SENATE AGENDA

Friday, November 8, 2019

2:30 p.m. – F210

1. ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORY

    As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

2. APPROVAL OF THE AGENDA

3. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: October 11, 2019

4. BUSINESS ARISING FROM THE MINUTES

5. READING and DISPOSING of COMMUNICATIONS

6. 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

7. QUESTION PERIOD

8. REPORTS of STANDING COMMITTEES and FACULTY COUNCILS

    SENATE EXECUTIVE COMMITTEE

    MOTION 1:   That the Report of the Senate Executive Committee dated October 31, 2019 be received.

ACADEMIC AWARDS, APPEALS AND PETITIONS COMMITTEE

MOTION 1:   That the Report of the Academic Awards, Appeals and Petitions Committee
              dated October 3, 2019 be received.

ACADEMIC CURRICULUM COMMITTEE

- **October 9, 2019 Report**

MOTION 1:   That the Report of the Academic Curriculum Committee dated October 9, 2019
              be received.

MOTION 2:   That Senate approve the admission average for the Criminal Justice program be
              changed to 70%, effective January 2020 intake.

MOTION 3:   That Senate approve the revised Accessibility Admissions Policy.

MOTION 4:   That Senate approve, for the purposes of publishing the University's Academic
              Calendar, that the Academic Curriculum Committee (ACC) may accept program
              changes for the upcoming academic year up until March 1. Any submissions to
              the ACC after that meeting date will not take effect until the following Academic
              Year.

MOTION 5:   That Senate approve the transfer credit policy for two-year Business diploma
              graduates from Canadore College and Algonquin College.

MOTION 6:   That Senate approve the transfer credit policy for Indigenous Wellness and
              Addiction Prevention Worker diploma graduates into the Bachelor of Social
              Work (BSW).

- **October 28, 2019 Report**

MOTION 1:   That the Report of the Academic Curriculum Committee, dated October 28, 2019
              be received.

MOTION 2:   That Senate approve that the number of hours for **COSC 1557: Introduction to
              Computing** be changed from **"Two hours of lecture and two hours of
              laboratory work per week for one term"** to **"Three hours of lecture and one
              hour of laboratory work per week for one term"**.

MOTION 3:   That Senate approve that the number of hours for **COSC 4406: Software
              Engineering** be changed from **"Four hours of lecture/laboratory work per
              week for one term"** to **"Three hours of lecture per week for one term".**

MOTION 4:   That Senate approve the banking of SOCI 4576 Honors Seminar in Professional
              Development in Sociology.

TEACHING AND LEARNING COMMITTEE

MOTION 1:   That the Report of the Teaching and Learning Committee dated October 16, 2019
              be received.

9.   OTHER BUSINESS

10.   AMENDMENT of BY-LAWS

11.   ELECTIONS

        • Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU) Academic
          Colleague – Alternate, for a three (3) year term.

12.   NEW BUSINESS

13.   ANNOUNCEMENTS

14.   ADJOURNMENT

Nipissing University

Minutes of the Academic Senate Meeting

October 11, 2019

2:30 p.m. – Room F210

MEMBERS PRESENT:	M. DeGagné (Chair), A. Vainio-Mattila, P. Radia, C. Richardson, D. Iafrate, N. Black
	A. Ackerman, A. Burk, D. Campbell, N. Colborne, S. Connor, H. Earl, A. Hatef, L. Hoehn, B. Kelly, N. Kozuskanich, K. Lucas, S. Renshaw, D. Tabachnick, H. Zhu
	J. Allison, C. Anyinam, C. Hachkowski, T. Horton, D. Lafrance Horning, K. McCullough, P. Millar, C. Peltier, C. Ricci, A. Schinkel-Ivy, T. Sibbald, M. Sullivan
	C. Irwin, O. Pokorny
	S. Kidd, B. Ray
	B. Perron
	H. Mackie, T. Sullivan

ABSENT WITH REGRETS:	C. Sutton, J. McAuliffe, P. Maher
	O. Atari, L. Chen, M. Litalien, S. Srigley, H. Teixeira, R. Vernescu
	D. Hay, D. Jarvis, L. Manankil-Rankin, G. Raymer
	C. Foster, S. MacCarthy, N. Muylaert

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: October 11, 2019

MOTION 1:   Moved by H. Mackie, seconded by A. Burk that the agenda of the Senate meeting of October 11, 2019 be approved.
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: September 13, 2019

MOTION 2:   Moved by H. Mackie, seconded by D. Iafrate that the minutes of the Senate meeting of September 13, 2019 be adopted.
CARRIED

The Speaker opened the meeting with a welcome to the traditional territory:

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

BUSINESS ARISING FROM THE MINUTES

In follow up to questions raised at the September 13, 2019 Senate meeting regarding funding, the President provided further response advising of a recent meeting with the Minister of Training, Colleges and Universities. He advised that information regarding the Northern Sustainability Fund should be received within the next 30 days. It is still unknown when further information will be received regarding the Northern Grant.

REPORTS FROM OTHER BODIES

The President began his report by thanking all of the faculty and staff that took part in the University Fair. The NU booth benefited from a refresh of presentation and marketing materials and received a solid amount of traffic with approximately 130,000 visitors passing through. He also thanked the organizers of the very successful Homecoming event. It was an outstanding opportunity to celebrate our alumni. The President was pleased to attend the recent launch of the new Sparrow Experiential Learning Centre, made possible by the generous support of the Sparrow family. We look forward to a long standing relationship with the Sparrow family. He advised that positive meetings have been held with some of the local major banks, including topics of interest such as the future engagement of students in the workforce. The President and the Assistant VP Students were pleased to present awards to the graduating senior players of the sports teams that are now finished for the season. The men's and women's Lakers Soccer teams are still going strong and we wish them all the best in their upcoming playoff games. The President also thanked all those who organized and participated in the 8th Canada-Mexico Round Table on Intercultural/Indigenous Higher Education. The event was hosted in Sault Ste. Marie and had participants (presidents, academics & students) from Canadian regional universities as well as intercultural universities in Mexico. Also in Sault Ste. Marie, the 5th National Building Reconciliation Forum, co-hosted by Algoma, Nipissing, Cape Breton, UNBC & Shingwuak Kinoomaage Gamig, took place. The theme this year was "Working Together to Advance Healing & Reconciliation.

