictation services & tape recording.

For examination purposes, the visually impaired student may arrange to provide answers on tape which may be dictated for evaluation. In situations where oral responses for examination or evaluation are not appropriate (i.e. diagrams, labs), alternative measures such as using a qualified proctor may be arranged, or enlarging the script on examinations & test material. Input from the course instructor will be required in such a case.

It is the student's responsibility to provide medical verification of a visual disability or impairment to Student Services & the appropriate Dean's office when requested. With the student's signed & informed consent, this information may be shared with individual faculty members, through a meeting of all parties. The purpose of this meeting is to plan & implement, where possible, special needs arrangement for the student. These arrangements shall be reviewed with the student on a minimum of at least one occasion per semester.

#### **Hearing Impaired Students**

The hearing impaired student's needs are found to exist in the following areas:

- sign language interpretation
- oral interpretation
- classroom notetaker
- sender voice amplification - FM system
- written supplements to course material

Prior to registering in any course the hearing impaired student is encouraged to meet with the counsellor in Student Services. The purpose of this meeting is to allow the student to identify his or her special needs & advise which of the above services, or others which are not identified, would be helpful in the classroom setting. If an interpreter is required, the student & the student counsellor will each make an effort to have one present. Due to an inadequate supply of interpreters available in this area, provision of sign language & oral interpreters in the classroom is not possible.

It is the student's responsibility to provide medical verification of a hearing disability or impairment to Student Services & the appropriate Dean's office when requested. With the student's signed & informed consent, this information may be shared with individual faculty members, through a meeting of all parties. The purpose of this meeting is to plan & implement, where possible, special needs arrangements for the student. These arrangements shall be reviewed with the student on a minimum of at least one occasion per semester.

Part-time students may be eligible for assistance through the Educational Support Services (ESS) which is administered by the Canadian Hearing Society. The Student Counsellor acts as the liaison person for Nipissing University as required by the ESS program.

### **Learning Disabled Students**

An increasing number of learning disabled students have successfully completed secondary school & are eligible to gain admission to Ontario universities. In some cases, the student will require similar services & considerations as have been offered in previous academic environments. Nipissing University will endeavor to provide assistance to the learning disabled student.

The student is encouraged to identify him/herself to Student Services. Appropriate documentation of a specific learning disability will be required. In conjunction with the Academic Advisor & the student counsellor (Student Services), an academic program & related courses will be planned with the student to best fit the learning disability. Available resources & reasonable course load will be discussed with the student. The student's academic program should be reviewed with the student on a minimum of at least one occasion per semester.

#### **A. Procedures**

Any student who wishes to utilize the services for the learning disabled will be required to provide Nipissing University with proper documentation of his/her learning disability. A recent psycho-educational report documenting the learning disability is required. Letters from guidance counsellors & teachers most familiar with the student's strengths & weaknesses are encouraged. The student will be required to assist by submitting a personal statement outlining an understanding of his/her learning disability & perceived strengths & weaknesses. The student will also be required to specify which resources or assistance would enable him/her to cope more effectively at the university level.

Documentation will be provided to Student Services & the appropriate Dean's office. This information will be held in strict confidence & will only be released to faculty members with the student/s informed & signed consent. Input from the faculty members who present the courses chosen by the student will be required in order to determine how the individual needs of the student can be met.

#### **B. Services**

The following procedures & services may be made available to a learning disabled student:

- Academic planning with regard to courses that best match the parameter of the learning disability, i.e. planning course load, auditing, timetabling.

- Accessing materials or services that will assist the learning disabled student, i.e. tape recorders, taped texts, computer lab.
- Communication to faculty, with written permission from the student, regarding the learning disability in order to acquaint the faculty member with the particular needs of the student &, if necessary, plan for specific procedures or services.
- Arrangements for an appointment between the student, student counsellor, & the professor to discuss individual student needs.
- In keeping with the recommendations of the psycho-educational report, possible arrangements might include allowing an extended time period to write tests & exams, oral evaluation, taping of lectures, completing tests, exams or assignments on a micro-computer in the computer lab, or tutorial services. Where necessary, a student may also be permitted to write an exam or test in a room free of distracting external stimuli.

#### **IV.0 Policy on Conflict of Interest**

In accordance with the responsibility of all members of faculty to deal ethically & fairly with students & to provide the perception to the community that they are so doing, the faculty member shall not become the teacher or supervisor of a member of their immediate family. If, however, it is unavoidable &/or in extraordinary circumstances, an employee shall be permitted to teach or supervise a student who is an immediate family member provided the Dean has approved special arrangements for independent evaluations of the student. Immediate family means: spouse (included common-law spouse), son, daughter, brother, sister, mother, father, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law & daughter-in-law.

#### **V.0 Scholarship Policy**

The President's Scholarship provides an outstanding student a special opportunity to study in a northern Ontario university environment. The scholarship is awarded to the first year full-time student with the highest average, over a minimum of 90%, on his/her best six 4U/4M final grades.

Out-of-province applicants are also eligible for this scholarship based on 4U/4M equivalent marks.

Value of Scholarship: \$2,500 for each of the three or four years that the student attends Nipissing in an undergraduate program other than Education.

It is necessary to maintain a minimum average of 85% on 30 credits over each Fall/Winter session at Nipissing to qualify for renewal of the President's Scholarship.

#### **VI.0 Student Records Policy**

The following document, Student Records Policy, was approved at the February 12, 1993 meeting of the Academic Senate.

By applying for admission to Nipissing University & by registering in programs or courses at the University, students accept the University's right to collect pertinent personal information. The information is needed to assess students' qualifications for entry, to establish a record of their performance in programs & courses, to provide the basis for awards & governmental funding & to assist the University in the academic & financial administration of its affairs. Students also agree that all documentation which they submit to the University in support of an application for admission, residence accommodation, financial award or any appeal or petition becomes the property of the University.

The University is committed to taking every reasonable step to protect the confidentiality of the information contained in the records of students. Unless compelled to do so by law, or authorized by the student in writing, the University will not disclose the contents of student records to any party outside the University.

A record of students' achievements at the University is preserved permanently, but all other documentation contained in students' files will be destroyed when no longer required.

### 1. Information Contained in Student Records

A student's record consists of the following components:

- a) personal information (name, address, telephone number, date of birth, citizenship, Social Insurance Number, gender, etc.) Each student is required to provide either on application for admission or on personal data forms required for registration, his/her complete legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition, must be accompanied by appropriate supporting documentation. Upon making application for graduation, a student may be asked to provide proof of her/his name;
- b) basis of admission (application, record of previous studies, letters of recommendation, test results, etc.);
- c) enrolment information (programs of study, dates of attendance, courses followed);
- d) performance information (examination results, narrative evaluations, distinctions, sanctions, degrees obtained);
- e) results of petitions & appeals filed by the student;
- f) medical information relevant to a student's academic performance, & provided at the request, or with the consent, of the student.

### 2. Storage & Conservation of Records

The University stores student records in *physical* (= paper) & in electronic (= machine-readable) form.

- a) Physical records are stored in the Office of the Registrar. Each student's file will normally contain:
  - i) all letters & admission forms which bear the signature of the student;
  - ii) official supporting documentation provided by, or at the request of, the student (e.g. record of previous studies, letters of recommendation, medical certificates);
  - iii) other factual\* documentation considered pertinent to the student's studies.
- b) Electronic records contain all the information required to monitor the progress & performance of students, produce periodic performance reports, & provide attestations of achievement & official transcripts. They also form the basis of management information needed for the operation of the University & for enrolment reports & statistical information required by government agencies.

### 3. Records Retention

- a) Physical records will normally be destroyed three years after graduation or last attendance at the University.
- b) Documentation submitted by applicants who are not accepted, or by applicants who fail to enrol following acceptance, is normally destroyed at the end of each admission cycle.
- c) All portions of a student's electronic record which are needed to produce official transcripts are maintained permanently.

\*Unsubstantiated allegations or accusations are not incorporated in students' records. Computer-generated performance reports can be readily reproduced & are, therefore, not necessarily preserved as part of the physical records.

### 4. Access to Records & Disclosure of Information

- a) Public Access

It is University policy to not make any information freely available to inquirers. This includes the student's name, current registration status, field of studies, & degrees awarded by the University.

**Note:** Student name & student ID number should not appear together on class lists, seminar lists, grade reports, etc., when they may be seen by the public.

b) Student Access

- i) Students have the right to inspect all documents contained in their own record, with the exception of evaluations & letters of reference supplied to the University with the understanding that they be kept confidential.
- ii) Students have the right to request that erroneous information contained in their records be corrected, & that recipients of any information found to be in error be advised of the correction.
- iii) Students wishing to inspect their record must make an appointment with an authorized official of the Office of the Registrar.
- iv) Upon written request of the Office of the Registrar, students whose fee account shows no outstanding balance may obtain an official transcript of their record of studies at the University or have copies sent to a third party.
- v) All official transcripts will be complete & unabridged. Partial transcripts cannot be issued.
- vi) Documents pertaining to a student's achievement at another institution, which may have been received by the University, will not normally be released or redirected.
- vii) Final & official grades may only be released by the Office of the Registrar. Students may request their grades only after they are released by the Office of the Registrar.

c) Employee Access

Employees of the University are permitted access to information contained in student records, if they **NEED TO KNOW** the information in order to perform their official duties. As a general rule, only employees involved in some aspect of academic administration or student affairs are given access to the contents of student records.

d) Student Organizations

The Nipissing University Students' Union (NUSU), as well as constituent organizations authorized by them, may obtain listings of students for purposes of communicating with their membership. Listings will be provided by the Office of the Registrar upon written request signed by an authorized officer of NUSU with the understanding that the information will not be disclosed to third parties & will not be used for solicitations or commercial purposes.\*

e) Legally Mandated Access

Specified records or portions thereof may be provided to persons or agencies pursuant to a court order, summons, or subpoena, directing the University to release information; to the Ministry of Colleges & Universities in connection with enrolment audits; or in accordance with the requirements of duly constituted professional licensing & certification bodies.

f) Emergency Disclosure

In emergency situations involving the health or safety of an individual, or in compassionate situations such as death or injury of a relative or friend of a student, the Registrar may, if it is considered to be in the best interest of the student, authorize the release of information.

\*Charges may be made to cover the costs for production of mailing labels. Student information requested to be listed as confidential will not be released.

## **VII.0 Accessibility Admissions Policy**

Each year Nipissing University makes available a number of spaces for accessibility admissions of Canadian citizens & landed immigrants, who apply to the year one undergraduate program from high school or community college, or to the one year teacher education program. This is to give special consideration to individuals from specified groups.

Year one undergraduate applicants who have achieved the minimum acceptable average for admission to the University, but whose academic record does not include the higher average required for their chosen program, may apply for consideration as a special applicant under the categories listed below.

Teacher education applicants who have met the minimum admission requirements, completion of a bachelor's degree acceptable to Nipissing University, but do not meet the higher admission standard established for the given year, will be granted similar consideration.

At the time of their initial application, applicants requesting special consideration must submit evidence to document their entitlement to be considered under one or more of the following categories:

- the applicant is of Aboriginal ancestry
- the applicant is a member of a visible minority, or
- the applicant is differently abled

Applications are reviewed on an individual basis & interviews may be required. The committee may restrict the number of courses for which an applicant may register.

Students admitted under this policy are required to meet the same standards for progression & graduation as required of all other students. This policy will be reviewed by the Senate Subcommittee on Undergraduate Standing & Petitions every three years, & more frequently if necessary. The results of such reviews will be presented to Senate.

### **NIPISSING UNIVERSITY ACCESSIBILITY ADMISSIONS PROCEDURES**

1. The selections of applicants under the categories of:

- the applicant is of Aboriginal ancestry
- the applicant is a member of a visible minority
- the applicant is differently abled

will be determined by faculty committees established by the Dean of each faculty & including one faculty member from the other faculty. These committees will be responsible for establishing their own procedures & implementation schedule. The committee's decisions will be final (i.e., applicants may not appeal the decision to the Senate Subcommittee on Undergraduate Standing & Petitions).

## **VIII.0 Policy on the Appointment of A Chancellor**

The Chancellor of Nipissing University is appointed by the Board of Governors. The term of office is four years & the Chancellor may be appointed for a maximum of two consecutive terms.

The Chancellor is the titular head of the University & shall confer all degrees, honorary degrees, diplomas & certificates.

The Chancellor is selected through the following process:

1. A committee consisting of the President & four members elected from each of Senate & the Board shall act as the nominating committee for the Chancellor position. The President will act as Chair of this committee.
2. The nominating committee will submit their nomination to Senate for approval for recommendation to the Board of Governors. The Board of Governors will approve the Senate recommendation regarding the appointment of the Chancellor.

All committee, Senate & Board deliberations will be in camera.

3. The joint Board-Senate nominating committee will be convened by the President & shall make a recommendation to Senate on or before the April Senate meeting in the final year of the Chancellor's term of office, or upon receiving notice of the resignation of the Chancellor.

The Senate recommendation shall be considered by the Board at the May meeting of the same year.

Before presenting its report, the committee may call for suggestions for nomination from members of the university community.

4. The President shall normally confirm the willingness of the nominated person to stand for election prior to bringing the report of the nominating committee forward to the Senate & the Board.
5. The nominating committee shall establish its own criteria & process for selection. All proceedings of the nominating committee are confidential.

## IX.0 Intellectual Property

|   |  |
|---|--|
| <b>Office of Accountability:</b>                | Vice-President, Academic & Research  |
| <b>Office of Administrative Responsibility:</b> | Office of Research Services – Associate Vice-President, Academic & Research  |
| <b>Approver:</b>                                | Senate   |
| <b>Scope:</b>                                   | Compliance with University policy extends to all members of the University community that generate Intellectual Property |
| <b>Approval Date:</b>                           | January 2011; May 2013   |
| <b>Renewal Date:</b>                            | May 2015   |
| <b>Policy Number:</b>                           | NU-RES-2011.02   |

### Introduction

The fundamental mission of the University is to increase & communicate knowledge. These endeavours commonly result in the creation of Intellectual Property, which may benefit society. The rights to Intellectual Property normally reside with the creator of the Intellectual Property when the creators are academic personnel. Intellectual Property created by non-academic personnel normally resides with the University because it is typically created as a result of the individual's employment with the University, or was commissioned by the University. The primary mission of a publically funded institution is to create & disseminate public knowledge. The goal of this policy is to encourage the creation of intellectual property, & to facilitate the

development & commercialization of intellectual property, while safeguarding the academic freedom & interest of the University, its faculty, staff & students.

### **Definition of Intellectual Property**

Intellectual property (IP) has the unique characteristic of being of the mind, with no physical existence; hence, *intellectual property*. Intellectual property is any form of original knowledge or expression created in part or whole with one's intellect & may include but is not limited to: technical information, know-how, copyrights, models, patterns, drawings, specifications, prototypes, inventions, & so forth. What matters to the law are legal rights & on that score, IP ownership or monopoly rights are recognized in law in an original expression of an idea or concept, be it an invention (patent), a web page (copyright) or device (industrial design). The three traditional intellectual property rights are **patents, copyrights & trademarks**. They are all creations of **statute**, where, to encourage creativity & scientific spirit, the government recognizes & will enforce the public expression of an original idea for a limited period of time. Designs for product appearance & computer chips (integrated circuit topographies) have been added to this traditional list. The common law has contributed in a unique form: trade secrets, which have no statutory parent but which, through contractual & tort remedies, can protect intellectual property.

Although the theory behind IP is that the inventor owns the monopoly, IP created pursuant to employment is presumed to belong to the employer subject to an agreement, common law, custom or practice to the contrary.

In addition, moral rights are the author's right to integrity of the creation in its original form, to attribution, & to prevention of unfavorable associations with the author's creation.

### **Applicability**

This policy applies to all university personnel & students who create or develop intellectual property. This policy governs all external contractors (with the necessary changes) if the terms of their contracts with the University do not specify intellectual property ownership. This policy does not apply to intellectual property created by independent effort in the course of demonstrably private research or private consulting to external organizations/businesses, provided that these activities do not involve use of University infrastructure or support, & where these activities have been approved by the University. Nothing in this policy will override any rights or responsibilities accorded university personnel in any collective agreements to which they are obligated.

### **Definitions**

Appendix A contains the definitions of terms used in this policy.

## **1. Ownership of Intellectual Property**

### **i. Ownership**

Academic personnel/students own the intellectual property that they create in the course of their teaching, research & academic work, except as otherwise specifically provided herein.

Exceptions to the above are listed below:

- a. The University will negotiate a contract that specifies the terms of ownership of intellectual property resulting from initiatives that are specifically commissioned by the University that is outside the scope of the assigned duties of the academic member.
- b. Ownership of Intellectual Property in externally sponsored research or in contracted research activities may be determined in whole or in part by the regulations of the sponsor or the terms of the contract. University personnel must be aware of any such regulations or contract terms by the principle investigator (i.e. leader of the research project) before participating in these research activities.
- c. When an academic member/student dies, the estate will retain all rights, responsibilities & obligations under this policy, unless the estate transfers the rights, responsibilities & obligations in writing to the University or to another party.

The University owns intellectual Property that is created by non-academic personnel in the course of their employment.

### **ii. License**



An academic member/student who creates Intellectual Property in the course of normal duties & responsibilities will grant the University a non-exclusive, perpetual, royalty-free, & non-transferrable license to use the work for non-commercial educational & research purposes. This license does not include copyrightable material intended for use solely by students registered in the course taught by the member.

### **iii. Responsibilities**

Individual researchers have an obligation to ensure that their work is published or publicly disseminated. All contributors to a work share this responsibility. All creators must examine & accept responsibility for the contents & research results reported in a scholarly work. All members of the research team must ensure that appropriate credit is given for the contributions of all individuals that contributed to the work.

### **iv. Recognition**

Those individuals who have made a significant intellectual or scholarly contribution to the work being reported, & without whose contribution the work would not be complete must receive appropriate recognition for their contributions. The listing of contributors should be consistent with the traditions of the specific discipline. Decisions concerning publication require unanimous agreement of all contributors. Recognition may include recognition as a creator, recognition through citation or through an acknowledgement.

### **v. Acknowledgement of the University**

University personnel shall acknowledge Nipissing University for the support provided by the University when reporting their scholarly work. Creators of intellectual property will recognize the university's support through a financial contribution as identified in this document.

### **vi. Use of the University's Name, Trademarks, Service Marks & Logos**

To protect the reputation of the University, it must control the use of its name, trademarks, service marks & logos. This is particularly true for non-university sponsored commercialization of Intellectual Property. Under no circumstances may the University be presented, directly or indirectly, as endorsing or warranting a particular product. The use of the University's name, trademark, service marks &/or logo may not be used in commercial advertising, product or product promotions, service, research project or work (apart from indication of the institutional affiliation of the creator(s)) without the prior approval of the Vice-President, Academic & Research.

Additional information on the use of the University's marks is contained in the Visual Standards Guidelines on the University's website.

### **vii. Third-Party Rights**

University personnel & students are expected to respect third-party Intellectual Property rights. This obligation precludes for example but is not limited to the infringing use, reproduction, modification, translation or adaptation of software or photocopied textbooks unless the permission has been obtained from the copyright holder.

### **viii. Collaborative Research**

Collaborative research for the advancement & creation of knowledge is encouraged & supported by the University. The process by which the rights of Intellectual Property that arise from the collaboration will be determined prior to the commencement of the collaboration & must be specified in a written Collaboration Agreement. This is particularly critical in collaborations that involve academic personnel, students & outside agencies/companies. The rights of ownership shall be based on the extent & nature of the contribution & not on differences in power or rank. It is imperative that rights of students involved in research projects, including recognition & grades, be protected. If University resources (physical, financial or human) are used the University must also be party to the Collaboration Agreement. Any modification or waiver of rights in the Collaboration Agreement requires informed consent.

## **2. Copyright & Patents**

### **i. Copyright**

Policy 1 (i) states the general principles governing copyright in works created by University personnel.

In addition to the provision contained in Policy 1 (i) the University recognizes copyright ownership of scholarly works created by academic personnel/students in the course of teaching, research & assigned duties provided the creator(s) grant the University a perpetual, non-exclusive, royalty-free, irrevocable license to copy, & use such works (including distance & continuing education), research, & academic not-for-profit activities within the University. The exception to this is where copyright ownership rests with the publisher & not the creator.

After seven years the creator(s) may discontinue the University's license to the works if the content of the works is becoming out-of-date or in the judgment of the creator(s) the University using the material inappropriately. The creator(s) must provide evidence to the Vice-President, Academic & Research to support the reason for the discontinuance. If the request for discontinuance is denied the creator(s) have the right to appeal the decision under the provisions of Article 8 of this policy.

Creator(s) have the right to request exemption to some or all of the above under special circumstances. These requests must be made in writing to the Vice-President, Academic & Research providing details of the special circumstances necessitating the exemption. If this request for exemption is denied the creator(s) have the right to appeal the decision under the provisions of Article 8 of this policy.

## ii. Patents

Policy 1 (i) states the general principles governing patents in works created by University personnel.

In addition the ownership by university personnel/students of Patent rights in Inventions is subject to the following conditions.

- a. The creator(s) grant the University a perpetual, non-exclusive, royalty-free, irrevocable license to copy, use & modify such works (including distance & continuing education), research, & academic activities within the University.
- b. The creator(s) will give notification in writing to the Vice-President, Academic & Research of any patent application in Canada or other countries at least 1 month prior to the to the date of making the patent application.

## 3. Teaching Materials, Computer Software, & Databases

### i. Teaching Materials

The ownership of teaching materials is more difficult to define particularly when the course content & materials used are derived from the academic staff member's research & is therefore owned by the academic staff member. That being said, non-academic members from the Centre for Flexible Teaching & Learning (CTFL) & other areas, may contribute significantly to the presentation of the material & in that context said material is owned by the University.

The grant of ownership of copyright of teaching materials to academic personnel/students who create this material is limited when non-academic staff assistance has substantially transformed the work & as such the creation/copyright is shared equally by the academic staff member & the University. It is the responsibility of the Director of the CTFL to inform the academic staff member in writing that collaboration is about to substantially transform the work & obtain written agreement to proceed further. Article 6 of this policy will govern any commercial benefits derived from such teaching materials.

In addition the creator(s) grant the University a perpetual, non-exclusive, royalty-free, irrevocable license to copy, use & make minor modifications to such teaching materials in teaching (including distance & continuing education), research, & academic activities within the University.

After seven years the creator(s) may discontinue the University's license in the works if the content of the teaching materials is becoming out-of-date or if in the judgment of the creator(s) the University is using the teaching material inappropriately. The creator(s) must provide evidence to the Vice-President, Academic & Research to support the reason for the discontinuance. If the request for discontinuance is denied the creator(s) have the right to appeal the decision under the provisions of Article 8 of this policy.

Creator(s) have the right to request exemption to some or all of the above under special circumstances. These requests must be made in writing to the Vice-President, Academic & Research providing details of the special circumstances necessitating the exemption. If this request for exemption is denied the creator(s) have the right to appeal the decision under the provisions of Article 8 of this policy.

## ii. Computer Software

The ownership of computer software & applications for the internet (social networking sites) is more difficult to define particularly when the computer software is derived from the academic staff member's research & is therefore owned by the academic staff member. That being said, non-academic members from the Centre for Flexible Learning & other areas, may contribute significantly to the presentation of the material & in that context said material is owned by the University.

The grant of ownership of copyright of computer software & applications for the internet (social networking sites) to academic personnel/students who create this material is limited when non-academic staff assistance has substantially contributed to its creation & as such its creation/copyright is shared equally by the academic staff member & the University. It is the responsibility of the Vice-President of Operations to inform the academic staff member in writing that collaboration is about to substantially transform the work & obtain written agreement to proceed further. Article 6 of this policy will govern any commercial benefits derived from such teaching materials.

In addition the creator(s) grant the University a perpetual, non-exclusive, royalty-free, irrevocable license to copy, use & make minor modifications to such computer software & applications for the internet (social networking sites) in teaching (including distance & continuing education), research, & academic activities within the University.

The creator(s) will provide the University with the source code, object code & relevant documentation with all updates in respect of the computer software & applications for the internet (social networking sites) for the purposes of the license rights granted above.

Creator(s) have the right to request exemption to some or all of the above under special circumstances. These requests must be made in writing to the Vice-President, Academic & Research providing details of the special circumstances necessitating the exemption. If this request for exemption is denied the creator(s) have the right to appeal the decision under the provisions of Article 8 of this policy.

## iii. Data

Data collection as part of a research program are copyrightable & are subject to the Copyright Act.

This policy is not concerned with data from external sources that may be used in teaching or research at the University except to state the obligation that publications or theses using these Databases must recognize & fully document their sources.

Original data collected & measured in the course of teaching & research by academic personnel/students must be protected & preserved for a reasonable period of time (defined by the norms of the discipline). This data must be made available to other scholars & non-commercial users.

The ownership of data collected by academic personnel/students in the course of their research are subject to the norms of academic scholarship & must be considered open, subject to review, & where possible accessible via the widest means possible. All university personnel have a collegial obligation to allow the creator(s) of such data a first opportunity to exploit that data for published work.

In addition to the extent that the creator(s) have rights in the data, the creator(s) grant the University a perpetual, non-exclusive, royalty-free, irrevocable license to copy & use such data in teaching (including distance & continuing education), research, & academic activities within the University.

The creator(s) shall make available the resulting data sets after completion & publication of the thesis or paper on which the data is based to other university personnel for royalty free, non-commercial use in teaching, research & academic activities in the University.

When the research is subject to confidentiality requirements because of contractual agreements with a sponsoring agency, to publication delays associated with patent applications or to University ethics constraints on research involving human or animal subjects as defined in the University Research Ethics Policy exceptions to this policy will be permitted. All collaborators must be aware of & agree to in writing in advance to such contractual limitations.

## 4. Contract Research

### i. Ownership of Intellectual Property in Contract Research

Ownership of intellectual property may be determined in whole or in part by the regulations of the sponsor, or by the terms of the contract. In accordance with the University's policy on Research, academic personnel/students must retain the right to publish

their work within a reasonable period of time & to use the results of this research in subsequent projects. Academic personnel/students must recognize the limitations that derive from using proprietary data & adhere to academic & professional standards of their discipline. All academic personnel/students must be aware of any ownership stipulations of the contract made by the principal investigator or by any other designated leader of the project.

Exceptions to this policy are governed by the following:

- a. University personnel/students entering into an agreement that will limit their normal academic scope for research must enter the contract with informed consent.
- b. Externally sponsored or contract research that limits the scope of academic research must be negotiated with the Vice-President, Academic & Research in consultation with the academic personnel/student that are proposing to enter into these research activities.
- c. When a company or agency funds a research program & retains the ownership of the intellectual property generated by that research, some other academic benefit must be provided (eg., funding for students in a research lab). The research must support the generation & dissemination of knowledge in some other meaningful way as decided by the academic staff member, Vice-President, Academic & Research & the relevant Dean.
- d. Academic personnel must make known to any third party for whom they expect to consult, their obligations to the University. It is the responsibility of the academic staff member to ensure that the terms of the contract with a third party has the approval of the Vice-President, Academic & Research, & that the terms of the contract does not conflict with their commitment to the University.

## ii. Non-Disclosure Agreements

When one party wishes to disclose confidential information to a second party & to bind that party to confidentiality, a Confidential Disclosure Agreement is signed. These agreements can stand alone as a separate agreement or be part of a larger agreement.

If one party wishes to disclose confidential information to another party & to bind the confidentiality of the second party a Confidential Disclosure Agreement must be signed to protect both parties. The Vice-President, Academic & Research must review all Confidential Disclosure Agreements. It is the responsibility of the principle investigator to inform all participants of their obligations as defined in the terms of the confidential disclosure agreement.

## iii. Material Transfer Agreements

Academic personnel/students commonly transfer materials (i.e. laboratory equipment) to their colleagues for a variety of purposes. This material is an important factor in attracting research funding. For this reason, the University requires that a Material Transfer Agreement or other agreements be signed ensuring that these materials will be used for research & not for commercial applications. If the material is being used for commercial application it will be governed by a license agreement. The Vice-President, Academic & Research must approve all such material transfer & license agreements.

## 5. Other Types of Intellectual Property

There are other types of intellectual property including domain names, trademarks, breeders' rights & trade secret rights. These types of intellectual property have different rules & regulations governing their protection, but follow the same philosophy outlined in Article 1.

Any questions concerning other types of Intellectual Property & the universities policies should be directed to the Vice-President, Academic & Research.

## 6. Commercialization of Intellectual Property

### i. Timely Disclosure

Academic personnel/students who have developed intellectual property that they intend to commercialize must inform the Vice-President, Academic & Research in advance, in writing & in a timely manner of their intent to do so. This disclosure must include the nature of the Intellectual Property, the names of the creator(s), the source of funding from which the Intellectual Property evolved & any other relevant information. The University will inform the creator(s) that they may commercialize the Intellectual Property themselves or the University may offer to assist with the commercialization & will provide information about those options.

## ii. Commercialization by Creator(s)

If the creator(s) elect to commercialize the Intellectual Property, they assume responsibility for legally protecting & marketing it, finding a licensee, negotiating a license agreement, & administering that agreement. Any such license agreement must contain full & complete releases & indemnification of the University with respect to commercialized Intellectual Property. The University will receive 10% of Net Revenues arising from the Intellectual Property annually. The Intellectual Property shall remain subject to the license & other rights of the University under these policies.

