

SENATE AGENDA

Friday, January 17, 2020

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: December 13, 2019

4. BUSINESS ARISING FROM THE MINUTES

MOTION 1: That Senate approve the admission average for the Criminal Justice program be changed to 70%, effective January 2020 intake.

MOTION 2: That Senate approve that the progression average for the Criminology Stream, the Corrections Stream, the Policing Stream, and the Legal Studies & Administration stream be increased from 60 percent to 70 percent and that student program averages will be assessed after their second year.

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 PERIOD8. REPORTS of STANDING COMMITTEES and FACULTY COUNCILS**SENATE EXECUTIVE COMMITTEE**

MOTION 1: That the Report of the Senate Executive Committee dated January 9, 2019 be received.

ACADEMIC CURRICULUM COMMITTEE**December 2, 2019 Report**

MOTION 1: That the Report of the Academic Curriculum Committee dated December 2, 2019 be received.

FACULTY OF ARTS AND SCIENCE**English Studies**

MOTION 2: That Senate approve the addition of ENGL 4697 Honours Essay as outlined in the attached template.

MOTION 3: That Senate approve the addition of ENGL 4797 as outlined in the attached template.

Non-Substantive (for information only):

- Banking of ENGL 4695 Honours Essay
- Banking of ENGL 4795 Creative and Critical Writing Honours Essay

MOTION 4: That Senate approve that the modification of the English Honours Specialization program requirements be revised as outlined below.

Current Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

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

ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.
ENGL		30 cr.
ENGL 4000 level		6 cr.

Proposed Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

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

ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.
ENGL		30 cr.
ENGL Honours Seminars		6 cr.

MOTION 5: That Senate approve that the modification of the English Major program requirements be revised as outlined below.

Current Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

ENGL	1000 level	3 cr.
ENGL Literary History I		3 cr.
ENGL Literary History II		3 cr.
ENGL		27 cr.

Breadth Requirements:

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

Note:

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

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

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

Proposed Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

ENGL	1000 level	3 cr.
------	------------	-------

ENGL Literary History I		3 cr.
-------------------------	--	-------

ENGL Literary History II		3 cr.
--------------------------	--	-------

ENGL		27 cr.
------	--	--------

Breadth Requirements:

ACAD 1601		3 cr.
-----------	--	-------

Social Science and/or Professional Studies		6 cr.
--------------------------------------------	--	-------

Science		6 cr.
---------	--	-------

Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. A maximum of 6 credits of cross-listed courses may count toward an English Studies Major. Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) of Honours Seminars in English Studies. Please refer to the Honours double major degree requirement section for further information.

Gender Equality & Social Justice

Non-Substantive (for information only):

- Modification of the title from GEND 3326 Digital Beasts to GEND 3326 Virtual Animals.

History

Non-Substantive (for information only):

- Minor modifications to the title and course description from HIST 2166 Survival: Canada in Global Environmental History to HIST 2166 Survival: People and Nature in Northern North America to the Industrial Era as outlined below:

Old Description:

While historians have traditionally ignored it, nature is a player in history, setting out the possible means of survival available to any particular time and culture. Students will consider ways in which peoples in northern North America have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies existing in this place since the last ice age. The global history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development in the northern North American context, will be considered. Students will gain an understanding of the fundamental environmental bases of Canadian and global history.

New Title and Description:

Survival: People and Nature in Northern North America to the Industrial Era

Short Title (for WebAdvisor): Survival: People and Nature

Students consider how, since the last ice age, people in northern North America/Turtle Island have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies existing in this place. The course considers history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development. Students gain an understanding of the fundamental environmental bases of Canada.

Non-Substantive (for information only):

- Minor modifications to the course title from HIST 2167 Bodies and Nature in the Environmental Era to HIST 2167 The Environmental Era: Creating and Protecting Nature in Modern Canada as follows:

New Title**The Environmental Era: Creating and Protecting Nature in Modern Canada****Short Title (for WebAdvisor): Environmental Era in Canada**Philosophy

MOTION 6: That Senate approve the creation of PHIL 2306 The Pre-Socratics and Plato as outlined in the attached template.

MOTION 7: That Senate approve the creation of PHIL 2307 Aristotle and the Schools as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2305 Origins of Western Philosophy.

MOTION 8: That Senate approve the creation of PHIL 2506 Thinking Clearly as outlined in the attached template.

MOTION 9: That Senate approve the creation of PHIL 2507 Bullshit, Bias, and Propaganda: Reasoning about the Irrational as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2505 Reasoning and Logical Argument.
- Banking of PHIL 4105 Directed Study

MOTION 10: That Senate approve the creation of PHIL 2246 Philosophy of Art as outlined in the attached template.

MOTION 11: That Senate approve the creation of PHIL 2526 Contemporary Moral Issues as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2525 Contemporary Moral Issues.

MOTION 12: That Senate approve the creation of PHIL 3766 Special Topics in Philosophy as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 3757 Special-Topics in Social-Political Philosophy.

