

SENATE AGENDA

Friday, January 11, 2019

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: December 14, 2018
3. BUSINESS ARISING FROM THE MINUTES
 - Elect three (3) tenured faculty members, from the Faculty of Arts and Science, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Arts and Science.
 - Elect one (1) faculty member, from a Faculty other than the Faculty of Arts and Science, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Arts and Science.
4. READING and DISPOSING of COMMUNICATIONS
5. REPORTS FROM OTHER BODIES
 - A.
 - (1) President
 - (2) Provost and Vice-President Academic and Research
 - (3) Vice-President Finance and Administration
 - (4) Board of Governors
 - (5) Alumni Advisory Board
 - (6) Council of Ontario Universities (Academic Colleague)
 - (7) Joint Board/Senate Committee on Governance
 - (8) NUSU
 - (9) Indigenization Steering Committee
 - (10) Others
 - B. Reports from Senate members
6. QUESTION PERIOD
7. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: That the Report of the Senate Executive Committee dated January 7, 2019 be received.

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

- MOTION 1: That the Report of the Academic Quality Assurance and Planning Committee dated December 20, 2018 be received.
- MOTION 2: That Senate approve that the Major Modification represented through the introduction of the following courses be accepted as described in the attached documents:
- ADMN 1011 - Academic Success Workshops (1 credit)
 - ADMN 1206 - Business Communication and Case Analysis (3 credits)
 - ADMN 1306 - Digital Management (3 credits)
 - ADMN 2011 - Academic Success and Career Management Workshops (1 credit)
 - ADMN 2716 - Change Management and Innovation Leadership (3 credits)
 - ADMN 3066 - Advanced Analytics (3 credits)
 - ADMN 3011 - Career Management Workshops (1 credit)
 - ADMN 3076 - New Technology in Management (3 credits)
 - ADMN 3406 - Work Placement 1 (3 credits)
 - ADMN 4226 - Applying Business Intelligence (3 credits)
 - ADMN 4306 - Management Consulting I (iLEAD) (3 credits)
 - ADMN 4307 - Management Consulting II (iLEAD) (3 credits)
 - ADMN 4406 - Work Placement II (3 credits)
 - ADMN 4407 - Work Placement III (3 credits)
 - MKTG 3306 - Digital Marketing (3 credits)
 - MKTG 4306 - Sport Event Management (3 credits)
- MOTION 3: That Senate approve that the Major Modifications to the Bachelor of Business Administration program be accepted as described in the attached document.
- MOTION 4: That Senate approve that the Major Modifications to the Bachelor of Commerce program be accepted as described in the attached document.
- MOTION 5: That Senate approve that the Major Modification represented through the introduction of the Northern Business Certificate be accepted as described in the attached document.
- MOTION 6: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Certificate in Human Resource Management be accepted as described in the attached document.
- MOTION 7: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Certificate in General Management be accepted as described in the attached document.
- MOTION 8: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Business Administration be accepted as described in the attached document.
- MOTION 9: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Accounting be accepted as described in the attached document.
- MOTION 10: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Finance be accepted as described in the attached document.

- MOTION 11: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Human Resource Management be accepted as described in the attached document.
- MOTION 12: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in International Business be accepted as described in the attached document.
- MOTION 13: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Marketing be accepted as described in the attached document.

UNDERGRADUATE STUDIES COMMITTEE

- **November 29, 2018 Report**

- MOTION 1: That the Report of the Undergraduate Studies Committee dated November 29, 2018 be received.

FACULTY OF ARTS AND SCIENCE

English

- MOTION 2: That Senate approve the course title revision for ENGL 3617 from 'Popular Fiction' to 'Topics in Popular Fiction' as outlined in the attached document.
- MOTION 3: That Senate approve the course title revision for ENGL 3606 from 'Popular Culture' to 'Topics in Popular Culture'.

FAPA

- MOTION 4: That Senate approve the banking of the following courses:

FAVA 1008 Arts Practice: Drawing
FAVA 1009 Arts Practice: Printmaking
FAVA 2406 Drawing: Image and Ideation
FAVA 2127 Printmaking: Lithography
FAVA 2516 Community-Based Practice
FAVA 3097 Explorations in Drawing
FAVA 3057 Explorations in Painting
FAVA 3136 Advanced Printmaking
FAVA 3146 Explorations in Sculpture
FAVA 3106 Interdisciplinary Practice

Gender and Equality/School of Criminology and Criminal Justice/Sociology and Anthropology/ Social Welfare and Social Development/Political Science

- MOTION 5: That Senate approve the creation of a Minor in Human Rights as outlined in the attached document.

Geography

- MOTION 6: That Senate approve that Geography 3606: A Geography of Western Europe” be unbanked.
- MOTION 7: That Senate approve the course title revision of GEOG 1016 from “Introduction to Human Geography” to “People, Place and Environment”.
- MOTION 8: That Senate approve the course title revision of GEOG 2107 from “Climatology” to “GEOG 2107 Weather and Climate”.
- MOTION 9: That Senate approve the course title revision of GEOG 2106 from “Geomorphology” to “Landscapes and Surface Processes”.
- MOTION 10: That Senate approve the course title revision of GEOG 2017 from “Introduction to Geomatics” to “GIS and the Earth from Space”.
- MOTION 11: That Senate approve a modification of the course description for GEOG 3306 Population Geography as outlined.

History

- MOTION 12: That Senate approve the banking of the following list of courses currently listed under History in the Nipissing University Academic Calendar:
- HIST 2366: Family & Society in Canada
 - HIST 3217: Topics in Nineteenth Century Canadian History
 - HIST 3226: Topics in Canadian Regional History
 - HIST 3256: History of Ontario: Selected Topics I
 - HIST 3257: History of Ontario: Selected Topics II
 - HIST 3287: Canadian Working Class History
 - HIST 3357: British North America
 - HIST 3406: Themes in the Social History of Modern Britain
 - HIST 3926: History & Historians: Ideas and Methods

Native Studies

- MOTION 13: That Senate approve the creation of “NATI 1506 On the Land/From the Land: Indigenous Worldviews” as outlined in the attached template.
- MOTION 14: That Senate approve the creation of “NATI 1507 Critical Learning Skills in Indigenous Contexts” as outlined in the attached template.

Political Science

- MOTION 15: That Senate approve the course title revision for POLI 2307 from “The Cold War & After” to “The Cold War to 9/11” with accompanying changes to the course description as outlined.
- MOTION 16: That Senate approve the creation of “POLI 3226 American Foreign Policy in the 21st Century” as outlined in the attached template.
- MOTION 17: That Senate approve the creation of “POLI 3256 Multiculturalism in Canada and the World” as outlined in the attached template.

- MOTION 18: That Senate approve that POLI 3226 American Foreign Policy in the 21st Century be added to the list of electives for the Certificate in Peace and Violence Prevention Studies.

Psychology

- MOTION 19: That Senate approve the creation of PSYC 3007 - Science of Mind Reading as outlined in the attached template.
- MOTION 20: That Senate approve the modification of the course structure description of PSYC 4706 Advanced Neuroanatomy.

FACULTY OF APPLIED AND PROFESSIONAL STUDIES

Nursing

- MOTION 21: That Senate approve that the course NSGD 2147 – Professional Nursing Practice be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 22: That Senate approve that NSGD 2116 – Health Challenges I be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 23: That the Undergraduate Studies Committee recommend to Senate that NSGD 2117 - Health Challenges II be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 24: That Senate approve that NSGD 3336 – Culture and Nursing Practice be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 25: That Senate approve that the prerequisite for NSGD 3036 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 26: That Senate approve that NSGD 2216 - Critical Inquiry and Evidenced Informed Practice be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 27: That Senate approve that NSGD 3216 – Research in Nursing Practice be created as a major modification to the RPN to BScN Blended Learning Program
- MOTION 28: That Senate approve that NSGD 4136 – Complex Health Challenges I be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 29: That Senate approve that NSGD 4137 - Complex Health Challenges II be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 30: That Senate approve that NSGD 4777 – Leadership in Action be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 31: That Senate approve that the prerequisites for NSGD 2007 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.

- MOTION 32: That Senate approve that the prerequisites for NSGD 2017 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 33: That Senate approve that the prerequisites for NSGD 3006 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 34: That Senate approve that the prerequisites for NSGD 2106 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 35: That Senate approve that the course NSGD 2047 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 36: That Senate approve that the course NSGD 2107 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 37: That Senate approve that the course NSGD 2016 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 38: That Senate approve that the course NSGD 4016 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 39: That Senate approve that the course NSGD 4036 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 40: That Senate approve that the course NSGD 4007 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 41: That Senate approve that the course NSGD 4017 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 42: That Senate approve that the current program outcomes be replaced with the revised program outcomes as a major modification to the RPN to BScN Blended Learning Program.

Social Work

- MOTION 43: That Senate approve the revision of the course description for SWRK 4426 Social Work with Children and Families.
- MOTION 44: That Senate approve the revision of the learning outcomes for SWRK 4426 Social Work with Children and Families.
- MOTION 45: That Senate approve the revision of the learning outcomes for SWRK 3505 Field Practicum I.
- MOTION 46: That Senate approve the revision of the learning outcomes for SWRK 4605 Field Practicum II.
- MOTION 47: That Senate approve the revision of the course description for SWRK 4316 Indigenous Child Welfare.

MOTION 48: That Senate approve the revision of the learning outcomes for SWRK 4316 Indigenous Child Welfare.

MOTION 49: That Senate approve the revision of the course description for SWRK 3406 Indigenous Perspectives in Social Work.

MOTION 50: That Senate approve the revision of the learning outcomes for SWRK 3406 Indigenous Perspectives in Social Work.

- **December 13, 2018 Report**

MOTION 1: That the Report of the Undergraduate Studies Committee dated December 13, 2018 be received.

FACULTY OF APPLIED AND PROFESSIONAL STUDIES

Child and Family Studies:

MOTION 2: That Senate approve that SWLF 1006, Introduction to Social Welfare and Social Development, be removed from CHFS degree 1st year requirements for Sp. Hon, Hon, Major degree options and replaced with any upper year 3cr Human Development stream course.

MOTION 3: That Senate approve that the following language be added to the CHFS Calendar for Sp. Hon, Hon, Major, and Minor degree requirements: "Students must choose three credits from the following courses: CHFS 2106 or PSYC 2006, and three credits from CHFS 2107 or PSYC 2007".

MOTION 4: That Senate approve that the prerequisites for CHFS 2107 Human Development: Adults & Aging be changed to CHFS 2106 OR PSYC 2006 (Human Development: Children & Youth and Childhood Development respectively) from the current prerequisite of CHFS 2106.

MOTION 5: That Senate approve that the CHFS calendar language around PSYC-CHFS statistics course substitutions be added: "Students must choose six credits from CHFS 3035, OR PSYC 2126 and PSYC 2127".

FACULTY OF ARTS AND SCIENCE

Biology & Chemistry

MOTION 6: That Senate consider Motions 8 and 9 as an omnibus motion.

MOTION 7: That Senate approve Motions 8 and 9 as an omnibus motion.

MOTION 8: That Senate approve the revision of the course **BIOL 3596 Ornithology** as outlined in the attached template.

MOTION 9: That Senate approve the creation of **BIOL 3696 Field Ornithology** as outlined in the attached template.

Classical Studies and Modern Languages

MOTION 10: That Senate approve the cross-listing of the following Anthropology courses with Classical Studies: **ANTR 2026 – Archaeology I, ANTR 2027 – Archaeology II, and ANTR 3037 – Archaeological Cataloguing and Reporting.**

MOTION 11: That Senate approve a change in the degree requirements for a Minor in Spanish from “**A Minor in Spanish consists of a minimum of 18 credits of Spanish, with no more than six credits at the 1000 level. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish**” to “**A Minor in Spanish consists of a minimum of 18 upper year credits of Spanish. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish.**”

Computer Science & Mathematics

MOTION 12: That Senate approve the change for the prerequisites for **MATH 4046 Advanced Applications of Probability and Statistics** as outlined.

New Version:

The prerequisites for MATH 4046 Advanced Applications of Probability and Statistics are MATH 3276 Probability and Statistics II and MATH 3226 Introduction to Stochastic Processes.

Old Version:

The prerequisites for MATH 4046 Advanced Applications of Probability and Statistics are MATH 3276 Probability and Statistics II and MATH 3306 Introduction to Stochastic Processes.

English Studies

MOTION 13: That Senate consider Motions 15 and 16 as an omnibus motion.

MOTION 14: That Senate approve Motions 15 and 16 as an omnibus motion.

MOTION 15: That Senate approve the addition of the following course expectations and outcomes for **ENGL 1551: Language & Written Communication: English 2nd Language I** as outlined.

Calendar Course Description: This course is designed for students whose first language is not English. Practical training is given in the writing of sentences and paragraphs. Topics covered include vocabulary, the proper use of a dictionary, and common syntactical problems involving verb tenses and the use of prepositions.

EXPECTATIONS OR OUTPUTS (skills measured through assignments)
BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO

1. Understand an adequate range of complex formal and informal communication in English.
2. Communicate confidently in English in both educational and social situations.
3. Read and comprehend written English, both formal and informal.
4. Write clearly and correctly in both academic and informal English registers.
5. Identify differences in cultures in Canada and globally.
6. Apply course strategies and information to communicate successfully in English and adapt to multicultural environments in an academic, professional and/or personal environment.

OUTCOMES**STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE**

1. A solid understanding of oral and written English in both academic and conversational registers.
2. An ability to apply functional English language skills in a variety of Canadian academic, cultural and social contexts.
3. An ability to write short assignments and give oral presentations in English in a university context.
4. An ability to interpret, analyze, synthesize and combine information in English using a variety of strategies, resources, and technologies

MOTION 16: That Senate approve the addition of the following course expectations and outcomes to **ENGL 1552: Language & Written Communication: English 2nd Language II** as outlined.

Calendar Course Description: This course presents a further study of written English for the student whose first language is not English. Particular emphasis is placed on practical training in the writing of longer works (essays, reports and research papers). The study of English vocabulary and sentence structure initiated in **ENGL 1551** is continued and extended.

EXPECTATIONS OR OUTPUTS (skills measured through assignments)**BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO**

1. Understand a wide range of complex formal and informal communication in English.
2. Communicate fluently in English in both educational and social situations.
3. Read and comprehend written English, both formal and informal.
4. Write clearly and correctly in both academic and informal English registers.
5. Identify differences in cultures in Canada and globally.
6. Apply course strategies and information to communicate successfully in English and adapt to multicultural environments in an academic, professional and/or personal environment.

OUTCOMES**STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE**

1. A developed understanding of oral and written English in both academic and conversational registers.
2. An ability to apply functional English language skills in a variety of Canadian academic, cultural and social contexts.
3. An ability to write long research assignments and give oral presentations in English in a university context.
4. An ability to interpret, analyze, synthesize and combine information in English using a variety of strategies, resources, and technologies.

First Year Foundation

MOTION 17: That Senate approve the creation of the course code **FYFE** and the corresponding title First Year Foundations Experience as outlined.

MOTION 18: That Senate consider Motions 20 and 24 as an omnibus motion.

MOTION 19: That Senate approve Motions 20 and 24 as an omnibus motion.

MOTION 20: That Senate approve the creation of **FYFE 1011: Critical and Applied Thinking** as outlined in the attached template.

- MOTION 21: That Senate approve the creation of **FYFE 1001: Topics in Arts and Science I** as outlined in the attached template.
- MOTION 22: That Senate approve the creation of **FYFE 1002: Topics in Arts and Science II** as outlined in the attached template.
- MOTION 23: That Senate approve the creation of **FYFE 1021 Building a Better World** as outlined in the template.
- MOTION 24: That Senate approve the creation of **FYFE 1031 Social Media: Untangling the Threads** as outlined in the template.

Gender Equality and Social Justice

- MOTION 25: That Senate approve the creation of **GEND 2316 Masculinities, Money and Media** as outlined in the attached template.
- MOTION 26: That Senate approve the creation of **GEND 3316: Race, Murder and Media** as outlined in the attached template.
- MOTION 27: That Senate approve the creation of **GEND 3326: Digital Beasts** as outlined in the attached template.
- MOTION 28: That Senate approve the creation of **GEND 4106: Selected Topics in Gender Equality and Social Justice** as outlined in the attached template.
- MOTION 29: That Senate approve that **GEND 2076 Conflict and Conversion** be deleted as outlined.
- MOTION 30: That Senate approve a revision of the course title of **GEND 3047: from 'Deconstructing Nature' to 'GEND 3047 Dark Ecology'** as outlined.
- MOTION 31: That Senate approve the creation of a **Minor in Media, Representation and Social Justice** as outlined in the attached document.

History

- MOTION 32: That Senate consider Motions 34 and 35 as an omnibus motion.
- MOTION 33: That Senate approve Motions 34 and 35 as an omnibus motion.
- MOTION 34: That Senate approve the creation of **HIST 3906: Experiential Learning for OMAH Students I** as outlined in the attached template.
- MOTION 35: That Senate approve the creation of **HIST 3907 Experiential Learning for OMAH Students II** as outlined in the attached template.
- MOTION 36: That Senate approve to remove the cross-coding of **HIST 3946** with the Bachelor of Physical and Health Education as outlined.
- MOTION 37: That Senate approve to remove the cross-coding of **HIST 3947** with the Bachelor of Physical and Health Education as outlined.

MOTION 38: That Senate approve the creation of **HIST 3297: Place and People in Rural Canada** as outlined in the attached template.

MOTION 39: That Senate approve that the Orientation to the Master of Arts in History (OMAH) and Master of Arts in History upon completion of OMAH admission requirements be approved.

Political Science, Philosophy and Economics

MOTION 40: That Senate approve the creation of **POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond** as outlined in the attached template.

MOTION 41: That Senate approve the addition of **POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond** as an elective course in the Certificate in Peace and Violence Prevention Studies as outlined.

MOTION 42: That Senate approve the creation of **POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation** as outlined in the template.

MOTION 43: That Senate approve the addition of **POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation** as an elective course in the **Certificate in Peace and Violence Prevention Studies** as outlined.

Religions & Cultures

MOTION 44: That Senate approve the creation of **RLCT 2096 Religion, Colonization and State Violence** as outlined in the attached template.

MOTION 45: That Senate approve that **RLCT 2076 Conflict and Conversion** be deleted.

Sociology & Anthropology

MOTION 46: That Senate approve the revision of the course description for **ANTR 1006: “Introduction to Anthropology”** as outlined in the attached document.

Current description:

An interdisciplinary, comparative study of people and their cultures throughout the world (cultural anthropology), of human evolution, adaptation and genetics (physical anthropology), the recovery and development of prehistorical societies (archaeology) and language as an aspect of culture (linguistics).

New description:

Students explore the core concepts of Anthropology through consideration of the following questions: What does it mean to be human? What are the origins of our species and of our contemporary ways of life? What roles do culture and power play in shaping our perceptions, experiences and behaviours? How did we come to eat the foods we eat and speak the languages we speak? How do different cultures think differently about sex and gender? How might a holistic perspective help us to better understand and address the social and environmental problems we face in the contemporary world?

MOTION 47: That Senate approve the revision of the title of **ANTR 2006: from ‘Cultural Anthropology’ to ‘The Ethnographer’s Craft’** with accompanying changes to the course description as outlined.

Current description:

ANTR 2006: Cultural Anthropology

This course focuses on the concept of culture, methods and current debates related to social and cultural anthropology. Ethnography and ethnology, as distinctive features of cultural anthropology, are used to examine multiple cultural worlds. Issues related to cultural diversity are explored through global and localized perspectives. They included identity, socialization and human development; illness and healing, including ethnomedicine and medical anthropology; family and kinship; social change and domestic life; sexuality and gender; exchange and economic systems; social and political organization; religion, magic, and belief in the context of world religions; language and linguistics as symbolic systems of communication; development anthropology and contemporary cultural change; expressive culture including performance and decorative arts; tourism; and migration.

New description:

Students focus on the practice of ethnography as a means of understanding and communicating human experience. By engaging with classic and contemporary ethnographic writing, students explore contemporary debates about culture, representation, and the relationship between ethnography and cultural theory. Students examine issues central to cultural anthropology through global and local perspectives.

MOTION 48: That Senate approve that the prerequisites for **ANTR 2006: Cultural Anthropology** be removed.

MOTION 49: That Senate approve the revision of the course title of **SOCI 3007: from ‘The Sociology of Consumer Culture’ to ‘Consumer Culture’** with accompanying changes to the course description as outlined.

Current description

This course enables students to investigate and analyze the various sociological approaches to understanding the nature and role of consumer culture in modern societies. In addition to focusing on the symbolic meaning of consumption, emphasis will be placed on issues of identity, lifestyle, constraint, freedom of choice and how the market place is used to facilitate distinction and reinforce social relationships.

New description:

Students investigate and analyze the various approaches to understanding the nature and role of consumer culture in modern societies. In addition to focusing on the symbolic meaning of consumption, students explore issues of identity, lifestyle, constraint, freedom of choice and how the market place is used to facilitate distinction and reinforce social relationships.

MOTION 50: That Senate approve that the prerequisites for **SOCI 3007: Consumer Culture** be modified from **SOCI 1015 or SOCI 1016** to **SOCI 1015 or SOCI 1016 or ANTR 1006** as outlined.

Current prerequisites:

SOCI 1015 or 1016

New prerequisites:

SOCI 1015 or 1016 or ANTR 1006

MOTION 51: That Senate approve the revision of the course title of **SOCI 4227: from ‘The Sociology of Science, Technology and Environment’ to ‘Science, Technology, and Environment’** with accompanying changes to the course description as outlined.

Current description:

The aim of this course is to encourage students to explore the changing relationship among science, technology and the environment and the consequences of the production, distribution and consumption of scientific and other forms of technology. Emphasis will also be placed on such issues as genetic engineering, social media, environmental planning and disasters. The course will establish an appreciation of how science, technology and the environment are intertwined, and the need to understand science as embedded in the social, cultural, political, racialized and gendered worlds of modernity. This course may be credited towards Anthropology.

New Description:

Students explore the changing relationship among science, technology and the environment and the consequences of the production, distribution and consumption of scientific and other forms of technology. Emphasis is also placed on such issues as genetic engineering, social media, environmental planning and disasters. Students appreciate how science, technology and the environment are intertwined, and the need to understand science as embedded in the social, cultural, political, racialized and gendered worlds of modernity.

- MOTION 52: That Senate consider Motions 54 and 56 as an omnibus motion.
- MOTION 53: That Senate approve Motions 54 and 56 as an omnibus motion.
- MOTION 54: That Senate approve the creation of **ANTR 2056: The Anthropocene** as outlined in the attached template.
- MOTION 55: That Senate approve the creation of **ANTR 3046: The Living and the Dead** as outlined in the attached template.
- MOTION 56: That Senate approve the creation of **ANTR 4106: Multispecies Ethnography** as outlined in the attached template.
- MOTION 57: That Senate approve that the course **SOCI 1016: Introduction to Sociology** be removed as a degree requirement for all Anthropology degrees as outlined.
- MOTION 58: That Senate approve that the course **ANTR 2056: The Anthropocene** be added as a degree requirement for the Specialization Major, Major and Minor in Anthropology as outlined.
- MOTION 59: That Senate approve that the abbreviation for all **Anthropology** courses be changed from **ANTR** to **ANTH** as outlined.

SCHULICH SCHOOL OF EDUCATION

- MOTION 60: That Senate approve that the following course title be changed from:
EDUC 4721 – Educating Young Children: The Early Years
to
EDUC 4721 – Educating Young Children: Kindergarten and the Early Years

- MOTION 61: That Senate approve that the following course description for EDUC 4721 be changed from:
Teacher candidates investigate foundational understandings of early child development (birth to age three)-education as negotiated curriculum, inquiry, play, meaningful growth, the role of the environment, documentation of learning - and consider theoretical underpinnings within early years education. Candidates explore curriculum expectations, methodology, essential elements, and resources for early years within a holistic, integrated view of teaching and learning; and critique examples of developmentally appropriate practice in relation to school, community, and family settings and partnerships.
to
Teacher candidates investigate foundational theories and pedagogical approaches within early years education, including learning through play and inquiry, the role of the environment, co-construction of learning, and pedagogical documentation. Candidates explore Kindergarten curriculum learning expectations and conceptual understandings, as well as Ontario's early years framework. A holistic, integrated view of teaching and learning is discussed; including a critique of developmentally appropriate practice in relation to school, community, and family settings and partnerships.
- MOTION 62: That Senate consider Motions 64 to 69 as an omnibus motion.
- MOTION 63: That Senate approve Motions 64 to 69 as an omnibus motion.
- MOTION 64: That Senate approve that the prerequisites for PHED 2016 Motor Learning and Control be changed as follows:
From: PHED 1016
To: None
- MOTION 65: That Senate approve that the antirequisites for PHED 2026 Sport and Exercise Psychology be changed as follows:
From: None
To: PSYC 2806
- MOTION 66: That Senate approve that the prerequisites for PHED 2036 Biomechanics I be changed as follows:
From: PHED 1206 & 1207 or PHED 2216
To: PHED 1206
- MOTION 67: That Senate approve that the prerequisites for PHED 2056 Injury Prevention and Care be changed as follows:
From: PHED 1206 & 1207
To: PHED 1206
- MOTION 68: That Senate approve that the prerequisites for PHED 2217 Systemic Approach to Integrated Human Physiology be changed as follows:
From: PHED 1017
To: None
- MOTION 69: That Senate approve that the prerequisites for PHED 3016 Coaching be changed as follows:
From: PHED 2016
To: PHED 2026

- MOTION 70: That Senate approve that the prerequisite of “and 54 credits completed” which is currently attached to all PHED courses at the 3000- and 4000- level be changed to “and 48 credits completed”.
- MOTION 71: That Senate consider Motions 73 and 79 as an omnibus motion.
- MOTION 72: That Senate approve Motions 73 and 79 as an omnibus motion.
- MOTION 73: That Senate approve that the prerequisites for PHED 3017 Contemporary Health Issues be changed as follows:
From: PHED 1017 and 54 credits completed.
To: 48 credits completed.
- MOTION 74: That Senate approve that the prerequisites for PHED 3037 Gerontology be changed as follows:
From: PHED 2007 or PHED 3136; 54 credits completed.
To: 48 credits completed.
- MOTION 75: That Senate approve that the prerequisites for PHED 3076 Health Promotion be changed as follows:
From: 24 credits completed.
To: 48 credits completed.
- MOTION 76: That Senate approve that the prerequisites for PHED 3126 Neural-Motor Control of Movement be changed as follows:
From: PHED 2016 and 54 credits completed.
To: 48 credits completed.
- MOTION 77: That Senate approve that the prerequisites for PHED 3306 Statistics in Physical Activity be changed as follows:
From: PHED 2406
To: 48 credits completed.
- MOTION 78: That Senate approve that the prerequisites for PHED 3306 Statistics in Physical Activity be changed as follows:
From: PHED 2406
To: 48 credits completed.
- MOTION 79: That Senate approve that the prerequisites for PHED 4995 Research Project be changed as follows:
From: PHED 2406 and PHED 3306; 54 credits completed.
To: PHED 2406 and 48 credits completed.
- MOTION 80: That Senate approve that the prerequisites for PHED 4224 Outdoor Initiatives be changed as follows:
From: Six credits of 1000 level practicals including PHED 3243, and six credits of 2000 level practicals.
To: Six credits of 1000 level practicals and six credits of 2000 level practicals.
- MOTION 81: That Senate approve that the prerequisites for PHED 4234 Weightlifting II be changed as follows:
From: Six credits of 1000 level practicals and six credits of 2000 level practicals.
To: Six credits of 1000 level practicals and six credits of 2000 level practicals; PHED 3234.

- MOTION 82: That Senate approve that the Program Requirements for the Bachelor of Physical and Health Education (Honours) and the Bachelor of Physical and Health Education be changed as follows (only the specific change is highlighted below):
From:
Three credits from the following (one course):
PHED 3946 or HIST 3946 History of Sport in Canada
PHED 3947 or HIST 3947 Sport and Spectacle in Modern Society
To:
Three credits from the following (one course):
HIST 3946 History of Sport in Canada
HIST 3947 Sport and Spectacle in Modern Society
- MOTION 83: That Senate approve that PHED 3946 History of Sport in Canada be deleted.
- MOTION 84: That Senate approve that PHED 3947 Sport and Spectacle in Modern Society be deleted.
- MOTION 85: That Senate approve that the following courses from the concurrent program be banked:
EDUC-2123 Observation and Practice Teaching II (P/J)
EDUC-2013 Observation and Practice Teaching II (J/I)
EDUC-4112 Language Arts (P/J)
EDUC-4116 Language Arts (J/I)
EDUC-4434 Curriculum Methods I (P/J)
EDUC-4474 Curriculum Methods I (J/I)
EDUC-3123 Observation and Practice Teaching III (P/J)
EDUC-3013 Observation and Practice Teaching III (J/I)
EDUC-4113 Language Arts (P/J)
EDUC-4117 Language Arts (J/I)
EDUC-4103 Educational Psychology and Special Education (P/J)
EDUC-4203 Educational Psychology and Special Education (J/I)
EDUC-4123 Observation and Practice Teaching IV (P/J)
EDUC-4013 Observation and Practice Teaching IV (J/I)
EDUC-4444 Curriculum Methods II (P/J)
EDUC-4484 Curriculum Methods II (J/I)
EDUC 4133 Observation and Practice Teaching V (P/J)
EDUC-4023 Observation and Practice Teaching V (J/I)
EDUC-4244 Visual Arts (P/J)
EDUC-4308 Visual Arts (J/I)
EDUC-4254 Music Education (P/J)
EDUC-4314 Music Education (J/I)
EDUC-4264 Health and Physical Education (P/J)
EDUC-4324 Health and Physical Education (J/I)
EDUC-4274 Mathematics Education (P/J)
EDUC-4334 Mathematics Education (J/I)
EDUC-4284 Science Education (P/J)
EDUC-4344 Science Education (J/I)
EDUC-4294 Social Studies (P/J)
EDUC-4354 Social Studies (J/I)
EDUC-4406 English (Intermediate)
EDUC-4416 Computer Studies (Intermediate)
EDUC-4446 Geography (Intermediate)
EDUC-4456 History (Intermediate)
EDUC-4466 Mathematics (Intermediate)

ADMISSION REQUIREMENTS

MOTION 86: That Senate approve that the Indigenous Teacher Education Program admission requirements modification be approved.

POLICIES

MOTION 87: That Senate approve the revisions to the transfer credit policy for International Baccalaureate applicants as outlined.

MOTION 88: That Senate approve the revisions to our current deferred exam policy as outlined.

BY-LAWS AND ELECTIONS SUBCOMMITTEE

MOTION 1: That the Report of the By-Laws and Elections Subcommittee dated December 18, 2018 be received

RESEARCH COUNCIL

MOTION 1: That the Report of the Research Council dated December 10, 2018 be received.

MOTION 2: That the Strategic Research Plan (DRAFT 30 November, 2018) be received.

8. **OTHER BUSINESS**9. **AMENDMENT of BY-LAWS**10. **ELECTIONS**11. **NEW BUSINESS**

- **Notice of Motion** for an election for a six-month replacement for a faculty Senate representative on the Board of Governors.

12. **ANNOUNCEMENTS**13. **ADJOURNMENT:**

Nipissing University
Minutes of the Academic Senate Meeting
December 14, 2018
2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), A. Vainio-Mattila, J. Nadeau, C. Richardson, D. Iafrate, N. Black, A. Weeks

L. Chen, D. Lafrance Horning, M. Litalien, L. Manankil-Rankin, K. McCullough, P. Millar, M. Sullivan

A. Burk, N. Colborne, S. Connor, E. Dokis, R. Gendron, B. Kelly, L. Kruk, E. Mattson, G. McCann, K. Srigley, D. Tabachnick, H. Teixeira, H. Zhu

J. Allison, C. Hachkowski, B. Hatt, D. Hay, T. Horton, D. Jarvis, C. Peltier, G. Raymer, C. Ricci, A. Schinkel-Ivy, G. Sharpe

D. Goulard, H. Mackie

ABSENT WITH REGRETS:

C. Sutton, J. McAuliffe, P. Radia

P. Ravi

A. Hatef, S. Renshaw, S. Srigley, T. Vassilev

O. Pokorny

L. Lambert

T. Curry, B. Ray

J. Nighbor

A. Wood, X. Winter, N. MacKenzie, K. Kearney

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: December 14, 2018

MOTION 1: Moved by A. Burk, seconded by G. McCann that the agenda of the Senate meeting of December 14, 2018 be approved with the revision of MOTION 1 & 2 under Reports from other Bodies moving from (6) Council of Ontario Universities (Academic Colleague) to (7) Joint Board/Senate Committee on Governance.
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 9, 2018

MOTION 2: Moved by N. Colborne, seconded by M. Litalien that the minutes of the Senate meeting of November 9, 2018 be adopted.
CARRIED

REPORTS FROM OTHER BODIES

The President provided updates on recently attended events including the Board of Governors Retreat where the Strategic Plan and discussion of an outdoor classroom took place. The All Canadian Breakfast to acknowledge our student athletes who are also high achievers took place and was well attended. The President also wished to acknowledge and congratulate the volunteers (students, faculty and staff) from our Student Caller Campaign who have placed hundreds of calls per night and have already raised over \$10,000 from our generous alumni. The great success of our Economic Impact Study making the connection between NU and the community was recently announced in partnership with NUSU and some of our strategic partners at City Hall. The study took six months to complete with KPMG and recognizes \$130 million of economic activity that the University generates, as well as the \$70 million NU budget that is spent in the community. The Study is available at: www.nipissingu.ca/economicimpact

The Provost provided an update from the recently attended Alliance of Canadian Comprehensive Research Universities (ACCRU) meeting. ACCRU brings together small and medium sized universities from across Canada and it strives to be the voice to discuss the challenges and issues that small universities face. A presentation from the Royal Society of Canada was made and a website that promotes the work of new faculty members was recently launched. Please contact the Provost if you wish to engage in or require further information. The Provost advised of a recent announcement regarding emerging scholars in international, high risk and, collaborative research which includes support for experiential and interdisciplinary learning. The Research Office will put forth further information. She also informed that the search is on for a made in Canada solution to aid the promotion of women in sciences, and that future articulation of equity inclusion of faculty and student research will be required for Tri-Council funding. The Provost advised that the IQAP protocol was submitted to Quality Council and that we anticipate a response in the New Year. The Provost was pleased to report and offer congratulations to the following recipients of the 2019-20 Research Achievement Awards: Dr. Barbi Law, Dr. Dennis Geden, Dr. John Allison and Dr. Ping Zou.

Dr. Gillian McCann, Council of Ontario Universities, Academic Colleague, provided the attached report.

Joint Board/Senate Committee on Governance

MOTION 3: Moved by D. Tabachnick, seconded by G. McCann that Senate endorse the Free Speech Policy as drafted and recommended by the Joint Committee of the Board and Senate on Governance dated December 3, 2018.

CARRIED

ABSTENTIONS - 2

MOTION 4: Moved by D. Tabachnick, seconded by R. Gendron that Senate adopt the Statement on the Importance of Collegial Governance at Nipissing University dated December 3, 2018.

CARRIED

The NUSU VP Governance and Legal Affairs provided an update communicating of a change in regard to Executive elections that were voted on and approved at the October 30, 2018 Annual General Meeting to have Executive positions go from 5 to 4 positions. The positions were consolidated to become the following: President; Vice-President, Finance and Administration; Vice-President, Advocacy and Awareness; and, Vice-President, Student Life. Executive elections will be taking place in January. Appreciation was expressed for support of the Movember Campaign, support of students during exams, Dr. Mark Bruner and Student Development Services for their continued support and acceptance of donations of food for the Student Food Bank and Cheryl Sutton and the administration team for assistance with the new Student Centre. Congratulations as well to Dr. Denyse Lafrance Horning and the Sport Marketing class for raising \$8,264 to support mental health in our community.

The Indigenization Steering Committee met on November 30, 2018 and although quorum was not met, the pros and cons of the proposed structure for work of the Committee going forward was discussed and some excellent ideas were brought forth for incorporation into an Indigenization Strategy. The Committee will meet again in January and continue their work. Any questions or concerns may be addressed to the Chair, Dr. Cindy Peltier.

QUESTION PERIOD

In response to a question regarding the role of Senate in the upcoming search for the new Dean of Teaching position and the new academic hiring policy passed by the Board of Governors, the Provost advised that the same structure would be followed for both positions. The search committee for the Dean of Teaching will include four faculty members, one from each faculty, and one faculty member from the recent teaching award winners or teaching chairs. The policy makes no reference to members being elected by Senate. The Dean of Teaching election is of interest to all of the university.

Ongoing concerns were expressed for the need of a functioning website for the recruitment of students as well as the ability to use Google searches on the NU website. The President advised that patches and changes were made to provide information to students, but there are still some elements that need to be fixed. Please forward your concerns on to Kelly Brown, Manager of Marketing and External Relations. A comment was noted that the new staff directory was found to be very intuitive.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 5: Moved by M. DeGagné, seconded by N. Colborne that Senate receive the Report of the Senate Executive Committee dated December 6, 2018.
CARRIED

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

MOTION 6: Moved by A. Vainio-Mattila, seconded by K. Srigley that the Report of the Academic Quality Assurance and Planning Committee dated November 23, 2018, be received.
CARRIED

UNDERGRADUATE STUDIES COMMITTEE

MOTION 7: Moved by A. Vainio-Mattila, seconded by N. Colborne that the Report of the Undergraduate Studies Committee, dated October 30, 2018 be received.
CARRIED

FACULTY OF ARTS AND SCIENCE

Aboriginal Advantage Program

MOTION 8: Moved by A. Vainio-Mattila, seconded by D. Goulard that Senate approve that the name of the Aboriginal Advantage Program to be changed to Indigenous Foundations Program.
CARRIED

History

MOTION 9: Moved by A. Vainio-Mattila, seconded by D. Goulard that Senate approve Motions 10, 11 & 13 as outlined as an omnibus motion.

CARRIED

MOTION 10: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of HIST 2206 W-A-R (Whiskey Alpha Romeo): An Introduction to War in the Modern Age as outlined in the attached template.

MOTION 11: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of HIST 3007 History Travel Course as outlined in the attached template.

MOTION 12: Moved by A. Vainio-Mattila, seconded by K. Srigley that Senate approve the creation of HIST 3565 Justice or Vengeance? Mass atrocity, war crimes, and perpetrator trials in historical perspective as outlined in the attached template.

CARRIED

A question was raised whether this course would remain a 6-credit course. It was advised that the course would remain a 6-credit course as it consists of 36 contact hours and 36 experiential learning hours, which balances out the hours.

MOTION 13: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of HIST 3806 Experiential Learning Course as outlined in the attached template.

MOTION 14: Moved by A. Vainio-Mattila, seconded by G. McCann that Senate approve the revision of the course name and course description from HIST 1206: An Introduction to Genocide to HIST 1206: "Blood and Soil": An Introduction to the History of Genocide as outlined in the attached template.

CARRIED

A concern was raised that the course description in regards to genocide should also include reference to Turtle Island, state violence and colonialism. It was advised that the professor that teaches the course is an expert in European genocides and that reference to these subjects is included in other courses.

A request for a friendly amendment was received and agreed to by the mover, seconder and the course instructor, to include reference to Turtle Island, state violence and colonialism in the HIST 1206: "Blood and Soil": An Introduction to the History of Genocide course description.

MOTION 15: Moved by A. Vainio-Mattila, seconded by K. McCullough that Senate approve Motions 16, 17 & 18 as outlined as an omnibus motion.

CARRIED

MOTION 16: Moved by A. Vainio-Mattila, seconded by D. Goulard that Senate approve the revision of the course name and course description from HIST 3626 Interwar Europe: Fascism and the Radical Right, 1918-1945 to HIST 3626 Swastikas, Swords, and Symbols: The Fascist Phenomenon in Historical Perspective as outlined in the attached template.

MOTION 17: Moved by A. Vainio-Mattila, seconded by D. Goulard that Senate approve the unbanking of HIST 4325: Oral History along with minor modifications to the course description and prerequisite as outlined in the attached template.

MOTION 18: Moved by A. Vainio-Mattila, seconded by D. Goulard that Senate approve changing the title of HIST 3355: History of Women in Canada to HIST 3355: Topics in the History of Women and Gender in Canada, with accompanying changes to the course description as outlined in the attached template.

MOTION 19: Moved by A. Vainio-Mattila, seconded by H. Teixeira that Senate approve a minor in the Study of State Violence (War, Atrocity, and Genocide – WAG) as outlined in the attached template.
CARRIED

MOTION 20: Moved by A. Vainio-Mattila, seconded by K. Srigley that Senate approve the creation of a Certificate in the Study of State Violence (War, Atrocity, and Genocide) as outlined in the attached template.
CARRIED

Psychology

MOTION 21: Moved by A. Vainio-Mattila, seconded by E. Dokis that Senate approve the addition of the following to the course description of PSYC 2715: “May be credited towards a Science course” as outlined in the attached template.
CARRIED

POLICIES

MOTION 22: Moved by A. Vainio-Mattila, seconded by C. Richardson that Senate approve the revisions to the Transfer Credit Policies.
CARRIED

MOTION 23: Moved by A. Vainio-Mattila, seconded by M. Sullivan that Senate approve the modification of the admission requirements for the BSc in Psychology.
CARRIED

MOTION 24: Moved by A. Vainio-Mattila, seconded by L. Kruk that Senate approve ~~that~~ the transfer credit policy for Mental Health and Addiction Worker diploma graduates into the Bachelor of Social Work (BSW).
CARRIED

AMENDMENT OF BY-LAWS

MOTION 25: Moved by N. Colborne, seconded by H. Teixeira that the Senate By-Laws document, dated August 2018, be amended as attached.
CARRIED

ELECTIONS

- Elect three (3) tenured faculty members, from the Faculty of Arts and Science, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Arts and Science. TABLED

- Elect one (1) faculty member, from a Faculty other than the Faculty of Arts and Science, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Arts and Science. TABLED

Following a lengthy discussion the following Motion was proposed:

MOTION 26: Moved by N. Colborne, seconded by L. Kruk that due to a change in the process of hiring Senior Academics that Senate approve a Motion to post-pone the above two elections for the Search/Appointment/Reappointment of the Dean of Arts and Science to the January 11, 2019 Senate meeting.
CARRIED

- Elect one (1) Senator, external to the School of Social Work, to be elected by Senate for the Director review process for the School of Social Work.
L. Chen - ACCLAIMED
- Elect one (1) faculty member, for the Research Council, who represents the SSHRC discipline for a two (2) year term (replacement required as the faculty member elected at the November 9, 2018 Senate meeting rescinded their nomination).
B. Law - ACCLAIMED
- Elect one (1) faculty member, for the Research Council, for a two (2) year term.
C. Peltier – ACCLAIMED (RESCINDED)
K. Srigley – ACCLAIMED

NEW BUSINESS

- Notice of Motion that the Strategic Research Plan (DRAFT 30 November, 2018) be received.

MOTION 27: Moved by M. DeGagné, seconded by R. Gendron that Senate move in camera to bring forward three new names to be added to the ongoing Senate List for consideration to receive an honorary degree.
CARRIED

ADJOURNMENT

Senate was adjourned at 4:00 p.m.



.....
M. DeGagné (Chair)



.....
S. Landriault (Senate Secretary)

COU Report December 14, 2018
Submitted by Gillian McCann

Presentation by Jamie Cameron

At COU, as our topic for the year is free speech, we heard a presentation by Jamie Cameron a Constitutional Legal Scholar from Osgoode Hall. She gave a very interesting presentation on the concept of free speech and was contrasting American and Canadian approaches. She noted the American concept, at least in theory, was to allow for all expression and gave examples of cases emerging from the Cold and Vietnam War. In the Canadian cases there have been more clear limits on freedom of speech which have been upheld by the Supreme Court of Canada. She stressed that in both countries the idea is that we can't make judgements on the content of the speech unless it is hate speech.

In terms of universities she noted that tension is between these institutions as places of inquiry and open discussion and the protection of human rights. She noted this impacts in the classroom, public space of universities, with guest speakers and posters on campus. As I understood what she was saying each university might take a slightly different approach to how they are going to balance free speech and "safe" environment as each university has a different culture and are located in different areas of the province.

Presentation by McMaster Students

The next day we had a presentation by members of the McMaster Student Union Ikram Farah and Stephanie Bertolo. McMaster Student Union, like many in the province, have rejected the idea of the premier's office dictating a freedom of speech policy which they see as unnecessary and potentially impacting university autonomy.

<https://www.msumcmaster.ca/posts/915>

The students also spoke about ideas of inclusive pedagogy and afterwards we discussed training for faculty in creating spaces for open discussion where everyone feels able to speak. I requested that the dean of OCAD pass on information on these modules and perhaps Nipissing can host these sorts of trainings.

Committee Reports

While we are still early days with the Ford government the signals are coming through that the government will be looking for "efficiencies" in the public sector and so this will likely entail cuts to funding and perhaps tuition. 9% to 25% cuts have been bandied around. It is also very likely that funding will be tied more tightly to metrics of some sort. COU is currently running models to look at what this might look like in terms of actual dollars for each university.

COU has also been working with third parties such as Chambers of Commerce to demonstrate to the government the financial contribution of universities in the province. The government has made it clear they want to hear from “parents and students” if universities are serving their needs.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

January 7, 2019

There was a meeting of the Senate Executive on January 7, 2019.

The following members participated:

M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, J. Nadeau, P. Radia, C. Richardson, B. Hatt, E. Dokis, D. Goulard, S. Landriault (Recording Secretary, n-v)

Regrets: N. Colborne, J. Allison, P. Millar

The purpose of the meeting was to set the agenda for the January 11, 2019 Senate meeting.

The elections for the Committee for the Search/Appointment/Reappointment of the Dean of Arts and Science that were tabled at the December 14, 2018 Senate meeting will be included in the Senate Agenda under Business Arising from the Minutes.

The Senate Speaker informed that a letter of resignation had been received from a faculty Senator and advised that an election for a six-month replacement will be required to take place in the Faculty of Arts and Science. A Notice of Motion for an election for a six-month replacement for a faculty Senate representative on the Board of Governors will be included under New Business in the Senate Agenda.

The Senate Speaker requested that items to be discussed in closed, in camera, sessions be placed for discussion at the end of the Senate Agenda.

The Report of the Academic Quality Assurance and Planning Committee dated December 20, 2018 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Reports of the Undergraduate Studies Committee dated November 29, 2018 and December 13, 2018 were provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the By-Laws and Elections Subcommittee dated December 18, 2018 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Dean of Graduate Studies and Research advised that the Strategic Research Plan was included as a Notice of Motion in the December 14, 2018 Senate Agenda. Feedback was received and a revised version including track changes will be provided for inclusion in the Senate Agenda. The Report of the Research Council dated December 10, 2018 was provided to the Senate Executive for inclusion in the Senate Agenda.

MOTION 1: Moved by M. DeGagné, seconded by C. Richardson that the Senate Executive approves the January 11, 2019 Senate Agenda.
CARRIED

Respectfully submitted,



M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated January 7, 2019.

Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

Thursday, December 20, 2018

The fourth meeting of the Academic Quality Assurance and Planning Committee was held on Thursday, December 20, 2018. The following members were in attendance:

COMMITTEE MEMBERS:

Arja Vainio-Mattila
Jim McAuliffe
John Nadeau
Carole Richardson

Debra Iafrate
Stephen Tedesco
Nancy Black
Dan Jarvis

Ben Kelly
Katrina Srigley
John Vitale (Zoom)
Hannah Mackie

Regrets: Pavlina Radia, Prasad Ravi, Reehan Mirza, Steven Cairns, Kristina Karvinen, Judy Smith, Daniel Goulard, Keenen Kearney

Guests: Crystal Pigeau, Richard Wenghofer

Recording Secretary: S. Landriault

The revised new course template with definitions was provided and discussed. Nothing new was added to the template. It was reconfigured to make it easier to fill out and experiential learning courses can now be identified. A suggestion was made to add high impact, service learning, experiential learning, capstone and MRP to the list of definitions. The new course template was approved at USC and AQAPC and will be included in the January 11, 2018 Senate Agenda. The new course template will be posted on-line and faculty will be encouraged to use it.