The Provost began her report by congratulating Dr. Cindy Peltier on her recent appointment to Associate Dean in the Faculty of Arts and Science. She thanked all those who expressed an interest in serving on a committee to develop a framework of internationalization for Nipissing University. If anyone else is interested, please send an e-mail to pvpar@nipissingu.ca. She reported that 50 international students are expected for January 2020, and that 46 students are currently registered. The Provost advised that she had recently participated in the UArctic Council meeting. She informed of the numerous, and often well-funded, opportunities for faculty and students that could be utilized in the future. Information on the Strategic Mandate Agreement (SMA3) was included in the September Senate Agenda. A future opportunity for further discussion is anticipated.

The Senate representative on the Board of Governors, Bobby Ray, advised that no Board meeting had been held since the last Senate meeting. He expressed his congratulations on a great start to the year and the great work being done.

On behalf of the Alumni Advisory Board, Office of Advancement and the Homecoming Committee, Bridgette Perron, Alumni Relations Coordinator, thanked all those who attended Homecoming 2019. She was pleased to advise that there was a great turn out for the weekend with hundreds of students, alumni,

faculty, staff and community, coming out to catch the games and events. She expressed a big thank you to the City of North Bay for sponsoring the fireworks after the Women's Hockey Game, and thanked NUSU, RBC, our volunteers and NUSA for helping to make the weekend a success. She also acknowledged and thanked the sponsors for providing their services and time, and advised that next year's Homecoming event has been scheduled for October 2-4, 2020. Please save the date.

The NUSU President, Hannah Mackie, provided a report. The report is attached to the Minutes.

QUESTION PERIOD

On behalf of the School of Nursing, a Senator forwarded a question in advance regarding when the Nursing program IQAP Report will be received for approval by Senate. The Provost advised that the Nursing program Final Report was received from the Unit and the Dean earlier this week, and that the Implementation Plan has been completed and will be forwarded to the next AQAPC meeting for inclusion in the Senate Agenda.

A Senator requested that the Deans speak to the changes in the faculty structure and advise how the changes have been addressed. The Dean of Education and Professional Studies advised that everyone seems to be adjusting to the new responsibilities. The new EPS faculty had an informal gathering with discussion and questions. The first meeting of the EPS Executive was held on October 8. A draft Constitution was presented, and a second meeting is being planned. The Dean of Arts and Science advised that she has been working with the Dean of Education and Professional Studies to draft a Constitution to ensure that they are both aligned. She advised that the two new programs were welcomed at the Arts and Science Retreat held on May 23, and that further discussions will be held at Faculty Council meetings.

A Senator raised concerns regarding the University's silence on the ongoing political unrest and violence in Hong Kong, noting the shooting of an 18 year old student. The Senator asked if the University will be speaking out against the violence. The President responded that although no advance notice of this question had been received, he acknowledged concerns as well as our limited experience in this area. He advised that he would be happy to share in the broader thoughts and concerns of faculty members, but questioned whether Senate is the appropriate forum as other sources of violence should also be given the same courtesy. In response to a request for further clarity on the partnership with the company in China that we work with in regards to international recruitment, the Provost responded that our partnership is with a Canadian company. Following a request to name the company, the Provost advised that this matter will be discussed.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 3:   Moved by M. DeGagné, seconded by N. Kozuskanich that Senate receive the Report of the Senate Executive Committee dated October 3, 2019.
CARRIED

ACADEMIC AWARDS, APPEALS AND PETITIONS COMMITTEE

MOTION 4:   Moved by D. Iafrate, seconded by H. Mackie that the Report of the Academic Awards, Appeals and Petitions Committee dated October 2, 2019 be received.
CARRIED

BY-LAWS AND ELECTIONS COMMITTEE

MOTION 5:   Moved by T. Sibbald, seconded by H. Mackie that the Report of the By-Laws and
              Elections Committee dated October 1, 2019 be received.
              CARRIED

MOTION 6:   Moved by T. Sibbald, seconded by S. Kidd that Senate approve that Senate Policy 1.3,
              Guidelines for Faculty Selection Procedures, be amended to include the language of
              Board Policy 3.12012.B, Search/Appointment/Reappointment of Senior Academic
              Administrative Officers as outlined below:

              If a member of the Search Committee is absent for an interview of one of the candidates,
              she/he shall not participate in the voting or deliberation process as each voting committee
              member must be in a position to weigh the merits of each candidate prior to making a
              recommendation. However, if the search process involves other rounds of interviews and
              voting, the member may participate in the voting or deliberation for those subsequent
              rounds.
              CARRIED

OTHER BUSINESS

MOTION 7:   Moved by D. Iafrate, seconded by H. Mackie that Senate approve that Senate Policy 59.0,
              Accessibility Admissions Policy be revised as outlined below:

              Following discussion, the friendly amendments noted below in bold and strikethrough
              were suggested and approved by the mover and seconder.
              CARRIED

*Rationale: Revisions to this policy will provide greater access and equity. As recruiting for 2020 has
already started, it would be beneficial to be able to promote the revised policy during this year's
recruitment cycle. Otherwise, this policy will not be effectively promoted until the fall 2021 intake. This
motion will be presented at the October 9, 2019 Academic Curriculum Committee meeting.*

Proposed Policy:

Access & Equity Admissions Policy

Nipissing University welcomes applications from ~~persons~~ **individuals** of diverse backgrounds. We
recognize that there are institutional processes and cultural differences that present barriers to some
applicants obtaining access to university. Nipissing University is committed to diversity, equity and
accessibility and ha~~ve~~s reserved spaces in our undergraduate programs for students from groups including
but not limited to persons with disabilities, economically disadvantaged **individuals**, Franco-Ontarians,
Indigenous ~~people~~ **persons**, visible minorities, LGBTQ+ and those from northern/remote/rural areas.
To be considered you must:

- apply to year one of an undergraduate program (application to be submitted through the **Ontario
  Universities' Application Centre**, OUAC)
- have completed the minimum prerequisite courses for admission
- submit a letter to the Admissions Office outlining your ~~barriers~~ **circumstances** and how you plan
  to be successful at Nipissing University.