MOTION 13: That Senate approve the creation of PHIL 4106 Directed Study as outlined in the attached template.

Non-Substantive (for information only):

- Change in title for PHIL 2706 from “Ethical Theory: Moral and Ethical Perspectives” to “The Right and the Good: An Introduction to Moral Philosophy”.

MOTION 14: That Senate approve the modifications to the requirements for the Honours Specialization – Philosophy as follows:

From:

Current Requirements:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.

To:

Proposed Requirements:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.

MOTION 15: That Senate approve the modifications to the requirements for the Specialization – Philosophy as follows:

From:

Current Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.

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

To:**Proposed Requirements:**

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

PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

MOTION 16: That Senate approve the modifications to the requirements for the Major – Philosophy as follows:

From:**Current Requirements:**

Students must complete 36 credits in the Major as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Critics	3 cr.
PHIL Upper level		12 cr.

To:

Proposed Requirements:

Students must complete 36 credits in the Major as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		12 cr.

MOTION 17: That Senate approve the modifications to the requirements for the Minor – Philosophy as follows:

From:**Current Requirements:**

Students must complete 18 credits in Philosophy as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL Upper level		9 cr.

To:**Proposed Requirements:**

Students must complete 18 credits in Philosophy as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL Upper level		9 cr.

Psychology

Non-Substantive (for information only):

- Modification of the course description for PSYC 3216 as outlined below:

Old Description:

The fundamentals of test construction and use are discussed in the contexts of classical and modern test theory. Students will be introduced to the elements of test standardization, reliability, validity and item analysis. In particular, the pros and cons of using essay tests and objective tests to measure achievement will be discussed in association with test norms, test bias, testwiseness, guessing, as well as legal and ethical issues. Students undertake a project to create and then evaluate an achievement test after an item analysis has been completed. This course should be useful to students who aspire to become a teacher.

New Description:

Students explore the concept of test-wiseness to help them identify and understand unintentional cues in achievement tests that give away the answers. Students explore these test construction errors further in the procedures for developing and validating achievement tests. Students also learn the basic principles of psychological measurements that must be applied to evaluate psychological tests; analyze and interpret test score achievements; and to assess ethical issues in psychological and educational testing.

Non-Substantive (for information only):

- Modification of the course title and course description from PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs to PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, IQ and Emotional Intelligence as outlined below:

Old Description:

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

New Description:

The majority of existing psychological tests measure only the dark side of human behaviours. In this course, students learn that the full range of human behaviours needs to be explored so that the scores of such tests properly reflect the psychological statuses of the individuals tested. Students apply this approach to discuss and evaluate theories and techniques related to measuring attitude, personality, vocational interest, IQ, emotional intelligence (EQ/EI), and other related psychological constructs.

Religions and Cultures

MOTION 18: That Senate approve the addition of Group III in Religions and Cultures as outlined in the attached document.

MOTION 19: That Senate approve to replace the current Group I and Group II courses in Religions and Cultures with three groups (Group I, Group II, and Group III) as outlined in the attached document.

MOTION 20: That Senate approve the modification of the Honours Specialization program requirements in Religions and Cultures as follows:

From:

**Current Program Requirements in Religions and Cultures:
Honours Specialization**

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

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT Upper Level	45 cr.
RLCT 4000 level	6 cr.

**To:
Proposed Program Requirements:**

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

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	42 cr.
RLCT 4000 level	6 cr.

MOTION 21: That Senate approve the modification of the Specialization program requirements in Religions and Cultures as follows:

**From:
Current Program Requirements
Specialization**

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

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	45 cr.

**To:
Proposed Program Requirements**

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

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	42 cr.

MOTION 22: That Senate approve the modification of the Major program requirements in Religions and Cultures as follows:

From:
Current Program Requirements
Major

Students must complete 36 credits in the Major as follows:	
RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	27 cr.

To:
Proposed Program Requirements

Students must complete 36 credits in the Major as follows:	
RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	24 cr.

MOTION 23: That Senate approve the addition of RLCT 2166 Issues in Religion and Law as outlined in the attached template.

MOTION 24: That Senate approve the addition of RLCT 2206 Religion and Popular Culture as outlined in the attached template.

Sociology

MOTION 25: That Senate approve the creation of “SOCI 2096 Sociology of Education: Social Theory and Education” as outlined in the attached template.

MOTION 26: That Senate approve the creation of “SOCI 2097 Sociology of Education: Social Issues in Education” as outlined in the attached template.

MOTION 27: That Senate approve that SOCI 2091 Sociology for Educators: Social Theory & Education be deleted as outlined.

MOTION 28: That Senate approve that SOCI 2092 Sociology for Educators: Social Theory & Education be deleted as outlined.

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

MOTION 29: That Senate approve that EDUC 5447 be added to the list of Graduate Studies in Education courses.