The following Motions from the December 13, 2018 USC meeting were brought forward to AQAPC for discussion of resource implications. Dr. Richard Wenghofer attended the meeting and advised that no additional cost to NU would be required for this archeological field school. The course has a fully developed curriculum and will be a third party offering. Students from other universities may also participate. It was suggested that a line be added in the course description that will alert students that additional fees are involved and to advise the Financial Aid office. The following line was added to the Motion as a friendly amendment: This is a third party course and additional fees apply.

MOTION: Moved by Laurie Peachey, seconded by Debra Iafrate, that the Undergraduate Studies Committee recommend to Senate to approve the creation of CLAS 3405 – Field School in Greek and Roman Archaeology as outlined in the attached template.

TABLED

MOTION: Moved by Laurie Peachey, seconded by Debra Iafrate, that the Undergraduate Studies Committee recommend to Senate the cross-listing of CLAS 3405: Field School in Greek and Roman Archaeology with Anthropology as outlined in the attached document.

TABLED

ACTION ITEM: AQAPC to discuss the resource implications.

The Academic Quality Assurance and Planning Committee received and discussed the Business Program revisions from the Faculty of Applied and Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the Motions below. Supporting material is attached as indicated in the Motions.

Respectfully submitted,



Arja Vainio-Mattila, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated December 20, 2018, be received.

Motion 2: That Senate approve that the Major Modification represented through the introduction of the following courses be accepted as described in the attached documents:

ADMN 1011 - Academic Success Workshops (1 credit)
ADMN 1206 - Business Communication and Case Analysis (3 credits)
ADMN 1306 - Digital Management (3 credits)
ADMN 2011 - Academic Success and Career Management Workshops (1 credit)
ADMN 2716 - Change Management and Innovation Leadership (3 credits)
ADMN 3066 - Advanced Analytics (3 credits)
ADMN 3011 - Career Management Workshops (1 credit)
ADMN 3076 - New Technology in Management (3 credits)
ADMN 3406 - Work Placement I (3 credits)
ADMN 4226 - Applying Business Intelligence (3 credits)
ADMN 4306 - Management Consulting I (iLEAD) (3 credits)
ADMN 4307 - Management Consulting II (iLEAD) (3 credits)
ADMN 4406 - Work Placement II (3 credits)
ADMN 4407 - Work Placement III (3 credits)
MKTG 3306 - Digital Marketing (3 credits)
MKTG 4306 - Sport Event Management (3 credits)

Motion 3: That Senate approve that the Major Modifications to the Bachelor of Business Administration program be accepted as described in the attached document.

Motion 4: That Senate approve that the Major Modifications to the Bachelor of Commerce program be accepted as described in the attached document.

Motion 5: That Senate approve that the Major Modification represented through the introduction of the Northern Business Certificate be accepted as described in the attached document.

Motion 6: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Certificate in Human Resource Management be accepted as described in the attached document.

Motion 7: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Certificate in General Management be accepted as described in the attached document.

Motion 8: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Business Administration be accepted as described in the attached document.

Motion 9: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Accounting be accepted as described in the attached document.

Motion 10: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Finance be accepted as described in the attached document.

Motion 11: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Human Resource Management be accepted as described in the attached document.

Motion 12: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in International Business be accepted as described in the attached document.

Motion 13: That Senate approve that the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Marketing be accepted as described in the attached document.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 1011 - Academic Success Workshops.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 1011
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Academic Success Workshops
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description	Students participate in at least 6 workshops over two academic terms. These workshops are intended to help the student develop successful strategies for enhancing their learning experience.
Course Prerequisite	None - This course can be taken as an overload.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input checked="" type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per term	6 hours per term
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Understand their own weaknesses and strengths relating to academic success - Know ways to achieve academic success - Apply productive practices to enhance skill and knowledge acquisition and application
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 1206 - Business Communication and Case Analysis.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 1206
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Business Communication and Case Analysis
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	The course includes an introduction to foundational principles and practices of business communication. Students consider strategic execution of communication medium, form, and format. These are further used to set communication standards and improve strategic managerial communication skills in preparation for complex professional workplace experiences. Particular attention is paid to the analysis and communication related activities (i.e. research, writing, speaking) of business cases.
Course Prerequisite	None
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36 hours
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Select the appropriate communication mediums, form and format depending on the managerial situation - Exhibit effective writing skills for business documents, such as, emails, proposals, business plans, reports, presentation decks and content for digital publication

COURSE TEMPLATE

consult the Quality Assurance website .	<ul style="list-style-type: none">- Create and deliver professional presentations in a persuasive manner- Communicate with concise professional language to convey your message to the audience.- Analyze business cases to identify relevant information and clearly communicate solutions to the problem
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 1306 - Digital Management.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 1306
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Digital Management
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students study the issues which arise in the management of digital systems. Specific topics include digital technologies (e.g. Virtual Reality, BlockChain, etc.) and the impact of digital systems (e.g. databases, websites, apps, etc.) on organizations and society. There is particular attention on the use of digital systems, from personal to organizational architecture, to achieve a competitive advantage. Students also explore different data visualization techniques to effectively communicate analysis results.
Course Prerequisite	None
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Identify information issues which have digital management implications for the organization - know how to implement digital solutions to manage organizational information for a competitive advantage

COURSE TEMPLATE

consult the Quality Assurance website .	<ul style="list-style-type: none">- understand and implement data visualization techniques to enhance business communication
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 2011 - Academic Success and Career Management Workshops.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 2011
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Academic Success and Career Management Workshops
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 Credit
Course Description	Students participate in at least 6 workshops over two academic terms. Students select workshops which build on the academic skills and knowledge acquired in the previous year. In addition, students participate in workshops to begin career planning.
Course Prerequisite	ADMN 1011 - This course can be taken as an overload.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	6 hours per term.
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Know ways to achieve academic success - Apply productive practices to enhance skill and knowledge acquisition and application - Plan their career development
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 2716 - Change Management and Innovation Leadership.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 2716
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Change Management and Innovation Leadership
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students reflect on their own personality and leadership abilities while examining different leadership styles and their fit in different workplace scenarios. They gain an understating of organizational innovation orientation as well as employee innovation competence. They explore innovation and creative processes as well as how to manage these processes for maximum results (e.g. project management, innovation metrics, organizational micro-politics). Strategies for influencing the adoption of a change is also investigated.
Course Prerequisite	None
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please	<ul style="list-style-type: none"> - Know their natural inclinations toward leadership styles - Understand the strengths and weaknesses of different leadership styles in various contexts - Implement a creative process to find potential solutions to a problem - Manage the implementation process for new ideas

COURSE TEMPLATE

consult the Quality Assurance website .	-
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 3011 - Career Management Workshops.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 3011
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Career Management Workshops
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 Credit
Course Description	Students participate in at least 6 workshops over two academic terms. These workshops are intended to help the student develop successful strategies for enhancing their learning experience.
Course Prerequisite	ADMN 2011 - This course can be taken as an overload.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	6 hours per term.
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Plan their career development and exhibit goal oriented behaviour - Demonstrate networking abilities - Create a resume which is consistent with a desired position - Locate and customize their presentation for a career opportunity.
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 3066 - Advanced Analytics.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 3066
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Advanced Analytics
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine the barriers inherent with complex multivariate data and develop strategies to gain insight from this data to solve business problems. Analytical tools, processes and techniques are explored to overcome these complex data issues including predictive and prescriptive analytics.
Course Prerequisite	ADMN 2606 with a min. grade of 60%
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Identify and develop an appropriate analytical strategy to solve a business questions through available data - Comfortable using a variety of statistical techniques, processes and tools - Translate data analysis output into action-oriented recommendations
Statement of Resources	Click here to enter Statement of Resources

COURSE TEMPLATE

<i>(i.e. additional faculty or new laboratory space)</i>	
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COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 3076 - New Technology in Management.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 3076
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	New Technology in Management
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore new and emerging technologies (e.g. artificial intelligence, blockchain, crypto currencies, virtual reality, augmented reality, etc.) to understand the significant implications for businesses. Students develop an approach to evaluate new technologies and assess their impact on an organization and society.
Course Prerequisite	ADMN 1306 Digital Management
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Understand new technologies which will impact businesses - Assess the advantages and disadvantages associated with different innovations - Translate the technology knowledge into tactical plans
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 3406 - Work Placement I.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 3406
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Work Placement 1
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students complete a semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.
Course Prerequisite	Business students must have completed the co-op option's non-placement required courses and a 70% average overall. Students wishing to take this course must receive approval from the School of Business.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please	After the successful completion of this course, students will be able to <ul style="list-style-type: none"> - apply relevant management theories and concepts in a workplace setting; - demonstrate an expanded knowledge based on workplace experience;

COURSE TEMPLATE

consult the Quality Assurance website .	<ul style="list-style-type: none">- demonstrate strong interpersonal, team, and leadership skills;- identify management issues in a real workplace setting;- generate recommendations for management issues; and- reflect and document their own learning, recognize their knowledge gaps, and make steps to close these gaps.
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 4226 - Applying Business Intelligence.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 4226
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Applying Business Intelligence
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students develop strategies to solve business problems using insight gleaned through metrics and analytics. They examine the foundational knowledge areas of business intelligence: process, technology, people and data. Business intelligence requires students to have an understanding of technology and its relationship with business to formulate successful solutions to business problems. Students will apply their learning in business cases and projects.
Course Prerequisite	ADMN 3076 New Technology in Management and ADMN 3066 Advanced Analytics
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Examine business intelligence issues through lens of process technology, people and data. - Identify appropriate business intelligence approached to solve problems

COURSE TEMPLATE

	<ul style="list-style-type: none">- Execute business intelligence projects to provide strategic recommendations
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 4306 - Management Consulting I (iLEAD)

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision												
Course Code	ADMN 4306												
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No												
Course Title	Management Consulting I (iLEAD)												
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify												
Course Description	<p>This course represents a capstone experiential learning opportunity within the BBA program. Supported by faculty mentors, students are charged with running a management consulting agency and are involved with all its facets including, recruiting clients, assessing business needs, preparing proposals, managing client relationships, conducting relevant research and preparing and presenting recommendations to clients.</p>												
Course Prerequisite	4 th Year Standing												
Course Corequisite	Click here to enter Course Corequisite												
Antirequisite	Click here to enter Antirequisite												
Restriction	Click here to enter Restriction												
Instructional Method/Modes of Delivery	<table border="0"> <tr> <td><input type="checkbox"/> lecture</td> <td><input type="checkbox"/> tutorial</td> </tr> <tr> <td><input type="checkbox"/> laboratory work</td> <td><input type="checkbox"/> studio work</td> </tr> <tr> <td><input type="checkbox"/> private study</td> <td><input type="checkbox"/> service learning</td> </tr> <tr> <td><input checked="" type="checkbox"/> seminar</td> <td><input type="checkbox"/> clinical practice</td> </tr> <tr> <td><input checked="" type="checkbox"/> practical work</td> <td><input type="checkbox"/> online delivery</td> </tr> <tr> <td><input type="checkbox"/> independent study</td> <td></td> </tr> </table>	<input type="checkbox"/> lecture	<input type="checkbox"/> tutorial	<input type="checkbox"/> laboratory work	<input type="checkbox"/> studio work	<input type="checkbox"/> private study	<input type="checkbox"/> service learning	<input checked="" type="checkbox"/> seminar	<input type="checkbox"/> clinical practice	<input checked="" type="checkbox"/> practical work	<input type="checkbox"/> online delivery	<input type="checkbox"/> independent study	
<input type="checkbox"/> lecture	<input type="checkbox"/> tutorial												
<input type="checkbox"/> laboratory work	<input type="checkbox"/> studio work												
<input type="checkbox"/> private study	<input type="checkbox"/> service learning												
<input checked="" type="checkbox"/> seminar	<input type="checkbox"/> clinical practice												
<input checked="" type="checkbox"/> practical work	<input type="checkbox"/> online delivery												
<input type="checkbox"/> independent study													
Hours of contact time expected per term	36												
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information												
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Practical application of diverse business concepts and theories across various industries and community sectors - Implement successful business development strategies - Demonstrate project and budget management skills - Effectively formulate reports and clearly present recommendations to clients 												

COURSE TEMPLATE

	<ul style="list-style-type: none">- Collaborate with cross functional and interdisciplinary team members
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 4307 - Management Consulting II (iLEAD)

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 4307
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Management Consulting II (iLEAD)
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	This course represents a capstone experiential learning opportunity within the BBA program. Supported by faculty mentors, students are charged with running a management consulting agency and are involved with all its facets including, recruiting clients, assessing business needs, preparing proposals, managing client relationships, conducting relevant research and preparing and presenting recommendations to clients.
Course Prerequisite	4 th year standing
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input checked="" type="checkbox"/> seminar <input checked="" type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Practical application of diverse business concepts and theories across various industries and community sectors - Implement successful business development strategies - Demonstrate project and budget management skills - Effectively formulate reports and clearly present recommendations to clients

COURSE TEMPLATE

	<ul style="list-style-type: none">- Collaborate with cross functional and interdisciplinary team members
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 4406 - Work Placement II

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 4406
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Work Placement II
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students complete a semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.
Course Prerequisite	Business students must have completed the co-op option's non-placement required courses and a 70% average overall. Students wishing to take this course must receive approval from the School of Business.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input checked="" type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please	Students who successfully complete this course will demonstrate: After the successful completion of this course, students will be able to: <ul style="list-style-type: none"> - apply relevant management theories and concepts in a workplace setting;

COURSE TEMPLATE

consult the Quality Assurance website .	<ul style="list-style-type: none">- demonstrate an expanded knowledge based on workplace experience above and beyond their prior placement;- demonstrate strong interpersonal, team, and leadership skills;- identify management issues in a real workplace setting above and beyond those identified in their prior placement;- generate recommendations for these management issues; and reflect and document their own learning above and beyond their prior placement, recognize their knowledge gaps, and make steps to close these gaps.
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of ADMN 4407 - Work Placement III

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	ADMN 4407
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Work Placement III
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students may complete a third and optional semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.
Course Prerequisite	Business students must have completed the co-op option's non-placement required courses and a 70% average overall. Students wishing to take this course must receive approval from the School of Business.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please	Students who successfully complete this course will demonstrate: After the successful completion of this course, students will be able to: <ul style="list-style-type: none"> - apply relevant management theories and concepts in a workplace setting;

COURSE TEMPLATE

consult the Quality Assurance website .	<ul style="list-style-type: none">- demonstrate an expanded knowledge based on workplace experience above and beyond their prior placement;- demonstrate strong interpersonal, team, and leadership skills;- identify management issues in a real workplace setting above and beyond those identified in their prior placement;- generate recommendations for these management issues; and reflect and document their own learning above and beyond their prior placement, recognize their knowledge gaps, and make steps to close these gaps.
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

Bachelor of Business Administration Program Revision

A. RESOURCE AND PLANNING INFORMATION

1. A DETAILED DESCRIPTION OF, AND RATIONALE FOR, THE CHANGES TO THE PROGRAM;

The Bachelor of Business Administration (BBA) is a general business degree program that contains areas of specialization in the main disciplines of business studies. However, Enrollment in the on-campus delivery of the BBA program at Nipissing University has not grown in relation to other business programs in the Province. Therefore, a clean slate was given to the redesign of the program to establish one that reflects contemporary needs of the School of Business Stakeholders (see Appendix A for Stakeholder Input report).

Different stakeholder groups were consulted and include current students (new and upper year), alumni, employers, high school students and faculty. Input was collected in different means including interviews, surveys and focus groups resulting in directional insight to guide the program revision. This report identified that there are areas of knowledge which should be added to the curriculum and ways of learning which could be improved. This proposal reflects the input from these stakeholders while tempering those desires with our available resources.

A) LEARNING OUTCOMES OF THE REVISED BBA DEGREE

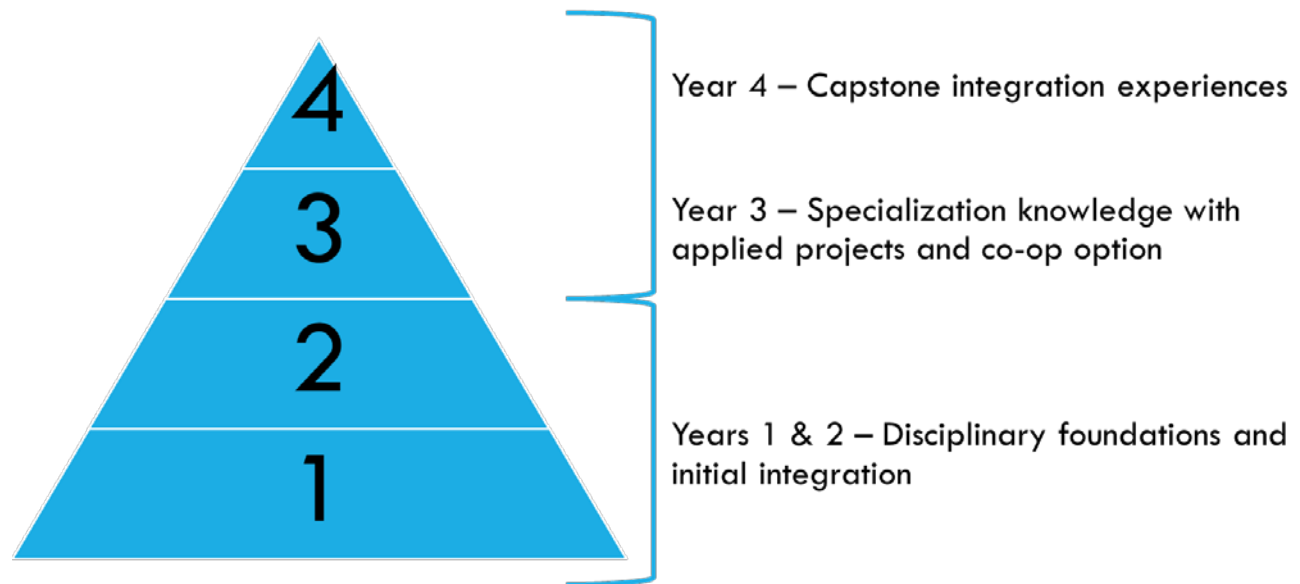
The following learning outcomes resulted from faculty discussions and other stakeholder input becoming the focus of the proposed revisions. The successful graduate of this program will be able to:

- Apply critical thinking and research skills to identify, prioritize and solve problems
- Apply creativity and analytical skills to make decisions with sound rationale
- Understand foundational concepts in business
- Manage projects to meet time and budgetary constraints
- Provide leadership and work collaboratively
- Demonstrate flexibility and adaptability in the face of challenges
- Communicate effectively (written, verbal and active listening)
- Apply a working knowledge of innovative and impactful technology used by businesses
- Present themselves in a professional manner and manage relationships
- Explain and apply specific knowledge from domain(s) of their choosing

B) PROGRAM STRUCTURE CHANGES

The structure of the revised BBA program follows a pattern where the initial two years emphasize the foundations of business knowledge and skills whereas the upper years of the degree program reflect a deeper exploration of business disciplines or topic areas as concentrations as well as capstone integrative experiences. Figure 1 provides a graphical representation of this pattern of progression.

Figure 1 Overall Program Structure for the Revised BBA degree



This revision process has led to the removal of some areas to refresh the BBA's offerings and utilize resources better. Therefore, the following areas have been removed or revised to streamline the concentration:

- Finance (reduced to provide a more general concentration)
- Organizational Studies (revised to focus on Human Resources certification)
- Technology Management (removed this unpopular area)

C) CORE CURRICULUM OF THE REVISED BBA

The current BBA requires the completion of 60 credits which consists of selected business and economics courses. Reconsideration of this core requirement led to the removal of 15 Credits and the addition of 15 credits (of which, 9 credits represent new courses).

To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including 60 credits of core requirements as outlined below.

ADMN 1607 Business Mathematics

3 Cr.

ADMN 1206	<i>Business Communication and Case Analysis (NEW COURSE)</i>	3 Cr.
ECON 1006	Introduction to Microeconomics	3 Cr.
ECON 1007	Introduction to Macroeconomics	3 Cr.
*ACCT 1107	Introductory Financial Accounting II	3 Cr.
*MKTG 1126	Marketing Concepts	3 Cr.
*ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
*ADMN 1306	<i>Digital Management (NEW COURSE)</i>	3 Cr.
ADMN 2606	Business Statistics	3 Cr.
ACCT 2146	Management Accounting and Control I	3 Cr.
FINC 3116	Financial Management I	3 Cr.
ADMN 2306	Business Ethics	3 Cr.
ADMN 2167	Business Decision Making	3 Cr.
ADMN 2136	Research in Management	3 Cr.
ADMN 2307	Commercial Law	3 Cr.
ADMN 2716	<i>Change Management and Innovation Leadership (NEW COURSE)</i>	3 Cr.
ADMN 3046	Operations Management	3 Cr.
TMGT 3856	Information Systems	3 Cr.
ADMN 4606	Business Strategy and Policy I	3 Cr.
ADMN 4607	Business Strategy and Policy II	3 Cr.

*Taken through an Integrated Business Studies Term

Additional Requirements help deliver program learning outcomes and integrate experiential learning into the program.

- 1) Six business credits at the 3000 or 4000 level.
- 2) Six credits in Arts and Science courses (e.g. philosophy – PHIL 2505, political science – POLI 2607; POLI 2316)
- 3) Complete three years of Academic Success and Career Management workshops to earn 3 credits towards the BBA degree (i.e., 1 credit earned per year for participation in a minimum of 6 workshops per year). These three 1 credit courses are pass/fail and include ADMN 1011 Academic Success (1 Cr.); ADMN 2011 Academic Success and Career Management (1 Cr.); ADMN 3011 Career Management Workshops (1 Cr.).
- 4) *Integrated Business Studies Term* offers integrated projects for the introductory courses for business (i.e. ACCT 1107 Introductory Financial Accounting II; MKTG 1126 Marketing Concepts; ORGS 1136 Introduction to Organizational Behaviour; ADMN 1306 Digital Management). For more information on this, please see Delivery Changes. – Students in the BBA are required to take the courses when they are offered during an integrated term. If a student fails one of the courses, they can retake the course individually. However, if they fail two or more of the courses in the Integrated Business Studies Term, they will need to retake all the courses in the integrated term.
- 5) Honours students must attain a minimum 70% average in the program and are required to successfully complete 6 capstone experiential credits from either *ADMN 4306 Management Consulting I (NEW COURSE – 3 Cr.)*, *ADMN 44307 Management Consulting II (NEW COURSE – 3 Cr.)*, *ADMN 4915 Entrepreneurship (6 Cr.)*, or *ADMN 4335 Honours Thesis (iLEAD) (6 Cr.)*.

D) AREAS OF CONCENTRATION

The current program contains a core set of courses required to be completed by students as well as streams of specialization including Accounting, Economics, Finance, Marketing, Organizational Studies, and Technology Management. However, the main streams of interest for students include accounting, finance, marketing and the courses in human resources leading to a professional designation. The proposed revised BBA retains these popular areas and seeks to build new areas of specialization that reflect stakeholder demand. The guiding philosophy of this revised program is a “build your own business degree” approach where students can add concentrations onto the BBA requirements.

Some of the new areas of concentration will be phased in based on demand and ability to offer.

1. Accounting
2. Business Analytics and Technology (NEW)
3. Entrepreneurship and Innovation Leadership (NEW)
4. Finance (REVISED)
5. Human Resources (REVISED)
6. International Business (NEW)
7. Marketing (REVISED)
8. Public Administration (NEW)
9. Sustainable Development (NEW)
10. iLEAD Co-op Option (NEW)

Accounting – There are no changes in requirements for this area because it is currently popular and the content is influenced heavily by the professional designating body.

Students must complete 18 credits during their second, third and fourth years of study, as follows:

ACCT 2106	Intermediate Accounting I	3 cr.
ACCT 2107	Intermediate Accounting II	3 cr.
ACCT 2147	Management Accounting and Control II	3 cr.

And, nine credits from the following:

ACCT 3127	Accounting Information Systems	3 cr.
ACCT 4816	Personal Taxation	3 cr.
ACCT 4817	Corporate Taxation	3 cr.
ACCT 4827	Auditing	3 cr.
ACCT 4836	Advanced Accounting Topics I	3 cr.
ACCT 4837	Advanced Accounting Topics II	3 cr.
ACCT 4887	Advanced Management Accounting	3 cr.
ACCT 4866	Advanced Cost Accounting Topics I	3 cr.
ACCT 4926	Information Systems Auditing and Assurance	3 cr.
ACCT 4927	Advanced Auditing	3 cr.

Students intending to pursue an accounting designation are strongly advised to take ACCT 2106, ACCT 2107 and ACCT 2147 in their second year. If students are pursuing a professional accounting

designation, they should ensure they are meeting the entrance requirements for the specific designation as those may be more demanding than the accounting stream requirements.

Business Analytics and Technology (NEW) – This is a second high priority area for a new BBA concentration and is expected to have strong demand given the needs in the rapidly changing business environment. Graduates with this concentration will be able to gain insight through analysis and working with data scientists to formulate recommendations to management to achieve organizational goals.

Students must complete 18 credits as follows:

ADMN 3066	Advanced Analytics (NEW)	3 Cr.
ADMN 3076	New Technology in Management (NEW)	3 Cr.
ADMN 4226	Applying Business Intelligence (NEW)	3 Cr.

And, nine credits from the following:

ADMN 4306	Management Consulting I (iLEAD) (NEW)	3 Cr.
ADMN 4307	Management Consulting II (iLEAD) (NEW)	3 Cr.
ADMN 4335	Honours Thesis (iLEAD)	6 Cr.
ADMN 4336	Directed Studies (iLEAD)	3 Cr.

Entrepreneurship and Innovation Leadership (NEW) – This is the highest priority new area which is expected to have high demand among potential students and support from community stakeholders. Here, students will deepen their knowledge on entrepreneurial theories and apply the knowledge to plan and implement a new venture in their final year of study. Alternatively, those students who are more interested in innovation leadership could opt to complete the concentration with the management consulting course.

Students must complete 18 credits as follows:

ADMN 2156	Introduction to Entrepreneurship	3 Cr.
ADMN 3306	Introduction to Small Business Administration (<i>Change name to “Small Business Administration”</i>)	3 Cr.

And, six credits from:

MKTG 2417	Communications: Selling and Sales Management	3 Cr.
ADMN 3917	Creativity for Innovation	3 Cr.
FINC 4917	Entrepreneurial Finance	3 Cr.

And, six credits from:

ADMN 4915	Entrepreneurship	6 Cr.
ADMN 4306	Management Consulting I (iLEAD) (NEW)	3 Cr.
ADMN 4307	Management Consulting II (iLEAD) (NEW)	3 Cr.

Finance (REVISED) – Despite the Finance area being a foundational discipline to business studies, it was only recently added to the BBA degree. This area of concentration is being kept but is streamlined to contain one approach which is more consistent with the “build your own degree” concept.

Students must complete 18 credits as follows:

FINC 2406	Principles of Finance with Excel	3 Cr.
FINC 3117	Financial Management II	3 Cr.
FINC 3316	Investments	3 Cr.

And, nine credits from the following:

FINC 4116	Fundamentals of Financial Derivatives	3 Cr.
FINC 4706	Financial Portfolio and Wealth Management	3 Cr.
FINC 4917	Entrepreneurial Finance	3 Cr.
FINC 3907	Insurance and Risk Management	3 Cr.
ECON 3127	International Financial Management	3 Cr.
ECON 2017	Money, Banking and the Canadian Financial System	3Cr.
MATH 3286	Mathematics of Finance	3 Cr.

Human Resource Management (REVISED) – The Organizational Studies area is being refocused on the professional HRPA-CHRP designation. There are 11 courses required for this designation of which three (3) are already part of the BBA core requirements.

Students must complete 18 credits as follows:

ORGS 1137	Management of Human Resources	3 Cr.
ORGS 2006	Recruitment and Selection	3 Cr.
ORGS 2117	Industrial Relations	3 Cr.

And, nine credits from the following:

ACCT 2147	Management Accounting and Control II	3 cr.
ADMN 2706	Introduction to Intercultural Management	3 cr.
ADMN 4206	International Management	3 cr.
ORGS 2007	Business and Government Relations in Canada	3 cr.
ORGS 3006	Management Practices for Sustainable Business	3 cr.
ORGS 3007	Strategic Corporate Social Responsibility	3 cr.
ORGS 3016	The Evolution of Business: A Comparative Perspective	3 cr.
ORGS 3146	Compensation and Rewards	3 cr.
ORGS 3147	Occupational Health and Safety	3 cr.
ORGS 3246	Human Resources Research and Information Systems	3 cr.
ORGS 3247	Human Resources Planning	3 cr.
ORGS 3307	Gender and Diversity in Organizations	3 cr.
ORGS 3836	Training and Development	3 cr.
ORGS 4706	Organizational Structure and Design	3 cr.
ORGS 4837	Organizational Development and Change	3 cr.
HIST 3206	Furs, Fords and Free Trade: Canadian Business History	3 Cr.

If students are pursuing a professional human resource management designation, they should ensure they are meeting the entrance requirements for the specific designation as those may be more demanding than the Human Resource Management stream requirements.

International Business (NEW) – This new area of concentration provides recognition for students who complete business courses with an international emphasis and encourage more students to participate in the iLEAD International Expeditions. Therefore, the following courses are required to complete this area of concentration beyond the BBA core requirements:

Students must complete 18 credits as follows:

ADMN 2706	Introduction to Intercultural Management	3 Cr.
ADMN 4206	International Management	3 Cr.
MKTG 3417	International Marketing	3 Cr.

And, nine credits from the following courses:

ADMN 4155	International Academic Internship (iLEAD)	3 Cr.	
ADMN 3146	International Study Exchange Project (iLEAD)	3 Cr.	
ADMN 3336	Special Project (iLEAD) (International Expedition)		3 Cr.
ADMN 4346	Field-Based Consulting Project (iLEAD) (International Expedition)		3 Cr.
ECON 3127	International Financial Management	3 Cr.	
ECON 3226	International Economics	3 Cr.	
GEND 2187	International Human Rights	3 Cr.	
GEND 3036	Global Social Movements	3 Cr.	
GEOG 3136	Global Economic Geographies	3 Cr.	
GEOG 4317	Issues in Global Economic Geographies	3 Cr.	
POLI 2306	The Origins of International Relations	3 Cr.	
POLI 2316	Negotiating International Agreements	3 Cr.	

Or, credits in FREN, RUSS, ESPA, and other language credits.

Marketing (minor revision) – This has been a popular area of concentration in the past and will continue. The only change is the result of taking MKTG 2127 out of the proposed core curriculum.

Students must complete 18 credits as follows:

MKTG 3126	Consumer Behaviour	3 Cr.
MKTG 3416	Communications: Advertising and Promotion	3 Cr.
MKTG 4406	Applied Marketing Management	3 Cr.

And, nine credits from the following courses:

MKTG 2417	Communications: Selling and Sales Management	3 Cr.
MKTG 3206	Sports Marketing	3 Cr.
MKTG 3306	Digital Marketing (NEW)	3 Cr.
MKTG 3316	Communications: Public Relations	3 Cr.
MKTG 3417	International Marketing	3 Cr.
MKTG 3436	Social Marketing	3 Cr.

MKTG 3437	Product and Brand Management	3 Cr.
MKTG 4306	Sport Event Management (NEW)	3 Cr.
MKTG 4426	Services Marketing Management	3 Cr.
MKTG 4427	Business-to-Business Marketing	3 Cr.
MKTG 4436	Innovative Approaches in Marketing	3 Cr.
GEOG 2017	Introduction to Geomatics	3 Cr.

Public Administration (NEW) – This area of concentration is intended to prepare students interested in working in the public sector. This concentration combines existing offerings.

Students must complete 18 credits as follows:

ORGS 2007	Business & Government Relations in Canada	3 Cr.
MKTG 3316	Communications: Public Relations	3 Cr.
MKTG 3436	Social Marketing	3 Cr.

And, nine credits from the following courses:

ADMN 4306	Management Consulting I (iLEAD) (NEW)	3 Cr.
ADMN 4307	Management Consulting II (iLEAD) (NEW)	3 Cr.
ECON 3087	Selected Canadian Economic Policy Issues	3 Cr.
POLI 1006	Politics, Power and the Common Good	3 Cr.
POLI 2606	Government in Action: Public Administration	3 Cr.
GEND 3207	The United Nations	3 Cr.

Sustainable Development (NEW) – This concentration is for students interested in creating or managing sustainable businesses or social enterprises, or those interested in policy-making and governance.

Students must complete 18 credits as follows:

ORGS 3006	Management Practices for Sustainable Business	3 Cr.
ORGS 3007	Strategic Corporate Social Responsibility	3 Cr.
ORGS 4837	Organization Development and Change	3 Cr.

And, nine credits from the following courses:

ECON 3066	Principles and Concepts of Economic Development	3 Cr.
ECON 3067	Problems and Policies of Economic Development	3 Cr.
ENSC 1005	Introduction to Environmental Science	3 Cr.
GEOG 1016	Intro to Human Geography	3 Cr.
GEOG 2226	Environment and Society	3 Cr.
GEOG 4026	Political Ecology	3 Cr.

iLEAD Co-op Option (NEW) – Co-operative education can be built into any of the above concentrations. However, students will apply to be considered for this option and will only be admitted if there are suitable positions available. A number of organizations in the community have indicated that they have positions on an annual basis (e.g. accounting firms) and these partnerships can be grown over time.

Students completing the co-op option may have to complete their degree over 5 years. Therefore, the co-op option requires the completion of 2 courses (3 credits each):

ADMN 3406	Work Placement I (iLEAD) (NEW)	3 Cr.
ADMN 4406	Work Placement II (iLEAD) (NEW)	3 Cr.
ADMN 4407	Work Placement III (iLEAD) (NEW) (Optional)	3 Cr.

In order to be eligible to enter Co-op, students must have a minimum average of 70%. However, the intake is competition based so the actual entry average might be higher than the minimum. To select the Co-op option, students must apply by the end their second academic year in the BBA program. Once accepted, students should be coded as Co-op students so we can easily track participation and progress.

In addition to satisfy the Bachelor of Business Administration degree requirements, students must complete a minimum 16 months in work placements. Work placements may be either 4 months or 8 months in length. In order to remain in Co-op, students must maintain a minimum average of 70%. The Co-op Option will be noted on the student's graduation diploma.

Before beginning their first work placement, students must complete at least 2 credits of the Academic Success and Career Management workshops as well as the following courses:

ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1206	Business Communication and Case Analysis (NEW COURSE)	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ADMN 1306	Digital Management (NEW COURSE)	3 cr.
ACCT 2146	Management Accounting and Control I	3 cr.
ADMN 2136	Research in Management	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 2307	Commercial Law	3 cr.
ADMN 2716	Change Management and Innovation Leadership (NEW COURSE)	3 cr.

Note that the program must begin and end with a study term, that is, a student's program schedule cannot end in a work term.

E) CERTIFICATES AND MINORS

The iLEAD Certificate is retained despite the shift to external intake certificates in an adjacent proposal. The other three internally oriented certificates (Entrepreneurial Finance Certificate, Financial Product Sales Professional Certificate, Certificate in Human Resources Management) will be banked. Note: The certificate in human resources management is revised in the adjacent proposal with an external intake orientation.

iLEAD Certificate (REVISED) – This is retained and revised to include new experiential courses introduced in the revised BBA curriculum (i.e., *ADMN 4XXX Management Consulting I (NEW COURSE)*, *ADMN 4XXX Management Consulting II (NEW COURSE)*, ADMN 4915 Entrepreneurship).

Nine credits from the following:

ADMN 3096	Canadian Academic Internship (iLEAD)	3 Cr.
ADMN 3146	International Exchange Study Project (iLEAD)	3 Cr.
ADMN 3336	Special Projects (iLEAD)	3 Cr.
ADMN 3337	Field Placement I (iLEAD)	3 Cr.
ADMN 4336	Directed Studies (iLEAD)	3 Cr.
ADMN 4337	Field Placement II (iLEAD)	3 Cr.
ADMN 4335	Honours Thesis (iLEAD)	6 Cr.
ADMN 4146	Community Organization Internship (iLEAD)	3 Cr.
ADMN 4155	International Academic Internship (iLEAD)	6 Cr.
ADMN 4165	Intercultural International Internship (iLEAD)	6 Cr.
ADMN 4346	Field-Based Consulting Project (iLEAD)	3 Cr.
ADMN 4306	Management Consulting I (iLEAD) (NEW COURSE)	3 Cr.
ADMN 4307	Management Consulting II (iLEAD) (NEW COURSE)	3 Cr.
ADMN 4915	Entrepreneurship Business Start-up	6 Cr.
UNIV 2011	Introduction to Community Service-Learning	3 Cr.

Plus:

Six credits of upper level Business (ADMN, ACCT, ECON, MKTG, ORGS, and/or TMGT).

Minors (ADDITIONS)

Minors in Business Administration, Corporate Social Responsibility, Marketing and Human Resources are retained so students in other degree programs gain recognition for their business studies. There are some additional minors being proposed for non-business students as articulated below.

Accounting (NEW)

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

Program Requirements: A Minor in Accounting must consist of 18 credits as follows.

ADMN 1156	Business for Non-Business Majors	3 Cr.
ACCT 1107	Marketing Concepts	3 Cr.
ACCT 2146	Marketing for Managers	3 Cr.

And, nine other credits from ACCT courses

Business Analysis and Technology (NEW)

Graduation Requirements: A Minor in Business Analysis and Technology is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60%

average in the 18 credits presented for the Minor in Business Analysis and Technology. In addition to the requirements listed below, please refer to the Minor Requirements section. While minors typically do not have greater than 6 credits at the 1000 level, this minor contains the required prerequisites for the higher level courses and ADMN 1156 is required for all business minors.

Program Requirements: A Minor in Business Analysis and Technology must consist of 18 credits as follows.

ADMN 1156	Business for Non-Business Majors	3 Cr.
ADMN 1306	Digital Management	3 Cr.
ADMN 1607	Business Mathematics	3 Cr.
ADMN 2606	Business Statistics	3 Cr.

And, six other credits from the following:

ADMN 3066	Advanced Analytics (NEW)	3 Cr.
ADMN 3076	New Technology in Management (NEW)	3 Cr.
ADMN 4226	Applying Business Intelligence (NEW)	3 Cr.

Entrepreneurship (NEW)

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

Program Requirements: A Minor in Entrepreneurship must consist of 18 credits as follows.

ADMN 1156	Business for Non-Business Majors	3 Cr.	
ADMN 2716	Change Management and Innovation Leadership (NEW COURSE)		(3 Cr.)
ADMN 2156	Introduction to Entrepreneurship	3 Cr.	

And, nine credits from:

ADMN 3306	Introduction to Small Business Administration	3 Cr.
(Change name to "Small Business Administration")		
MKTG 2417	Communications: Selling and Sales Management	3 Cr.
ADMN 3917	Creativity for Innovation	3 Cr.
FINC 4917	Entrepreneurial Finance	3 Cr.
ADMN 4915	Entrepreneurship	6 Cr.

Finance (NEW)

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

Program Requirements: A Minor in Finance must consist of 18 credits as follows.

ADMN 1156	Business for Non-Business Majors	3 Cr.
FINC 2406	Principles of Finance with Excel	3 Cr.

FINC 3116	Financial Management I	3 Cr.
FINC 3117	Financial Management II	3 Cr.

And, six credits from:

FINC 3316	Investments	3 Cr.
FINC 3907	Insurance and Risk Management	3 Cr.
FINC 4116	Fundamentals of Financial Derivatives	3 Cr.
FINC 4706	Financial Portfolio and Wealth Management	3 Cr.
FINC 4917	Entrepreneurial Finance	3 Cr.
ECON 3127	International Financial Management	3 Cr.
ECON 2017	Money, Banking and the Canadian Financial System	3Cr.
MATH 3286	Mathematics of Finance	3 Cr.

International Business (NEW)

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

Program Requirements: A Minor in International Business must consist of 18 credits as follows.

ADMN 1156	Business for Non-Business Majors	3 Cr.
ADMN 2706	Introduction to Intercultural Management	3 Cr.
ADMN 4206	International Management	3 Cr.
MKTG 3417	International Marketing	3 Cr.

Students must complete 6 credits from the following courses:

ADMN 4155	International Academic Internship (iLEAD)	3 Cr.
ADMN 3146	International Study Exchange Project (iLEAD)	3 Cr.
ADMN 3336	Special Project (iLEAD) (International Expedition)	3 Cr.
ADMN 4346	Field-Based Consulting Project (iLEAD) (International Expedition)	3 Cr.

F) PROGRAM DELIVERY CHANGES

This proposal represents several improvements to the delivery of the BBA. Based on background research about exemplar programs in business and in other relevant areas, the following delivery mode components are included in the proposed BBA:

1. Co-op placement
2. Cohort-based experiences
3. Integrate iLEAD into subject concentrations where possible in years 3 & 4 – e.g., Expeditions, honours theses
4. Maintain a high quality on campus experience while offering some online options

Co-op Component – The background phase of the BBA program revision process highlighted a desire from students and employers to include a co-op component into the curriculum. This would be added

as an option for students in their third and fourth year of the program to compete for entry into this opportunity. The number of spots available to students to compete for entry would depend on the number of positions available with employer partners. Students opting to build experience through the co-op component would need to be prepared for a fifth year of study to complete the courses required for the degree.

Cohort-based Experiences – this includes block instruction and the Integrated Business Studies term. First, there is a cohort-based early integration of the main business disciplines. In the Foundational Integrated Business Studies term, students take key foundational courses (Organizational Behaviour, Marketing, Digital Management, and Finance/Accounting). Students complete projects which are across all the courses that term. They present to and are mentored by the panel of faculty who are instructors of the individual courses that term.

Second, many courses will be delivered in an intensive block format to allow students to focus on gaining the required knowledge and experience of that course. For example, students can complete block courses based on 4 days a week over 3 weeks. The size of the block may be modified to spread a couple of courses over a block depending on the nature of the course. This block instruction will be suitable for years 1-3 of the degree. The final year capstone experiences especially for Honours students are more suitable for full year or term course delivery.

Integration of Experiential Learning (iLEAD) – Experiential learning opportunities are being better integrated into the BBA degree. First, inquiry-based learning as part of the 4th year capstone experiential courses for honours students. Second, the international iLEAD expeditions have become an integrated part of a new International Business concentration.

Quality On Campus Experience – the priority for the BBA is for a high quality student learning experience on campus. This is done by building in experiential learning opportunities and mandating it for Honours students. Students will also be required to take the disciplinary foundation courses as part of the Foundational Integrated Business Studies term (rather than as individual courses online). However, students will have the flexibility to take some courses through online delivery.

G) ADMISSION REQUIREMENTS

The School recently experimented with a loosening of the math requirements for admission. Faculty have noticed that this has impacted the overall performance of students coming into the program and students considering alternatives may view this lower standard as a cue for quality. Therefore, the following requirements re-establish admission standards.

English (ENG4U) and would normally include Two 4U Math courses.

Minimum overall average grade of 70% in six 4U courses.

Students will be admitted to the BBA degree program and can select their concentrations after their first year.

2. DETAILS OF THE RESOURCE IMPLICATIONS (IF ANY) OF THE CHANGES;

The proposed revised BBA would have similar requirements to the current BBA. However, there are some additional requirements to ensure a smooth implementation:

- Placement support for co-op students.
- Access to classrooms with table rounds for the Integrated Business Studies term and some case based classes.
- Space to support an experiential learning hub (i.e. business start-up and consulting space)
- Computer simulation applications
- Replacement hires for recently lost faculty members (e.g. Management, Human Resources)

The resource requirements can be offset by a tuition increase. An exception may be granted for an increase due to the significant programmatic changes and resource implications.

The School of Business does have full time faculty needs which will persist with the new BBA requirements. The School did have 14 members until recently when the faculty numbers have declined due to faculty losses in Organizational Studies (3), Finance (1) and general management (1). In particular, the School currently needs full time members in the areas of Human Resources and Finance.

The existing full time School of Business faculty will deliver the curriculum while being supported by part-time faculty who contribute currency of context to the classroom. Current tenured or tenure track faculty include the following (along with their discipline/expertise):

Dr. Anahit Armenakyan (Marketing, Consumer Behaviour, Sport Marketing and Food Marketing)

Dr. Anahita Baregheh (Innovation)

Dr. Glenn Brophey (Innovation, Business Strategy, Entrepreneurship)

Dr. Natalya Brown (Economics, Management Education, Sustainable Tourism and Finance)

Dianne Davis (Accounting and Entrepreneurship)

Dr. David Hemsworth (Statistics and Technology)

Dr. Denyse Lafrance Horning (Marketing, Sales Management and Sport Marketing)

Dr. Jonathan Muterera (Accounting)

Dr. John Nadeau (Marketing, Consumer Behaviour, Sport Management, Tourism Marketing)

Dr. Prasad Ravi (Strategic Management, Entrepreneurship, Information Systems, Supply Chain and Project Management, International Business and Customer Relationship Management (CRM))

3. AN EXPLANATION OF HOW THE REVISED PROGRAM WOULD FIT WITH NIPISSING UNIVERSITY'S

VISION, MISSION AND STRATEGIC DIRECTION;

The proposed revised BBA degree and the revision process itself reflects the priorities of student experience, academic and research excellence and community engagement outlined in the Nipissing University Strategic Plan. In particular, student and other community stakeholders provided input into this redesign process which is intended to build on the academic and research strength of faculty. These priorities are also reflected in the current Strategic Management Agreement as well as the key ideas of interdisciplinary and experiential learning.

4. EVIDENCE OF CONSULTATION WITH ALL ACADEMIC UNITS; AND

The disciplines within the School of Business had several opportunities to participate in this revision process. In addition, faculty serving on the School's Teaching and Student Experience Committee had other opportunities to provide guidance to the revision process.

Academic Units outside the School of Business have also been consulted. In terms of the Economics course requirements, Dr. Natalya Brown is the Chair of Economics and holds a faculty position within the School of Business. She has been involved in the process and has indicated support of continuing to include two Economics courses in the core requirements of the proposed revised BBA as well as other ECON courses to support relevant concentrations.



PROGRAM REVISION STAKEHOLDER INPUT

Insight from Employers, Alumni, Students and Faculty

Prepared by John Nadeau, PhD

February 2018

APPENDIX B – SET OF SUPPORTING MOTIONS REQUIRED

Motion: That the prerequisites for ADMN 4606 Business Strategy & Policy I be revised from “ADMN 3056, FINC 3116, ORGS 1137 and MKTG 2127” to “ADMN 2167, FINC 3116, ORGS 1137 and MKTG 1126”

Rationale: ADMN 3056 is replaced with ADMN 2167 in the BBA core Curriculum. MKTG 2127 is removed from the curriculum.

Motion: That the course code for MKTG 3126 Consumer Behaviour be changed to MKTG 2126 (or other 2000 level code).

Rationale: This course is moved to the 2000 to provide students with a second year marketing course option given the removal of MKTG 2127.

Motion: That the prerequisites for MKTG 3316 Communications - Public Relations, MKTG 3436 Social Marketing, MKTG 3437 Product and Brand Management, MKTG 4426 Services Marketing Management, MKTG 4427 Business-To-Business Marketing, and MKTG 4436 Innovative Approaches in Marketing be changed from “MKTG 2127” to “MKTG 1126”.

Rationale: MKTG 2127 is removed from the core curriculum and is not included in the Marketing concentration.

Motion: That the prerequisites for MKTG 3416 Communications - Advertising And Promotion be changed from “MKTG 1126 and MKTG 2127 or permission of the instructor” to “MKTG 1126”.

Rationale: MKTG 2127 is removed from the core curriculum and is not included in the Marketing concentration.

Motion: That the prerequisites for MKTG 3417 International Marketing be changed from “MKTG 3126 or permission of the instructor” to “MKTG 1126”.