Students admitted under this policy are required to meet the university and program standards for progression and graduation.

Current Policy:

Accessibility Admissions

59.0 NIPISSING UNIVERSITY ACCESSIBILITY ADMISSIONS POLICY

Each year Nipissing University makes available a number of spaces for accessibility admissions of Canadian citizens and landed immigrants, who apply to the year one undergraduate program from high school or community college, or to the one year teacher education program. This is to give special consideration to individuals from specified groups.

Year one undergraduate applicants who have achieved the minimum acceptable average for admission to the University, but whose academic record does not include the higher average required for their chosen program, may apply for consideration as a special applicant under the categories listed below.

Teacher education applicants who have met the minimum admission requirements, completion of a bachelor's degree acceptable to Nipissing University, but do not meet the higher admission standard established for the given year, will be granted similar consideration.

At the time of their initial application, applicants requesting special consideration must submit evidence to document their entitlement to be considered under one or more of the following categories:

- the applicant is of Aboriginal ancestry
- the applicant is a member of a visible minority, or
- the applicant is differently abled

Applications are reviewed on an individual basis and interviews may be required. The committee may restrict the number of courses for which an applicant may register.

Students admitted under this policy are required to meet the same standards for progression and graduation as required of all other students.

This policy will be reviewed by the Senate Committee on Admissions, Promotions and Petitions every three years, and more frequently if necessary. The results of such reviews will be presented to Senate.

NIPISSING UNIVERSITY ACCESSIBILITY ADMISSIONS PROCEDURES

1. The selections of applicants under the categories of:

- the applicant is of Aboriginal ancestry
- the applicant is a member of a visible minority
- the applicant is differently abled

Will be determined by faculty committees established by the Dean of each faculty and including one faculty member from the other faculty. These committees will be responsible for establishing their own procedures and implementation schedule. The committee's decisions will be final (i.e., applicants may not appeal the decision to the Senate Committee on Admissions, Petitions and Promotions).

AMENDMENT OF BY-LAWS

MOTION 8:   Moved by T. Sibbald, seconded by T. Horton that Senate approve that the membership of
             Article 9.2 Academic Curriculum Committee be amended as outlined below:

9.2   Academic Curriculum Committee

   (a) *Ex Officio* Members:
          (i)   the PVPAR, or designate (Chair);
          (ii)   Faculty Deans, or designates;
          (iii) the Registrar, or designate;
          (iv)   the Executive Director, Library Services;
          (v)   a Student Senator from the NUSU Executive;
          (vi)   two (2) undergraduate student representatives; one elected from each Faculty by
                 NUSU;
          (vii) one (1) graduate student representative from the NUSU Executive.
   (b) Members Elected by Senate, Faculty Council:
          (i)   four (4) faculty Senators*, two from each Faculty elected by Senate;
          (ii)   two (2) non-Senator Faculty; one elected from each Faculty by respective Faculty
                 Councils;
          (iii) two (2) Graduate Coordinators/ Graduate Chairs; one elected from each Faculty by
                 Respective Faculty Councils.
          *tenured or tenure-track Faculty preferred
          CARRIED

ELECTIONS

   • Elect one (1) faculty Senate representative to serve on the Joint Committee of the Board
     and Senate on Governance for a three-year term effective July 1, 2019 to June 30, 2022.
     D. Campbell - ACCLAIMED

   • Elect two (2) faculty Senate representatives to serve on the Senate Budget Advisory
     Committee for a three-year term effective July 1, 2019 to June 30, 2022.
     S. Renshaw - ACCLAIMED
     H. Zhu - ACCLAIMED

   • Elect one (1) EPS faculty Senate representative to serve on the Academic Curriculum
     Committee for a three-year term effective July 1, 2019 to June 30, 2022.
     C. Anyinam - ACCLAIMED

   • Elect one (1) A&S faculty Senate representative to serve on the Academic Curriculum
     Committee for a three-year term effective July 1, 2019 to June 30, 2022.
     A. Ackerman - ACCLAIMED

NEW BUSINESS

MOTION 9:   Moved by D. Iafrate, seconded by D. Campbell that Senate consider receipt of the Report
             on Graduation Applicants dated October 3, 2019.
             CARRIED

MOTION 10:   Moved by D. Iafrate, seconded by H. Mackie that Senate receive the Report on Graduation Applicants dated October 3, 2019.
              CARRIED

MOTION 11:   Moved by D. Iafrate, seconded by H. Mackie that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated October 3, 2019.
              CARRIED

MOTION 12:   Moved by D. Iafrate, seconded by S. Kidd that Senate move in camera.
              CARRIED

MOTION 13:   Moved by D. Iafrate, seconded by D. Campbell that Senate move out of camera.
              CARRIED

ADJOURNMENT

Senate was adjourned at 3:35 p.m.

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

NUSU

100 College Drive, PO Box 5002
North Bay, ON P1B 8L7
Tel: (705) 474-3450 ext.4801 Fax: (705) 474-7732
Web: www.nusu.com

Nipissing University Student Union

Senate Report

Student Centre
On Oct 13th we will be starting week 53 of construction, the project is progressing well and is on schedule. All structural steel and exterior walls have been erected and the roof will be water tight within the next two weeks. The general footprint of the building is all there now and we will be working on exterior finishes (brickwork) in the next few weeks.

Food Bank
We would like to thank the following people for their contributions to our foodbank:
Nipissing University Faculty Association who donated so we could stock up before reading week and Thanksgiving
Nipissing University Staff who donated from their denim day.
Lakers Volleyball Team who collected food at their Welcome Day.

Community Funfair and Block Party
On September 21st, we held a Community Funfair in the day for community members and families and a Block Party in the evening for students. We were able to interact with students from Canadore College, Modern College, and CTS Canadian Career College. Special thank you to Dr. Kozuskanich for volunteering at our funfair, and everyone from the university community who came out to support.

Homecoming
Congratulations to all of our Lakers Athletics teams for a great performance on homecoming weekend, including the Nipissing University Lakers Cross Country Women who won the 2019 Don Mills Open Championships. We are so proud of our athletic teams and to all of our students for supporting their fellow Lakers.