In-Service Education

MOTION 30: That Senate approve that the addition of EDUC 1385 International Languages, Part I - German be approved.

Indigenous Education Programs**Non-Substantive (for information only)**

- That the title of EDUC 1010 ACADP Practicum I be changed to EDUC 1010 ICADP Practicum I.
- That the title of EDUC 2010 ACADP Practicum II be changed to EDUC 2020 ICADP Practicum II.

MOTION 31: That Senate approve that the admission requirements for the Teacher of Indigenous Language as a Second Language be changed from:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a teacher of Anishnaabemwin;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.);
- *Recent Criminal Reference Check including a Vulnerable Sector Screening;
- **Completion of an Anishnaabemwin Language Assessment that includes a written and oral component.

To:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a **teacher of Indigenous Languages**;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

MOTION 32: That Senate approve the admission requirements for the Indigenous Teacher Education Program be changed from:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - Aboriginal Classroom Assistant Diploma Program (ACADP);
 - Native Classroom Assistant Diploma Program (NCADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - 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).

To:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - **Aboriginal/Native/Indigenous** Classroom Assistant Diploma Program;
 - Native Special Education Assistant Diploma Program (NSEADP);

- Native Language Teaching Certificate (NLTC);
 - An undergraduate degree from an accredited university.
2. Proof of **Indigenous** ancestry
 3. A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program

MOTION 33: That Senate approve that the admission requirements for the Indigenous Classroom Assistant Diploma Program be changed from:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- Recent Criminal Reference Check including a Vulnerable Sector Check

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 ACADP Practicum I;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of all components of Part I and Part II of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of Part I of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
- Successful completion of EDUC 1063 Information Technology in Classrooms (minimum 60% average);
- Recent Criminal Reference Check including a Vulnerable Sector Check.

To:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 **ICADP** Practicum I;

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of Part I of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of the following courses:
 - EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
 - EDUC 1063 Information Technology in Classrooms (minimum 60% average);

- **EDUC 1124 Introduction to Numeracy Strategies (minimum 60% average)**
- **EDUC 1023 Introduction to Literacy Strategies (minimum 60% average)**

MOTION 34: That Senate approve that the following progression requirements be added to Academic Standing and Progression, Section 1.4 Education:

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL.

The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety.

MOTION 35: That Senate approve that the Academic Standing and Progression, Section 2.0 Good Academic Standing be changed from:

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

To:

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program (**Concurrent and Consecutive**), the **Indigenous Teacher Education Program and the Teacher of Indigenous Language as a Second Language Program**, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

Bachelor of Education

MOTION 36: That Senate approve that EDUC 4762 Proactive and Inclusive Classroom Management be added to the Bachelor of Education program requirements for all divisions.

MOTION 37: That Senate approve that EDUC 4766 Technology Enriched Teaching and Learning be removed from the Bachelor of Education program requirements for all divisions.

PATHWAY

For information only:

The Business Fundamentals Integrated Project has been sponsored by ONCAT and is a collaboration between the four northern universities and the six northern colleges. This pathway will allow a student to graduate with a BA or BSc and a college certificate in Business Fundamentals. This pathway adheres to our current transfer credit policies.

December 18, 2019 Report

MOTION 1: That the Report of the Academic Curriculum Committee dated December 18, 2019 be received.

FACULTY OF ARTS & SCIENCE

Biology & Chemistry

MOTION 2: That Senate approve that the number of hours for **BIOL 2557 Genetics**: be changed from “**Three hours of lecture and three hours of laboratory work per week for one term**” to “**Three hours of lecture and two hours of laboratory work per week for one term**”.

English Studies

Non-substantive:

- To change the course title for **ENGL 3276 Native Literatures of North America**, to **Indigenous Literatures of North America**.

Non-substantive:

- To change the course description for **ENGL 3276** as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native and non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the **last two centuries**, with an emphasis on the modern and contemporary periods of the **twentieth-century**. Specific course content varies from year to year. **Native Studies** students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3276](#). This course may be credited towards **Native Studies**.

New Description:

Students engage with Indigenous literatures of North America, focusing on the modern and contemporary periods of the **twentieth- and twenty-first centuries**. Specific course content varies from year to year. **Indigenous Studies** students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3276](#). This course may be credited towards **Indigenous Studies**.

Non-substantive:

- To change of the learning outcomes for **ENGL 3276** as follows:

OLD OUTCOMES

Students who successfully complete this course will demonstrate:

1. a broad knowledge of the history, major authors, and essential features of **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES

Students who successfully complete this course will:

1. Demonstrate a broad knowledge of the history, major authors, and essential features of **Indigenous** literature in North America
2. Analyze and evaluate the construction of the emerging canon of **Indigenous** literature.
3. Explain how **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.

6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Non-substantive:

- To change the course title for **ENGL 3277 Topics in the Native Literatures of North America**, to **Topics in the Indigenous Literatures of North America**.