Rationale: MKTG 2127 is removed from the core curriculum and is not included in the Marketing concentration.

Motion: That the prerequisites for MKTG 4406 Applied Marketing Management change from “MKTG 3126 and MKTG 3416” to “MKTG 2126 and MKTG 3416”.

Rationale: This change reflects the course code numbering change for the Consumer Behaviour course.

Motion: That the ADMN 3306 course name be changed from "Introduction to Small Business Administration" to "Small Business Administration".

Rationale: This is a higher level course with the much more introductory material included in 2000 level entrepreneurship course.

Motion: That the name for ADMN 1156 Business for Non-Business Majors be changed to "Foundations of Business".

Rationale: The course represents a great opportunity for students to gain a general overview of business studies. This objective also fits with a post-graduate business certificate for those coming from other backgrounds while the current name does not fit this group. Students in the BBA and BComm programs remain restricted from taking the course.

Bachelor of Commerce Program Revision

A. RESOURCE AND PLANNING INFORMATION

1. A DETAILED DESCRIPTION OF, AND RATIONALE FOR, THE CHANGES TO THE PROGRAM;

The Bachelor of Commerce (BCom) is a general business degree program which is intended to provide an overview to the main disciplines in management studies while retaining flexibility for students in their topics of study. This degree was originally designed for completion by distance or through the College Partnership Program. This remains the purpose for the BCom and increasing demand for a four year degree option through these delivery modes suggests a change is needed to the degree structure. Over the past few years, the BBA has fulfilled the four year degree option for these students. However, the proposed changes to the BBA which place an emphasis on experiential learning have rendered the degree inappropriate for distance delivery. Therefore, the following four year degree option for the BCom is proposed.

A) LEARNING OUTCOMES OF THE REVISED BCOM DEGREE

The following are existing BCom Learning Outcomes:

- 1) Demonstrate foundational business knowledge by the successful completion of core course credits;
- 2) Demonstrate thinking prowess by engaging in increasingly complex problem-solving with an emphasis on multiple perspectives;
- 3) Demonstrate effective comprehension and communication skills through appropriate modes of expression (oral, written, visual, technologically-mediated, etc);
- 4) Demonstrate an awareness of important social, political, environmental, ethical, legal, and cultural issues relevant to contemporary business practices through research, dialogue and/or application;
- 5) Exemplify appropriate professional conduct in their dealings with instructors, staff, peers, and others in keeping with the SBE's Code of Excellence;
- 6) Demonstrate appropriate leadership skills by influencing the attitudes or behaviours of others towards the accomplishment of a goal; and
- 7) Demonstrate effective collaborative skills in group settings beneficial to all participants.

No changes are suggested. The fourth year provides students with the opportunity to deepen their business domain knowledge as well as further refine their academic and business skills through integrative learning and application.

B) PROGRAM STRUCTURE CHANGES

The BCom degree will add a fourth year general option for students wishing to complete a four year degree online or through our college partnerships.

C) CORE CURRICULUM OF THE REVISED BCOM

3 year Bachelor of Commerce degree – There is only minor changes made to the BCom three year degree: ADMN 2167 Business Decision Making replaces the ADMN 3056 Economic and Management Decision Making. The School wished to end the ADMN 3056 experiment and revert back to a decision making course.

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Commerce (General) degree requirements, including regulations on first year and subject maximum and breadth requirements. Please refer to the Degree Requirement section for further information.

Program Requirements:

Students will need to achieve a minimum of 60% in the 48 credits presented for the core requirements for the Bachelor of Commerce.

To graduate with a three year Bachelor of Commerce, students must complete 90 credits, including 48 credits of core requirements as follows:

ACCT 1107	Introductory Financial Accounting II	3 Cr.
ADMN 1607	Business Mathematics	3 Cr.
ECON 1006	Introduction to Microeconomics	3 Cr.
ECON 1007	Introduction to Macroeconomics	3 Cr.
MKTG 1126	Marketing Concepts	3 Cr.
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
ORGS 1137	Management of Human Resources	3 Cr.
MKTG 2127	Marketing for Managers	3 Cr.
ACCT 2146	Management of Accounting and Control I	3 Cr.
ADMN 2167	Business Decision Making	3 Cr.
ADMN 2306	Business Ethics	3 Cr.
ADMN 2606	Business Statistics	3 Cr.
ADMN 3046	Operations Management	3 Cr.
FINC 3116	Financial Management I	3 Cr.
TMGT 3856	Information Systems	3 Cr.
ADMN 4606	Business Strategy and Policy I	3 Cr.

Other Program Requirements

Electives 42 cr

Note:

Students without any prior background in accounting will be required to take ACCT 1106 Introductory Financial Accounting I, in preparation for ACCT 1107 Introductory Financial Accounting II.

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 and CSI/ICB courses combined shall not exceed a total of 45 credits.

4 year Bachelor of Commerce degree - A four year general BCom degree option is being proposed. In addition to the requirements for the 3 year BCom degree, students must complete the following requirements to earn a 4 year BCom degree:

ADMN 4607 Business Strategy and Policy II 3 Cr.
6 credits from any 4000 level business course (ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT)
21 electives credits

D) AREAS OF CONCENTRATION

The BCom degree is a general business degree without domain specific specializations or concentrations. This is a distinguishing feature compared to the BBA. However, students may still take specialized courses which are offered through the different delivery modes to develop specialized knowledge which supports their career plans (e.g. accounting, human resources, etc.). Certainly, this has been of high importance to students in the past.

E) CERTIFICATES AND MINORS

Internal degree certificates will not be offered with the BCom. However, there are several external intake certificates which would be relevant for degree completion.

F) PROGRAM DELIVERY CHANGES

There are no changes to how the BCom will be delivered. It remains a flexible program designed for multiple delivery modes (e.g. online, blended delivery, face-to-face).

G) ADMISSION REQUIREMENTS

Students will be admitted to the 4 year BCom program but may select to graduate with either a 3 or a 4 year degree after admission.

There is no change to the BCom admission requirements:

ENG4U plus 5 additional 4U or 4M or equivalent with a minimum of 70% overall average.

2. DETAILS OF THE RESOURCE IMPLICATIONS (IF ANY) OF THE CHANGES;

The BCom has been delivered with part time faculty members. While some full time members have participated and are likely to participate in the future. Current tenured or tenure track faculty include the following (along with their discipline/expertise):

Dr. Anahit Armenakyan (Marketing, Consumer Behaviour, Sport Marketing and Food Marketing)

Dr. Anahita Baregheh (Innovation)

Dr. Glenn Brophey (Innovation, Strategy, Entrepreneurship)

Dr. Natalya Brown (Economics, Management Education, Sustainable Tourism and Finance)

Dianne Davis (Accounting and Entrepreneurship)

Dr. David Hemsworth (Statistics and Technology)

Dr. Denyse Lafrance Horning (Marketing, Sales Management and Sport Marketing)

Dr. Jonathan Muterera (Accounting)

Dr. John Nadeau (Marketing, Consumer Behaviour, Sport Management, Tourism Marketing)

Dr. Prasad Ravi (Strategic Management, Entrepreneurship, Information Systems, Supply Chain and Project Management, International Business and Customer Relationship Management (CRM))

3. AN EXPLANATION OF HOW THE REVISED PROGRAM WOULD FIT WITH NIPISSING UNIVERSITY'S

VISION, MISSION AND STRATEGIC DIRECTION;

The proposed revised BCom degree reflects the priorities of student experience and academic excellence outlined in the Nipissing University Strategic Plan. In particular, the proposed 4th year BCom option reflects the needs of students who in the past have opted for the BBA to meet their educational needs.

4. EVIDENCE OF CONSULTATION WITH ALL ACADEMIC UNITS; AND

The department of Economics has been a long time partner in the delivery of the BCom degree. Dr. Natalya Brown is the Chair of Economics and holds a faculty position within the School of Business. Two Economics courses which have been part of the degree will continue to be part of the BCom 3year and 4 year options.

Certificate and Diploma Proposal

A. RESOURCE AND PLANNING INFORMATION

1. A DETAILED DESCRIPTION OF, AND RATIONALE FOR, THE CHANGES TO THE PROGRAM;

The purpose of this proposal is to provide alternate pathways into a business degree program or meet the unique educational needs of students. Certificates have typically been offered from the School of Business as part of their degree program. However, this proposal changes the orientation of these certificates from internal acknowledgement of courses taken in an area to an external credential. This external credential may represent an end goal for a student or can be leveraged as credit towards a business degree completion. The proposed certificates and diplomas provide students with the opportunity to explore and study different areas of emphasis.

A) LEARNING OUTCOMES FOR THE PROPOSED CERTIFICATES AND DIPLOMAS

The learning outcomes will be consistent with the business programs because there are many shared courses of study. While there will be some variance in outcomes due to differing length, the following outline the general Learning Outcomes for the certificates and diplomas:

- Apply critical thinking and research skills to identify, prioritize and solve problems
- Apply creativity and analytical skills to make decisions with sound rationale
- Understand foundational concepts in business
- Manage projects to meet time and budgetary constraints
- Provide leadership and work collaboratively
- Demonstrate flexibility and adaptability in the face of challenges
- Communicate effectively (written, verbal and active listening)
- Apply a working knowledge of innovative and impactful technology used by businesses
- Present themselves in a professional manner and manage relationships
- Explain and apply specific knowledge from domain(s) of their choosing

B) PROGRAM STRUCTURE CHANGES

This proposal creates stand-alone certificates and diplomas based on courses already established for the business degree programs. These bundles of existing courses can represent the culmination of a student's work at Nipissing University or represent a pathway for a student towards degree completion.

This proposal also includes the addition of some professionally oriented certificates (i.e. Accounting and Human Resources Management) as well as a pathway for Northern students who already have business experience (Northern Business Certificate).

C) CORE CURRICULUM OF THE CERTIFICATES AND POST BACCALAUREATE DIPLOMAS

The following certificate and diploma core curricula are outlined for each of the following:

1. Northern Business Certificate (30 Credits)
2. Post-Baccalaureate Certificate in Human Resource Management (33 Credits)
3. Post-Baccalaureate Certificate in General Management (30 Credits)
4. Post-Baccalaureate Diploma in Business Administration (60 Credits)
5. Post-Baccalaureate Diploma in Accounting (60 Credits)
6. Post-Baccalaureate Diploma in Finance (60 Credits)
7. Post-Baccalaureate Diploma in Human Resource Management (60 Credits)
8. Post-Baccalaureate Diploma in International Business (60 Credits)
9. Post-Baccalaureate Diploma in Marketing (60 Credits)

1. Northern Business Certificate (NEW)

The purpose of this certificate is to provide a learning opportunity for students in Northern regions to engage in a university learning environment through a combination of intensive face-to-face or blended delivery courses augmented with online courses. It also provides a pathway for successful certificate students to complete a 3 or 4 year business degree.

Entry Requirements: Students will have a minimum of 2 years of business experience. They must submit a CV, letter outlining business experience and a reference letter.

Requirements: The requirements for the Northern Business certificate include 30 credits to establish a general basis of business knowledge and preparation for possible degree completion. A minimum of 50% of these credits must be completed at Nipissing.

The specific requirements include:

ACCT 1106	Introductory Financial Accounting I	3 Cr.
MKTG 1126	Marketing Concepts	3 Cr.
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
ORGS 1137	Management of Human Resources	3 Cr.
ADMN 2167	Business Decision Making	3 Cr.
ADMN 2306	Business Ethics	3 Cr.
ADMN 2307	Commercial Law	3 Cr.

And, nine other business credits.

Degree Pathway: Upon successful completion of the Northern Business Certificate, students may apply for entry into a business degree program. If students achieve an overall average of 60% in their

Northern Business Certificate credits, they can also apply to have credit count towards their business program based on prior learning achieved through their own business experience. In these cases, up to 6 credits will be allowed for their prior learning experience.

2. Post-Baccalaureate Certificate in Human Resources Management (Revised for External Intake)

It is an opportunity for those in pursuit of the professional HRP-CHRP designation. The designation currently requires a degree so this certificate is most appropriate for students who already have a university degree.

Entry Requirements: Students will possess, at minimum, a 3 year university degree.

Program Requirements: There are 33 credits required for this certificate and a minimum of 18 credits must be completed at Nipissing University:

ACCT 1107	Introductory Financial Accounting II	3 Cr.
ACCT 2146	Management Accounting and Control I	3 Cr.
ACCT 2147	Management Accounting and Control II	3 Cr.
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
ORGS 1137	Management of Human Resources	3 Cr.
ORGS 2006	Recruitment and Selection	3 Cr.
ORGS 2117	Industrial Relations	3 Cr.
ORGS 3247	Human Resources Planning	3 Cr.
ORGS 3146	Compensation and Rewards	3 Cr.
ORGS 3836	Training and Development	3 Cr.
ORGS 3147	Occupational Health and Safety	3 Cr.

3. Post-Baccalaureate Certificate in General Management (NEW for the Nipissing Promise)

This a general management post-degree certificate for graduates of a non-business degree program. Applicants will have completed an undergraduate degree in a non-business.

To graduate with the diploma, students must complete a minimum of 15 Credits with Nipissing University with an average grade of 60%.

The 30 credit course requirements are intended to provide a foundational understanding of business. The length of this post-graduate diploma fits with the Nipissing Promise for students returning for a year. The specific requirements include:

ADMN 1156	Business for Non-Business Majors	3 Cr.
ACCT 1106	Introductory Financial Accounting I	3 Cr.
MKTG 1126	Marketing Concepts	3 Cr.
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
ORGS 1137	Management of Human Resources	3 Cr.
ADMN 2167	Business Decision Making	3 Cr.
ADMN 2306	Business Ethics	3 Cr.
ADMN 2307	Commercial Law	3 Cr.

And, six other business credits.

4. Post-Baccalaureate Diploma in Business Administration (NEW)

This is a general management post-degree certificate for students who have already graduated from a non-business degree program. The primary purpose of this diploma is to provide a two year learning experience for international students wishing to build upon their business education from elsewhere.

Applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

To graduate with the diploma, students must complete a minimum of 30 credits from Nipissing University with an average grade of 60%.

The 60 credit requirements include the following specific courses:

ADMN 1607	Business Mathematics	3 Cr.	
ADMN 1206	Business Communication and Case Analysis (NEW)	3 Cr.	3 Cr.
ECON 1006	Introduction to Microeconomics	3 Cr.	
ECON 1007	Introduction to Macroeconomics	3 Cr.	
ACCT 1107	Introductory Financial Accounting II	3 Cr.	
MKTG 1126	Marketing Concepts	3 Cr.	
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.	
ADMN 1306	Digital Management (NEW)	3 Cr.	
ADMN 2606	Business Statistics	3 Cr.	
ACCT 2146	Management Accounting and Control I	3 Cr.	
FINC 3116	Financial Management I	3 Cr.	
ADMN 2306	Business Ethics	3 Cr.	
ADMN 2167	Business Decision Making	3 Cr.	
ADMN 2136	Research in Management	3 Cr.	
ADMN 2307	Commercial Law	3 Cr.	
ADMN 2716	Change Management and Innovation Leadership (NEW)	3 Cr.	3 Cr.
ADMN 3046	Operations Management	3 Cr.	
TMGT 3856	Information Systems	3 Cr.	
ADMN 4606	Business Strategy and Policy I	3 Cr.	
ADMN 4607	Business Strategy and Policy II	3 Cr.	

5. Post-Baccalaureate Diploma in Accounting (NEW)

This is a post-degree certificate in Accounting for students who have already graduated from an undergraduate non-business degree. The primary purpose of this diploma is to provide a two year learning experience for international students wishing to build upon their business education from elsewhere.

Applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing

University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

To graduate with the diploma, students must complete a minimum of 30 credits from Nipissing University with an average grade of 60%.

The 60 credit requirements include the following specific courses:

ECON 1006	Introduction to Microeconomics	3 Cr.
ECON 1007	Introduction to Macroeconomics	3 Cr.
ACCT 1107	Introductory Financial Accounting II	3 Cr.
ADMN 2606	Business Statistics	3 Cr.
ACCT 2146	Management Accounting and Control I	3 Cr.
FINC 3116	Financial Management I	3 Cr.
ADMN 2306	Business Ethics	3 Cr.
ADMN 2307	Commercial Law	3 Cr.
TMGT 3856	Information Systems	3 Cr.
ADMN 4606	Business Strategy and Policy I	3 Cr.
ADMN 4607	Business Strategy and Policy II	3 Cr.
ACCT 2106	Intermediate Accounting I	3 Cr.
ACCT 2107	Intermediate Accounting II	3 Cr.
ACCT 2147	Management Accounting and Control II	3 Cr.
FINC 3117	Financial Management II	3 Cr.
ACCT 4816	Personal Taxation	3 Cr.
ACCT 4817	Corporate Taxation	3 Cr.
ACCT 4827	Auditing	3 Cr.
ACCT 4836	Advanced Accounting Topics I	3 Cr.
ACCT 4866	Advanced Cost Accounting Topics I	3 Cr.

6. Post-Baccalaureate Diploma in Finance (NEW)

This is a post-degree certificate in Finance for students who have already graduated from a non-business undergraduate degree. The primary purpose of this diploma is to provide a two year learning experience for international students wishing to build upon their business education from elsewhere.

Applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

To graduate with the diploma, students must complete a minimum of 30 credits from Nipissing University with an average grade of 60%.

The 60 credit requirements include the following specific courses:

ADMN 1607	Business Mathematics	3 Cr.
ECON 1006	Introduction to Microeconomics	3 Cr.
ECON 1007	Introduction to Macroeconomics	3 Cr.
ACCT 1107	Introductory Financial Accounting II	3 Cr.

MKTG 1126	Marketing Concepts	3 Cr.
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
ADMN 1306	Digital Management (NEW COURSE)	3 Cr.
ADMN 2606	Business Statistics	3 Cr.
ADMN 2136	Research in Management	3 Cr.
ACCT 2146	Management Accounting and Control I	3 Cr.
ADMN 2306	Business Ethics	3 Cr.
ADMN 2167	Business Decision Making	3 Cr.
ADMN 2307	Commercial Law	3 Cr.
FINC 3116	Financial Management I	3 Cr.
FINC 3117	Financial Management II	3 Cr.
FINC 3316	Investments	3 Cr.
FINC 4116	Fundamentals of Financial Derivatives	3 Cr.
FINC 4706	Financial Portfolio and Wealth Management	3 Cr.

Students must complete 6 credits from the following:

FINC 4917	Entrepreneurial Finance	3 Cr.
FINC 3907	Insurance and Risk Management	3 Cr.
ECON 3127	International Financial Management	3 Cr.
ECON 2017	Money, Banking and the Canadian Financial System	3 Cr.
MATH 3286	Mathematics of Finance	3 Cr.

7. Post-Baccalaureate Diploma in Human Resource Management (NEW)

This is a post-degree certificate in Human Resource Management for students who have already graduated from an undergraduate non-business degree. The primary purpose of this diploma is to provide a two year learning experience for international students wishing to build upon their business education from elsewhere.

Applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

To graduate with the diploma, students must complete a minimum of 30 credits from Nipissing University with an average grade of 60%.

The 60 credit requirements include the following specific courses:

ADMN 1607	Business Mathematics	3 Cr.
ECON 1006	Introduction to Microeconomics	3 Cr.
ECON 1007	Introduction to Macroeconomics	3 Cr.
ACCT 1107	Introductory Financial Accounting II	3 Cr.
MKTG 1126	Marketing Concepts	3 Cr.
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
ADMN 1306	Digital Management (NEW COURSE)	3 Cr.
ADMN 2606	Business Statistics	3 Cr.
ADMN 2136	Research in Management	3 Cr.
ACCT 2146	Management Accounting and Control I	3 Cr.

ADMN 2306	Business Ethics	3 Cr.	
ADMN 2167	Business Decision Making	3 Cr.	
ADMN 2307	Commercial Law	3 Cr.	
ADMN 2716	Change Management and Innovation Leadership (NEW)		3 Cr.
ORGS 1137	Management of Human Resources	3 Cr.	

Also, students must select 15 credits from the following:

ORGS 2006	Recruitment and Selection	3 Cr.
ORGS 2117	Industrial Relations	3 Cr.
ORGS 3247	Human Resources Planning	3 Cr.
ORGS 3146	Compensation and Rewards	3 Cr.
ORGS 3836	Training and Development	3 Cr.
ORGS 3147	Occupational Health and Safety	3 Cr.

8. Post-Baccalaureate Diploma in International Business (NEW)

This is a post-degree certificate in International Business for students who have already graduated from a non-business undergraduate degree. The primary purpose of this diploma is to provide a two year learning experience for international students wishing to build upon their business education from elsewhere.

Applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

To graduate with the diploma, students must complete a minimum of 30 credits from Nipissing University with an average grade of 60%.

The 60 credit requirements include the following specific courses:

ADMN 1607	Business Mathematics	3 Cr.	
ECON 1006	Introduction to Microeconomics	3 Cr.	
ECON 1007	Introduction to Macroeconomics	3 Cr.	
ACCT 1107	Introductory Financial Accounting II	3 Cr.	
MKTG 1126	Marketing Concepts	3 Cr.	
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.	
ADMN 1306	Digital Management (NEW COURSE)	3 Cr.	
ADMN 2606	Business Statistics	3 Cr.	
ADMN 2136	Research in Management	3 Cr.	
ACCT 2146	Management Accounting and Control I	3 Cr.	
ADMN 2306	Business Ethics	3 Cr.	
ADMN 2167	Business Decision Making	3 Cr.	
ADMN 2307	Commercial Law	3 Cr.	
ADMN 2716	Change Management and Innovation Leadership (NEW COURSE)		3 Cr.
ADMN 2706	Introduction to Intercultural Management	3 Cr.	
FINC 3116	Financial Management I	3 Cr.	
MKTG 3417	International Marketing	3 Cr.	
ADMN 4206	International Management	3 Cr.	

ECON 3127	International Financial Management	3 Cr.
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Students must complete 3 credits from the following courses:

ADMN 3336	Special Project (iLEAD) (International Expedition)	3 Cr.
ADMN 4346	Field-Based Consulting Project (iLEAD) (International Expedition)	3 Cr.
ECON 3226	International Economics	3 Cr.

9. Post-Baccalaureate Diploma in Marketing (NEW)

This is a post-degree certificate in Marketing for students who have already graduated from a non-business undergraduate degree. The primary purpose of this diploma is to provide a two year learning experience for international students wishing to build upon their business education from elsewhere.

Applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

To graduate with the diploma, students must complete a minimum of 30 credits from Nipissing University with an average grade of 60%.

The 60 credit requirements include the following specific courses:

ADMN 1607	Business Mathematics	3 Cr.
ECON 1006	Introduction to Microeconomics	3 Cr.
ECON 1007	Introduction to Macroeconomics	3 Cr.
ACCT 1107	Introductory Financial Accounting II	3 Cr.
MKTG 1126	Marketing Concepts	3 Cr.
ORGS 1136	Introduction to Organizational Behaviour	3 Cr.
ADMN 1306	Digital Management (NEW COURSE)	3 Cr.
ADMN 2606	Business Statistics	3 Cr.
ADMN 2136	Research in Management	3 Cr.
ACCT 2146	Management Accounting and Control I	3 Cr.
ADMN 2306	Business Ethics	3 Cr.
ADMN 2167	Business Decision Making	3 Cr.
ADMN 2307	Commercial Law	3 Cr.
ADMN 2716	Change Management and Innovation Leadership (NEW COURSE)	3 Cr.
MKTG 3126	Consumer Behaviour (Change to a 2000 level code)	3 Cr.
MKTG 3416	Communications: Advertising and Promotion	3 Cr.
MKTG 4406	Applied Marketing Management	3 Cr.

Also, students must select 9 credits (3 courses) from the following:

MKTG 2417	Communications: Selling and Sales Management	3 Cr.
MKTG 3206	Sports Marketing	3 Cr.
MKTG 3316	Communications: Public Relations	3 Cr.
MKTG 3306	Digital Marketing (NEW)	3 Cr.
MKTG 3417	International Marketing	3 Cr.
MKTG 3436	Social Marketing	3 Cr.
MKTG 3437	Product and Brand Management	3 Cr.

MKTG 4306	Sport Event Management (NEW)	3 Cr.
MKTG 4426	Services Marketing Management	3 Cr.
MKTG 4427	Business-to-Business Marketing	3 Cr.
MKTG 4436	Innovative Approaches in Marketing	3 Cr.

D) AREAS OF CONCENTRATION

These are dependent upon the certificate and diploma as described previously.

E) CERTIFICATES AND MINORS

Not applicable.

F) PROGRAM DELIVERY CHANGES

There are no changes to how the courses will be delivered. These courses are offered in the business programs through multiple delivery modes (e.g. online, blended delivery, face-to-face).

G) ADMISSION REQUIREMENTS

Certificate in Accounting (NEW)

Entry Requirements: The same as for the Bachelor of Commerce degree program.

Certificate in Financial Services (Revised for External Intake)

Entry Requirements: The same as for the Bachelor of Commerce degree program.

Certificate in Human Resources Management (Revised for External Intake)

Entry Requirements: Students will possess, at minimum, a completed 3 year university degree.

Northern Business Certificate (NEW)

Entry Requirements: Students will have a minimum of 2 years of business experience.

Post-Graduate Diploma in General Management (NEW)

Entry Requirements: Completed a non-business undergraduate degree.

2 Year Post-Baccalaureate Diplomas (NEW)

Entry Requirements: Completed an undergraduate non-business degree program. Applicants must have at least six credits of university English and/or Communications (at an English language University

in an English-speaking country) prior to admission or provide TOEFL or IELTS or other acceptable English Placement test results from within the last two years.

2. DETAILS OF THE RESOURCE IMPLICATIONS (IF ANY) OF THE CHANGES;

The existing full time School of Business faculty will deliver the curriculum while being supported by part-time faculty who contribute currency of context to the classroom. Current tenured or tenure track faculty include the following (along with their discipline/expertise):

Dr. Anahit Armenakyan (Marketing, Consumer Behaviour, Sport Marketing and Food Marketing)

Dr. Anahita Baregheh (Innovation)

Dr. Glenn Brophey (Innovation, Strategy, Entrepreneurship)

Dr. Natalya Brown (Economics, Management Education, Sustainable Tourism and Finance)

Dianne Davis (Accounting and Entrepreneurship)

Dr. David Hemsworth (Statistics and Technology)

Dr. Denyse Lafrance Horning (Marketing, Sales Management and Sport Marketing)

Dr. Jonathan Muterera (Accounting)

Dr. John Nadeau (Marketing, Consumer Behaviour, Sport Management, Tourism Marketing)

Dr. Prasad Ravi (Strategic Management, Entrepreneurship, Information Systems, Supply Chain and Project Management, International Business and Customer Relationship Management (CRM))

The Northern Business Certificate pathway will require some additional resources to support the hiring of a success coach to support students to keep them engaged in their studies and encourage their continuance in the BCom degree program. The School will also need resources to support the Prior Learning Assessment process for students who wish to continue from the certificate into the BCom program.

3. AN EXPLANATION OF HOW THE REVISED PROGRAM WOULD FIT WITH NIPISSING UNIVERSITY'S

VISION, MISSION AND STRATEGIC DIRECTION;

The proposals reflect the priorities of student experience and academic excellence outlined in the Nipissing University Strategic Plan. In particular, the 1-year post-graduate diploma provides a good option for any students wishing to take advantage of the Nipissing Promise. Also, the 2-year post-baccalaureate diplomas offer a great fit with Nipissing University's desire to recruit more international students and offers a great educational solution for the international students who have graduated from non-business programs.

4. EVIDENCE OF CONSULTATION WITH ALL ACADEMIC UNITS; AND

The department of Economics has been a long time partner in the delivery of business programs. Dr. Natalya Brown is the Chair of Economics and holds a faculty position within the School of Business. Economics courses continue to be an important part of the proposed business certificates and diplomas.

APPENDIX A – SET OF SUPPORTING MOTIONS

Motion: That the perquisites for ADMN 2307 Commercial Law be changed from “Restricted to upper year students” to none.

Rationale: The course is a second year course and is suitable for offering to students in pre-degree certificates as foundational business knowledge in building a pathway towards a business degree.

*List of New Courses for School of Business	Credits
ADMN 1011 - Academic Success Workshops	1
ADMN 1206 - Business Communication and Case Analysis	3
ADMN 1306 - Digital Management	3
ADMN 2011 - Academic Success and Career Management Workshops	1
ADMN 2716 - Change Management and Innovation Leadership	3
ADMN 3066 - Advanced Analytics	3
ADMN 3011 - Career Management Workshops	1
ADMN 3076 - New Technology in Management	3
ADMN 3406 - Work Placement 1	3
ADMN 4226 - Applying Business Intelligence	3
ADMN 4306 - Management Consulting I (iLEAD)	3
ADMN 4307 - Management Consulting II (iLEAD)	3
ADMN 4406 - Work Placement II	3
ADMN 4407 - Work Placement III	3
MKTG 3306 - Digital Marketing	3
MKTG 4306 - Sport Event Management	3

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of MKTG 3306 - Digital Marketing.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	MKTG 3306
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Digital Marketing
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students apply marketing theory using current technology to build digital strategy and tactics specifically in the context of online & mobile advertising platforms. Specific digital marketing topics areas include, search optimization, display ads, social media, programmatic, etc. Students also learn to work with digital data metrics so they can implement a dynamic digital marketing strategy.
Course Prerequisite	MKTG 1126
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> - Apply marketing theory to the digital promotional context - Understand the various modes of digital promotion and how to develop a digital campaign - Know how to access and analyze digital data metrics
Statement of Resources	Click here to enter Statement of Resources

COURSE TEMPLATE

<i>(i.e. additional faculty or new laboratory space)</i>	
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COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COURSE TEMPLATE

Please review the Guidelines for [Curriculum Changes](#) prior to submitting proposal.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of MKTG 4306 - Sport Event Management.

JUSTIFICATION (Rationale):

Please see overall written proposal for rationale.

A) Descriptive Data:

Course Status	<input checked="" type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	MKTG 4306
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Sport Event Management
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students will focus on the skills and knowledge required to plan, execute and evaluate a sporting event. Key topic areas include event planning, resource management, event marketing, sponsorship, fundraising and sales, programming, resource and risk management, financial management and reporting, event execution and post-event evaluation. Students will learn these concepts through an integrated field experience project that will require the planning, implementation and measurement of a large-scale charity-linked sporting event.
Course Prerequisite	None
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method/Modes of Delivery	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information	Students who successfully complete this course will demonstrate: -Demonstrate an understanding for the key areas of event management. -Develop practical competencies in these core areas.

COURSE TEMPLATE

on Learning Outcomes, please consult the Quality Assurance website .	<ul style="list-style-type: none">-Advance professional communication, problem-solving and teamwork skills and abilities.-Enhance social awareness through community partnerships.
Statement of Resources (i.e. additional faculty or new laboratory space)	Click here to enter Statement of Resources

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	10/23/2018
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.



PROGRAM REVISION STAKEHOLDER INPUT

Insight from Employers, Alumni, Students and Faculty

Prepared by John Nadeau, PhD

February 2018

Acknowledgements: I would like to thank Dr. Denyse Lafrance Horning and Kayla Fitzsimmons for their help in recruiting stakeholders and Taylor Hummel for recording focus group discussions. Thank you also to Drs. Natalya Brown and David Hemsworth for their review of the draft report and the comments provided.

Executive Summary

The purpose of this study is to gain insight from School of Business stakeholders about the on campus BBA program, to understand current perceptions and to identify themes that we need to attend to during our program revision process instigated by the Senior Administration. A qualitative approach was selected to provide rich insight into stakeholder perspectives under a tight timeline. Input was provided from high school students, the School's current students, alumni, faculty and employer organizations. Data was collected in January and February of 2018.

The input is organized around Business school selection criteria and the student experience at the Nipissing University School of Business (i.e. Who we are, What is done well, What could be done better, Major trends affecting the school). There were six key themes identified over the stakeholder groups: Job Opportunities, Interesting Academic Areas, Ways of Learning, Location and Size, Scholarships and Reputation. In terms of the student experience, the School of Business is described as a Northerner, nice and nurturing, as well as, quirky and shy. The areas of strength for the School are discussed as a culture of community, faculty interaction and transformational learning. There is also room for improvement in the areas of technology integration, communication, connections, engagement of students and alumni, program structure and experiential learning opportunities. Finally, stakeholders shared several ideas for new program development and some criticisms about our existing offerings. These should be considered in the faculty brainstorming sessions in March.

Key recommendations for the School to consider are:

Build the 'Castle on the Hill' - The School needs to build a program it can be proud of in promoting to local employers and in recruiting new students. Stakeholders have provided a long list of ideas for consideration and it includes improvements in experiential learning opportunities (e.g. co-op). There are exemplars to examine as well to 'borrow' some elements. There is also a need to improve the School's reputational standing.

'Wake up, you need to make money' - The School has to reconsider previously sacred programmatic areas and rationalize current offerings with low enrollment or less relevant topical areas. This will free up resources and energy to focus on program elements for the future.

The Northerner - Be the Northerner that we are ... tough and resilient yet supportive and nurturing in a small community. Celebrate and retain who we are and what we do best.

Integrate Technology Better - Technology for business professionals will continue to change and evolve. The School should consider integrating more software basics into the curriculum and create graduates who are flexible learner of new software or functions.

A good program with a strong foundation has sustained the School and its many graduates over the years. Faculty thoroughly enjoy teaching students and watch as their graduates go on to success. It is time to take successful elements of that program to develop a new one that will deliver graduates for the next 10-20 years. The mandate from the Senior Administration to develop a new program provides the School with a rare and exciting opportunity. *Let's transform the BBA of today and make it the lightning preceding the thunder of a BBA built for the future!*

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Scope of Study

Purpose: To gain insight from the important stakeholders of the School of Business about current perceptions held regarding the School and to identify themes that we need to attend to during our program revision process for the on campus BBA. Senior Administration of the University instigated this program revision process that is expected to be completed under an aggressive timeline.

Methodology: Stakeholder insight was gathered using a multi-method approach that included focus groups, open-ended surveys and interviews (the instrumentation is provided in the appendix). Qualitative approaches were selected to provide rich insight into stakeholder perspectives but also because they are appropriate for short timelines.

(a) Small focus groups were conducted to collect insight from faculty, current students and alumni. These groups were invited to participate in 90 minute conversations which were recorded through digital audio and a rapporteur. There were six focus groups with two hosted for faculty, one for upper year students, one for first year students, one for local alumni and a virtual focus group for alumni living outside of North Bay. The participation for each group ranged from three to eight participants for a total of 28 participants. In addition, some faculty who could not attend the focus group provided input to the main questions via email.

(b) The open-ended survey was deployed online to collect responses from senior level high school students. Students were invited to participate through connections with local teachers and students as well as through School of Business relationships developed through our stock market game. We received 40 responses from senior high school students with 97% located within our region. Sixty-three percent of respondents are female and 53% of respondents reported that they were interested in studying business at an Ontario university.

(c) Interviews were conducted with representatives from 17 organizations within the regional eco-system of the School of Business. These representatives/organizations include:

BDO	North Bay Chamber of Commerce
Cementation	Nipissing First Nation
CIBC	Nipissing University
City of North Bay Economic Development	Ontario Northland
Grant Thornton	Redpath
Innovation Initiatives Ontario North (IION)	SRP Building Products Inc.
Investor's Group	The Business Center
KPMG	Westin Development Inc.
Member of Provincial Parliament	

Responses were coded to focus on the identification of major themes reflected over stakeholder groups. Then, the research determined the implications and recommendations based on the

themes. The report includes paraphrased statements made by stakeholder participants to illustrate the major themes identified.

Summary of Areas Explored:

1. Business school selection criteria by students
2. Student experience at the Nipissing University School of Business
 - a. Who are we?
 - b. What do we do well?
 - c. What could we do better?
 - d. What are the major trends affecting the school?

Themes and Implications

The discussion of themes and implications is organized around the main ones identified previously, namely, business school selection criteria, who we are, what we are doing well, what we could do better and major trends affecting the school. The following discussion includes paraphrased statements to illustrate the nature of each theme along with the general stakeholder source.

1. Business School Selection Criteria

When asked questions about selection criteria for a program or a university, key elements surface around job opportunities, academic, ways of learning, location, scholarships and reputation.

Job Opportunities

While there is broad recognition that our university students want a good job when they graduate, it is also worth noting that high school students also mentioned that being able to run a business was another important outcome.

The skills to get a job in business. (HS Student)

To be able to understand how to run a business and further expand on one. (HS Student)

To have my own business and get a lot of experience. (HS Student)

I started out at Nipissing for history, but realized the job opportunities were slim, and I knew the business program would give me a more open-ended path at the end, I liked that opportunity to get a good job and be able to go anywhere. (Student)

They want to know the stats on how well our grads do getting jobs after graduation, quite frankly we are doing pretty awesome in that department but I don't think we are speaking about that enough. (Faculty)

Students want one thing: a well-paying career with growth potential in their field of study. (Faculty)

Students go to university for a job, that's it. They no longer want to go to a liberal arts college for higher learning. They want a job. (Employer)

Academic Areas

The topic of entrepreneurship is echoed as an academic area of interest for high school students among other topics. However, others seem to prefer breadth of business learning or emphasize the professional accreditation pathways. So, there seems to be disagreement among stakeholders with the importance of specific subject areas when comparing students currently in the decision making phase.

Courses that interest me ...Marketing, organizational studies, entrepreneurship, Finance. (HS Students)

Learning about how business run or creating my own business. (HS Student)

I didn't look too in-depth into the academics part of it when looking for a university. I didn't really know what to ask when I was still in high school. (Student)

I want diverse understanding of all the streams, I like being able to know about it all. (Student)

Certifications such as CPA and CHRP as they feel that these will better guarantee them a job when they graduate. (Faculty)

Designations are important to help students get jobs. Even if the posting does not ask for a specific designation, having a designation gives the candidate an advantage. (Employer)

Ways of Learning

There is a clear and obvious importance of experiential learning for students from multiple stakeholders. However, this is particularly true for those experiences labeled specifically as co-op. While the School currently has excellent experiential opportunities branded as iLEAD, stakeholders note the poor awareness level and lack of comprehension for these opportunities.

I didn't think about Nipissing at first, I wanted co-op. but upper years I know here convinced me. In high school, they tell you co-op in business is everything, so they never talk about Nipissing. I know Nipissing could help me find a "placement" if I needed it. (Student)

I only applied to places who had co-op, and Nipissing because of con-ed. I liked the small classroom. I really enjoyed small class sizes but co-op was a big downside. (Student)

The iLEAD program isn't a true co-op like other schools offer, where you are forced to go out and get paid to get experience. No one really knows what the iLEAD program is ... people know what co-op is. (Student)

Opportunity where they are given a co-op style situation. (Alumni)

"Students are looking for co-ops, that real life, tangible experience to give them an advantage in the business world." (Alumni)

"One of our students said the ability to go through the iLEAD opportunity made her friends at large universities jealous. We need to get the news out about that, I mean, quality is subjective." (Faculty)

Location and Size

The location and size of our School of Business and the University itself are viewed as an advantage and an attraction for students. This can mean being close to home or being in a community that is a comfortable scale for the student. However, location can be a double-edged sword and be viewed as a negative aspect.

Close to home was important to me, I'm from North Bay. I didn't know what I wanted to do, and business seemed logical to take. (Student)

I liked a small-town feel, didn't have a huge campus where you felt lost, everyone was friendly. (Student)

I liked how small Nipissing was. I came from a smaller school and knew I needed the smaller environment to know my friends and professors. My friend goes to Brock and she says she is literally just a number, my profs all know me and it just makes it so much easier to communicate and get help - this was a huge reason in my choice. (Student)

I went to the open house here, chatted with everyone, I wanted to go to Toronto originally, but when I came here the small school did it for me, I think with business you need the one-on-one. I see pictures from my friends in their huge auditoriums. (Student)

Limited transportation to North Bay was the largest concern of prospective students. (Faculty)

Scholarships

For high performing students, scholarship offers can be an important influencer in the school selection decision. While not mentioned too often, scholarships can change the order of preference of schools over another and can function as a means to develop a regional network among high school students.

My scholarship really affected my decision. (Student)

I was planning to go to Western and realized when my marks finalized I could come to Nipissing for free the first year, and that was what sold it for me. I ended up loving it here for the small-town feel. (Alumni)

Lots of high school students in North Bay are here at Nipissing for competitions, in business. They are given money and even credit transfer options if they win to apply at Nipissing, I think that's a good incentive for students around us. (Faculty)

Reputation

High school students are looking for programs with a good reputation. However, there is a perception held among other stakeholders that the Nipissing University School of Business does not share the same reputation as some other schools. Among regional high school students, there is a general lack of awareness of the School of Business and its programs as many students responded that they know nothing about the Nipissing University business program.

Good teachers, good programs and a good education. (HS Student)

How it's rated (both MacLean's wise) and what others have to say about it. (HS Student)

I know nothing about the Nipissing University Business program ... advertise it more. (HS Students)

We will never compete against Schulich or Ivey. Western and Queens are a tier of their own, but I think we can compete with other tier two schools by marketing that experiential learning

element we offer; with other schools they have internship possibilities and I don't think I'm getting the same advantages, if there was my resume versus one from Toronto, who would they want first? I thought Toronto first. (Student)

I was deciding between here and Laurier, and they were so much more competitive and assertive, I realized after seeing Nipissing that I didn't want that environment. (Student)

Reputation is comforting and an important thing to check off the list. People are big on the Ivey business school thing, they know the title is prestigious. Titles go a long way. (Alumni)

My first value was prestige and the notoriety of the school, like when you hear the Richard Ivey School of Business, or Ted Rogers School of Management you think wow, those are good, and they have a name. (Alumni)

The prestige element is interesting, I had a friend who went to Western for business and we talked and had super similar courses and profs and everything, he was all about the prestige, we were talking about business math one day and we were literally doing the same work out of the same book. I think prestige is a myth, were just paying less for the same education, that's smart business. (Alumni)

We need to have what the nursing school has, the prestige, my girlfriend graduated here in nursing and got on in London - in London they won't hire Western nurses they know they aren't quality, Nipissing nurses will be hired in a snap. (Alumni)

I don't think our reputation is helped by "letting everybody in" we get an entering average is 74% or something when high school grad averages are 80%, so were already getting below average. (Faculty)

Implications:

Job One - We need to draw a clear link between our education experience and job opportunities from communication of past success to providing support for graduating students in their quest to start their career in business. This perspective needs to include entrepreneurship and starting a business as an outcome. Several high school students mentioned running their own business as an objective so these students may choose another program better suited to their goal. In addition, faculty need to heed the comments from other stakeholders about the importance of the “co-op” label associated with a business program. The awareness level for iLEAD and its related communication activities have not sufficient to cut through the clutter of information bombarding student decision makers.

Mo'Money - scholarships are influential in the selection of schools for high performing students and can be helpful in developing awareness among regional schools when based in competitions. Scholarships should be considered in the development of a new program especially to help launch any new curricular aspects by ensuring that some strong students are attracted.

Image Management - As a first step, the School of Business needs to build awareness of the business program among area high schools. This communication effort should include positive program attributes such as job placement and business start-up rates or testimonials as well as highlighting the specific professional areas of study. This desired action is not new but the poor levels of awareness is the big news.

Size Small - the communication effort needs to characterize the experience of something small leading to something bigger in their lives. The small size notion of the University and the city is not necessarily small class size ... it is bigger than that. It encompasses an experience that is highlighted in the next section.

2. Who are we?

In an effort to understand the overall image of the School of Business, we asked stakeholders how they would describe the School in an anthropomorphized manner. This approach can provide insight into more nuanced perceptions and feelings toward the School that are less functional in nature. The comments reveal that the School is viewed as a Northerner, someone who is nice and nurturing as well as a shy and quirky individual.

We are Northerners

Some of the personality-based comments about the School can be bundled with this notion of being a Northerner. It is this idea of a person who is tough and resilient as well as someone who embraces the land and natural elements from which they came.

Adventurous northerner someone that wants the best for you. Always there for you. A pretty busy person, always out doing something. (Student)

Scrappy and has to claw their way up because they were at a disadvantage, they would have to use their networking and social abilities above their hard skills, because they don't have as much of that. (Student)

The underdog, not many people give them attention but they have potential. (Student)

"Outdoorsy" someone wearing Birkenstocks. (Alumni)

Nipissing is outgoing, hardworking and might be someone that you want to have a beer with. (Alumni)

Very northern, I would leverage that. Independent, they deal with obstacles unique to this region. Resiliency. (Faculty)

We are Nice and Nurturing

Arguably, this notion of being nice and nurturing is related to being a Northerner where the traits are socially rewarded by contributing to a sense of community in a sparsely populated land. Here, the School is characterized as a supporting parental figure or a good friend who is knowledgeable and helpful.

Friendly person, the kind that would always wave at you. (Student)

The type of person you could go have a drink with, at Twigg's even. Not Starbucks because that's higher end. Twigg's is that relaxed, comfortable hangout. (Student)

A mother-figure, I don't know. Maybe a cool dad. A parent figure, anyway. Wants to help you. Definitely an older family figure. (Student)

Not necessarily your best friend, but someone who checks in on you. (Student)

It's a real, relevant program. I still go back and refer to the learning I got, we had great discussions. (Alumni)

Kind of a "get-what-you-put-into-it" personality, from what I've heard is our tuition was cheaper than other business schools, but on a personal and academic level I got more out of Nipissing than I would have at a big business school. (Alumni)

Take them for coffee at Starbucks (on upper end of coffee shops, I feel the professors view students as different, more expensive), in a casual setting, drinking a bold-flavoured tea. (Alumni)

A nice, get-a-long individual that is well-rounded. (Faculty)

It is friendly and personable, from the student perspective. (Faculty)

They are a caring individual. (Faculty)

I would take them out to a pub and have a drink with them, comparing to my larger undergrad school where it was more intense and competitive. (Faculty)

We are Quirky and Shy

Perhaps the darker side to go along with this Northern characterization is the idea that the School of Business is quirky and shy. Our School is not the same as other business schools and people have noticed that we do not share the competitive edge of our peer or ideal business schools. The School is not always characterized positively with the use of terms or phrases like 'not well dressed', 'with sweatpants on', 'not taking pride', 'outdated' and 'risk averse'.

Nipissing doesn't look like a business person, not well dressed; I think the ideal business school fosters a better student ideal as well, to be professional and mature. Sometimes Nipissing picks up a college feel. (Student)

That shy guy in the corner of the room, don't take huge pride in themselves. (Student)

Someone who needs to be a little louder, more confident, make a bigger splash. (Student)

Go sledding, not too dangerous, not too risky. (Student)

Someone with sweatpants on, it's not professional. (Alumni)

That shy guy in the corner of the room, don't take huge pride in themselves; Someone who needs to be a little louder, more confident, make a bigger splash. (Alumni)

An individual. Kind of the same as quirky, but it's different, Nipissing community as a whole makes it individual. (Alumni)

On January 1st sets their resolutions, but on the 2nd has no actions to achieve them. (Faculty)

A person that looks a bit outdated. They need to be updated, they are comfortable to be around, but they're not cutting-edge, very low-key with a coffee not alcohol, a little boring. (Faculty)

Not being a flashy person, especially compared to other business schools who are clearly trying to attract a lot of attention. (Faculty)

Someone who is good with the status quo, doesn't feel the need to change, very risk-averse. (Faculty)

Implications:

Be Northern ('Jacques Cartier, right this way') - Hold on to and celebrate this notion of being a Northerner. It reflects a grittiness and determination that can be consistent with business success. As we reflect on program-related rituals, we need to think about what it means to be a Northerner and how that could be better reflected in these rituals. We also need to hold onto the nurturing and supportive environment that reinforces the idea that we take care of our own to survive in the sometimes harsh, but beautiful, conditions (i.e. business and the North!). Indeed, we need to find ways of embracing our beautiful natural environment as an icon and context of our program.