Where non-academic personnel are co-creator(s) of the Intellectual Property & the where the University has not waived its ownership rights as the employer of such non-academic personnel, the Vice-President, Academic & Research shall represent the University's interest in all matters related to this Intellectual Property.

The University is not responsible for any legal, development, marketing & other costs that may be incurred, including patent prosecutions if the creator(s) pursue commercialization on their own.

## iii. Commercialization by the University

Creator(s) may offer to the University the Intellectual Property for commercialization. The University retains the absolute & sole right to determine whether to accept such Intellectual Property for commercialization.

The University may seek a commercial &/or technical assessment of the Intellectual Property before accepting any assignment. Prior to conducting the assessment the University will enter into an agreement with the creator(s) with the following terms & conditions:

- a. If the University accepts the offer the University thereafter shall deal with such rights, including any further assignment to some specialized external agency. The University shall assume sole responsibility & authority for legally protecting & marketing the Intellectual Property, finding a license or sale agreement, & administering the agreement. The University shall retain 50% of Net Revenue arising from the Intellectual Property & the creator(s) shall receive 50% payable on an annual basis, unless the University & the creator(s) agree to a fixed percentage of Gross Revenue that is of equal or greater value for the University.
- b. If as a result of the assessment the University decides not to act to protect &/or commercialize the rights to the Intellectual Property, these rights shall be returned to the creator(s).
- c. If after three years from the date of the assignment (or the date of the issuance of the Patent) the rights to the Intellectual Property have not been assigned or licensed, at the creator(s) request they may be assigned back to the creator(s) provided the creator(s) reimburse the University for all Development Expenses prior to any disbursement of revenues & remit to the University 10% of the Net Revenue arising from the Intellectual Property on an annual basis.

University academic staff/students are not required to use the University's services, nor is the University obligated to take any Intellectual Property brought to it.

## 7. Administration & Amendments

The Vice-President, Academic & Research is responsible for the administration of this Policy & is responsible for making determinations on various matters referred to in this Policy, including determining time periods, limitations on ownership rights, what constitutes private research & ownership rights of academic personnel/students.

It is the responsibility of the Vice-President, Academic & Research to review & evaluate these policies on an annual basis. Any changes to these policies recommended by the Vice-President, Academic & Research shall be provided to Senate, the Board of Governors of the University for consideration.

## 8. Dispute Resolution

Disputes may arise between the University & academic staff/students or non-academic staff with respect to the ownership of intellectual property & the implementation of these policies.

When an agreement cannot be reached between the Vice-President, Academic & Research & the creator, the dispute will be referred to the Joint Committee on the Administration of the Agreement (JCAA). The role of JCAA will be to attempt to resolve the dispute through mediation. If mediation fails the matter may be submitted to arbitration.

## Acknowledgements:

This document has been informed by the following documents governing intellectual property;

The University of Ontario Institute of Technology, Intellectual Property document

([http://www.uoit.ca/EN/main2/about/14057/14152/Academic\\_Policies\\_&\\_Procedures/intellectual\\_property.html](http://www.uoit.ca/EN/main2/about/14057/14152/Academic_Policies_&_Procedures/intellectual_property.html))

The Intellectual Property policies governing the TriCouncil (NSERC, SSHRC & CIHR) granting agencies (<http://www.nserc-crsng.gc.ca/>).

The Intellectual Property documents governing University of New Brunswick, Guidelines on Intellectual Property Interests for Students involved in Research at the University of New Brunswick (<http://www.unb.ca/hr/services/Article38.html>)

The University of Western Ontario, Procedures: Intellectual Property Policy

([http://www.uwo.ca/research/services/intellectual\\_property\\_summary.html](http://www.uwo.ca/research/services/intellectual_property_summary.html)).

The definition of Intellectual Property is based on Duhaime Org, Intellectual Property Definition

(<http://www.duhaime.org/LegalDictionary/I/IntellectualProperty.aspx>).

## Definitions

**Gross Revenue:** All income generated before expenses as defined below are accounted for.

**Net Revenue (gross income less all expenses):** For the purposes of calculating net income, expenses include all direct costs incurred by the University or the Member & paid or owed to an arms-length third party for obtaining & maintaining the statutory protection for the intellectual property, developing a prototype for the intellectual property, & exploiting the intellectual property for commercial gain. Expenses will not include any costs for time spent by the Member or by University employees in activities involving the commercial exploitation of intellectual property.

**Copyright:** shall mean the sole rights granted for specified periods pursuant to the *Copyright Act* (Canada), as amended or re-enacted from time to time, or any successor legislation, including the sole right to produce or reproduce an original literary, dramatic, musical & artistic work in any form. Literary works within the meaning of the *Copyright Act* include works consisting of text as well as computer programs. Copyright also includes the sole right to perform a work in public, to publish an unpublished work, to produce, reproduce, perform or publish any translation of a work, to convert a dramatic work into a novel or other non-dramatic work, to convert a novel, non-dramatic work or artistic work into a dramatic work, to make a sound recording, cinematographic film or other mechanical contrivance of a literary, dramatic or musical work, to reproduce, adapt or publicly present a work as a cinematographic work, to communicate a work to the public by telecommunication, to present an artistic work at a public exhibition, & to rent out a computer program or a sound recording of a musical work. Similar rights are included with respect to performers' performances, sound recordings & broadcast communication signals. All of these rights extend both to the work & a substantial part of it, & include the right to authorize any of these actions.

**License:** A special permission to do something on, or with, somebody else's property which, were it not for the license, could be legally prevented or give rise to legal action in tort or trespass. A license, even though exclusive, does not give the **licensee** all the rights of the **patentee**. A license does not set up rights as between the **licensee** & the public, but only permits him/her to do acts that he/she would otherwise be prohibited from doing. He/She obtains merely a right of user. But a license is a grant of a right & does not merely confer upon the **licensee** a mere interest in equity. A license is the transfer of a beneficial interest to a limited extent, whereby the transferee acquires an equitable right in the **patent**. A license prevents that from being unlawful which, but for the license, would be unlawful; it is a consent by an owner of a right that another person should commit an act which, but for that license, would be an infringement of the right of the person who gives the license. A license gives no more than the right to do the thing actually licensed to be done."

**Patent:** shall mean the grant of exclusive rights, pursuant to the *Patent Act* (Canada), as amended or re-enacted from time to time, or any successor legislation, for a period of 20 years from the patent application filing date, to make, construct & use an invention, & sell it to others to be used. In exchange, the patent application is made public by the Patent Office 18 months from the earlier of the filing date in Canada, or the filing date abroad under an international treaty. For an invention to be patentable it must be new, useful, & not obvious to someone skilled in the area.

## X.0 Policy on Centres & Institutes

|   |  |
|---|--|
| <b>Office of Accountability:</b>                | Vice President, Academic & Research  |
| <b>Office of Administrative Responsibility:</b> | Office of Research Services – Assistant Vice President, Research & Graduate Studies  |
| <b>Approver:</b>                                | Senate   |
| <b>Scope:</b>                                   | Compliance with University policy extends to all members of the University community that wish to form a Centre or Institute |
| <b>Original Creation Date:</b>                  | January 2011   |
| <b>Approval Date:</b>                           | May 2013   |
| <b>Renewal Date: (<i>Renewal #1</i>)</b>        | May 2015   |
| <b>Policy Number:</b>                           | NU-RES-2011.05   |

### Introduction

A research centre or institute is a formally structured organizational unit of the University that is established to bring together researchers with an interest in a specific research area or topic. A centre or institute serves to focus & sustain activities in specific research areas & to encourage collaboration among the disciplines & programs. Research centres or institutes provide an identity & reputation to enable the leveraging of new opportunities & external funding. They are responsive to changing circumstances & opportunities, creating synergy & community engagement, as well as providing opportunities for mentoring, & the development of expertise.

Centres or institutes provide for the strengthening, coordination or facilitation of research initiatives that are not readily undertaken within the University's faculty structure, & build upon the expertise, competence & staff interests that exist within the University. Centres or institutes are generally expected to:

- have clearly identified goals & objectives;
- have some degree of permanence, transcending collaboration on a specific, limited project;
- bring together scholars from different disciplines &/or areas of specialization within a particular discipline;
- maintain high levels of research or other types of scholarly productivity;
- foster the training of future researchers;
- co-operate with scholars at other universities &/or institutions;
- acquire external funding to operate on a cost-recovery basis

On occasion, research centres or institutes may involve formal partnerships with other universities &/or institutions. Involvement in such partnerships is subject to formal agreement guided by the intent of conditions in this policy, & signed by the Vice-President, Academic & Research.

### Definitions

*Research Institute:* A research institute is an organization created to undertake interdisciplinary research involving more than one faculty. It is operationally & financially responsible to the University through the Vice President, Academic & Research.

*Research Centre:* A research centre is an organization created to undertake research in a specific discipline or interdisciplinary within a faculty or school but not to the exclusion of other related disciplines. It is operationally & financially responsible to the University through the Dean of the Faculty with a reporting responsibility to the Vice-President, Academic & Research.

*Date of Founding:* The date the institute or centre received the final approval required for inception.

### Academic Responsibilities

Academic programs shall not be housed in a centre or institute, although academic programs within faculties may be associated with a centre or institute.

### Duration

Research centres or institutes are initially established for five years. A centre or institute may be extended for additional three- or five-year terms pending successful review using the process specified for that type of centre or institute. Terms for centres or institutes will terminate at the end of the academic year.

## **Funding**

Centres or institutes are expected to secure funding from external sources. Centres or institutes are normally expected to develop financial self-sufficiency through external cost recovery during their first five years of operation. Exceptions to that normal expectation require the approval of the President. University contributions may be provided to centres or institutes in the form of operating funds &/or in-kind support in compliance with University policies & procedures.

## **Directors**

Each research centre or institute will have a Director who has administrative responsibility for the centre or institute, including its overall management, budget, & reporting requirement. Directors will exercise general supervision over the operation of the centre or institute, with specific responsibilities varying with the size of the centre or institute, as well as with the complexities of its policies & operations.

The Director will normally be an in-scope faculty member (term or tenured) at Nipissing University. Typically, the Director is appointed for a three- or five-year term that is consistent with the tenure of the centre or institute. A Director who is a faculty member of the University will receive all benefits & privileges accordingly.

## **Membership**

Within its constitution, each research centre or institute shall identify criteria for membership. Membership in a center/institute is supplemental to a member's academic home. Members may be appointed to a centre or institute in accordance with the needs of the centre or institute. Examples of memberships include but are not limited to:

- research fellows
- research or professional associates
- adjunct professors (when external to the University)

## **Committee or Board**

While the organizational & administrative structures of centres or institutes vary as a function of their objectives, size & funding arrangements, each centre or institute shall normally have a committee or board that provides guidance & oversight of the conduct & management of its affairs. The specific terms of reference of such committees or boards may vary from one centre or institute to another; however, the general purpose of the committee or board is to provide advice on the activities & programs of the centre or institute.

## **Compliance**

Research centres or institutes must conform to University policies & procedures.

## **Types of Centres or institutes**

All Nipissing University centres or institutes must have an approved constitution. The constitution shall define the mandate of the centre or institute & describe the organization, management & membership:

- University Research Institutes are intended to address areas of strategic research importance to the University & report to the Vice-President, Academic & Research.
- Faculty Research Centres are located within a faculty & report to the Dean.

These research centres or institutes are more fully discussed below.

## **University Research Institutes**

### **Reporting**

The Directors of University Research Institutes will report annually to the Vice-President, Academic & Research. The report will detail the activities of the institute & its personnel, including scholarly & research accomplishments, graduate/undergraduate training & other research-related activities (e.g. conferences, workshops, seminars) & financial status of the centre or institute. In addition as part of this review, the Director's accomplishments in this role will be assessed, & such assessment will be made available to the Dean of the Faculty constituting the academic home of the Director as part of the performance review process. The Vice-President, Academic & Research will also provide the Director with a copy of the assessment.

### **Creation**

- i) A proposal to create a university research institute will be submitted to the Vice-President, Academic & Research. The proposal must include a draft constitution that addresses the following points:
  - Name & purpose of institute.
  - Rationale for need of institute.
  - Short-term & long-term goals.
  - Membership (including name of Director).
  - Administrative structure.



- Funding – This shall include a detailed budget proposal for the first three to five years that includes the anticipated revenue from all sources (eg., University, government, industry, recovery of indirect costs, royalties) & all annual operation costs, as well as plans for achieving financial self-sufficiency through external cost recovery.
- Physical resources – Required research facilities (eg., space, equipment, library holdings, laboratories) must be identified.
- Staff requirements must be identified with an indication of how they will be met.
- Complementarity with existing research initiatives of the University.

In addition, letters of support & commitment should be provided that are signed by the appropriate University officer(s). Any commitments or agreements to provide space, teaching release time or other resources (eg., clerical support), including the recovery of indirect costs from contract research, should be documented & signed by those authorized to make such commitments.

- ii) The Research Council (RC) will receive & review all proposals for the establishment of university research institutes.
- iii) Based on the above review, the Vice-President, Academic & Research may recommend to the Academic Affairs Committee of the Board of Governors that the institute be created, normally for a period of five years. The authority to establish institutes resides with the Board of Governors. Academic implications of new institutes will be reported to Senate.

### **Review of Institutes**

To ensure that all research carried out by University Research Institutes is consistent with the goals of the University & that institutes enhance the general reputation of the University, the Vice-President, Academic & Research shall review such institutes on a periodic basis. Normally, the review process will take the following form but is subject to revision upon the approval of the Vice-President, Academic & Research:

- i) Notice of review will be communicated to the Director of the institute by the Vice-President, Academic & Research at least nine (9) months prior to the end of the current term of the institute. In response, the Director shall within one (1) month submit a report to the Vice-President, Academic & Research that contains the following:
  - a) a description of how & why the institute has achieved or revised its original objectives; a detailed listing of its accomplishments; a current membership list; & a detailed financial statement that identifies all past & projected sources of revenue & annual operating costs;
  - b) the requested period of extension, & a plan which identifies future directions & development strategies for the proposed term;
  - c) letters or references indicating support for the requested extension.
- ii) On the basis of the above report, the Vice-President, Academic & Research, in consultation with the RC, may recommend:
  - a) the institute continue for a specified period of time;
  - b) the institute be terminated, with any legal agreements that affect the status of the institute taken into consideration in the recommendation; or
  - c) a full review of the institute be conducted.
- iii) If a full review is required, the Vice-President, Academic & Research will at least six (6) months before the end of the term of the institute, appoint a formal independent Review Committee that shall normally include:
  - a) a senior researcher with administrative experience & no direct involvement with the institute who will act as the Chair;
  - b) the director of another institute;
  - c) a researcher who is not affiliated with the institute but who is knowledgeable in the field of activity;
  - d) the Vice-Chair of the RC or his/her delegate; &
  - e) other members as deemed appropriate.
- iv) The Review Committee shall develop its own process for conducting the review, but the primary focus shall be to assess the extent to which the institute has fulfilled its objectives; the appropriateness of its future goals; & its financial viability. The review should include meetings with the Director & members; discussions with non-members from related departments & fields; & assessments from external reviewers.
- v) Within three (3) months of being established, the Review Committee must provide a written report to the Vice-President, Academic & Research, with a copy to the Director of the institute under review. The Director may submit a written response to the report to the Vice-President, Academic & Research.
- vi) The Vice-President, Academic & Research, in consultation with the RC, shall consider the report before making a recommendation on the future of the institute. The Vice-President, Academic & Research may recommend:
  - a) the institute continue with review in three (3) or five (5) years;
  - b) the institute continue with review in one (1) year; or
  - c) termination, with any legal agreements that affect the status of the institute taken into consideration in the recommendation.

## **Faculty Research Centres**

### **Reporting**

Faculty research centres are faculty-based & report to the Dean.

### **Creation**

Each faculty will develop its own criteria for the establishment & management of Faculty research centres. These will comply with the general requirements described herein & be consistent with the specific requirements for University Research Institutes. The Research Council (RC) will receive & review all proposals for the establishment of faculty research centres & report to Senate for information. Faculty Research Centres that have resource implications for the institution beyond the faculty shall require approval of the Vice-President, Academic & Research prior to their creation.

### **Extension of Term**

Each faculty will develop its own criteria for the review & extension of faculty research centres. These will comply with the general requirements described herein & be consistent with the specific requirements for university research institutes.

### **Funding**

Each faculty will develop its own criteria for the support, financial & otherwise, of faculty research centres, which report directly to the Dean.

### **Transition**

The university, & faculty centres or institutes that exist at the date this policy is approved are continued herein & are subject to the terms of this policy. A listing of university & faculty centres or institutes subject to revision is provided in Appendix A & is intended as information to accompany this policy.

### **University Centre or Institute Partnerships**

In addition to Nipissing University centres or institutes, the University may participate with centres or institutes that are part of a multi-institutional consortium or exist under a corporate structure. A listing subject to revision is provided in Appendix A & is intended as information to accompany this policy.

## **Appendix A: Listing of Current University & Faculty Research Centres & Institutes**

### **Nipissing University Research Centres or institutes & University Centre or Institute Partnerships (as of December 10, 2010)**

*This listing accompanies the approved Policy on Nipissing University Research Centres or institutes & is subject to revision.*

#### **University Centres or Institutes**

No current University Centres or Institutes

#### **Faculty Centres or Institutes**

Institute For Applied Social Research (IASR)

Northern Canadian Centre for Research in Education & the Arts (NORCCREA)

Centre for Interdisciplinary Collaboration in the Arts & Sciences (CICAS)

#### **University Centre or Institute Partnerships**

No current University Centres or Institute Partnerships

## **XI.0 Policy on Individualized Study Courses in the Faculty of Arts & Science & the Faculty of Applied & Professional Studies**

### Preamble

A policy regarding individualized studies courses in the Faculty of Arts & Science & the Faculty of Applied & Professional Studies had been previously approved on a one-year trial basis. Such a policy is necessary for two reasons: (i) to ensure consistency with regard to eligibility, application deadlines & approval procedures across the various disciplines which offer individualized studies; & (ii) to provide some level of budgetary control in this area.

### **Regulations Regarding Required & Elective Individualized Studies Courses**

1. Faculty of Arts & Science & Faculty of Applied & Professional Studies students are eligible to take individualized studies courses, provided that: (a) they are entering, or already registered in, the third or fourth year of a four year program; (b) the desired course(s) are in their program or major area(s); & (c) they have already satisfied the language competency requirement. Furthermore, in the case of elective individualized studies courses, a minimum overall average of 70% is also required.
2. Students who meet the above criteria & who plan to take an (elective or required) individualized studies course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline concerned no later than 15 February. This application must include a brief outline of the proposed topic or project, the name of the proposed faculty supervisor & the signature of one faculty member in the discipline (normally the intended supervisor) who has been consulted & who supports the request.
3. In the case of required individualized studies courses, students entering the final year of their degree program (& who therefore need such courses in order to graduate) shall be permitted to take them, provided they have submitted an appropriate application as outlined above. However, until final approval is granted by the discipline concerned, there is no implied guarantee that the proposed topic/project, the designated faculty supervisor or the chosen session will be accepted.
4. Elective individualized studies courses are a privilege rather than a right. The approval of applications for such courses shall consequently be subject to the availability (& willingness) of faculty supervisors, as well as to budgetary considerations.
5. Each discipline concerned shall normally inform all applicants for individualized studies courses in writing as to the outcome of their applications by 15 March. When the course in question is a program requirement, the application shall either be approved as submitted or approved with specified alterations which may include changes in topic, supervisor &/or session). In the case of a program elective, the application may be approved as submitted, approved with specified alterations or rejected (on the basis of the content of the proposal, the availability of supervisors or budgetary considerations).
6. Only after students have received written approval by the discipline concerned to take individualized studies courses, will they be permitted to pre-register &/or register for these courses.

## **XII.0 Policy on Course Waiting Lists in the Faculty of Arts & Science & the Faculty of Applied & Professional Studies**

Course or lab section enrolment limits are essentially of two types. The first type is simply the capacity of the lecture room or laboratory in which the class is scheduled to meet, & can only be increased by relocating to a larger room (which may or may not be possible). The second type of limit is one which is proposed by an individual course instructor or by an entire discipline, & approved by the Dean for pedagogical reasons. Raising this type of limit (assuming that the room capacity would allow this) requires the agreement of the instructor or the discipline responsible for initially establishing the limit. In particular, an individual course instructor may not override a discipline-established limit without the approval of the discipline, except that such instructors may, at their sole discretion, authorize an enrolment increase of: (i) up to 2 students for limits of 25 or less; (ii) up to 3 students for limits of 26 to 50; & (iii) up to 4 students for limits greater than 50.

The waiting list policy outlined below has been adopted to ensure that, when enrolment limits are increased for any reason, students will be added to courses or lab sections in a fair & equitable manner.

1. Students who attempt to register (or advance register) in any Arts & Science course or lab section, & who discover that the course or lab in question is listed as full, may if they so desire place themselves on a waiting list. All waiting list entries are automatically date-stamped, i.e. students are placed on the list on a first-come, first-served basis.
2. When a waiting list leads to the creation of an additional course or lab section, students shall be contacted by the Registrar's or the respective Dean's Office & offered a place in the new section in the order in which they appear on the list.
3. When the Registrar's Office circulates class lists to course or lab instructors at the beginning of each term, the number of students on the waiting list(s), if any, shall also be provided. At their discretion, & subject to both the capacity of the assigned classroom &, where applicable, the discipline-established limit outlined above, instructors may at this point inform the Registrar's Office of the number of students on the waiting list which they are prepared to add to a particular course or lab section. The Registrar's Office will then contact students on the list, in the appropriate order, to offer them places. Instructors are not obligated to accept additional students at this time.
4. When no additional course or lab section is created but places become available in an existing section (through other student withdrawals, relocation of the class to a larger room, etc.):
  - no student shall be offered a vacant position who is not on the waiting list;
  - vacant positions shall normally be offered to students in the order in which they appear on the list; this shall be done by the Registrar's Office;
  - students not at the top of the waiting list shall only be offered a vacant position ahead of students above them on the list after successfully petitioning the Dean in writing, giving reasons why they should be given special consideration;
  - instructors may not grant permission to particular students on a waiting list to register; they are encouraged to inform the Registrar's Office when spaces appear to be available or when they are prepared to take additional students; they should also inform students wishing to get into a full course or lab section that they must first get on the waiting list if they are not already on it, & that they may only "jump over" students above them on the list through a successful petition to the Dean;
  - instructors are discouraged from allowing students on the waiting list to attend classes in the hope that they may be permitted to register later.

### **XIII.0 Guidelines for the Operation of the Student Appeals Committee**

#### **Terms of Reference:**

- (i) to periodically review University policies & procedures regarding student appeals (other than petitions for exceptions to University academic regulations), & to make recommendations to Senate as necessary & appropriate;
- (ii) where it appears that University policies or practices are giving rise to otherwise avoidable student appeals, to draw this to the attention of the appropriate University bodies or individuals for further consideration & possible action;
- (iii) to receive student appeals & convene individual Appeal Panels to provide an impartial adjudication of last resort for students who have exhausted all other prescribed avenues of appeal; &
- (iv) to deal with such other matters as may be assigned from time to time by Senate.

#### **Committee Composition**

The Registrar, who shall be Chair

Members Elected by Senate:

- (i) one (1) tenured or tenure-track faculty Senator from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;
- (ii) one (1) faculty non-Senator\* from each Faculty;
- (iii) one (1) student representative from each Faculty; &
- (iv) one (1) graduate student representative.

\* tenured or tenure-track faculty preferred

- **Guidelines for the Operation of the Student Appeals Committee, (Brantford campus)**

Courses from Wilfrid Laurier University will be appealed in accordance with the Wilfrid Laurier University policy available on the World Wide Web at laurierbrantford.ca.

A copy of the appeal for Nipissing University courses taught at Brantford must be given to the Director of the concurrent education program.

Appeals will follow the Nipissing University guidelines.

- a) The Committee shall consider student appeals with respect to decisions of the Director in the matters of grades, examinations, term assignments & tests, course requirements specified by the instructor, & the general conduct of a course;
- b) The Committee shall consider student appeals with respect to academic dishonesty;
- c) The Committee shall, from time to time, review these guidelines & make any necessary recommendations for changes to Senate.

- **The Committee Composition at the Brantford campus will consist of:**

- T
- The Registrar (ex-officio) or designate;
  - Two Faculty Senators, elected from Nipissing Faculty of Education Brantford, or alternates selected by the Dean of Education when necessary.
  - Two Faculty members from Laurier Brantford Faculty
  - Two student Senators (Ex-officio) from the concurrent education program or alternates selected by the Chair as & when necessary

The Committee will be chaired by one of the Laurier faculty.

**Note:**

1. Faculty will be elected for four-year terms with one new faculty member from each faculty elected every two years.
2. Each Laurier faculty member will serve as Vice-Chair for the first two years & as Chair for the remaining two years.

#### **XIV.0 Policy on Certificates & Diplomas**

##### **Preamble**

This document proposes criteria & procedures for the evaluation & approval of certificate & diploma programs by the Undergraduate Studies Committee. It is intended to provide a framework which will enable better quality control & unambiguous communication to students & prospective students concerning the academic value of certificates & diplomas.

The intention is to provide minimum academic criteria which must be met if programs are to be approved as Nipissing certificates & diplomas. Even those whose primary goal is professional development must meet these minimum criteria. With the minima clearly set, program designers will be free to build creatively around them to provide programs appropriate to their constituencies. The academic criteria proposed are intended to maintain the high academic standards of Nipissing & enable certificates & diplomas to continue their traditional functions of providing studies complementary to degree programs, professional preparation or upgrading, & bridging into undergraduate degree programs.

These criteria & procedures are also designed to make it easier for Nipissing to mount new, innovative certificate & diploma programs. The number of criteria has been kept to a minimum & the procedures have been made as simple as possible in order to allow us to move quickly with initiatives while subjecting them to clear, rigorous academic scrutiny. The quarters from which initiatives can come have been left very open in order to encourage all parts of the university to participate & to foster multi-disciplinary initiatives. These criteria & procedures are intended to engender speed, flexibility, quality & clarity.

##### **Academic Credit for Diploma & Certificate Courses**

Before defining diploma & certificate programs, it will be useful to discuss the academic credit given to courses in those programs. In this context, Academic Credit Courses are courses of an academic calibre consistent with those offered in undergraduate degree programs here at Nipissing. The most common kind of Academic Credit Course is that included in the curricula of undergraduate degree programs. These provide a benchmark against which other Academic Credit Courses can be evaluated. It is proposed here that diploma & certificate programs include courses which are determined by the Undergraduate Studies Committee to be of an academic calibre consistent with courses offered in undergraduate degree programs, but are not offered in any degree program. While credit for courses in degree programs is normally given in blocks of three or six units, credit for these other academic credit courses can be at the one, two, three or any other unit level. This provides a flexibility appropriate for programs which often have professional development goals as well as academic ones. Credit may be given for such courses even when there are no degree program courses directly equivalent to them.

To receive approval as an Academic Credit Course, a course which is not part of a degree program must:

1. Be at a level of intellectual rigour comparable to that found in undergraduate degree program courses in the same or similar fields & be equivalent to a minimum of one unit. This can be ascertained by examination of the text, course outline & other materials used in teaching the course.
2. Include an explicit evaluation of students' performance by the methods normally used in degree courses such as tests, essays, reports & other assignments.
3. Be taught by an instructor capable of teaching degree level materials. This capability may be ascertained by considering the professional work experience & professional development learning, as well as the academic credentials, of the instructor.
4. Have admission requirements which demand, as a minimum, that the student have at least one of the following: (1) an Ontario Secondary School Diploma or equivalent; (2) be a mature student as defined in the Undergraduate Calendar of Nipissing University; or (3) be deemed an exceptional case by the admissions committee for the certificate or diploma program of which the course is a part.
5. Include a systematic student evaluation of the course using such methods as multiple-choice questionnaires, narrative responses &/or interviews.

### **Nipissing Diploma**

A Nipissing Diploma is a program of study involving a significant body of academic work coherently organized around clear learning objectives. Diplomas may be focused primarily upon academic or professional development objectives, but all must meet a minimum criterion of academic content. Diplomas serve such functions as: study complementary to degree programs; professional preparation or upgrading; & bridging into undergraduate degree programs.

### **Academic Course Requirements**

All Nipissing Diplomas must include Academic Credit Courses equivalent to at least 24 units of undergraduate study at Nipissing. In addition to their academic content, diploma programs may include courses & other forms of learning which are not suitable for academic credit.

### **Admission Requirements**

There are two sets of admission requirements.

1. General Diploma Admission Requirements. Student who wish to enter a Nipissing Diploma program must have at least one of: (1) an Ontario Secondary School Diploma or equivalent; (2) be a mature student as defined in the Undergraduate Calendar of Nipissing University; or (3) be deemed an exceptional case by the admissions committee. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in diploma programs & bear in mind the bridging function that some diplomas play.

2. Diploma Specific Admission Requirements. Any particular diploma program may have other admissions requirements which are appropriate to its learning objectives. These requirements may include prerequisites specific to particular Academic Credit Courses included in the diploma.