Non-substantive:

- To change the course description for **ENGL 3277** as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native** and **non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the last two centuries, with an emphasis on the modern and contemporary periods of the twentieth-century. Specific course content varies from year to year. **Native** Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3277](#). This course may be credited towards **Native** Studies.

New Description

Students explore a specific topic in the **Indigenous** literatures of North America. Specific course content varies from year to year. **Indigenous** Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3277](#). This course may be credited towards **Indigenous** Studies.

Non-substantive:

- To change of the learning outcomes for **ENGL 3277** as follows:

OLD OUTCOMES**Students who successfully complete this course will demonstrate:**

1. a detailed knowledge of a specific topic in the **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES**Students who successfully complete this course will:**

1. Demonstrate a detailed knowledge of a specific topic in the **Indigenous** literature in North America.
2. Analyze and question the construction of the emerging canon of **Indigenous** literature.
3. Explain how a specific topic in **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.
6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Psychology

- MOTION 3: That Senate approve the modification of the instructional hours for **PSYC 2126** as outlined.
Old Structure:
Hours: Three hours of lecture per week for one term.
New Structure:
Hours: Two hours of lecture and one hour of lab per week for one term.
- MOTION 4: That Senate approve the modification of the instructional hours for **PSYC 2127** as outlined.
Old Structure:
Hours: Three hours of lecture per week for one term.
New Structure:
Hours: Two hours of lecture and one hour of lab per week for one term.
- MOTION 5: That Senate approve the creation of **PSYC 3226 Positive Psychology** as outlined in the attached template.

Sociology & Anthropology

- MOTION 6: That Senate approve that the flex-time enrolment option be available to students in the MA Sociology program.
- MOTION 7: That Senate approve the addition of SOCI 2016 or ANTH 2016 as a prerequisite for SOCI/ANTH 2017.
- MOTION 8: That Senate approve to change the prerequisite for ANTH 3407 Anthropological Theory from “SOCI/ANTH 2016 Classical Sociological Theory, SOCI/ANTH 2017 Contemporary Sociological Theory and ANTH 3036 Qualitative Research Methods” to “30 credits or permission of the instructor.”
- MOTION 9: That Senate approve to change the course hours for ANTH 3407: Anthropological Theory from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 10: That Senate approve to change the course hours for ANTH 3006: Anthropology of Development in the Canadian North from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 11: That Senate approve to change the course hours for ANTH 3027: Anthropology, Aboriginal Peoples, and the Law from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 12: That Senate approve to change the course hours for ANTH 3036: Qualitative Research Methods from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 13: That Senate approve to change the course hours for ANTH 3046: The Living and the Dead from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

- MOTION 14: That Senate approve to change the course hours for ANTH 3367: Special Topics in Anthropology I from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 15: That Senate approve to change the course hours for ANTH 3376: Special Topics in Anthropology II from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.
- MOTION 16: That Senate approve to change the course hours for ANTH 4106: Multispecies Ethnography from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 17: That Senate approve the creation of ANTH 3106: Food and Culture as outlined in the attached template.
- MOTION 18: That Senate approve the creation of ANTH 3206: Narrative and Memory as outlined in the attached template.
- MOTION 19: That Senate approve that the course delivery format and contact hours of the course SOCI 1016 Introduction to Sociology be changed from “two hours of lecture and one hour of seminar per week for one term” to “three hours of lecture per week for one term”.
- MOTION 20: That Senate approve that the course delivery format and contact hours of the course SOCI 4127 Advanced Social Data Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.
- MOTION 21: That Senate approve that the course delivery format and contact hours of the course SOCI 5217 Quantitative Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

Criminal Justice

- MOTION 22: That Senate approve that CRJS 4347 Applied Criminological Theory be moved out of the list of core requirements for students in Criminal Justice, and that it be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.
- MOTION 23: That Senate approve that CRJS 3086 Law and Society, and CRJS 3087 Law and Society II be moved out of the list of core requirements for students in Criminal Justice, and that they be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.
- MOTION 24: That Senate approve that the current list of Criminology and Criminal Justice Studies Stream electives be separated into separate lists (one list of stream electives for the Criminology Stream and another list of stream electives for the Criminal Justice Studies Stream).

MOTION 25: That Senate approve that the phrase “restricted to students in the following streams: Criminology, Corrections, Policing, and Legal Studies and Administration” be added to the following courses: CRJS 4006 Issues in Forensic Mental Health, CRJS 4016 Issues in Family Law, CRJS 4026 Criminal Organizations, CRJS 4346 Field Placement, CRJS 4356 Community Corrections, CRJS 4466 Program and Policy Evaluation, CRJS 4477 Penology, CRJS 4916 Policing and Society, CRJS 4917 Criminal Investigation.