Unleash the Beast and be Bold - We need to be bolder in our communication and in our actions. Competition is not a negative trait for a business school and we should work on building a better program that engages students in some competitively-based activities. We also need to have greater pride in the work we do and find ways to clearly bring our knowledge creation into the program and classroom. In addition, we need to be better communicators about who we are to take more control of stakeholder perceptions to keep the dark side of our anthropomorphized traits from surfacing.

3. What we are doing well ...

Stakeholders perceive the School of Business as performing well on some clear dimensions, including, providing a culture of community, interaction between students and faculty, and a transformational learning experience.

Culture of Community

There is something special about the student experience at Nipissing University and it is characterized by a notion of community. The School provides a welcoming environment where students feel like a person, like they belong. This person within a community experience encourages students to reach out or stretch beyond to engage their community in different roles. This experience encourages them to grow and shine as individuals who learn to how to collaborate effectively with others.

I expect that there will be lots of school spirit and sweaters and cool dorms. (HS Student)

I expect the experience to be very good with lots of help. (HS Student)

Fun with many opportunities. (HS Student)

I was set on Carleton, but as soon as I walked onto campus I was like “nope”. When I came here (to Nipissing), I was like “yep” the vibe was great. The vibe is welcoming, not overwhelming. (Student)

Students don't feel like a number at Nipissing. When you genuinely feel like you belong, it's easier to get involved. (Student)

Everyone truly wants to help one another; I think it's very collaborative, I feel like everyone works together and helps each other out more than viewing their peers and competition.

Nipissing can compete with the best because we have so many opportunities to volunteer and get involved. (Student)

Now I know that university isn't just the paper degree, it's what you put into it, how you get involved and you learn about yourself and make connections. (Student)

Even working with upper years and networking with them. I think with a bigger school that may be harder to achieve. Networking is easier at Nipissing. (Student)

Nowhere to hide, they have to speak, and that's beneficial. You're front and center, you're not lost in a sea of students. Lots of places to shine. (Faculty)

More collaboration with peers, no shark tank mentality. (Faculty)

This place is nice, competition seems to be so far from this place. (Faculty)

Faculty Interaction

This culture of community extends to encompass the faculty stakeholder group as well. Students perceive that they have access to faculty and feel supported by them through their studies. This connection is also characterized as enduring relationships by some alumni.

the cliché about “we’re here to help you” really happens here, they want us to email them, come see them, and speak out, I think it’s so awesome they are welcoming. (Student)

Relationships with profs, you can actually sit down and talk to them, in the end that’s who you want to talk to, they actually seem like human beings. (Student)

I was never good with finance, so if I didn’t have that one-to-one relationship to be able to stay a bit later after class and get clarification was key to me succeeding. (Alumni)

I had two interviews for the upcoming summer, a professor emailed me the day before and wished me good luck on the interview, and gave me some tips. Then, he emailed me the next day to see how it went. ... It was so valuable to have someone show that level of support for me at that time. (Alumni)

A professor of mine caught up with me now (years after grad) and we had coffee, she wanted to see how I was doing, it was really great. (Alumni)

Without the support of faculty members, I probably would have flunked out. (Alumni)

Transformational Learning

There is a sense among some stakeholders that students have a transformational learning experience at the School of Business. Essentially, this process can be described as students arriving in year one lacking the technical knowledge and soft skills critical for success in the business world. However, the business program experience over the four years helps to develop a graduate who reflects well in their chosen profession and are viewed by employers as well suited for the North.

Any class where we had to go do a project within the community and it’s a great feeling to apply your learning in real life. (Alumni)

iLEAD was just starting when I was here, I did a directed study in my last year and it was just the tip of what the iLEAD program can do - it was a more workplace setting, and it was valuable. (Alumni)

We have 10% engagement in first year and we turn that 90% inactive group into active groups by graduation year. (Faculty)

Do a good job of getting them to present themselves out there. I can’t believe the transformation from first year to upper year: confidence, doing well in finding employment right after. I think we do a good job of showing them how to present themselves. (Faculty)

Overall, the graduates are good. They have the social skills for marketing and sales. They are professional and they know what they are looking for. (Employer)

Good overall. They have the needed knowledge base. The quality of graduates is quite high and as good as anywhere else. They have the business capabilities they need. (Employer)

Their soft skills are good. They are outgoing. Nipissing graduates are down to earth, well rounded, not so corporate oriented, self-directed. (Employer)

I like Nipissing Graduates overall but there can be some good ones and some not so good ones. They are good at presentation skills and collaboration. The North Bay job market can be tough to attract talent to stay. (Employer)

Enthusiastic with a good sense of the North. They are well suited to stay in the North. (Employer)

Implications:

Integrate the Culture of Community - While competition should be embraced, this culture of community is something special for a School of Business and should be retained, nurtured and integrated into the revised program (e.g. group-based competitions). Demonstrating the ability to work in collaboration with others are important values for business so this should also be reflected in recruitment promotions.

It's Not Personal, It's Business - Business is about relationships and the student experience at the School of Business is expressed in part by the positive interactions they have with faculty. This experience offers a unique opportunity because the sense from some alumni is that these are also enduring relationships. These enduring relationships provide an opportunity to engage alumni in a revised program for 'live' case studies, panel judges, and possible internship and employment opportunities. Perhaps, this can be formalized by establishing an Alumni Advisory Board with a mandate to help with these programmatic aspects and, eventually, fulfill a fundraising function for the School of Business.

Graduate Up, Up North - The School of Business needs to ensure that the transformative learning experience of our current students is retained in any program revision. Indeed, the School is encouraged to think of new ways to continue to raise the standard of transformational learning. For example, the School could consider formalizing some soft skill development into the curriculum potentially through a course on business communication. In order to promote this angle for recruitment, the School should have quantitative measures of a transformative effect so it can be clearly communicated with substantive evidence. In the meantime, qualitative testimonials from alumni and employers should be sought and included in recruitment material.

4. What we could do better ...

The questions asking about how the School of Business could improve were the most robustly answered set by the stakeholders involved in the study. While the breadth of shared comments covered much ground, the following discussion highlights the areas that were most often mentioned by different stakeholder groups - technology integration, communication, connections, engagement with students and alumni, program structure and experiential learning opportunities.

Technology Integration

The comments from students show a desire to integrate more technology into the program. They see the potential value for their future career and see some obvious gaps with their current experience. While faculty seem to concur about the value of technology, technology integration puts pressure on faculty to concurrently stay on top of their fields of expertise as well as oft-changing various technology. Further, faculty expressed frustration with the technology infrastructure and this is likely to hinder further technology embrace. Employer comments on this topic were limited although one pointed out that graduates need to have some comfort with technology because they will be trained on their own specific software once hired.

Maybe social media and technology ... Technology will also be huge for our generation, makes the work place very different. (Student)

Some of our courses use Excel, and I have no idea how to use Excel. I need a learn how to Excel course or workshop. (Student)

From the marketing standpoint, digital marketing is huge. All my clients want knowledge on SEO, Facebook ad words, Twitter hashtags. Even a course on simple web development, because this is stuff that I'm finding are key in my field. (Alumni)

In the accounting field, we are never taught how to use Quick Books or Net File, and that's what everyone in the industry uses! Even using Secure Exam, we still write our exams on paper and no one understands that - no one draws T-charts in the real world. Other schools get it and do a lot more computer-based teaching. (Alumni)

Need to focus more on trending software, what top firms are using for their technology. We don't sit and do accounting calculations ourselves in the real world, it's all technology. (Alumni)

The hardest part when I got into my first job was utilizing computer programs, one called Salesforce, it took me so long to get it. Not sure if there's a way to teach it earlier on in the business program, but it makes you more prepared. (Alumni)

Social media needs to be incorporated into courses. It's a trend in my world and in the general world. (Alumni)

They should be comfortable navigating various software, however, there are many out there and we will train them on our own software packages when they are hired. (Employer)

Advertising is a young person's business especially with the changes in social communication. (Employer)

Classroom infrastructure, technology issues are really a hindrance, puts a lot of pressure on us, it takes classroom time from us. (Faculty)

The computer labs are usually filled with technology problems. (Faculty)

Don't like having the projector covering the white board and having to constantly move it during class - I like to have free use of both. (Faculty)

The future is coming and were not keeping up with it. (Faculty)

Their excel skills are very weak, which I am almost embarrassed to say. (Faculty)

Utilizing simulations is good; however, you can't require students to purchase that despite the added value. (Faculty)

Maximize the use of technology in every class; find a way to incorporate Twitter and FaceBook, for instance, in every course; have students use simple computer-based research every class. (Faculty)

Communication

Communication is a general activity that the School could improve upon. Communication improvements seem to be needed in terms of recruitment, helping students navigate the program, facilitating a regional presence for the School.

Yes, I went to (a local high school) and they told us about iLEAD. It should probably be marketed better, though. (Student) (Other students in focus group didn't hear about it)

Maybe, especially for first years, help first years select a stream. If you want Finance, you have no idea what it is until third year. It's nice getting the general over view in first year, but I'd like to have more guidance to know what I'm getting into. (Student)

Promote academic advising more, I don't think many students use it and they should. It would be helpful to have academic advising come into first year classes. (Student)

Communication with the accounting firms in the area and communication with students about the CPA pathways. (Employer)

The School could do better interacting with employers more. (Employer)

The awareness of the School of Business in the local business community is poor. Nipissing is known as a teaching school so the School of Business needs more promotion locally (i.e. what are graduates doing). (Employer)

The marketing of the program could be better and there is a need to communicate availability after graduation. (Employer)

Connections

The School of Business could do better working with others. Some key local organizations are pointed to as possible partners for program development, namely, the City, Canadore, IION, professional bodies and the Chamber of Commerce. Of course, there are also several local employers to maintain contact with and it was suggested that a placement officer be hired to facilitate a regional network for the School of Business to enhance communication and experiential learning opportunities.

Working directly with the city is something we can work on better, it's a huge employer and draw to this city, developing programs with the city is key, they have connections with all the businesses in town, it's all about that network and having communication. (Alumni)

Developing programs with Canadore can be a differentiator for Nipissing (e.g. a 3 year business degree and a 1 year college diploma in a specific skill). (Employer)

Opportunities to partner with IION around entrepreneurship and business skills as well as a problem solving center. (Employer)

Designations are important because students go to university to get jobs. There may be opportunities to partner with professional bodies to build a designation into the curriculum much like for accounting students. If they don't have one for graduates, look to start a new one with them. (Employer)

The Chamber of Commerce could help promote the School of Business and experiential learning opportunities at no cost. (Employer)

Connections with community could be better and a placement officer could do this communication. (Employer)

The School needs someone to focus on placements to put people in touch with experiential learning and build in work experience for students. (Employer)

Engagement with Students and Alumni

The connection issue continues with current students and alumni. Despite a perception from a high school student mentioned earlier, current students experience a lack of school spirit and students who are disengaged. Focus group participants acknowledged the bias inherent in their participation being that they come out to things and note that it isn't that way for all students. However, there is a trend toward increasing engagement as a student moves through the program to upper years. Alumni raised concern about the lack of involvement with the School as well. They see the potential for alumni to act as brand champions and extend student opportunities because of their strong connection to the School of Business.

School spirit element is lacking here, after homecoming you don't see much spirit culture here (Student)

I think in university you aren't forced to participate, students have to want to be involved. (Student)

It's a tiered program, each year we advance in the program we become more involved, but we need to get that involvement earlier on, get them to show up. (Student)

Ignite the Night event back in first semester saw a bunch of North Bay businesses show up to talk to students, but only a handful of students showed up, and that was a bad look for us. (Student)

I think we need to build off alumni better. Students can build the network with us and get opportunities, even the school can stay in contact with us better. (Alumni)

Our successful alumni need to be the brand champions of this school to grow that prestige, the school doesn't do anything for alumni either. (Alumni)

I want to see the school strive, I love this city and this school is the only reason why North Bay still has young people. (Alumni)

I would like to see more alumni networking events and maybe an opportunity to develop a mentorship program with students. (Alumni)

Program Structure

There are some interesting programmatic structural issues which the School may not have been previously aware of. For instance, our application process is perceived as forcing them to select a stream when they are applying to the University. This career path may be clear for some but it is clearly not for all and may place us at a disadvantage to other Business Schools in recruitment. There are also concerns raised by students about the availability of courses that they wish to take. This is not a new concern and one that a small school can normally accommodate through cycling of offerings. However, there is a deep structural issue raised about the availability of courses on an ongoing basis which is deeply concerning. There is also a concern about the loss associated with the "Honours degree" label.

Don't make us select stream in first year. (Student)

During the application process, you don't understand that you don't need to select a stream to apply, if you don't know - it's confusing. (Student)

Course offerings are offered at the same time which prevents you from obtaining dual streams. (Student)

Lots of finance courses we have on the academic calendar aren't ever actually offered, need to have more real-world courses for finance. (Student)

Courses are only online for the HR designation and I would like more real world experience as part of those classes. There needs to be better communication of the HR certificate and the linkage of stream offerings to the CHRP designation. (Student)

Technology management courses are never offered but maybe could be if marketed toward the computer science students. (Student)

It is nice that we have a Finance stream now but it is frustrating to see that we don't have the resources (profs) to make it happen. Some profs get thrown into it and don't want to be there. We've had an opening for a finance prof for a while, but no one wants to come up North for the salary were offering. (Student)

I think the 70% honours level sets a precedence for the legitimacy of the Nipissing program, it knocks down the school a bit, makes it sound like you don't need to try, ... promotes the school as an easy place to get honours. (Student)

The school needs to look at better tailoring course requirements to streams - for example I had to take Managerial Accounting, but I had no use for that and I would have liked to have used that time to take another marketing class. (Alumni)

Experiential Learning Opportunities

The School of Business has done a good job of building experiential opportunities into the program through the iLEAD offerings. However, as previously noted, this message is not getting through. The importance of experiential learning is obvious as noted by a high school student and other stakeholders. How experiential learning is accomplished can differ but there is a clear preference for a co-op program among students, alumni and employers. Indeed, there are a couple that push the concept even further to work with students who are engaged in practice full time with a 'full-op' idea.

More trips and have more on touch projects. (HS Student)

A mandatory co-op program where you need to take a year off to work in the real world, maybe that's what yields stronger students. (Students)

Courses don't offer a lot of case studies, marketing for managers does and it's the best learning opportunities, we need more of that; not many competitions that we partake in, need to get our name out there more, get involved. (Student)

I'm a big advocate of internships and co-ops to apply that knowledge and grow, I think from a North Bay standpoint, however, not sure how many co-op opportunities you would actually get within our communities. (Alumni)

A buddy of mine stumbled onto the summer-student opportunities here in North Bay at accounting firms. I think Nipissing needs to advertise it way more to the students because it's an opportunity and to get more money doing something in their field. (Alumni)

I think going out to a true firm, even as a field trip or a day-a-week internship would be a great opportunity for Nipissing to tap into for its students. (Alumni)

A co-op part of the program would be good. We have 2 every year and recruit them from southern Ontario so it would be nice to have some local students. We could host them in our busy season of Jan-Apr or the summer could work. (Employer)

We would be interested in a co-op and could host 1-2 students. (Employer)

We have work opportunities in HR, Finance and marketing and we are flexible with hours to fit the student's schedule. (Employer)

Co-op is something that should be considered. (Employer)

For mature students, we need a way to integrate their current jobs into their learning experience. (Employer)

'Full-op' concept where students have full time employment with salaries to pay tuition and gain real work experience (e.g. Siemens and UofT program). (Employer)

Often times, co-ops can lead to entry-level positions for recent graduates. At worst, co-ops can provide students with the opportunity to gain valuable work experience during their education. Offering co-op opportunities would strengthen the school of business. (Faculty)

There should be more case-based learning with real life examples to be ready for challenges. We would be interested in collaborating on a live case or Dragon's Den type of event. (Employer)

Client-based projects create great experiential opportunities, like a mini-co-op. (Employer)

Case analysis with industry input e.g.) Video conference in the CEO of the company to hear ideas from students and offer a debrief of what actually happened. (Employer)

Co-op is huge for employers, they ask about it often. But, paid or not paid can influence whether it is offered. (Employer)

Graduates need more experience to get jobs in a competitive labour market. (Employer)

Implications:

Changes Aren't Permanent But Change is - Technology is a basis for societal advancement and, as RUSH suggests, change is something we can expect. The School needs to find ways to continuously improve on the application of technology in the faculty activity. This is an area which requires faculty and managerial attention to ensure an adequate exposure to technology for students in the program.

Multiple Ways of Knowing - Consider hiring teaching focused professionals to teach at a higher teaching load (e.g. 8 courses) for some areas. The higher teaching load is offset by the absence of research expectations and teaching focused faculty can be less expensive for the University. While there can be a cultural divide between the 'teaching' focused and the 'teaching-research' faculty and this suggestion would impact the collective agreement, the benefits to the School can be positive if balanced well with other faculty appointments. In short, the presence of experience-based full time instructors needs to balance the research objective of the University.

Co-op (again) or 'Full-Op' - The School should implement a co-operative education structure which was previously discussed on a limited basis to ensure that there are enough positions for the students admitted. Based on the interviews alone, there are enough employers to support 10 co-op positions within the city mostly within accounting but some other opportunities as well. This represents a great start. Entrance to the co-op aspect of the program should be positioned as an upper year experience with competitive intake based on positions available. This would further enhance perceptions of 'honours' at the Nipissing University School of Business.

Friend Me! - The School needs to find a way to encourage student and alumni interaction in an institutionalized yet School-centric and personal approach. It is great that faculty have strong connections with certain graduates. However, the School can do better and needs to find ways of facilitating regular connections with alumni. Perhaps, the annual ASAC conference can help to do this because several faculty will already be present and can engage alumni in the host city. Alumni relations are not solely about fundraising. This can be a desired outcome but what is also important and potentially more valuable is the interaction of alumni with current students through live case studies, internships/co-ops and employment. This relationship is currently not managed and needs improvement if the School of Business wants its students to benefit from alumni interaction.

5. Knowledge Areas to Consider

Stakeholders also provided insight as to major changes in our environment leading to things we need to attend to during this program revision process. Representatives from our regional economic eco-space have suggested a wide set of programming elements that should be considered. The following table presents the topics raised in alphabetical order and provides statements to help give context as provided. These suggestions generally go beyond staying on top of changes in our existing fields and offering elective courses. They represent suggested programs or program foci in specific areas.

Subject	Statements
Accounting Advisor	A growth area.
Business Analytics	They need stronger business analytics
Cryptocurrency and Blockchain Technology	Your graduates better know about blockchain technology because it will cause a dramatic shift in how companies operate and move products. No other university is focusing on this.
Entertainment Management	A new casino will open with a need for accounting and entertainment management
Entrepreneurship	<p>Entrepreneurship is huge and is part of our own strategic process to strengthen the pipeline of entrepreneurship in the city</p> <p>Entrepreneurship, Community or Economic Development is needed for the growing First Nation populations and increasing management needs.</p> <p>Social entrepreneurship reflects the increasing pressure from the market to have companies that exist for social purpose as much as or more than profit.</p>
Film Management	<p>Film industry will continue to grow and the opportunity is in post-production work for the University and maybe a collaborative program with Canadore.</p> <p>Film industry has grown through tax credits and NOHFC funding. The film industry doesn't manage money well and need help coordinating operations but this will only result in a few jobs for university graduates.</p> <p>The Business of film is very unique but there might be opportunities to add a degree onto Canadore's digital cinematography program.</p>
Financial Services	CFA and CPA as well as actuarial sciences
Human Resource Management	There are also jobs locally for well trained Human Resource professionals
International Business	<p>Especially for ex-pats and international mobility. It could be a general stream but cover pieces about mobility (e.g. HR and Finance).</p> <p>Definitely International Management which includes creation of business plans, entry strategies, business model changes, evaluating fiscal issues, risk identification, import/export duties</p>
Project Management	Project management knowledge seems to be very weak and PNP certification may represent an opportunity for partnering with the association
Real Estate Management	There is a limited number of programs in Canada (e.g. UBC)

Sales and Sales Management	CPSA sales association certification may represent a partnership opportunity because there are already agreements with other universities
Sport Tourism	North Bay has done well with sports tourism and there would be an opportunity for graduates of a program in that area. Sport tourism opportunities exist and could develop ways of building it further
Sustainability and Technology	It is a growing and important area. For example, the electricity consumption used to transfer data associated with someone watching a Netflix movie. This needs to be managed.

Some of these topics (e.g. First Nation, Financial Services, Innovation/Entrepreneurship, Sport Tourism) were discussed by other stakeholders in the process as positive or negative. Others had some critical feedback about the knowledge areas of our graduates (i.e. Accounting basics, writing skills) as well as some other suggestions (i.e. project management).

We are respectful of the first nations people; we could be on the front lines of the indigenization reconciliation. Indigenous management is an opportunity. (Faculty)

Some institutions are offering their own training programs; we should not duplicate. For instance, TD Bank offers any employee who expresses interest, the opportunity for him/her to take, at no cost, all the courses necessary to become a financial advisor - I have talked to some that have a Psychology degree and are now working as a financial advisor. (Faculty)

We could offer a broader variety of courses and programs to our students, ones that are relevant to today and tomorrow. Also perhaps more opportunities to for students to make their resume attractive to stand out. (Faculty)

We need to couple information technology with our courses, perhaps app development or similar subjects. (Faculty)

We're moving away from old things constantly, important to track the changes and be aware of it. Classes centered around innovation to prepare for what's next. (Alumni)

As an alum, I was not set up well for entrepreneurship and struggled with the transition to the workplace. (Alumni)

Graduates are missing a thorough understanding of accounting basics and struggle with some simple aspects like bookkeeping. (Employer)

Some details pertaining to business planning such as with income statement items. (Employer)

Their writing skills are weak. They also need to be versatile and move easily to different tasks in a changing environment with transferable skills. (Employer)

Project management is important because every new graduate is likely to experience a project at related tasks. But, stay away from the PMBOK and give them just the basics. (Employer)

Graduates don't have the ability to stand back and think about why something is happening and what the options are. They can't sort the relevant from the irrelevant. (Employer)

With a growth in dashboards and IT projects, we need people who can project manage as well as do business analytics to mine the data. (Employer)

There is growth in sport tourism and a need to coordinate efforts within the community. (Employer)

Implications:

Venn Can We Do It? Or, What's Up Doc?- The Venn diagram reference is about finding the overlap of interests in the regional eco-system with the School's own area of expertise and interests for future direction. Gaps may or may not represent areas of investment needed. Yet, the School needs to decide how to leverage its expertise in a way which delivers graduates to the regional eco-system and beyond. An engineer once explained to me that he could build any structure I wanted but that it depended upon two considerations - time and money. This appears to be true for the School of Business given the plethora of ideas from local employers. However, this input is extremely valuable as the School determines what has the greatest upside potential for a revised program. What program and with what elements need to be developed with the staying power for the next 10-20 years?

Recommendations for the School of Business

The following are some key recommendations based on the input from stakeholders and the thematic analysis in the previous sections. The themes in the comments provided a few points of convergence that should be heeded in the revision process. The recommendations below represent ideas that can be implemented by the School

Build the ‘Castle on the Hill’ - The School needs to build a program it can be proud of in promoting to local employers and in recruiting new students. This will involve seeking new ways to develop the School into a place of knowledge, a place of experience, and a place of learning. The program should become an attraction for students and stimulate envy among our peer schools.

The School can integrate some good practices that are in high demand by students and employers. This means integrating more experiential learning opportunities and implementing a co-op program. The ‘co-op’ label is important as indicated by explicit comments because it is a recognized piece of reputable schools of business. This will have to be implemented consistently with the School’s context. But, starting small with a set of 10-15 local employers would be enough for a competitive, late entry program element. There were as many spot indicated through this input process and there remain other employers to approach. The School should re-examine the proposal previously constructed by Dr. Brown for further ideas on moving this forward. The notion of a “full-op” is quite interesting as it may also suit the needs of a few local employers. Thinking about how a “full-op” program could work in the upper years may create a new approach to higher education and lend itself well to organizational partnerships. This will require a placement officer but this individual would also be a valuable resource for maintaining connections with alumni and the business community as a whole.

The program revision process is an opportunity to boldly go where no Ontario business school has gone before. The School should consider some of the elements in the Exemplar Business Program document that was circulated to faculty. Some ideas from the exemplars should be molded into a unique program that addresses the ideas and criticisms shared by stakeholders to attract strong students and match the needs of the regional eco-space. This is the time to implement a tested concept into the Ontario business school space.

A revised program with bold new pieces will enhance the School’s reputation over time. However, the School needs to develop a communication strategy to support this reputation enhancement. In addition, the School should consider a customized approach to student recruitment for the revised program separate from the University so potential students are reached with appropriate messaging. This would include targeted scholarships to bring strong students into newly launched areas. The School should also seek to enhance its reputation through program rankings. This would involve achieving a better understanding the School rating methods (e.g. MacLean’s) and develop a plan to climb up the reputational ranks. If that is not possible because of a skew towards the larger and more established business schools, the School should develop a media partner or association to develop a ranking system for smaller business schools.

‘Wake up, you need to make money’ - The School has to reconsider previously sacred programmatic areas and rationalize current stream offerings with low enrollment or less relevant topical areas. Low

enrollment situations has led to limited program offerings and disappointment among affected students. The inclusion of less relevant elements provides a burden on students and on the resources of the School. Divesting from some areas will allow the School to refocus resources and energy on fresher and stakeholder relevant areas. This may be the most painful aspect of the revision process for faculty but they need to be ready to let go in order to build something new that resonates with other important stakeholders.

The Northerner - Be the Northerner that we are. The idea of a Northerner encapsulates someone who is tough and resilient yet supportive and nurturing in small communities. These are already reflected by stakeholders in their description of the School and their experience with it. However, there are opportunities to use the characterization as a guide in program development. For instance, the tough and resilient attributes associated with the north are also highly relatable and relevant to entrepreneurship and innovation. In addition, the supportive and nurturing environment should be retained where students learn to be driven yet collaborative business professionals capable of solving complex business problems in existing organizations or starting up a scalable business of their own. Of course, the size small concept needs to be considered and reflected in elements of the revised program as well as any communication effort. But, remember, this idea is bigger than small class sizes as it is related to the culture of the School and the experience that students have.

The School needs to consider rituals as part of building the revised program. Decisions need to be made about what rites of passage are to be included and where they are placed in the program. This aspect is important to develop a sense of pride among the student body, increase student involvement earlier in their time at Nipissing, improve retention of students and eventually enhance the alumni experience. There are good examples already in practice at other universities. For instance, one business school has an induction ceremony for first year students during week one. In another example, a cohort-based approach could be used for an integrative learning term where students share a common project(s) among the main disciplines of finance, marketing, management and information systems. Additionally, core courses should be completed on campus to help foster a sense of cohesion among students, improve the Nipissing student experience and enhance recruitment and retention. This can make the student experience unique at the School of Business and should reflect the characteristics of a Northerner (i.e. tough, resilient, supportive, nurturing).

Integrate Technology Better - Technology in the business professional context will continue to change and evolve. The School should consider integrating some software basics into the curriculum. For example, students should have a high level of familiarity with typical office software (e.g. Word, Excel, PowerPoint). There may also be some disciplinary software to integrate as well for students specializing in that profession (e.g. accounting). The School cannot include every software package into the learning of a business program and employers will train new hires on their own specific software. However, we do need to graduate professionals with a comfort in dealing with technology as a user but also interacting with IT professionals. Graduates need to be able to adapt to different interfaces and learn features quickly to help them in their job.

Other technological elements can be used to enhance the learning environment. Simulations and other software come at an additional cost that cannot be passed along to students. The School needs to find budgetary room to support simulation software or other products (e.g. Bloomberg terminal) to support learning in the different professional areas.

Appendix

Faculty Focus Group Moderator Guide

Moderator will:

1. Introduce myself and thank participants for agreeing to come.
2. Discuss goal of the focus group.
 - Objectively listen to your experiences and understand perceptions about the School of Business.
3. Explain guidelines and process clearly, noting the following particulars:
 - Please talk **one at a time**.
 - **Avoid conversations** with neighbour(s) (i.e., one speaker at a time).
 - We'd like to hear from everyone, but you **do not need to answer any questions**.
 - Feel free **to respond directly** to someone who has made a point. We want to encourage a group dialogue.
 - Don't be swayed by the group. **We want your opinion**.
 - If you do not feel comfortable on a topic or a question, **you do not need to answer or respond**.
4. Address disclosure.
 - Everything said here will be in strict confidence. Nothing said in this group will be associated with **any individual by name**. All results will be reported anonymously.
 - We would **ask that you also maintain confidentiality** of what is said in this group.
 - Your participation in this group is **entirely voluntary**. You do not have to answer any questions that you do not wish to answer. You may withdraw at any time.
 - This session is being **audio-taped so that we can write an accurate report**. Upon completion of the research, the recording will be deleted.
 - School of Business staff and my colleagues are in the observation room and **will be watching the session**.

Discussion Topics (90 Minutes)

Introduction

- Welcome the participants to the session and have them introduce themselves by briefly discussing their favourite teaching experience.

Introduce the Topic

- Introduce the following questions as pertaining to **your views of business education in general**.
 - What do you think is important to students when selecting a business school to attend?
 - What do you think they want from a business school education?

Second Topic

- Explore the student **experience** with the Nipissing University School of Business
 - How would you describe the student experience at the Nipissing University School of Business?
 - In your view, what does the Nipissing University School of Business do well?
 - In your view, what could the Nipissing University School of Business do better?
 - What major external environment changes do we need to pay attention to?
 - Are there natural partners with whom we need to explore partnerships?

Third Topic

- How would you describe the **Nipissing School of Business as a person**? What **activity** would you want to share with that person? How would you describe the **ideal business school** as a person?
- What would you tell a high school student about the Nipissing University School of Business?
- Do you believe students receive **good value** from Nipissing? Probe about concept of value and how they assess it based on the following:
 - Classroom experience
 - Support services
 - Social opportunities
 - Interaction with faculty
 - Opportunities

Fourth Topic

- What is the **most memorable educational experience** at Nipissing University? Probe reasons.

Closing

An opportunity will be given for a short comment by any participant if they have any. Thank them for their input. The information will be helpful as we plan the future of the School of Business.

Student Focus Group Moderator Guide

Discussion Topics (90 Minutes)

Introduction

- Welcome the participants to the session and have them introduce themselves by briefly discussing their favourite educational experience (any grade).

Introduce the Topic

- Introduce the following questions as pertaining to your views of **business education in general**.
 - What was important to you in selecting a business school to attend?
 - What do you want from a business school education?

Second Topic

- Explore your **experience** with the Nipissing University School of Business
 - How would you describe the student experience at the Nipissing University School of Business?
 - In your view, what does the Nipissing University School of Business do well?
 - In your view, what could the Nipissing University School of Business do better?
 - What major external environment changes do we need to pay attention to?

Third Topic

- How would you describe the Nipissing School of Business as a **person**? What **activity** would you want to share with that person? How would you describe the **ideal** business school as a person?
- What would you **tell a friend of a younger sibling** about the Nipissing University School of Business?
- As a current student do believe you are receiving **good value**? Probe about concept of value and how they assess it based on the following:
 - Classroom experience
 - Support services
 - Social opportunities
 - Interaction with faculty
 - Opportunities

Fourth Topic

- What is the **most memorable** educational experience at Nipissing University? Probe reasons.

Closing

An opportunity will be given for a short comment by any participant if they have any. Thank them for their input. The information will be helpful as we plan the future of the School of Business.

Alumni Focus Group Moderator Guide

Discussion Topics (90 Minutes)

Introduction

- Welcome the participants to the session and have them introduce themselves by briefly discussing their favourite educational experience (any grade).

Introduce the Topic

- Introduce the following questions as pertaining to your views of **business education in general**.
 - What was important to you in selecting a business school to attend?
 - What did you want from a business school education?

Second Topic

- Explore your **experience** with the Nipissing University School of Business
 - How would you describe the student experience at the Nipissing University School of Business?
 - In your view, what does the Nipissing University School of Business do well?
 - In your view, what could the Nipissing University School of Business do better?
 - What major external environment changes do we need to pay attention to?

Third Topic

- How would you describe the Nipissing School of Business as a **person**? What **activity** would you want to share with that person? How would you describe the **ideal** business school as a person?
- What would you **tell a high school student** about the Nipissing University School of Business?
- As an alum do believe you received **good value** from Nipissing? Probe about concept of value and how they assess it based on the following:
 - Classroom experience
 - Support services
 - Social opportunities
 - Interaction with faculty
 - Opportunities

Fourth Topic

- What is the **most memorable educational experience** at Nipissing University? Probe reasons.

Closing

An opportunity will be given for a short comment by any participant if they have any. Thank them for their input. The information will be helpful as we plan the future of the School of Business.

High School Student Survey

Business School Questionnaire

Thank you for your willingness to participate in this study. We are interested in your views of business education and appreciate the time you take to complete this questionnaire. It should take between 5-10 minutes and the insight you provide will be valuable in business school curriculum development.

1. Where do you live?

- ☐ Southern Ontario
- ☐ Northern Ontario
- ☐ Outside of Ontario

2. Gender

- ☐ Female
- ☐ Male
- ☐ Prefer not to answer

3. Are you interested in studying business at an Ontario university? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Continue »

4. What specific aspects of studying business interest you?

5. What is important to you in selecting a business school to attend?

6. What makes a business school interesting to you?

7. What do you want from a business school education?

8. What do you know about the business program at Nipissing University?

9. In your view, what does the Nipissing University School of Business do well?

10. In your view, what could the Nipissing University School of Business do better?

11. What do you expect would be the student experience at the Nipissing University School of Business?

BACK

SUBMIT

Employer Interview Questions

How would you describe graduates from the Nipissing University School of Business?

In your view, what does the Nipissing University School of Business do well?

In your view, what could the Nipissing University School of Business do better?

What major trends do we need to pay attention to?

Are there opportunities to explore partnerships with you in a new curriculum?

**Report of the
Undergraduate Studies Committee**

November 29, 2018

The meeting of the **Undergraduate Studies Committee** was held on Thursday, November 29, 2018, at 10:00 am in F214. The following members attended:

Arja Vainio-Mattila
Carole Richardson
Chris Hachkowski
Nicolai McKenzie

John Nadeau
Debra Iafrate
Ali Hatef

Pavlina Radia
Lanyan Chen
Dana Murphy

Jane Hughes, Recording Secretary

Absent with Regrets: Laurie Peachey, Astrid Steele, Keenan Kearney, Hannah Mackie

Guests: Natalya Brown, Rick Fehr, John Kovacs, Tammie, McParland, Crystal Pigeau, Sal Renshaw, Mary Pat Sullivan

Subcommittee Reports:

The Reports of the Undergraduate Standing and Petitions Subcommittee dated October 24, 2018 and November 14, 2018 were received.

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

Respectfully submitted,



Dr. Arja Vainio-Mattila
Provost & Vice-President, Academic & Research

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated November 29, 2018.

FACULTY OF ARTS AND SCIENCE**English**

MOTION 2: That Senate approve the course title revision for ENGL 3617 from ‘Popular Fiction’ to ‘Topics in Popular Fiction’ as outlined in the attached document.

MOTION 3: That Senate approve the course title revision for ENGL 3606 from ‘Popular Culture’ to ‘Topics in Popular Culture’.

FAPA

MOTION 4: That Senate approve the banking of the following courses:

FAVA 1008 Arts Practice: Drawing
FAVA 1009 Arts Practice: Printmaking
FAVA 2406 Drawing: Image and Ideation
FAVA 2127 Printmaking: Lithography
FAVA 2516 Community-Based Practice
FAVA 3097 Explorations in Drawing
FAVA 3057 Explorations in Painting
FAVA 3136 Advanced Printmaking
FAVA 3146 Explorations in Sculpture
FAVA 3106 Interdisciplinary Practice

**Gender and Equality/School of Criminology and Criminal Justice/Sociology and Anthropology/
Social Welfare and Social Development/Political Science**

MOTION 5: That Senate approve the creation of a Minor in Human Rights as outlined in the attached document.

Geography

MOTION 6: That Senate approve that Geography 3606: A Geography of Western Europe” be unbanked.

MOTION 7: That Senate approve the course title revision of GEOG 1016 from “Introduction to Human Geography” to “People, Place and Environment”.

MOTION 8: That Senate approve the course title revision of GEOG 2107 from “Climatology” to “GEOG 2107 Weather and Climate”.

MOTION 9: That Senate approve the course title revision of GEOG 2106 from “Geomorphology” to “Landscapes and Surface Processes”.

MOTION 10: That Senate approve the course title revision of GEOG 2017 from “Introduction to Geomatics” to “GIS and the Earth from Space”.

MOTION 11: That Senate approve a modification of the course description for GEOG 3306 Population Geography as outlined.

History

MOTION 12: That Senate approve the banking of the following list of courses currently listed under History in the Nipissing University Academic Calendar:

HIST 2366: Family & Society in Canada
HIST 3217: Topics in Nineteenth Century Canadian History
HIST 3226: Topics in Canadian Regional History
HIST 3256: History of Ontario: Selected Topics I
HIST 3257: History of Ontario: Selected Topics II
HIST 3287: Canadian Working Class History
HIST 3357: British North America
HIST 3406: Themes in the Social History of Modern Britain
HIST 3926: History & Historians: Ideas and Methods

Native Studies

MOTION 13: That Senate approve the creation of “NATI 1506 On the Land/From the Land: Indigenous Worldviews” as outlined in the attached template.

MOTION 14: That Senate approve the creation of “NATI 1507 Critical Learning Skills in Indigenous Contexts” as outlined in the attached template.

Political Science

MOTION 15: That Senate approve the course title revision for POLI 2307 from “The Cold War & After” to “The Cold War to 9/11” with accompanying changes to the course description as outlined.

MOTION 16: That Senate approve the creation of “POLI 3226 American Foreign Policy in the 21st Century” as outlined in the attached template.

MOTION 17: That Senate approve the creation of “POLI 3256 Multiculturalism in Canada and the World” as outlined in the attached template.

MOTION 18: That Senate approve that POLI 3226 American Foreign Policy in the 21st Century be added to the list of electives for the Certificate in Peace and Violence Prevention Studies.

Psychology

MOTION 19: That Senate approve the creation of PSYC 3007 - Science of Mind Reading as outlined in the attached template.

MOTION 20: That Senate approve the modification of the course structure description of PSYC 4706 Advanced Neuroanatomy.

FACULTY OF APPLIED AND PROFESSIONAL STUDIES**Nursing**

MOTION 21: That Senate approve that the course NSGD 2147 – Professional Nursing Practice be created as a major modification to the RPN to BScN Blended Learning Program.

- MOTION 22: That Senate approve that NSGD 2116 – Health Challenges I be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 23: That the Undergraduate Studies Committee recommend to Senate that NSGD 2117 - Health Challenges II be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 24: That Senate approve that NSGD 3336 – Culture and Nursing Practice be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 25: That Senate approve that the prerequisite for NSGD 3036 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 26: That Senate approve that NSGD 2216 - Critical Inquiry and Evidenced Informed Practice be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 27: That Senate approve that NSGD 3216 – Research in Nursing Practice be created as a major modification to the RPN to BScN Blended Learning Program
- MOTION 28: That Senate approve that NSGD 4136 – Complex Health Challenges I be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 29: That Senate approve that NSGD 4137 - Complex Health Challenges II be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 30: That Senate approve that NSGD 4777 – Leadership in Action be created as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 31: That Senate approve that the prerequisites for NSGD 2007 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 32: That Senate approve that the prerequisites for NSGD 2017 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 33: That Senate approve that the prerequisites for NSGD 3006 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 34: That Senate approve that the prerequisites for NSGD 2106 be changed as a major modification to the RPN to BScN Blended Learning Program as outlined in the course change template.
- MOTION 35: That Senate approve that the course NSGD 2047 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 36: That Senate approve that the course NSGD 2107 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 37: That Senate approve that the course NSGD 2016 be removed as a major modification to the RPN to BScN Blended Learning Program.

- MOTION 38: That Senate approve that the course NSGD 4016 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 39: That Senate approve that the course NSGD 4036 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 40: That Senate approve that the course NSGD 4007 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 41: That Senate approve that the course NSGD 4017 be removed as a major modification to the RPN to BScN Blended Learning Program.
- MOTION 42: That Senate approve that the current program outcomes be replaced with the revised program outcomes as a major modification to the RPN to BScN Blended Learning Program.

Social Work

- MOTION 43: That Senate approve the revision of the course description for SWRK 4426 Social Work with Children and Families.
- MOTION 44: That Senate approve the revision of the learning outcomes for SWRK 4426 Social Work with Children and Families.
- MOTION 45: That Senate approve the revision of the learning outcomes for SWRK 3505 Field Practicum I.
- MOTION 46: That Senate approve the revision of the learning outcomes for SWRK 4605 Field Practicum II.
- MOTION 47: That Senate approve the revision of the course description for SWRK 4316 Indigenous Child Welfare.
- MOTION 48: That Senate approve the revision of the learning outcomes for SWRK 4316 Indigenous Child Welfare.
- MOTION 49: That Senate approve the revision of the course description for SWRK 3406 Indigenous Perspectives in Social Work.
- MOTION 50: That Senate approve the revision of the learning outcomes for SWRK 3406 Indigenous Perspectives in Social Work.



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

October 24, 2018

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee held on October 24, 2018.

PRESENT: Debra Iafrate, Callie Mady, Andrew Weeks, John Nadeau, Tony Parkes,
Alison Schindler-Ivy, Denyse Lafrance-Horning, Hannah Mackie

ABSENT WITH REGRETS: Keenan Kearney

GUESTS: Heather Brown, Crystal Pigeau, Ken McLellan, Casey Phillips

1. Petitions Heard: 11

	APPROVED	DENIED
Admission/Readmission	0	0
Late Registration	2	0
Late Withdrawal	3	0
Degree Requirements Waived/Altered	5	1

Deferred: 0

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', with a large loop at the bottom.

Debra Iafrate, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated October 24, 2018 be received.



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

November 14, 2018

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee held on November 14, 2018.

PRESENT: Debra Iafrate, Carole Richardson, Andrew Weeks, John Nadeau, Alison Schindler-Ivy, Denyse Lafrance-Horning, Nicolai Mackenzie

ABSENT WITH REGRETS: Tony Parkes, Keenan Kearney, Hannah Mackie

GUESTS: Heather Brown, Crystal Pigeau, Ken McLellan

1. Petitions Heard: 9

	APPROVED	DENIED
Admission/Readmission	0	0
Late Registration	0	0
Late Withdrawal	6	0
Degree Requirements Waived/Altered	2	1

Deferred: 0

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Debra', with a large, stylized loop at the bottom.

Debra Iafrate, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated November 14, 2018 be received.

That the Department of English Studies recommend to ARCC the course title revision for ENGL 3617 from Popular Fiction to Topics in Popular Fiction.

That the Department of English Studies recommend to ARCC the course title revision for ENGL 3606 from Popular Culture to Topics in Popular Culture.

The rationale for these changes is to achieve consistency with other “Topics in” courses in the program and to make it easy for the topic to be displayed on WebAdvisor when students are choosing their courses.

Proposed by Sarah Winters, Chair of English Studies

19 October 2018

Submitted to: ARCC

Submitted by: Department of Fine and Performing Arts

Date: Oct 19th 2018

Rationale:

The department does not expect to offer the courses in the next few years.

Motion #1

That ARCC approve the banking of the following courses:

- FAVA 1008 Arts Practice: Drawing
- FAVA 1009 Arts Practice: Printmaking
- FAVA 2406 Drawing: Image and Ideation
- FAVA 2127 Printmaking: Lithography
- FAVA 2516 Community-Based Practice
- FAVA 3097 Explorations in Drawing
- FAVA 3057 Explorations in Painting
- FAVA 3136 Advanced Printmaking
- FAVA 3146 Explorations in Sculpture
- FAVA 3106 Interdisciplinary Practice

Proposal for a Minor in Human Rights

September 18, 2018

Rationale: The field of human rights is a growing, popular area of study. It has high attraction for students who encounter human rights issues in their everyday lives, whether through personal experience or reading about it in the news or social media. The study of human rights connects to a wide range of personal and professional opportunities and applications. There are significant offerings across the Faculty of Arts that pertain to the study of human rights. The Minor proposal draws on existing resources in order to officially credit students for education in a field of study that employers, graduate schools, and law schools recognize. Furthermore, the human rights minor will enable us to gauge student interest, and, should there be sufficient demand, will serve as the building block for an eventual multi- and interdisciplinary BA in Human Rights. The minor is available to any graduating student.

Description: This Minor in Human Rights provides students with an inter- and multidisciplinary foundation in the theory and practice of human rights as broadly defined, including their applicability to nonhuman persons. It provides critical insight into a range of human rights violations and remedies across civil, political, social, economic, and cultural areas in both domestic and international contexts. It engages human rights from critical race, Indigenous, post-colonial and feminist perspectives, examining both the power and limits of human rights in struggles for justice.

Minor Requirements:

The minor in Human Rights consists of 18 credits as outlined below:

All of:

GEND 2187	International Human Rights	3
POLI 2407	Great Political Questions II	3
SWLF 3006	Social and Economic Justice	3

Nine Credits of:

ANTR 3027	Anthropology, Aboriginal Peoples, and The Law	3
ANTR 3006	Anthropology of Development in the Canadian North	3
CRJS 1206	An Introduction to Canadian Law	3
CRJS 3086	Law and Society	3
CRJS 3416	Indigenous Legal Studies	3
GEND 2036	Environmental Justice	3
GEND 2057	Selected Topics in Human Rights and Social Justice	3
GEND 2086	Animal Rites	3
GEND 2147	Bodies, Borders, and Belonging	3
GEND 2157	Case Studies in Gender and the Law	3
GEND 2226	Case Studies in Violent Conflict	3

GEND 2277	Genocide and Mass Violence in Rwanda	3
GEND 2516	Violence, Race and Law	3
GEND 2526	Prisons, Race, & Gender	3
GEND 3036	Global Social Movements	3
GEND 3057	Selected Topics in Human Rights and Social Justice	3
GEND 3066	Invasion & Resistance	3
GEND 3067	HIV/AIDS Health and Social Change (every other)	3
GEND 3127	Gender, Globalization and Human Rights (every other)	3
GEND 3207	The United Nations and the Responsibility to Protect	3
GEND 3227	Justice after Atrocity	3
HIST 3286	Taking Liberties: Human Rights in Canadian History	3
NATI 1005*	Madjitang, in the Beginning... An Introduction to Native Studies	6
POLI 3306**	Special Topics:	3
SWLF 2007	Poverty and Social Policy	3
SWLF 3166	Housing and Homelessness	3
SWLF 3506	Social Change for Social Justice	3
SWLF 3706	Crime, Wealth and Poverty	3
SWLF 3807	Social and Political Violence	3
UNIV 3006	Experiential Learning in Arts and Science	3

Special topics courses in any discipline approved by the Dean in consultation with faculty may also count toward the Human Rights Minor.

Organizing Committee: Rosemary Nagy, Larry Patriquin, Manuel Litalien, Leslie Thielen-Wilson, James Murton, Toivo Koivukoski.


*We anticipate including two forthcoming NATI courses on Indigenous Governance and Contemporary Indigenous Issues.

**This special topics course is in process of getting its own course code

MOTION: That the Minor in Human Rights be approved.