Books for Brook
We would like to recognize the Schulich School of Education Centre for Literacy and their work in the Books for Brook project. On October 5th, they participated in the Learning Together event at Scollard Hall in which they handed out free books to multiple children in our community.

Relay for Life Club
Congratulations to the Nipissing/Canadore Relay for Life Club for celebrating 10 years of their club. Over the past ten years, this club has raised $187,291.37 for the Canadian Cancer Society, with $27,794.60 of that being raised last year alone. We are so proud of our students taking the initiative to make a change. They are passionate about making a positive impact and do an incredible job bringing awareness to this cause.

Ontario University Fair
I would also like to say thank you to everyone who attended the Ontario University Fair. It was my first time attending, and it was inspiring to see everyone's passion about education and our beautiful campus.

Federal Election
We also hosted a Federal Election Debate on campus this month in collaboration with the Retired Teachers of Ontario, and the Canadore Students Council. Thank you to the Political Science faculty who brought their classes to watch politics in action. Working with the Canadian Federation of Students, we have been emphasizing the importance of educated voting to our students and were happy to have on-campus advanced polling. Remember to get out and vote!

Happy long weekend everyone!

REPORT TO SENATE
Dr. Arja Vainio-Mattila
Provost and Vice-President, Academic and Research

<u>New Adjunct Professor Appointments* from June 1, 2019 to Present</u>

Arts & Science

Name	Term of Appointment	Degree & Year	Institution	Position	Reason for Appointment
Benevides, Tina	1-Jun-19 to 31-May-24	PhD 2013	Hands/Part-time Faculty Nipissing	Educator	Research, co-supervision, collaborative teaching in Psychology
Tough, Frank	1-Nov-19 to 31-Oct-24	PhD 1987	University of Alberta	Professor	Research, co-supervision, collaborative teaching in Geography

Education and Professional Studies

Name	Term of Appointment	Degree & Year	Institution	Position	Reason for Appointment
Zarins, Baiba (Late Renewal)	1-Aug-18 to 31-Jul-23	RN, PhD	University Health Network	Educator	Research, co-supervision, collaborate in teaching activities in Nursing
Khorakian, Alireza	1-Jul-19 to 30-Jun-24	PhD	Ferdowsi University of Mashhad	Associate Professor	Research, co-supervision, collaborate in teaching activities in School of Business
Montgomery, Phyllis	1-Nov-19 to 31-Oct-24	PhD 2003	Laurentian University	Professor	Research, co-supervision, collaborate in teaching activities in Nursing

*Once a year at Senate, the Vice-President Academic shall table as a separate Information item a list of any newly appointed adjuncts including their names, department/school affiliations, periods of appointment along with a justification for each appointment, highest degree held, year obtained, current institution (if any) and rank (position), at that institution.

- From Policy on Adjunct Professor Status

REPORT OF THE SENATE EXECUTIVE COMMITTEE

October 31, 2019

There was a meeting of the Senate Executive on October 31, 2019.

The following members participated:
M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe. P. Radia, C. Richardson, D. Iafrate, N. Colborne, J. Allison, M. Litalien, P. Millar, T. Sibbald, H. Mackie, S. Landriault (Recording Secretary, n-v)

Regrets: P. Maher, M. Litalien, P. Millar, T. Sibbald, H. Mackie

The purpose of the meeting was to set the agenda for the November 8, 2019 Senate meeting.

A discussion took place regarding concerns expressed by a Senator during Question Period at the October 11, 2019 Senate meeting about the University's silence on the ongoing political unrest and violence in Hong Kong. Senate Executive members discussed whether this matter falls under the purview of Senate and noted that while individual academics may have the competency and research to make a statement, Senate does not. The Provost advised that a meeting has been arranged with the Senator that raised the concerns. This matter will be discussed further under Business Arising from the Minutes of the Senate meeting of November 8, 2019.

The Provost will speak to the Report on New Adjunct Professor Appointments. The Report was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Academic Awards, Appeals and Petitions Committee dated October 3, 2019 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Reports of the Academic Curriculum Committee dated October 9 and October 28, 2019 were provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Teaching and Learning Committee dated October 16, 2019 was provided to the Senate Executive for inclusion in the Senate Agenda.

An election for one faculty Senator to serve as the Council of Ontario Universities (COU) Academic Colleague (Alternate) for a three-year term will be included under Elections in the Senate Agenda.

MOTION 1:   Moved by M. DeGagné, seconded by A. Vainio-Mattila that the Senate Executive approves the November 8, 2019 Senate Agenda.
              CARRIED

Respectfully submitted,

M. DeGagné
Chair
Senate Executive Committee

MOTION 1:   That Senate receive the Report of the Senate Executive dated October 31, 2019.

NIPISSING
UNIVERSITY

Report of the
Academic Awards, Appeals and Petitions Committee

October 3, 2019

There was an ACADEMIC AWARDS, APPEALS AND PETITIONS Committee held on
October 3, 2019.

MEMBERS:

Debra Iafrate (Chair)   Gerald Laronde
Pavlina Radia   Natalie Muylaert
Andrew Ackerman   Sean O'Hagan
Logan Hoehn   Alison Schinkel-Ivy
Denyse Lafrance Horning   Charlotte Foster

1. Academic Awards, Appeals and Petitions heard:

Academic Awards	1
Student Appeals	0
Academic Petitions	12

2. Denyse Lafrance-Horning elected as Vice-Chair.

Respectfully Submitted,

Debra Iafrate, Chair
Academic Awards, Appeals and Petitions Committee

MOTION 1: That the Report of the Academic Awards, Appeals and Petitions Committee dated
October 3, 2019 be received.

<div align="center">

Report of the
Academic Curriculum Committee

October 9, 2019

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The meeting of the **Academic Curriculum Committee** was held on Wednesday, October 9th at 1:00 pm in F214. The following members participated:

Carole Richardson (Chair)	Arja Vainio-Mattila	Pavlina Radia
Nancy Black	Debra Iafrate	Darren Campbell
Kristen Ferguson	Sarah Winters	Hannah Mackie
Natalie Muylaert		

Jane Hughes, Recording Secretary

Absent with Regrets: Jim McAuliffe, Patrick Maher, Chris Hachkowski

Guests: Heather Brown, Beth Holden

The Academic Curriculum Committee received and discussed changes to 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.