9. OTHER BUSINESS

10. AMENDMENT of BY-LAWS

MOTION 1: That Articles 6.3(a)(vii), 6.3(b), and 8.4(b)(iii) of the Senate By-Laws be amended to include reference of a Consent Agenda as outlined below:

6.3 Order of Business

- (a) The order of business observed at all regular meetings of Senate shall normally be as follows:
- (i) Acknowledgement of the traditional territory of the Robinson-Huron Treaty of 1850;
 - (ii) Approval of the Agenda;
 - (iii) Approval of the minutes of the previous meeting(s);
 - (iv) Business arising from the minutes;
 - (v) Reading and disposing of communications;
 - (vi) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented (President, PVPAR, VPFA, Deans, Students, and Others);
 - (vii) Question period;
 - (viii) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
 - (ix) Consent Agenda including motions of standing committees not set apart for discussion and debate within Senate. These motions shall be voted on by Senate as an omnibus motion;
 - (x) Other business (which includes substantive motions);
 - (xi) Motions from Question period;
 - (xii) Amendment of By-Laws;
 - (xiii) Elections;
 - (xiv) New business (requiring a motion to consider);
 - (xv) Announcements;
 - (xvi) Adjournment
- (b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.
- (c) Motions from Senate Committees will appear under the heading ‘consent agenda’ unless set apart by that committee for discussion and debate within Senate. All supporting documentation will be included in the agenda circulated to Senators. At the time the agenda is approved, at the request of any Senator, a motion shall be removed from the consent agenda and placed under the appropriate standing committee to be discussed. No

motion or vote is required for a motion's removal from the consent agenda. Simple questions about any motion do not require removal from the consent agenda. All motions remaining on the consent agenda will be voted on by Senate as an omnibus motion.

- (d) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

8.4 Committee/Ad Hoc Committee Reports

- (a) Written reports of Senate standing or ad hoc committee should be clear and concise. Each recommendation intended for Senate consideration should be clearly stated within the main body of the report, and accompanied by an adequate rationale.
- (b) At the end of each written report submitted for Senate consideration, a list of motions shall be provided, as follows:
 - (i) a motion that Senate receive the report (required even if the report includes no other recommendations for Senate consideration); and
 - (ii) a motion for each individual recommendation within the report, carefully worded to reflect the appropriate Senate action being proposed (i.e. that Senate approve the implementation of a new program, that Senate recommend to the President, for conveyance to the Board, the addition of a new tenure-track position, etc.).
 - (iii) committees bringing motions to Senate may (by majority vote) designate them to be excluded from the 'consent agenda' and included in the Senate Agenda as part of a written report from the committee.
- (c) A motion that Senate receive a written report provides an opportunity for general discussion regarding the report and its recommendations, including questions or comments concerning the committee's procedures or the adequacy of the report's analyses and rationales. A motion to receive should normally not be defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein, or referred back to the committee (with specific instructions) if there are significant concerns.
- (d) Carrying a motion to receive a written report in no way binds Senate to accept the individual recommendations within it.
- (e) Senate may amend the individual motions presented at the end of a written report, but may in no way alter the main body (including the recommendations) of the report itself.
- (f) Oral reports of Senate standing or ad hoc committees shall be permitted, provided that they are brief and for information only. Such oral reports shall not require a motion to receive.
- (g) That all reports sent to Senate committees from Senate for revisions, or documents that have undergone substantive revisions by a Senate standing committee, clearly identify any changes made to the document using track changes or some other form of highlighting.

MOTION 2: That Senate By-Laws Articles 2.6 and 5.1 be amended, and Article 5.3 be deleted to reflect revisions to the NUSU membership, voting and elections as outlined below:

2.6 Terms of Office

- (a) Ex officio Senators shall serve for as long as they remain in office.
- (b) For student Senators, the normal term of office shall be:

- (i) one (1) year (renewable), for the three (3) student Senators chosen by and from the NUSU Executive;
- (ii) one (1) year (renewable), for each undergraduate student Senator elected by and from the undergraduate students.
- (c) For other non-faculty Senators, the term of office shall be at the discretion of the respective constituencies.
- (d) For faculty Senators, the normal term of office shall be:
 - (i) three (3) years (renewable) for the two (2) designated faculty Senate representatives specified in 2.4(b), with roughly one-half (1/2) to be elected in alternate years; and
 - (ii) three (3) years (renewable), for the remaining faculty representatives allocated to the individual Faculties, with roughly one-third (1/3) to be elected each year.
- (e) All Senate terms of office shall commence at the beginning of the Senate year (i.e. 01 July), except:
 - (i) the terms of the three (3) student Senators chosen by and from the NUSU Executive, which shall run from 01 May each year to 30 April the following year; and
 - (ii) the terms of the graduate student Senator elected by and from the graduate students, and the undergraduate student Senators elected by and from the undergraduate students, shall run from 01 May each year to 30 April of the following year.