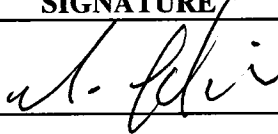
DEPARTMENTAL CURRICULUM APPROVAL FORM

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
School of Criminology and Criminal Justice	Jane Barker		18 Sept. 2018


DEPARTMENTAL CURRICULUM APPROVAL FORM

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Sociology and Anthropology	Amir Erfani (the Chair)		October 3, 2018

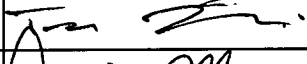
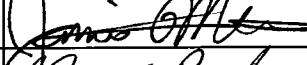

DEPARTMENTAL CURRICULUM APPROVAL FORM

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Social Welfare and Social Development	LANYAN CHEN		September 19, 2018

DEPARTMENTAL CURRICULUM APPROVAL FORM

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Political Science	Toivo Koivukoski		Sept 18/2018
History	Jamie Morton		Sept 21, 2018
Native Studies	Renee Bedard		Sept. 21, 2018

DELETING/BANKING

MOTION 1: That Geography 3606: A Geography of Western Europe” be unbanked

Rationale: The unbanking of this course provides a regional course option for fulfilment of requirements for Honours Specialization in Geography, Specialization in Geography, Honours Specialization in Environmental Geography (BA), Specialization in Environmental Geography (BA), Honours Specialization in Environment and Physical Geography (BSc), Specialization in Environment and Physical Geography (BSc)

Impact that this change will have on program requirements and on other courses: None

MODIFYING COURSE NAME - NON SUBSTANTIVE

MOTION 2: That the name of the course GEOG 1016 Introduction to Human Geography be changed to GEOG 1016 People, Place and Environment

Rationale: Several geography departments across Canada have updated the title of this course to reflect the increasing importance of the environment. For example: Carlton University-People, Places, and Environments; Ryerson University-Environment and Sustainability; St. Mary’s University-People, Place, and Environments, Thompson River University-People, Place, and Landscapes: Introducing Human Geography; University of British Columbia-Geography, Environment, and Globalization; University of Guelph-Human Impact on the Environment; University of Northern British Columbia-Environments and People: The Geography of Natural Hazards; University of Waterloo-Geography and Human Habitat; University of Winnipeg-Introduction to Human Geography: People, Culture, and Environment.

Impact that this change will have on program requirements and on other courses: None

MOTION 3: That the name of the course GEOG 2107 Climatology be changed to GEOG 2107 Weather and Climate

Rationale: The revised title is more consistent with the course content and description and communicates this more clearly to a broad audience. Moreover, the title is used elsewhere in equivalent courses. For example, Western offers geography 2310A Weather and Climate and Queen’s geography department offers GPHY 209 Weather and Climate.

Impact that this change will have on program requirements and on other courses: None

MOTION 4: That the name of the course GEOG 2106 Geomorphology be changed to GEOG 2106 Landscapes and Surface Processes

Rationale: The new title is a better descriptor of the course content and likely more understandable to the broader audience. The new title is similar to equivalent courses elsewhere (e.g. Carleton Geog2014- The Earth’s Surface, Brock’s Geog2P05: Earth Surface Processes).

MOTION 5: That the name of the course GEOG 2017 Introduction to Geomatics be changed to GEOG 2017 GIS and the Earth from Space

Rationale: Although appropriate the term geomatics is not often used beyond the discipline of geography. This is an issue as we proceed to open up and attract students from outside our discipline. The term GIS is more readily understood and is in fact already used in the titles of our two advanced topics in this field. The Earth from space reflects the remote sensing component of this courses and we believe will be better understood by a broader audience. Comparatively, the University of Guelph offers two second year courses on these topics entitled Mapping and GIS (GEOG 2480) and The Earth from Space (GEOG 2420).

Impact that this change will have on program requirements and on other courses: None

MODIFYING COURSE DESCRIPTION - NON SUBSTANTIVE

MOTION 6: That the following course description for GEOG 3306 Population Geography be changed.

As it presently stands the course description is:

The study of populations is central to private and public sector planning. With population age structures as a starting point, this systematic geography course considers trends that affect decision-making in the private and public sectors. Fundamental demographic indicators such as socio-professional structures and mobility within major human concentrations are introduced. Computer applications are employed.

The new course description would be:

Students examine trends in population at several scales (global, national, regional, urban) and the population processes (fertility, mortality, migration) that shape them. Further, population processes are investigated through political, economic, cultural, and environmental influences.

Rationale: The course description is updated to better reflect course content.

Impact that this change will have on program requirements and on other courses: None

Banking of History Department Courses

Motion: That Senate approve the banking of the History courses on the attached list.

Rationale: These courses are all associated with programs or requirements that no longer exist or faculty members who are no longer part of the department. In the interests of supplying accurate information to students, the department proposes banking these courses. Should a faculty member wish to teach on any of these subjects they can do so under one of the department's topics courses.

HIST 2366: Family & Society in Canada

HIST 3217: Topics in Nineteenth Century Canadian History

HIST 3226: Topics in Canadian Regional History

HIST 3256: History of Ontario: Selected Topics I

HIST 3257: History of Ontario: Selected Topics II

HIST 3287: Canadian Working Class History

HIST 3357: British North America

HIST 3406: Themes in the Social History of Modern Britain

HIST 3926: History & Historians: Ideas and Methods

<i>measurable and in active voice)</i>	<ol style="list-style-type: none"> 1. An awareness for Indigenous ways of knowing and Indigenous worldviews. 2. Knowledge of the roles and ethical uses of Indigenous ways of knowing in universities. 3. An understanding of reconciliation and decolonization in academic institutions. 4. Knowledge of the multi-faceted aspects and applicability of land-based and community-based knowledge in Indigenous contexts. 5. Comprehensive understanding of strengths-based approaches to Indigenous ways of knowing in the university. 6. An appreciation for land-based pedagogies in informing Indigenous education.
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<p><i>voice)</i></p>	<ol style="list-style-type: none"> 2. Effective skills for reading academic essays, primary documents, media, and government reports focusing on Indigenous peoples. 3. An immersive knowledge of self-reflective, creative, and essay writing techniques on matters of personal, cultural, social, historical, and political interest. 4. An advanced ability to identify and use research methods for essay writing through the use of library and digital databases of relevance to Indigenous peoples. 5. A broad understanding of university environments from Indigenous perspectives. 6. A critical self-awareness of the role Indigenous and western pedagogies serve in Indigenous education.
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1. Substantive Change to a Course

MOTION: That Senate approve that the course title and description for POLI 2307 The Cold War & After be changed to The Cold War to 9/11 with the following new course description.

A) Descriptive Data:

Course Code	POLI 2307
Course Title	The Cold War to 9/11
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	In this course, students explore Cold War politics and American foreign policy between 1945 and September 11 th , 2001. What started the Cold War and how did it end? How did American foreign policy transform in the post-Cold War period? These questions and others are answered through an exploration of ideology, the balance of power, international institutions and the rise of global terrorism. This course may be credited towards History.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	Click here to enter hours per week (ie. 2 hours of lecture and 2 hours of lab)
Hours of contact time expected per term	Click here to enter hours per term (ie. 36 or 72)
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes	Students who successfully complete this course will demonstrate

(6-8 points, visible, measurable and in active voice)	Click here to enter Outcomes
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Rationale:

As this course was originally introduced in 2004, international relations has changed and progressed. In turn, the exploration of the “Cold War and After” requires more than one three credit course. With the introduction of “American Foreign Policy in the 21st Century,” the scope of POLI 2307 can be focused on the manageable period between 1945 and 2001.

Existent Description:

This course is a study of Cold War politics and its continued influence on contemporary international relations. What started the Cold War and how did it end? This question will be answered by exploring the practical and ideological divisions that divided the planet in the decades following World War II. This course may be credited towards History.

MOTION: That ARCC approve the addition of **POLI 3226 American Foreign Policy in the 21st Century**” as per the attached supporting document.

Rationale:

To increase the Political Science course offerings in the area of International relations and Canadian Politics

A) Descriptive Data:

Course Code	POLI 3226
Course Title	American Foreign Policy in the 21 st Century
Course Credits	<input type="checkbox"/> 3 credits ✖ 6 credits ✖ Other Click here to specify
Course Description	In this course, students explore the historical and political issues at the foundation of contemporary American foreign policy. While this will include a review of critical events in the 20 th century, the emphasis will be on the post-9/11 period including the wars in Afghanistan and Iraq, the ongoing “war on terror” and relations with major powers including Russia and China. Special consideration will be given to the role of the presidency.
Course Prerequisite	POLI 2307
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture ✖ tutorial ✖ laboratory work ✖ studio work ✖ private study ✖ service learning ✖ seminar ✖ clinical practice ✖ practical work ✖ online delivery ✖ independent study
Hours of contact time expected per week	3 hours of lecture
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit	Does this course have program implications?

course to a 3 credit course)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input checked="" type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate <input type="checkbox"/> an ability to write clearly and with purpose on issues of international relations and foreign policy; <input type="checkbox"/> the skill of analyzing articles of varying complexity on international topics; <input type="checkbox"/> a sophisticated awareness of the major themes, events, structures, and actors that have influenced US foreign policy, both historically and in the contemporary era; <input type="checkbox"/> an ability to evaluate different approaches to the analysis of US foreign policy; <input type="checkbox"/> a capacity to offer a critical evaluation of US foreign policy; <input type="checkbox"/> application of the major theories of presidential behavior to the contemporary office.

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

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock		POLI 2P97 The Government and Politics of the United States
Carleton	PSCI 4606 American Foreign Policy	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.

Lakehead	Click here to enter text.	Political Science 3619 Foreign Policies of the Major Powers
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	POLSCI 3I03 Topics in American Politics
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	POLS 367: American Foreign Policy	Click here to enter text.
Toronto	POL326Y1Y United States Foreign Policy	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	PSCI 282: Comparative Foreign Policy
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	02-45-361 (01) U.S. Foreign Policy	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION: That ARCC approve the addition of **POLI 3256 “Multiculturalism in Canada and the World”** as per the attached supporting document.

Rationale:

To increase the Political Science course offerings in the area of International relations and Canadian Politics

A) Descriptive Data:

Course Code	POLI 3256
Course Title	Multiculturalism in Canada and the World
Course Credits	<input type="checkbox"/> 3 credits ✕ 6 credits ✕ Other Click here to specify
Course Description	In this course, students explore the history, politics, and philosophy of multiculturalism with an emphasis on the Canadian experience. The study of the origins of multiculturalism in relation to liberalism and nationalism, the tension between individual and group rights, articulations of citizenship and cultural identity, demands for equality and the desire for cultural differentiation will be among the topics covered. Overall, the overarching goal of this course is to better understand the genesis, growth and potential decline of the multicultural state.
Course Prerequisite	POLI 2706
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Special Topics: Multiculturalism Political Science 3306 Fall 2017
Restriction	
Instructional Method	<input type="checkbox"/> lecture ✕ tutorial ✕ laboratory work ✕ studio work ✕ private study ✕ service learning ✕ seminar ✕ clinical practice ✕ practical work ✕ online delivery ✕ independent study
Hours of contact time	3 hours lecture

expected per week	
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p>✖ Yes <input type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p>✖ Yes <input type="checkbox"/> No</p> <p>• If yes, please specify: Certificate in Peace and Violence Prevention Studies</p>
Cross-Listing	<p>✖ Cross-Listed - this course may be credited towards</p> <p>Click here to enter cross-listing information</p>
<p>Learning Outcomes</p> <p><i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>Students who successfully complete this course will demonstrate</p> <p><input type="checkbox"/> an ability to write clearly and with purpose on issues of liberal democracy and multicultural policy;</p> <p><input type="checkbox"/> the skill of analyzing articles of varying complexity on liberalism, nationalism and multiculturalism;</p> <p><input type="checkbox"/> a sophisticated awareness of the major themes, events and policies that have influenced the development and practice of Canadian multiculturalism, both historically and in the contemporary era;</p> <p><input type="checkbox"/> an ability to compare and contrast different national policies on multiculturalism;</p> <p><input type="checkbox"/> a capacity to offer a critical evaluation of multicultural policy;</p> <p><input type="checkbox"/> an application of the major theories supporting and criticizing liberal democracies.</p>

PROPOSED COURSE: [Click here to enter proposed course code.](#)

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

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	POLSCI 3G03 Ethnicity and Multiculturalism: Theory and Practice	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	POL 3171 Immigration, Multiculturalism and Citizenship in Canada and Quebec	
Queen's	Click here to enter text.	POLS 388: Citizenship and Non-Citizenship
Toronto	POL467H1F The Politics of Immigration and Multiculturalism in Canada	Click here to enter text.
Trent	Click here to enter text.	POST 4272H – Challenges for Democracy and Global Order
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

MOTION: That ARCC recommend to the Arts and Science executive to approve the creation of **PSYC3007 - Science of Mind Reading** as outlined in the attached template.

A) Descriptive Data:

Course Code	PSYC3007
Course Title	Science of Mind Reading
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	In this course students evaluate psychological factors that support accurate mental state inferences (mind reading). Specifically, you discuss, present, and write about verbal, non-verbal, and physiological signals that people rely upon to infer people's emotional states, personality traits, and interpersonal communications. Students read research articles on topics such as children's theory of mind, how too much information undermines mind reading accuracy, and which regions of the brain support lie detection.
Course Prerequisite	Minimum three credits from: PSYC2006, PSYC2616, PSYC2716, PSYC2807
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	3 seminar hours per week
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? Yes <input type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course demonstrate 1) an understanding of how the modern models of mind reading accurately predict other people's mental states, personality traits, and communicative intent 2) an understanding of the methods used to measure verbal, non-verbal, and text-based signals of other people's internal states and thoughts 3) an understanding of research-design and how to create a research proposal

	4) a critical understanding of research findings through reading assignments, 5) an ability to effectively use spoken and written communication during discussions and evaluations of course content 6) an ability to recognize the limitations of existing study designs and evidence.
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B) Statement of Need:

Please indicate whether this is a required course for a specific degree(s), who is and how many are expected to enroll and a rationale about why this course is appropriate to Nipissing's offerings. This information is required by the Deans and is critical for consideration of new courses by the USC.

This course is not required for a specific degree. The course can serve as one of the 3-credit psychology courses needed towards various Psychology programs.

Students likely to enroll in this course will be in one of the following Psychology programs: Honours Specialization, Specialization, Major, and Minor. We also suspect that on occasion, non-psychology students will enroll in the course based on personal interest.

As a third-year seminar course, we estimate that 20 to 25 students will register for the course as it becomes known as a course offering. In the 2017 Fall semester, as a Special Topics course, 19 people completed the course.

The course content provides students with the opportunity to examine fundamental subjective, behavioural, and biological contributions for inferring other people's thoughts, feelings, personality tendencies, and communicative intent. Thus, the course complements and builds upon the standard psychology course offerings. Specifically, the course examines and integrates important concepts from several core psychology courses (Personality, Child Development, Emotion, Social Psychology, and Biopsychology) to generate insight and understanding on an important research topic with real-world applications. Moreover, surveys of our psychology students frequently reveal a need for more diverse content in third-year courses.

C) Comparative Data:

Comparative Data is strongly recommended but not required as part of the submission. This information will assist the Office of the Registrar to assess transfer credit for students transferring to Nipissing University.

Although we could not find a direct match to the proposed course, such a course may exist. If, in the future, a student suggests they have taken a similar course, we can evaluate the course outline/syllabus at the time to determine course-credit transfer. (We have received several such evaluation requests for other psychology classes over the last several years.)

Generally, specialized courses with a focus on mental states show some overlap with the proposed course. Below we highlight several courses which appear to share varying levels of overlap with our currently proposed course. The most closely related course (with an estimated 50% overlap) is a graduate-level course.

Cornell University

School of Continuing Education and Summer Courses HD 1000 - The Science of Mind Reading

There is limited information available for this first-year Cornell Univ. course.

*Although the Cornell course title is the same as our course, the Cornell course was a first-year, summer course. We assume that the Cornell course does not reflect the same depth of content or active learning as in our proposed course.

Yale University PSYC671A - Cognitive Science of Mind Reading - Graduate Course

This graduate course is described as an

Examination of theory of mind from a developmental, comparative and neural perspective. Topics will include whether different representational systems underlie theory of mind capacities, how infants come to represent others' mental states, whether non-human animals share human-like theory of mind capacities, and how phenomenon like conformity and metacognition can be reconciled with developmental and neural findings in the domain of mind-reading.

*This Yale U. course reflects a developmental, comparative, and neural focus with a core of underpinning of theory of mind functions. Our proposed course also includes a focus on theory of mind and neural associations, but with less of a comparative focus and more of a personality and communication focus. We estimate a **50% overlap** in content.

Western University - Psychology 3444G-001 - Development of the Social Brain

This third-year undergraduate course is described as providing

An in-depth examination of the social brain and how it develops. Topics include the cognitive and neural development of face processing, social attention, and theory of mind. In addition to typical development, we will examine cases of atypical development, including "faceblindness" in [the] development [of] prosopagnosia and "mindblindness" in autism.

*This Western U. course reflects a developmental and clinical focus with a core underpinning of mind reading functions. Our proposed course focuses on a range of mind reading applications beyond developmental and clinical populations. We estimate a **30% overlap** in content.

Queen's University - Psychology 456 – Theory of Mind

*This fourth-year course focused on how researchers conceptualize theory of mind, and the developmental trajectory of theory of mind concepts in young children. This Queen's course reflects a narrower focus than our proposed course. Our proposed course includes the development of Theory of Mind as well as personality trait, emotional state, and communicative intent understanding and accuracy. We estimate a **30% overlap** in content.

ARCC Proposal to modify the course structure and course description of PSYC4706 Advanced Neuroanatomy.

The Department of Psychology is proposing a change in order to reduce the resources associated with staffing and scheduling this course. The requested change will remove the two hour weekly lab component. Changes in online resources such as virtual brain atlases will allow relevant content to be explored in a lecture/seminar setting instead of in a designated lab. Therefore, no reduction in rigor of the course is anticipated. We also do not anticipate that this will have any impact on other degree programs or certificates.

Old Description

This course is an intensive study of neuroanatomy both through seminar/lecture presentation and laboratory work. The student can expect to gain sophistication in selected histological techniques and the analysis of histological material through computerized imaging techniques. Other techniques used in neuroanatomical research may also be introduced.

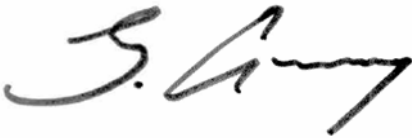
Hours: Three hours of lecture and two hours of laboratory work per week for one term.

New Description

In this course students complete an intensive study of neuroanatomy through lecture/seminar classes and student presentations. Students gain a sophisticated understanding of histological techniques and the analysis of histological material through computerized imaging.

Hours: Three hours or lecture/seminar per week for one term.

Sincerely,



Dr. Steven Arnocky
Associate Professor
Department of Psychology
Nipissing University
100 College Drive
North Bay, ON CANADA P1B 8L7
705.474.3450 ext 4295
stevena@nipissingu.ca

Motion: That ARCC recommend to the Arts and Science Executive to approve changes in **PSYC4706 Advanced Neuroanatomy** as outlined in the attached document.

COURSE TEMPLATE

MOTION: We move that the course NSGD2147 be created and added to the RPN to BScN Blended learning program.

A) Descriptive Data:

Course Code	NSGD 2147
Course Title	Professional Nursing Practice
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students gain exposure to the learning themes and program goals that are weaved throughout the RPN to BScN Blended Learning Program. Students focus on core concepts that build on prior learning and form the basis of theoretical knowledge within professional nursing practice. Developing student engagement in critical inquiry and reflective practice is emphasized in the context of online learning. This course is designed to bridge the experience of role transition in terms of the responsibility and legal obligations that occur within this scope of practice change.
Course Prerequisite	Enrolment in the RPN to BScN Blended Learning Program,
Course Corequisite	None
Antirequisite	NSGD 2047, NSGD 2107, NURS 2047, NURS 2107
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program.
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	
Hours of contact time expected per term	12 weeks of online instruction per semester
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify: This change will mean that two three-credit course will now become one three-credit course</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will</p> <ol style="list-style-type: none"> 1. Explore the student experience of RPN to RN role transition in terms of the client, the nurse, and the practice environment. 2. Identify core learning themes and connections within the concepts of professionalism, caring, critical inquiry, and leadership as pillars within the Blended Learning Program.

COURSE TEMPLATE

	<ol style="list-style-type: none">3. Recognize the relationship between reflection, critical thinking and professional development in nursing practice.4. Demonstrate the importance of intraprofessional and interprofessional collaborative relationships and their role in promoting best possible outcomes among clients.5. Recognize the mandate, legal obligations and responsibilities of a Registered Nurse practicing in Ontario.6. Demonstrate the ethical basis of nursing practice and ethical decision-making as guiding principles for client care within multiple contexts of nursing practice.7. Explore the theoretical orientation of relational practice for interpersonal communication.8. Demonstrate ability to apply strategies and resources for scholarly writing on a nursing topic.9. Recognize the digital nature of online learning, the implications, and opportunities for human interaction within disembodied spaces.
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COURSE TEMPLATE

MOTION: We move that the course NSGD 2116 be created for the RPN to BScN Blended Learning Program

A) Descriptive Data:

Course Code	NSGD 2116
Course Title	Health Challenges I
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn to develop a holistic approach to caring for clients with common health challenges. The common health challenges explored in this course relate to pain, perioperative care, cancer, end of life, homeostasis involving acid-base/fluid and electrolyte balance, as well as the respiratory and digestive systems.
Course Prerequisite	Enrolment in the RPN to BScN Blended Learning Program, ACAD 1601, NSGD 2147
Course Corequisite	none
Antirequisite	NSGD 2016, NURS 2016
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program.
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	Students will be expected to commit to 8 - 10 hours of online work and study time.
Hours of contact time expected per term	12 weeks of online instruction per semester
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify: This change will mean that one three-credit course will now become two three-credit courses.</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will</p> <ol style="list-style-type: none"> 1. Exemplify professional communication and collaborative behaviours in the online learning community. 2. Use caring theory to explore the experiences of individuals living with common health challenges. 3. Integrate evidence informed literature with the nursing process to

COURSE TEMPLATE

	<p>describe the registered nurse's role when providing safe and competent care with individual clients experiencing common health challenges.</p> <ol style="list-style-type: none">4. Examine the registered nurse's role in interprofessional collaboration when caring for individuals with common health challenges.5. Explore the registered nurse's leadership role while advocating for individuals with common health challenges.6. Integrate and apply knowledge from anatomy, physiology, pathophysiology, and pharmacology theory related to the care required for individuals experiencing common health challenges.
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COURSE TEMPLATE

MOTION: We move that the course NSGD 2117 be created for the RPN to BScN Blended Learning Program.

A) Descriptive Data:

Course Code	NSGD 2117
Course Title	Health Challenges II
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students develop and refine critical thinking strategies required to provide nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn to develop a holistic approach to caring for clients with common health challenges. The common health challenges explored in this course relate to the cardiovascular, renal, metabolic, neurological, musculoskeletal, integumentary, and sensory systems.
Course Prerequisite	Enrolment in the RPN to BScN Blended Learning Program, ACAD 1601, NSGD 2147
Course Corequisite	NSGD 2106
Antirequisite	NSGD 2016, NURS 2016
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program.
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	Students will be expected to commit to 8 - 10 hours of online work and study time.
Hours of contact time expected per term	12 weeks of online instruction per semester
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This change will mean that one three-credit course will now become two three-credit courses.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will 1. Exemplify professional communication and collaborative behaviours in the online learning community. 2. Use caring theory to explore the experiences of individuals living with common health challenges. 3. Integrate evidence informed literature with the nursing process to describe the registered nurse's role when providing safe and

COURSE TEMPLATE

	<p>competent care for individual clients experiencing common health challenges.</p> <ol style="list-style-type: none">4. Examine the registered nurse's role in interprofessional collaboration when caring for individuals with common health challenges.5. Explore the registered nurse's leadership role while advocating for individuals with common health challenges.6. Integrate and apply knowledge from anatomy, physiology, pathophysiology, and pharmacology theory related to the care required for individuals experiencing common health challenges.
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COURSE TEMPLATE

MOTION: We move that the course NSGD 3336 be created for the RPN to BScN Blended Learning Program.

A) Descriptive Data:

Course Code	NSGD 3336
Previous Course Title	Transcultural Nursing
New Course Title	Culture and Nursing Practice
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Previous Course Description	This course focuses on an examination of the influences of culture on client responses to health, health challenges and nursing care. Cultural assessments with particular emphasis on Canadian cultural groups and the use of these assessments in planning and implementing culturally congruent care will be explored. Examination of cultural meanings on areas such as time, health, food and rituals will be completed.
New Course Description	This course focuses on an examination of the dynamic nature of culture, in its various forms, and its relationship to client-centered care in nursing practice. Emphasis is placed on helping learners think through the significance of their own and others' culture in nurse-client interactions, nursing practice, and health care. In particular, learners will examine various approaches to understanding culture and cultural concepts foundational to nursing practice.
Course Prerequisite	Current: Enrolment in the RPN to BScN Blended Learning Program, all RPN to BScN courses at the 2000 level with a minimum grade, of 60% or SAT; BIOL 2116 New : Enrolment in the RPN to BScN Blended Learning Program, ACAD 1601, BIOL 1011, NSGD 2116, NSGD 2117, NSGD 2147, NSGD 2216, NSGD 2007, NSGD 2017
Course Corequisite	
Antirequisite	NURS 3036
Restriction	Restricted to students in the RPN to BScN Distance program
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input checked="" type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Twelve weeks of online instruction for one term
Hours of contact time expected per term	Twelve weeks of online instruction for one term
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

COURSE TEMPLATE

	If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate Click here to enter Outcomes

COURSE TEMPLATE

MOTION: We move that the prerequisites for course NSGD 3036 be changed as outlines in the course change template.

A) Descriptive Data:

Course Code	NSGD 3036
Previous Course Title	Transcultural Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Previous Course Description	Students examine the influence of culture on client responses to health, health challenges and nursing care. Cultural assessment with particular emphasis on Canadian cultural groups and the use of these assessments in planning and implementing culturally congruent care is explored. Examination of cultural meanings on areas such as time, health, food and rituals is completed.
Course Prerequisite	Current: Enrolment in the RPN to BScN Blended Learning Program, all RPN to BScN courses at the 2000 level with a minimum grade, of 60% or SAT; BIOL 2116 New : Enrolment in the RPN to BScN Blended Learning Program, ACAD 1601, BIOL 1011, NSGD 2016, NSGD 2047, NSGD 2107, NSGD 2007, NSGD 2017
Course Corequisite	
Antirequisite	NURS 3036
Restriction	Restricted to students in the RPN to BScN Distance program
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input checked="" type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Twelve weeks of online instruction for one term
Hours of contact time expected per term	Twelve weeks of online instruction for one term
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate

COURSE TEMPLATE

MOTION: We move that the course NSGD 2216 be created for the RPN to BScN Blended Learning Program.

A) Descriptive Data:

Course Code	NSGD 2216
Course Title	Critical Inquiry and Evidenced Informed Practice
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students focus on a critical analysis of concepts, evidence and competencies as it relates to scientific inquiry and evidence-informed practice. Emphasis is placed on students' clinical practice as the relevant source of questions for critical analysis. The knowledge and skills underpinning the analysis and critiquing of the research literature is addressed with specific emphasis on its applicability to research utilization in nursing and related health disciplines.
Course Prerequisite	Enrolment in the RPN to BScN Blended Learning Program, ACAD, 1601, NSGD 2147, NSGD 2116, NSGD 2117
Course Corequisite	
Antirequisite	NSGD 4016, NURS 4016
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program.
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	
Hours of contact time expected per term	12 weeks of online instruction per semester
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This change will mean that one three-credit course will now become two three-credit courses.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will 1. Explore the interrelationship between nursing research and evidence informed practice. 2. Identify and comprehend the processes and terminology inherent to research. 3. Utilize appropriate media and technologies to search and retrieve information, including the use of databases.

COURSE TEMPLATE

	<ol style="list-style-type: none">4. Demonstrate beginning skills as a consumer of research by conducting a critique of selected research publications.5. Examine the role of the registered nurse as a contributing member of the inter-professional research team.6. Examine critical inquiry as it relates to supporting safe and competent nursing practice.
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COURSE TEMPLATE

MOTION: We move that the course NSGD 3216 be created for the RPN to BScN Blended Learning Program.

A) Descriptive Data:

Course Code	NSGD 3216
Course Title	Research In Nursing Practice
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine research concepts and processes in quantitative and qualitative paradigms with a focus on understanding the components of the research process. Students generate a research question as it relates to their clinical area of practice as well as examine potential nursing implications. Ethical considerations in research are also explored.
Course Prerequisite	Enrolment in the RPN to BScN Blended Learning Program, all RPN to BScN nursing courses at the 2000-level with a passing grade of 60% or SAT, MATH 1257
Course Corequisite	
Antirequisite	NSGD 4016, NURS 4016
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program.
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	
Hours of contact time expected per term	12 weeks of online instruction per semester
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify: This change will mean that one three-credit course will now become two three-credit courses.</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will</p> <ol style="list-style-type: none"> 1. Differentiate between research methodologies and appraise their applicability to nursing practice. 2. Analyze ethical considerations in research. 3. Examine cultural issues acknowledging cultural safety as a basis for nursing practice. 4. Generate researchable questions. 5. Conduct a literature review to support the research question being

COURSE TEMPLATE

	<p>investigated.</p> <ol style="list-style-type: none">6. Critically appraise the research and professional literature in order to review and enhance clinical decisions.7. Explain the significance of research dissemination and knowledge transfer.8. Examine the importance of participating as a member of the inter-professional research team.
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COURSE TEMPLATE

MOTION: We move that the course NSGD 4136 be created for the RPN to BScN Blended Learning Program.

A) Descriptive Data:

Course Code	NSGD 4136
Course Title	Complex Health Challenges I
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn advanced concepts relevant to the care of individuals, families, and communities experiencing complex health challenges. The complex health challenges explored in this course relate to altered endocrine/metabolic function, hematologic disorders, altered immunity, cardiac disorders, peripheral vascular disorders, and respiratory alterations.
Course Prerequisite	Enrolment in the RPN to BScN Blended Learning Program; All 2000 and 3000 level NSGD courses in the RPN to BScN Blended learning program with a passing grade of 60% or SAT , BIOL 1011, BIOL 2116, MATH 1257
Course Corequisite	
Antirequisite	NURS 4036, NSGD 4036
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	
Hours of contact time expected per term	12 weeks of online instruction per semester
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This change will mean that one three-credit course will now become two three-credit courses.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will 1. Exemplify professional communication and collaborative behaviours in the online learning community. 2. Use caring theory to explore the experiences of individuals,

COURSE TEMPLATE

	<p>families, and communities living with complex health challenges.</p> <ol style="list-style-type: none">3. Integrate evidence informed literature with the nursing process to describe the registered nurse's role when providing safe and competent care for individual clients, families, and communities experiencing complex health challenges.4. Examine the registered nurse's role in interprofessional collaboration when caring for individuals, families, and communities with complex health challenges.5. Explore the registered nurse's leadership role while advocating for individuals, families, and communities with complex health challenges.6. Integrate and apply knowledge from anatomy, physiology, pathophysiology, and pharmacology theory related to care required for the individual, family, and community experience with complex health challenges.
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COURSE TEMPLATE

MOTION: We move that the course NSGD 4137 be created for the RPN to BScN Blended Learning Program.

A) Descriptive Data:

Course Code	NSGD 4137	
Course Title	Complex Health Challenges II	
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify	
Course Description	Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn advanced concepts relevant to the care of individuals, families, and communities experiencing complex health challenges. The complex health challenges explored will include gastrointestinal disorders, renal dysfunction, musculoskeletal disorders, neurological disorders, respiratory emergencies, and trauma.	
Course Prerequisite	All 2000 and 3000 level NSGD courses in the RPN to BScN Blended learning program with a passing grade of 60% or SAT, BIOL 1011, BIOL 2116, MATH 1257, NSGD 4136	
Course Corequisite	NSGD 4026	
Antirequisite	NURS 4036, NSGD 4036	
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program	
Instructional Method	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>	
Hours of contact time expected per week		
Hours of contact time expected per term	12 weeks of online instruction per semester	
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This change will mean that a one three-credit course will now become two three-credit courses.	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify	
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will 1. Exemplify professional communication and collaborative behaviours in the online learning community. 2. Use caring theory to explore the experiences of individuals, families, and communities living with complex health challenges.	

COURSE TEMPLATE

	<ol style="list-style-type: none">3. Integrate evidence informed literature with the nursing process to describe the registered nurse's role when providing safe and competent care for individual clients, families, and communities experiencing complex health challenges.4. Examine the registered nurse's role in interprofessional collaboration when caring for individuals, families, and communities with complex health challenges.5. Explore the registered nurse's leadership role while advocating for individuals, families, and communities with complex health challenges.6. Integrate and apply knowledge from anatomy, physiology, pathophysiology, and pharmacology theory related to care required for the individual, family, and community experience with complex health challenges.
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COURSE TEMPLATE

MOTION: We move that the course NSGD 4777 be created for the RPN to BScN Blended learning program.

A) Descriptive Data:

Course Code	NSGD 4777	
Course Title	Leadership In Action	
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other	
Course Description	Students learn the critical path to leadership development in the transition from being a nursing student to a nursing leader. With a view to the crucial roles of registered nurses at all levels of public health provision, nursing leadership and management skills, and political action strategies are explored through examination of current issues and trends.	
Course Prerequisite	All 2000 and 3000-level RPN to BScN Blended learning NSGD courses with a minimum grade of 60% or SAT, NSGD 4136, NSGD 4137, NSGD 4026	
Course Corequisite		
Antirequisite	NSGD 4007, NSGD 4017, NURS 4007 , NURS 4017	
Restriction	This course is restricted to students enrolled in the Registered Practical Nursing to Bachelor of Science in Nursing Blended Learning Program.	
Instructional Method	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>	
Hours of contact time expected per week		
Hours of contact time expected per term	12 weeks of online instruction per semester	
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This change will mean that two three-credit courses will now become one three-credit course .	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify	
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will 1. Examine, analyze, and evaluate leadership and management concepts, models, theories, and philosophies for their effects and implications in practice and relevance for nursing in the 21st Century. 2. Identify and examine historical and current socio-political, cultural, legal, and environmental trends and issues in nursing and public	

COURSE TEMPLATE

MOTION: That the prerequisites for NSGD 2007 be changed as indicated below.

A) Descriptive Data:

Course Code	NSGD 2007
Course Title	Concepts in Mental Health Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	This course provides an overview of the theory and practice of effective communication, with emphasis on cultural and therapeutic relationships. Students will cultivate skills in the use of empathy, assertiveness, and conflict resolution. Students will review assessment of individuals with mental health concerns and strategies for intervening to assist these persons to meet their goals.
Course Prerequisite	<p>Current: Enrolment in the RPN to BScN Blended Learning Program, BIOL, 1011, (UNIV 1011 or ACAD 1601), NSGD 2047, NSGD 2016, NSGD, 2106 and NSGD, 2107, Take NSGD 2017</p> <p>New : Enrolment in the RPN to BScN Blended Learning Program, BIOL 1011, ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, Take NSGD 2017</p>
Course Corequisite	NSGD 2017
Antirequisite	NURS 2007
Restriction	Restricted to students in the RPN to BScN Distance program
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	Twelve weeks of online instruction for one term
Hours of contact time expected per term	Twelve weeks of online instruction for one term
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will demonstrate</p> <p>Click here to enter Outcomes</p>

COURSE TEMPLATE

MOTION: That the prerequisites for NSGD 2017 be changed as indicated below.

A) Descriptive Data:

Course Code	NSGD 2017
Course Title	Concepts in Maternity and Pediatric Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students in this course focus on an overview of the theory and have the opportunity to explore the role of the Registered Nurse in various maternal and pediatric settings. Students learn how to plan care for individuals and families in these settings.
Course Prerequisite	<p>Current: Enrolment in the RPN to BScN Blended Learning Program, BIOL, 1011, (UNIV 1011 or ACAD-1601), NSGD 2047, NSGD 2016, NSGD, 2106 and NSGD 2107, Take NSGD-2007</p> <p>New : Enrolment in the RPN to BScN Blended Learning Program, BIOL 1011, ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, Take NSGD 2007</p>
Course Corequisite	NSGD 2007
Antirequisite	NURS 2017
Restriction	Restricted to students in the RPN to BScN Distance program
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	Twelve weeks of online instruction for one term
Hours of contact time expected per term	Twelve weeks of online instruction for one term
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will demonstrate</p> <p>Click here to enter Outcomes</p>

COURSE TEMPLATE

MOTION: That the prerequisites for NSGD 3006 be changed as indicated below.

A) Descriptive Data:

Course Code	NSGD 3006
Course Title	Nursing Theories
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	This course focuses on the exploration of the evolution of scientific nursing theories over time. The role and relationship of nursing theory to practice, education and research will be presented using selected grand, mid-range and practice specific theories as examples..
Course Prerequisite	Current: in the RPN to BScN Blended Learning Program, all, RPN to BScN courses at the 2000 level with a minimum grade, of 60% or SAT New : Enrolment in the RPN to BScN Blended Learning Program, ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2007, NSGD 2017
Course Corequisite	none
Antirequisite	NURS 3006,
Restriction	Restricted to students in the RPN to BScN Distance program
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input checked="" type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Twelve weeks of online instruction for one term
Hours of contact time expected per term	Twelve weeks of online instruction for one term
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate Click here to enter Outcomes

COURSE TEMPLATE

MOTION: That the prerequisites for NSGD 2106 be changed as indicated below.

A) Descriptive Data:

Course Code	NSGD 2106
Course Title	Clinical Practicum for RPN to BScN
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	This course provides the Registered Practical Nurse (RPN) who is bridging into the BScN degree, with the theoretical and practical knowledge required to support his/her transition. In acute care settings with the adult population, theories and concepts from a variety of disciplines are integrated, and applied to increasingly complex health care problems.
Course Prerequisite	Current: Enrolment in the RPN to BScN Blended Learning Program, BIOL, 1011, (UNIV 1011 or ACAD 1601), NSGD 2047, NSGD 2016, Take NSGD 2107 New : Enrolment in the RPN to BScN Blended Learning Program, BIOL, 1011, ACAD 1601, NSGD 2147, NSGD 2116, Take NSGD 2117
Course Corequisite	NSGD 2117
Antirequisite	NURS 2106
Restriction	Restricted to students in the RPN to BScN Distance program
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	Fourteen hours of clinical practice per week
Hours of contact time expected per term	Fourteen hours of clinical practice per week
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate Click here to enter Outcomes

COURSE TEMPLATE

	<p>health provision.</p> <ol style="list-style-type: none">3. Describe types of health care teams, organizational structures and systems, and their implications for nursing leadership roles.4. Analyze current trends and issue that influence and underpin leadership/management patterns and processes within health care settings.5. Explore communication styles of leadership and managerial decision-making in an era of constant change.6. Identify ethical principles of practice and examine the professional, legal, and ethical obligations of registered nurses practicing in the domains of practice, education, leadership and management.7. Develop and implement strategies for professional self-development and to address selected nursing and health care issues.
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Program Outcomes revisions – RPN to BScN Blended Learning Program – Fall 218

New

RPN to BScN Blended Learning Program - Program Outcomes

1. Apply caring concepts and caring theory when practicing professionally within the legislative and ethical requirements.
2. Exemplify professional communication and collaborative behaviors in relationships with individuals, families, populations, nursing colleagues, and inter-professional healthcare team members.
3. Demonstrate cultural competence in nursing practice among diverse populations in a variety of contexts to ensure culturally safe care.
4. Integrate critical inquiry through ongoing reflection and examination of relevant theories and knowledge in nursing practice.
5. Demonstrate leadership attributes that promote adaptation, goal achievement, and innovation.
6. Commit to self-regulation, scholarship, and nursing competence through the personalized role transition from registered practical nurse to BScN.
7. Integrate evidence-informed literature with the nursing process to practice safe and competent nursing care.
8. Synthesize new knowledge by using various sources of information and communication technologies towards monitoring and evaluating health outcomes in individuals, families, and populations.

Previous

RPN to BScN Blended Learning Program - Program Outcomes

1. Apply the concept of caring to practice professionally within legislative and ethical parameters.
2. Develop and sustain therapeutic relationships and/or partnerships with clients (individuals, families, communities, and populations).
3. Co-create health and well-being with complex clients.
4. Use the nursing process to safely and competently facilitate clients in identifying, planning for and
5. achieving their health goals through the perspectives of health promotion, health protection, health maintenance and health restoration.
6. Communicate effectively and participate actively in the health care team.
7. Use critical thinking skills to apply relevant principles and theories in nursing practice.
8. Practice evidence based nursing by applying and assisting others to apply appropriate research results.
9. Purposefully engage in the process of change to support the application of nursing leadership

2018 – PROPOSED REVISIONS TO SEQUENCE AND CONTENT

FA 2019	WI 2020	SS 2020	FA 2020	WI 2021	SS 2021	FA 2021	WI 2022	SS 2022	FA 2022	WI 2023	SS 2023	FA 2023	WI 2024	SS 2024
ACAD 1601 & NSGD 2147	BIOL 1011 & NSGD 2116	NSGD 2106 & NSGD 2117	NSGD 2216 & BIOL 2116	NSGD 2017 & NSGD 2007	NSGD 2028/ NSGD 2029 & MATH 1257	NSGD 3006 & ELEC	NSGD 3336 & NSGD 3216	NSGD 3016 & NSGD 3026	NSGD 3007 & NSGD 3027	NSGD 4136 & NSGD 4006	NSGD 4137 & NSGD 4026	NSGD 4777 & ELEC	NSGD 4027 1 or 2 & ELEC	NSGD 4027 cont.

New courses:

NSGD 2147 Professional Nursing Practice (replaces NSGD 2107 & 2047)

NSGD 2116 Health Challenges I

NSGD 2117 Health Challenges II

NSGD 2216 Critical Inquiry and Evidence Informed Practice

NSGD 3216 Research in Nursing Practice

NSGD 3336 Culture and Nursing Practice (replaces NSGD 3036)

NSGD 4136 Complex Health Challenges I

NSGD 4137 Complex Health Challenges II

NSGD 4777 Leadership in Action (replaces NSGD 4017 & NSGD 4007)

Proposed Revised Study Plan

CURRENT STUDY PLAN			REVISED STUDY PLAN	Date of first offering	
ACAD 1601	3	1 ST	ACAD 1601	Fall 2019	
BIOL 1011	3	1 ST	NSGD 2147	Fall 2019	
NSGD 2047	3	2 ND	BIOL 1011	Winter 2020	
NSGD 2016	3	2 ND	NSGD 2116	Winter 2020	
NSGD 2106	3	3 RD	NSGD 2106	Spring/summer 2020	
NSGD 2107	3	3 RD	NSGD 2117	Spring/summer 2020	
MATH 1257	3	4 TH	NSGD 2216	Fall 2020	
BIOL 2116	3	4 TH	BIOL 2116	Fall 2020	
NSGD 2017	3	5 TH	NSGD 2017	Winter 2021	
NSGD 2007	3	5 TH	NSGD 2007	Winter 2021	
Elective	3	6 TH	NSGD 2028	Spring/summer 2021	
NSGD 2028	1.5	6 TH	NSGD 2029	Spring/summer 2021	
NSGD 2029	1.5	6 TH	MATH 1257	Spring/summer 2021	
NSGD 3036	3	7 TH	NSGD 3006	Fall 2021	
Elective	3	7 TH	ELEC	Fall 2021	
NSGD 3016	3	8 TH	NSGD 3336	Winter 2022	
NSGD 3026	3	8 TH	NSGD 3216	Winter 2022	
NSGD 3006	3	9 TH	NSGD 3016	Spring/summer 2022	
Elective	3	9 TH	NSGD 3016	Spring/summer 2022	
NSGD 3007	3	10 TH	NSGD 3007	Fall 2022	
NSGD 3027	3	10 TH	NSGD 3027	Fall 2022	
NSGD 4036	3	11 TH	NSGD 4136	Winter 2023	
NSGD 4006	3	11 TH	NSGD 4006	Winter 2023	
NSGD 4026	3	12 TH	NSGD 4137	Spring/summer 2023	
NSGD 4017	3	12 TH	NSGD 4026	Spring/summer 2023	
NSGD 4016	3	13 TH	NSGD 4777	Fall 2023	
NSGD 4007	3	13 TH	ELEC	Fall 2023	
NSGD 4027	9	14 TH	NSGD 4027	Winter 2024	
ELEC	3	14 th	ELEC	Winter 2024	
If needed		15 TH	If needed	Spring/summer 2024	

RPN to BScN Blended Learning Program

Course Changes – October 2018

Current Course(s)	Description of Proposed Changes	Major / Minor Revisions	Target Implementation Date	Additional Comments & Summary of Rationale for Change	Motion
Major Changes/Revisions					
NSGD 2047 Professional Foundations in Nursing NSGD 2107 Reflective Practice for RPN to BScN	Amalgamate to become 1 course (NSGD 2147 Professional Nursing Practice)	Major	NSGD 2147 – Fall 2019	Content in a number of areas of NSGD 2047 and NSGD 2107 overlapped – for example, Professional Standards, Reflective Practice, Ethical Standards, and Role Transition from RPN to RN. Students also enter the program with previous knowledge of fundamental professional practice concepts from their RPN diploma. The merging of the two courses addresses these issues.	That the course NSGD2147 Professional Nursing Practice be created for the RPN to BScN Blended Learning Program.
NSGD 2016 Health Challenges	Split content to make 2 courses (same ‘level’). NSGD 2116 and NSGD 2117	Major	NSGD 2116 – Winter 2020 NSGD 2117 – Spring 2020	As a lone 3 credit course, NSGD 2016 was very heavy and overloaded with content. In addition, content pertaining to BScN/RN level Pharmacology and Health Assessment is needed in this course. Therefore, the creation of two courses (6 credits in total) will allow students the opportunity to digest a considerable amount of course information in a more pragmatic fashion. Students will need to complete one or both before the NSGD 2106 clinical course. One could be done as a co-requisite to NSGD 2106 clinical.	That NSGD 2116 Health Challenges I be created for the RPN to BScN Blended Learning Program. That NSGD 2117 Health Challenges II be created for the RPN to BScN Blended Learning Program.

NSGD 3036 Transcultural Nursing	a) Needs major change to course description/content and title & pre-reqs	Major	Winter 2022 – For revised course Fall 2019 – for Pre-requisites change	Course focus will change away from cultural differences/cultural competency to cultural safety, social justice, equality.	That NSGD 3336 Culture and Nursing Practice be created for the RPN to BScN Blended Learning Program. That the prerequisites for NSGD 3036 be changed as outlined in the course change template.
NSGD 4016 Research in Nursing and Health	Split content to become 2 courses (NSGD4016A ‘level 1’ and NSGD4016B ‘level 2’)	Major	NSGD 2216 – Spring 2021 NSGD 3216 – Spring 2022	The creation of two separate nursing research courses will enable a more comprehensive examination of research concepts. For example, in the first course, students will study concepts and competencies related to scientific inquiry and evidenced informed practice. The second course will place emphasis on specific research methodologies (e.g., quantitative and qualitative research concepts) as they relate to nursing and healthcare. The first research course is to be a pre-requisite to the second research course.	That NSGD 2216 Critical Inquiry and Evidenced Informed Practice be created for the RPN to BScN Blended Learning Program. That NSGD 3216 Research in Nursing Practice be created for the RPN to BScN Blended Learning Program.
NSGD 4036 Complex Health Challenges	Split content to make 2 courses (same ‘level’). NSGD4036A / NSGD4036B	Major	NSGD 4136 – Winter 2023 NSGD 4137 – Spring 2023	Similar to the 2000-level Health Challenges course, the single NSGD 4036 course was extremely heavy. It is considered to be significantly overloaded for a 3 credit undergraduate nursing course. The creation of two courses (6 credits in total) allows students the opportunity to digest an extensive amount of course information in a more realistic manner.	That NSGD 4136 Complex Health Challenges I be created for the RPN to BScN Blended Learning Program. That NSGD 4137 Complex Health Challenges II be created for the RPN to BScN Blended Learning Program.
NSGD 4007 Leadership and	Amalgamate to become 1 course (NSGD4777	Major	NSGD 4777 - Fall 2023	Similar to NSGD 2107 & NSGD 2047, content in a number of areas in NSGD 4007 and	That NSGD 4777 Leadership in Action be created for the

Management in Nursing NSGD 4017 Current Issues in Nursing	Leadership In Action)			NSGD4017 was repetitious (e.g., leading change, advocacy, and professional practice issues). The merging of these two courses addresses this issue and will allow for more up to date and streamlined content.	RPN to BScN Blended learning program.
Minor Changes/Revisions					
NSGD 2007 Concepts in Mental Health Nursing	Needs new pre-requisites listing	Minor	Winter 2020 – SS 2019	Pre-req changes represent new/revised courses and also allow for students to take this course before 1 st clinical practicum	That the prerequisites for NSGD 2007 be changed as outlined in the course change template.
NSGD 2017 Concepts in Maternity and Pediatric Nursing	Needs new pre-requisites listing	Minor	Winter 2020 – SS 2019	Pre-req changes represent new/revised courses and also allow for students to take this course before 1st clinical practicum	That the prerequisites for NSGD 2017 be changed as outlined in the course change template.
NSGD 3006 Nursing Theories	Needs new pre-requisites listing	Minor	Fall 2019	Pre-req changes represent new/revised courses and also allow for students to take this course before NSGD 2028 or NSGD 2029 clinical practicum courses	That the prerequisites for NSGD 3006 be changed as outlined in the course change template.
NSGD 3036 Transcultural Nursing	Needs new pre-requisites listing	Minor ** See Major changes	Fall 2019	Pre-req changes represent new/revised courses and also allow for students to take this course before NSGD 2028 or NSGD 2029 clinical practicum courses	That the prerequisites for NSGD 3036 be changed as outlined in the course change template.
NSGD 2106 Clinical Practicum for RPN to BScN	Needs new pre-requisites listing	Minor	Spring/summer 2020	Pre-req changes represent new/revised courses	That the prerequisites for NSGD 2106 be changed as outlined in the course change template.