Respectfully submitted,

Carole Richardson

Dr. Carole Richardson
Chair & Dean, Education and Professional Studies

MOTION 1:	That Senate receive the Report of the Academic Curriculum Committee, dated October 9, 2019.
MOTION 2:	That Senate approve the admission average for the Criminal Justice program be changed to 70%, effective January 2020 intake.
MOTION 3:	That Senate approve the revised Accessibility Admissions Policy.
MOTION 4:	That Senate approve, for the purposes of publishing the University's Academic Calendar, that the Academic Curriculum Committee (ACC) may accept program changes for the upcoming academic year up until March 1. Any submissions to the ACC after that meeting date will not take effect until the following Academic Year.
MOTION 5:	That Senate approve the transfer credit policy for two-year Business diploma graduates from Canadore College and Algonquin College.
MOTION 6:	That Senate approve the transfer credit policy for Indigenous Wellness and Addiction Prevention Worker diploma graduates into the Bachelor of Social Work (BSW).

<div align="center">

Academic Curriculum Committee

Criminal Justice Admission Average

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MOTION: That the Academic Curriculum Committee recommend to Senate that the admission average for the Criminal Justice program be changed to 70%, effective January 2020 intake.

Rationale
The current admission average for this program is 75% and all other open enrollment undergraduate programs are 70%. For consistency, equity and accessibility we want to we want to bring the admission requirement for this program in line with all other open enrolment undergraduate programs.

Submitted by: Debra Iafrate, Registrar
Date: September 30, 2019

Access & Equity Admissions Policy

MOTION: That the Academic Curriculum Committee recommend to Senate that the Accessibility Admissions Policy be revised.

Proposed Policy:

Access & Equity Admissions Policy

Nipissing University welcomes applications from individuals of diverse backgrounds. We recognize that there are institutional processes and cultural differences that present barriers to some applicants obtaining access to university. Nipissing University is committed to diversity, equity and accessibility and has reserved spaces in our undergraduate programs for students from groups including but not limited to, persons with disabilities, economically disadvantaged individuals, Franco-Ontarians, Indigenous persons, visible minorities, LGBTQ+ and those from northern/remote/rural areas.

To be considered you must:

- apply to year one of an undergraduate program (application to be submitted through Ontario Universities' Application Centre)
- have completed the minimum prerequisite courses for admission
- submit a letter to the Admissions Office outlining your circumstances and how you plan to be successful at Nipissing University.

Students admitted under this policy are required to meet the university and program standards for progression and graduation.

Current Policy:

The current Accessibility Admissions Policy is available at this link.

Rationale
We would like to revise this policy to provide greater access and equity.

Academic Curriculum Committee

Curriculum Submission Deadline Date Proposal

MOTION: That the Academic Curriculum Committee (ACC) recommend to Senate, for the purposes of publishing the University's Academic Calendar, that the ACC may accept program changes for the upcoming academic year up until March 1. Any submissions to the ACC after that meeting date will not take effect until the following Academic Year.

Rationale

The December deadline was established years ago when the calendar available in hard copy format. Now that it's online and to better support faculty during the curriculum revision and development phase we have revised our internal processes and are now able to accept changes up until March 1st.

Submitted by: Debra Iafrate, Registrar
Date: September 25, 2019

Academic Curriculum Committee

Transfer Credit Policy
for Canadore College and Algonquin College's Two-year Business Diploma

MOTION: That the Academic Curriculum Committee recommend to Senate that the transfer credit policy for two-year Business diploma graduates from Canadore College and Algonquin College be approved.

Transfer Credit Policy for Business College Diploma Graduates from Algonquin College and Canadore College

Applicants who have successfully completed a two-year Business Diploma program from Algonquin College or Canadore College with a minimum overall average of 78% may be considered for admission to the Bachelor of Commerce (four-year degree program) with up to a maximum of 60 transfer credits.

Rationale
Canadore & Algonquin College requested to partner with us on a 2+2 business pathway. Upon further research we've learned many other Ontario Universities have similar pathways with **_all_** Ontario colleges. Creating pathways will continue to support our goal to provide access to education.

We will continue to offer the College Partnership Pathways (3+2) with a 72% minimum average for admission consideration.

The School of Business has approved this pathway.

<div align="center">

Academic Curriculum Committee

Transfer Credit Policy
for Indigenous Wellness and Addiction Prevention Worker diploma graduates
into the Bachelor of Social Work (BSW)

</div>

MOTION: That the Academic Curriculum Committee recommend to Senate that the transfer credit policy for Indigenous Wellness and Addiction Prevention Worker diploma graduates into the Bachelor of Social Work (BSW) be approved.

Transfer Credit Policy for Indigenous Wellness and Addiction Worker Diploma Graduates

Applicants who have successfully completed a two-year Indigenous Wellness and Addiction Prevention Worker diploma program at an Ontario CAAT with a cumulative average of 3.0 (70%) or better can be considered for admission to the Bachelor of Social Work (BSW) program with transfer credit to a maximum 30 credits.

Rationale
The Indigenous Wellness and Addiction Prevention Worker diploma program has been determined to have a high affinity to Social Work. This new policy creates a clear pathway for graduates of the program who wish to continue their studies in Nipissing's BSW program. This policy aligns with the current policy for graduates of other diploma programs with a high affinity to Social Work (Social Service Worker, Mental Health and Addictions Worker, Developmental Services Worker and Child and Youth Care).

Submitted by: Marney Leclerc, Pathway Development Coordinator
Date: September 19th, 2019

Report of the
Academic Curriculum Committee

October 28, 2019

The meeting of the **Academic Curriculum Committee** was held on Monday, October 28th at 2:00 pm in F214. The following members participated:

Arja Vainio-Mattila (Chair)   Carole Richardson   Debra Iafrate
Andrew Ackerman   Charles Anyinam (Zoom)   Darren Campbell
Kristen Ferguson   Sarah Winters   Charlotte Foster
Natalie Muylaert

Jane Hughes, Recording Secretary

Absent with Regrets: Pavlina Radia, Nancy Black, Chris Hachkowski, Sarah Pecoskie-Schweir

Guests: Beth Holden, Haibin Zhu, Amir Erfani

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

Respectfully submitted,

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

MOTION 1:   That Senate receive the Report of the Academic Curriculum Committee, dated October 28, 2019.