### **Credit Towards Degree Program Studies**

The Academic Credit Courses included in a diploma program can be used for credit towards degree program studies in accordance with the normal academic rules specified by the Faculty offering the degree. Such credit will be given only when all the work required by the diploma is completed.

### **Advanced Standing**

Upon admission to a diploma program, a student may receive credit for up to two thirds of the units of academic credit in the program. For a diploma which included 24 units, this is 16 units of advanced credit. The courses used for such credit must be equivalent to undergraduate courses at Nipissing. This ensures that any student who receives a Nipissing Diploma is capable of completing at least 24 units of undergraduate study at Nipissing. It also allows us to continue the tradition of offering diplomas which require less than 24 units of direct work, to students who already have degrees &/or who have already done a considerable amount of undergraduate work.

### **Double Counting**

Diplomas may include courses which a student uses for credit towards some other program at Nipissing, such as a degree. However, at least one third of the units used for credit towards a diploma must be unique to that diploma. For a diploma that consists of 24 units, this is 8 units of work that must be completed uniquely for that program.

### **Academic Approval Criteria**

When approving a program as a Nipissing Diploma, the Undergraduate Studies Committee must ensure that it appropriately fulfills all of the following criteria. It has:

1. a coherent set of learning objectives;
2. courses which collectively meet those objectives;
3. Academic Credit Courses equivalent to at least 24 units of undergraduate study;
4. a statement of admission requirements;
5. a statement of the advanced standing rules for students who enter the program; &
6. a statement of the credit towards degree studies provided by courses in the program

### **Nipissing Certificate**

A Nipissing Certificate is a program of study coherently organized around clear learning objectives & having academic content equivalent to a minimum of half a year of full-time undergraduate study at Nipissing. Nipissing Certificates may be focused primarily upon academic or professional development objectives, but all must meet this minimum criterion of academic content. Certificates serve such functions as: bringing into undergraduate degree programs; professional preparation or upgrading; & study complementary to degree studies.

### **Academic Course Requirements**

All Nipissing Certificates must include Academic Credit Courses equivalent to at least 15 units (half a year) of undergraduate study at Nipissing. In addition to their academic content, certificate programs may include courses & other forms of learning which are not suitable for academic credit.

### **Admission Requirements**

There are two sets of admission requirements:

1. General Certificate Admission Requirements. Students who wish to enter a Nipissing Certificate program must have at least one of: (1) an Ontario Secondary School Diploma or equivalent; (2) be a mature student as defined in the Undergraduate Calendar of Nipissing University; or (3) be deemed an exceptional case by the admissions committee. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in certificate programs & bear in mind the bridging function that some certificates play.

2. Certificate Specific Admission Requirements. Any particular certificate program may have other admissions requirements which are appropriate to its learning objectives. These requirements may include prerequisites specific to particular Academic Credit Courses included in the certificate.

### **Credit Towards Degree Program Studies**

The Academic Credit Courses included in a certificate program can be used for credit towards degree program studies in accordance with the normal academic rules specified by the Faculty offering the degree. Such credit will be given only when all the work required by the certificate is completed.

### **Advanced Standing**

Upon admission to a certificate program, a student may receive credit for up to 60% of the units of academic credit included in the program. For a certificate which includes 15 units, this is 9 units of advanced credit. The courses used for such credit must be equivalent to undergraduate courses at Nipissing. This ensures that any student who receives a Nipissing Certificate is capable of completing at least 15 units of undergraduate study at Nipissing.

### **Double Counting**

Candidates may simultaneously count all credits used towards a certificate towards a degree program..

### **Academic Approval Criteria**

When approving a program as a Nipissing Certificate, the Undergraduate Studies Committee must ensure that it appropriately fulfills all of the following criteria. It has:

1. a coherent set of learning objectives;
2. courses which collectively meet those objectives;
3. Academic Credit Courses equivalent to at least 15 units of undergraduate study;
4. a statement of admission requirements;
5. a statement of the advanced standing rules for students who enter the program;
6. a statement of the credit towards degree studies provided by courses in the program; &
7. be required to include, where applicable, comparative information from other such program elsewhere

### **Certificate of Attendance**

A Certificate of Attendance issued by Nipissing University acknowledges that an individual has participated in a set of activities at Nipissing that does not have the status of a program. Such activities are designed to meet the interests & objectives of participants who may want to acquire general knowledge or training for general interest purposes, but who neither require or seek any form of professional or academic recognition. This category will be suitable for various types of life-long learning courses & programs.

### **Admission Requirements**

Normally there are no specific admission requirements.

### **Credit Towards Degree Program Studies**

Normally there is no credit granted towards degree program studies.



## **Approval Criteria**

Although administrative & academic units at Nipissing do not need approval to issue Certificates of Attendance, it is expected that such Certificates will be granted only when the activities are of benefit &/or interest to the community & are consistent with the objectives of Nipissing University.

## **Procedures for the Evaluation of Certificate & Diploma Programs & Academic Credit Courses**

It is the mandate of the appropriate Division(s) or Faculty to ensure that the academic value of certificate & diploma programs, & the academic credit courses included in them, are clearly specified & correctly & effectively communicated to students. It develops procedures & criteria for evaluating certificates, diplomas & academic credit courses which are not part of degree programs. It coordinates the process leading to approval by the Undergraduate Studies Committee.

All proposals for certificates, diplomas, & academic credit courses must be presented to the appropriate Division(s) or Faculty. Such proposals need to be approved the Undergraduate Studies Committee. Although such proposals will normally be sponsored by academic units, any individual or body may sponsor a proposal by presenting it to the Chair of the appropriate Division(s) or Faculty. It is the sponsor's responsibility to provide a complete proposal.

When the Division(s) or Faculty is satisfied that the academic merit of a proposed certificate or diploma program has been appropriately evaluated, it will take it to the Undergraduate Studies Committee for approval.

## **Contents of Proposals for Certificate & Diploma Programs**

A complete proposal for a certificate or diploma program includes three parts: (1) a statement of academic merit; (2) a statement of financial viability; & (3) a statement of administrative responsibility.

### **Statement of Academic Merit**

The purpose of the statement of academic merit is to make the case that a particular program merits the designation of certificate or diploma by reason of meeting the criteria specified in this document.

The cornerstone of a statement of academic merit is normally an attestation from a Division(s) or Faculty, at Nipissing University, stating that the proposed program has been reviewed & found to meet the criteria for the designation proposed. That statement will also include a general description of how the academic merit of the proposal was evaluated, including such things as which academic departments were involved & the procedures used. This statement will be supported by other information relevant to the criteria in sections 4.6 & 5.6 so that a complete statement of academic merit includes the following parts:

1. a statement from a Division(s) or Faculty;
2. a statement of the learning objectives of the program, a brief general explanation of how the courses in the program contribute to meeting those objectives, & a brief explanation of why the program is being offered;
3. a list of the courses in the program. For each new course, a course description is provided along with a statement of the number of units of academic credit provided by the course. If credit is to be given by more than one academic unit, the amounts for each are to be provided;
4. an accounting of the total unit value of the academic credit courses in the program;
5. a statement of admission requirements for the program;
6. a statement of the advanced standing rules for students who enter the program;
7. a statement of the credit towards degree studies given by the courses in the program; &
8. instructions on how to get more details concerning the evaluation of the courses in the program in terms of the criteria given in section 3.0 above

### **Statement of Financial Viability**

The Academic Planning Committee & the appropriate Division(s) or Faculty should have some assurance that any program they are evaluating has been vetted by an appropriate agent, at least in a preliminary way, & found to be financially viable. To this end, program proposals presented to the appropriate Division(s) or Faculty must include a statement, no longer than one page, from an appropriate agent (e.g., Division Chair, Dean) attesting to the financial viability of the proposed program & outlining the

basis for that attestation, including consideration of the administrative costs. The details of these statements will not necessarily be the subject of discussion for academic bodies or the appropriate Division(s) or Faculty. Those who have concerns about the contents of such statements can address them directly to the attester. Approval of a certificate or diploma by the appropriate Division(s) or Faculty & the Undergraduate Studies Committee does not imply that either of those bodies necessarily endorses the statement of financial viability included in the proposal.

### **Statement of Administrative Responsibility**

The Undergraduate Studies Committee & the appropriate Division(s) or Faculty should have some assurance that the administrative arrangements for any program they are evaluating have been considered, & that plans of at least a preliminary sort have been made. To this end, program proposals presented to the appropriate Division(s) or Faculty must include a statement, no longer than one page, from an appropriate agent (e.g., Division Chair, Dean) outlining the administrative arrangements for the proposed program, & how their costs will be covered.

### **Proposals for Academic Credit Courses**

Proposals for new academic credit courses, which are intended to be part of a certificate or diploma proposal, & which are not to be part of any degree program will follow the normal university curriculum approval process.

## **XV.0 Policies & Procedures for Exchange Students**

### **Policy**

1. Exchanges are normally open to students in the second or third year of their program. They will seldom be considered for students in their graduating year.
2. Preference will be given to students whose overall average is 75% or higher. However, students whose average is 70-74% may be considered for an exchange.
3. Nipissing will grant a full complement of 30 credits for a full-time year (or 15 credits for one full-time semester) in an exchange program.
4. Nipissing will approved the student's application for graduation when after returning, the student completes all possible discipline specific requirements in the time required to complete the total number of credits for that degree.
5. Students who are accepted for an exchange program & have qualified for a scholarship will receive the scholarship during the exchange year as if they were attending on campus. Students who earn scholarships & awards at Nipissing University & choose to study abroad remain eligible for such awards upon their return to Nipissing, provided they are successful.

## **XVI.0 Grading Standards & Practices Policies (Faculty of Arts & Science & Faculty of Applied & Professional Studies)**

A Grading Standards & Practices Review Committee (GSPRC) was initially established in 1998 in order to assess current grading standards & practices in Arts & Science at Nipissing University & to recommend to the Dean a course of action for possible consideration by the Arts & Science Council (ASC) &, where appropriate, by Senate. Having not finished its duties when the deanship changed in the summer of 1999, the Committee was subsequently re-activated by the new Dean in the fall of 1999.

The GSPRC first undertook to analyze Nipissing's Arts & Science "grade history" over a number of years; it then attempted to determine whether systematic "grade inflation" was occurring at Nipissing, & whether grades here were too high in an absolute sense. Recognizing that any analysis of our own Arts & Science grading trends would be enriched by a larger academic context, the Committee also undertook (with limited success) to gather information on grading standards & practices from other Ontario universities.

After completing the data gathering & analysis stage, the Committee turned its efforts to matters of interpretation, discussing the various issues & problems which had been identified, in order to arrive at possible explanations &/or suggested responses. These discussions gave rise, in turn, to a series of recommendations which the GSPRC presented to the Dean in its Report, dated September 2000. The Report & all of the recommendations therein were subsequently discussed by the ASC on several occasions, & approved, with some revisions, in March 2001.

This “policy document” has been produced to summarize the final recommendations in a form more suitable for presentation to Senate & for implementation by the Faculty of Arts & Science & the Faculty of Applied & Professional Studies. Anyone wishing more detail with respect to the actual grade data, the grade analysis &/or the rationales for the policies presented below should refer to the Final Report of the Grading Standards & Practices Review Committee, dated March 2001.

**1. Orienting New Faculty**

All new full-time & all new part-time faculty in the Faculty of Arts & Science & the Faculty of Applied & Professional Studies shall be required to attend an orientation session, which, arranged & coordinated by the Dean’s Office, will specifically address issues related to grading standards & practices, including the “Final Grade Distribution Guidelines” outlined in 5, below.

**2. Mentoring New Faculty**

At the individual discipline/departmental level, all new full-time & part-time faculty in the Faculty of Arts & Science & the Faculty of Applied & Professional Studies shall be offered opportunities for, & encouraged to seek, mentorship from full-time faculty members, who, identified specifically for this purpose, can provide help in the areas of teaching, student evaluation, & grading.

An up-to-date list of faculty mentors shall be compiled & maintained by the respective Dean’s Offices.

**3. Informing Students about Grading Practices**

Each undergraduate course instructor shall include, as part of his or her discussion with the class about course grading: (i) an outline of Nipissing’s grading standards (that is, what grades of “A,” “B,” “C,” & “D” signify, according to the Nipissing University Academic Calendar); & (ii) at his/her discretion, at least some indication of the “Final Grade Distribution Guidelines” outlined in 5, below (in order that this information may be taken into account when students form their own “grade expectations”).

**4. “Mastery” Courses**

- (a) The delivery of courses which are effectively graded entirely according to a “mastery” approach should be discouraged, since university-level courses generally include significant theoretical content. (Note: at the discretion of the instructor, individual components/items within courses—to a maximum of, say, 30% of the final grade—can continue to be evaluated via mastery.)
- (b) Notwithstanding (a), all courses which are effectively graded entirely according to a “mastery” approach shall be identified by the Dean’s Office, & furthermore, shall require Senate recognition & approval as such.
- (c) Once approved by Senate, each mastery course shall be graded according to a simple pass/fail system, & shall not be counted when academic averages are computed for purposes of making academic promotion/status decisions (that is, good academic standing, academic probation, or required withdrawal) &/or awarding scholarships or other academic prizes that are essentially based on academic average.

**5. Final Grade Distribution Guidelines**

- (a) For courses with ten or more students, the mean final grade should normally be expected to fall within the proposed ranges shown in Table I below. Likewise, course grades should exhibit a reasonable amount of “differentiation” or “spread” across the class sample. “Spread” is often indicated by means of the “standard deviation,” a statistic which, when added to & subtracted from the class mean, produces a range of grades within which roughly two-thirds of the class should normally be expected to fall. Standard deviations should ideally be neither too small (indicating insufficient differentiation across the sample) nor too large (which could indicate too many marks at the top & bottom of the range, &

too few marks in the middle). In order to provide a context for these guidelines, the 1999-2000 ranges for both course means & course standard deviations are also shown by course level in the table.

**TABLE I**

| <b>Course Level</b> | <b>1999-2000 Mean Range</b> | <b>Proposed Mean Range</b> | <b>1999-2000 St. Dev. Range</b> |
|---------------------|-----------------------------|----------------------------|---------------------------------|
| 1000                | 64% -78%                    | <b>63% -69%</b>            | 7 – 15                          |
| 2000                | 69% - 82%                   | <b>66% -72%</b>            | 7 – 16                          |
| 3000                | 72% - 83%                   | <b>69% -75%</b>            | 4 – 16                          |
| 4000                | 71% - 82%                   | <b>72% -78%</b>            | 4 – 23                          |

(b) The percentage of “A” grades (that is, grades equal to or greater than 80%) should normally be expected to fall within the proposed ranges shown in Table II.

**TABLE II**

| <b>Course Level</b> | <b>1999-2000 “A” Grades</b> | <b>Proposed “A” Grade Range</b> |
|---------------------|-----------------------------|---------------------------------|
| <b>1000</b>         | 27.5%                       | <b>10% - 20%</b>                |
| <b>2000</b>         | 28.7%                       | <b>20% - 30%</b>                |
| <b>3000</b>         | 32.7%                       | <b>30% - 40%</b>                |
| <b>4000</b>         | 44.1%                       | <b>40% - 50%</b>                |

#### **6. Assigning Minimum Weight for Invigilated Items**

- (a) For first- & second-year level courses, at least 50% of the final grade shall be based upon invigilated items (final exams, in-class tests, in-class presentations, participation, etc.); any exemptions from this regulation shall require the approval of the applicable Dean.
- (b) For third- & fourth-year level, the 50% minimum in (a) shall be considered a discretionary guideline, but not a requirement.

#### **7. Courses with Multiple Sections**

- (a) All sections of multiple-section courses taught simultaneously at any location shall employ the same grading scheme (that is, the same weights shall be assigned in each section for final exams, tests, essays, assignments, labs, participation, etc.), & this grading scheme shall be agreed upon in advance by the various instructors.
- (b) Final examinations in any such multiple-section course shall include an agreed-upon common section, which comprises at least 40% of the final exam mark.
- (c) Instructors seeking exemptions from (a) or (b) shall be required to obtain the approval from the applicable Dean.

#### **8. Grades for Courses with Multiple Markers**

In the case of Arts & Science courses in which the same items are graded by multiple markers, all markers shall be required to share periodically with one another summarized (non-identifying) grades, & they shall further be required to discuss (via e-mail or at meetings called for this purpose) such grades in order that consistency of grading across all markers be achieved to the greatest extent possible.

#### **9. Discipline/Departmental Final Grade Review**

Individual disciplines/departments shall be required to meet each year by early September to review & discuss the previous academic year's final grade reports, which shall be produced by the Registrar's Office in a summarized & non-identifying manner.

#### **10. Intervention/Action on Final Grades by the Dean**

Where the Dean feels that an individual instructor or an entire discipline/department has failed—to a significant degree—to meet the “Final Grade Distribution Guidelines” outlined in 5, above, the instructor(s), in consultation with the Dean, shall be reminded that Nipissing's grading standards should be adhered to &/or that grading practices should be adjusted in the future.

#### **11. Adding Course Mean Grade to Student Grade Reports & Transcripts**

Beginning in 2001-02, for all courses with numerical grades (that is, for all non-mastery courses), the course mean grade shall be included, along with the individual student's grade, on all official student grade reports & all official Nipissing University transcripts.

### **XVII.0 Exam Policy & Procedures**

*This document would apply to Non Distance Delivery Courses. Distance Delivery requires unique policy & procedures.*

#### General Rules for Proctoring & Conduct of Final Examinations

##### Student Policies Governing Final Exams:

1. A student shall not be permitted to enter a room in which University examinations are being written if the student arrives more than one hour after the commencement of writing.
2. There shall be no extension of time for candidates who are allowed to sit the examination after arriving late.
3. At 15 minutes before the conclusion of the examination period, the proctor shall announce the time remaining.
4. No student shall be allowed in the examination room during the course of examination except the candidates concerned.
5. Students must place their student ID cards, or another piece of photo identification, on the desk, or be able to establish their identities in a manner satisfactory to the proctor & sign the attendance sheet when presented to them.
6. Each student must submit all required exam materials before leaving the exam room. Candidates must leave the room immediately after handing in their examination materials. Any materials removed from the room will not be accepted for submission.
7. If a student becomes ill or receives word of a domestic emergency during an examination, the student must hand in all exam materials at once to a proctor & request the exam paper be cancelled. In the case of illness, the students must arrange immediately for a medical examination so that a medical certificate is available to support any request for a deferred examination. The candidate may then apply for a special examination in accordance with the published special final examinations procedures.
8. If a student fails to appear for a scheduled examination, the candidate may apply for a special examination in accordance with the special final examinations procedures.
9. All inquiries & requests must be addressed to proctors only & candidates must not leave their seats except when granted permission by the proctor.
10. Candidates must not:
  - impersonate another student;
  - speak to other candidates or communicate with them under any circumstances whatsoever;
  - leave answer papers exposed to view

The published policy for “Academic Dishonesty” will apply to anyone found cheating.

11. No materials or electronic devices shall be brought to the desk or used at an examination except those authorized by the proctor. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, laptop computers, programmable calculators, palm pilots or pagers. All electronic devices must be turned off & kept out of view.
12. Students may not bring food or drink into the exam room. Those who must do so for medical reasons must identify himself/herself to the Exam Invigilator.
13. In consideration of those who have allergies, students & proctors shall refrain from wearing fragrances.
14. There are no personal belongings allowed on the desks except those directly required for the exam.
15. Students are discouraged from bringing personal belongings into the exam room. Small belongings may be placed under the seats, but exam supervisors may request that all personal belongings be left along the edges of the room. In either case, the University will assume no responsibility for lost articles.
16. Any student leaving the examination shall do so with the least distraction to the students still working. Students shall not congregate outside the examination room.
17. Instructors shall proctor their own final examinations. If this is not possible, the Instructor shall arrange for an alternate who is familiar with the subject of the examination. Students should not be used as alternates.
18. The Instructor or alternate shall be the proctor for that course & is responsible for the conduct of the examinations & the enforcement of the examination regulations.
19. When multiple exams are held in one room, the Assistant Registrar shall appoint a Chief Supervisor. The Chief Supervisor is responsible for the conduct of examinations & the enforcement of examination regulations.
20. When examinations are scheduled in the gym, the Registrar's office staff will bring the exams to that location. When examinations are not scheduled in the gym, it is the responsibility of the Proctor to ensure that exams & any booklets may be picked up from the Registrar's office the day of the exam.
21. The Registrar's office will be responsible for hiring additional Exam Proctors so that large exams may have more than one proctor & so that supervisors of smaller exams may be relieved for short periods of time.
22. A student with a disability requiring specific support for his/her disability may request examination accommodation through the Disability Services Office (A201) under the following conditions:
  1. The student must be registered with Disability Services
  2. The student must provide the Disability Services Office with appropriate documentation to support the requested accommodation.
  3. The student must adhere to the registration deadlines & the policies & procedures set by Disability Services.
  4. The student must also follow all of the Nipissing University's Exam Policy & Procedures.
23. The faculty member or designate with a student writing an accommodated examination through the Disability Services Office is required to visit the student at some point during the exam, & such visits will be documented by Disability Services:
  1. Normally, the initial visit shall be within the first 30 minutes into the examination period.
  2. The Disability Services Office will inform the faculty member of the location of the student writing the accommodated exam.
  3. A proctor will relieve the faculty member in his/her examination room so faculty member can attend to the student in the Disability Services examination room, as required.
  4. If a Disability Services proctor relieves a faculty member in his/her exam room it is only for the time required for that faculty member to visit the Disability Service exam room; the Disability Services proctor is not available to relieve faculty member for washroom, coffee breaks, etc.

#### 24. Examination Cancellation Contingency Plan:

- The Assistant Registrar, or designate, will decide in consultation with the Deans, or designate, whether to proceed with or to postpone examinations in the event of extreme weather conditions or any other general emergency which occurs when final examinations are in session. Notification of the postponement of an exam(s) will be posted on the Nipissing University Portal as early as possible & the local media will be contacted.
- If students have seen the examination, the examination should be cancelled & rescheduled. However, any examinations already submitted will normally be graded.
- If the examination has not been started but the delay lasts longer than one hour, it is recommended that the examination be cancelled.
- In anticipation of the need of such action, each examination schedule will be re-staged, if at all possible, prior to the end of the current examination period; in particular, the most likely time is the next Sunday at 1:00 pm. Students will be notified of the exact date & location through their Nipissing Student email account.

#### 25. If a Fire Alarm Sounds & the building must be evacuated:

- If the alarm is intermittent, then it is not necessary to leave the building & additional time will be added.
- If the alarm is continuous, then Proctors will announce that “Students must turn over their papers & leave all exam materials on their desk. They are to take any personal belongings at their desk but are not to attempt to get personal belongings from the front of the room & to exit the building immediately. If re-entry to the building is permitted within 30 minutes, then each exam supervisor will decide on a course-by-course basis whether or not to continue their exam. After 30 minutes, students may leave & should check the Nipissing University portal for announcements regarding their exam(s)”.
- Proctors will ensure that everyone exits the building.
- Proctors & students will wait at the entrances for instructions.
- The Assistant Registrar, or designate, will go to the location of the fire alarm annunciator panel to wait for confirmation from the Police &/or Fire Department that the alarm was false & the building may be re-entered or that the alarm is genuine.
- If the alarm was false & re-entry is permitted within 30 minutes, the proctors will tell students to either, a) enter the building & exam room(s) to continue the exam or b) the proctors will collect the examinations & students will then be permitted into the exam rooms to collect personal belongings.
- Those proctoring the exams will inform the Assistant Registrar, or designate, whether the exam is to be re-scheduled or, if 50% or more of the exam time has elapsed, they may elect to prorate the exam rather than schedule a new exam.

#### 26. Power Outage:

- Students must turn over their exam papers & remain in their seats.
- Students will be asked to remain silent.
- The Assistant Registrar, or designate, will contact Security to find out an estimated time for the duration of the blackout. At that time, it will be determined whether or not the exam will continue. If 50% or more of the exam time has elapsed, they may elect to prorate the exam rather than re-schedule a new exam

#### Scheduling & Administration

27. Except where otherwise approved by Senate, final examinations are mandatory in 1000 & 2000 level courses. Final examinations are not mandatory in creative writing, studio art courses, or other courses so designated by Senate.
28. Faculty will provide the FASS office (or equivalent in Muskoka & Brantford) with a copy of their final exam at least five working days in advance of the exam date. FASS will provide the Registrar’s Office with sufficient copies for each exam in advance of the exam day. The cover booklet design is included at the end of the document & different colours will be used on the cover to reduce the chance of students bringing exam booklets with them to the examination.
29. Faculty will enter their final grades into the Student Information System seven days after the final exam or, if there is no final exam, within seven days after the end of the exam period.
30. Final exams are scheduled by the Registrar’s Office & must take place within the dates published for final exams.

31. Instructors of 3000, 4000 & 5000 level courses may assign final examinations as part of their course assessment strategies.
32. Spring/Summer courses will normally have an extra day scheduled & the final exam will be on the last scheduled day of classes beginning at the same time as the class schedule.
33. In courses with final examinations, the exam must constitute a minimum of 30% & a maximum of 70% of the final grade.
34. Punctual & regular attendance is essential for the successful completion of a course. When absenteeism exceeds 20%, the student may be excluded from writing the final examination. If an instructor would like to exclude a student from writing a final examination, the Dean & the student must be notified in writing at least two weeks prior to the exam. Students who wish to appeal this decision may appeal to the Dean.
35. Final examinations for all courses of three credits or above will be three hours in length. The length of final examinations for courses that are less than three credits will be determined by the instructor.
36. No student will be required to write more than one Nipissing University exam during the same exam time period, or more than three Nipissing University final examinations in any 48 hour period.
37. Students are responsible to be at the designated place & time for their exam(s). Misreading the exam schedule will not be accepted as the basis for a special examination.
38. Each term, soon after classes begin, the Faculty offices will provide the Registrar's office with a summary of which courses require a final examination.
39. Final examinations normally run from Monday to Saturday. Exams may be scheduled day or evening regardless of when the class was scheduled. Make-up exams may be scheduled on Sunday afternoon.
40. Once a draft schedule is published there will be two weeks to notify the Office of the Registrar if any changes are required. For example, if a student has been scheduled to write more than three exams within 48 hours then the draft will be changed to correct this conflict.
41. Past final examinations for courses offered by Nipissing University may be made available to students, on the Web, at the discretion of the faculty member.

#### Special Final Examinations

42. Students who are unable to write final examinations because of illness or other circumstances beyond their control, or whose performance on the examination has been impaired by such circumstances, may, on application, be granted permission to write a special final examination. Such application must:
  - be made in writing to the Dean not later than one week after the date of the examination; &
  - be supported, in the case of illness, by a medical certificate or by appropriate documents in other cases.
43. The Dean's decision on special final examinations is final & may not be appealed.
44. There will normally be a fee for a special examination & this fee may be found in the Nipissing University calendar.

#### Review of Final Examinations

45. Final examinations held during the final exam period are not returned to students but are kept on file by the Office of the Registrar until the deadline for appeals has passed.
46. Students may review their examination papers in the Office of the Registrar. Such reviews require 24 hours advance notification.



47. Students who would like to review the exam paper in the presence of the instructor may do so by making a formal request through the Dean's office. The instructor shall review the examination paper in the presence of the student. Such reviews normally require one week advance notification. In the event that the professor is not available, the Dean will make alternate arrangements.
48. The closing date to request reviews is two months from the last scheduled examination of the term.

#### **XVIII.0 Policy on Posthumous Undergraduate Degrees/Certificates of Academic Achievement**

##### Undergraduate Degrees

1. Normally, a posthumous degree will be granted to a deceased student only under the following minimum conditions. The student must have:
  - a. Died within 12 months of the last registration;
  - b. Been in good academic standing such that eventual graduation was expected;
  - c. For undergraduates in programs requiring 120 or more credits, completed at least 90 credits;
  - d. For undergraduates in programs requiring 90 credits, completed at least 72 credits;
2. The posthumous degree must be recommended by the department & faculty council & be approved by Senate Executive.
3. Undergraduate students who were in an Honours program at the time of death but who are not eligible for a posthumous Honours degree may be recommended for the corresponding General degree, if the criteria for that degree are met.
4. Procedures:
  - a. On receiving notice of the death of a student, the Registrar determines if the student would be eligible for a posthumous degree & communicates this information to the department, the Secretary of Senate, & the President.
  - b. The President or delegate will communicate with the next of kin.
  - c. The posthumous degree will be noted as such in the Senate graduation list & the convocation program, but not on the diploma.
  - d. Where possible, the diploma will be presented to the next of kin or their delegate.

##### Certificates of Academic Achievement – *in memoriam*

1. Normally, a "Certificate of Academic Achievement – *in memoriam*" will be awarded to a deceased undergraduate student if the following minimum requirements are met. The student must have:
  - a. Died within 12 months of the last registration;
  - b. Been in good academic standing such that eventual graduation was expected;
  - c. For undergraduate students in programs requiring at least 90 credits, completed at least 30 credits at Nipissing;
  - d. For students in all other programs, completed at least 50% of their degree requirements, unless otherwise determined by their program Chair or Director.
2. The certificate must be recommended by the department & faculty council & be approved by Senate Executive.
3. Procedures:
  - a. The request to award such a certificate may emanate from others, but the next of kin should approve, where possible.
  - b. The President or delegate will communicate with the next of kin
  - c. Where possible, the certificate will be presented to the next of kin or their delegate.