5.1 Eligibility to Vote

- (a) All undergraduate students currently registered at the time of the election shall be eligible to vote for the undergraduate student representative in their respective Faculty. Students in Concurrent Education or completing double majors in two different Faculties shall be required to declare one Faculty for purposes of the election.
- (b) All graduate students currently registered at the time of the election shall be eligible to vote for the graduate student representative.
- (c) In order to vote, currently-registered undergraduate and graduate students shall be required:
 - (i) to vote by e-mail according to established election procedures, using their University-assigned e-mail address.

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

MOTION 1: That Senate move in camera.

13. ANNOUNCEMENTS

14. ADJOURNMENT

Nipissing University
Minutes of the Academic Senate Meeting

December 13, 2019

2:30 p.m. – Room F210

MEMBERS PRESENT:

A. Vainio-Mattila (Vice-Chair), C. Sutton, P. Maher, P. Radia,
C. Richardson, D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne, S. Connor,
A. Hatéf, L. Hoehn, N. Kozuskanich, M. Litalien, K. Lucas, S.
Srigley, D. Tabachnick, R. Vernescu

J. Allison, C. Anyinam, C. Hachkowski, D. Hay, T. Horton, D.
Jarvis, A. Kociolek, D. Lafrance Horning, L. Manankil-Rankin,
K. McCullough, C. Ricci, A. Schinkel-Ivy, T. Sibbald, M.
Sullivan

C. Irwin, O. Pokorny

S. Kidd, B. Ray

H. Mackie, T. Sullivan

ABSENT WITH REGRETS:

M. DeGagné, J. McAuliffe

O. Atari, L. Chen, H. Earl, B. Kelly, S. Renshaw, H. Teixeira, H.
Zhu

P. Millar, G. Raymer

B. Perron

C. Foster, N. Muylaert, S. Pecoskie-Schweir

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: December 13, 2019

MOTION 1: Moved by A. Ackerman, seconded by D. Tabachnick that the agenda of the Senate meeting of December 13, 2019 be approved.

CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 8, 2019

MOTION 2: Moved by D. Iafrate, seconded by S. Kidd that the minutes of the Senate meeting of November 8, 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

Following the discussion and voluntary withdrawal of the Motion to approve the admission average for the Criminal Justice program from the October 9, 2019 Academic Curriculum Committee Report, the Registrar advised that a solution that works for both the School of Criminology/Criminal Justice and the Registrar will be included in the January Senate Agenda.

The following non-substantive changes were included in the October 28, 2019 ACC Report, but were inadvertently left off of the November 8, 2019 Senate Agenda. The modification of the Honours Specialization in Sociology program requirements (as outlined on page 4, Motion 1) was included in the October 28, 2019 ACC Report as a non-substantive change, but should have been listed as a Motion.

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.

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.

Sociology**Non-Substantive (for information only)**

The following banking of SOCI 4576 Honours Seminar in Professional Development in Sociology was included in the November 8, 2019 Senate Agenda as a Motion, and approved, but should have been listed as a non-substantive change:

- The banking of SOCI 4576 Honours Seminar in Professional Development in Sociology.

The following Motion was included in the October 28, 2019 ACC Report as a non-substantive change, but should have been listed as a Motion:

MOTION 3: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve 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.

CARRIED

REPORTS FROM OTHER BODIES

The Provost thanked all those that attended the SMA3 process briefing on November 23, and advised that further discussion can take place for any additional questions. An update was provided on the new Mathematics Proficiency Test that teacher candidates must successfully complete in order to become certified. Recently attended events included the Canadian Bureau for International Education conference (CBIE), and the Ontario Council of Academic Vice-Presidents (OCAV) meeting. The OCAV meeting included discussions regarding academic integrity and the pressures students face to write essays for other students. She questioned whether a community conversation regarding this issue should be held with faculty and students to educate about the potential consequences. The Provost also informed of the upcoming talk scheduled for January 14 to discuss the possibilities that exist within the UArctic framework. She advised that the government has in place a new International Education Strategy (2019-2024) which also provides students and faculty mobility. The Provost provided an update on her recent travels to India and Nepal where she met with an amazing group of potential students. She informed that 28 new students from India have applied, and was pleased to advise that internationalization at NU has started.

In response to a question as to what our international student target is, the Provost responded that we currently have less than 1%. We have no target, and we are concentrating on planning to have the supports in place to give students the same experience our current students have.

In response to a question regarding support for international students in residence when other students go home for the holidays, the AVP Students informed that many international students are familiar with what they are coming to and some do have family here. As well, students are able to indicate if they require accommodations over the holidays. In the past three years, no students have indicated that accommodations were required.

The Vice-President Finance and Administration advised that the university is embarking on a new budget process utilizing the Web Advisor budget module, which will enable budget holders to review changes in real time. She thanked Karen Charles, Manager of Budgeting and Accounting, for undertaking this project to improve transparency and increase efficiencies. Further training will take place in January. She advised that confirmation had been received from the Ministry that the anticipated grant will be received for the Northern Sustainability Fund.