MOTION 2:   That Senate approve that the number of hours for **COSC 1557: Introduction to Computing** be changed from **"Two hours of lecture and two hours of laboratory work per week for one term"** to **"Three hours of lecture and one hour of laboratory work per week for one term"**.

MOTION 3:   That Senate approve that the number of hours for **COSC 4406: Software Engineering** be changed from **"Four hours of lecture/laboratory work per week for one term"** to **"Three hours of lecture per week for one term".**

MOTION 4:   That Senate approve the banking of SOCI 4576 Honors Seminar in Professional Development in Sociology.

FACULTY OF ARTS & SCIENCE

Aboriginal Leadership

Non-Substantive (for information only)

- The name of the Certificate in Aboriginal Leadership modification to Certificate in Indigenous Leadership.

- The title and course description from LEAD 1006 Concepts and Ethics of Aboriginal Leadership modification to LEAD 1006 Concepts and Ethics of Indigenous Leadership as outlined below:
  Old Description:
  Students are introduced to the concepts and ethics of leadership in First Nations contexts. Students explore both traditional and contemporary Aboriginal concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Issues of judgment, cultural conflict, and successful representation of constituents will be discussed. This course includes a service learning component.

  New Description:
  Students explore both traditional and contemporary Indigenous concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Topics include issues of judgment, cultural conflict, and successful representation of constituents. This course includes a service learning component.

- The title and course description from LEAD 2006 Aboriginal Political Culture modification to LEAD 2006 Indigenous Political Culture as outlined below:

  Old Description:
  Political reality concerns practices and perceptions as well as laws and institutions. This course explores the cultural markers of indigenous politics, with consideration to distinctive patterns of indigenous leadership, conceptions of what is a community and what is the person's place in relation to the group. Topics covered may include indigenous models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

  New Description:
  Political reality concerns practices and perceptions as well as laws and institutions. Students explore the cultural markers of Indigenous politics, with consideration to distinctive patterns of Indigenous leadership, conceptions of what is a community and what is the person's place in relation to the group. Topics covered may include Indigenous models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

- The title and course description from LEAD 2007 Aboriginal Governance Models and Intergovernmental Relations modification to LEAD 2007 Indigenous Governance Models and Intergovernmental Relations as outlined below:

  Old Description:
  Effective governance is examined in light of: governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how Aboriginal governance can function effectively while still preserving Aboriginal cultures, values and worldviews. Focus is given to how differing political identities inform distinct ideas about development, education, resource extraction, and the function of band councils. Students also explore this deeply significant relation between aboriginals and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

New Description:
Students examine effective governance in light of governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how Indigenous governance can function effectively while still preserving Indigenous cultures, values and worldviews. Students explore how differing political identities inform distinct ideas about development, education, resource extraction, and the function of band councils. Students also examine this deeply significant relation between Indigenous peoples and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

- The course description modification for LEAD 3126 Treaty Law in Canada as outlined below:

  Old Description:
  Treaties with First Nations in Canada represent both historical legacies and frameworks for on-going relations between those nations and settler society. How First Nations permit Canada to exist as it does is described in these treaties, with the sharing of lands made possible by these agreements between nations. Students explore the history of treaties in Canada towards an understanding of the possible futures that can be negotiated in this shared land. This course includes a service learning component.

  New Description:
  Students explore the historical and modern treaties negotiated between Indigenous nations, European powers, and the Canadian state. Students learn about the current treaty practices among Indigenous peoples, deconstruct the concept of "modern treaties" when tied to Canada's comprehensive claims process, and examine treaties as tools for self-determination. This course includes a service learning component.

- The course description modification for LEAD 3127 Comparative Indigenous Leadership in a Globalized World as outlined below:

  Old Description:
  Students examine indigenous leadership in an international context, considering examples of alignment on political, economic and environmental grounds. The international dimension of indigenous politics within the United Nations, the World Economic Forum, and other regional bodies may be considered as examples of a globalized indigenous politics. This course includes a service learning component.

  New Description:
  Students examine Indigenous leadership in an international context, considering examples of alignment on political, economic and environmental grounds. Students discuss the international dimension of Indigenous politics within the United Nations, the World Economic Forum, and other regional bodies as examples of a globalized Indigenous politics. This course includes a service learning component.

- The course description modification for LEAD 3147 International or First Nations Placement as outlined below:

  Old Description:
  An international or First Nation community based placement in a leadership role, arranged is overseen in conjunction with Nipissing International and the Office of Aboriginal Initiatives with regular reporting on work done and with written and oral reports at the annual intensive seminar on the projects undertaken.

  New Description:
  Students participate in an international or Indigenous community-based placement in a leadership role, overseen in conjunction with Nipissing International and the Office of Indigenous Initiatives.

Computer Science

MOTION 2:   That Senate approve that the number of hours for **COSC 1557: Introduction to Computing** be changed from **"Two hours of lecture and two hours of laboratory work per week for one term"** to **"Three hours of lecture and one hour of laboratory work per week for one term"**.

MOTION 3:   That Senate approve that the number of hours for **COSC 4406: Software Engineering** be changed from **"Four hours of lecture/laboratory work per week for one term"** to **"Three hours of lecture per week for one term"**.

Native Studies

Non-Substantive (for information only)

- The program title change from Native Studies program to Indigenous Studies program.

Rationale: The program title change is consistent with other Indigenous Studies programs in the province. The program expectations and learning outcomes will remain the same.

MOTION 4:   That Senate approve the banking of SOCI 4576 Honors Seminar in Professional Development in Sociology.

Non-Substantive (for information only)

- The modification of the Honors Specialization program requirements as outlined below.

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

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.
In addition, students must complete:		
SOCI Upper level		30 cr.
SOCI 4000 level		3 cr.

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

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.

In addition, students must complete:	
SOCI Upper level	**33 cr.**
SOCI 4000 level	3 cr.

I   Non-Substantive Course Modifications for Aboriginal Leadership

(Note: the following are "minor changes to course titles or descriptions" as described in the Curriculum Development Procedures and Guidelines.)

Motion 1: That ARCC recommend to the Arts & Science Executive the modification of the name of the Certificate in Aboriginal Leadership to the Certificate in Indigenous Leadership.