#### **XIX.0 Policy on Religious Accommodation for Students**

Nipissing University is committed to respecting the religious beliefs & practices of all members of the university community, & making reasonable accommodations for observances of special significance to adherents. Efforts will be made by the University

to avoid scheduling in-class or formal examinations on days of major special religious significance throughout the year. Students will be informed through the Academic Calendar of procedures for requesting & arranging accommodations based on religious observance. In cases where conflicts do arise, it is the responsibility of the student to notify the University in accordance with the following procedures. Failure to do so may result in the student not being graded for any missed work.

## Religious Accommodation Procedures for Students

### *Final Examinations*

Students who, because of religious commitment, cannot write a formally scheduled examination (during the December & April examination periods) on the date scheduled, should contact the office of the Dean of the Faculty **no later than three weeks prior to the start of the examination period** to initiate arranging an alternative examination date. Students must complete the Examination Accommodation form available on the University website. Students are required to, if requested to do so, present evidence concerning the religious obligations involved. A religious accommodations agreement - final examination form may be downloaded from the website at:

<http://www.nipissingu.ca/registrar/downloads/religious%20accom.pdf>

### *Academic Obligations other than Final Examinations*

Students who, because of religious commitment, cannot meet specific academic obligations in a course (other than formally scheduled examinations during the December & April examination periods) on certain holy days, are responsible for giving their professor/instructor reasonable notice of each conflict. **Such notice shall be given as soon as the conflict is known to the student & no later than 14 calendar days prior to the date of the conflict.**

Accommodations may include:

- (a) Rescheduling the evaluation that is in conflict, or
- (b) Preparing an alternative evaluation for that particular student, or
- (c) Recalculating the total evaluation in the course to eliminate the component that has been missed.

When the instructor & student are unable to agree on suitable accommodation, the matter will be referred to the Dean for a decision, who may request that the student present evidence concerning the religious obligations involved. The Dean will convey the decision to the instructor & student. The Dean's decision may be appealed by the student through the Student Appeals Committee.

## XX.0 Dual Credit/Transfer Credit Policy

Students who successfully complete UNIV1011 through an approved Nipissing offering of the UNIV1011 course through a recognized partner, will be eligible for transfer credit for this course only once they are admitted to Nipissing University & registered in an undergraduate degree program. Such student must self-identify that they completed the course through a recognized partner offering of the course. Students will be required to complete & submit the advanced standing form & transfer credit fee in order for the credit to be assigned to their academic record. The credit will be awarded as a TR or TRD credit as appropriate. This credit will only be granted if the student attends Nipissing, not another university.

## XXI.0 Graduate Special Admissions Appeal Policy

|   |   |
|---|---|
| Office of Accountability                  | Vice President Academic & Research  |
| Administrative Responsibilities           | Assistant Vice President Academic & Research is the administrative authority responsible for exceptional graduate admissions. Each faculty is responsible for preparing appeals |
| Approver                                  | Senate  |
| Scope                                     | This policy applies to all prospective graduate students at Nipissing University  |
| Contact Officer                           | Research & Graduate Studies Coordinator   |
| Date for Next Review                      | Fall 2013   |
| Related Policies, Procedures & Guidelines |   |
| Policies Superseded by this Policy        |   |
| Policy Number                             |   |

### **Purpose of the Policy**

This primary purpose of this policy is to outline a mechanism by which students who do not meet the minimum admissions requirements may be accepted to graduate studies at Nipissing University. The policy outlines a uniform process that will ensure that exceptional admissions are consistent & fair to all concerned.

### **Special Admissions Appeal Process**

Appeals regarding denial of admission are handled by the Assistant Vice President (AVP), Research & Graduate Studies. Such appeals are made by academic units on behalf of students who do not meet the minimum admission requirements of the School of Graduate Studies. The decision of this appeal is final for the Faculty. Considerations for exceptional admission must include:

- demonstration of distinguished life achievement by the applicant of a scholarly, creative, or professional nature in the field related to their intended program of study; &
- evidence that the applicant is likely to succeed in handling the rigor of the particular graduate program.

Fulfillment of the above conditions & considerations does not in any way guarantee that an applicant will receive an offer of admission. The process for appeal is as follows:

1. Upon being declined by the Registrar's office, the student should contact the relevant Graduate Advisor (who acts as the appeal advocate) & discuss the possibility of appeal
2. According to internal departmental procedures, the Graduate Advisor will ascertain support for an appeal
3. In cooperation with the student, the Graduate Advisor will prepare an Admissions Appeal Package, which will include:
  - 3.1. The Admissions Appeal form
  - 3.2. A statement of willingness to admit the student, as indicated by the Admissions Appeal Endorsement form
  - 3.3. A statement on the part of the Graduate Advisor, as indicated by the Admissions Appeal Integrity form, stating that the appeal:
    - 3.3.1. would be reasonable in the circumstances
    - 3.3.2. would be in the best interests of the student or applicant concerned
    - 3.3.3. would not give an unfair advantage to the student or applicant concerned
    - 3.3.4. would not undermine the integrity of Nipissing University's regulations or degree requirements
  - 3.4. The proposed program of study, as indicated by the SGS Program of Study Form
  - 3.5. At least one letter of reference, which address the admissions requirements of the program & the ability of the applicant to succeed with special admission (may include academic references, employers, & experts in the program of study). The referee(s) may be the same people who wrote original letters for the application, but the letters must be specific to the admissions appeal.
  - 3.6. Two examples of scholarly work pertinent to the program of study (may include academic writing, published articles, presentations, or creative work)
  - 3.7. A complete resume or CV
  - 3.8. A 300-500-word statement from the applicant explaining why they should be considered for special admission
  - 3.9. A 100-200-word statement from the Graduate Advisor explaining why the student should be considered for special admission
4. The completed Appeal Package will be forwarded to the AVP Research & Graduate Studies
5. An Appeal Review Committee will be struck, at the discretion of the AVP Research & Graduate Studies, to review admissions exemptions as described above.
  - 5.1. The Sub-committee will be comprised of the AVP Research & Graduate Studies, & no less than two additional members of the Graduate Studies Council
  - 5.2. The Appeal Review Committee must not include a member from the academic unit which has posed the appeal
6. After review of the Admissions Appeal Package, & consultation with any stakeholders as appropriate, the Appeal Review Committee will render a decision via the SGS Admissions Appeal Decision form
  - 6.1. The Appeal Review Committee's decision to admit the applicant in question must be unanimous

6.2. The Appeal Review Committee may require the student to enter the program on a probationary basis:

- 6.2.1. Students accepted on probation will be required to complete, at a minimum B level, a minimum of two (2) graduate courses before the probation is lifted
- 6.2.2. During the probationary period, no more than two (2) graduate courses may be taken
- 6.2.3. The student must maintain a B average in all courses taken during probation
- 6.2.4. The student may not remain on probation for more than two consecutive terms

7. Upon the decision of the Appeal Review Committee:

- 7.1. Approved: the applicant may be admitted to the program as a probationary or non-probationary student, & will embark upon the Program of Study
- 7.2. Declined: the applicant may not appeal for consideration for special admission for the period of at least one academic year (three full terms). It is expected that any subsequent appeals will demonstrate a significant progression in program candidacy on the part of the applicant

All applicants, regardless of appeals procedures, are required to adhere to the admissions deadlines set by the Registrar's Office. The extension of application deadlines in the case of graduate admissions appeals will only be considered with the express consent of the program/advisor of the relevant academic unit, the Registrar, & the AVP Research & Graduate Studies.

*Acknowledgement: This policy was prepared using extracts from related policies authored by the University of Victoria, University of Alberta, & University of Toronto.*

## XXII.0 Policy on Graduate Student Funding

|   |   |
|---|---|
| Office of Accountability                  | Vice President Academic & Research  |
| Administrative Responsibilities           | Assistant Vice President Academic & Research is the administrative authority responsible for graduate student funding |
| Approver                                  | Senate  |
| Scope                                     | This policy applies to all graduate students at Nipissing University  |
| Contact Officer                           | Research & Graduate Studies Coordinator   |
| Date for Next Review                      | Fall 2015   |
| Related Policies, Procedures & Guidelines |   |
| Policies Superseded by this Policy        |   |
| Policy Number                             |   |

### Purpose of the Policy

The purpose of this document is to clearly outline the terms & conditions of admission & funding for applicants to Nipissing University. Funding eligibility terms & conditions are applicable to all continuing students.

The university reserves the right to make changes without prior notice to the information contained in this publication. Please refer to <http://www.nipissingu.ca/academics/graduate-studies/awards-&-funding> for the most current version of this document.

Applicants receiving an offer of admission &/or funding are expected to review this document in full so as to be aware of, & comply with, the information enclosed.

By accepting the offer of admission & funding, you are acknowledging:

- That you understand & will comply with the information outlined in this document, including but not limited to: the terms & conditions of admission; & terms, conditions & eligibility for funding; &
- That the information provided to the university is, to the best of your knowledge, accurate, true & compliant with university policy.

### Freedom of Information & Protection of Privacy Act

The university is compliant with the Freedom of Information & Protection of Privacy Act (FIPPA). Information provided to the university through your application for admissions, or other collection sources (e.g., response forms, registration changes, etc.), will be used for academic purposes.

**Information on FIPPA:**

[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90f31\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm)

**Information on the university's compliance with FIPPA:** See the Nipissing University Academic Calendar.

**Third party requests:** Personal information will not be provided to third parties, including parents, family or friends, without the written consent of the student.

**Validity of Offer of Admission & Funding**

The offer of admission & funding expires after the response deadline.

Please note the acceptance is not valid without payment of your non-refundable deposit by the deadline date. After this date, the offer of admission & funding will no longer be valid, & the option to accept the offer will expire. The offer of admission & funding will clearly outline the program of study, term of admission, full or part-time status, & funding.

**The 10-Hour Rule**

As a member university of the Ontario Council on Graduate Studies, Nipissing is committed to ensuring full-time graduate students work no more than an average of 10 hours per week, in any capacity, for Nipissing University. This rule is in place to ensure full-time students are in a position to devote their time & energy to the requirements of their program of study. Students, if employed by Nipissing University, will work no more than an average of 10 hours per week at diversionary employment while they are registered as a full-time student. Diversionary employment is work that takes a student's time away from his or her MRP or thesis research. All graduate assistantships are considered to be diversionary & are subject to this rule, while scholarships & fellowships are not. In calculating this diversionary work average it is recognized that employment opportunities for full-time students may fluctuate throughout the year. Students have a maximum diversionary work allocation of 250 hours in any 12 month period. Students who do not wish to be limited to 10 hours of paid employment during their studies are strongly encouraged to pursue part-time studies.

**Assistantships**

One of the primary sources of funding for graduate students at Nipissing is Graduate Assistantships: graduate teaching assistantships (GTA) & graduate research assistantships (GRA). These are available to both domestic & international students. Normally, funding is not provided to part-time students. These sources of funding are administered by the student's home faculty.

Graduate Teaching Assistantship (GTA)

GTAs support the teaching of undergraduate courses at Nipissing University. Teaching assistantship support is administered by Research Services, the School of Graduate Studies & by faculty members who hold research grants or externally funded research contracts. Employment of registered graduate students as graduate teaching assistants is governed by the provisions of the Ontario Council of Graduate Studies & Nipissing University School of Graduate Studies regulations. Please refer to your graduate program for specific information on the roles & responsibilities of GTAs. All teaching assistantship work is considered diversionary from the student's main MRP or thesis research, & therefore graduate students are limited to a maximum of 10 hours of GTA/GRA work per week while enrolled in a full-time program of studies (see 10-Hour Rule). These payments are considered employment income by the university & tax deductions are made at source. A T4 will be issued for tax purposes.

How to Apply: Eligible students are nominated by their graduate program for GTA positions

Graduate Research Assistantships (GRA)

GRAs support academic research at Nipissing University. Research assistantship support is administered by Research Services, the School of Graduate Studies & by faculty members who hold research grants or externally funded research contracts. All graduate assistantship work is considered to be diversionary from the student's main MRP or thesis research, & therefore graduate students are limited to a maximum of 10 hours of GTA/GRA work per week while enrolled in a full-time program of studies (see 10-Hour Rule). These payments are considered employment income by the university & tax deductions are made at source. A T4 will be issued for tax purposes.

How to Apply: Eligible students are nominated by their graduate program for GRA positions

**Nipissing University Graduate Scholarships (NUGS)**

Nipissing University Graduate Scholarships support graduate students who are enrolled in a full time graduate level program. The School of Graduate Studies funds a limited number of NUGS each year. NUGS support students in research that contributes to the student's program of study & usually results in a thesis or major project. Any research that is conducted under the NUGS must not be diversionary from the student's main MRP or thesis (such diversionary work shall be categorized as a GRA & will be subject to the 10-Hour Rule). The value of NUGS varies & may be used to enhance the level of funding for students who have external awards or as a student's only source of funding. NUGS are not payment for employment. NUGS are paid periodically throughout the year &

there is no hourly rate or any set value. These payments are not considered employment income by the university & no tax deductions are made at source. A T4A will be issued for tax purposes.

### **Nipissing University Research Fellowships (NURF)**

Nipissing University Research Fellowships support graduate students who are enrolled in a full time graduate level program. The NURF are integrated into the research programs of one or more professors from funding that is usually obtained through research grants awarded to professors. NURF support students in research that contributes to the student's program of study & usually results in a thesis or major project. Any research that is conducted under the NURF must not be diversionary from the student's main MRP or thesis (such diversionary work shall be categorized as a GRA & will be subject to the 10-Hour Rule). The value of NURF varies & may be used to enhance the level of funding for students who have external awards or as a student's only source of funding. NURF are not payment for employment. NURF are paid periodically throughout the year & there is no hourly rate or any set value. These payments are not considered employment income by the university & no tax deductions are made at source. A T4A will be issued for tax purposes.

**If you are awarded additional fellowships, scholarships, bursaries, &/or you secure outside employment, the financial commitment from the faculty & Nipissing University may be reconsidered.**

### **Continuation of Funding**

Continuation of all sources of funding from the university is dependent on maintaining good academic standing, high-quality research performance (where applicable) & availability of funds. If you withdraw, change to part-time status, change your program, change your research topic or supervisor, or fail to complete a term, you may no longer be eligible for funding.

### **Funding for International Students**

There are limited funding opportunities available for international students at Nipissing University. In order to obtain a study permit, international students must submit evidence of having enough funds to cover tuition & living expenses. Therefore, it is expected all international students attending Nipissing will be able to support themselves & any dependents during their studies.

International students in thesis-based programs may be eligible for an internal scholarship &/or assistantships, which are typically offered at the time of admission as outlined in this document.

### **Method of Payment of Graduate Awards & Funding**

**Assistantships**, such as the GRA & GTA, are coordinated through the faculty offices & are typically paid to students as outlined in the contract. Time sheets indicating the numbers of hours worked per week will be submitted to the School of Graduate studies on the last day of each month.

**Scholarships** from the School of Graduate Studies are paid in three equal installments (September, January, May) & are distributed via cheque by the SGS Coordinator.

**Fellowships** from graduate faculty are paid in three equal installments (September, January, May) & are distributed via cheque by the SGS Coordinator.

### **Tuition & Fees**

By accepting an offer of admission, it is understood that you have reviewed the information & agree to pay in full the tuition & fees applicable to your program & full-time or part-time status. Information on tuition & fees can be found on our website at <http://www.nipissingu.ca/academics/graduate-studies/awards-&-funding/Pages/default.aspx>.

### **Taxation of Awards & Funding**

Employment, such as GRA & TRA, are taxable & will be subject to deductions at source for income tax purposes, such as EI & CPP. Scholarships, fellowships & awards are not subject to source deductions for income tax, EI & CPP. This may not eliminate your own tax obligations & you may wish to set aside funds to cover any possible tax requirements. The university recommends you retain all funding documentation for your records.

*Acknowledgement: This policy was prepared using extracts from a related policy authored by the University of Ontario Institute of Technology.*

## XXIII.0 Policy on Adjunct Professorship Status

|   |                                     |
|---|-------------------------------------|
| <b>Office of Accountability:</b>                | Vice-President, Academic & Research |
| <b>Office of Administrative Responsibility:</b> | Office of Research Services         |
| <b>Approver:</b>                                | Senate                              |
| <b>Scope:</b>                                   |                                     |
| <b>Approval Date:</b>                           | March 2010                          |
| <b>Renewal Date:</b>                            | March 2013; March 2016              |
| <b>Policy Number:</b>                           | NU-RES-2011.19                      |

### Preamble

Adjunct Faculty Members are those outside the university whose scholarly or professional accomplishments merit association with the university. Adjunct Faculty Members are appointed for a defined period, with defined privileges & voluntary responsibilities in scholarly activity. Adjunct appointments do not have ranks & they do not carry the right to vote in Department/School decision-making.

The title, Adjunct Professor, is normally granted by a university to an individual either holding a university appointment or one whose professional background & qualifications have led to active participation in joint undertakings, usually teaching &/or research, with university faculty. The position is intended to provide formal recognition of the special relationship between an individual outside the university (or an individual whose expertise contributes substantially to studies currently being undertaken by the university) & an academic unit within the university & shall be recognized as such under the Tri-Council Policy.

### Functions & Responsibilities

When it is appropriate for scholarly or professional reasons, a person may be appointed to a position as Adjunct Professor by the Vice-President Academic upon recommendation by Departments/Schools & Deans for a period with defined privileges & voluntary responsibilities in scholarly activity. Once a year at Senate, the Vice-President Academic shall table as a separate Information item a list of any newly appointed adjuncts including their names, department/school affiliations, periods of appointment along with a justification for each appointment, highest degree held, year obtained, current institution (if any) & rank (position), at that institution. All adjuncts shall also be included in the faculty listing on Department/School websites

A person can be appointed to an academic unit as an Adjunct Professor for any of the following purposes:

- To be able to pursue collaborative research with Nipissing University faculty & apply to granting agencies as co-applicants or collaborators through the University.
- To be able to co-supervise graduate or undergraduate students in accordance with the policies of the unit/program & the regulations of the School of Graduate Studies.
- To be able to collaborate in the teaching activities of the academic unit.
- The person appointed as Adjunct Professor will have to follow the criteria for co-supervision of graduate students as currently approved by the Senate & be accredited according to the policy of Graduate Studies. However, note that adjunct professors accredited to Graduate Studies cannot be sole supervisors.

Such a position assumes some degree of active collaboration in teaching &/or scholarly activities between the Adjunct Professor & one or more faculty members. This collaboration might be manifested in teaching activities, joint preparation & publication of research papers, the sharing of laboratory facilities on or off campus, or in service as a member of a Graduate Advisory Committee, or any combination of such activities. This allows the person to identify oneself as a member of the Academic Unit, as adjunct professor & enables the use of general facilities at the University i.e. library, computer services & so on, under the same terms & conditions as other faculty. The University, in return, expects that adjunct professors will comply with University policies & regulations, & will acknowledge their affiliations with the University in their publications & in their participation in

scholarly meetings. Adherence to university policies regarding research integrity, conflict of interest, intellectual property, research ethics, Biosafety, animal care, harassment & discrimination is required. All adjunct professors must also follow & respect the Tri Council agreement signed by Nipissing University. Any failure to respect such policies or misconduct will lead to either the removal of privileges or the appointment being immediately revoked.

### **Appointment**

#### *Criteria*

- The appointment is for up to five years, is renewable & involves no remuneration.
- The applicant should hold a primary appointment in academia, government, private & public sector.

#### *Procedures*

- The application must be submitted to the academic unit by an academic unit member (letter of the sponsor must be included in the file of the applicant).
- The applicant must submit a covering letter outlining intentions along with goals & expectations & a curriculum vita including all research contributions.
- Once the Academic Unit has recommended the person, the complete file with the recommendation of appointment is sent to the Faculty Dean for his/her recommendation.
- The Dean then sends the complete file with his/her recommendation to the Vice-President, Academic & Research who makes the final decision.
- Once approved, a letter will be sent by the Vice-President, Academic & Research stipulating the exact roles & responsibilities that the appointment carries. Such stipulation shall be transmitted in any application to the granting agency for clarity of the status of the person. The letter will be copied to the unit chair/director, the Dean of the Faculty & the Assistant Vice-President, Research & Graduate Studies.

### **Reappointment & Renewal**

The Adjunct appointment is renewable every five years or less, depending on the recommendation of the Dean in consultation with the home academic unit. Six months prior to the expiry of the Adjunct appointment, the Director/Chair of the Academic Unit will send a letter to the sponsor acknowledging the termination date & requesting an application for renewal, if so desired. The application for renewal must contain a summary of the adjunct professor's contributions to the University & the expectations & goals for the renewal. The process follows the procedure of appointment with recommendation of the Chair/Director of the Academic Unit & the Faculty Dean to the Vice-President Academic & Research.



## APPENDIX

### COURSES CURRENTLY APPROVED BY SENATE

ABCO1006 - Administration in Aboriginal Counselling  
 ACAD1501 – Preparation for Academic Writing  
 ACAD1601 – Academic Writing  
 ACAD2601 – Academic Writing in the Humanities  
 ACAD2701 – Academic Writing in the Social Sciences  
 ACAD2801 – Academic Writing in the Sciences  
 ACAD2901 – Academic Writing in the Applied & Professional Studies  
 ACCT1106 - Introductory Financial Accounting I (formerly ADMN1106)  
 ACCT1107 - Introductory Financial Accounting II (formerly ADMN1107)  
 ACCT2106 - Intermediate Accounting I (formerly ADMN2106)  
 ACCT2107 - Intermediate Accounting II (formerly ADMN2107)  
 ACCT2146 - Management Accounting & Control I (formerly ADMN2146)  
 ACCT2147 - Management Accounting & Control II (formerly ADMN2147)  
 ACCT3127 - Accounting Information Systems (formerly ADMN3127)  
 ACCT4236 – Accounting Theory & Integration (formerly ADMN4236)  
 ACCT4816 - Personal Taxation (formerly ADMN4816) (this course + ACCT4817=CGA course TX1 Personal & Corporate Taxation)  
 ACCT4817 - Corporate Taxation (formerly ADMN4817) (this course + ACCT4816=CGA course TX1 Personal & Corporate Taxation)  
 ACCT4826 - Operational Auditing (formerly ADMN4826)  
 ACCT4827 – Auditing (formerly ADMN4827) (=CGA course AU1 External Auditing)  
 ACCT4836 - Advanced Accounting Topics I (formerly ADMN4836) (=CGA course FA4 Financial Acct: Consolidations & Advanced Issues)  
 ACCT4837 - Advanced Accounting Topics II (formerly ADMN4837)(=CGA course AT1 Acct Theory & Contemporary Issues)  
 ACCT4866 - Advanced Cost Accounting Topics I (formerly ADMN4866)  
 ACCT4887 - Advanced Management Accounting Topics I (formerly ADMN4887)(-CGA course MA2 Advanced Management Accounting)  
 ACCT4926 – Information Systems Auditing & Assurance (formerly ADMN4926)  
 ACCT4927 - Advanced Auditing (formerly ADMN4927)  
 ACMT3006 – Administration of Artistic & Cultural Organizations  
 ACMT3007 – Cultural Entrepreneurship  
 ACMT3017 – Arts & Cultural Management Internship  
 ACMT4005 – Arts & Cultural Management Senior Internship  
 ADMN0100 - Productivity Software Management  
 ADMN0200 - Intermediate Level Software Applications  
 ADMN0201 - Records Management  
 ADMN0202 - Organizational Communication Theory  
 ADMN0300 - Advanced Level Software Applications  
 ADMN0301 - Decision Analysis  
 ADMN0302 - Office & Administrative Functions  
 ADMN0995 – Business Information Systems Practicum  
 ADMN1006 – Personal Productivity (non-credit)  
 ADMN1156 – Business for Non-Business Majors  
 ADMN1606 – Business Math & Statistics (banked Feb 2013 Senate)  
 ADMN1607 - Business Mathematics  
 ADMN2116 - Management of Financial Institutions  
 ADMN2136 - Research In Management  
 ADMN2167 – Business Decision Making  
 ADMN2306 - Business Ethics (cross-listed with SWLF)  
 ADMN2307 – Commercial Law (formerly JURI2306) (added to Criminology Stream January 2009)  
 ADMN2605 - Quantitative Methods of Management  
 ADMN2606 - Business Statistics  
 ADMN2616 - Management Science  
 ADMN2706 – Introduction to Intercultural Management

ADMN2707 – Math & Statistics II (banked Feb 2013 Senate)  
 ADMN3046 - Operations Management  
 ADMN3056 – Economics & Management Decision Making  
 ADMN3096 – Canadian Academic Internship  
 ADMN3116 - Financial Management I  
 ADMN3117 - Financial Management II  
 ADMN3146 – International Study Exchange Project  
 ADMN3306 - Introduction to Small Business Administration  
 ADMN3316 – Investments  
 ADMN3336 – Special Project  
 ADMN3337 – Field Placement I  
 ADMN3406 - Introduction to Financial Administration  
 ADMN3506 – Management of Not-for-Profit Organizations  
 ADMN3606 - Introduction to Administrative Policy & Planning  
 ADMN3657 - Management & Integration of New Technologies  
 ADMN3907 - Insurance Risk & Management  
 ADMN3917 – Creativity for Innovation  
 ADMN4046 - Operations Management  
 ADMN4116 – Fundamentals of Financial Derivatives  
 ADMN4117 – Portfolio Theory  
 ADMN4126 - Management Skills  
 ADMN4127 - Industrial Relations  
 ADMN4137 - Current Issues in Management  
 ADMN4146 – Community Organization Internship  
 ADMN4155 – International Academic Internship  
 ADMN4165 – Intercultural Academic Internship  
 ADMN4206 - International Management  
 ADMN4335 – Honours Thesis  
 ADMN4336 – Directed Studies  
 ADMN4337 – Field Placement II  
 ADMN4606 - Business Strategy & Policy I  
 ADMN4607 - Business Strategy & Policy II  
 ADMN4856 - Information Systems  
 ADMN4857 - Accounting & Decision-Making in the Public Sector  
 ADMN4867 - The Business Environment  
 ADMN4876 - Management of Small Enterprises  
 ADMN4877 - Communication Theory for Managers  
 ADMN4896 - Current Topics in Administration I  
 ADMN4897 - Current Topics in Administration II  
 ADMN4916 - Entrepreneurship  
 ADMN4995 - Information Technology Worksite Project  
 ANTR1006 - Introduction to Anthropology  
 ANTR2006 – Cultural Anthropology  
 ANTR2007 – Communities & Cultures in Contemporary Canada  
 ANTR2016 – Classical Sociological Theory (cross-coded with SOCI)  
 ANTR2017 – Classical Contemporary Theory (cross-coded with SOCI)  
 ANTR2026 – Archaeology I  
 ANTR2027 – Archaeology II  
 ANTR2035 - Ethnology of North America Native Peoples (cross-listed with NATI)  
 ANTR2045 - Peoples of the World  
 ANTR3006 – Anthropology of Development in the Canadian North (cross- listed with NATI , SWLF & SOCI)  
 ANTR3026 – Medical Anthropology  
 ANTR3027 – Anthropology, Aboriginal Peoples & the Law (cross-listed with NATI & SWLF)  
 ANTR3036 – Qualitative Methods (cross-coded with SOCI)  
 ANTR3367 – Special Topics in Anthropology I  
 ANTR3376 – Special Topics in Anthropology II

ANTR3976 – Anthropology Field Camp  
ANTR3407 – Anthropological Theory  
ASTR1010 - Introduction to Astronomy  
BIOL1006 – Introduction to Molecular & Cell Biology  
BIOL1007 – Introduction to Organismal & Evolutionary Biology  
BIOL1011 – Intro to Molecular & Cell Biology for Nursing & Physical Education & Health (anti req BIOL1006)  
BIOL1216 - Environmental Microbiology I (Banked April 2013 Senate)  
BIOL1700 - Structure & Function of the Human Body  
BIOL1911 – Introduction to Biology  
BIOL2107 – Limnology (Banked April 2013 Senate)  
BIOL2116 - Principles of Microbiology  
BIOL2127 – Molecular & Cell Biology  
BIOL2206 – Introduction to Biochemistry (cross listed with CHEM at June 2009 Senate)  
BIOL2207 - Environmental Microbiology II (Banked April 2013 Senate)  
BIOL2336 - Biology of Seedless Plants  
BIOL2337 - The Biology of Seed Plants  
BIOL2407 - Environmental Toxicology (Banked April 2013 Senate)  
BIOL2436 – Techniques in Forest Ecology & Management  
BIOL2446 - Principles of Ecology  
BIOL2557 - Genetics  
BIOL2706 - Structure & Function of the Human Body I  
BIOL2707 - Structure & Function of the Human Body II  
BIOL2836 – Invertebrate Zoology  
BIOL2837 – Vertebrate Zoology  
BIOL3006 - Environmental Interpretation & Communication (Banked April 2013 Senate)  
BIOL3007 - Environmental Issues in Forestry  
BIOL3066 - Flora of Northern Ontario  
BIOL3117 – Biostatistics  
BIOL3126 – Molecular Biology Techniques  
BIOL3127 – Human Sexuality  
BIOL3136 – Ichthyology  
BIOL3147 - Herpetology  
BIOL3236 - Plant Ecology  
BIOL3267 – Animal Physiology  
BIOL3277 - Animal Ecology  
BIOL3306 – Enzymology ((cross listed with CHEM ar June 2009 Senate)  
BIOL3346 – Microscopy: Methods & Applications  
BIOL3397 - Introductory Soil Science (cross-coded with GEOG3397 & GEOL3397) (Banked April 2013 Senate)  
BIOL3436 - Conservation Biology  
BIOL3437 - Community Ecology  
BIOL3557 – Genetics & Society; Our Genes; Our Choices  
BIOL3566 - Evolution  
BIOL3567 – Ethnobotany (cross-coded with NATI)  
BIOL3596 – Ornithology  
BIOL3597 - Immunology  
BIOL3636 – Developmental Plant Physiology  
BIOL3646 – Applied Entomology (Banked April 2013 Senate)  
BIOL3717 – Animal Behaviour (cross-listed with PSYC)  
BIOL3837 - Mammalogy  
BIOL4107 – Limnology (Banked April 2013 Senate)  
BIOL4227 – Nutrition (cross-coded with PHED4227)  
BIOL4336 – Biogeochemistry I (cross-coded with GEOG4336) (banked as per UCC report of December 2006)  
BIOL4337 – Biogeochemistry II (cross-coded with GEOG4337) (banked as per UCC report of December 2006)  
BIOL4347 – Chemistry in Life Science ((cross listed with CHEM)  
BIOL4357 – Chemical Ecology  
BIOL4397 - Soil Biology & Soil Chemistry (Banked April 2013 Senate)