The Senate representative of the Board of Governors, Bobby Ray, thanked Dr. Mark Bruner, Professor, Physical and Health Education and Master of Education, Kinesiology, for providing a presentation on Youth Development through Sport and Physical Activity at the November 14, 2019 Board of Governors meeting. Further presentations would be appreciated by the Board as it establishes a connection between the Board and the faculty.

The Alumni Advisory Board Report is attached to the Minutes.

The Council of Ontario Universities (Academic Colleague) Report is attached to the Minutes.

A meeting of the Joint Board/Senate Committee on Governance was held on December 13, 2019. The Report will be provided to Senate when it has been approved.

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

QUESTION PERIOD

In response to questions raised regarding the relationship between NU's Honorarium Policy for Elders and Indigenous Knowledge Holders (2019), NU's Honorarium and Gift Certificate Policy (2009) and the payment structure for ELAS (Experiential Learning and Arts Program), the Vice-President Finance and Administration advised that a meeting including faculty members will be scheduled to review the policies.

In response to a request to schedule lockdown drills earlier in the year at a less busy time, the Vice-President Finance and Administration advised that the drills are coordinated with Canadore College and there were several reasons for the delay. This request along with other feedback received will be taken into consideration when setting policies and procedures. The Provost advised that she was very disappointed to hear that some classes continued and not all doors were closed during the lockdown drill. She reminded that lockdown drills are not optional and must be taken seriously. This information needs to be communicated to the entire NU community.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 4: Moved by A. Vainio-Mattila, seconded by A. Burk that the Report of the Senate Executive Committee dated December 5, 2019 be received.
CARRIED

ACADEMIC CURRICULUM COMMITTEE

MOTION 5: Moved by A. Vainio-Mattila, seconded by N. Kozuskanich that the Report of the Academic Curriculum Committee dated November 18, 2019 be received.
CARRIED

ADMISSION REQUIREMENTS

MOTION 6: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the Admission to a Degree Program from the Indigenous Foundations Program admission requirements policy modification.
CARRIED

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

Business

MOTION 7: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that MKTG 2127 Marketing for Managers be added to the "Nine credits from the following" list of the Marketing Concentration.
CARRIED

MOTION 8: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the maximum amount of 1000 level courses allowed for the BBA change from 48 to 49 credits to accommodate the new 1 credit first year workshop.
CARRIED

MOTION 9: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that Second Degree requirements be approved for the Bachelor of Commerce (Four Year).
CARRIED

MOTION 10: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the Residency Requirements for the BBA be changed to "30 Nipissing Business credits".
CARRIED

MOTION 11: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve that ORGS 1137 be removed as a prerequisite for ADMN 4606.
CARRIED

MOTION 12: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve that the name of 'iLEAD Co-op' option be changed to 'Co-op' option in the revised BBA program.
CARRIED

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

MOTION 13: Moved by A. Vainio-Mattila, seconded by A. Burk that the Report of the Academic Quality Assurance and Planning Committee dated November 22, 2019 be received.
CARRIED

MOTION 14: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the IQAP Final Assessment Report and Implementation Plan for the School of Nursing.
CARRIED

MOTION 15: Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the IQAP Final Assessment Report and Implementation Plan for the MES/MESc Environment.
CARRIED

BY-LAWS AND ELECTIONS COMMITTEE

MOTION 16: Moved by D. Tabachnick, seconded by H. Mackie that the Report of the By-Laws and Elections Committee dated November 14, 2019 be received.
CARRIED

AMENDMENT OF BY-LAWS

- Notice of Motion - Proposed amendments to Senate By-Laws 6.3(a)(vii), 6.3(b), and 8.4(b)(iii) to include reference of a Consent Agenda as outlined below:

Current article reads (revisions in bold and strikethrough):

6.3 Order of Business

- (a) The order of business observed at all regular meetings of Senate shall normally be as follows:
 - (i) Acknowledgement of the traditional territory of the Robinson-Huron Treaty of 1850;
 - (ii) Approval of the Agenda;
 - (iii) Approval of the minutes of the previous meeting(s);

- (iv) Business arising from the minutes;
 - (v) Reading and disposing of communications;
 - (vi) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented (President, PVPAR, VPFA, Deans, Students, and Others);
 - (vii) Question period;
 - (viii) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
 - (ix) Consent Agenda including motions of standing committees not set apart for discussion and debate within Senate. These motions shall be voted on by Senate as an omnibus motion;**
 - (x) Other business (which includes substantive motions);
 - (xi) Motions from Question period;
 - (xii) Amendment of By-Laws;
 - (xiii) Elections;
 - (xiv) New business (requiring a motion to consider);
 - (xv) Announcements;
 - (xvi) Adjournment
- (b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.
- (c) **Motions from Senate Committees will appear under the heading ‘consent agenda’ unless set apart by that committee for discussion and debate within Senate. All supporting documentation will be included in the agenda circulated to Senators. At the time the agenda is approved, at the request of any Senator, a motion shall be removed from the consent agenda and placed under the appropriate standing committee to be discussed. No motion or vote is required for a motion’s removal from the consent agenda. Simple questions about any motion do not require removal from the consent agenda. All motions remaining on the consent agenda will be voted on by Senate as an omnibus motion.**
- (d) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