Rationale: This change reflects the contemporary nomenclature and broadens the programs purview beyond the Canadian legal/constitutional term "Aboriginal."

Motion 2: That ARCC recommend to the Arts & Science Executive the modification of the title and course description for LEAD 1006 as outlined below:

Current title and description:

LEAD 1006 Concepts and Ethics of Aboriginal Leadership
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits:3
Description:
Students are introduced to the concepts and ethics of leadership in First Nations contexts. Students explore both traditional and contemporary Aboriginal concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Issues of judgment, cultural conflict, and successful representation of constituents will be discussed. This course includes a service learning component.

Proposed title and description:

LEAD 1006 Concepts and Ethics of Indigenous Leadership
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits:3
Description:
Students examine the concepts and ethics of leadership in Indigenous contexts. Students explore both traditional and contemporary Indigenous concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Topics include issues of judgment, cultural conflict, and successful representation of constituents. This course includes a service learning component.

Motion 3: That ARCC recommend to the Arts & Science Executive the modification of the title and course description for LEAD 2006 as outlined below:

Current title and description:

LEAD 2006 Aboriginal Political Culture
Prerequisites: LEAD 1006
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits: 3
Description:
Political reality concerns practices and perceptions as well as laws and institutions. This course explores the cultural markers of indigenous politics, with consideration to distinctive patterns of indigenous leadership, conceptions of what is a community and what is the person's place in relation to the group. Topics covered may include indigenous models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

Proposed title and description:

LEAD 2006 ==Indigenous== Political Culture
Prerequisites: LEAD 1006
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits: 3
Description:
Political reality concerns practices and perceptions as well as laws and institutions. Students explore the cultural markers of ==Indigenous== politics, with consideration to distinctive patterns of ==Indigenous== leadership, conceptions of what is a community and what is the person's place in relation to the group. Topics covered may include ==Indigenous== models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

Motion 4: That ARCC recommend to the Arts & Science Executive the modification of the title and course description for LEAD 2007 as outlined below:

Current title and description:

LEAD 2007 Aboriginal Governance Models And Intergovernmental Relations
Prerequisites: LEAD 1006
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits: 3
Description:
Effective governance is examined in light of: governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how Aboriginal governance can function effectively while still preserving Aboriginal cultures, values and worldviews. Focus is given to how differing political identities inform distinct ideas about

development, education, resource extraction, and the function of band councils. Students also explore this deeply significant relation between aboriginals and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

Proposed title and description:

LEAD 2007 ==Indigenous== Governance Models And Intergovernmental Relations
Prerequisites: LEAD 1006
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits: 3
Description:
Students examine effective governance in light of: governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how ==Indigenous== governance can function effectively while still preserving ==Indigenous== cultures, values and worldviews. Students explore how differing political identities inform distinct ideas about development, education, resource extraction, and the function of band councils. Students also examine this deeply significant relation between ==Indigenous peoples== and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

Motion 5: That ARCC recommend to the Arts & Science Executive the modification of the course description for LEAD 3126 as outlined below:

Current title and description:

LEAD 3126 Treaty Law in Canada
Prerequisites: LEAD 2006 and LEAD 2007
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits: 3
Description: Treaties with First Nations in Canada represent both historical legacies and frameworks for on-going relations between those nations and settler society. How First Nations permit Canada to exist as it does is described in these treaties, with the sharing of lands made possible by these agreements between nations. Students explore the history of treaties in Canada towards an understanding of the possible futures that can be negotiated in this shared land. This course includes a service learning component.

Proposed course description:

==Students explore the historical and modern treaties negotiated between Indigenous nations between Indigenous, European powers, and the Canadian state. Students focus on the history of==

Motion 6: That ARCC recommend to the Arts & Science Executive the modification of course description for LEAD 3127 as outlined below:

Current title and course description:

LEAD 3127 Comparative Indigenous Leadership In a Globalized World
Prerequisites: LEAD 2006 and LEAD 2007
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits: 3
Description: Students examine indigenous leadership in an international context, considering examples of alignment on political, economic and environmental grounds. The international dimension of indigenous politics within the United Nations, the World Economic Forum, and other regional bodies may be considered as examples of a globalized indigenous politics. This course includes a service learning component.

Proposed course description:

LEAD 3127 Comparative Indigenous Leadership In a Globalized World
Prerequisites: LEAD 2006 and LEAD 2007
Hours: Two hours of lecture and one hour of service learning per week for one term.
Credits: 3
Description: Students examine <mark>Indigenous</mark> leadership in an international context, considering examples of alignment on political, economic and environmental grounds. Students discuss the international dimension of <mark>Indigenous</mark> politics within the United Nations, the World Economic Forum, and other regional bodies as examples of a globalized <mark>Indigenous</mark> politics. This course includes a service learning component.

That ARCC recommend to the Arts & Science Executive the modification of the course description for LEAD 3147 as outlined below:

Current title and course description:

LEAD 3147 International or First Nations Placement
Prerequisites: LEAD 2006 and LEAD 2007
Hours: Six hours of seminar and thirty hours of service learning per term.
Credits: 3
Description: An international or First Nation community based placement in a leadership role, arranged is overseen in conjunction with Nipissing International and the Office of Aboriginal Initiatives with regular reporting on work done and with written and oral reports at the annual intensive seminar on the projects undertaken.

Proposed course description:

Students participate in an international or Indigenous community based placement in a leadership role, overseen in conjunction with Nipissing International and the Office of Indigenous Initiatives.

COURSE TEMPLATE

MOTION: Moved by _Haibin Zhu_ Seconded by _Boguslaw Schreyer_ that the Department of Computer Science and Mathematics recommend to Arts and Science Executive that the descriptions of Courses COSC 1557 Introduction to Computing and COSC 4406 Software Engineering be made minor changes: for COSC 1557, change "Two hours of lecture and two hours of laboratory work per week for one term" to "Three hours of lecture and one hour of laboratory work per week for one term"; and for COSC 4406, change "Four hours of lecture/laboratory work per week for one term" to "Three hours of lecture per week for one term".