BIOL4437 – Landscape Ecology  
BIOL4506 - Special Topics in Applied Ecology  
BIOL4557 – Developmental & Behavioral Genetics (cross-listed with PSYC)  
BIOL4607 - Environmental Biology Seminar  
BIOL4706 – Literature Review & Seminar  
BIOL4717 - Animal Behaviour  
BIOL4886 – Internship I  
BIOL4887 – Internship II  
BIOL4976 - Biology Field Camp  
BIOL4986 – Directed Studies  
BIOL4995 - Senior Project/Seminar  
BIOL4997 – Freshwater Biology Field Camp  
CHEM1006 - General Chemistry I  
CHEM1007 – General Chemistry II  
CHEM1911 – Basic Chemistry  
CHEM2026 - Introduction to Applied Environmental Chemistry  
CHEM2027 - Topics in Applied Environmental Chemistry  
CHEM2046 - Environmental Chemistry (BANKED: June 2009 Senate)(UNBANKED: Nov 2012)  
CHEM2106 - Analytical Chemistry - Introduction  
CHEM2306 – Introduction to Organic Chemistry I  
CHEM2307 – Introduction Organic Chemistry II  
CHEM2407 – Inorganic Chemistry I  
CHEM3017 – Instrumental Analysis  
CHEM3026 – Organic Structure Determination  
CHFS1006 – Introduction Child & Family Studies  
CHFS2026 – Methods in Behavioural and Social Sciences  
CHFS2106 – Human Development: Children & Youth (cross-listed with PSYC)  
CHFS2107 – Human Development: Adult & Aging (cross-listed with PSYC)  
CHFS2206 – Children, Families & Social Justice  
CHFS2216 – Children’s Rights  
CHFS2217 – Selected Topics in Children’s Rights  
CHFS3035 – Statistics in Behavioural and Social Sciences  
CHFS3036 – Ethics & Professional Standards  
CHFS3037 – Race & Racism  
CHFS3106 – Youth and Social Justice  
CHFS3107 – Case Management in Social and Health Services  
CHFS3116 – Autism Spectrum Disorders (cross-coded with PSYC3117)  
CHFS3127 – Fetal Alcohol Spectrum Disorders (cross-coded with PSYC3127)  
CHFS3136 – Principles, Methods & Applications in Applied Behaviour Analysis (cross-coded with PSYC3136)  
CHFS3137 – ABA II: Advanced Topics in Applied Behaviour Analysis  
CHFS3206 – Case Studies: Marginalized Groups of Children  
CHFS3207 – Caregivers & the Welfare of Children & Families  
CHFS3105 – Child Welfare: Critical Reflections  
CHFS4005 – Honours Research Seminar  
CHFS4015 – Research Essay  
CHFS4016 – Program Evaluation & Clinical Outcomes Management  
CHFS4017 – Practicum: Applied Research & Evaluation  
CHFS4106 – Assessment & Intervention Planning  
CHFS4206 – Applied Developmental Neuropsychology  
CHFS4306 – Special Topics: Human Development & Learning  
CHFS4307 – Special Topics: Social Justice  
CHFS4505 – Honours Research Thesis  
CLAS1006 – The Civilization of Ancient Greece  
CLAS1007 – The Civilization of Ancient Rome  
CLAS1105 - Introductory Latin  
CLAS1205 – Introductory Greek

CLAS2006 – Myth & Religion in Ancient Greece (cross-listed with RLCT)  
 CLAS2007 – Myth & Religion in Ancient Rome (cross-listed with RLCT)  
 CLAS2105 - Greek Literature in Translation (banked as of UCC Report – Nov. 25, 2003)  
 CLAS2116 – Intermediate Latin I: Advanced Latin Grammar  
 CLAS2117 – Intermediate Latin II: Introduction to Latin Literature  
 CLAS2206 – Sport & Recreation in the Classical World  
 CLAS2216 – Intermediate Ancient Greek I: Advanced Greek Grammar  
 CLAS2217 – Intermediate Greek II: Introduction to Greek Literature  
 CLAS2305 - The Greek & Roman Historians (banked as of UCC Report – Nov. 25, 2003)  
 CLAS2306 - The Greek Historians (cross-listed with HIST, UCC Report – March 7, 2005)  
 CLAS 2307 – The Roman Historians (cross-listed with HIST, UCC Report – March 7, 2005)  
 CLAS2316 – Introduction to Greek Literature in Translation (cross-listed with ENGL)  
 CLAS2317 – Introduction to Roman Literature in Translation (cross-listed with ENGL)  
 CLAS2405 - Greek & Roman Military History (banked Nov. 25, 2003)  
 CLAS2406 – War & Society in Ancient Greece  
 CLAS2407 – War & society in Ancient Rome  
 CLAS2416 – The History of Ancient Greece (cross-listed with HIST)  
 CLAS2417 – The History of Ancient Rome (cross-listed with HIST)  
 CLAS2426 – Famous Figures in Ancient Greece (cross-listed with HIST)  
 CLAS2427 – Famous Figures in Ancient Rome (cross-listed with HIST)  
 CLAS2505 - Classical Art & Architecture (banked as of UCC Report – Nov. 25, 2003)  
 CLAS2506 – Greek Art & Architecture (cross-listed with FAVA – Art History & Visual Studies Stream)  
 CLAS2507 – Roman Art & Architecture (cross-listed with FAVA– Art History & Visual Studies Stream))  
 CLAS2605 - Greek & Roman Education  
 CLAS3066 – Race, Racism, & Ethnic Identity in Antiquity (cross-listed with HIST)  
 CLAS3095 - Women in Classical Antiquity (banked as of Cur. Com. Report – Nov. 25, 2003)  
 CLAS3096 – Women in Ancient Greece (cross-listed with GEND & HIST)  
 CLAS3097 – Women in the Roman World (cross-listed with GEND & HIST)  
 CLAS3105 - Roman Literature in Translation (banked as of UCC. Report – Nov. 25, 2003)  
 CLAS3116 – Selected Latin Authors I  
 CLAS3117 – Selected Latin Authors II  
 CLAS3206 – Gender & Sexuality in Greece & Rome (cross-listed with HIST & GEND)  
 CLAS3207 – Slavery in the Roman World (cross-listed with HIST)  
 CLAS3317 – Selected Readings in Roman Literature in Translation  
 CLAS3326 – Greek Drama & Theatre (cross-listed with ENGL)  
 CLAS3327 – Roman Comedy (cross-listed with ENGL)  
 CLAS3416 – Selected Topics in Greek History & Culture (cross-listed with HIST)  
 CLAS3417 – Selected Topics in Roman History & Culture  
 CLAS3505 - Directed Studies  
 CLAS4106 – Advanced Readings Latin Prose Authors  
 CLAS4107 – Advanced Readings in Latin Poetry  
 CLAS4416 – Selected Topics in Greek History & Cultures (Honours)  
 CLAS4417 – Selected Topics in Roman History & Cultures (Honours)  
 CLAS4427 – Honours Seminar in History & Culture  
 CLAS4405 – Independent Reading & Research  
 COMM1105 - Principles of Accounting  
 COMM2005 - Business Decision-Making  
 COMM2105 - Intermediate Accounting  
 COMM2301 - Marketing for Managers  
 COMM2401 - Introduction to Organizational Behaviour  
 COMM2605 - Quantitative Methods of Management  
 COMM4116 - Personal Taxation  
 COMM4117 - Corporate Taxation  
 COSC1005 - Computer Concepts & Fortran Programming  
 COSC1255 - Principles of Computer Science  
 COSC1366 - Microcomputer Productivity Tools

COSC1557 - Introduction to Computer Science  
COSC1566 - Visual Basic I  
COSC1567 - Programming in C++  
COSC1577 - Visual Basic II  
COSC1587 - Critical Thinking & Programming  
COSC1606 - Data Base Applications  
COSC1607 - Spreadsheet Applications  
COSC1656 - Microcomputer Operating Systems  
COSC1666 - Engineering Graphics  
COSC1707 - Internet/Intranet & Research Techniques  
COSC1757 - Digital Systems  
COSC1901 - Computer Applications for Digital Scholarship  
COSC1902 - Scripting Applications for Digital Scholarship  
COSC2006 - Data Structures I  
COSC2007 - Data Structures II  
COSC2106 - Machine Structures I  
COSC2107 - Machine Structures II  
COSC2116 - Artificial Neural Network Computing  
COSC2206 - Mathematical Computation  
COSC2216 - Introduction to Computational Geometry (cross-coded with MATH2216)  
COSC2276 - Database Management Systems I  
COSC2305 - Introduction to Digital Culture (cross-coded with ENGL2305/DIGI2305)  
COSC2306 - Introduction to Computing Technologies for the Digital Humanities (cross-coded with ENGL2306)  
COSC2357 - Macro Programming  
COSC2406 - Introduction to Game Design & Development  
COSC2477 - Database Management Systems II  
COSC2616 - Hardware Evaluation & Installation  
COSC2657 - Networking I  
COSC2667 - Operating Systems I (lab component removed)  
COSC2702 - Software & Hardware Concepts in Business Computing  
COSC2707 - Training Techniques  
COSC2767 - Object-Oriented Programming  
COSC3006 - Numerical Methods I  
COSC3007 - Artificial Intelligence  
COSC3016 - Technical Writing for Programmers  
COSC3017 - Introduction to Robotics  
COSC3076 - Practical SQL  
COSC3077 - Visual Basic III  
COSC3206 - Theory of Computation  
COSC3207 - Computer Graphics  
COSC3216 - Advanced Computational Geometry (cross coded with MATH3216)  
COSC3306 - Programming Paradigms  
COSC3307 - 3D Computer Graphics  
COSC3317 - Java Programming I  
COSC3406 - Advanced Game Design & Development  
COSC3407 - Systems Control  
COSC3497 - E-Commerce  
COSC3606 - Database Maintenance  
COSC3607 - Operating Systems  
COSC3656 - Networking II  
COSC3657 - Distributed Systems  
COSC3706 - The Computing Profession  
COSC3806 - Service Computing  
COSC3807 - Project Management  
COSC3997 - Computer Science Practicum  
COSC4106 - Human Computer Interaction

COSC4107 - Interfacing & Communication  
 COSC4127 - Real-time Programming  
 COSC4206 - Topics in Computing Science  
 COSC4207 - Seminar in Computing Science  
 COSC4306 - Database & Information Retrieval – banked as of June 6, 2002 Senate meeting  
 COSC4406 - Software Engineering  
 COSC4526 - Systems & Analysis & Design  
 COSC4607 - Security & Protection  
 COSC4896 – Honours Research I  
 COSC4897 – Honours Research II  
 COSC4907 - Current Trends in Information Technology  
 COSC4997 – Honours Practicum  
 CRJS1087 - Introduction to the Canadian Criminal Justice System (cross-listed with SOCI)  
 CRJS1206 - An Introduction to Canadian Law  
 CRJS2086 – Introduction to Criminological Theory (cross-listed with SOCI)  
 CRJS2106 – Psychology & Law  
 CRJS2126 – Applied Criminal Justice Statistics (banked December 2010 Senate)  
 CRJS2216 – Civil Law & Civil Procedure  
 CRJS2306 – Taking Criminological Theory to the Movies  
 CRJS2316 – Introduction to Organized Crime  
 CRJS2926 – An Introduction to Forensic Science  
 CRJS3086 – Law & Society (cross-listed with SOCI & SWLF)  
 CRJS3087 – Society, Law & Social Change (cross-listed with SOCI & SWLF)  
 CRJS3306 – Legal Rights & Criminal Proceedings (banked December 2010 Senate)  
 CRJS3106 – Forensic Psychology I (cross-listed with PSYC)  
 CRJS3107 – Forensic Psychology II (cross-listed with PSYC)  
 CRJS3206 – Canadian Criminal Law & the Criminal Proceedings  
 CRJS3336 – Women & the Criminal Justice System (cross-listed with GEND)  
 CRJS3406 – Serial & Mass Murder I  
 CRJS3407 – Serial & Mass Murder II  
 CRJS3416 – Aboriginal Legal Studies (cross-listed with SWLF)  
 CRJS3426 - Terrorism  
 CRJS 3926 – Special Topics in Criminal Justice I (cross-listed with SOCI)  
 CRJS3936 – Youth in Conflict with the Law  
 CRJS 3927 – Special Topics in Criminal Justice II (cross-listed with SOCI)  
 CRJS4006 – Issues in Forensic Mental Health  
 CRJS4026 – Criminal Organizations  
 CRJS4016 – Issue in Family Law  
 CRJS4105 – Honours Thesis  
 CRJS 4305 – Research Project in Criminal Justice  
 CRJS 4346 - Field Placement  
 CRJS4347 – Applied Criminological Theory  
 CRJS 4466 – Program & Policy Evaluation  
 CRJS 4467 – Advanced Criminological Theories  
 CRJS 4476 - Senior Seminar in Criminal Justice  
 CRJS4916 – Policing & Society  
 CRJS4917 – Criminal Investigation  
 CRJS4926 – Advanced Topics in Criminal Justice I  
 CRJS4927 – Advanced Topics in Criminal Justice II  
 CRJS4936 – Honours Seminar in Professional Development  
 CULT1005 – Introduction to Studies in Culture & the Arts  
 CULT2006 – Visual Culture 1  
 CULT2007 – Visual Culture II  
 DIGI2306 – Introduction to Computing Technologies for the Digital Humanities (cross-listed with COSC & ENGL)  
 DIGI2305 – Introduction to Digital Culture (cross-coded with COSC/ENGL)  
 DIGI3047 – Topics in Digital Culture (cross-coded with ENGL3047)

DIGI4006 – Project in Digital Humanities  
 ECON1006 - Introduction to Microeconomics  
 ECON1007 - Introduction to Macroeconomics  
 ECON1127 – Introduction to Mathematical Treatment of Economics  
 ECON2006 - Intermediate Microeconomic Theory  
 ECON2007 - Labour Economics  
 ECON2016 - Intermediate Macroeconomic Theory  
 ECON2017 - Money, Banking & the Canadian Financial System  
 ECON2046 - Elementary Statistical Methods for Economists  
 ECON2047 - Introduction to the Mathematical Treatment of Economics  
 ECON2106 – Managerial Economics  
 ECON2107 - Macroeconomics I  
 ECON2126 - Elementary Statistical Methods for Economists  
 ECON3005 - Macroeconomic Theory  
 ECON3016 - Public Finance I  
 ECON3017 - Public Finance II  
 ECON3056 – Economic & Managerial Decision Making  
 ECON3065 - Introduction to Economic Development  
 ECON3066 – Principles & Concepts of Economic Development  
 ECON3067 – Problems & Policies of Economic Development  
 ECON3085 - Canadian Economic Problems & Policies  
 ECON3086 – The Economics of Income & Wealth  
 ECON3087 – Selected Canadian Economic Policy Issues  
 ECON3106 - Microeconomics II  
 ECON3107 - Macroeconomics II  
 ECON3035 - The Economics of Education & Human Capital  
 ECON3126 – Introduction to Econometrics  
 ECON3127 – International Financial Management  
 ECON3226 – International Economics  
 ECON4005 – Research Project  
 ECON4126 – Special Topics in Economics I  
 ECON4127 – Special Topics in Economics II  
 EDUC0105 - Native Classroom Assistant's Program, Part I  
 EDUC0106 - Orientation to Teaching  
 EDUC0125 - Native Special Education Assistant Part I  
 EDUC0205 - Native Classroom Assistant's Program, Part II  
 EDUC0225 - Native Special Education Assistant Part II  
 EDUC0305 - Native Classroom Assistant's Program, Part III  
 EDUC1010 - NCAP Practicum I  
 EDUC1011 - Child Development  
 EDUC1012 - NCAP Primary Methods I  
 EDUC1013 – Observation & Practice Teaching I (Junior/Intermediate)  
 EDUC1021 - Language Arts I  
 EDUC1022 - NCAP Junior Methods I  
 EDUC1025 - Technological Studies: Transportation  
 EDUC1031 - Native Culture & Heritage  
 EDUC1041 - Behaviour Management Support  
 EDUC1105 - Primary Education, Part I  
 EDUC1110 - NSEADP Practicum  
 EDUC1112 - NSEADP Methods I  
 EDUC1122 - NSEADP Methods II  
 EDUC1123 – Observation & Practice Teaching I (Primary/Junior)  
 EDUC1125 - Junior Education, Part I  
 EDUC1135 - Intermediate Education, Part I  
 EDUC1145 - Environmental Science, Part I  
 EDUC1155 - Music-Vocal (Primary-Junior), Part I



EDUC1165 – Dance, Part I  
 EDUC1175 - Music-Instrumental, Part I  
 EDUC1185 – Spanish, Part I  
 EDUC1195 - Religious Education (OECTA/OSSTA), Part II  
 EDUC1205 – Teacher of the Deaf & Hard of Hearing  
 EDUC1215 - Physical & Health Education (Primary-Junior), Part I  
 EDUC1225 – The Deaf/Blind, Part I  
 EDUC1235 - Special Education, Core/Studies I  
 EDUC1236 - Special Education, Core I  
 EDUC1245 – Kindergarten, Part I  
 EDUC1246 - Teaching the Trainable Retarded, Part I  
 EDUC1255 - Guidance, Part I  
 EDUC1265 - Librarianship, Part I  
 EDUC1275 - Developmental Reading, Part I  
 EDUC1285 - Student Assessment & Evaluation  
 EDUC1295 - The Blind, Part I  
 EDUC1335 - Cooperative Education, Part I  
 EDUC1345 - Science in Primary-Junior Education, Part I  
 EDUC1405 - Introduction au cours EDUC 1515 (FSLI)  
 EDUC1415 - Visual Arts, Part I  
 EDUC1425 - Dramatic Arts, Part I  
 EDUC1435 - Media, Part I  
 EDUC1441 – The Ojibwe Curriculum Gr. 1-12 Part I  
 EDUC1442 – Ojibwe Methodology Part I  
 EDUC1443 – Education & Schooling/Educational Psychology/Special Education Part I  
 EDUC1444 – The Ojibwe Language Part I  
 EDUC1445 – Technology & Learning Material for Ojibwe I  
 EDUC1446 – Ojibwe Team Teaching I  
 EDUC1447 – Observation & Practice Teaching (Ojibwe) I  
 EDUC1455 - Teaching Writing  
 EDUC1465 - Design & Technology  
 EDUC1475 - The Associate Teacher  
 EDUC1486 - Using the ICON Computer for Distance Education  
 EDUC1487 - Independent Study  
 EDUC1495 - Computers in the Classroom, Part I  
 EDUC1515F - Didactique du français langue seconde, partie I  
 EDUC1516 - Second Language Teaching: French  
 EDUC1517 - Second Language Teaching: French II  
 EDUC1526 - Religious Education in the Roman Catholic Separate Schools  
 EDUC1535 - English As A Second Language, Part I  
 EDUC1545 - Native As A Second Language, Part I (Algonquian: Ojibwe/Cree)  
 EDUC1551 – Cree Language & Literacy I  
 EDUC1552 – Cree Curriculum & Foundations I  
 EDUC1553 – Observation & Practice Teaching (Primary/Junior) I: Cree  
 EDUC1555 - Computer Studies-Computer Science, Part I  
 EDUC1565 - Mathematics in Primary/Junior Education, Part I  
 EDUC1616 - Special Education Elective: Behaviour (Basic)  
 EDUC1626 - Special Education Elective: Gifted (Basic)  
 EDUC1636 - Special Education Elective: Learning Disabilities (Basic)  
 EDUC1645 – Teaching Writing, Part I  
 EDUC1646 - Special Education Elective: The Slow Learner (Basic)  
 EDUC1656 - Special Education Elective: Students with Developmental Disabilities  
 EDUC1666 - Special Education Elective: Visual Impairment (Basic)  
 EDUC1676 - Special Education Elective: Secondary Special Education  
 EDUC1686 - Special Education Elective: Speech & Language  
 EDUC1696 - Special Education Elective: The Hearing Impaired (Basic)

EDUC1715 - Family Studies, Part I  
 EDUC1716 - Special Topics: (The Inclusive Classroom)  
 EDUC1725 – Alternative Education  
 EDUC1726 - Special Education Elective - Autism (Basic)  
 EDUC1735 – Teaching Combined Grades  
 EDUC1745 – Inclusive Classroom Part I  
 EDUC1755 – Geography, Grades 7 & 8  
 EDUC2010 - NCAP Practicum II  
 EDUC2011 - NCAP Primary Methods II  
 EDUC2012 - NCAP II Special Education I  
 EDUC2013 – Observation & Practice Teaching II (Junior/Intermediate)  
 EDUC2021 - NCAP Junior Methods II  
 EDUC2031 - Physical Education I  
 EDUC2041 - Language Arts II  
 EDUC2051 - Mathematics  
 EDUC2061 - Computers I  
 EDUC2105 - Primary Education, Part II  
 EDUC2110 - NSEADP Practicum II  
 EDUC2111 - NSEADP Methods III  
 EDUC2112 - NSEADP Special Ed: Learning Disabilities & the Inclusive Classroom  
 EDUC2121 - NSEADP Methods IV  
 EDUC2123 – Observation & Practice Teaching II (Primary/Junior)  
 EDUC2125 - Junior Education, Part II  
 EDUC2135 - Intermediate Education, Part II  
 EDUC2145 - Environmental Science, Part II  
 EDUC2155 - Music-Vocal (Primary-Junior), Part II  
 EDUC2165 – Dance, Part II  
 EDUC2175 - Music-Instrumental, Part II  
 EDUC2195 - Religious Education (OECTA/OSSTA), Part II  
 EDUC2205 – The Deaf Core, Part II  
 EDUC2215 - Physical & Health Education (Primary-Junior), Part II  
 EDUC2225 – The Deaf/Blind, Part II  
 EDUC2235 - Special Education Core/Studies II  
 EDUC2236 - Special Education, Core II  
 EDUC2245 – Kindergarten, Part II  
 EDUC2255 - Guidance, Part II  
 EDUC2265 - Librarianship, Part II  
 EDUC2275 - Developmental Reading, Part II  
 EDUC2295 – The Blind, Part II  
 EDUC2335 - Cooperative Education, Part II  
 EDUC2345 - Science in Primary-Junior Education, Part II  
 EDUC2415 - Visual Arts, Part II  
 EDUC2425 - Dramatic Arts, Part II  
 EDUC2435 - Media, Part II  
 EDUC2441 – The Ojibwe Curriculum Gr 1-12 Part II  
 EDUC2442 – Ojibwe Methodology Part II  
 EDUC2443 – Education & Schooling/Educational Psychology/Special Education Part II  
 EDUC2444 – The Ojibwe Language Part II  
 EDUC2445 – Technology & Learning Materials for Ojibwe 2  
 EDUC2446 – Ojibwe Team Teaching II  
 EDUC2447 – Observation & Practice Teaching II (Ojibwe)  
 EDUC2465 - Design & Technology II  
 EDUC2485 - Independent Studies  
 EDUC2495 - Computers in the Classroom, Part II  
 EDUC2505F - Psychopedagogie de l'adolescent d'age scolaire  
 EDUC2515F - Didactique du français langue seconde, partie II

EDUC2535 - English As A Second Language, Part II  
 EDUC2545 - Native As A Second Language, Part II Algonquian: Ojibwe/Cree  
 EDUC2551 – Cree Language & Literacy II  
 EDUC2552 – Cree Curriculum & Foundations II  
 EDUC2553 – Observation & Practice Teaching (Primary/Junior) II: Cree  
 EDUC2555 - Computer Studies-Computer Science, Part II  
 EDUC2565 - Mathematics in Primary/Junior Education, Part II  
 EDUC2616 - Special Education Elective: Behaviour (Advanced)  
 EDUC2636 - Special Education Elective: Learning Disabilities (Advanced)  
 EDUC2645 - Teaching Writing, Part II  
 EDUC2745 – Inclusive Classroom, Part II  
 EDUC3011 - NCAP Primary Methods III  
 EDUC3013 - Observation & Practice Teaching III (Junior/Intermediate)  
 EDUC3021 - NCAP Junior Methods III  
 EDUC3031 - Physical Education II  
 EDUC3041 - Children's Literature  
 EDUC3051 - Music & Drama  
 EDUC3061 - Computers in the Classroom  
 EDUC3102 - NCAP III Special Education II  
 EDUC3105 - Primary Education, Part III (Specialist)  
 EDUC3112 - NSEADP Special Education Behaviour  
 EDUC3122 - NSEADP III Special Ed: The Slow Learner  
 EDUC3123 – Observation & Practice Teaching III (primary/Junior)  
 EDUC3125 - Junior Education, Part III (Specialist)  
 EDUC3132 – Special Education: Technology & Learning  
 EDUC3135 - Intermediate Education, Part III (Specialist)  
 EDUC3145 - Environmental Science, Part III  
 EDUC3155 - Music-Vocal (Primary-Junior), Part III (Specialist)  
 EDUC3165 – Dance, Part III  
 EDUC3195 - Religious Education (OECTA/OSSTA), Part III (Specialist)  
 EDUC3205 – The Deaf Core, Part III  
 EDUC3215 - Physical & Health Education (Primary-Junior), Part III (Specialist)  
 EDUC3225 – The Deaf/Blind Part III  
 EDUC3235 - Special Education Core/Studies III (Specialist)  
 EDUC3236 - Special Education, Core III (Specialist)  
 EDUC3245 – Kindergarten, Part III  
 EDUC3255 - Guidance, Part III (Specialist)  
 EDUC3265 - Librarianship, Part III (Specialist)  
 EDUC3275 - Developmental Reading, Part III (Specialist)  
 EDUC3295 – The Blind, Part III  
 EDUC3335 - Cooperative Education, Part III (Specialist)  
 EDUC3345 - Science in Primary-Junior Education, Part III (Specialist)  
 EDUC3415 - Visual Arts, Part III (Specialist)  
 EDUC3425 - Dramatic Arts, Part III (Specialist)  
 EDUC3435 - Media, Part III (Specialist)  
 EDUC3441 – The Ojibwe Curriculum Gr 1-12 Part III  
 EDUC3442 – Ojibwe Methodology Part III  
 EDUC3443 – Education & Schooling/Educational Psychology/Special Education Part III  
 EDUC3444 – The Ojibwe Language Part III  
 EDUC3445 – Technology & Learning Materials for Ojibwe III  
 EDUC3446 – Ojibwe Team Teaching III  
 EDUC3447 – Observation & Practice Teaching III (Ojibwe)  
 EDUC3465 – Design & Technology, Part III (Specialist)  
 EDUC3495 - Computers in the Classroom, Part III (Specialist)  
 EDUC3515F - Didactique de français langue seconde, partie III (Specialist)  
 EDUC3535 - English As A Second Language, Part III (Specialist)