**Report of the
Undergraduate Studies Committee**

December 13, 2018

The meeting of the **Undergraduate Studies Committee** was held on Thursday, December 13, 2018, at 9:30 am in F214. The following members attended:

Arja Vainio-Mattila
Carole Richardson
Ali Hatef
Nicolai McKenzie

John Nadeau
Debra Iafrate
Dana Murphy

Andrew Weeks
Lanyan Chen
Laurie Peachey

Jane Hughes, Recording Secretary

Absent with Regrets: Chris Hachkowski, Astrid Steele, Keenan Kearney, Hannah Mackie

Guests: Heather Brown, Amir Erfani, Jamie Murton, Crystal Pigeau, David Tabachnick,
Roxana Vernescu, Sarah Winters

Subcommittee Report:

The Report of the Undergraduate Standing and Petitions Subcommittee dated December 3, 2018 was received.

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

Respectfully submitted,



Dr. Arja Vainio-Mattila
Provost & Vice-President, Academic & Research

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated December 13, 2018.

FACULTY OF APPLIED AND PROFESSIONAL STUDIES

Child and Family Studies:

- MOTION 2: That Senate approve that SWLF 1006, Introduction to Social Welfare and Social Development, be removed from CHFS degree 1st year requirements for Sp. Hon, Hon, Major degree options and replaced with any upper year 3cr Human Development stream course.
- MOTION 3: That Senate approve that the following language be added to the CHFS Calendar for Sp. Hon, Hon, Major, and Minor degree requirements: “Students must choose three credits from the following courses: CHFS 2106 or PSYC 2006, and three credits from CHFS 2107 or PSYC 2007”.
- MOTION 4: That Senate approve that the prerequisites for CHFS 2107 Human Development: Adults & Aging be changed to CHFS 2106 OR PSYC 2006 (Human Development: Children & Youth and Childhood Development respectively) from the current prerequisite of CHFS 2106.
- MOTION 5: That Senate approve that the CHFS calendar language around PSYC-CHFS statistics course substitutions be added: “Students must choose six credits from CHFS 3035, OR PSYC 2126 and PSYC 2127”.

FACULTY OF ARTS AND SCIENCE

Biology & Chemistry

- MOTION 6: That Senate consider Motions 8 and 9 as an omnibus motion.
- MOTION 7: That Senate approve Motions 8 and 9 as an omnibus motion.
- MOTION 8: That Senate approve the revision of the course **BIOL 3596 Ornithology** as outlined in the attached template.
- MOTION 9: That Senate approve the creation of **BIOL 3696 Field Ornithology** as outlined in the attached template.

Classical Studies and Modern Languages

- MOTION 10: That Senate approve the cross-listing of the following Anthropology courses with Classical Studies: **ANTR 2026 – Archaeology I**, **ANTR 2027 – Archaeology II**, and **ANTR 3037 – Archaeological Cataloguing and Reporting**.
- MOTION 11: That Senate approve a change in the degree requirements for a Minor in Spanish from “**A Minor in Spanish consists of a minimum of 18 credits of Spanish, with no more than six credits at the 1000 level. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish**” to “**A Minor in Spanish consists of a minimum of 18 upper year credits of Spanish. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish.**”

Computer Science & Mathematics

MOTION 12: That Senate approve the change for the prerequisites for **MATH 4046 Advanced Applications of Probability and Statistics** as outlined.

New Version:

The prerequisites for MATH 4046 Advanced Applications of Probability and Statistics are MATH 3276 Probability and Statistics II and MATH 3226 Introduction to Stochastic Processes.

Old Version:

The prerequisites for MATH 4046 Advanced Applications of Probability and Statistics are MATH 3276 Probability and Statistics II and MATH 3306 Introduction to Stochastic Processes.

English Studies

MOTION 13: That Senate consider Motions 15 and 16 as an omnibus motion.

MOTION 14: That Senate approve Motions 15 and 16 as an omnibus motion.

MOTION 15: That Senate approve the addition of the following course expectations and outcomes for **ENGL 1551: Language & Written Communication: English 2nd Language I** as outlined.

Calendar Course Description: This course is designed for students whose first language is not English. Practical training is given in the writing of sentences and paragraphs. Topics covered include vocabulary, the proper use of a dictionary, and common syntactical problems involving verb tenses and the use of prepositions.

EXPECTATIONS OR OUTPUTS (skills measured through assignments)
BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO

1. Understand an adequate range of complex formal and informal communication in English.
2. Communicate confidently in English in both educational and social situations.
3. Read and comprehend written English, both formal and informal.
4. Write clearly and correctly in both academic and informal English registers.
5. Identify differences in cultures in Canada and globally.
6. Apply course strategies and information to communicate successfully in English and adapt to multicultural environments in an academic, professional and/or personal environment.

OUTCOMES**STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE**

1. A solid understanding of oral and written English in both academic and conversational registers.
2. An ability to apply functional English language skills in a variety of Canadian academic, cultural and social contexts.
3. An ability to write short assignments and give oral presentations in English in a university context.
4. An ability to interpret, analyze, synthesize and combine information in English using a variety of strategies, resources, and technologies

MOTION 16: That Senate approve the addition of the following course expectations and outcomes to **ENGL 1552: Language & Written Communication: English 2nd Language II** as outlined.

Calendar Course Description: This course presents a further study of written English for the student whose first language is not English. Particular emphasis is placed on practical training in the writing of longer works (essays, reports and research papers). The study of English vocabulary and sentence structure initiated in **ENGL 1551** is continued and extended.

EXPECTATIONS OR OUTPUTS (skills measured through assignments)

BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO

1. Understand a wide range of complex formal and informal communication in English.
2. Communicate fluently in English in both educational and social situations.
3. Read and comprehend written English, both formal and informal.
4. Write clearly and correctly in both academic and informal English registers.
5. Identify differences in cultures in Canada and globally.
6. Apply course strategies and information to communicate successfully in English and adapt to multicultural environments in an academic, professional and/or personal environment.

OUTCOMES

STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE

1. A developed understanding of oral and written English in both academic and conversational registers.
2. An ability to apply functional English language skills in a variety of Canadian academic, cultural and social contexts.
3. An ability to write long research assignments and give oral presentations in English in a university context.
4. An ability to interpret, analyze, synthesize and combine information in English using a variety of strategies, resources, and technologies.

First Year Foundation

MOTION 17: That Senate approve the creation of the course code **FYFE** and the corresponding title First Year Foundations Experience as outlined.

MOTION 18: That Senate consider Motions 20 and 24 as an omnibus motion.

MOTION 19: That Senate approve Motions 20 and 24 as an omnibus motion.

MOTION 20: That Senate approve the creation of **FYFE 1011: Critical and Applied Thinking** as outlined in the attached template.

MOTION 21: That Senate approve the creation of **FYFE 1001: Topics in Arts and Science I** as outlined in the attached template.

MOTION 22: That Senate approve the creation of **FYFE 1002: Topics in Arts and Science II** as outlined in the attached template.

MOTION 23: That Senate approve the creation of **FYFE 1021 Building a Better World** as outlined in the template.

MOTION 24: That Senate approve the creation of **FYFE 1031 Social Media: Untangling the Threads** as outlined in the template.

Gender Equality and Social Justice

MOTION 25: That Senate approve the creation of **GEND 2316 Masculinities, Money and Media** as outlined in the attached template.

MOTION 26: That Senate approve the creation of **GEND 3316: Race, Murder and Media** as outlined in the attached template.

MOTION 27: That Senate approve the creation of **GEND 3326: Digital Beasts** as outlined in the attached template.

MOTION 28: That Senate approve the creation of **GEND 4106: Selected Topics in Gender Equality and Social Justice** as outlined in the attached template.

MOTION 29: That Senate approve that **GEND 2076 Conflict and Conversion** be deleted as outlined.

MOTION 30: That Senate approve a revision of the course title of **GEND 3047: from ‘Deconstructing Nature’ to ‘GEND 3047 Dark Ecology’** as outlined.

MOTION 31: That Senate approve the creation of a **Minor in Media, Representation and Social Justice** as outlined in the attached document.

History

MOTION 32: That Senate consider Motions 34 and 35 as an omnibus motion.

MOTION 33: That Senate approve Motions 34 and 35 as an omnibus motion.

MOTION 34: That Senate approve the creation of **HIST 3906: Experiential Learning for OMAH Students I** as outlined in the attached template.

MOTION 35: That Senate approve the creation of **HIST 3907 Experiential Learning for OMAH Students II** as outlined in the attached template.

MOTION 36: That Senate approve to remove the cross-coding of **HIST 3946** with the Bachelor of Physical and Health Education as outlined.

MOTION 37: That Senate approve to remove the cross-coding of **HIST 3947** with the Bachelor of Physical and Health Education as outlined.

MOTION 38: That Senate approve the creation of **HIST 3297: Place and People in Rural Canada** as outlined in the attached template.

MOTION 39: That Senate approve that the Orientation to the Master of Arts in History (OMAH) and Master of Arts in History upon completion of OMAH admission requirements be approved.

Political Science, Philosophy and Economics

MOTION 40: That Senate approve the creation of **POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond** as outlined in the attached template.

MOTION 41: That Senate approve the addition of **POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond** as an elective course in the Certificate in Peace and Violence Prevention Studies as outlined.

MOTION 42: That Senate approve the creation of **POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation** as outlined in the template.

MOTION 43: That Senate approve the addition of **POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation** as an elective course in the **Certificate in Peace and Violence Prevention Studies** as outlined.

Religions & Cultures

MOTION 44: That Senate approve the creation of **RLCT 2096 Religion, Colonization and State Violence** as outlined in the attached template.

MOTION 45: That Senate approve that **RLCT 2076 Conflict and Conversion** be deleted.

Sociology & Anthropology

MOTION 46: That Senate approve the revision of the course description for **ANTR 1006: “Introduction to Anthropology”** as outlined in the attached document.

Current description:

An interdisciplinary, comparative study of people and their cultures throughout the world (cultural anthropology), of human evolution, adaptation and genetics (physical anthropology), the recovery and development of prehistorical societies (archaeology) and language as an aspect of culture (linguistics).

New description:

Students explore the core concepts of Anthropology through consideration of the following questions: What does it mean to be human? What are the origins of our species and of our contemporary ways of life? What roles do culture and power play in shaping our perceptions, experiences and behaviours? How did we come to eat the foods we eat and speak the languages we speak? How do different cultures think differently about sex and gender? How might a holistic perspective help us to better understand and address the social and environmental problems we face in the contemporary world?

MOTION 47: That Senate approve the revision of the title of **ANTR 2006: from ‘Cultural Anthropology’ to ‘The Ethnographer’s Craft’** with accompanying changes to the course description as outlined.

Current description:

ANTR 2006: Cultural Anthropology

This course focuses on the concept of culture, methods and current debates related to social and cultural anthropology. Ethnography and ethnology, as distinctive features of cultural anthropology, are used to examine multiple cultural worlds. Issues related to cultural

diversity are explored through global and localized perspectives. They included identity, socialization and human development; illness and healing, including ethnomedicine and medical anthropology; family and kinship; social change and domestic life; sexuality and gender; exchange and economic systems; social and political organization; religion, magic, and belief in the context of world religions; language and linguistics as symbolic systems of communication; development anthropology and contemporary cultural change; expressive culture including performance and decorative arts; tourism; and migration.

New description:

Students focus on the practice of ethnography as a means of understanding and communicating human experience. By engaging with classic and contemporary ethnographic writing, students explore contemporary debates about culture, representation, and the relationship between ethnography and cultural theory. Students examine issues central to cultural anthropology through global and local perspectives.

MOTION 48: That Senate approve that the prerequisites for **ANTR 2006: Cultural Anthropology** be removed.

MOTION 49: That Senate approve the revision of the course title of **SOCI 3007: from ‘The Sociology of Consumer Culture’ to ‘Consumer Culture’** with accompanying changes to the course description as outlined.

Current description

This course enables students to investigate and analyze the various sociological approaches to understanding the nature and role of consumer culture in modern societies. In addition to focusing on the symbolic meaning of consumption, emphasis will be placed on issues of identity, lifestyle, constraint, freedom of choice and how the market place is used to facilitate distinction and reinforce social relationships.

New description:

Students investigate and analyze the various approaches to understanding the nature and role of consumer culture in modern societies. In addition to focusing on the symbolic meaning of consumption, students explore issues of identity, lifestyle, constraint, freedom of choice and how the market place is used to facilitate distinction and reinforce social relationships.

MOTION 50: That Senate approve that the prerequisites for **SOCI 3007: Consumer Culture** be modified from **SOCI 1015 or SOCI 1016** to **SOCI 1015 or SOCI 1016 or ANTR 1006** as outlined.

Current prerequisites:

SOCI 1015 or 1016

New prerequisites:

SOCI 1015 or 1016 or ANTR 1006

MOTION 51: That Senate approve the revision of the course title of **SOCI 4227: from ‘The Sociology of Science, Technology and Environment’ to ‘Science, Technology, and Environment’** with accompanying changes to the course description as outlined.

Current description:

The aim of this course is to encourage students to explore the changing relationship among science, technology and the environment and the consequences of the production, distribution and consumption of scientific and other forms of technology. Emphasis will also be placed on such issues as genetic engineering, social media, environmental planning and disasters. The course will establish an appreciation of how science, technology and the environment are intertwined, and the need to understand science as embedded in the social, cultural, political, racialized and gendered worlds of modernity. This course may be credited towards Anthropology.

New Description:

Students explore the changing relationship among science, technology and the environment and the consequences of the production, distribution and consumption of scientific and other forms of technology. Emphasis is also placed on such issues as genetic engineering, social media, environmental planning and disasters. Students appreciate how science, technology and the environment are intertwined, and the need to understand science as embedded in the social, cultural, political, racialized and gendered worlds of modernity.

- MOTION 52: That Senate consider Motions 54 and 56 as an omnibus motion.
- MOTION 53: That Senate approve Motions 54 and 56 as an omnibus motion.
- MOTION 54: That Senate approve the creation of **ANTR 2056: The Anthropocene** as outlined in the attached template.
- MOTION 55: That Senate approve the creation of **ANTR 3046: The Living and the Dead** as outlined in the attached template.
- MOTION 56: That Senate approve the creation of **ANTR 4106: Multispecies Ethnography** as outlined in the attached template.
- MOTION 57: That Senate approve that the course **SOCI 1016: Introduction to Sociology** be removed as a degree requirement for all Anthropology degrees as outlined.
- MOTION 58: That Senate approve that the course **ANTR 2056: The Anthropocene** be added as a degree requirement for the Specialization Major, Major and Minor in Anthropology as outlined.
- MOTION 59: That Senate approve that the abbreviation for all **Anthropology courses be changed from ANTR to ANTH** as outlined.

SCHULICH SCHOOL OF EDUCATION

MOTION 60: That Senate approve that the following course title be changed from:

EDUC 4721 – Educating Young Children: The Early Years

to

EDUC 4721 – Educating Young Children: Kindergarten and the Early Years

MOTION 61: That Senate approve that the following course description for EDUC 4721 be changed from:

Teacher candidates investigate foundational understandings of early child development (birth to age three)-education as negotiated curriculum, inquiry, play, meaningful growth, the role of the environment, documentation of learning - and consider theoretical underpinnings within early years education. Candidates explore curriculum expectations, methodology, essential elements, and resources for early years within a holistic, integrated view of teaching and learning; and critique examples of developmentally appropriate practice in relation to school, community, and family settings and partnerships.

to

Teacher candidates investigate foundational theories and pedagogical approaches within early years education, including learning through play and inquiry, the role of the environment, co-construction of learning, and pedagogical documentation. Candidates explore Kindergarten curriculum learning expectations and conceptual understandings, as well as Ontario's early years framework. A holistic, integrated view of teaching and learning is discussed; including a critique of developmentally appropriate practice in relation to school, community, and family settings and partnerships.

MOTION 62: That Senate consider Motions 64 to 69 as an omnibus motion.

MOTION 63: That Senate approve Motions 64 to 69 as an omnibus motion.

MOTION 64: That Senate approve that the prerequisites for PHED 2016 Motor Learning and Control be changed as follows:

From: PHED 1016

To: None

MOTION 65: That Senate approve that the antirequisites for PHED 2026 Sport and Exercise Psychology be changed as follows:

From: None

To: PSYC 2806

MOTION 66: That Senate approve that the prerequisites for PHED 2036 Biomechanics I be changed as follows:

From: PHED 1206 & 1207 or PHED 2216

To: PHED 1206

MOTION 67: That Senate approve that the prerequisites for PHED 2056 Injury Prevention and Care be changed as follows:

From: PHED 1206 & 1207

To: PHED 1206

MOTION 68: That Senate approve that the prerequisites for PHED 2217 Systemic Approach to Integrated Human Physiology be changed as follows:

From: PHED 1017

To: None

MOTION 69: That Senate approve that the prerequisites for PHED 3016 Coaching be changed as follows:

From: PHED 2016

To: PHED 2026

MOTION 70: That Senate approve that the prerequisite of “and 54 credits completed” which is currently attached to all PHED courses at the 3000- and 4000- level be changed to “and 48 credits completed”.

MOTION 71: That Senate consider Motions 73 and 79 as an omnibus motion.

MOTION 72: That Senate approve Motions 73 and 79 as an omnibus motion.

MOTION 73: That Senate approve that the prerequisites for PHED 3017 Contemporary Health Issues be changed as follows:

From: PHED 1017 and 54 credits completed.

To: 48 credits completed.

MOTION 74: That Senate approve that the prerequisites for PHED 3037 Gerontology be changed as follows:

From: PHED 2007 or PHED 3136; 54 credits completed.

To: 48 credits completed.

MOTION 75: That Senate approve that the prerequisites for PHED 3076 Health Promotion be changed as follows:

From: 24 credits completed.

To: 48 credits completed.

MOTION 76: That Senate approve that the prerequisites for PHED 3126 Neural-Motor Control of Movement be changed as follows:

From: PHED 2016 and 54 credits completed.

To: 48 credits completed.

MOTION 77: That Senate approve that the prerequisites for PHED 3306 Statistics in Physical Activity be changed as follows:

From: PHED 2406

To: 48 credits completed.

MOTION 78: That Senate approve that the prerequisites for PHED 3306 Statistics in Physical Activity be changed as follows:

From: PHED 2406

To: 48 credits completed.

MOTION 79: That Senate approve that the prerequisites for PHED 4995 Research Project be changed as follows:

From: PHED 2406 and PHED 3306; 54 credits completed.

To: PHED 2406 and 48 credits completed.

MOTION 80: That Senate approve that the prerequisites for PHED 4224 Outdoor Initiatives be changed as follows:

From: Six credits of 1000 level practicals including PHED 3243, and six credits of 2000 level practicals.

To: Six credits of 1000 level practicals and six credits of 2000 level practicals.

MOTION 81: That Senate approve that the prerequisites for PHED 4234 Weightlifting II be changed as follows:

From: Six credits of 1000 level practicals and six credits of 2000 level practicals.

To: Six credits of 1000 level practicals and six credits of 2000 level practicals; PHED 3234.

MOTION 82: That Senate approve that the Program Requirements for the Bachelor of Physical and Health Education (Honours) and the Bachelor of Physical and Health Education be changed as follows (only the specific change is highlighted below):

From:

Three credits from the following (one course):

PHED 3946 or HIST 3946 History of Sport in Canada

PHED 3947 or HIST 3947 Sport and Spectacle in Modern Society

To:

Three credits from the following (one course):

HIST 3946 History of Sport in Canada

HIST 3947 Sport and Spectacle in Modern Society

MOTION 83: That Senate approve that PHED 3946 History of Sport in Canada be deleted.

MOTION 84: That Senate approve that PHED 3947 Sport and Spectacle in Modern Society be deleted.

MOTION 85: That Senate approve that the following courses from the concurrent program be banked:

EDUC-2123 Observation and Practice Teaching II (P/J)

EDUC-2013 Observation and Practice Teaching II (J/I)

EDUC-4112 Language Arts (P/J)

EDUC-4116 Language Arts (J/I)

EDUC-4434 Curriculum Methods I (P/J)

EDUC-4474 Curriculum Methods I (J/I)

EDUC-3123 Observation and Practice Teaching III (P/J)

EDUC-3013 Observation and Practice Teaching III (J/I)

EDUC-4113 Language Arts (P/J)
EDUC-4117 Language Arts (J/I)
EDUC-4103 Educational Psychology and Special Education (P/J)
EDUC-4203 Educational Psychology and Special Education (J/I)
EDUC-4123 Observation and Practice Teaching IV (P/J)
EDUC-4013 Observation and Practice Teaching IV (J/I)
EDUC-4444 Curriculum Methods II (P/J)
EDUC-4484 Curriculum Methods II (J/I)
EDUC 4133 Observation and Practice Teaching V (P/J)
EDUC-4023 Observation and Practice Teaching V (J/I)
EDUC-4244 Visual Arts (P/J)
EDUC-4308 Visual Arts (J/I)
EDUC-4254 Music Education (P/J)
EDUC-4314 Music Education (J/I)
EDUC-4264 Health and Physical Education (P/J)
EDUC-4324 Health and Physical Education (J/I)
EDUC-4274 Mathematics Education (P/J)
EDUC-4334 Mathematics Education (J/I)
EDUC-4284 Science Education (P/J)
EDUC-4344 Science Education (J/I)
EDUC-4294 Social Studies (P/J)
EDUC-4354 Social Studies (J/I)
EDUC-4406 English (Intermediate)
EDUC-4416 Computer Studies (Intermediate)
EDUC-4446 Geography (Intermediate)
EDUC-4456 History (Intermediate)
EDUC-4466 Mathematics (Intermediate)

ADMISSION REQUIREMENTS

MOTION 86: That Senate approve that the Indigenous Teacher Education Program admission requirements modification be approved.

POLICIES

MOTION 87: That Senate approve the revisions to the transfer credit policy for International Baccalaureate applicants as outlined.

MOTION 88: That Senate approve the revisions to our current deferred exam policy as outlined.



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

December 3, 2018

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Monday, December 3, 2018.

PRESENT: Crystal Pigeau (Registrar's designate), John Nadeau, Carole Richardson, Andrew Weeks, Denyse Lafrance-Horning, Tony Parkes, Alison Schindler-Ivy, Nicolai Mackenzie

ABSENT WITH REGRETS: Keenan Kearney, Hannah Mackie

GUESTS: Heather Brown, Ken McLellan

1. Petitions Heard: 19

	APPROVED	DENIED
Admission/Readmission	0	0
Late Registration	1	0
Late Withdrawal	10	2
Degree Requirements Waived/Altered	4	0

Deferred: 2

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Debra', with a large, stylized loop at the bottom.

Debra Iafrate, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated December 3, 2018 be received.

SWLF 1006: Introduction to SWLF & Social Development

Motion: That the Undergraduate Studies Committee recommend to Senate that SWLF 1006, Introduction to Social Welfare and Social Development, be removed from CHFS degree 1st year requirements for Sp. Hon, Hon, Major degree options and replaced with any upper year 3cr Human Development stream course.

Rationale: Redundancy in content with CHFS 1006 Introduction to Child and Family Studies. We also currently have 15 credit requirements at the 1000 level and need to reduce this. Replacing 3 1st year credits with 3 upper year credits for the Human Development stream will also enable us to re-balance the requirements across the two streams of CHFS (Human Development and Social Justice)

CHFS 2106: Human Dev, Children & Youth & CHFS 2107: Human Dev, Adults & Aging

Motion: That the Undergraduate Studies Committee recommend to Senate that the following language be added to the CHFS Calendar for Sp. Hon, Hon, Major, and Minor degree requirements: "Students must choose six credits from CHFS 2106, CHFS 2107, PSYC 2006, and PSYC 2007; provided that three credits focus on children and youth and three credits focus on adults and aging"

Rationale: Creating consistency in the language across programs and alignment with our intent. Currently, PSYC lists CHFS 2106 & CHFS 2107 (Human Development: Children & Youth AND Adults & Aging respectively) as substitutes for PSYC students but CHFS does not list the corresponding PSYC 2006 & PSYC 2007 (Childhood Development & Adult Development respectively) as substitutes for CHFS students. There is a great deal of overlap between CHFS 2106 & 2107 and PSYC 2006 & 2007. We are proposing this modification in the interest of achieving some efficiency between departments, and also of simplifying the process for students.

Motion: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for CHFS 2107 Human Development: Adults & Aging be changed to CHFS 2106 OR PSYC 2006 (Human Development: Children & Youth and Childhood Development respectively) from the current prerequisite of CHFS 2106.

Rationale: A required modification stemming from the previous motion. * Anti-requisite language will also be cleaned-up to reflect this move to help clarify the requirements for students.

CHFS 3035: Statistics in Behavioural & Social Sciences

Motion: That the Undergraduate Studies Committee recommend to Senate that the CHFS calendar language around PSYC-CHFS statistics course substitutions be added: "Students must choose six credits from CHFS 3035 OR PSYC 2126 and PSYC 2127".

Rationale: Creating consistency in the language across programs and alignment with our intent. Currently, PSYC lists CHFS 3035 as a substitute for PSYC students but CHFS does not list the corresponding PSYC 2126 & PSYC 2127 as substitutes for CHFS students. There is significant overlap between CHFS 3035 and PSYC 2126 & 2127. We are proposing this modification in the interest of achieving some efficiency between departments, and also of simplifying the process for students.

Changes to BIOL 3596 Ornithology

1. Modifying the Course Description from:

“This course is an introduction to the biology of birds with emphasis on the anatomy, physiology, reproductive behaviour and ecology of the principal avian families. Field identification, distribution, migration and census techniques will be covered with reference to Ontario species.”

To:

“In this course students will be introduced to the biology of birds with emphasis on the evolution, physiology, reproductive behaviour and ecology of the principal avian families. Defining traits, distribution, social behaviours and conservation will be covered with reference to Ontario species.”

2. Modifying the Learning Outcomes from:

- An excitement and appreciation for the varied and unique adaptations displayed by birds to different habitats around the planet.
- An understanding of the ecological and philosophical importance of conserving bird populations.
- An ability to apply field and lab techniques in ornithological research and data collection and analysis

To:

- A fundamental knowledge about the unique adaptations, evolution and ecology of birds.
 - The ability to analyze and apply the scientific literature associated with Ornithology
 - A broad base of knowledge about avian families and their traits
 - The ability to dissect, discuss and debate current issues in Ornithology
 - A critical understanding of the conservation problems that birds face today
3. Changing the instructional method from lab and lecture to lecture only.
- We will supply visual and interactive aspects previously supplied by the labs with AV and software experiences.
4. Changing the hours of contact time per week from six to three.
- We won't need the lab time if we use an AV and software approach to this course.

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive to approve the revision of the course **BIOL 3596 Ornithology** as outlined in the attached template.

A) Descriptive Data:

Course Code	BIOL 3596
Course Title	Ornithology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	<p>Original - This course is an introduction to the biology of birds with emphasis on the evolution, physiology, reproductive behaviour and ecology of the principal avian families. Defining traits, distribution, social behaviours and conservation will be covered with reference to Ontario species.</p> <p>Revised - In this course students are introduced to the biology of birds with emphasis on the evolution, physiology, reproductive behaviour and ecology of the principal avian families. Defining traits, distribution, social behaviours and conservation are covered with reference to Ontario species.”</p>
Course Prerequisite	BIOL 2837
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	
Restriction	Click here to enter Restriction
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input checked="" type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	3 hours per week (Previously 6 hours per week but the lab is being dropped in favour of an AV and software approach.)
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify:</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please specify: click here to specify</p>
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible,	Original - Students who successfully complete this course will demonstrate:

COURSE TEMPLATE

<i>measurable and in active voice)</i>	<ul style="list-style-type: none">• An excitement and appreciation for the varied and unique adaptations displayed by birds to different habitats around the planet.• An understanding of the ecological and philosophical importance of conserving bird populations.• An ability to apply field and lab techniques in ornithological research and data collection and analysis <p>Revised - Students who successfully complete this course will demonstrate:</p> <ul style="list-style-type: none">• A fundamental knowledge about the unique adaptations, evolution and ecology of birds.• The ability to analyze and apply the scientific literature associated with Ornithology• A broad base of knowledge about avian families and their traits• The ability to dissect, discuss and debate current issues in Ornithology• A critical understanding of the conservation problems that birds face today
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BIOL 3596 - Ornithology Statement of Need

BIOL 3596 – Ornithology has been offered at Nipissing for many years. It was popular as a Fall or Winter course, and achieved enrolments like other similar Fall or Winter courses such as Herpetology and Ichthyology which both consistently have 35-45 students per year. It was then moved to Spring with the idea of taking advantage of the seasonal migration and mating of local bird species. However as a Spring course the enrollment numbers have been lower; there are not that many 3rd-year Biology Majors who can afford to be available at that time.

Some of our courses, such as Animal Behaviour, have been offered without a lab component – relying instead on excellent recently available AV material to complement the theoretical part of the course. This makes the course relatively inexpensive to run, efficient with our time and resources, independent of seasonality, and pleasing to students with busy timetables.

It has been suggested that dropping the lab of Ornithology and moving it to the Winter term would increase enrollment and put it on par with other 3rd year animal courses. It also makes the course available to more students who are unable to take courses during the Spring/Summer term.

In addition, we are proposing to create a brand new Ornithology Field course that develops the practical and field aspects of “bird watching”. The field course would not require the same theoretical Vertebrate Zoology background and would therefore be opened up to many more students who are simply interested in “birding” and who are available in the Spring when the peak of field activity is happening. Birding is a very popular pastime. A course about birding field techniques would attract more students and better prepare current Biology students for the practical aspects of a career as a field ornithologist. Every year there are many field jobs that require competent bird field ID.

While the Ornithology course would be limited to 3rd year BIOL students. The Field Ornithology course would be available to any students in their 2nd year or higher, regardless of major.

The two courses would be separate from each other. Students could take one or the other, or both.

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **BIOL 3696 Field Ornithology** as outlined in the attached template.

A) Descriptive Data:

Course Code	BIOL 3696
Course Title	Field Ornithology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	In this course students are introduced to field techniques employed by ornithologists with emphasis on the identification of principal avian taxa found in Central and Northern Ontario. Field identification, sampling avian populations and communities, specimen preservation, species distribution, migration and census techniques are covered.
Course Prerequisite	BIOL 1007 or any 18 credits completed
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	
Restriction	Click here to enter Restriction
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input checked="" type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	3 hours per week
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ul style="list-style-type: none"> A broad base of knowledge about the main subject areas encompassed by Field Ornithology. The ability to identify birds found in Central and Northern Ontario using sight and sound techniques. First-hand experience with field techniques used in Ornithology The ability to collect, analyze and interpret data in the field. The ability to effectively communicate findings to others. The ability to apply the theory and practical skills of

COURSE TEMPLATE

	ornithology to problems faced by professional field biologists, such as: habitat loss, climate change, biodiversity and conservation.
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ARCC Motions (Classical Studies)

Motion: That ARCC recommend to the Arts and Science the cross-listing of the following Anthropology courses with Classical Studies: **ANTR 2026 – Archaeology I**, **ANTR 2027 – Archaeology II**, and **ANTR 3037 – Archaeological Cataloguing and Reporting**.

Rationale: These courses cover the practical techniques of archaeological field work and are transferable to students interested in pursuing the study of Classical Archaeology.

ARCC Motion for Spanish

Motion 1: That ARCC recommend to Arts and Science Executive a change in the degree requirements for a Minor in Spanish from *“A Minor in Spanish consists of a minimum of 18 credits of Spanish, with no more than six credits at the 1000 level. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish”* as per the current Academic Calendar, to *“A Minor in Spanish consists of a minimum of 18 upper year credits of Spanish. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish.”*

Rationale: The purpose of this change is to align the requirements for a Minor in Spanish with those required for a minor in French and stimulate better in enrollment in upper level Spanish courses.

Motion:

That ARCC recommend to the Arts and Science Executive the addition of the following course expectations and outcomes for **ENGL 1551: Language & Written Communication: English 2nd Language I** as outlined.

Calendar Course Description: This course is designed for students whose first language is not English. Practical training is given in the writing of sentences and paragraphs. Topics covered include vocabulary, the proper use of a dictionary, and common syntactical problems involving verb tenses and the use of prepositions.

EXPECTATIONS OR OUTPUTS (skills measured through assignments)**BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO**

1. Understand an adequate range of complex formal and informal communication in English.
2. Communicate confidently in English in both educational and social situations.
3. Read and comprehend written English, both formal and informal.
4. Write clearly and correctly in both academic and informal English registers.
5. Identify differences in cultures in Canada and globally.
6. Apply course strategies and information to communicate successfully in English and adapt to multicultural environments in an academic, professional and/or personal environment.

OUTCOMES**STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE**

1. A solid understanding of oral and written English in both academic and conversational registers.
2. An ability to apply functional English language skills in a variety of Canadian academic, cultural and social contexts.
3. An ability to write short assignments and give oral presentations in English in a university context.
4. An ability to interpret, analyze, synthesize and combine information in English using a variety of strategies, resources, and technologies.

Motion:

That ARCC recommend to the Arts and Science Executive the addition of the following course expectations and outcomes to **ENGL 1552: Language & Written Communication: English 2nd Language II** as outlined.

Calendar Course Description: This course presents a further study of written English for the student whose first language is not English. Particular emphasis is placed on practical training in the writing of longer works (essays, reports and research papers). The study of English vocabulary and sentence structure initiated in [ENGL 1551](#) is continued and extended.

EXPECTATIONS OR OUTPUTS (skills measured through assignments)**BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO**

1. Understand a wide range of complex formal and informal communication in English.
2. Communicate fluently in English in both educational and social situations.
3. Read and comprehend written English, both formal and informal.
4. Write clearly and correctly in both academic and informal English registers.
5. Identify differences in cultures in Canada and globally.
6. Apply course strategies and information to communicate successfully in English and adapt to multicultural environments in an academic, professional and/or personal environment.

OUTCOMES**STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL DEMONSTRATE**

1. A developed understanding of oral and written English in both academic and conversational registers.
2. An ability to apply functional English language skills in a variety of Canadian academic, cultural and social contexts.
3. An ability to write long research assignments and give oral presentations in English in a university context.
4. An ability to interpret, analyze, synthesize and combine information in English using a variety of strategies, resources, and technologies.

Rationale: During the university-wide addition of course expectations and outcomes to all courses in 2012-2013, the Department of English Studies somehow overlooked ENGL1551 and 1552 and did not notice the absence of these on the syllabi for these courses until this year.

Motion: That ARCC recommend to the Arts and Science Executive to approve the creation of the course code FYFE and the corresponding title **First Year Foundations Experience** as outlined.

Rationale: The FYF program is a transitional program for entering student with averages below the typical cut off. The University received significant funding to put this program in place. A working group has been struck in Arts and Science to begin the process of developing the details of the program and curriculum development is an early step. This course code (FYFE) and title need to be created before the individual courses for the new First Year Foundations initiative can be added to the academic calendar.

MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **FYFE ****: Critical and Applied Thinking** as outlined in the attached template.

A) Descriptive Data:

Course Code	FYFE
Course Title	Critical and Applied Thinking
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students become familiar with the rules of logic, quantitative, and qualitative analysis, and their practical applications, including improving of learning techniques. Students analyze typical situations in social, economic, political, and other contexts. Students assess credibility of various sources of information using the rules of logic and qualitative analysis.
Course Prerequisite	None
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> lecture <input checked="" type="checkbox"/> laboratory work <input checked="" type="checkbox"/> private study <input checked="" type="checkbox"/> seminar <input checked="" type="checkbox"/> practical work <input checked="" type="checkbox"/> independent study </div> <div> <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> studio work <input checked="" type="checkbox"/> service learning <input checked="" type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	3 hours of educational instruction including lectures and tutorials
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Group II of First Year Foundations
Cross-Listing	<input checked="" type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ul style="list-style-type: none"> ● an ability to recognize the fundamental rules of logic ● an ability to understand methods of quantitative and qualitative analysis ● an ability to assess the likelihood of certain events and credibility of various sources of information ● an ability to apply rules of logic to analyze practical problems ● an ability to apply awareness of how theoretical knowledge can

	<p>be applied in various contexts</p> <ul style="list-style-type: none">● improved learning skills and techniques
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MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **FYFE 1001 Topics in Arts and Science I** as outlined in the template.

A) Descriptive Data:

Course Code	FYFE1001
Course Title	Topics in Arts and Science I
Course Credits	<input type="checkbox"/> 3 credits ✕ 6 credits ✕ Other Click here to specify
Course Description	Through the study of a topic in the Humanities, Sciences, or Social Sciences, students learn how to approach and engage with the world academically. Students examine and apply theory drawn from various disciplines to various worldviews. Topics vary from year to year.
Course Prerequisite	NA
Course Corequisite	NA
Antirequisite	NA
Restriction	Restricted to students enrolled in the Academic Transitions program
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial ✕ laboratory work ✕ studio work ✕ private study ✕ service learning ✕ seminar ✕ clinical practice ✕ practical work ✕ online delivery ✕ independent study
Hours of contact time expected per week	4 hours of educational instruction including lectures and tutorials
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ✕ Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ✕ Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	✕ Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate 1. an ability to recognize and engage in a range of academic approaches to knowledge. 2. an ability to begin to distinguish between the approaches to knowledge of different disciplines. 3. an understanding of the purpose of academic skills. 4. an introductory level ability to apply the academic skills of critical reading, critical thinking and critical writing. 5. an introductory level ability to recognize and ask scholarly questions. 6. an ability to evaluate and manage workload.

MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **FYFE 1002 Topics in Arts and Science II** as outlined in the template.

A) Descriptive Data:

Course Code	FYFE1002
Course Title	Topics in Arts and Science II
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other Click here to specify
Course Description	Through the study of a topic in the Humanities, Sciences, or Social Sciences, students learn how to approach and engage with the world academically. Students examine and apply theory drawn from various disciplines to various worldviews. Topics vary from year to year
Course Prerequisite	N/A
Course Corequisite	N/A
Antirequisite	N/A
Restriction	Restricted to students enrolled in the Academic Transitions program
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input checked="" type="checkbox"/> laboratory work <input checked="" type="checkbox"/> private study <input checked="" type="checkbox"/> seminar <input checked="" type="checkbox"/> practical work <input checked="" type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> studio work <input checked="" type="checkbox"/> service learning <input checked="" type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	4 hours of educational instruction including lectures and tutorials
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input checked="" type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. an ability to recognize and engage in a range of academic approaches to knowledge. 2. an ability to begin to distinguish between the approaches to knowledge of different disciplines. 3. an understanding of the purpose of academic skills. 4. an introductory level ability to apply the academic skills of critical reading, critical thinking and critical writing. 5. an introductory level ability to recognize and ask scholarly questions. 6. an ability to evaluate and manage workload.

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **FYFE **** Building a Better World** as outlined in the template

A) Descriptive Data:

Course Code	FYFE****
Course Title	Building a Better World
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	This course gives students the opportunity to imagine and analyse different ways to make life better for themselves, their fellow humans, and the animals and plants that humans share the planet with. Students engage with aims and methods of different disciplines in the sciences, social sciences, and humanities in order to discover new possibilities for change, both idealistic and practical.
Course Prerequisite	N/A
Course Corequisite	N/A
Antirequisite	N/A
Restriction	Restricted to Students in the Academic Transitions Program
Instructional Method	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div> <input checked="" type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	3 hours of educational instruction including lectures and tutorials
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. an ability to engage in collegial classroom discussion. 2. an ability to apply the academic content of the course to the student's individual past, present, and future. 3. an ability to critically examine academic analyses and connect them to real world issues and movements.

COURSE TEMPLATE

	<ul style="list-style-type: none">4. a mastery of the skills of time-management.5. an ability to assess and follow instructions on assignments.6. an ability to balance working with a mentor and working independently.
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COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **FYFE Social Media: Untangling the Threads** as outlined in the template

Descriptive Data:

Course Code	FYFE****
Course Title	Social Media: Untangling the Threads
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	This course analyzes the effects of social media on both society and media. Students evaluate their own consumption of and participation in various platforms of social media and engage with current debates about the harms and benefits of widespread use of social media in various countries and cultures.
Course Prerequisite	N/A
Course Corequisite	N/A
Antirequisite	N/A
Restriction	Restricted to students in the Academic Transitions Program
Instructional Method	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div> <input checked="" type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	3 hours of lecture and/or tutorial a week
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. an ability to engage in collegial classroom discussion. 2. an ability to apply the academic content of the course to the student's own use of social media. 3. an ability to critically examine academic analyses and connect them to real world practices.

COURSE TEMPLATE

	<ul style="list-style-type: none">4. a mastery of the skills of time management.5. an ability to assess and follow instructions on assignments.6. an ability to balance working with a mentor and working independently.
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SUMMARY OF MOTIONS/MATTERS

- MOTION:** That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 2316 Masculinities, Money and Media**
- MOTION:** That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 3316 Race, Murder and Media**
- MOTION:** That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 3326 Digital Beasts**.
- MOTION:** That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 4106 Selected Topics**
- MOTION:** That ARCC recommend to the Arts and Science Executive that **GEND 2076 Conflict and Conversion** be DELETED from the program.
- MOTION:** That ARCC recommend to the Arts and Science Executive a revision of the course title of **GEND 3047 Deconstructing Nature** to **GEND 3047 Dark Ecology** as outlined.

RATIONALE & DETAILS

ADDING NEW COURSES

New Course Proposals (Templates can be found at the end)

MOTION:

That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 2316 Masculinities, Money and Media** as outlined in the template.

Rationale: We have offered **GEND 2316 Masculinities, Money and Media** via the special topics designations in the fall of 2014 and 2015. Both offerings had solid enrolments. This course complements and builds towards a concentration focused on masculinities in part by complementing our existing 3rd year course, **GEND 3136 Masculinities and Power**. We note that across the Arts & Science curriculum there are an increasing number of courses focused on masculinity. Clearly there is the potential to collaborate with other programs on an interdisciplinary certificate.

MOTION:

That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 3316 Race, Murder and Media** as outlined in the template.

Rationale: This course will expand the course options for our proposed Certificate in Media Studies. The course offers students in our Power and Inequality stream the opportunity to study the structural foundations of media representations of crime and justice. It will appeal to a cross section of students, including students in the Criminal Justice program. A critical race and feminist intersectional (gender, race, class) theoretical approach to the examination of media portrayals of violence, criminalization, and justice is an important component of GESJ's commitment to critical race studies. This course complements and extends the analytical skills

learned in our other explicitly critical race/ socio-legal courses: 2516 Violence, Race, & Law; and 2526 Prisons, Race, & Gender.

MOTION:

That ARCC recommend to the Arts and Science Executive to approve the creation **GEND 3326 Digital Beasts** as outlined in the template.

Rationale: This course will expand the course options for our proposed Certificate in Media and Social Justicer and will offer students the opportunity to begin to build a concentration in the developing area of critical animal studies. This course will complement **GEND 2086 Animal Rites** as well as **RLCT 2056 Religion, Justice and Animals** by offering a 3rd year level course. The critical race and feminist intersectional (gender, race, class) theoretical approach to the examination of media, online and video portrayals of animals makes an important contribution to enriching GESJ's interest in expanding offerings in the area of environmental humanities.

MOTION:

That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 4106 Selected Topics** as outlined in the template.

Rationale: We currently offer a six credit Honours Seminar to our 4th year majors. The addition of a 3 credit 4000 level course will allow students in both GESJ as well as other programs, the opportunity for more advanced study. We have proposed a pre-requisite that would exclude 2nd year students but otherwise open the course to 3rd and 4th year students who are majoring in GESJ as well as others who would be interested in taking the course as an elective.

DELETING/BANKING

MOTION:

That ARCC recommend to the Arts and Science Executive that **GEND 2076 Conflict and Conversion** be deleted as outlined.

Rationale:

This course has never been offered. It is cross-coded with RLCT as **RLCT 2076 Conflict and Conversion** and it is being deleted from that program and replaced with a new course **RLCT Religion, Colonization and State Violence**. The new course will be cross-listed with GESJ.

MODIFICATION (NO SENATE APPROVAL REQUIRED)

MOTION:

(This Motion is FYI and does not require a vote in Senate)

Course Code	GEND 2316
Course Title	Masculinities, Money, & Media
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students are introduced to the field of critical masculinities studies through the analysis of media representations of masculinities in sports ads, movies, music videos, magazines, television shows, computer games, pornography, social media, news, and documentaries. Students learn how corporations and nations mobilize representations of hegemonic masculinity in order to construct racialized masculine subjects/bodies that are <i>useful</i> for maintaining local, national, and international economies, whether as consumers, entrepreneurs, laborers, or soldiers.
Course Prerequisite	Any 18 credits.
Course Corequisite	None
Antirequisite	GEND 2056 when offered as Masculinities, Money, & Media in FA 2014 or FA 2015
Restriction	Click here to enter Restriction
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3

Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify: This course will be included in our Media and Social Justice Certificate.</p>
Course Grouping or Stream	<p>Does this course belong to a Group or Stream?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify: Power and Inequality Stream</p>
<u>Cross-Listing</u>	<p><input type="checkbox"/> Cross-Listed - this course may be credited towards</p> <p>Click here to enter cross-listing information</p>
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will demonstrate</p> <ol style="list-style-type: none"> 1. Critical reading and critical thinking skills developed in preparation for weekly contributions to class discussion of readings; 2. Comprehension of theory and key concepts from the field of critical masculinities studies (regarding the fluidity, non-fixity, multiplicity, intersectionality, and spatiality of masculine subjectivity) as evidenced by the ability to explain, apply, and discuss these theories and concepts on exams and in written assignments; 3. Critical reasoning skills developed through identifying and examining the key issues, themes, and controversies within and across feminist and masculinities studies; 4. Intellectual independence and analytical skills developed through the examination of the role of capitalism (local and global) and media, in the construction of neoliberal subjectivity and masculinities; 5. Team work skills through collaborative learning activities such as team presentations and weekly workshops; 6. Skills in researching and writing at the University.

Rationale/Statement of Need

This course will expand the course options for our proposed Certificate in Media and Social Justice. This course offers students in our Power and Inequality stream the opportunity to study the (race, gender, economic) structural sources to media representations of masculinities, and to expand their knowledge of Critical Masculinities Studies. We have successfully run this course twice under a special topics code.