Rationale: COSC 1557 is a first year course. It needs more lecture time to allow instructors present enough introductory knowledge of computing. Past experience showed that the students did not fully use the 2 lab hours as expected. COSC 4406 is a 3-credit course for the honors degree and 4-hours per week do not fit well the regular 3-credit course template. Practical aspects covered by this course can be learned by after-class projects. These changes do not affect the teaching loads in the program's category and make the course hours evenly distributed, and the course assignment easier.

A) Descriptive Data:

Course Code	**COSC 1557**
Course Title	Introduction to Computing
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	This course introduces problem analysis and structured program design. Control structures for conditional execution, repeated execution, subprograms and recursion are introduced. Representation of information, including homogeneous and non-homogeneous linear data structures and files, is investigated.
Course Prerequisite	
Course Corequisite	
Antirequisite	
Restriction	Click here to enter Restriction
Instructional Method	☑ lecture ☐ tutorial ☑ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours of lecture and 1 hour of lab
Hours of contact time expected per term	48 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☑ Yes ☐ No

COURSE TEMPLATE

	If yes, please specify: It is a required course for COSC and MATH students, the implied prerequisite include TWO math courses from high school.
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☐ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will demonstrate 1. A general knowledge and understanding of key concepts and methodologies in computing, and the use of a programming language to program. 2. An ability to use the basic features of the programming language. 3. An ability to write simple, yet meaningful and useful functions in the programming language, as demonstrated through laboratory work. 4. An ability to analyze, design, implement, test and debug simple programs. 5. An ability to communicate programming concepts, both orally and in writing. 6. An ability to solve simple problems with the programming language.

Course Code	**COSC 4406**
Course Title	Software Engineering
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	This course provides an in-depth study of the fundamental principles underlying Software Engineering. It covers the software development lifecycle (SDLC) starting with requirements engineering, continuing through design, and implementation, and with integration and testing. It also examines key cross-lifecycle activities such as project management, measurement, and quality assurance. In particular, the material presented will address management issues associated with people, product, and process. A systematic approach to evolve software is emphasized recognizing the dependencies between software development and maintenance activities. Specific topics will focus on software process and project measurements, project planning, risk analysis, project scheduling and tracking. This course will present modern approaches to the current techniques used in software design and development.
Course Prerequisite	
Course Corequisite	
Antirequisite	

COURSE TEMPLATE

Restriction	Click here to enter Restriction
Instructional Method	☑ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours of lecture
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☑ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☐ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will demonstrate 1. A knowledge and understanding of key concepts and methodologies in SDLC. 2. A knowledge of the properties of good software design including the nature and the role of associated documentation. 3. An ability to create and specify the software design for a medium-size software product using a software requirement specification, an accepted program design methodology (e.g., structured or object-oriented), and appropriate design notation. 4. An ability to create, evaluate, and implement a test plan for a medium-size code segment. 5. An ability to demonstrate through involvement in a team project the central elements of team building and team management. 6. An ability to prepare a project plan for a software project that includes estimates of size and effort, a schedule, resource allocation, configuration control, change management, and project risk identification and management. 7. An ability to compare and contrast the different methods and techniques used to assure the quality of a software product. 8. An ability to work in a team by task distribution, interface, coordination and cooperation.

<u>Sociology</u>

Motion #5:

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive to approve the banking of **SOCI 4576 Honors Seminar in Professional Development in Sociology**.

Motion #6:

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive to approve the modification of the Honors Specialization program requirements as outlined below.

Current Program Requirements:

Program Requirements:

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

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.
In addition, students must complete:		
SOCI Upper level		30 cr.
SOCI 4000 level		3 cr.

Proposed Program Requirements:

Program Requirements:

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

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
In addition, students must complete:		
SOCI Upper level		33 cr.
SOCI 4000 level		3 cr.

Rationale: Sociology students, pursuing an Honors Specialization degree in Sociology, are required to take SOCI 4576 Seminar in Professional Development. Since 2017-2018, the department have faced with a serious constraint in full-time faculty resources, so since then

SOCI 4576 has not been offered by the Department of Sociology and Anthropology, so the department had to submit a global petition to ARCC each year to request to accommodate this course requirement. However, the Department has been notified by the Academic Advising that such global petitions cannot be warranted any more. Therefore, the Department has decided to bank SOCI 4576 and instead students can take an additional upper-level Sociology course to complete the degree requirements.

SENATE TEACHING & LEARNING COMMITTEE

Wednesday, October 16, 2019

COMMITTEE MEMBERS:

Pat Maher	Graydon Raymer	John Allison
Alex Karassev	Amanda Burk	Veronika Williams
Roxana Vernescu (via Zoom link)		

Regrets: Nancy Black
                              Natalie Muylaert (Undergraduate Student Representative)
                              TBA (Graduate Student Representative)

Recording Secretary: Lorrie Tunney Maxwell

The meeting was called to order at 11:30 a.m.

Dr. Pat Maher opened the meeting with a warm welcome to all who were able to attend, and introductions went around the table.

The Dean reminded the committee members that it has been a number of years since this committee last met. He referred to the Terms of Reference for this committee and what our duties will be.

The Senate By-Laws state that **the Dean will serve as pro-tem Chair and call the first meeting of the Committee in September to elect a Chair and a Vice-Chair*.** We were a little late in having this first meeting, but it could not be helped as Pat did not start in the position of Dean of Teaching until October 1st of this year.

Our first point of business was to establish who would be Chair and Vice-Chair, and we are pleased to have had two volunteers; Graydon Raymer will be Chair, and Amanda Burk will be Vice-Chair. The group was unsure if a formal motion was required for this, but the group unanimously elected Graydon and Amanda to these positions.

Then, from the historical records of this committee, which last met in 2014, Pat determined there were four themes and two questions for this committee to consider today:

Themes:
1. Student Opinion Surveys
2. Website for Teaching and Learning Community
3. Library Advisory Services
4. Technology and Infrastructure

Questions (Specific ideas/Initiatives - whether existed or had died)
1. Writing Across the Curriculum
2. Creation of an Academic Skills Centre

Discussion ensued, but no action items or motions were made.

The meeting adjourned at 1:00 p.m.

Our next meeting is scheduled for December 4, 2019.

MOTION 1:   That Senate receive the Report of the Teaching and Learning Committee dated October 16, 2019.