EDUC3545 - Native As A Second Language, Part III (Specialist)  
 EDUC3551 – Cree Language & Literacy III  
 EDUC3552 – Cree Curriculum & Foundations III  
 EDUC3553 – Observation & Practice Teaching (Primary/Junior) III: Cree  
 EDUC3555 - Computer Studies-Computer Science, Part III (Specialist)  
 EDUC3565 - Mathematics in Primary/Junior Education, Part III (Specialist)  
 EDUC3745 – Inclusive Classroom, Part III  
 EDUC4000 - The Principal as School Leader (Principal’s Course Part 1)  
 EDUC4005 - Principal’s Qualification Practicum Independent Study  
 EDUC4010 - The Principal & Change (Principal’s Course Part 2)  
 EDUC4013 - Observation & Practice Teaching IV (Junior/Intermediate)  
 EDUC4023 – Observation & Practice Teaching V (Junior/Intermediate)  
 EDUC4015 - English (First Language)  
 EDUC4025 - French (Second Language)  
 EDUC4035 - Geography  
 EDUC4045 - History  
 EDUC4055 - Mathematics  
 EDUC4065 - Music - Instrumental  
 EDUC4075 - Physical & Health Education  
 EDUC4085 - Science General  
 EDUC4095 - Visual Arts  
 EDUC4102 – Education & Schooling (Primary/Junior)  
 EDUC4103 – Educational Psychology & Special Education (Primary/Junior)  
 EDUC4105 – Intermediate Division – Dramatic Arts  
 EDUC4112 – Language Arts I (Primary/Junior)  
 EDUC4113 – Language Arts II (Primary/Junior)  
 EDUC4114 - Curriculum Studies 1 (Primary-Junior)  
 EDUC4115 – Education in the Intermediate Division - Religion  
 EDUC4116 – Language Arts I (Junior/Intermediate)  
 EDUC4117 – Language Arts II (Junior/Intermediate)  
 EDUC4118 – Curriculum Methods Part I (Primary/Junior)  
 EDUC4123 – Observation & Practice Teaching IV (Primary/Junior)  
 EDUC4128 – Curriculum Methods – Part II (Primary/Junior)  
 EDUC4132 - Curriculum Studies 3 (Primary-Junior)  
 EDUC4133 – Observation & Practice Teaching V (Primary/Junior)  
 EDUC4138 – Curriculum Methods – Part III (Primary/Junior)  
 EDUC4146 - Curriculum Studies 1 (P/J) Part I  
 EDUC4147 - Curriculum Studies 1 (P/J) Part II  
 EDUC4158 - Curriculum Studies 2 (P/J) Part I  
 EDUC4159 - Curriculum Studies 2 (P/J) Part II  
 EDUC4168 - Curriculum Studies 3 (P/J) Part I  
 EDUC4169 - Curriculum Studies 3 (P/J) Part II  
 EDUC4178 - Curriculum Methods (P/J) Part I  
 EDUC4179 - Curriculum Methods (P/J) Part II  
 EDUC4186 - Education & Schooling/Education Psychology (Primary/Junior)  
 EDUC4187 - Education & Schooling/Special Education (Primary/Junior)  
 EDUC4202 – Education & Schooling (Junior/Intermediate)  
 EDUC4203 – Educational Psychology & Special Education (Junior/Intermediate)  
 EDUC4205 – Outdoor Experiential Education  
 EDUC4214 - Curriculum Studies 1 (Junior-Intermediate)  
 EDUC4218 – Curriculum Methods – Part I (Junior/Intermediate)  
 EDUC4228 – Curriculum Methods – Part II (Junior/Intermediate)  
 EDUC4236 - Foundations in Exceptionalities (Core I)  
 EDUC4238 – Curriculum Methods –Part III (Junior/Intermediate)  
 EDUC4244 – Visual Arts – Primary/Junior  
 EDUC4246 - Foundations in Exceptionalities: Students with Hearing Impairments (Elective)

EDUC4247 - Foundations in Exceptionalities: Students with Learning Disabilities (Elective)  
 EDUC4254 – Music Education – Primary/Junior  
 EDUC4256 - Foundations in Exceptionalities: Students with Physical Disabilities (Elective)  
 EDUC4257 - Foundations in Exceptionalities: Students with Visual Impairments (Elective)  
 EDUC4264 – Health & Physical Education – Primary/Junior  
 EDUC4274 – Mathematics Education – Primary/Junior  
 EDUC4275 – Mathematics, Grade 7 & 8  
 EDUC4284 – Science Education – Primary/Junior  
 EDUC4285 – Science, Grades 7 & 8  
 EDUC4294 – Social Studies – Primary/Junior  
 EDUC4306 – Education & Schooling (Intermediate/Senior)  
 EDUC4307 – Educational Psychology & Special Education (Intermediate/Senior)  
 EDUC4308 – Visual Arts – Junior/Intermediate  
 EDUC4314 – Musical Education - Junior/Intermediate  
 EDUC4315 - Curriculum Methods (Intermediate-Senior)  
 EDUC4324 – Health & Physical Education - Junior/Intermediate  
 EDUC4325 - Curriculum Development & Evaluation (Intermediate-Senior)  
 EDUC4334 – Mathematics Education – Junior/Intermediate  
 EDUC4336 - Leadership & Consultation Skills (Core II)  
 EDUC4344 – Science Education - Junior/Intermediate  
 EDUC4346 - Leadership & Consultation Skills in Post Secondary Special Education: Issues & Research in Disabilities (Elective)  
 EDUC4347 - Leadership & Consultation Skills in Post Secondary Special Education: Technology for Students with Disabilities (Elective)  
 EDUC4354 – Social Studies - Junior/Intermediate  
 EDUC4355 - Observation & Practice Teaching (Intermediate-Senior)  
 EDUC4406 - English (First Language) (Intermediate)  
 EDUC4407 - English (First Language) (Senior) (banked November 2005 Senate)  
 EDUC4410 - Honours Specialist: Dramatic Arts  
 EDUC4415 - Foundations of Adult Education  
 EDUC4416 - Computer Science (Intermediate)  
 EDUC4417 - Computer Science (Senior) (banked November 2005 Senate)  
 EDUC4420 - Honours Specialist: English (First Language)  
 EDUC4425 - Developing Curriculum for Adult Learners  
 EDUC4430 - Honours Specialist: French (Second Language)  
 EDUC4434 – Curriculum Methods-Part I (Primary/Junior)  
 EDUC4435 - Leadership in Adult Education  
 EDUC4436 - French (As a Second Language) (Intermediate)  
 EDUC4437 - French (As a Second Language) (Senior)  
 EDUC4440 - Honours Specialist: Geography  
 EDUC4444 - Curriculum Methods-Part II (Primary/Junior)  
 EDUC4445 - Teaching Environmental Science I  
 EDUC4446 - Geography (Intermediate)  
 EDUC4447 - Geography (Senior) (banked November 2005 Senate)  
 EDUC4450 - Honours Specialist: History  
 EDUC4454 - Curriculum Methods (Primary-Junior)  
 EDUC4455 - Teaching Environmental Science II  
 EDUC4456 - History (Intermediate)  
 EDUC4457 - History (Senior) (banked November 2005 Senate)  
 EDUC4460 - Honours Specialist: Biology  
 EDUC4464 - Curriculum Methods (Junior-Intermediate)  
 EDUC4465 – Assessment & Evaluation for Adult Learners  
 EDUC4466 - Mathematics (Intermediate)  
 EDUC4467 - Mathematics (Senior) (banked November 2005 Senate)  
 EDUC4470 - Honours Specialist: Chemistry  
 EDUC4474 – Curriculum Methods Part I (Junior/Intermediate)  
 EDUC4475 – Teaching Adults with Disabilities  
 EDUC4476 - Physical & Health Education (Intermediate)

EDUC4477 - Physical & Health Education (Senior) (banked November 2005 Senate)  
 EDUC4480 - Honours Specialist: Physics  
 EDUC4484 – Curriculum Methods Part II (Junior/Intermediate)  
 EDUC4485 – Educational Technology for Adult Learners  
 EDUC4486 - Science-General (Intermediate)  
 EDUC4487 - Science-Biology (Senior) (banked November 2005 Senate)  
 EDUC4490 - Honours Specialist: Mathematics  
 EDUC4495 – Communication in Adult Education  
 EDUC4496 - Visual Arts (Intermediate)  
 EDUC4497 - Visual Arts (Senior) (banked November 2005 Senate)  
 EDUC4505 – Teaching & Learning through e-Learning  
 EDUC4506 - Science-Physics  
 EDUC4507 - English (First Language) (Senior)  
 EDUC4510 - Honours Specialist: Music  
 EDUC4515 – Integrated  
 EDUC4516 - Music-Instrumental (Intermediate)  
 EDUC4517 - Music-Instrumental (Senior) (banked November 2005 Senate)  
 EDUC4520 - Honours Specialist: Physical & Health Education  
 EDUC4527 - Science-Physics (banked November 2005 Senate)  
 EDUC4530 - Honours Specialist: Visual Arts  
 EDUC4537 - Science-Chemistry (banked November 2005 Senate)  
 EDUC4540 - Honours Specialist: Science General  
 EDUC4547 - Science-Environmental Science (banked November 2005 Senate)  
 EDUC4550 - Honours Specialist: Computer Science  
 EDUC4557 - Individual & Society (banked November 2005 Senate)  
 EDUC4560 - Honours Specialist: Environmental Science  
 EDUC4567 - Music-Vocal (banked November 2005 Senate)  
 EDUC4570 - Honours Specialist: Business Education  
 EDUC4577 - Dramatic Arts (banked November 2005 Senate)  
 EDUC4586 - Religious Studies (Intermediate)  
 EDUC4587 - Religious Studies (Senior)  
 EDUC4596 - Science - Advanced (Intermediate)  
 EDUC4597 - Senior Division Science - General (banked November 2005 Senate)  
 EDUC4605 - Education in the Primary Division  
 EDUC4615 - Education in the Junior Division  
 EDUC4625 - Education in the Intermediate Division  
 EDUC4636 - Education in the Senior Division: Core  
 EDUC4641 – Observation & Practice Teaching I (Primary/Junior)  
 EDUC4661 – Observation & Practice Teaching II (Primary/Junior)  
 EDUC4671 – Observation & Practice Teaching III (Primary/Junior)  
 EDUC4677 – Quantitative Approaches to Educational Research  
 EDUC4686 – Observation & Practice Teaching IV (Primary/Junior)  
 EDUC4651 – Observation & Practice Teaching I (Junior/Intermediate)  
 EDUC4681 – Observation & Practice Teaching II (Junior/Intermediate)  
 EDUC4683 - Introduction to Mental Health Issues in Schools  
 EDUC4684 - Observation & Practice Teaching (Primary-Junior)  
 EDUC4685 – Special Education for Administrators  
 EDUC4687 – Observation & Practice Teaching 5 (P/J)  
 EDUC4691 – Observation & Practice Teaching III (Junior/Intermediate)  
 EDUC4694 - Observation & Practice Teaching (Junior/Intermediate)  
 EDUC4696 – Observation & Practice Teaching IV (Junior/Intermediate)  
 EDUC4697 – Observation & Practice Teaching 5 (J/I)  
 EDUC4701 – Aboriginal Education in Canada  
 EDUC4702 – Teaching in French Immersion  
 EDUC4705 - Childhood Education  
 EDUC4706 – Kindergarten: Curriculum, Theory & Practice

EDUC4707 – Music Education Through Technology  
 EDUC4708 – Business Studies General (Intermediate)  
 EDUC4709 – Business Studies (Senior)  
 EDUC4711 – Teaching with Children’s Literature  
 EDUC4712 – Special Topics in Education  
 EDUC4714 – Practicum I  
 EDUC4715 - Adult Education  
 EDUC4716 – Legal & Social Foundations of Education  
 EDUC4717 – Language & Literacies for the Primary & Junior Divisions  
 EDUC4718 – Computer Studies (Intermediate)  
 EDUC4719 – Computer Studies (Senior)  
 EDUC4721 – Educating Young Children –The Early Years  
 EDUC4722 – Family-School Partnerships: Bridging the Gap Between Home & School Literacies  
 EDUC4725 - Moral Education  
 EDUC4726 – Diversity & Inclusion  
 EDUC4727 – Emergent & Early Literacy for the Primary & Junior Divisions  
 EDUC4728 – English (Intermediate)  
 EDUC4729 – English (Senior)  
 EDUC4731 – Early Numeracy  
 EDUC4732 – Teaching Students with Learning Disabilities  
 EDUC4736 – Introduction to Curriculum Design & Teaching  
 EDUC4737 – Health & Physical Education for the Primary & Junior Divisions  
 EDUC4738 – French as a Second Language (Intermediate)  
 EDUC4739 – French as a Second Language (Senior)  
 EDUC4741 – Mobile Technology Enriched Teaching & Learning (mTETL)  
 EDUC4742 – Teaching Students Who Are Gifted  
 EDUC4745 – Special Education – Communication – Learning Disability  
 EDUC4746 – Assessment, Evaluation & Communication of Student Learning  
 EDUC4747 – Mathematics for the Primary & Junior Divisions  
 EDUC4748 – Geography (Intermediate)  
 EDUC4749 – Geography (Senior)  
 EDUC4751 – Teaching English Language Learners  
 EDUC4752 – Understanding First Nations, Metis & Inuit Students with Exceptionalities  
 EDUC4755 - Children's Literature in the Elementary School  
 EDUC4756 – Curriculum Design & Inquiry  
 EDUC4757 – Music for the Primary & Junior Divisions  
 EDUC4758 – Health & Physical Education (Intermediate)  
 EDUC4759 – Health & Physical Education (Senior)  
 EDUC4761 – Environmental Education Across the Curriculum  
 EDUC4762 – Proactive & Inclusive Classroom Management  
 EDUC4765 - Instructional Strategies  
 EDUC4766 – Technology Enriched Teaching & Learning (TETL)  
 EDUC4767 – Science Technology for the Primary & Junior Divisions  
 EDUC4768 – History (Intermediate)  
 EDUC4769 – History (Senior)  
 EDUC4771 – Environmental Science  
 EDUC4775 – Special Education – Intellectual – Developmental Disabilities  
 EDUC4776 - Special Needs of Students  
 EDUC4777 – Social Studies for the Primary & Junior Divisions  
 EDUC4778 – Mathematics (Intermediate)  
 EDUC4779 – Mathematics (Senior)  
 EDUC4780 – Education in the Senior Division – Religious Education  
 EDUC4781 – Imagination Creativity Education in the 21<sup>st</sup> Century Classroom  
 EDUC4785 – Special Education – Intellectual – Gifted  
 EDUC4787 – Visual Arts for the Primary & Junior Divisions  
 EDUC4788 – Music-Instrumental (Intermediate)

EDUC4789 – Music-Instrumental (Senior)  
 EDUC4791 – Integrated Curriculum  
 EDUC4795 – Special Education – Multiple Exceptionalities  
 EDUC4798 – Religious Education (Intermediate)  
 EDUC4799 – Religious Education (Senior)  
 EDUC4805 - Issues in Education in Historical Perspective  
 EDUC4806 – English Language Learners (ELL/ESL)  
 EDUC4807 – International Teaching  
 EDUC4808 – Science-General (Intermediate)  
 EDUC4809 – Biology (Senior)  
 EDUC4811 – Literacy Assessment  
 EDUC4815 - Humanistic Education  
 EDUC4816 – Application of Multimedia Technology in Education  
 EDUC4817 – Health & Physical Education for the Junior & Intermediate Divisions  
 EDUC4818 – Visual Arts (Intermediate)  
 EDUC4819 – Science-Chemistry (Senior)  
 EDUC4821 – Media Arts  
 EDUC4825 - Exceptional Children  
 EDUC4826 – Exclusion to Inclusion: Imagination & Creativity in the 21<sup>st</sup> Century Classroom  
 EDUC4827 – Mathematics for the Junior & Intermediate Divisions  
 EDUC4829 – Science-Physics (Senior)  
 EDUC4831 – Mental Health in Schools  
 EDUC4835 – Special Education - Physical  
 EDUC4836 – Teaching in French Immersion  
 EDUC4837 – Music for the Junior & Intermediate Divisions  
 EDUC4839 – Visual Arts (Senior)  
 EDUC4841 – Teaching Vocal Music  
 EDUC4845 - Native Canadian Children & Classroom Communication  
 EDUC4847 – Science & Technology for the Junior & Intermediate Divisions  
 EDUC4851 – Living, Teaching & Learning with New Literacies  
 EDUC4855 – Practicum II  
 EDUC4857 – Social Studies for the Junior & Intermediate Divisions  
 EDUC4861 – Teaching, Learning & Being in the Outdoors  
 EDUC4865 - Instructional Implementation  
 EDUC4867 – Visual Arts for the Junior & Intermediate Divisions  
 EDUC4871 - Philosophy  
 EDUC4875 - Special Education – Autism  
 EDUC4877 - Language & Literacies for the Intermediate & Senior Divisions  
 EDUC4881 - Politics  
 EDUC4885 - Measurement & Evaluation in the Classroom Setting  
 EDUC4887 – Mathematics for the Intermediate & Senior Divisions  
 EDUC4891 – Social Justice & Equity  
 EDUC4895 - Curriculum Planning for the Classroom Teacher  
 EDUC4897 – Language & Literacies for the Junior & Intermediate Divisions  
 EDUC4900 - Honour Specialist  
 EDUC4905 - Curriculum Development in the Social Studies  
 EDUC4906 - The Educational Leader’s Role in Curriculum Implementation  
 EDUC4915 - Energy Studies in the Curriculum  
 EDUC4916 – Outdoor Education: Curriculum Integration & Interdisciplinary Studies  
 EDUC4925 - Language Arts in the Elementary School  
 EDUC4935 - Mathematics: Computations in the Elementary School  
 EDUC4945 - Mathematics: Geometry, Measurement, Statistics Elementary School  
 EDUC4955 - Curriculum Evaluation  
 EDUC4956 - Staff Development  
 EDUC4957 - Community/School Relationships  
 EDUC4965 - Using the ICON Computer in the School



EDUC4966 – Information Technology in Educational Leadership  
EDUC4972 - School Leadership C/D  
EDUC4975 – Principal’s Development Course  
EDUC4976 - School Leadership A/B  
EDUC4985 - Curriculum Planning  
EDUC4986 - Education of Native Canadians  
EDUC4987 - Education of Native Canadians II  
EDUC4995 - Clinical Supervision  
EDUC4996 - Organization Development  
EDUC4997 - Data-based Decision Making  
EDUC5115 - Research Paper  
EDUC5116 - Principles of Curriculum & Instruction  
EDUC5126 - Theories of Teaching & Learning  
EDUC5136 - Models of Teaching  
EDUC5146 - Reflective Practice  
EDUC5156 - History of Education in Canada  
EDUC5157 - Survey of Research Methods  
EDUC5166 – Critical Pedagogy & Approaches to Democratic Education  
EDUC5176 - Education Law in Schools  
EDUC5186 – Research Project Seminar  
EDUC5196 – Understanding Education  
EDUC5236 - Curricular Strategies  
EDUC5246 - Curriculum Issues  
EDUC5247 – Issues in Mathematics Education  
EDUC5256 - Evaluation of Curriculum & Instruction  
EDUC5257 – Transitions in Education  
EDUC5266 – Holistic Education  
EDUC5276 – Educational Representations in Popular Culture  
EDUC5286 – Narrative Inquiry in Teaching, Learning & Research  
EDUC5296 – New Literacies: Making Multiple Meanings  
EDUC5326 - Organizational Management  
EDUC5336 - Educational Leadership  
EDUC5337 – Conceptions of Student Risk & Resilience, & Educational Leadership  
EDUC5346 - Interpersonal Relations in Administration  
EDUC5356 - Supervision of Instruction  
EDUC5366 – Safe Schools  
EDUC5376 – Ethics, Values, & Decision-Making in Education & Schooling  
EDUC5416 - Developing Curriculum for Adult Learning  
EDUC5417 – Alternative Schooling  
EDUC5426 - Developmental Reading  
EDUC5436 - Early Literacy  
EDUC5437 – Special Topics in Education  
EDUC5446 - Literature-Based Instruction in Language  
EDUC5454 - Master's Thesis  
EDUC5456 - Issues in Special Education  
EDUC5466 - Adults as Learners  
EDUC5476 - Mentoring as Supportive Practice  
EDUC5486 - Independent Study  
EDUC5496 – Meanings of Literacy: Theory into Practice  
EDUC5516 - Information & Communication Technology in Education  
EDUC5526 - Leadership in Action Research  
EDUC5536 – Issues in First Nations Education  
EDUC5546 – Assessment of Learning  
EDUC5616 - Assessment in Special Education  
EDUC5617 - Readings in Special Education  
EDUC5626 - Foundations in Special Education

EDUC5636 – Mental Health in School Populations  
 EDUC5637 – Integrated Approaches to Language Curriculum  
 EDUC5646 – Creativity & Learning  
 EDUC5647 – The Gifted Learner  
 EDUC5656 – Models & Methods for Program Development With Gifted Learners  
 EDUC5676 – Qualitative Approaches to Educational Research  
 EDUC5687 – Comparative & International Education  
 EDUC5736 – Teaching & Learning Through the Arts  
 EDUC5747 – Inquiry Through the Arts: Research Methodologies & Methods  
 EDUC6116 – Critical Conversations in Educational Research  
 EDUC6117 – Critical Conversations in Educational Theory  
 EDUC6118 – Inquiry Based Growth & Development in Educational Sustainability  
 EDUC6126 – Doctoral Seminar  
 EDUC6127 – PhD Comprehensive Exam  
 EDUC6999 – PhD Dissertation  
 ENGL1006 – Topics in Literature  
 ENGL1007 – Topics in Literature  
 ENGL1016 – Topics in Literature  
 ENGL1017 – Topics in Literature  
 ENGL1026 – Topics in Literature  
 ENGL1027 – Topics in Literature  
 ENGL1036 – Topics in Literature  
 ENGL1037 – Topics in Literature  
 ENGL1105 – Introduction to English Studies (banked March 2014 Senate)  
 ENGL1106 - Introduction to English Studies I (banked March 2014 Senate)  
 ENGL1107 – Introduction to English Studies II (banked March 2014 Senate)  
 ENGL1551 - Language & Written Communication - ESL I  
 ENGL1552 - Language & Written Communication - ESL II  
 ENGL2001 – Sex, Death & Textuality  
 ENGL2002 – Culture in Crisis  
 ENGL2006 - British Literature Before 1800 (designated British)  
 ENGL2007 – British Literature After 1800 (designated British)  
 ENGL2015 - Theatre Production: Practice & Theory  
 ENGL2025 – Language & Rhetoric  
 ENGL2045 - English Literature from Spenser to Milton  
 ENGL2055 – Drama: Classical to Contemporary  
 ENGL2056 – North American Drama  
 ENGL2057 – World Drama  
 ENGL2076 - Women's Writing in the Early Modern Period I  
 ENGL2095 - English Literature of the Eighteenth Century  
 ENGL2106 - Western Literature I (Background to English Literature)  
 ENGL2107 - Western Literature (Background to English Literature)  
 ENGL2115 - Literature & the Bible (banked January 2003 Senate)  
 ENGL2116 – Texts & Intertexts  
 ENGL2125 - Science Fiction & Fantasy  
 ENGL2127 – The Bible as Cultural Text (cross coded with RLCT2127)  
 ENGL2207 – Gender, Literature & Culture (cross-listed with GEND)  
 ENGL2255 - Canadian Literature from the Colonial to the Contemporary Period  
 ENGL2265 - American Literature from the Colonial to the Contemporary Period  
 ENGL2275 - Studies in the Native Literatures of North America (Banked at Jan 2008 Senate)  
 ENGL2305 – Introduction to Digital Culture (cross-coded with COSC2305)  
 ENGL2306 – Introduction to Computing Technologies for the Digital Humanities (cross-coded with COSC2306)  
 ENGL2405 - The English Novel to 1900  
 ENGL2445 – Children's Literature  
 ENGL2535 - Shakespeare  
 ENGL2536 –Shakespeare Before 1600

ENGL2537 – Shakespeare After 1600  
 ENGL2605 – Cultural Studies (cross-listed with FAVA)  
 ENGL2765 – Satire  
 ENGL3026 – Topics in Language & Rhetoric  
 ENGL3035 – Literary Theory & Critical Practice  
 ENGL3036 – Topics in Media Studies  
 ENGL3045 - Early Modern Literature (designated British)  
 ENGL3047 – Topics in Digital Culture (cross-coded with DIGI3047)  
 ENGL3095 - Restoration & Eighteenth-Century Literature (designated British)  
 ENGL3115 - English Literature of the Romantic Period  
 ENGL3126 – Professional Writing for Mass Media: Challenging Popular Forms  
 ENGL3127 - Writing for Digital Media: From Tweeting to Establishing a Professional Online Presence  
 ENGL3135 - Studies in Victorian Literature  
 ENGL3136 – Studies in Nineteenth-Century Literature I (banked November 2006 Senate)  
 ENGL3137 – Studies in Nineteenth-Century Literature II (banked November 2006 Senate)  
 ENGL3145 –Nineteenth-Century British Literature (designated British)  
 ENGL3146 - Postcolonial Literature  
 ENGL3165 - Modern Literature 1900-1945  
 ENGL3175 - British Literature After 1900 (designated British)  
 ENGL3185 - Contemporary Literature Since 1945  
 ENGL3206 - Topics in Women's Writing (cross-listed with GEND)  
 ENGL3217 – Topics in Literature, Culture & Sexuality  
 ENGL3255 - Themes in Canadian Literature (banked January 2003 Senate)  
 ENGL3256 - Themes in Canadian Literature I (banked January 2003 Senate)  
 ENGL3257 - Themes in Canadian Literature II (banked January 2003 Senate)  
 ENGL3265 - Themes in American Literature (banked January 2003 Senate)  
 ENGL3276 - Native Literatures of North America (cross-listed with NATI)  
 ENGL3277 - Topics in the Native Literatures of North America (cross-listed with NATI)  
 ENGL3355 - Major American Authors  
 ENGL3365 - Major American Writers of 18th & 19th Century  
 ENGL3375 - Modern & Contemporary American Writers  
 ENGL3406 - Studies in the Eighteenth-Century Novel (banked January 2003 Senate)  
 ENGL3407 - Studies in the Nineteenth-Century Novel (banked January 2003 Senate)  
 ENGL3145 – Studies in Nineteenth-Century Literature  
 ENGL3425 - English Novel Since 1900  
 ENGL3426 - Studies in the Twentieth-Century Novel I (banked January 2003 Senate)  
 ENGL3427 - Studies in the Twentieth-Century Novel II (banked January 2003 Senate)  
 ENGL3465 - Studies in Drama to 1642 (banked January 2003 Senate)  
 ENGL3475 - Studies in Modern Drama (banked January 2003 Senate)  
 ENGL3486 – Topics in Genre I  
 ENGL3487 – Topics in Poetic Genres  
 ENGL3496 – Topics in Dramatic Genres  
 ENGL3497 – Topics in Prose Genres  
 ENGL3515 - Creative Writing  
 ENGL3516 - Creative Writing: Poetry  
 ENGL3517 - Creative Writing: Prose Fiction  
 ENGL3525 – Rise & Development of the Novel (designated British)  
 ENGL3606 –Popular Culture  
 ENGL3607 – Studies in Popular Culture II  
 ENGL3617 – Popular Fiction  
 ENGL3626 – Studies in Collaboration I (banked at December 2006 Senate)  
 ENGL3627 – Studies in Collaboration II (banked at December 2006 Senate)  
 ENGL3686 - Special Seminar I - Science & the Literary Imagination  
 ENGL3687 - Special Seminar II  
 ENGL4506 - Honours Seminar: Advanced Studies in Early Modern Literature (designated British course)  
 ENGL4507 - Honours Seminar Advanced Studies in Eighteenth-Century Literature (designated British course)

ENGL4516 - Honours Seminar: Advanced Studies in Nineteenth-Century Literature (designated British course)  
 ENGL4517 - Honours Seminar Advanced Studies in Twentieth-Century Literature (designated British course)  
 ENGL4526 - Honours Seminar: Advanced Studies in Postcolonial Literature  
 ENGL4527 - Honours Seminar: Advanced Studies in Genre  
 ENGL4536 - Honours Seminar: Advanced Cultural Studies  
 ENGL4537 - Honours Seminar: Advanced Studies in American Literature  
 ENGL4546 - Honours Seminar: Advanced Studies in Language & Rhetoric  
 ENGL4547 - Honours Seminar: Advanced Studies in Contemporary Literature  
 ENGL4556 - Honours Seminar: Advanced Studies in Drama  
 ENGL4615 - Modern Theories of Literary Criticism  
 ENGL4686 - Honours Seminar: Advanced Studies in Children's Literature  
 ENGL4695 - Honours Essay  
 ENGL4795 – Creative Writing Honours Essay  
 ENGL4886 - Honours Seminar: Advanced Studies in Digital Culture  
 ENGL4896 – Advanced Studies in Canadian Literature  
 ENSC1005 - An Introduction to Environmental Science  
 ENSC2006 - Selected Topics in Environmental Science I  
 ENSC2007 - Selected Topics in Environmental Science II  
 ENSC2036 - Environmental Monitoring (Banked April 2013 Senate)  
 ENSC2107 – Limnology (Banked April 2013 Senate)  
 ENSC2156 – Environmental Technology (Banked April 2013 Senate)  
 ENSC2306 - Occupational Health & Safety (Banked April 2013 Senate)  
 ENSC2407 - Environmental Toxicology (Banked April 2013 Senate)  
 ENSC3006 - Environmental Interpretation & Communication (Banked April 2013 Senate)  
 ENSC3007 - Environmental Issues in Forestry  
 ENSC3029 - Instrumental Environmental Analysis  
 ENSC3046 - Waste Management  
 ENSC3066 - Air Quality Control  
 ENSC3076 - Water Quality Control  
 ENSC3316 - Environmental Planning & Assessment  
 ENSC3406 - Environmental Toxicity Assessment  
 ENST5027 – Spatial Computing  
 ENST5116 – Perspectives on the Environment  
 ENST5117 – Methods of Inquiry in Environmental Research  
 ENST5118 – Major Research Paper  
 ENST5126 – Introduction to Geographic Information Systems  
 ENST5216 – Selected Topics in Environmental Sciences  
 ENST5316 – Remote Sensing for Environmental Monitoring  
 ENST5317 – Topics in Forest Ecology & Management  
 ENST5327 – Topics in Aquatic Behavioural Ecology  
 ENST5336 – Topics in Environmental History of Land & Subsistence  
 ENST5346 – Advanced Topics in Water Policy & Management  
 ENST5347 – Special Topics in Environmental Sciences/Environmental studies  
 ENST5454 – Master's Thesis  
 ENST5656 – Chemical Approach to Air & Water Pollutants  
 ESPA1005 - Introductory Spanish  
 ESPA2005 - Intermediate Spanish  
 ESPA2705 - Introduction to Hispanic Culture & Civilization (cross-listed with FAVA– Art History & Visual Studies Stream; RLCT & HIST)  
 ESPA2215 – Spanish/Latin American Film (cross-coded with FILM2215)  
 ESTD2005 - Selected Topics in Environmental Studies  
 ESTD3005 - Environmental Interpretation & Communication  
 FAVA1008 – Art Practice: Drawing  
 FAVA1009 – Art Practice: Printmaking  
 FAVA1026 - Art Fundamentals I  
 FAVA1027 - Art Fundamentals II