	<ol style="list-style-type: none"> 1. Critical reading and critical thinking skills developed in preparation for weekly contributions to class discussion of readings; 2. Comprehension of critical race theory and feminist media studies theory and concepts, as evidenced by the ability to explain, apply, and discuss these on exams and in written assignments; 3. Critical reasoning skills developed through identifying and examining the key issues, themes, and controversies related to contemporary media representations of race, violence, and law; 4. an ability to examine the ways in which non/fiction media may generate “public feeling” that mobilizes people to engage in positive social justice change. 5. Intellectual independence and analytical skills developed through the examination of media and the articulation of reasoned, evidenced based, argument in verbal and written assignments; 6. Team work skills through collaborative learning activities such as team presentations and weekly workshops; 7. Skills in researching and writing at the University level.
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Rationale/Statement of Need

This course will expand the course options for our proposed Certificate in Media and Social Justice. This course offers students in our Power and Inequality stream the opportunity to study the structural sources to media representations of crime and justice. It will appeal to a cross section of students, including students in the Criminal Justice program. A critical race and feminist intersectional (gender, race, class) theoretical approach to the examination of media portrayals of violence, criminalization, and justice is an important component to GESJ's commitment to critical race studies. This course complements and extends the analytical skills learned in our other explicitly critical race/ socio-legal courses: 2516 Violence, Race, & Law; and 2526 Prisons, Race, & Gender.

	<p>4. Advanced critical reasoning skills developed through identifying and examining some of the key issues, themes, and controversies related to the representation of animals within and across feminist environmental humanities;</p> <p>5. An enhanced understanding of the role of interdisciplinary scholarship in the field of critical animal studies</p> <p>6. A developed ability to identify the rhetorical and aesthetic strategies deployed in mainstream media that sustain a hegemonic as well as normative approach to real-world animals</p>
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Statement of Need

This course will expand the course options for our proposed Certificate in Media and Social Justice will offer students the opportunity to begin to build a concentration in the developing area of critical animal studies. This course will complement **GEND 2086 Animal Rites** as well as **RLCT 2056 Religion, Justice and Animals** by offering a 3rd year level course. The critical race and feminist intersectional (gender, race, class) theoretical approach to the examination of media, online and video portrayals of animals makes an important contribution to enriching GESJ's interest in expanding offerings in the area of environmental humanities.

MOTION : That ARCC recommend to the Arts and Science Executive to approve the creation of **GEND 4106 Selected Topics in Gender Equality and Social Justice** as outlined in the template.

A) Descriptive Data:

Course Code	GEND 4106
Course Title	Selected Topics in Gender Equality and Social Justice
Course Credits	3 credits
Course Description	Students have the opportunity for more advanced study of a topical issue relating to social justice. The theme and content of this course changes from year to year.
Course Prerequisite	GEND 1006 or GEND 1007 as well as 27 completed credits
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input checked="" type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	3 hours per week
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: We currently only offer an Honours Seminar to our students. This selected topics course allows fourth year students further opportunity for advanced study in our program. Third year students may also take this course to permit a broader window for enrolment given the appeal and rotation of different topics.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: The applicable stream will be determined by the department on a year-to-year (or course-to-course) basis.
<u>Cross-Listing</u>	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ul style="list-style-type: none"> • An advanced knowledge and critical understanding of selected issues and debates within Gender Equality and Social Justice; • a well developed understanding of different critical approaches to social justice and equity;

	<ul style="list-style-type: none">• an ability to synthesize and apply the knowledge gained in the course;• an ability to conduct complex analyses and formulate logical, critical arguments• an ability to gather and comprehend complex secondary sources and to make effective use of them by discriminating between them• an ability to formulate an appropriate topic for research and to complete a sustained research paper• an ability to initiate critical discussion and to participate in a sustained scholarly conversation• an ability to communicate ideas and analyses in clear, correct, persuasive, and elegant prose
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ARCC Proposal from English Studies and GESJ

Proposal for a Minor in Media, Representation and Social Justice November 27, 2018

MOTION 1: That ARCC recommend to the Arts and Science Executive to approve the creation of a Minor in Media, Representation and Social Justice as outlined in the document.

Rationale/Statement of Academic Merit

Given the increasingly screened nature of all our lives, media studies has significant appeal for students whose everyday lives offer them extensive personal experience of those screens. The opportunity to develop and increase their capacity to critically analyze media has the potential to connect them to a wide range of professional opportunities in the future. GESJ and English Studies have for some time now been exploring the possibility of offering a collaborative BA in Media Studies. This interdisciplinary minor, initially between GESJ and English Studies, is a first step in exploring interest in future possibilities for programming in this area from stand-alone Certificates to Diplomas. This Minor may, in the future, replace the existing Interdisciplinary Minor in Media, Culture and Communication which has not been offered since its inception – primarily because the required first year course cannot be mounted due to staffing issues. The new Minor does not have that problem.

The distinct fields of both media and social justice studies are growing areas. Since 2001 when GESJ restructured its program into streams, we have offered a concentration in Media and Cultural Studies, under the Culture and Criticism stream. The courses offered under this stream have consistently been either fully enrolled or, as has more often been the case, had waiting lists. With each additional course added to the stream the same phenomenon of wait lists has occurred. GESJ has a policy of cross-listing as many of its courses as possible and in respect of that policy, the media studies courses are cross-listed with English Studies as well as Film studies. Beyond these cohorts, they are clearly very appealing to students seeking double majors, minors and electives. Over the past five years, GESJ has offered an average of 15 credits per year and English Studies an average of 9 credits per year in this stream. Regular course cycling in both GESJ and English Studies means that students seeking an 18 credit Minor in Media, Representation and Social Justice over four years will have sufficient choice and opportunity to complete a Minor. Given the weight of course offerings by GESJ, this minor will primarily serve students who are not majors in GESJ. GESJ majors already have the option of concentrating their studies in the Culture and Criticism stream and thus their interest in critical media studies is already reflected in their degrees. If, in the future, the offerings from other departments enhance the curriculum, we can revisit the restriction we are proposing below.

Description: This Minor in Media, Representation and Social Justice provides students with a concentration in the theory and practice of critical media studies which focuses on representations of privilege, marginalization and other issues associated with social justice.

The Minor will be well suited for students who are interested in developing a media focus for their studies, but who are not otherwise GESJ majors.

This concentration of courses provides critical insight into a range of issues broadly focused on the interface between media, representation and social justice. Following the theoretical focus of many of the courses within GESJ, the Media, Representation and Social Justice Minor will engage media studies from intersectional, critical race, Indigenous, post-colonial and feminist perspectives, with a theoretical focus on the examination of power. Following the theoretical focus of many of the courses within English Studies, the Minor will also apply to media studies a nuanced analysis of the rhetoric of power and resistance, including literal and figurative representations of production and consumption.

Minor Requirements:

The Minor in Media Studies and Social Justice consists of 18 credits as outlined below:

Eighteen Credits of the following

GEND 2206	Makeover Culture	3
GEND 2047	Gender and Social Media	3
GEND 2166	Women, Media and Representation	3
GEND 2276	Kid Media	3
GEND 2376	Selected Topics in Kid Media	3
GEND 2305	Women in Cinema	6
GEND 2306	Art and Social Justice	3
GEND 3046	Queer Media	3
GEND 3076	Reality TV and the Politics of Difference	3
GEND 2056	Selected Topics in Culture and Criticism	3
GEND 3055	Selected Topics (Advanced) in Culture and Criticism	6
GEND 2316	Masculinities Money and Media	3
GEND 3316	Race Murder and Media	3
GEND 3326	Digital Beasts	3
ENGL 2126	Topics in Visual Storytelling	3
ENGL 3036	Topics in Media Studies	3
ENGL 3047	Topics in Digital Culture	3
ENGL 3606	Topics in Popular Culture	3

Minor Restrictions:

Students may not apply to graduate with a Minor in Media, Representation and Social Justice and an Honours Specialization, Specialization or Major in Gender Equality and Social Justice.

Learning Objectives for the Minor in Media, Representation and Social Justice

Students who successfully complete this Minor will demonstrate:

1. A sophisticated comprehension of key concepts and theories from the fields of media as well as social justice studies, as evidenced by the ability to explain, apply, and discuss these theories and concepts both orally and in writing.
2. Solid critical reasoning skills developed through identifying and examining some of the core issues, themes, and controversies related to the representation of social justice issues within both the mainstream and alternative media
3. An understanding of the role of interdisciplinary scholarship in the fields of media and social justice studies
4. An understanding of the relationship between systems of power and social justice as they intersect with various modes of media
5. An ability to devise, sustain and defend an argument/s focused on analyses of a specific theme or issue related to the media representation of social justice issues.
6. An understanding of the relationship between systems of power, media and social justice including the ability to critically analyse, discuss and write about the intersections between gender, race, class and sexuality as key determinants of equity.

Statement of Admission Requirements

The Minor is available to all students who complete 18 credits as outlines above. Cross-listed courses will not be counted towards Minor.

Statement of Financial Viability

The Minor will incur no additional costs. It is possible to offer it as part of the normal course rotation in GESJ and English Studies.

Statement of Administrative Responsibility

GESJ and English Studies will administer the curriculum as it relates to the Minor.

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive the creation of **HIST 3906: Experiential Learning for OMAH Students I** as outlined in the attached template.

A) Descriptive Data:

Course Code	HIST 3906
Course Title	Experiential Learning for OMAH Students I
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students admitted to the OMAH program complete an experiential learning opportunity as a Research Assistant (RA) reflecting some element of their current field of study and/or future ambitions. Students enrolled in this course work with a tenured or tenure-track History department faculty member to complete at least 36 hours of related experience.
Course Prerequisite	Six credits of History at the 1000 level or 24 credits completed
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Students must be enrolled in the OMAH program to register for this course.
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input checked="" type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input checked="" type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	NA
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This is a required course for OMAH students
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Rationale	Students increasingly want to incorporate practical experience into their academic programs. For example, the University of Waterloo has one of the most successful experiential learning programs in North America where students are placed with employers for one term during their

COURSE TEMPLATE

	academic tenure at the university. This course offers OMAH History students the opportunity to work with a faculty member to design a Research Assistantship in fields related to their academic/historical interests. The experience may help them with employment post degree.
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ol style="list-style-type: none">1. the ability to learn independently2. the ability to communicate effectively in both written and oral forms3. the ability to reflect on their practical learning experience4. the ability to apply their knowledge to the workplace5. the ability to work cooperatively with a mentor6. the ability to conduct detailed research and analysis foundational to future employment and/or graduate level research

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive the creation of **HIST 3907: Experiential Learning for OMAH Students II** as outlined in the attached template.

A) Descriptive Data:

Course Code	HIST 3907
Course Title	Experiential Learning for OMAH Students II
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students admitted to the OMAH program fulfill an international, national, regional, or community placement or an approved experiential learning course, or work in some approved form at Nipissing University.
Course Prerequisite	Six credits of History at the 1000 level or 24 credits completed
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Students must be enrolled in the OMAH program to register for this course.
Instructional Method	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input checked="" type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div style="width: 50%;"> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input checked="" type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery </div> </div>
Hours of contact time expected per week	NA
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This is a required course for OMAH students
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Rationale	Students increasingly want to incorporate practical experience into their academic programs. For example, the University of Waterloo has one of the most successful experiential learning programs in North America where students are placed with employers for one term during their academic tenure at the university. This course offers OMAH History

COURSE TEMPLATE

	students the opportunity to gain professional experience in fields related to their academic/historical interests. It will draw on the new experiential learning program that is about to be launched and, in the somewhat longer term, on the new Dean of Teaching. The experience may help them with employment post degree.
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ol style="list-style-type: none">1. the ability to learn independently2. the ability to reflect on their practical learning experience3. the ability to communicate effectively in both written and oral forms4. the ability to conduct detailed research and analysis foundational to future employment and/or graduate level research5. the ability to apply their knowledge to the workplace6. the ability to work cooperatively with a mentor, community partner, or institution

COURSE TEMPLATE

The Department of History proposes changes to the following two courses, currently cross-coded with the Bachelor of Physical and Health Education program. Specifically the department proposes to delete the cross-coding with the Bachelor of Physical and Health Education, as follows:

MOTION: That Senate delete the cross-coding of Hist 3946 with the Bachelor of Physical and Health and Education.

A) Descriptive Data:

Course Code	Hist 3946
Course Title	History of Sport in Canada

MOTION: That Senate delete the cross-coding of Hist 3947 with the Bachelor in Physical and Health and Education.

B) Descriptive Data:

Course Code	Hist 3947
Course Title	Sport and Spectacle in Modern Society

Rationale: Cross-coding creates a separate course, in these cases, PHED 3946 and PHED 3947. Currently PHED students have the option of completing either Hist 3946 or PHED 3946 OR Hist 3947 or PHED 3947 as part of their degree requirements, as seen in the following excerpt from the calendar entry on PHED program requirements:

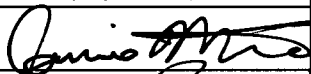

COURSE TEMPLATE

Three credits from the following (one course):		3 cr.
<u>PHED 4046</u>	Contemporary Issues in Sport and Physical Activity	
<u>PHED 3946 or</u> <u>HIST 3946</u>	History of Sport in Canada	
<u>CLAS 2206</u>	Sport and Recreation in the Classical World	
<u>PHED 3947 or</u> <u>HIST 3947</u>	Sport and Spectacle in Modern Society	
<u>ENGL 1000</u>	Special Topics course titled: Sport in Literature and Film	

Thus this change would simply have the effect of removing the option to enroll under the PHED course code rather than the Hist course code. The content of the course would remain the same. This change provides clarity to students who are ultimately enrolling in a History course taught by a History faculty member, even when they enroll in PHED 3946. Cross-coding has also created some confusion in programming, as the university does not have an automatic system for dealing with cross-coded courses. Note that these changes are being made in conjunction with changes going through the Shulich School of Education deleting PHED 3946 & 3947 and keeping Hist 3946 & 3947 in the PHED program requirements.

DEPARTMENTAL CURRICULUM APPROVAL FORM

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

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
History	Jamie Murton		Oct 30, 2018
BPHE	Graydon Raymer		Nov. 6, 2018

MOTION 17: The School of Physical and Health Education recommend to ARCC that the Program Requirements for the Bachelor of Physical and Health Education (Honours) and the Bachelor of Physical and Health Education be changed as follows (only the specific change is highlighted below):

From:

Three credits from the following (one course):

PHED 3946 or HIST 3946 History of Sport in Canada

PHED 3947 or HIST 3947 Sport and Spectacle in Modern Society

To:

Three credits from the following (one course):

HIST 3946 History of Sport in Canada

HIST 3947 Sport and Spectacle in Modern Society

Rationale: The History Department and BPHE program would like to change from cross-coding of HIST 3946 and HIST 3947 with PHED 3946/3947, to the cross-listing of HIST 3946/3947. This approach is consistent with what the BPHE program does with CLAS 2206 and ENGL 1000.

Motion 18: The School of Physical and Health Education recommend to ARCC that PHED 3946 History of Sport in Canada be deleted.

Rationale: PHED 3946 existed only as a cross-coded version of HIST 3946. Both programs would like to switch to a cross-listed course (HIST 3946) that will remain in the BPHE program requirements.

Motion 19: The School of Physical and Health Education recommend to ARCC that PHED 3947 Sport and Spectacle in Modern Society be deleted.

Rationale: PHED 3947 existed only as a cross-coded version of HIST 3947. Both programs would like to switch to a cross-listed course (HIST 3947) that will remain in the BPHE program requirements.

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **HIST 3297: Place and People in Rural Canada** as outlined in the template.

A) Descriptive Data:

Course Code	Hist 3297
Course Title	Place and People in Rural Canada
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine the history of rural places and people in Canada. Over the last two centuries local, household production in farming, logging, mining and fishing has changed to producing for the market. Students consider the effect of this change on work, gender, neighbourhood and community life, environment and other aspects of rural life and reflect on the place of the rural in Canada today. A field trip to a local rural place is very likely.
Course Prerequisite	12 credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.
Course Corequisite	NA
Antirequisite	Hist 3226 as offered in FA 2015-16 and WI 2013-14 and FA 2018-19
Restriction	NA
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours of lecture & tutorial
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Rationale	The rural is much in the news these days, even as rural places and people in northern Ontario and across the country try to address shrinking populations and thinning economic opportunities. The current political, economic and social state of resource, and farming communities is the result of a long history in which household-based production was undermined by producing for sale. This course draws on new rural history in Canada to examine the development over the last 200 years of those places that supply Canadians with food and resources – places that surround this university.

COURSE TEMPLATE

	<p>This proposal is modified version of a proposal that went partway through the course approval process last year. It was stopped at USC because of concerns that it might duplicate material taught in a class on the Geography of Agriculture. In order to address this concern, to better distinguish this class from the department's Hist 3267: Food, Land and Subsistence in Human History, and to more squarely address questions of the rural, this proposal has been modified to emphasize rural history, broadly conceived, and to de-emphasize agricultural history.</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p>	<p>Students who successfully complete this course will demonstrate</p> <ol style="list-style-type: none">1. The ability to understand the social, political, economic and environmental bases of rural Canada to the present2. The ability to understand the way in which capitalism has shaped rural places in Canada3. the ability to understand and assess some of the key historical debates in the history of rural Canada4. the ability to communicate ideas and arguments in generally clear and correct writing5. a promising ability to communicate ideas and arguments orally6. the ability to conduct independent historical research in secondary sources7. a promising ability to analyze primary sources according to established techniques of historical inquiry and research.

Undergraduate Studies Committee

Orientation to the Master of Arts in History (OMAH) Admission Requirements and Master of Arts in History Admission Requirements Upon Completion of OMAH

Motion: That the Undergraduate Studies Committee recommend to Senate that the Orientation to the Master of Arts in History (OMAH) and Master of Arts in History upon completion of OMAH admission requirements be approved.

Admission to a Bachelor of Arts (BA) Honours Specialization in History Degree with an Orientation to a Master of Arts (MA) in History (OMAH) – Direct from Secondary School Admission

To be considered for admission to the Orientation to a Master of Arts in history, a student must have a minimum 80% overall average on the best six combination of 4U/ 4M courses or equivalent. The OMAH is a limited enrollment program. Meeting the minimum admission requirements does not guarantee admission. Applicants who are not admitted to a Bachelor of Arts Honours Specialization in History with an Orientation to a Master of Arts in History may still receive an offer of admission to a BA Honours Specialization in History, but not with Orientation to an MA in History. Applicants who do not receive admission out of High School may apply for Upper Year Admission to the Orientation to a Master of Arts in History during their first year at Nipissing. Application does not guarantee admission.

Admission to a Bachelor of Arts (BA) Honours Specialization in History Degree with an Orientation to Master of Arts (MA) in History – Upper-Year Admission

Admission consideration for a BA Honours Specialization in History with an Orientation to a Masters in History (Upper-Year Admission) requires the completion of a minimum of 18 credits of undergraduate study at Nipissing University, and no more than 30 university credits (including transfer/advanced standing credits). Application forms are available from the Office of the Registrar and must be submitted by the specified deadline. A minimum 72% overall average on all university courses completed is required in order to be considered. Students who have already completed a university degree are not eligible for admission.

This is a limited enrollment program. Meeting the minimum admission requirements does not guarantee admission. Upper Year admission is also dependent on space availability.

A Bachelor of Arts (BA) Honours Specialization in History with an Orientation to a Master of Arts (MA) in History

Students who are admitted to the BA Honours Specialization in History, and who complete their degree including the Orientation to an MA in History specific courses, with a minimum 75% average on the last

ten (10) full (20 half/semester) courses, are guaranteed admission to the Master of Arts (MA) in History. This offer is for the academic year following the completion of their degree.

Note: While all efforts will be made to accommodate the student's choice for an MA supervisor, OMAH students may not get their first choice.

Upon completion of a BA Honours Specialization in History with an Orientation to an MA in History, students must indicate to the Office of the Registrar by the specified deadline they wish to continue on to the MA in History. Candidates must ensure they meet all minimum requirements for their undergraduate degree that include the following set of courses:

HIST 1000 level	6 credits
HIST 2000 level	12 credits
HIST 3000 level	30 credits
HIST 4000 level	12 credits

ACAD 1601	3 credits
Social Science	3 credits
Science	6 credits

Of the 60 credits of History that students must complete to earn an Honours Specialization, 3 credits in each of European, international, gender, Canadian, and environmental history must be completed by the time of graduation.

And

HIST 3906 Experiential learning for OMAH Students I
HIST 3907 Experiential learning for OMAH Students II

Rationale

The History Department is a research-intensive group of scholars and pedagogues who excel at teaching and student mentorship. The Department wants to ensure the continued success of the graduate program, as well as develop our contributions to the student experience and their academic success, while also recognizing that the demands of the modern student have shifted to credentials and experience-based learning. The OMAH program provides students with a high-impact and exclusive degree, in a small class setting. Students will be exposed to all thematic areas of the History program, which form part of the History community, and work with a wider range of faculty than the common degree structure affords.

The History Department at Nipissing University has suffered from decreasing student enrollments for a number of years and as a result, the department and majors have contracted considerably. The crisis is not limited to History, enrollments in Humanities programs generally are shrinking across Canada, in part because of a desire for practical credentials and the Humanities are not seen as "practical". The Nipissing context, as well, has contributed to attrition in the History department, especially the Common Degree Structure Arts and Science that was implemented some 5 years ago as well as changes to the Education degree. If undergraduate enrollments are shrinking, the number of MA students, the majority of whom have completed their BAs at Nipissing, has remained steady and in some years even grown. Consequently, the University has identified the Master of Arts in History as a potential growth area. As a way to better utilize departmental strengths, expand History majors, provide students with a skills based

education, and insure a steady stream of incoming MA students, the Department proposes a new credential stream – the Orientation to the Master of Arts in History (OMAH). Similar to the Concurrent Education Program and the Orientation to Teacher Training or OTT, OMAH is a five-year program that guarantees admission to the MA program in History providing students maintain a 72 average over 4 years and a 75 average over the last 10 full (20 half/semester) courses of their degree. As well, OMAH students will participate in departmental scholarly activities, including the Seminar Series and History Society, and take part in an experiential learning course or community or international placement or research assistantship. In structure and pedagogical approach, OMAH differentiates the History program provincially and nationally. In this regard, as well as in the present job market where graduate degrees are becoming essential, the OMAH will be a built-in recruiting tool for the University. At the departmental level, it will maintain (and potentially grow) the History MA, while expanding Honours Specializations in History and improve retention. The program also provides students with the opportunity to become Masters of Arts in History, a credential that prepares them for exciting careers or other graduate programs in similar or related fields including history, law, politics, transitional justice, conflict studies/state violence, gender, and environmental studies.

Submitted by: Heather Brown

Date: December 5, 2018

COURSE TEMPLATE

Please review the Guidelines for **Curriculum Changes** prior to submitting proposal.

MOTION: **Motion 1:** That ARCC recommend to the Arts and Science Executive to approve the creation of **POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond.**

Motion 2: That ARCC recommend to the Arts and Science Executive to add **POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond** as an elective course in the **Certificate in Peace and Violence Prevention Studies**

JUSTIFICATION (Rationale):

This would be an elective course for both Political Science and **the Certificate in Peace and Violence Prevention Studies.** The course would add choice for our POLI students, where few options presently exist. The course should build upon the student-interest and enrollment in the courses added in **Conflict Resolution and Negotiating International Agreements**, while providing our students with the theory and skills necessary to contribute to a peaceful, consensual civil society.

A) Descriptive Data:

Course Status	<input type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Deletion <input type="checkbox"/> Revision
Course Code	POLI 3236
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Local, national and regional officials from many countries around the world are negotiating daily with indigenous groups over matters of self-government, natural resource extraction, land use and ownership treaties plus many other issues of importance. Students consider the role of conflict, power and persuasion in order to identify best practices for successful negotiations between indigenous peoples and settler societies in Canada and beyond.
Course Prerequisite	None
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method/Modes of Delivery	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input checked="" type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study </div> <div> <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery </div> </div>

COURSE TEMPLATE

Hours of contact time expected per term	36
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice) or detailed information on Learning Outcomes, please consult the Quality Assurance website .	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Be introduced to theories, frameworks and analytical models for analyzing indigenous negotiations • Be able to define power, identify its sources, learn how to measure it and understand its impacts on the negotiation process • Recognize the important role of community consultations in successful indigenous negotiations and learn ways to structure a meaningful and effective consultation processes • Learn about the role of consensus and other decision-making processes in indigenous negotiations • Examine a number of cases from Canada and the rest of the world to help illustrate the course concepts and identify lessons learned + best practices
Statement of Resources (i.e. additional faculty or new laboratory space)	Contract sessional

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	Click here to enter a date.
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COMPARATIVE DATA

PROPOSED COURSE: POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond

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

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	PACS 611 Reconciliation
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

University of Manitoba:

PEAC 7050 Intercultural Conflict Resolution and Peacebuilding

PEAC 7240 Indigenous World Views and Approaches to Peace-building

Royal Roads:

HUMS643 Ethno-political Conflicts in the Canadian Context

COURSE TEMPLATE

Please review the Guidelines for **Curriculum Changes** prior to submitting proposal.

MOTION: Motion 1: That ARCC recommend to the Arts and Science Executive to approve the creation of **POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation**
 Motion 2: That ARCC recommend to the Arts and Science Executive to add **POLI 3216 in Post-Conflict Stabilization, Reconstruction and Reconciliation as an elective course in the Certificate in Peace and Violence Prevention Studies**

JUSTIFICATION (Rationale):

This would be an elective course for both Political Science students. **The course would add choice for POLI students, where few options presently exist. The course should build upon the student-interest and enrollment in courses added in Conflict Resolution and Negotiating International Agreements, while providing our students with the theory and skills necessary to contribute to a peaceful, consensual civil society.**

A) Descriptive Data:

Course Status	<input type="checkbox"/> Addition <input type="checkbox"/> Modification <input type="checkbox"/> Bank <input type="checkbox"/> Unbank <input type="checkbox"/> Extension <input type="checkbox"/> Revision
Course Code	POLI 3216
Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Title	Post-Conflict Stabilization, Reconstruction and Reconciliation
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits Other Click here to specify
Course Description	Nearly all violent conflicts go through a predictable pattern, sometimes resulting in a durable peace. Reconciliation is increasingly being recognized as a key to turning a short-term cessation of violence into a truly lasting peace so that all people can enjoy the security provided by it. Students examine post-conflict stability, reconstruction and reconciliation in a wide variety of comparative contexts to determine the keys to lasting peace and security.
Course Prerequisite	none
Course Corequisite	none
Antirequisite	none
Restriction	none
Instructional Method/Modes of Delivery	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study <input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per term	36

COURSE TEMPLATE

Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> or detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Become familiar with the different phases and stages of violent conflicts • Define and understand the major differences between peacemaking, peacekeeping and peacebuilding, including how each contributes to post-conflict stabilization • Recognize the major features of a culture of peace in a country, region or society and how the transformation of power is necessary to creating a culture of peace from a culture of violence • Recognize the unique and important role reconciliation plays in contributing to lasting peace in countries and regions which have experienced violence • Understand the major similarities and differences between reconciliation processes across a variety of cases from around the world • Identify the challenges to launching and completing a formal reconciliation process
<p>Statement of Resources <i>(i.e. additional faculty or new laboratory space)</i></p>	<p>Contract sessional</p>

COURSE TEMPLATE

Checklist for Curriculum Submissions:

ITEM	COMPLETED
1. Review proposal with the Associate Registrar, Curriculum & Advising	Click here to enter a date.
2. Departmental Curriculum Approval <i>Use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>	Click here to enter a date.

COMPARATIVE DATA

PROPOSED COURSE: POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation

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

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carleton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	PCJ260Y1 - Introduction to Peace and Conflict Studies PCJ360H1 - Topics in Peace, Conflict, and Justice
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	SJPS 2302A/B Building Peace in a World of Conflict
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

Royal Roads:

HSPB540 Conflict in the Post-Cold War Era

HUMS652 Adaptive Management for Complex Humanitarian Problems in the 21st Century

University of Manitoba:

PEAC 7020 Theories of Conflict and Conflict Resolution

PEAC 7030 International Conflict Resolution and Peacebuilding

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive to approve the creation of **RLCT 2096 Religion, Colonialism and State Violence** as outlined in the attached template.

RATIONALE: This course expands the offerings in the department of Religions and Cultures and aligns with the Indigenization goals at Nipissing.

A) Descriptive Data:

Course Code	RLCT 2096
Course Title	Religion, Colonialism and State Violence
Course Credits	<input type="checkbox"/> X 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students examine the different interfaces between religion, modernity and state power. The course considers the religious and philosophical underpinnings of colonization and imperialism, including the conceptions of <i>terra nullius</i> and the “civilizing mission” and their impacts, with a particular focus on the Canadian case. Students also look at the practice of genocide and its relationship to religion using case studies.
Course Prerequisite	None
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	<input type="checkbox"/> X lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> x No If yes, please specify:

COURSE TEMPLATE

credit course)	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Cross-Listing	<input checked="" type="checkbox"/> Cross-Listed - this course may be credited towards Gender Equality and Social Justice
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. an understanding of the religious and philosophical framing of colonialism 2. a nuanced understanding of the ways in which religion has been used both to underwrite and to resist violence 3. an understanding of how the forces of modernity and colonization continue to shape the issues facing countries such as Canada in terms of relationships with First Nations. 4. an ability to write critically and clearly on topics related to religion and state violence.

Courses Offered at Other Universities:

University of Toronto:

JPR 374 “Religion and Power in the Post-Colony” At the University of Toronto this is offered jointly between the Religion and Political Science departments.

Harvard University:

Reli S 1520 “Religion, Conflict and Peace in Contemporary Global Affairs”

Concordia University:

RLCT 312 “Justice and Social Conflict in a Globalized World”

motion from RLCT to delete RLCT 2076

Here is a motion passed by the RLCT department.

Motion: That ARCC recommend to the Arts and Science Executive that RLCT 2076 Conflict and Conversion be deleted.

Rationale:

This course has never been offered and is being replaced by RLCT 2096 Religion, Colonization and State Violence.

best,
Susan

Susan Srigley, Ph.D.
Professor
Chair, Department of Religions and Cultures
Nipissing University
100 College Drive, Box 5002
North Bay, ON, Canada
P1B 8L7

To: ARCC/Faculty Council

From: Amir Erfani

Date: November 9, 2018

Re: Proposal to modify two courses in Anthropology and two courses in Sociology:

ANTR 1006: Introduction to Anthropology

ANTR 2006: Cultural Anthropology

SOCI 3007: The Sociology of Consumer Culture

SOCI 4227: The Sociology of Science, Technology & Environment

Proposal to add three courses in Anthropology:

ANTR 2056: The Anthropocene

ANTR 3046: The Living and the Dead

ANTR 4106: Multispecies Ethnography

Proposal to modify the degree requirements for the Specialization Major, Major and Minor in Anthropology

Proposal to modify the abbreviation used for all Anthropology courses from ANTR to ANTH

Proposal approved at the Sociology and Anthropology Department meeting on November 9th, 2018

Preamble and Rationale:

The Anthropology program currently offers a Minor, Major and Specialization Major in Anthropology. With the hire of a second tenure-stream position in Anthropology in 2018, we are working to restructure the Anthropology program with the aim of developing an Honours Specialization Major in Anthropology. Part of the restructuring has involved a curriculum review of current courses to assess the progression of students through the current degree structure, and to plan for the expansion of Anthropology course offerings for students. Our curriculum review has considered how to make use of existing resources in the Anthropology program and in our combined Department of Sociology and Anthropology, and how best to offer courses that cover the breadth of core concepts in traditional Anthropology programs while engaging current debates in the field.

The modification of ANTR 1006: Introduction to Anthropology changes the course description to adopt a more integrated and holistic approach to the traditional four-fields in Anthropology

(physical/biological anthropology, archaeology, socio-cultural anthropology, and linguistic anthropology). An integrated approach reflects a disciplinary movement away from nature/culture and materialist/idealist dichotomies that characterized earlier periods, and more appropriately prepares students for the emphasis that will be placed on socio-cultural anthropology curriculum in the upper years of the program.

The modification of ANTR 2006: Cultural Anthropology changes the course title and description to situate ethnography as a core feature of cultural anthropology. Students will explore central concepts in anthropology through ethnography and will engage with classical and contemporary debates in the field. We also propose that the prerequisite of ANTR 1006 or SOCI 1016 or SOCI 1015 be removed for ANTR 2006. The strong focus on ethnography in this course may be valuable to students in other disciplines such as Sociology, Geography, History, Social Work, Religious Studies, and Gender Studies and not having taken one of the three former prerequisites will not be a significant obstacle to their success in the course.

Currently, the Anthropology program only offers one course at the second-year level. The addition of ANTR 2056: The Anthropocene adds an additional course at second year and provides a foundation for central concepts engaged in upper years of the program. ANTR 2056: examines socio-ecological relationships across spatial and temporal scales, tracing the long-distance networks of production, consumption, and exploitation that have shaped our contemporary world and transformed the environments in which we live. This course may be of interest to students in Sociology, Geography, Native Studies, History, Gender Equality and Social Justice, Political Science, Economics, Philosophy, Religions and Cultures, and Biology.

The addition of ANTR 3046: The Living and the Dead expands the Anthropology course offerings at the third year. The course was offered as ANTR 3367: Special Topics in Anthropology I in the Fall of 2018. Students will be introduced to various anthropological perspectives on death and dying. Readings will combine conceptual works with case studies drawn from a variety of ethnographic contexts. Particular attention will be paid to works which focus on changing understandings and experiences of death in the contemporary world. It may be of interest to students in fields such as Anthropology, Sociology, Nursing, Religions and Cultures, Philosophy, History, Psychology, Geography and Gender Equality and Social Justice, and could contribute to the Certificate in Health Studies and Gerontology.

While there are currently four fourth year courses that are cross-listed with Anthropology (SOCI 4557: Honours Seminar, SOCI 4096: Honours Thesis I, SOCI 4097: Honours Thesis II, and SOCI 4227: Science, Technology and Environment), the Anthropology program does not currently offer Anthropology courses of its own at the fourth year level. The addition of ANTR: 4106: Multispecies Ethnography creates a new Anthropology course at the fourth year in preparation for an Honours Specialization Major in Anthropology. This course engages with current debates in the discipline and will be a capstone course for students to explore advanced anthropological theories and methods.

The modification of SOCI 3007: The Sociology of Consumer Culture changes the course title and description to remove the exclusive emphasis on Sociology. The course already contains substantial content derived from both Sociology and Anthropology as it is strongly focused on cultural theory. We also propose that the prerequisite be modified from SOCI 1015 or 1016 to SOCI 1015 or 1016 or ANTR 1006 since any of these three courses would provide students with sufficient background to take this course.

The modification of SOCI 4227: The Sociology of Science, Technology and Environment changes the course title and description to remove the exclusive emphasis on Sociology. The course already contains substantial content derived from both Sociology and Anthropology as it is strongly focused on ethnographic approaches to studying the social production of scientific knowledge, technological practices and environmental consequences.

All of the aforementioned courses can be taught by existing faculty as a part of the regular rotation of Anthropology courses.

As a course situated outside of the core field of Anthropology, we propose the removal of SOCI 1016: Introduction to Sociology as a required course for the Specialization Major and Major in Anthropology.

In place of SOCI 1016: Introduction to Sociology, we propose that ANTR 2056: The Anthropocene be made a required course for the Specialization Major, Major, and Minor in Anthropology.

Lastly, we propose that the abbreviation used for Anthropology courses be changed from ANTR to ANTH to make it consistent with the abbreviation used by the vast majority of Anthropology programs in Canada.

MOTION #1:

That ARCC recommend to the Arts and Science Executive to approve the revision of the course description for **ANTR 1006: “Introduction to Anthropology”** as outlined in the attached document.

New Description:

Students explore the core concepts of Anthropology through consideration of the following questions: What does it mean to be human? What are the origins of our species and of our contemporary ways of life? What roles do culture and power play in shaping our perceptions, experiences and behaviours? How did we come to eat the foods we eat and speak the languages we speak? How do different cultures think differently about sex and gender? How might a holistic perspective help us to better understand and address the social and environmental problems we face in the contemporary world?

Old Description:

An interdisciplinary, comparative study of people and their cultures throughout the world (cultural anthropology), of human evolution, adaptation and genetics (physical anthropology), the recovery and development of prehistorical societies (archaeology) and language as an aspect of culture (linguistics).

MOTION #2:

That ARCC recommend to the Arts and Science Executive the revision of the title of **ANTR 2006: from ‘Cultural Anthropology’ to ‘The Ethnographer’s Craft’** with accompanying changes to the course description as outlined.

New Description:

ANTR 2006: The Ethnographer’s Craft

Students focus on the practice of ethnography as a means of understanding and communicating human experience. By engaging with classic and contemporary ethnographic writing, students explore contemporary debates about culture, representation, and the relationship between ethnography and cultural theory. Students examine issues central to cultural anthropology through global and local perspectives.

Old Description:

ANTR 2006: Cultural Anthropology

This course focuses on the concept of culture, methods and current debates related to social and cultural anthropology. Ethnography and ethnology, as distinctive features of cultural anthropology, are used to examine multiple cultural worlds. Issues related to cultural diversity are explored through global and localized perspectives. They included identity, socialization and human development; illness and healing, including ethnomedicine and medical anthropology; family and kinship; social change and domestic life; sexuality and gender; exchange and economic systems; social and political organization; religion, magic, and belief in the context of world religions; language and linguistics as symbolic systems of communication; development anthropology and contemporary cultural change; expressive culture including performance and decorative arts; tourism; and migration.

MOTION #3

That ARCC recommend to the Arts and Science Executive that the prerequisites for **ANTR 2006: Cultural Anthropology** be removed.

Rationale:

The strong focus on ethnography in this course may be valuable to students in other disciplines such as Sociology, Geography, History, Social Work, Religious Studies, and Gender Studies and not having taken one of the three former prerequisites will be not be a significant obstacle to their success in the course.

MOTION #4:

That ARCC recommend to the Arts and Science Executive the revision of the course title of **SOCI 3007: from ‘The Sociology of Consumer Culture’ to ‘Consumer Culture’** with accompanying changes to the course description as outlined.

New Description:

SOCI 3007: Consumer Culture

Students investigate and analyze the various approaches to understanding the nature and role of consumer culture in modern societies. In addition to focusing on the symbolic meaning of consumption, students explore issues of identity, lifestyle, constraint, freedom of choice and how the market place is used to facilitate distinction and reinforce social relationships.

Old Description

SOCI 3007: The Sociology of Consumer Culture

This course enables students to investigate and analyze the various sociological approaches to understanding the nature and role of consumer culture in modern societies. In addition to focusing on the symbolic meaning of consumption, emphasis will be placed on issues of identity, lifestyle, constraint, freedom of choice and how the market place is used to facilitate distinction and reinforce social relationships.

MOTION #5:

That ARCC recommend to the Arts and Science Executive that the prerequisites for **SOCI 3007: Consumer Culture** be modified from **SOCI 1015 or SOCI 1016** to **SOCI 1015 or SOCI 1016 or ANTR 1006** as outlined.

New Prerequisite:

SOCI 1015 or 1016 or ANTR 1006

Old Prerequisite

SOCI 1015 or 1016

Rationale:

SOCI 3007 already contains considerable content derived from both Sociology and Anthropology as it is strongly focused on cultural theory. We propose that the prerequisite be modified from SOCI 1015 or 1016 to SOCI 1015 or 1016 or ANTR 1006 since any of these three courses would provide students with sufficient background for this course.

MOTION #6:

That ARCC recommend to the Arts and Science Executive the revision of the course title of **SOCI 4227: from ‘The Sociology of Science, Technology and Environment’ to ‘Science, Technology, and Environment’** with accompanying changes to the course description as outlined.

New Description

SOCI 4227: Science, Technology, and Environment

Students explore the changing relationship among science, technology and the environment and the consequences of the production, distribution and consumption of scientific and other forms of technology. Emphasis is also placed on such issues as genetic engineering, social media, environmental planning and disasters. Students appreciate how science, technology and the environment are intertwined, and the need to understand science as embedded in the social, cultural, political, racialized and gendered worlds of modernity.

Old Description:

SOCI 4227: The Sociology of Science, Technology, and Environment

The aim of this course is to encourage students to explore the changing relationship among science, technology and the environment and the consequences of the production, distribution and consumption of scientific and other forms of technology. Emphasis will also be placed on such issues as genetic engineering, social media, environmental planning and disasters. The course will establish an appreciation of how science, technology and the environment are intertwined, and the need to understand science as embedded in the social, cultural, political, racialized and gendered worlds of modernity. This course may be credited towards Anthropology.

MOTION #7:

That ARCC recommend to the Arts and Science Executive to approve the creation of **ANTR 2056: The Anthropocene** as outlined in the template.

A) Descriptive Data: To add ANTR 2056: The Anthropocene

Course Code:	ANTR 2056
Course Title:	The Anthropocene
Short title (maximum 29 characters)	The Anthropocene
If this course belongs to a major that has course groupings, please indicate which group the course belongs with:	N/A
Course Prerequisites:	None
Course Co-Requisites:	
Antirequisite:	
Total Hours (Lecture/Lab/Seminar):	36 lecture hours per term
Breakdown of Hours:	Three hours of lecture per week
Course Credits:	3 cr.
Course Description: (as it will appear in the academic calendar)	Theories of the Anthropocene posit that we live in a new epoch that is characterized by the fundamental transformation of the Earth by human beings. This course explores ideas and debates about the historical roots and the long-term consequences of the Anthropocene and critically examines the long-distance networks of production, consumption, and exploitation that have shaped the contemporary world.
Program Implications:	This course will be a required course for the Specialization Major, Major and Minor in Anthropology.
Cross-listing or cross-coding: (please indicate if this course is approved for either cross-listing or cross-coding, and to which discipline)	

B) Comparative Data – ANTR 2056: The Anthropocene

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
University of Toronto		<p>ANT 204 Anthropology of the Contemporary World. A course focused on recent anthropological scholarship that seeks to understand and explain the transformation of contemporary societies and cultures. Topics may include some of the following: new patterns of global inequality, war and neo-colonialism, health and globalization, social justice and indigeneity, religious fundamentalism, gender inequalities, biotechnologies and society etc.</p>
University of British Columbia		<p>ANTH 414 Anthropology of Globalization Theories on the global flow of people, commodities, images, and ideas with critical ethnographic attention to the different ways people respond to globalization.</p>
Dalhousie University		<p>SOSA 1500 Globalizations Globalization refers to the multiple ways nations, communities, and people are connected and disconnected across traditional boundaries. The course covers key concepts from political science, sociology and social anthropology with a view to examining how interactions of large scale global processes, politics, and policies resonate in communities, social institutions and people's everyday lives. We will focus upon the</p>

		changing dynamics of global capitalism as these are manifest in the political, economic, and sociological conditions across and within regions, nations, and communities.
Memorial University of Newfoundland		<p>2413 Culture, Society and Globalization: explores the way in which social, cultural, economic and political interconnections at the global level interact with local social and cultural processes.</p> <p>3083 Global Environmental Crises: examines the social, cultural, and economic forces that have contributed to rapid resource depletion and other environmental changes from the 20th century to present, and looks at how the impacts of these changes have been experienced around the world.</p>
Carleton University		<p>ANTH 3355 Anthropology and the Environment Environmental concerns affect everyone, unevenly. How does anthropology illuminate the cultural, social, political and ecological differentiation resulting from and constituting environmental processes? The range of responses considered may address issues of resource access and exploitation, as well as transnational transformations in the concept of nature.</p>

C) Statement of Need

This course will contribute to enhanced course offerings in Anthropology, particularly at the second-year level, and provides students with a foundation for understanding theoretical and topical material covered in upper years of the program. With a second faculty hire in

Anthropology in 2018, the Anthropology program is currently working toward developing an Honours Specialization in Anthropology. The addition of this course will facilitate the development of a four-year Honours degree in Anthropology. It is also expected that this course will be of interest to students from other programs such as Sociology, Geography, Native Studies, History, Gender Equality and Social Justice, Political Science, Economics, Philosophy, Religions and Cultures, and Biology.

D) Resource Requirements:

This course will be delivered as part of the rotation of courses in Anthropology and will be taught by existing faculty. It is requested that additional library resources be made available to support this course offering.

MOTION #8:

That ARCC recommend to the Arts and Science Executive to approve the creation of **ANTR 3046: The Living and the Dead** as outlined in template.

A) Descriptive Data: To add ANTR 3046: The Living and the Dead

Course Code:	ANTR 3046
Course Title:	The Living and the Dead
Short title (maximum 29 characters)	The Living and the Dead
If this course belongs to a major that has course groupings, please indicate which group the course belongs with:	N/A
Course Prerequisites:	None
Course Co-Requisites:	
Antirequisite:	ANTR 3367 Special Topics in Anthropology I Fall 2018
Total Hours (Lecture/Lab/Seminar):	36 lecture hours per term
Breakdown of Hours:	Three hours of lecture per week
Course Credits:	3 cr.
Course Description: (as it will appear in the academic calendar)	An exploration of anthropological perspectives on death and dying. Readings combine conceptual works with case studies drawn from a variety of ethnographic contexts, exploring topics such as: grief; death rites; burial and cremation; memorials; end of life care; the global organ trade; war, murder, and genocide; euthanasia and suicide; and

	death and mourning in the digital age.
Program Implications:	
Cross-listing or cross-coding: (please indicate if this course is approved for either cross-listing or cross-coding, and to which discipline)	

B) Comparative Data – ANTR 3046: The Living and the Dead

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
York University		ANTH 1130 The Living and the Dead: The Anthropology of (Im)Mortality from Ancestors to Zombies: How do the living relate to the dead? Covering topics from ancient burial rites to contemporary zombie lore, this course examines how people in cultures around the world – past and present – create, maintain, and renegotiate complex relationships between the living and the dead. The course introduces key concepts in anthropology, particularly in archaeology and medical anthropology, through which we explore how culture shapes the meaning of life, death, and states in between. A wide range of topics will be covered, including: past and present funerary and commemorative rites; our engagement with people from the archaeological past (e.g.

		<p>mummies, bog bodies, and ancient skeletons); cross-cultural ideas about supernatural beings in liminal zones (e.g. ghosts and vampires); the dead on display (in museums, science centres, religious shrines); the political lives of dead bodies; debates about living personhood (fetal personhood, brain death); immortal cells in biomedicine; organ transplantation; notions of the afterlife; theories of reincarnation; the search for immortality (cryonics, cloning, uploading); justice for the dead (forensic anthropology); extinction and post-extinction (e.g. dinosaurs in culture); and, of course, zombies and their revenant friends. Throughout the course, we introduce and employ anthropological thinking which emphasizes cross-cultural comparisons, holistic views of culture, ethnographic and archaeological observations, deep time, embodied experience, and emic perspectives. The course also encourages reflection about our own culture/s and the dead among us, through readings and films, connections with popular culture, and field excursions to places like heritage sites, war memorials, cemeteries, museums, zombie runs, Hallowe'en events, and science centres.</p>
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Memorial University of Newfoundland		4072: Social and Cultural Aspects of Death: covers topics which may include: symbolic meanings and values attached to death; cultural and historical variations in the management of death, e.g. treatment of the 'terminally ill', burial rites, the mourning process, and the social fate of survivors, together with the social and psychological meanings of these behaviours.
Trent University		ANTH 3260H Culture and Mortality: Although cultures are diverse, people of all cultures die. We explore the questions of death from the perspectives of many cultures as interpreted by anthropologists. In light of this cross-cultural examination, we ask what it means to be "mortal."
Vancouver Island University		ANTH 338 Death and Dying: Interdisciplinary Perspectives: An exploration of cultural, historical and contemporary issues in theory and research pertaining to the study of death and dying. Topics will include attitudes towards death and dying, developmental perspectives, care for the dying, grief, and spirituality. All topics will be considered from cross-cultural and interdisciplinary perspectives.
McMaster University		ANTHROP 3DD3 Archaeology of Death: Archaeological analysis and interpretation of burial practices and other death-rituals.

C) Statement of Need

This course will contribute to enhanced course offerings in Anthropology. With a second faculty hire in Anthropology in 2018, the Anthropology program is currently working toward developing an Honours Specialization in Anthropology. The addition of this course will facilitate the development of a four-year Honours degree in Anthropology. It is also expected that this course will be of interest to students from other programs such as Sociology, Nursing, and the Certificate in Health Studies and Gerontology, Social Work, Religions and Cultures, Philosophy, History, Psychology, Geography and Gender Equality and Social Justice.