FAVA1206 - Art History I (cross listed with CLAS)  
 FAVA1207 - Art History II  
 FAVA2006 - Drawing I  
 FAVA2007 - Drawing II  
 FAVA2026 - Painting I  
 FAVA2027 - Painting II  
 FAVA2046 – Sculpture I  
 FAVA2047 – Sculpture II  
 FAVA2066 - Photography I  
 FAVA2067 - Photography II  
 FAVA2146 – Design & Colour I  
 FAVA2147 – Design & Colour II  
 FAVA2236 - Modern Art & Design History I (cross listed with GEND)  
 FAVA2237 - Modern Art & Design History II (cross listed with GEND)  
 FAVA2346 – Themes in Contemporary Art (cross listed with GEND)  
 FAVA2347 – Topics in Contemporary Art (cross listed with GEND)  
 FAVA3026 – Intaglio Printmaking  
 FAVA3027 – Relief Printmaking  
 FAVA3036 - Advanced Studio in Art  
 FAVA3047 - Seminar in Art  
 FAVA3056 – Advanced Painting I  
 FAVA3057 – Advanced Painting II  
 FAVA3066 - Advanced Photography I (banked Jan 2013 Senate)  
 FAVA3067 - Advanced Photography II (banked Jan 2013 Senate)  
 FAVA3086 - Life Drawing I  
 FAVA3087 - Life Drawing II  
 FAVA3126 – Screenprinting  
 FAVA3127 - Lithography  
 FAVA3376 - Canadian Art History I (cross listed with NATI)  
 FAVA3377 - Canadian Art History II (cross listed with NATI)  
 FAVA4026 – Special Studies in Painting I  
 FAVA4027 – Special Studies in Painting II  
 FAVA4036 – Advanced Printmaking I  
 FAVA4037 – Advanced Printmaking II  
 FAVA4046 – Art & Critical Theory I  
 FAVA4047 – Art & Critical Theory II  
 FAVA4125 – Directed Studio Research & Professional Practice  
 FILM1005 - Introduction to Film (cross-listed with FAVA– Art History & Visual Studies Stream)  
 FILM2105 - World Cinema (cross-listed with FAVA– Art History & Visual Studies Stream)  
 FILM2305 - Women In Cinema (cross-coded with GEND2305 & cross-listed with ENGL)  
 FILM2215 – Spanish/Latin American Film (cross-coded with ESPA2215)  
 FILM2845 - The Director's Cinema (cross-listed with FAVA– Art History & Visual Studies Stream)  
 FINA1005 - The History of Music From Primitive Time to 1750  
 FINA2105 - The History of Music From 1750 to the Present  
 FINA2505 - A Practical History of Choral Music  
 FINA3105 - The History of the Opera  
 FRAN1406F - Initiation à la littérature I  
 FRAN1407F - Initiation à la littérature II  
 FRAN1501F - Problemes de l'expression ecrite et orale  
 FRAN1502F - Grammaire appliquée du français  
 FRAN2137F - Le théâtre moderne  
 FRAN2267F - Le théâtre classique  
 FRAN2336F - Poésie française au XIXe siècle  
 FRAN2407F - La paralittérature  
 FRAN2525F - Littérature canadienne d'expression française  
 FRAN2545F - La dissertation littéraire

FRAN2605F - Gabrielle Roy  
 FRAN2625F - Le roman canadien-français du XXe siècle  
 FRAN2635F - Simone de Beauvoir - l'autobiographie  
 FRAN2707F - Themes de la litterature canadienne francaise I  
 FRAN2736F - Le roman canadien-français de 1930 à 1958  
 FRAN2817F - La communication verbale  
 FRAN2907F - Poesie et roman en Ontario francais  
 FRAN3367F - Mouvements littéraires au XIXe siècle  
 FRAN3405F - Le roman français du XXe siècle  
 FRAN3407F - Raison et sentiment au XVIIIe siècle  
 FRAN3505F - Atelier d'écriture  
 FRAN3626F - Le développement du théâtre québécois  
 FRAN3627F - Le roman québécois depuis 1958  
 FRAN3655F - Anne Hébert  
 FRAN3725F - Femmes et littératures canadiennes-françaises au XXe siècle  
 FREN1006 - Pre-Introductory French  
 FREN1014 - Intensive course in French, level I  
 FREN1106 - Introductory French I  
 FREN1107 - Introductory French II  
 FREN2006 - Français Intermédiaire I  
 FREN2007 - Français Intermédiaire II  
 FREN2106 - Histoire générale des littératures et des cultures d'expression française I  
 FREN2107 - Histoire générale des literatures et des cultures d'expression française II  
 FREN2115 - Cours semi-intensif de français, langue seconde, niveau I  
 FREN2206 - La littérature canadienne-française  
 FREN2207 - Littérature française pour la jeunesse  
 FREN2306 - Compétence en communication orale  
 FREN2707 - Culture française/French Culture  
 FREN3006 - Français avancé I  
 FREN3007 - Français avancé II  
 FREN3106 - Grammaire appliquée du français oral et écrit I  
 FREN3107 - Grammaire appliqué du français oral et écrit II  
 FREN3207 - Composition française  
 FREN3307 - Communication d'affaires  
 FREN3407 - Expression orale et l'art dramatique français/Oral Expression through French Dramatic Arts  
**The former Women's Studies courses have been changed to Gender Equality & Social Justice (GESJ)**  
 GEND1006 - Introduction to Gender, Power, & Justice  
 GEND1007 - Selected Topics in Gender Equality & Social Justice  
 GEND1025 - Introduction to Gender Equality & Social Justice  
 GEND2006 - Gender & Education  
 GEND2026 - Makeover Culture  
 GEND2036 - Gender & Environmental Justice (cross listed with SWLF)  
 GEND2045 - Women & Art History (cross-listed with FAVA- Art History & Visual Studies Stream)  
 GEND2047 - Gender & Social Media  
 GEND2055 - Race, Class & Sexuality (cross-listed with SWLF)  
 GEND2056 - Selected Topics in Culture & Criticism  
 GEND2057 - Selected Topics in Human Rights & Social Justice  
 GEND2066 - Colonization & Indigenous Peoples (cross-listed with NATI & SWLF)  
 GEND2076 - Religions & Colonization (cross listed with RLCT)  
 GEND2086 - Animal Rites (cross-listed with PHIL & RLCT)  
 GEND2146 - Law, Power & Justice (cross-listed with SWLF)  
 GEND2147 - Citizenship & Social Justice (cross-listed with POLI & SWLF)  
 GNED2155 - Selected Topics in Power & Inequality  
 GEND2156 - Gender & the Law I: Law & Sexual Difference (banked at December 2007 Senate)  
 GEND2157 - Case Studies in Gender & the Law

GEND2166 - Women, Media & Representation (cross-listed with Group 2 ENGL) (cross-listed with FAVA– Art History & Visual Studies Stream)  
 GEND2175 – Social Justice in Practice (Practicum)  
 GEND2187 – International Human Rights (cross-listed with POLI & SWLF)  
 GEND2206 – Sex, Body & Identity I  
 GEND2217 – Gender & the Media: Themes & Controversies ((cross-listed with FAVA– Art History & Visual Studies Stream)  
 GEND2226 – Case Studies in Persecution & Violent Conflict (cross-listed with POLI)  
 GEND2276 – Kid Media (cross-listed with CHFS Group 2)  
 GEND2277 – Genocide & Mass Violence in Rwanda (cross-listed with POLI)  
 GEND2305 – Women in Cinema (cross-listed with ENGL & cross-coded with FILM2305) (cross-listed with FAVA– Art History & Visual Studies Stream)  
 GEND2306 – Art & Social Justice ((cross-listed with FAVA– Art History & Visual Studies Stream) & (SWLF)  
 GEND2406 – Gender & Performance I (banked at December 2007 Senate)  
 GEND2407 – Gender & Performance II (banked at December 2007 Senate)  
 GEND2506 – Global Gender Issues  
 GEND2516 - Violence, Race & Law  
 GEND3007 - Feminist Theories & Perspectives: Contemporary Issues  
 GEND3026 - Women & World Religion (cross-coded with RLCT3026)  
 GEND3036 – Global Social Movements (cross-listed with POLI & SWLF)  
 GEND3046 – Queer Media (cross-listed with FAVA– Art History & Visual Studies Stream)  
 GEND3047 – Deconstructing Nature (cross-listed with SWLF)  
 GEND3055 – Selected Topics (Advanced) in Culture & Criticism  
 GEND3056 – Selected (Advanced) in Power & Inequality  
 GEND3057 – Selected Topics in Human Rights & Social Justice  
 GEND3066 – Canada, Colonization & the Politics of Resistance (cross-listed with NATI, POLI)  
 GEND3067 – HIV/AIDS Health & Social Change  
 GEND3116 - Women & Western Religions  
 GEND3117 - Gender & the Bible (cross-coded with RLCT)  
 GEND3126 - Sex & the History of Medicine & Psychiatry  
 GEND3127 – Gender, Globalization & Human Rights (cross-listed with POLI)  
 GEND3136 - Masculinities & Power  
 GEND3205 – Philosophy of Sex & Love (cross coded with PHIL3205)  
 GEND3207 – The United Nations & the Responsibility to Protect (cross-listed with POLI)  
 GEND3227 – Justice after Atrocity (cross-listed with POLI & SWLF)  
 GEND3306 – Perspectives on Power & Equality  
 GEND3407 – Gender & Global Politics (cross-listed with POLI)  
 GEND3507 – Gender & Environmental Justice II: Sustainable Development & Environmental Activism (banked Mar2012)  
 GEND4005 - Honours Essay  
 GEND4205 – Honours Seminar  
 GEOG1016 - Introduction to Human Geography  
 GEOG1017 - Introduction to Physical Geography  
 GEOG1025 - Introduction to Applied Geography  
 GEOG2011 – Fundamentals of GIS & Computer Mapping (cross coded with TMGT2011) (banked Feb 2013 Senate)  
 GEOG2017 - Introduction to Geomatics  
 GEOG2025 - Statistical & Research Methods  
 GEOG2026 - Introduction to Quantitative Methods  
 GEOG2106 – Geomorphology  
 GEOG2107 - Climatology  
 GEOG2126 – Physical Hydrology  
 GEOG2136 - Cultural Geography  
 GEOG2137 - Social Geography  
 GEOG2226 – Environment & Society  
 GEOG2505 - A Geography of the United States (banked February 2003 Senate)  
 GEOG3016 – Field Techniques in Geography  
 GEOG3026 - Geography of Developing Countries  
 GEOG3027 – Spatial Statistics (banked Feb 2013 Senate)

GEOG3045 - History & Methodology of Geography  
 GEOG3046 - History & Methodology of Geography  
 GEOG3047 - Modern Geographical Theories  
 GEOG3056 - Spatial Analysis Using GIS  
 GEOG3057 – Environmental Geomorphology  
 GEOG3066 – Remote Sensing of the Environment  
 GEOG3076 – Regional Geography of Africa  
 GEOG3086 – Principles of Biogeography  
 GEOG3096 – Environmental Hydrology  
 GEOG3106 – Impact Assessment for Resource Management  
 GEOG3107 – Weather Analysis & Forecasting (banked Feb 2013 Senate)  
 GEOG3126 – Geographies of Agriculture  
 GEOG3136 – Global Economic Geographies  
 GEOG3206 – Urban Growth & Development  
 GEOG3207 – The Internal Structure of the City  
 GEOG3217 - Political Geography of International Relations  
 GEOG3226 - The Geography of Tourism (banked Feb 2012 Senate)  
 GEOG3236 – Geography of Environment & Health  
 GEOG3305 - Agricultural Geography  
 GEOG3356 – Introduction to International Development  
 GEOG3397 – Introduction to Social Science (cross-coded with BIOL3397 & GEOL3397)  
 GEOG3406 – A Geography of Canada  
 GEOG3407 - Selected Regions of North America (banked Feb 2013 Senate)  
 GEOG3436 – Earth Resources  
 GEOG3495 - Northern Development (banked February 2003 Senate)  
 GEOG3606 – A Geography of Western Europe  
 GEOG3607 – Selected Regions of Western Europe (banked Feb 2012 Senate)  
 GEOG3627 - Africa South of the Sahara  
 GEOG3646 - The Arab World (banked February 2003 Senate)  
 GEOG3647 – Regional Geography of South Asia (banked February 2003 Senate)  
 GEOG3706 – A Geography of Russia & the Eurasian Republics  
 GEOG3707 – A Geography of Eastern Europe  
 GEOG3806 - Transportation & Communication Systems (banked Feb 2012 Senate)  
 GEOG3807 – Local & Regional Development (banked Feb 2013 Senate)  
 GEOG3826 – A Geography of Latin America (banked Feb 2013 Senate)  
 GEOG3906 – Selected Topics  
 GEOG3995 - Special Topics  
 GEOG4026 – Political Ecology  
 GEOG4027 – Spatial Computing  
 GEOG4057 - Topics in GIS Applications  
 GEOG4066 – Topics in Remote Sensing Applications  
 GEOG4087 – Advanced Biogeography  
 GEOG4106 – Terrain Analysis  
 GEOG4116 - Pleistocene & Glacial Geomorphology  
 GEOG4126 - Applied Hydrology for Snow & Ice Environments  
 GEOG4127 - Lake & Wetland Environments  
 GEOG4136 - Advanced Climatology  
 GEOG4137 - Paleoclimatology & Climatic Change  
 GEOG4216 - World Population Growth (banked Feb 2012 Senate)  
 GEOG4227 – Themes in Social & Cultural Geography  
 GEOG4237 – Urban Health  
 GEOG4247 – Environmental Modeling  
 GEOG4317 - Issues in Global Economic Geographies  
 GEOG4336 – Biogeochemistry I (cross-coded with BIOL4336) (banked January 2007 Senate)  
 GEOG4337 – Biogeochemistry II (cross-coded with BIOL4337) (banked January 2007 Senate)  
 GEOG4397 – Soil Biology & Soil Chemistry (banked Feb 2013 Senate)



GEOG4437 - Hazards Geography  
 GEOG4777 – Water Governance  
 GEOG4806 - Natural Resource Development in Regional Planning  
 GEOG4807 - Natural Resource Management  
 GEOG4816 – Landscapes & Urban Planning  
 GEOG4817 - Urban Land Use Planning in Canada  
 GEOG4906 – Selected Topics in Physical Geography  
 GEOG4907 – Selected Topics in Human Geography  
 GEOG4976 - Geography Field Camp  
 GEOG4977 - Human Geography Field Camp  
 GEOG4986 - Directed Studies  
 GEOG4995 - Senior Seminar & Thesis  
 GEOL1006 – The Earth’s Interior  
 GEOL1007 – Surficial Geology  
 GEOL1031 – The Earth’s Interior for non-Science  
 GEOL1032 – Surficial Geology for non-Science  
 GEOL3397 – Introduction to Soil Science (cross-coded with GEOG3397 & BIOL3397)  
 GSCI1010 - Contemporary Science  
 HIST1006 – Introduction to Historical Studies  
 HIST1007 - Introduction to Historical Studies  
 HIST1016 - Introduction to Historical Studies (banked January 2011 Senate)  
 HIST1017 - Introduction to Historical Studies (banked January 2011 Senate)  
 HIST1026 - Introduction to Historical Studies (banked January 2011 Senate)  
 HIST1027 - Introduction to Historical Studies (banked January 2011 Senate)  
 HIST1205 - Europe Since 1500 (cross-listed with POLI) (banked January 2011 Senate)  
 HIST1405 – Power & Resistance in Canada’s Past  
 HIST1406 - Canadian History: The Formative Years (banked at December 2007 Senate)  
 HIST1407 - Canadian History: The National Era (banked at December 2007 Senate)  
 HIST1505 - A History of the Modern World (cross-listed with POLI) (banked January 2011 Senate)  
 HIST2005 - Canadian Social History  
 HIST2055 - History of Ancient Civilizations (cross-listed with CLAS & POLI)  
 HIST2105 - History of Medieval Europe  
 HIST2136 – Peace, Order & Good government (?) The State & Society in Canada (cross-listed with POLI)  
 HIST2137 – The Global Cold War  
 HIST2146 – Making Modern Britain, 1760 – 1914  
 HIST2155 - Early Modern Europe (1400-1800) (banked Feb 2012 Senate)  
 HIST2156 – Honour & Worship in Europe, 1400-1600: Ritual, Status, & Culture  
 HIST2157 – Dealing with Diversity in Europe, 1600-1800: Tolerance & Intolerance  
 HIST2166 – Survival: Canada in Global Environmental Leadership  
 HIST2226 - The Making of Modern Europe: From Revolution to Total War 1789-1914  
 HIST2227 - The Making of Modern Europe: From Total War to Revolution 1914-1991  
 HIST2366 – Family & Society in Canada  
 HIST2405 – History of Modern Britain (banked Feb 2012 Senate)  
 HIST2515 - History of the United States (banked Feb 2012 Senate)  
 HIST2516 – An Introduction to American History  
 HIST2517 – Race & Racism in America  
 HIST2935 - History of China  
 HIST3006 - Approaches to Canadian History (banked at January 2007 Senate)  
 HIST3016 - History of Latin America (banked at December 2007 Senate)  
 HIST3027 - History of Canadian-American Relations  
 HIST3036 – Topics in the History of Canadian Culture  
 HIST3106 - Modern France (banked at December 2007 Senate)  
 HIST3115 – Modern European Expansion (banked at December 2007 Senate)  
 HIST3116 – Topics in European or World History I  
 HIST3117 – Topics in European or World History II  
 HIST3126 – Topics in European or World History III

HIST3127 - Topics in European or World History IV  
 HIST3136 – Selected Topics in Women’s History  
 HIST3137 – Crusade & Jihad  
 HIST3146 – Topics in Canadian History  
 HIST3147 – Topics in Canadian History  
 HIST3196 - Canada in the Twentieth Century: Selected Problems  
 HIST3206 – Furs, Fords & Free Trade: Business in Canadian History  
 HIST3217 – Topics in 19<sup>th</sup> Century Canadian History  
 HIST3226 – Topics in Canadian Regional History  
 HIST3236 – Slavery in the Americas  
 HIST3246 - History of Quebec Since 1760  
 HIST3246 - Histoire du Quebec depuis 1867  
 HIST3256 - History of Ontario: Selected Topics I  
 HIST3256F - Histoire de l'Ontario  
 HIST3257 - History of Ontario: Selected Topics II (cross-listed with NATI)  
 HIST3267 – Food, Land & Subsistence in Human History  
 HIST3276 – Topics in Environmental History (removed)  
 HIST3286 – Taking Liberties: Human Rights in Canadian History (cross-listed with POLI)  
 HIST3287 – Canadian Working Class History  
 HIST3316 – Topics in North American Cultural History (banked at December 2007 Senate)  
 HIST3326 – New France  
 HIST3346 - First Nations in Historical Perspective (cross-listed with NATI)  
 HIST3347 - Aboriginal Treaties in Canada (cross-listed - NATI/POLI) (banked December 2007 Senate)  
 HIST3356 - History of Women in Canada (cross-listed with GEND)  
 HIST3357 – British North America  
 HIST3386 - History of Education in Canada (banked at December 2007 Senate)  
 HIST3406 – Themes in the Social History of Modern Britain  
 HIST3416 – War & Peace: The Making of the International System from 1648 to 1919  
 HIST3417 – War & Peace in the 20<sup>th</sup> Century  
 HIST3425 - History of Medieval England  
 HIST3426 – History of England 1460-1560  
 HIST3427 – History of England 1560-1660  
 HIST3436 – History of Women in Modern Western Europe (cross-listed with GEND)  
 HIST3437 - A History of the Women's Movement (banked at January 2007 Senate)  
 HIST3455 - Canadian Urban History  
 HIST3515 - Themes in American Social History  
 HIST3567 – Slavery & the American Civil War  
 HIST3576 - America in the Colonial Era  
 HIST3577 – The American Revolution & Early Republic, 1763-1825  
 HIST3605 – Modern Germany  
 HIST3616 – International History of the Cold War  
 HIST3626 – Interwar Europe: Fascism & the Radical Right  
 HIST3627 – Post 1945 Europe  
 HIST3705 – The Holocaust: Nazi Germany, World War II & the Genocide of European Jews  
 HIST3716 – Russian History from Kievan Rus’ to the Russian Revolution of 1917  
 HIST3717 – Russian-Soviet History from 1917 to 1991  
 HIST3775 – Public History: Museums & Community (banked at December 2007 Senate)  
 HIST3777 – Public History: Virtual Museums & Digital Technology (banked at December 2007 Senate)  
 HIST3805 - History of Islamic Civilization  
 HIST3816 – Canada in the World  
 HIST3817 – The United States & the World  
 HIST3926 - History & Historians: Ideas & Methods (cross-listed with PHIL)  
 HIST3936 – History of Sexuality in Western Societies I (cross-listed with GEND)  
 HIST3937 – History of Sexuality in Western Societies II: Transformation of Modernity (cross-listed with GEND)  
 HIST3946 – History of Sport in Canada (cross coded with PHED3946)  
 HIST3947 – Sports & Spectacle in Modern Society

HIST4015 - Directed Studies  
 HIST4055 - Research Project  
 HIST4185 - Canada in the Twentieth Century  
 HIST4225 - Canadian Social History: Selected Themes  
 HIST4255 – Victoria’s Britain: Gender, Class & Culture in the Age of Empire  
 HIST4275 - Ontario History (banked at December 2007 Senate)  
 HIST4315 – Topics in North American History  
 HIST4325 – Oral History  
 HIST4335 – Topics in American History  
 HIST4355 – Cold War America at Home (banked at December 2007 Senate)  
 HIST4365 – Cold War America Abroad (banked at December 2007 Senate)  
 HIST4375 – Community History  
 HIST4385 – Gender in Canadian History  
 HIST4425 - The Era of the Renaissance  
 HIST4465 - Family & Community in History  
 HIST4475 – Culture & Colonization in the Americas 1500-1850 (banked at December 2007 Senate)  
 HIST4485 – Environmental History  
 HIST4495 – Britain in the Twentieth Century  
 HIST4505 - Topics in Medieval History  
 HIST4605 - Special Topics  
 HIST4615 – Special Topics  
 HIST4625 – Special Topics  
 HIST4655 - Western Europe in the 19th & 20th Centuries  
 HIST4665 – Twentieth Century International History to 1953  
 HIST4675 – International History of the Cold War  
 HIST4725 - The Age of Enlightenment  
 HIST4775 - Twentieth Century Crises in Historical Perspective  
 HIST4805 – War & Genocide in the Twentieth Century  
 HIST4815 – The Third Reich  
 JURI2436 – Environmental Law I  
 JURI2506 - Property Law  
 JURI3205 - Canadian Law: An Historical & Analytical Examination  
 JURI3406 - Persons & the Law  
 JURI3436 - Environmental Law II  
 LEAD1006 – Concepts & Ethics in Aboriginal Leadership  
 LEAD2006 – Aboriginal Political Culture  
 LEAD2007 – Aboriginal Governance Models & Intergovernmental Relations  
 LEAD3126 – Treaty Law in Canada  
 LEAD3127 – Comparative Indigenous Leadership in a Globalized World  
 LEAD3147 – International or First Nations’ Placement  
 MATH1035 - Calculus (banked at April 1, 2005 Senate – to eventually be deleted)  
 MATH1036 – Calculus I  
 MATH1037 – Calculus II  
 MATH1046 – Introductory Linear Algebra  
 MATH1055 - Algebra & Geometry  
 MATH1056 - Discrete Mathematics I  
 MATH1070 - Algebraic Foundations in Arithmetic  
 MATH1257 - Technical Statistics  
 MATH1910 - Topics in Basic Mathematics  
 MATH1911 - Finite Mathematics  
 MATH1912 - Elementary Calculus  
 MATH1922 – Mathematics of Data Management  
 MATH2035 - Advanced Calculus  
 MATH2036 – Advanced Calculus I  
 MATH2037 – Advanced Calculus II  
 MATH2046 – Advanced Linear Algebra

MATH2055 - Discrete Structures  
 MATH2056 - Directed Mathematics II  
 MATH2057 - Linear Algebra I  
 MATH2076 – Probability & Statistics I  
 MATH2116 – Geometry  
 MATH2216 – Introduction to Computational Geometry (cross coded with COSC2216)  
 MATH2306 – History of Mathematics  
 MATH2386 – Problem Solving  
 MATH3035 - Sets & Real Variables  
 MATH3036 - Analysis II  
 MATH3045 - Complex Variables  
 MATH3046 - Complex Analysis I  
 MATH3046 - Complex Variable 1A  
 MATH3047 - Complex Variable 1B  
 MATH3056 - Algebra I  
 MATH3066 - Ordinary Differential Equations 1  
 MATH3126 – Number Theory  
 MATH3127 – Combinatorics & Graph Theory  
 MATH3136 – Real Analysis I  
 MATH3137 – Real Analysis II  
 MATH3146 – Complex Analysis I  
 MATH3156 – Algebra I  
 MATH3157 – Algebra II  
 MATH3166 – Topology  
 MATH3216 – Advanced Computational Geometry (cross coded with COSC3216)  
 MATH3256 – Operations Research  
 MATH3266 – Differential Equations I  
 MATH3267 – Differential Equations II  
 MATH3276 – Probability & Statistics II  
 MATH3286 – Mathematics of Finance  
 MATH3296 - Mathematical Modeling  
 MATH3396 – Selected Topics I  
 MATH3397 – Selection Topics II  
 MATH4016 – Numerical Methods II  
 MATH4036 – Measure Theory  
 MATH4086 – Functional Analysis  
 MATH4246 - Optimization  
 MATH4496 – Senior Research Project I  
 MATH4497 – Senior Research Project II  
 MATH5036 – Measure Theory  
 MATH5046 – Complex Analysis  
 MATH5056 – Algebra  
 MATH5066 – General Topology  
 MATH5067 – Introduction to Algebraic Topology  
 MATH5086 – Functional Analysis  
 MATH5236 – Advanced Numerical Methods  
 MATH5237 – Computational Topology  
 MATH5246 - Optimization  
 MATH5247 – Cryptography & Coding Theory  
 MATH5256 – Graph Theory  
 MATH6001 – Major Research Paper  
 MATH6101 – Selected Topics in Pure Mathematics  
 MATH6201 – Selected Topics in Computational Mathematics  
 MKTG1126 - Marketing Concepts  
 MKTG2127 – Marketing for Managers  
 MKTG2417 – Communications: Selling & Sales Managements

MKTG3126 – Consumer Behaviour  
 MKTG3206 – Sports Marketing  
 MKTG3316 – Communications: Public Relations  
 MKTG3416 – Communications: Advertising & Promotion  
 MKTG3417 – International Marketing  
 MKTG3426 – Marketing Communications (banked at March 2008 Senate)  
 MKTG3436 – Social Marketing  
 MKTG3437 – Product & Brand Management  
 MKTG4406 – Applied Marketing Management  
 MKTG4426 – Services Marketing Management  
 MKTG4427 – Business-to-Business Marketing  
 MKTG4436 – Innovative Approaches in Marketing  
 MUSC1006 – Exploring Music & Culture I (cross-listed with Anthropology) (Banked April 2013 Senate)  
 MUSC1007 – Exploring Music & Culture II (cross-listed with Anthropology) (Banked April 2013 Senate)  
 MUSC1021 - Music Appreciation (Banked April 2013 Senate)  
 MUSC1026 – Music Appreciation I (Banked April 2013 Senate)  
 MUSC1027 – Music Appreciation II (Banked April 2013 Senate)  
 MUSC1101 - Music Theory I (Banked April 2013 Senate)  
 MUSC1102 - Music Theory II (Banked April 2013 Senate)  
 MUSC1420 - Applied Music I (Banked April 2013 Senate)  
 MUSC1621 - Instrumental Chamber Ensemble (Banked April 2013 Senate)  
 MUSC1661 - Symphonic Wind Ensemble (Banked April 2013 Senate)  
 MUSC2006 – Immigrant & Diaspora Music in Canada (Banked April 2013 Senate)  
 MUSC2007 – Aboriginal Music in Canadian Contexts (cross-listed with NATI) (Banked April 2013 Senate)  
 MUSC2055 - Music in Popular Culture (Banked April 2013 Senate)  
 MUSC2056 - Music in Popular Culture I (Banked April 2013 Senate)  
 MUSC2057 - Music in Popular Culture II (Banked April 2013 Senate)  
 MUSC2126 – Aural Skills (Banked April 2013 Senate)  
 MUSC2127 – Fundamentals of Conducting (Banked April 2013 Senate)  
 MUSC2216 – Topics in Music Education (Banked April 2013 Senate)  
 MUSC2255 - Elementary School Music I (Banked April 2013 Senate)  
 MUSC2420 - Applied Music II (Banked April 2013 Senate)  
 MUSC2606 - History of Music: The Classical Period (Banked April 2013 Senate)  
 MUSC2616 - History of Music: The Romantic Period (Banked April 2013 Senate)  
 MUSC2626 - History of Music: The Twentieth Century (Banked April 2013 Senate)  
 MUSC3240 - Performance Literature & Pedagogy (Banked April 2013 Senate)  
 MUSC3255 - Foundations of Music II (Banked April 2013 Senate)  
 MUSC3420 - Applied Music III (Banked April 2013 Senate)  
 NATI1005 - Madjitang, in the Beginning..An Introduction to Native Studies  
 NATI1205 - Omushkego Etuskanaysewin  
 NATI1306 – Anishinaabewmowin Ojibwe I  
 NATI1307 - Anishinaabewmowin Ojibwe II  
 NATI2005 - Native Kinships with Environment (cross-listed with GEOG)  
 NATI2016 – Cultural Production in an International Environment (cross-listed with FAVA)  
 NATI2025 - Native Creativity & the Arts (cross-listed with FAVA)  
 NATI2905 - Native Philosophy (cross-listed with PHIL & SWLF)  
 NATI2205 - Omushkego Etuskanaysewin II  
 NATI3005 - Native Spirituality & Religions (cross-listed with ANTR)  
 NATI3406 – Colonialism is First Nations’ Communities (cross-coded with SWLF)  
 NATI3407 – Social Development in First Nations’ Communities (cross-coded with SWLF)  
 NATI3567 – Ethnobotany (cross-coded with BIOL3567)  
 NATI3606 – Special Topics in Native Studies I  
 NATI3607 – Special Topics in Native Studies II  
 NURS1006- Professional Self-Awareness  
 NURS1016- Nursing & Health  
 NURS1017- Aging & Health

NURS1026- Clinical Practicum - Nursing Healthy Individuals  
 NURS1027- Clinical Practicum - Nursing Older Adults  
 NURS1037 - Health Assessment  
 NURS2007 - Therapeutic Relationships  
 NURS2016- Health Challenges  
 NURS2017 –Nursing Across the Lifespan  
 NURS2026 - Clinical Practicum - Nursing in the Acute Care Setting  
 NURS2027 - Clinical Practicum – Nursing in Specialized Settings (banked Jan 2013 Senate)  
 NURS2028 – Clinical Practicum: Nursing in Specialty Settings: Mental Health  
 NURS2029 - Clinical Practicum: Nursing in Specialty Settings: Women & Children  
 NURS2037 – Pharmacology  
 NURS2047 – Professional Foundations of Nursing  
 NURS2106 – Clinical Practicum: RPN to BScN  
 NURS2107 – Reflective Practice: RPN to BScN  
 NURS2526- Pathophysiology  
 NURS3006 - Nursing Theories  
 NURS3007 - Community Health Nursing  
 NURS3016 – Family Nursing  
 NURS3026 - Clinical Practicum – Family Nursing in Diverse Settings  
 NURS3027 - Clinical Practicum - Nursing Communities & Populations  
 NURS3036 - Transcultural Nursing  
 NURS3046 – Strange Bedfellows: Politics & Healthcare (cross-coded with POLI)  
 NURS4006 - Nursing Informatics  
 NURS4007 - Leadership & Management in Nursing  
 NURS4016 - Research in Nursing & Health  
 NURS4017 - Current Issues in Nursing  
 NURS4026 - Clinical Practicum - Advanced Nursing Practice  
 NURS4027 - Clinical Practicum - Preceptorship  
 NURS4036 - Complex Health Challenges  
 NURS4057 – Special Topics in Nursing  
 NURS4426 – Transitions: Introduction to Canadian Healthcare  
 NURS4446 – Concepts & Strategies in Gerontological Nursing  
 NURS4447 – Concepts & Strategies in Pediatric Nursing  
 ORGS1136 - Introduction to Organizational Behaviour (formerly ADMN1136 & HRMS1136)  
 ORGS1137 - Human Resources Management (formerly ADMN1137 & HRMS1137)  
 ORGS2006 – Recruitment & Selection  
 ORGS2007 – Business & Government Relations in Canada  
 ORGS2117 – Industrial Relations (formerly ADMN2117 & HRMS1137)  
 ORGS3006 – Management Practices for Sustainable Businesses  
 ORGS3007 – Strategic Corporate Social Responsibility  
 ORGS3017 – The Evolution of Business: Comparative Perspectives  
 ORGS3146 - Compensation & Rewards (formerly ADMN3146 & HRMS3136)  
 ORGS3147 - Occupational Health & Safety (formerly ADMN3147 & HRMS3147)  
 ORGS3246 - Human Resources Research & Information Systems (formerly ADMN3246 & HRMS3246)  
 ORGS3247 - Human Resources Planning (formerly ADMN3247 & HRMS3247)  
 ORGS3307 - Gender & Diversity in Organizations (formerly ADMN3307 & HRMS3307) (cross-listed with GEND)  
 ORGS3836 - Training & Development (formerly ADMN3836 & HRMS3836)  
 ORGS4706 - Organization Structure & Design (formerly ADMN3706 & HRMS3706)  
 ORGS4837 - Organization Development & Change (formerly ADMN3837 & HRMS3837)  
 PHED1005 – Physical Education Practical I (banked at Dec 2007 Senate)  
 PHED1006 – Introduction to Physical & Health Education (banked at Dec 2013 Senate)  
 PHED1007 – Psych-Socio Cultural Dimensions of Physical Activity  
 PHED1016 – Motor Development  
 PHED1017 – Health Concepts in Physical Education  
 PHED1203 – Aquatics I  
 PHED1204 – Soccer I

PHED1213 – Volleyball I  
PHED1223 – Fundamental Movement Skills  
PHED1224 – Dance I  
PHED1233 – Basketball I  
PHED1243 – Special Practical I  
PHED2005 – Physical Education Practical II (banked at Dec 2007 Senate)  
PHED2016 – Motor Learning & Control  
PHED2017 – Inquiry  
PHED2026 – Psychology of Physical Activity  
PHED2027 – Technology in Physical Education & Sport  
PHED2036 – Biomechanics I  
PHED2037 – Physical Activity & Sports Leadership  
PHED2106 – Community Leadership Placement I (banked at Dec 2013 Senate)  
PHED2116 – Physical Education Practical III  
PHED2117 – Physical Education Practical IV  
PHED2204 – Core Strength  
PHED2213 – Gymnastics  
PHED2214 - Canoeing  
PHED2216 – Systemic Approach to Functional Human Anatomy (**to be deleted in 09/2015**)  
PHED2217 – Systemic Approach to Integrated Human Physiology  
PHED2223 – Lacrosse  
PHED2224 – Nordic Skiing  
PHED2234 – Racquets I  
PHED2244 – Special Practical II  
PHED2306 – Research Methods & Statistics in Physical Education  
PHED3005 – Physical Education Practical III (banked at Dec 2007 Senate)  
PHED3006 – Exercise Physiology I  
PHED3007 – Wellness & Physical Activity Promotion  
PHED3016 – Coaching  
PHED3017 – Contemporary Health Issues  
PHED3027 – Nutrition  
PHED3036 – Exercise Management & Rehabilitation  
PHED3037 – Gerontology  
PHED3046 – Physical Fitness Principles, Prescription & Assessment  
PHED3056 – Injury Prevention & Care  
PHED3066 – Ergonomics  
PHED3076 – Health Promotion  
PHED3086 – Group Dynamics in Sport & Physical Activity  
PHED3106 – Community Leadership Placement II  
PHED3126 – Neuro-Motor Control of Movement  
PHED3136 – Adapted Physical Activity  
PHED3146 – Comprehensive School Health  
PHED3156 – Physical Activity & Cancer  
PHED3203 – Aquatics II  
PHED3204 – Soccer II  
PHED3213 – Volleyball II  
PHED3214 - Football  
PHED3223 – Ultimate  
PHED3224 – Dance II  
PHED3233 - Yoga  
PHED3234 – Weightlifting I  
PHED3243 – Winter Camping  
PHED3244 – Hockey I  
PHED3253 – Striking Field Games  
PHED3254 – Special Practical III  
PHED3263 – Games of Low Organization

PHED3264 – Basketball II  
 PHED3946 - History of Sport in Canada (cross coded with HIST3946)  
 PHED4005 – Physical Education Practical IV (banked at Dec 2007 Senate)  
 PHED4006 – Exercise Physiology II  
 PHED4007 – Health & Exercise Physiology  
 PHED4017 – Research Methods in Physical Activity  
 PHED4026 – Biomechanics II  
 PHED4046 – Contemporary Social Issues in Sport & Physical Activity  
 PHED4056 – Advanced Injury Prevention & Care  
 PHED4066 – Motor Behaviour  
 PHED4076 – Applied Sport Performance Psychology  
 PHED4086 – Musculoskeletal Assessment & Exercise Prescription  
 PHED4106 – Community Leadership Placement III  
 PHED4127 - Science of Physical Fitness  
 PHED4203 - Rugby  
 PHED4204 - Curling  
 PHED4213 – Golf  
 PHED4214 – Track & Field  
 PHED4217 - Sports in Society  
 PHED4223 – Combatives  
 PHED4224 – Outdoor Initiatives  
 PHED4227 – Nutrition (cross-coded with BIOL4227)  
 PHED4233 – Adaptive Games  
 PHED4243 – Racquets II  
 PHED4244 – Hockey II  
 PHED4254 – Special Practical IV  
 PHED4253 – Skiing/Snowboarding  
 PHED4263 – Group Fitness  
 PHED4317 - The Legal Aspects of Physical Education, Sport & Recreation  
 PHED4906 – Special Topics in Sport & Physical Activity  
 PHED4986 – Directed Study  
 PHED4996 – Research Project  
 PHIL1115 - Introduction to Philosophy  
 PHIL2245 - Philosophy of Art & Literature (cross-listed with FAVA– Art History & Visual Studies Stream)  
 PHIL2255 - Philosophy of Education  
 PHIL2305 - Origins of Western Philosophy (cross-listed with CLAS)  
 PHIL2325 - Reason & Experience in Early Modern Philosophy  
 PHIL2405 – Philosophy of Film (cross-listed with FAVA– Art History & Visual Studies Stream)  
 PHIL2505 – Reasoning & Logical Argument  
 PHIL2525 - Contemporary Moral Issues (cross-listed with RLCT & SWLF)  
 PHIL2545 - Moral Philosophy  
 PHIL2606 - Gender & Philosophy I (cross-listed with GEND)  
 PHIL2607 - Gender & Philosophy II (cross-listed with GEND)  
 PHIL2706 – Ethical Theory: Moral & Ethical Perspectives  
 PHIL2717 – Environmental Ethics (cross-listed with RLCT & SWLF)  
 PHIL2915 - Philosophy of Science  
 PHIL3205 – Philosophy of Sex & Love (cross-listed with GEND & RLCT)  
 PHIL3335 - History of Modern Philosophy II  
 PHIL3435 - The Philosophy of Nietzsche  
 PHIL3476 - Existentialism I  
 PHIL3477 – Existentialism II  
 PHIL3545 - Moral Philosophy  
 PHIL3616 – Philosophy of Religion (cross-listed with RLCT)  
 PHIL3655 - Philosophy of Language  
 PHIL3755 - Themes in Social & Political Philosophy (cross-listed with POLI)  
 PHIL3706 – Eastern Philosophy I: Confucianism, Taoism & Zen (cross-listed with RLCT)



PHIL3707 – Eastern Philosophy II: Classical Indian Philosophy (cross-listed with RLCT)  
 PHIL4105 - Directed Studies  
 PHIL4206 - Seminar in Philosophy  
 PHIL4207 – Seminar in Philosophy  
 PHIL4305 – 20<sup>th</sup> Century Continental Philosophy  
 PHYS1006 – General Physics I: Mechanics  
 PHYS1007 – General Physics II: Mechanical Wave, Fluid Mechanics & Thermodynamics  
 PHYS1912 – Understanding Concepts of Classical Physics  
 PHYS2006 – General Physics III: Electromagnetism  
 PHYS2007 – General Physics IV: Optics & Introduction to Modern Physics  
 POLI1005 - Introduction to Political Science (banked Feb 2013 Senate)  
 POLI1006 – Politics, Power & the Common Good  
 POLI2106 – Great Political Questions I (cross-listed with CLAS & HIST)  
 POLI2107 – Great Political Questions II (cross-listed with HIST)  
 POLI2205 - Comparative Government  
 POLI2206 – Introduction to Comparative Politics  
 POLI2207 – Democracy & Development (cross-listed with SWLF)  
 POLI2605 – Government in Action: Public Administration (banked Feb 2013 Senate)  
 POLI2606 – Public Administration (cross listed with SWLF)  
 POLI3206 – Comparative Political Cultures  
 POLI3207 – Comparative Political Institutions  
 POLI2306 – The Origins of International Relations (cross-listed with HIST)  
 POLI2307 – The Cold War & After (cross-listed with HIST)  
 POLI2405 - Development of Political Theory  
 POLI2505 - Micropolitics  
 POLI2605 - Public Administration  
 POLI2706 – Canadian Politics (cross-listed with HIST)  
 POLI2707 – Canada & the World (cross-listed with HIST)  
 POLI2906 - The Ideal Scale of Democracy: Local Government in Canada  
 POLI3046 – Strange Bedfellows: Politics & Healthcare (cross-coded with NURS)  
 POLI3106 – Great Political Questions III  
 POLI3116 – How Political Ideas Changed the World  
 POLI3206 – Conflict & Unity: Political Culture in the 21<sup>st</sup> Century  
 POLI3207 – The Power of Political Institutions  
 POLI3225 - Government of the United States  
 POLI3265 - Soviet Union  
 POLI3275 - Western Europe  
 POLI3295 - Urban Politics  
 POLI3306 – Selected Topics I  
 POLI3307 – Selected Topics II  
 POLI3425 - Contemporary Political Thought  
 POLI3535 - Women & Politics in Canada  
 POLI3606 – Politics of Scale: Multilevel Governance in the Canadian Public Sector  
 POLI3607 – Public Policy (cross listed with SWLF)  
 POLI4105 – Directed Studies  
 POLI4306 – Concepts of Leadership  
 POLI4307 – Profiles in Leadership  
 PSPE1806 - Who is a Good Citizen? Citizenship & Dissent  
 PSPE2806 - Must Politics Be Ethical? Ethics, Politics, & the Space in Between  
 PSPE2816 – Research Methods  
 PSPE3816 - The Great Debate: Production, Consumption, & the Role of the State  
 PSPE4805 - Interdisciplinary Research Seminar  
 PSYC1036- Applied Development Psychology  
 PSYC1106 - Introduction to Psychology I  
 PSYC1107 - Introduction to Psychology II  
 PSYC2006 - Childhood Development

PSYC2007 - Adult Development  
 PSYC2020 - Developmental Psychology for Educators  
 PSYC2126 - Scientific Method & Analysis I  
 PSYC2127 - Scientific Method & Analysis II  
 PSYC2206 – Learning I  
 PSYC2257 - Psychology of Art II  
 PSYC2267 – Psychology of Art II  
 PSYC2306 - Psychology of Industry & Work I  
 PSYC2307 - Psychology of Industry & Work II  
 PSYC2505 - Scientific Method & Analysis  
 PSYC2506 – Health Psychology  
 PSYC2605 - Behavioural Neuroscience  
 PSYC2616 – Theories of Personality  
 PSYC2715 – Biological Psychology  
 PSYC2716 - Emotion  
 PSYC2806 – Sports Psychology  
 PSYC2807 – Introduction to Social Psychology  
 PSYC2906 - Sensation  
 PSYC2907 - Perception  
 PSYC3105 - Comparative Psychology  
 PSYC3116 – Autism Spectrum Disorders (cross-coded with CHFS3116)  
 PSYC3126 - Sex & the History of Medicine & Psychiatry  
 PSYC3127 – Fetal Alcohol Spectrum Disorders (cross-coded with CHFS3127)  
 PSYC3136 – Principles, Methods & Applications in Applied Behaviour Analysis (cross-coded with CHFS3136)  
 PSYC3216 - Psychological Measurement I: Measuring Achievement  
 PSYC3217 - Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, & Other Psychological Constructs  
 PSYC3307 - Learning II  
 PSYC3316 – Literacy in Psychology  
 PSYC3356 - Design & Analysis I  
 PSYC3357 - Design & Analysis II  
 PSYC3405 - Psychology of Education  
 PSYC3506 - Neuropharmacology  
 PSYC3606 - Psychopathology I  
 PSYC3607 - Psychopathology II  
 PSYC3616 – Personality & Adjustment  
 PSYC3626 - Psychological Disorders in Children  
 PSYC3636 - Psychology of Corrections  
 PSYC3705 - Cognitive Psychology  
 PSYC3716 - Motivation  
 PSYC3726 - Psychology of Bilingualism  
 PSYC3807 - Applied Social Psychology  
 PSYC3906 - Special Topics in Psychology I  
 PSYC3907 - Special Topics in Psychology II  
 PSYC3916 - Advanced Readings in Psychology  
 PSYC3917 - Special Projects Course  
 PSYC3926 - Special Topics in Psychology III  
 PSYC3927 - Special Topics in Psychology IV  
 PSYC4005 - Systems & Theories in Psychology  
 PSYC4105 – Senior Empirical Thesis  
 PSYC4206 – Clinical Psychology I  
 PSYC4207 – Clinical Psychology II  
 PSYC4215 – Senior Research Seminar  
 PSYC4257 – Multivariate Statistics  
 PSYC4616 – Neural Bases of Consciousness  
 PSYC4637 – Psychology of Crime & Victimization  
 PSYC4706 - Advanced Neuroanatomy

RLCT1025 – Introduction to World Religions & Cultures  
 RLCT2016 – Practicing Religion: Rituals, Ceremonies & Celebrations  
 RLCT2017 – Death & Immortality  
 RLCT2025 – Themes in Religion  
 RLCT2026 – The Roots of Evil  
 RLCT2036 – History of Christian Thought I  
 RLST2037 – History of Christian Thought II  
 RLCT2046 – Critical Themes in Eastern Religious Thought  
 RLCT2056 – Religions & Violence (cross-listed with GEND)  
 RLCT2057 – Peace & Non-Violence (cross-listed with GEND & SWLF)  
 RLCT2066 – Death, Dying & Spirituality  
 RLCT2067 – Special Topics in Religion & Culture  
 RLCT2076 – Religion & Colonization (cross coded with GEND2076)  
 RLCT2116 – Health, Healing & Religion  
 RLCT2117 – New Religious Movements  
 RLCT2126 – Religious Themes in Literature (cross-listed with ENGL)  
 RLCT2127 – The Bible as Cultural Text (cross coded with ENGL2127)  
 RLCT2136 – Examining the Paranormal  
 RLCT2205 – Sacred Cinema: Film & the Search for Meaning (cross-listed with FAVA– Art History & Visual Studies Stream)  
 RLCT3026 - Women & World Religions I (cross-coded with GEND3026)  
 RLCT3036 – Thinking Religion Now (cross-listed with PHIL)  
 RLCT3046 – Religion & Science  
 RLCT3056 – Special Topics in Religions & Cultures  
 RLCT3105 – Special Topics in Religions & Cultures  
 RLCT3116 - Women & Western Religions  
 RLCT3117 – Gender & the Bible (cross-coded with GEND)  
 RLCT3205 – Philosophy of Sex & Love (cross coded with GEND3205 & PHIL3205)  
 RLCT3206 – Constructing Religion; Theorizing God: Theory & Method in the Study of Religion  
 RLCT3216 – Is God Dead? Faith in the Modern World (cross-listed with PHIL)  
 RLCT3226 - Fanaticism  
 RLCT3306 – Holy Women: Mystics, Saints & Visionaries (cross-listed with GEND)  
 RLCT3307 – Spiritual Journeys  
 RLCT3406 – Geography of the Divine: Sacred Space  
 RLCT3506 – Religion & Politics (cross-listed with POLI)  
 RLCT3507 – Greening Religion: Nature, Spirituality & Activism Religion a  
 RLCT4005 – Guided Readings in Religions & Cultures  
 RLCT4205 – Honours Seminar in Religions & Cultures  
 RUSS1005 - Introductory Russian  
 RUSS1005N - Introductory Russian  
 RUSS2005N - Intermediate Russian  
 RUSS3005N - Advanced Russian  
 SIGN0101 – American Sign Language, Level I  
 SIGN0102 – American Sign Language, Level I  
 SIGN0103 – American Sign Language, Level I  
 SIGN0201 – American Sign Language, Level 2  
 SIGN0202 – American Sign Language, Level 2  
 SIGN0203 – American Sign Language, Level 2  
 SIGN0301 – American Sign Language, Level 3  
 SIGN0302 – American Sign Language, Level 3  
 SIGN0303 – American Sign Language, Level 3  
 SIGN0304 – American Sign Language, Level 3  
 SIGN0305 – American Sign Language, Level 3  
 SOCI1016 – Introduction to Sociology  
 SOCI2006 - The Child & Society  
 SOCI2007 - The Adolescent & Society  
 SOCI2016 - Classical Sociological Theory (cross-coded with ANTR)

SOCI2017 – Contemporary Sociological Theory (cross-coded with ANTR)  
 SOCI2027 - Sociology of Nursing  
 SOCI2037 – Sociology of Family & Household Relationships  
 SOCI2036 - Introduction to Social Gerontology  
 SOCI2045 - Minority Groups in the Modern World  
 SOCI2046 - Minority Groups in Canada  
 SOCI2055 - Research Methods & Data Analysis  
 SOCI2065 - Sociology of Development  
 SOCI2066 – Social Stratification (cross listed with SWLF)  
 SOCI2067 – Urban Sociology (banked Jan 2011 Senate)  
 SOCI2075 - Social Demography  
 SOCI2076 – Deviance & Conformity  
 SOCI2085 - Crime & Punishment  
 SOCI2091 – Sociology for Educators I: Social Theory & Education  
 SOCI2092 – Sociology for Educators I: Social Issues in Education  
 SOCI2106 - Ethics for Social Science  
 SOCI2126 – Social Research Methods  
 SOCI2127 – Social Statistics & Data Analysis  
 SOCI2196 – Sociology of Medicine  
 SOCI2236 – Sociology of Human Sexual Behaviour: Love, Sex & Intimacy  
 SOCI2237 – SOCI2237 – Sociology of Human Sexual Behaviour: Varieties of Human Sexual Behaviour  
 SOCI2296 – The Canadian Social Legacy (banked Jan 2011 Senate)  
 SOCI2616 - Class & Power  
 SOCI3006 – The Sociology of Collective Behaviour (cross-listed CRSJ & SWLF)  
 SOCI3007 – Sociology of Consumer Culture  
 SOCI3016 – Critical Perspectives on Sociological Theory  
 SOCI3017 – Special Topics in the Sociology of Work (banked Jan 2011 Senate)  
 SOCI3026 – Sociology of Work  
 SOCI3027 - Interpersonal Communication (banked Jan 2011 Senate)  
 SOCI3036 – Qualitative Research Methods (cross-coded with ANTR & SWLF)  
 SOCI3046 –Special Topics in Urban Sociology (banked Jan 2011 Senate)  
 SOCI3057 – Demography: Introduction to Population Studies (cross-listed with ANTR)  
 SOCI3066 – Social Inequality (banked Jan 2011 Senate)  
 SOCI3076 – Mass Culture & Mass Media I: Journalism & Mass Communication  
 SOCI3077 – Mass Culture & Mass Media II: Mass Culture in Modern Societies  
 SOCI3096 – Special Topics in Canadian Society (banked Jan 2011 Senate)  
 SOCI3115 - Comparative Social Systems  
 SOCI3136 – Ageism ((cross-listed with SWLF)  
 SOCI3146 – Age & Culture  
 SOCI3156 – Women & Age  
 SOCI3166 – Social Epidemiology: The Social Determinants of Health  
 SOCI3176 – Age, Health, & Work I  
 SOCI3177 – Age, Health, & Work II  
 SOCI3186 - Health & the Family  
 SOCI3226 – Survey Research  
 SOCI3246 - Gender & International Development  
 SOCI3256 –Globalization & Development  
 SOCI3307 - Social Problems: Legal Issues (banked Jan 2011 Senate)  
 SOCI3506 - Social Problems  
 SOCI3605 - Sociology of Power  
 SOCI3616 - Class & Power  
 SOCI4006 – Independent Studies  
 SOCI4007 – Independent Studies  
 SOCI4016 - Advanced Classical Sociological Theory  
 SOCI4017 – Special Topics in Sociological Theory (banked Jan 2011 Senate)  
 SOCI4026 – Structuralism & Post-structuralism (banked Jan 2011 Senate)

SOCI4027 – Feminist Sociological Theory  
 SOCI4055 - Socialization: Theory & Research  
 SOCI4096 – Honours Thesis I  
 SOCI4097 – Honours Thesis II  
 SOCI4127 – Applied Multivariate Statistics  
 SOCI4136 – Social Theories in Aging  
 SOCI4137 – Selected Topics in Aging  
 SOCI4206 – Determinants of Population Change  
 SOCI4227 – Sociology of Science, Technology & Environment  
 SOCI4546 – Honours Seminar  
 SOCI4547 – Honours Seminar  
 SOCI4556 – Honours Seminar  
 SOCI4557 – Honours Seminar (cross-listed with ANTR)  
 SOIC4576 – Honours Seminar in Professional Development  
 STEC3997 – Practicum I  
 STEC4997 – Practicum II  
 SURV1108E - Wilderness Survival  
 SWLF1006 - Introduction to Social Welfare & Social Development  
 SWLF2006 – Ideology & Social Welfare  
 SWLF2007 – Poverty & Social Policy in Canada  
 SWLF2995 – Community Service-Learning for Social Development  
 SWLF3005 - Human Service Management & Planning  
 SWLF3006 – Social & Economic Justice  
 SWLF3007 – History of Social Welfare (cross listed with HIST)  
 SWLF3116 – Health Care & Health Policy in Canada  
 SWLF3117 - Social Welfare & Public Health (Part 2)  
 SWLF3126 - Social Welfare & the Church  
 SWLF3136 - Social Welfare & Education  
 SWLF3146 – Work, Employment & Unemployment  
 SWLF3166 – Housing & Homelessness  
 SWLF3266 – Religion & Social Welfare (cross-listed with RLCT)  
 SWLF3296 – Globalization & the Welfare State  
 SWLF3307 - Social Development in the Third World  
 SWLF3406 – Colonialism in First Nations’ Communities (cross-coded with NATI)  
 SWLF3407 – Social Development in First Nations’ Communities (cross-coded with NATI)  
 SWLF3446 – Women & Social Welfare (cross-listed with GEND)  
 SWLF3506 – Social Change for Social Justice  
 SWLF3706 – Crime, Wealth, & Poverty  
 SWLF3755 - Social Work in a Multi-Cultural Society  
 SWLF3806 – Family Violence (cross-listed with GEND)  
 SWLF3807 – Social & Political Violence  
 SWLF3826 - Addictions  
 SWLF3916 - Selected Topics in Social Welfare & Social Development  
 SWLF3917 – Selected Topics in Social Welfare & Social Development  
 SWLF3926 – Selected Topics in Social Welfare & Social Development  
 SWLF3927 – Selected Topics in Social Welfare & Social Development  
 SWLF3005 – Community Service Learning for Social Development  
 SWLF4006 – Social Development  
 SWLF4007 – Honours Seminar  
 TMGT1106 – Introduction to Technology Management (banked Feb 2013 Senate)  
 TMGT1106 – Introduction to Innovation, Technology & Sustainability  
 TMGT2011 – Fundamentals of GIS & Computer Mapping (cross coded with GEOG2011)  
 TMGT2106 – Systems Analysis & Design  
 TMGT3006 – Technology, Business & Society  
 TMGT3017 – Programming for Business  
 TMGT3236 – Networking in a Business Environment

TMGT3856 – Information Systems  
TMGT3870 – Project Management  
TMGT4006 – Management of Innovation & Technology  
TMGT4126 – E-Business  
TMGT4417 – Current Trends in Technology Management  
TMGT4006 – Management of Innovation & Technology  
UNIV1011 - Student Success: Theory & Practice  
UNIV2011 – Introduction to Community-Service Learning  
UNIV2005 – Introduction to Cross Disciplinary Analysis

**Former Women’s Studies courses are identified as Gender Equality & Social Justice (see GEND...)**

**May 2011 Senate** – approved that any course not offered in the past 5 calendar years will be automatically banked.

**May 2011 Senate** – approved that any course not offered in the past 10 years will automatically be deleted.