D) Resource Requirements:

This course will be delivered as part of the rotation of courses in Anthropology and will be taught by existing faculty. It is currently offered as a special topics course in Anthropology, titled: ANTR 3367 Special Topics in Anthropology I. It is requested that additional library resources be made available to support this course offering.

MOTION #9:

That ARCC recommend to the Arts and Science Executive to approve the creation of **ANTR 4106: Multispecies Ethnography** as outlined in the template.

A) Descriptive Data: To add ANTR 4106: Multispecies Ethnography

Course Code:	ANTR 4106
Course Title:	Multispecies Ethnography
Short title (maximum 29 characters)	Multispecies Ethnography
If this course belongs to a major that has course groupings, please indicate which group the course belongs with:	N/A
Course Prerequisites:	Any 54 credits completed.
Course Co-Requisites:	
Antirequisite:	
Total Hours (Lecture/Lab/Seminar):	36 lecture hours per term
Breakdown of Hours:	Three hours of lecture per week
Course Credits:	3 cr.
Course Description:	This course explores how anthropologists have problematized the once

(as it will appear in the academic calendar)	taken-for-granted division between nature and culture, stressing that human beings should not be considered separately from the more-than-human communities in which they live. It examines ethnographic works that position animals, plants, fungi and microbes both as cultural entities and as agents of history. Topics may include: domestication and wildness, the cultural life of pets, and biotechnology.
Program Implications:	
Cross-listing or cross-coding: (please indicate if this course is approved for either cross-listing or cross-coding, and to which discipline)	

B) Comparative Data – ANTR 4106: Multispecies Ethnography

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Carleton University		ANTH 2080: Humans/Animals: the More-than-Human in Anthropology: Examination of relationships between humans and animals in the anthropological canon, including: multispecies ethnography, the role of the 'more than human' in Indigenous legal orders, posthumanist and STS theory, relationships between humans and animals and other non-human entities in the Anthropocene.
McGill University		ANTH 343 Anthropology and the Animal: This course explores through the ethnographic study of human-animal relations how the question of "the animal" helps us examine our central assumptions about what it means to be human.
Amherst College		Anth 204 Living with Animals:

		<p>This course explores the cultural, social, and political relationships between humans and other animals. Drawing from cross-cultural anthropological work, starting from histories of domestication, we will consider the participation of animals in different contemporary societies: as spirits, workers, food, commodities, symbols, domestic pets, unwanted pests, wildlife, friendly companions, and scientific objects. In general, we will interrogate the varied ways in which animals are central to human societies and cultures. We will bring these cross-cultural explorations home to explore, as researchers and writers, the social and cultural lives of animals around us--from art museums to pet shelters and organic farms--and to address pressing questions about animal agency, rights, and representation.</p>
Australian National University		<p>ANTH 2133 Social Animals: anthropological perspectives on animal-human relationships: This course examines animal-human relationships from multiple of theoretical perspectives to explore the various positions that animals occupy in human life (as pets, food, friends, enemies, beings with rights, organ donors and spectacles of nature). It also introduces students to some of the theoretical cornerstones (and classic readings) of the discipline of Anthropology. What are animals? How do we classify them? What sorts of relationships do animals have to humans?</p>

		<p>What can the anthropological exploration of animals and their relationships to humans tell us about ourselves? Animals and their relationships with people have been of interest to anthropologists for a long time, and some theoreticians have even suggested that the anthropological exploring of animal-human relationships allows the discipline to come to terms with its colonial past. Early understandings of animals focused on their sustenance and symbolic value, and structuralist perspectives placed animals centrally in marriage and other systems of great importance to human social lives. More recent approaches have retained the notion that animals are important because they offer insight into human conceptualisations of and actions in the world. These approaches, which arise from a multiple of theoretical perspectives, have attempted to nuance old dichotomies and to look into the interesting and sometimes conflicting positions that animals occupy as pets, food, friends, enemies, beings with rights, organ donors and spectacles of nature.</p>
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C) Statement of Need

This course will contribute to enhanced course offerings in Anthropology, particularly at the fourth year. With a second faculty hire in Anthropology in 2018, the Anthropology program is currently working toward developing an Honours Specialization in Anthropology. The addition of this course will facilitate the development of a four-year Honours degree in Anthropology. It is also expected that this course will be of interest to students from other programs such as

Sociology, Geography, Native Studies, History, Gender Equality and Social Justice, Philosophy, Religions and Cultures, and Biology.

D) Resource Requirements:

This course will be delivered as part of the rotation of courses in Anthropology and will be taught by existing faculty. It is requested that additional library resources be made available to support this course offering.

MOTION #10:

That ARCC recommend to the Arts and Science Executive that the course **SOCI 1016: Introduction to Sociology** be removed as a degree requirement for all Anthropology degrees as outlined

Rationale:

As a course situated outside of the core field of Anthropology, we propose the removal of SOCI 1016: Introduction to Sociology as a required course for all Anthropology degrees.

MOTION #11:

That ARCC recommend to the Arts and Science Executive that the course **ANTR 2056: The Anthropocene** be added as a degree requirement for the Specialization Major, Major and Minor in Anthropology as outlined.

MOTION #12:

That ARCC recommend to the Arts and Science Executive that the abbreviation for all **Anthropology** courses be changed from **ANTR** to **ANTH** as outlined.

This change would make Anthropology courses consistent with the convention most widely used across Canada

A) Descriptive Data

Anthropology Program	Course Abbreviation
University of Victoria	ANTH
Vancouver Island University	ANTH
University of British	ANTH

Columbia	
University of Alberta	ANTHR
University of Calgary	ANTH
University of Lethbridge	ANTH
University of Saskatchewan	ANTH
University of Regina	ANTH
University of Manitoba	ANTH
University of Winnipeg	ANTH
University of Brandon	ANTH
Lakehead University	ANTH
Laurentian University	ANTR
Nipissing University	ANTR
Trent University	ANTH
Carleton University	ANTH
University of Ottawa	ANT
University of Toronto	ANT
University of Guelph	ANTH
McGill University	ANTH
Concordia University	ANTH
University of New Brunswick	ANTH
Mount Allison University	ANTH
Univeristy of Prince Edward Island	ANTH

St. Mary's University	ANTH
Dalhousie University	SOSA
Cape Breton University	ANTH
Memorial University	ANTH

Date: December 4, 2018
To: Undergraduate Studies Committee
From: Schulich School of Education Faculty Council
Approved at the December 4, 2018 Faculty Council

Motion 1: That the Undergraduate Studies Committee recommend to Senate that the following course title be changed from:

EDUC 4721 – Educating Young Children: The Early Years

to

EDUC 4721 – Educating Young Children: Kindergarten and the Early Years

Rationale: This change is in response to comments from teacher candidates that expressed concern that there were no courses offered for Kindergarten. The change in title more clearly defines that Kindergarten is discussed in this elective course.

Motion 2: That the Undergraduate Studies Committee recommend to Senate that the following course description for EDUC 4721 be changed from:

Teacher candidates investigate foundational understandings of early child development (birth to age three)-education as negotiated curriculum, inquiry, play, meaningful growth, the role of the environment, documentation of learning - and consider theoretical underpinnings within early years education. Candidates explore curriculum expectations, methodology, essential elements, and resources for early years within a holistic, integrated view of teaching and learning; and critique examples of developmentally appropriate practice in relation to school, community, and family settings and partnerships.

to

Teacher candidates investigate foundational theories and pedagogical approaches within early years education, including learning through play and inquiry, the role of the environment, co-construction of learning, and pedagogical documentation. Candidates explore Kindergarten curriculum learning expectations and conceptual understandings, as well as Ontario's early years framework. A holistic, integrated view of teaching and learning is discussed; including a critique of developmentally appropriate practice in relation to school, community, and family settings and partnerships.

Rationale: This change in wording also more clearly indicates Kindergarten within the description as well as Ontario's early years framework. The revision further aligns with the updates K document.

Motion 3: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 2016 Motor Learning and Control be changed as follows:

From: PHED 1016

To: None

Rationale: PHED 1016 is not foundational material for PHED 2016. Indeed, at some universities, the equivalent of PHED 2016 is offered before PHED 1016. The removal of PHED 1016 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students.

Motion 4: That the Undergraduate Studies Committee recommend to Senate that the antirequisites for PHED 2026 Sport and Exercise Psychology be changed as follows:

From: None
To: PSYC 2806

Rationale: PSYC 2806 Sports Psychology has significant overlap in content with PHED 2026, a required course in the BPHE program.

Motion 5: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 2036 Biomechanics I be changed as follows:

From: PHED 1206 & 1207 or PHED 2216
To: PHED 1206

Rationale: PHED 1207, which covers visceral anatomy (as opposed to PHED 1206 which is musculoskeletal anatomy) is not foundational material for PHED 2036. The removal of PHED 1207 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students and/or students who are not successful on their first attempt at PHED 1207. And, PHED 2216 is an old course which has been replaced with PHED 1206 and PHED 1207. There are no longer students in the BPHE program who have completed PHED 2216.

Motion 6: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 2056 Injury Prevention and Care be changed as follows:

From: PHED 1206 & 1207
To: PHED 1206

Rationale: PHED 1207, which covers visceral anatomy (as opposed to PHED 1206 which is musculoskeletal anatomy) is not foundational material for PHED 2056 which is focused on prevention and care of athletic injuries. The removal of PHED 1207 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students and/or students who are not successful on their first attempt at PHED 1207.

Motion 7: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 2217 Systemic Approach to Integrated Human Physiology be changed as follows:

From: PHED 1017
To: None

Rationale: PHED 1017 (Health Concepts in Physical Education) is not foundational material for PHED 2217. The removal of PHED 1017 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students.

Motion 8: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 3016 Coaching be changed as follows:

From: PHED 2016
To: PHED 2026

Rationale: PHED 2016 (Motor Learning and Control) is not foundational to PHED 3016, whereas PHED 2026 is.

Motion 9: That the Undergraduate Studies Committee recommend to Senate that the prerequisite of “and 54 credits completed” which is currently attached to all PHED courses at the 3000- and 4000- level be changed to “and 48 credits completed”.

Rationale: The blanket “54 credits completed” prerequisite was added to upper-year PHED courses a few years ago. In the years since, it has become clear to the SPHE that this restriction has not been helpful to many BPHE students. For example, BPHE students who take a reduced course load, and/or who are unsuccessful at courses at the 1000- or 2000- level, cannot register themselves in any 3000- or 4000-level courses without time-consuming, manual intervention by the SPHE Director and the Registrar’s office that sometimes results in students missing out on registering in courses that fill up quickly. Rather, as the intent with this blanket restriction was to ensure students are better prepared for upper-year courses without creating unnecessary course-by-course prerequisites, the SPHE believes that the restriction would be better served by reducing the prerequisite from 54 credits to 48 credits. This change will also be helpful for transfer students.

Motion 10: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 3017 Contemporary Health Issues be changed as follows:

From: PHED 1017 and 54 credits completed.
To: 48 credits completed.

Rationale: PHED 1017 (Health Concepts in Physical Education) is not foundational material for PHED 3017. The removal of PHED 1017 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students.

Motion 11: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 3037 Gerontology be changed as follows:

From: PHED 2007 or PHED 3136; 54 credits completed.
To: 48 credits completed.

Rationale: PHED 3136 (Adapted Physical Activity) is not foundational material for PHED 3037. PHED 2007 is an older version of PHED 3136. The removal of PHED 3136 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students.

Motion 12: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 3076 Health Promotion be changed as follows:

From: 24 credits completed.
To: 48 credits completed.

Rationale: It should be 48 credits, in line with motion #8.

Motion 13: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 3126 Neural-Motor Control of Movement be changed as follows:

From: PHED 2016 and 54 credits completed.
To: 48 credits completed.

Rationale: PHED 2016 (Motor Learning and Control) is not foundational material for PHED 3126, which is focused on neuro-anatomy. The removal of PHED 2016 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students.

Motion 14: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 3306 Statistics in Physical Activity be changed as follows:

From: PHED 2406

To: 48 credits completed.

Rationale: PHED 2406 is not foundational material for PHED 3306. Removal of PHED 2406 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students.

Motion 15: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 3306 Statistics in Physical Activity be changed as follows:

From: PHED 2406

To: 48 credits completed.

Rationale: PHED 2406 is not foundational material for PHED 3306. Removal of PHED 2406 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students.

Motion 16: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 4995 Research Project be changed as follows:

From: PHED 2406 and PHED 3306; 54 credits completed.

To: PHED 2406 and 48 credits completed.

Rationale: PHED 3306 (which is a required course for the BPHE program) is not foundational material for PHED 4995 (for example, many students will complete a qualitative research project). Furthermore, approval to register in PHED 4995 requires a willing Faculty Supervisor, who is best able to ascertain if a prospective student has the necessary background skills. The removal of PHED 3306 from the prerequisites provides greater flexibility for degree completion, particularly for transfer students and/or students who might want to take PHED 3306 concurrently with PHED 4995.

Motion 17: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 4224 Outdoor Initiatives be changed as follows:

From: Six credits of 1000 level practicals including PHED 3243, and six credits of 2000 level practicals.

To: Six credits of 1000 level practicals and six credits of 2000 level practicals.

Rationale: There is no clear rationale for why PHED 3242 (Winter Camping) would need to be a prerequisite for PHED 4224. Perhaps it was added by mistake at some point. PHED 3243 is not foundational material for PHED 4224. The removal of PHED 3243 from the prerequisites provides greater flexibility for degree completion.

Motion 18: That the Undergraduate Studies Committee recommend to Senate that the prerequisites for PHED 4234 Weightlifting II be changed as follows:

From: Six credits of 1000 level practicals and six credits of 2000 level practicals.

To: Six credits of 1000 level practicals and six credits of 2000 level practicals; PHED 3234.

Rationale: PHED 3234 (Weightlifting I) is foundational material for PHED 4234. Our other level “II” practicals, e.g. Soccer II, Volleyball II, Basketball II, Hockey II, all have the “I” level as a prerequisite.

Motion 19: That the Undergraduate Studies Committee recommend to Senate that the Program Requirements for the Bachelor of Physical and Health Education (Honours) and the Bachelor of Physical and Health Education be changed as follows (only the specific change is highlighted below):

From:

Three credits from the following (one course):

PHED 3946 or HIST 3946 History of Sport in Canada

PHED 3947 or HIST 3947 Sport and Spectacle in Modern Society

To:

Three credits from the following (one course):

HIST 3946 History of Sport in Canada

HIST 3947 Sport and Spectacle in Modern Society

Rationale: The History Department and BPHE program would like to change from cross-coding of HIST 3946 and HIST 3947 with PHED 3946/3947, to the cross-listing of HIST 3946/3947. This approach is consistent with what the BPHE program does with CLAS 2206 and ENGL 1000.

Motion 20: That the Undergraduate Studies Committee recommend to Senate that PHED 3946 History of Sport in Canada be deleted.

Rationale: PHED 3946 existed only as a cross-coded version of HIST 3946. Both programs would like to switch to a cross-listed course (HIST 3946) that will remain in the BPHE program requirements.

Motion 21: That the Undergraduate Studies Committee recommend to Senate that PHED 3947 Sport and Spectacle in Modern Society be deleted.

Rationale: PHED 3947 existed only as a cross-coded version of HIST 3947. Both programs would like to switch to a cross-listed course (HIST 3947) that will remain in the BPHE program requirements.

Motion 22: That the Undergraduate Studies Committee recommend to Senate that the following courses from the concurrent program be banked:

- EDUC-2123 Observation and Practice Teaching II (P/J)
- EDUC-2013 Observation and Practice Teaching II (J/I)
- EDUC-4112 Language Arts (P/J)
- EDUC-4116 Language Arts (J/I)
- EDUC-4434 Curriculum Methods I (P/J)
- EDUC-4474 Curriculum Methods I (J/I)
- EDUC-3123 Observation and Practice Teaching III (P/J)
- EDUC-3013 Observation and Practice Teaching III (J/I)

- EDUC-4113 Language Arts (P/J)
- EDUC-4117 Language Arts (J/I)
- EDUC-4103 Educational Psychology and Special Education (P/J)
- EDUC-4203 Educational Psychology and Special Education (J/I)
- EDUC-4123 Observation and Practice Teaching IV (P/J)
- EDUC-4013 Observation and Practice Teaching IV (J/I)
- EDUC-4444 Curriculum Methods II (P/J)
- EDUC-4484 Curriculum Methods II (J/I)
- EDUC 4133 Observation and Practice Teaching V (P/J)
- EDUC-4023 Observation and Practice Teaching V (J/I)
- EDUC-4244 Visual Arts (P/J)
- EDUC-4308 Visual Arts (J/I)
- EDUC-4254 Music Education (P/J)
- EDUC-4314 Music Education (J/I)
- EDUC-4264 Health and Physical Education (P/J)
- EDUC-4324 Health and Physical Education (J/I)
- EDUC-4274 Mathematics Education (P/J)
- EDUC-4334 Mathematics Education (J/I)
- EDUC-4284 Science Education (P/J)
- EDUC-4344 Science Education (J/I)
- EDUC-4294 Social Studies (P/J)
- EDUC-4354 Social Studies (J/I)
- EDUC-4406 English (Intermediate)
- EDUC-4416 Computer Studies (Intermediate)
- EDUC-4446 Geography (Intermediate)
- EDUC-4456 History (Intermediate)
- EDUC-4466 Mathematics (Intermediate)

Undergraduate Studies Committee

Indigenous Teacher Education Program Admission Requirements Modification

Motion: That the Undergraduate Studies Committee recommend to Senate that the Indigenous Teacher Education Program admission requirements modification be approved.

Current Admission Requirements

1. One of the following completed certifications from an accredited university or college:
 - a. Early Childhood Education (ECE);
 - b. Native Classroom Assistant Diploma Program (NCADP);
 - c. Native Special Education Assistant Diploma Program (NSEADP);
 - d. Native Language Teaching Certificate (NLTC);
 - e. An undergraduate degree from an accredited university.
2. Proof of Aboriginal ancestry
3. Valid Criminal Reference Check including a Police Vulnerable Sector Check (PVSC). Within six months of start date.

Proposed Change to Admission requirements:

1. One of the following completed certifications from an accredited university or college:
 - a. Early Childhood Education (ECE);
 - b. Native Classroom Assistant Diploma Program (NCADP);
 - c. Native Special Education Assistant Diploma Program (NSEADP);
 - d. Native Language Teaching Certificate (NLTC);
 - e. An undergraduate degree from an accredited university.
2. Proof of Aboriginal ancestry
3. **A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program.**
4. Valid Criminal Reference Check including a Police Vulnerable Sector Check (PVSC).

Rationale

The addition of the one page typed statement will assist in determining the potential language/grammar levels of applicants and if required, provide supports and resources to strengthen these skills before entering the program. The document will not be a factor in the determination of admissibility to the program. It will simply be a required document to submit.

Submitted by: Heather Brown

Date: December 5, 2018

International Baccalaureate

Motion: Revise the transfer credit policy for International Baccalaureate applicants to the following:

Proposed Policy:

Applicants who have successfully completed the International Baccalaureate (IB) diploma with at least six subjects, including three at a higher level, with a minimum final grade of 24, will be considered for admission.

Students who successfully complete the International Baccalaureate (IB) diploma with a score of 24 or higher are eligible to receive up to 30 credits, equivalent to one year of full-time study. Eligibility will be considered for all IB courses (higher & standard level) completed with a score of 5 or higher.

Students are also eligible to receive transfer credit for individual higher & standard level IB courses completed with a score of 5 or higher.

Current Policy:

Applicants who have successfully completed the International Baccalaureate (IB) diploma with at least six subjects, including three at a higher level, with a minimum final grade of 24, will be considered for admission.

Advanced standing to a maximum of 30 credits, may be granted for courses completed at the higher level with a grade of 5 or higher.

Rationale:

Our current transfer credit policy for our International Baccalaureate applicants is not possible, no IB student is able to graduate with all higher level courses therefore, will never be eligible for the 30 credits.

IB schools have been increasing on Ontario, we now have 76 schools including Chippewa in North Bay. After reviewing policies from other institutions we're proposing a policy that will allow us to be very competitive in Ontario. This policy will offer IB applicants 30 credits if they meet our admission requirement and we will also consider transfer credit for applicants that have completed higher level IB courses with a score of 5 even if they don't graduate with an IB diploma.

Our admission policy remains the same.

Motion: Revise our current deferred exam policy to the following:

III. Deferred Examinations - Proposed

Students who are unable to write final examinations because of illness or other extenuating circumstances are advised to apply for a deferred exam. If granted, deferred exams will normally be scheduled after the end of the official exam period. For the December exam period, they will be scheduled during February study week.

Deferred exam requests must:

1. Be submitted through WebAdvisor.
2. If the request is made as a result of unforeseen or extenuating circumstances that prevented the student from attending the exam on its scheduled date & time, such as illness, the request must be submitted within one week of the scheduled examination date.
3. If the request is being made for other predetermined extenuating circumstances (i.e. once-in-a-lifetime opportunities, this does not include scheduled work shifts or vacation plans); the request must be made as soon as possible and before the last day of classes.
4. All requests must be supported, in the case of illness by a medical certificate† or by appropriate supporting documentation‡ in other cases.

If approved, there will be a \$75 exam deferral fee as published in the Charges and Fees section of the Academic Calendar. The deferred exam fee is due no later than five (5) days prior to the deferred examination date. Failure to pay this fee may result in cancellation of the deferred examination.

The decision on deferred examinations is final and may not be appealed to the Student Appeals Committee.

Please be advised that travel arrangements or misreading the examination schedule are not valid reasons for requesting a deferred examination.

† Medical certificates must be signed and dated by a health practitioner on the day of the final examination except in cases of serious illness (e.g., mononucleosis or pneumonia) or surgery where the recovery time extends beyond the date of the examination. Students can have their health practitioner complete the Nipissing University Student Health Certificate or provide an alternative medical certificate so long as the following information is provided:

patient name, the date(s) and time(s) of an examination, the date(s) of illness, the expected time of convalescence, health practitioner signature and business stamp, and a statement that clearly states an inability to write an exam on the specified examination date.

‡ Supporting documentation consists of official documents or letters that support the explanation for your request. Failure to provide suitable documentation will result in the request being delayed or denied.

For further information regarding the Deferred Final Examination process, please review the [Deferred Final Examination Frequently Asked Questions](#).

III. Deferred Examinations - Current

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 deferred final examination. Such application must:

1. be made in writing to the Office of the Registrar through WebAdvisor; and
2. be submitted after the commencement, and within one week, of the scheduled examination date; and
3. be supported, in the case of illness, by a medical certificate† or by appropriate supporting documentation‡ in other cases.

There is a fee for a deferred examination. The deferred examination fee is published in the Charges and Fees section of the Academic Calendar. The deferred exam fee will be assessed upon approval of the deferred examination and is due no later than five (5) days prior to the deferred examination date. Failure to pay this fee may result in cancellation of the deferred examination.

The decision on deferred examinations is final and may not be appealed to the Student Appeals Committee.

Please be advised that travel arrangements or misreading the examination schedule are not valid reasons for requesting a deferred examination.

† Medical certificates must be signed and dated by a health practitioner on the day of the final examination except in cases of serious illness (e.g., mononucleosis or pneumonia) or surgery where the recovery time extends beyond the date of the examination. Students can have their health practitioner complete the Nipissing University Student Health Certificate or provide an alternative medical certificate so long as the following information is provided: patient name, the date(s) and time(s) of an examination, the date(s) of illness, the expected time of convalescence, health practitioner signature and business stamp, and a statement that clearly states an inability to write an exam on the specified examination date.

‡ Supporting documentation consists of official documents or letters that support the explanation for your request. Failure to provide suitable documentation will result in the request being delayed or denied.

For further information regarding the Deferred Final Examination process, please review the [Deferred Final Examination Frequently Asked Questions](#).

Rationale:

Revise the current policy to be more specific around extenuating circumstances and fees charged. This proposal will provide greater equity for students requesting deferred exams.

Nipissing University

Report of the By-Laws and Elections Subcommittee

December 18, 2018

There was a meeting of the By-Laws and Elections Subcommittee on December 18, 2018 at 10:00 a.m. in F307.

Present: B. Hatt, N. Colborne, A. Vainio-Mattila, D. Tabachnick, H. Mackie

Regrets: T. Horton, D. Davis, D. Goulard

Recording Secretary: S. Landriault

The Agenda of the December 18, 2018 By-Laws and Elections Subcommittee meeting was approved.

Moved by D. Tabachnick, seconded by N. Colborne that the Report of the November 20, 2018 By-Laws and Elections Subcommittee meeting be accepted.

CARRIED

Members of the By-Laws and Elections Subcommittee agreed that a preamble section be created at the start of the Senate By-Laws document before the table of contents where the Treaty Acknowledgement, the Statement of Collegial Governance and the Terms of Reference of the Joint Committee of the Board and Senate on Governance will be placed.

In order to streamline and make more efficient the Standing Committees, Subcommittees and Councils of the Senate By-Laws, the Chair of the By-Laws and Elections Subcommittee met with the Registrar, the Dean of Graduate Studies, the Executive Director of the Library and the Provost to discuss potential revisions of the Senate By-Laws. The goal of this undertaking is to condense, consolidate and compact the work of existing Committees and Subcommittees into fewer Standing Committees of Senate, reduce the number of members where possible, and to refine and clarify the Terms of Reference.

Members agreed that it would be beneficial for Senators to be elected as Chairs and Vice-Chairs of the Committees, and that ex-officio members should be included in quorum. As Senators are elected to Senate for a three-year term, it makes sense that the term of membership on Senate Committees be three-years as well. In order to move the business of the University forward, members must be present at meetings. It was suggested that if a member is unable to attend a meeting that they ask another member to attend on their behalf. Attendance should somehow flow into service. As Committee membership is made up of experienced and non-experienced members, it was suggested that more experienced members could mentor the less experienced members.

The Provost will provide further feedback on the AQAPC and USC. Dr. Tabachnick will provide further feedback on the By-Laws and the Senate Exec. The Chair will put together this information and align the language of the By-Laws.

The next meeting of the By-Laws and Elections Subcommittee will take place on January 15, 2019 at 10:00 a.m. in F307.

MOTION 1: That Senate Executive receive the Report of the By-Laws and Elections Subcommittee dated December 18, 2018.

Respectfully submitted,
Original signed by:

Dr. Blaine Hatt
Chair
By-Laws and Elections Subcommittee



**MINUTES for Research Council
December 10, 2018**

Members Present:

Jim McAuliffe, Chair

Carole Richardson

Pavlina Radia

John Nadeau

Brenda Bruner (CRC)

Mark Bruner (CIHR)

Haibin Zhu (NSERC)

SSHRC - Vacant

Additional Faculty – Vacant

Jonathan Muterera

Quintin McCluskie Grad. Student Rep.

Nancy Black – Executive Director of Library Services

Arja Vainio-Mattila – Provost & VPAR

Secretary:

Debbie Gibb

An email was forwarded to the Research Council members on November 29, 2018 to vote electronically by Friday, December 7th, 2018 to consider Motion 1 (below):

Motion 1: The Research Council recommends that the Strategic Research Plan, dated November 30, 2018 be forwarded to Senate for consideration.

Moved by: Carole Richardson

Seconded by: Pavlina Radia

CARRIED

**Strategic Research Plan (DRAFT 30 November, 2018).
Nipissing University Research Plan 2018-2023**

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1 PURPOSE AND PURVIEW

Research at Nipissing University

Nipissing University's Strategic Research Plan (SRP) is designed to catalogue present research strengths, identify areas for investment and reinvestment, and encourage future research directions. At the center of these efforts is recognition that Nipissing University is situated on the traditional territory of the Anishinabek peoples of Nipissing First Nation and within the lands protected by the Robinson Huron Treaty of 1850.

While our researchers have and will continue to achieve research success in many different ways, our research culture must also make a special commitment to highlight the relevance of regional Indigenous knowledge, history and perspectives in relation to the national and international environment. It is through this approach that a growing number of Nipissing researchers have been able to build upon regional community engagement and reciprocal relationships with Indigenous communities toward achieving research excellence.

Our approach to research is founded upon the values of inclusivity, equity and diversity directed by a culture of openness, fairness and tolerance. In turn, we strongly commit to the overarching idea that quality research is an outcome of sharing diverse ideas, experiences, perspectives, and different senses of place.

The Context of the Research Plan

The context of all research is more competitive than ever. Whether this means successful applications for limited funds and grants or disseminating research in reputable journals and with scholarly presses, this five-year plan is founded upon a fundamental commitment to support and encourage high quality research outcomes. Of course, no plan can fully anticipate the consistently shifting internal and external variables that influence these outcomes, including the changing complexion of university researchers and/or the dynamics of Tri-Agency priorities.

While the number of institutions and researchers competing for funding have increased significantly, many high profile funding programs have not seen corresponding increases, with others ending without replacement. So, on the one hand, there is a clear necessity to identify alternative sources of research funds, linking established and new researchers with less visible but still relevant programs. Yet, on the other hand, there are also new opportunities that have come with an increased focus on establishing larger scale inter-university research partnerships. This requires comprehensive knowledge of both new funding programs as well as relevant project development at potential partnering institutions. But, such nimbleness and depth requires a better understanding of existent and developing programs and projects among *our* researchers.

The world of publishing has also changed considerably over the last decade and continues to evolve. As a consequence, researchers have more opportunities to collaborate across disciplines and options for publishing are more diverse. With this proliferation, it has become increasingly important to recognize quality publication outlets that maintain rigorous peer review processes. Nipissing University fully commits to encouraging a robust publication schedule among our researchers while not compromising individual or institutional reputation.

Altogether, this plan is designed to position Nipissing as a nimble and responsible research institution, identifying and preparing for new opportunities that take full advantage of existing resources and strategically investing new resources in recognition of the dynamic research environment. If successful, this plan will allow our researchers to better focus energy on their research toward making a contribution to the advancement of knowledge and the betterment of society.

2 RESEARCH MISSION

Nipissing University seeks to maintain and grow our leadership role in research areas relevant to the regional community that have national and global impact. Simultaneously, Nipissing continues to encourage and support groundbreaking research in other areas of strength.

- This mission will be achieved in part through our researchers working in our region with Indigenous and other partners in a way that not only allows us to make a difference in our community but influence discovery and dialogue on important issues around the world.
- The success of this mission depends not only on the researchers themselves but also on institutional support; not solely based on monetary assistance but also human resources at all levels. Continued investment in our research infrastructure is central to the fulfillment of our mission.
- This mission must also include our students; allowing them to participate in forward-looking discussion and debate as well as participate in real groundbreaking research projects, learning research skills that provide the foundation for the next generation of research excellence.

3 RESEARCH ACHIEVEMENT AT NIPISSING

These research themes represent a compilation of the achievements of our researchers. For example, they reflect the leading work of our Research Chairs including our 4 CRCs as well as our Chair of Indigenous Education. The work of our Tri-Agency grant holders is also described below. Relatedly, cutting edge research from our growing number of research labs and centres are also highlighted. In addition to applied research Nipissing also prides itself in recognizing significant research contributions made by its faculties in propagating fundamental research across the disciplines.

Broadly, these themes include the more recent and ongoing publication and project success happening across the disciplines. So, what is set out below is not an exhaustive accounting of all research but rather an effort to give a sense of our unique research profile as it appears across the institution as a whole.

Still, notable accomplishments in our individual department should not go without mention. For example, the Fine Arts Department has produced award winning sculptures, paintings and drawings shown in galleries around the world. English Studies sustains research excellence in the areas of Canadian ~~and~~, British [and American](#) literature [and culture](#).

Indigenous and Decolonial Research

In partnership with Indigenous peoples and groups, Nipissing researchers engage in a broad range of work using innovative methods and practices to better understand the deep history, culture and ideas of our region. For example, theoretically, settler accountability understood through the lens of decolonial and Indigenous scholarship participates in the larger effort at truth and reconciliation while practically, research on combatting human trafficking in Northeastern Ontario helps address fundamental challenges facing our communities.

With a new focus on community-based health promotion and Indigenous youth involvement in sport and physical activity, our researchers are understanding the impact on the lives of young people in the region. [Researchers challenge current conceptualizations of health and colonized structures from a perspective centered on Indigenous knowledge systems.](#) This work further extends to partnerships with Nipissing First Nation to better understand the impact of women's collective and individual experiences and to explore the dynamics of memory making and storytelling. Also partnering with Dokis First Nation, our researchers chronicle the intrinsic link between contemporary land-use decision-making, traditional storytelling, and histories of colonialism.

Environment & Natural Resources

Researchers at our university understand that complex environmental challenges at the local and global scale can best be examined through multiple perspectives, and integration of Indigenous knowledge systems, natural sciences, social sciences, and humanities.

Nipissing University is therefore striving to become a model for interdisciplinary collaboration and critical research on the environment across disciplines, highlighting long-standing partnerships with Indigenous communities, government agencies, private industry, and non-profit organizations.

Scholars at our university come from different disciplinary traditions, including geography, history, anthropology, Indigenous studies, business, education, English, gender studies, political science, classics, and religion. Environmental issues are examined through a myriad of ways, including remote sensing, isotope analysis, archival and museum research, dendroprovenancing, policy analysis, Indigenous methodologies, oral histories, and ethnographies. For example, monitoring of Lake Nipissing including its water quality and forest and fisheries management as well as an isotope survey of the French River are among the ways our researchers make a regional contribution with national and global impact.

Nipissing University is one of the first institutions in Canada to offer a broad interdisciplinary graduate MES/MESc program that integrates the geophysical sciences, natural sciences, Indigenous studies, and the humanities. We challenge the new generation of environmental graduate students to equip them to deal with the complex histories of colonialism, resource development, and social science as part of the skills and knowledge necessary to conduct environmental research.

Over the last ten years, our researchers have made significant contributions at the international, national, and regional level ranging from environmental and cultural impacts of resource development in northern and tropical regions, water policy research, environmental history, decolonial and Indigenous methodologies, watershed modelling, forest science, and environmental monitoring.

Nipissing University researchers are actively involved in exploring the effects of ecological patterns in the distribution, composition, and productivity of plant communities in the forest. The study of ecological patterns could serve as a valuable tool for forest resource management, particularly to support the sustainable development of new forestry products in Northern Ontario. The regeneration of declining tree species in Ontario is also a topic of strong research interest among our researchers.

Many of our researchers also study the geographies and histories of the “near north” as a site for natural resource exploitation and colonial settlement. From both a social scientific and humanities perspective, our researchers have explored how the conceptualization of nature in this region has had an enduring influence on the geopolitical imagination of science and trade networks.

The Human Condition

Faculty members and students at Nipissing University conduct research that has critical implications for the health and well-being of people in northern and rural communities,

including Indigenous communities, in Canada and around the world. Such health-related research spans a remarkable range of topics including eHealth, chronic disease prevention, nutritional interventions for at risk populations (e.g. Indigenous women), and physical activity promotion in cancer survivors and school-aged children. These researchers have developed strong collaborations with external partners such as the North Bay Parry Sound District Health Unit, Children's Hospital of Eastern Ontario, Northeast Cancer Centre-Health Sciences North, and school boards across the region and province.

In addition, a multidisciplinary, collaborative group of Nipissing University faculty and students from our School of Business, School of Physical Education, and Departments of psychology, sociology, biology and chemistry use a variety of research methods and techniques to explore the factors that give rise to individual differences in behaviour. These techniques include survey-based methods, group social interactions, pharmacological challenge studies, quantitative behavioural assessments, and brain imaging tools. This research has made substantial contributions to our understanding of important psychological, behavioural, social and demographic processes including aggression and intrasexual competition, social identity and mental imagery among athletes and consumers, social anxiety, social communication of chemical alarm cues, learned helplessness, life-course transition, and family formation. It has been applied to areas of innovation and change management as well as the consumer experience and decisions made in the sport and tourism contexts and public policy.

Efforts are also being made towards the development of novel therapeutic agents for the treatment/prevention of degenerative diseases such as cancer and cardiovascular and neurodegenerative diseases.

Conflict Resolution

Nipissing University prides itself on its diverse research in the area of conflict resolution. Spanning disciplines and subjects that include human rights, the history and politics of the women's movement as well as Indigenous justice and Aboriginal rights, our researchers have explored and critiqued a variety of approaches to mitigate conflict in local, national, and international settings.

Nipissing's long history as a centre for educational research has led to leading work on how to incorporate conflict resolution into local classroom and the provincial curriculum as well as university governance. Similarly, our nursing program continues to make a contribution to better practices in our hospitals and healthcare facilities across the province and country.

More recently, our researchers have developed expertise in the area of peace studies, including philosophical work on the concept of peace as well as new programming in the areas of international negotiations and alternative dispute resolution. There is a particular and growing interest in the relationship between collective and individual rights in relation to the development of new legal and political strategies to help marginalized people and groups.

Human rights researchers have also further weighed the impact of the Truth and Reconciliation Commission process and its place in comparison to similar global efforts.

Our research community has also engaged extensively with the local First Nations, developing multiyear research projects and disseminating knowledge in partnership with elders towards better local and national relations while identifying questions of Indigenous self-determination, sustainable communities, as well as the celebration of Indigenous knowledge and practices.

Consideration of environmental and bioethical rights is also at the fore of the struggle to overcome the influence of global warming and the introduction of new disruptive technologies. The historical impact of natural resource development by Canadian corporations at home and abroad is another important area of study. Relatedly, corporate responsibility, sustainable markets, and the need for ethical trade practices also has become a growing area of strength.

Inequality

Researchers at Nipissing University seek to explore, analyze, and critique the multiple sources and effects of inequality in Canadian and global society. Through the distinct lenses of philosophical, political, historical, sociological, and scientific approaches, Nipissing researchers have revealed important and surprising links between geographic place and education access, gender and economic opportunity as well as poverty and human rights.

Across many disciplines, our researchers have dedicated themselves to understanding ways to overcome and remedy these inequities and many others through the development of new means of data collection, innovative policy tools, and theoretical methods. Structural inequality in our post-secondary education system, the historical origins of class, the definition of poverty, the complicated persistence of human trafficking and ongoing efforts to achieve reconciliation with Indigenous peoples are among the multiyear research projects and publications advanced and produced at Nipissing University.

Reflecting Canada's commitment to multiculturalism, our scholars have offered new ways to implement a diversity agenda in the classroom, the demographic and economic influence of new immigration policies, the tension between religion and secularity, and how music and art can celebrate cultural differences. Both the successes and challenges of multiculturalism have been brought to light through books, edited collections, articles and policy papers.

Along with contemplation and critique, we also seek real world solutions to problems associated with inequity, with a strong sense that our work can make a positive impact on our local environment as well as around the planet. Everything from measuring water quality, the effect of over-fishing, deforestation, and urbanization provide concrete means and methods to lessen negative human impacts on the natural world. From the Ottawa River watershed, to the rain forests of Central America, to the fish-markets on the banks of Zambezi River in southern Africa, Nipissing researchers have laid the foundation for making real change at home and abroad.

Information Technology and Mathematical Sciences

Nipissing University is internationally recognized for its topology research cluster. Members of the cluster study general and geometric topology, functional analysis, dimension theory, continuum theory and dynamical systems.

Other Nipissing faculty members are conducting internationally recognized research across a broad spectrum of IT-related and quantitative fields of inquiry. Research areas in computer science, [computational physics](#), and [other](#) computational disciplines include [nanophotonics with applications in nanotechnology and nanomedicine](#), artificial neural networks, computational geometry, cryptography, deep machine learning, graph theory, optimization, image recognition, neural networks, robotics, signal analysis, and role-based collaborative systems.

In our School of Business and Economics, there is research on the use and impact of IT in buyer-supplier relationships, as well as quantitative research on applied multivariate modeling. Nipissing's geographers focus on spatial data acquisition, analysis, and database management for urban and rural environments, using GIS, remote sensing, and spatial modeling, areas which also overlap with the second theme, above. Together with our topologists, this group puts Nipissing in a strong position to develop research excellence in spatial analysis and the study of large data sets.

4 STRATEGIC RESEARCH PLANNING OBJECTIVES

The Strategic Research Plan has been structured upon four main pillars: Identify, Encourage, Support and Oversee.

Along with defining the character of each pillar, the charts below provide a number of associated objectives and then, more specifically, strategies and/or policies that will be implemented over the time horizon of the plan. The effort has been to avoid platitudes and generalizations and focus on tangible opportunities to maintain and improve research success at Nipissing University.

While individual researchers will always be the most aware of and focused upon their own work, the overarching goal of this plan is to grow a research culture that engenders a high-quality and quantity of research success.

The Provost, the Dean of Graduate Studies and Research, and the Research Council, among other stakeholders and experts, will assist in the development and implementation of the strategies and policies listed below.

Pillar #1

IDENTIFY: The most basic component to any successful research institution is to have full knowledge of the character and kind of research occurring and emerging.

OBJECTIVES	STRATEGIES AND POLICIES	IMPLEMENTATION TIMELINE (1-5 Years)
Awareness of research expertise	<ul style="list-style-type: none"> Working on an annual basis, compile a comprehensive list of areas of research expertise for individual researchers 	Year 1
Understanding of publication success and other areas of scholarship and knowledge dissemination	<ul style="list-style-type: none"> Working on an annual basis, utilize databases and submissions by individual researchers to accumulate and catalogue recent publications, scholarship and other form of knowledge dissemination 	Year 1
Accounting for ongoing and developing research projects	<ul style="list-style-type: none"> Develop a reporting mechanism to provide summaries of current research projects, whether funded or unfunded 	Year 1
Recognizing collaborations	<ul style="list-style-type: none"> Maintain an up-to-date list of individual and institutional research collaborations 	Year 1
Review of research Labs, Centres and Institutes	<ul style="list-style-type: none"> Under the current policy on labs, centres and institutes, provide a centralized and comprehensive account of current work and funding 	Year 2
Assessing Research (Space/Equipment) Infrastructure	<ul style="list-style-type: none"> Informed in part by the 2017/2018 space audit, develop a infrastructure accounting policy that provides comprehensive picture of current research infrastructure 	Year 2
Evaluating link between research and classroom success	<ul style="list-style-type: none"> Within the new Teaching Chair framework, pinpoint ways researchers integrate their research into the classroom 	Year 3
Assessing funding success	<ul style="list-style-type: none"> Develop a policy on non-Tri-Agency grant application 	Year 2

	and reporting toward a full accounting of funds awarded to our researchers	
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Pillar #2

ENCOURAGE: With full knowledge of the dynamic research profile of the institution, we must be focused on maintaining and growing current research success and developing areas of future success.

OBJECTIVES	STRATEGIES AND POLICIES	IMPLEMENTATION TIMELINE (1-5 Years)
Awareness of external funding opportunities	<ul style="list-style-type: none"> Develop a targeted individual researcher funding strategy that links researchers with funding programs and projects 	Year 2
Review of internal funding programs	<ul style="list-style-type: none"> Assess the success rate of our current internal funding programs in relation to later external funding achievements and recast programs if necessary 	Year 2
Informing researchers of projects and collaborations	<ul style="list-style-type: none"> Proactively notify faculty researchers of relevant work in their field 	Year 1
Mentoring new faculty researchers	<ul style="list-style-type: none"> Working with CRCs and the Assistant Dean, create a targeted or linked mentoring program that will give faculty the opportunity to work with established researchers to develop projects and grant applications Integrate mentoring into the Teaching Chairs framework 	Year 3
Communicate research success	<ul style="list-style-type: none"> Work with communications and public relations to develop a strategy to comprehensively promote research success and expertise Provide mass and social media training to allow individual researchers to better promote their research success and expertise 	Year 2

Celebrate research success	<ul style="list-style-type: none"> Develop a targeted strategy for the Chancellor's Research Award that increases the monetary value but also the associated responsibilities of the holder (e.g. mentorship, research talk). 	Year 2
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Pillar #3

SUPPORT: The acquisition and distribution of resources is the most tangible component of research success. Composed of financial and human resources as well as related infrastructure, a healthy research culture requires proper targeting, transparency, consistency and creativity.

OBJECTIVES	STRATEGIES AND POLICIES	IMPLEMENTATION TIMELINE (1-5 Years)
Providing targeted internal research funding	<ul style="list-style-type: none"> Establish a new program for research projects that engage with regional partners and communities, in line with the broader goals of the Strategic Plan 	Year 4
Utilizing our Canada Research Chairs to support faculty, graduate, and undergraduate research	<ul style="list-style-type: none"> Develop a CRC internal partnership program that will support relevant faculty, post-doctoral and student involvement in ongoing and emerging research projects Develop an exit strategy and succession plan for CRC program 	Year 3
Expanding and focusing Research Services	<ul style="list-style-type: none"> Under the leadership of the Dean of Graduate Studies and Research, reinvestment in staff specifically targeted toward external research fund success 	Year 4
Targeting Infrastructure Funds	<ul style="list-style-type: none"> Informed in part by the 2017/2018 space audit, develop a research infrastructure funding strategy that addresses 	Years 1-5

	<p>current and emerging needs</p> <ul style="list-style-type: none"> • Develop a transparent internal application and granting process for CFI funds • Work with the Provost and the VP Finance to use fundraising to increase donations for research infrastructure projects 	
Enhancing support for graduate student research	<ul style="list-style-type: none"> • Undertake a review of graduate student support with the Provost and the Faculty of Graduate Studies • Work with the Provost and VP Finance to use fundraising to increase donations for graduate research • Improve competitiveness in recruiting graduate students by enhancing financial packages and infrastructure dedicated to graduate research 	Years 1-5
Stabilizing and Enhancing the Undergraduate Research Conference	<ul style="list-style-type: none"> • Develop a defined policy and steering committee for the undergraduate research conference • Review the funding requirements of the conference and provide consistent annual funding 	Year 1

Pillar #4

OVERSEE: The intellectual and societal importance of university research demands that processes and outcomes must meet the highest of professional and ethical standards. Beyond a mere demand for compliance, a healthy research culture recognizes the link between individual and institutional reputation.

OBJECTIVES	STRATEGIES AND POLICIES	IMPLEMENTATION TIMELINE (1-5 Years)
Renewing the mandate of the Research Council	<ul style="list-style-type: none"> • In conjunction with Senate, review and recast the terms of reference of the Research Council 	Year 2
Publishing high-quality, impactful work	<ul style="list-style-type: none"> • Work with the Executive Director, Library Services and the Scholarly Communications and Research Data Management Librarian to develop an education strategy on how to assess research impact (i.e., knowledge translation) • Work with the Provost and the Deans to develop education processes to ensure research publications meet the standard of peer-review 	Years 1-3
Maintain high standards	<ul style="list-style-type: none"> • Review and articulate a broad policy statement on Responsible Conduct of Research 	Year 1

5 ASPRIATIONAL GOALS

The implementation of the above objectives and corresponding policies and strategies will provide a foundation for future tangible research success. In part, this success might manifest in the following accomplishments:

- Nipissing University has a national reputation for excellence in Indigenous and interdisciplinary research across the disciplines. This could be achieved through scholarly publications, grants, and awards as well as media recognition.
- Nipissing University researchers will substantially increase Tri Agency Grant success.
- Nipissing University will be in a position to receive approval for a fifth Canada Research Chair.
- Nipissing University will be in a position to receive a larger Canadian Foundation for Innovation grant.
- Nipissing University will attract more visiting scholars, postdoctoral, graduate and undergraduate researchers.

6 CONCLUSION: MEASURING SUCCESS

In good part, implementation of this plan will be overseen by the Office of the Provost, the Office of the Dean of Research and Graduate Studies, and the Research Council. Reflecting the timeline column in the charts above, these groups will report progress on the constituent elements of this implementation through academic Deans and the academic Senate. New policies, for one, will be introduced and applied on an ongoing basis. Likewise, new internal grants and awards will be announced seeking applicants and nominations.

At appropriate intervals during the 5-year timeline, updates will be provided as we progress toward the broader aspirational goals mentioned just above.