8.4 Committee/Ad Hoc Committee Reports

- (a) Written reports of Senate standing or ad hoc committee should be clear and concise. Each recommendation intended for Senate consideration should be clearly stated within the main body of the report, and accompanied by an adequate rationale.
- (b) At the end of each written report submitted for Senate consideration, a list of motions shall be provided, as follows:
 - (i) a motion that Senate receive the report (required even if the report includes no other recommendations for Senate consideration); and
 - (ii) a motion for each individual recommendation within the report, carefully worded to reflect the appropriate Senate action being proposed (i.e. that Senate approve the implementation of a new program, that Senate recommend to the President, for conveyance to the Board, the addition of a new tenure-track position, etc.).

- (iii) **committees bringing motions to Senate may (by majority vote) designate them to be excluded from the ‘consent agenda’ and included in the Senate Agenda as part of a written report from the committee.**
- (c) A motion that Senate receive a written report provides an opportunity for general discussion regarding the report and its recommendations, including questions or comments concerning the committee’s procedures or the adequacy of the report’s analyses and rationales. A motion to receive should normally not be defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein, or referred back to the committee (with specific instructions) if there are significant concerns.
- (d) Carrying a motion to receive a written report in no way binds Senate to accept the individual recommendations within it.
- (e) Senate may amend the individual motions presented at the end of a written report, but may in no way alter the main body (including the recommendations) of the report itself.
- (f) Oral reports of Senate standing or ad hoc committees shall be permitted, provided that they are brief and for information only. Such oral reports shall not require a motion to receive.
- (g) That all reports sent to Senate committees from Senate for revisions, or documents that have undergone substantive revisions by a Senate standing committee, clearly identify any changes made to the document using track changes or some other form of highlighting.
- Notice of Motion - Proposed amendments to Senate By-Laws Articles 2.6, 5.1 and 5.3 in regards to NUSU membership, voting and elections as outlined below:
Current article reads (revisions in bold and strikethrough):

2.6 Terms of Office

- (a) Ex officio Senators shall serve for as long as they remain in office.
- (b) For student Senators, the normal term of office shall be:
- (i) one (1) year (renewable), for the three (3) student Senators chosen by and from the NUSU Executive;
 - (ii) one (1) year (renewable), for **each** ~~the~~ undergraduate student Senator elected by and from the undergraduate students ~~in the Schulich School of Education;~~ the graduate student Senator elected by and from the graduate students; ~~and the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty.~~
- (c) For other non-faculty Senators, the term of office shall be at the discretion of the respective constituencies.
- (d) For faculty Senators, the normal term of office shall be:
- (i) three (3) years (renewable) for the two (2) designated faculty Senate representatives specified in 2.4(b), with roughly one-half (1/2) to be elected in alternate years; and
 - (ii) three (3) years (renewable), for the remaining faculty representatives allocated to the individual Faculties, with roughly one-third (1/3) to be elected each year.
- (e) All Senate terms of office shall commence at the beginning of the Senate year (i.e. 01 July), except:
- (i) the terms of the three (3) student Senators chosen by and from the NUSU Executive, which shall run from 01 May each year to 30 April the following year; and
 - (ii) the terms of the graduate student Senator elected by and from the graduate students, **and** the undergraduate student Senators elected by and from the

~~undergraduate students in the Schulich School of Education; and the terms of the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty, shall run from 01 October~~ **May** each year to 30 ~~September~~ **April** of the following year.

5.1 Eligibility to Vote

- (a) All undergraduate students currently registered at the time of the election shall be eligible to vote for the undergraduate student representative in their respective Faculty. Students in Concurrent Education or completing double majors in two different Faculties shall be required to declare one Faculty for purposes of the election.
- (b) All graduate students currently registered at the time of the election shall be eligible to vote for the graduate student representative.
- (c) In order to vote, currently-registered undergraduate and graduate students shall be required:
 - (i) ~~where feasible, to present a valid University student card at any NUSU polling station and have their names crossed off the list of eligible voters provided by the University; or~~
 - (ii) ~~where voting in person is not possible, to vote by e-mail according to established election procedures, using their University-assigned e-mail address.~~

5.3 ~~Annual Election Procedures for Undergraduate Student Representatives from both Faculties and Graduate Student Representative~~

- ~~(a) By 01 September each year, the By Laws & Elections Committee shall announce the election to fill the undergraduate and graduate student Senate positions, and indicate that the term of office for these positions is one (1) year. A copy of the announcement shall be provided to the NUSU Executive. The procedures and timelines for the election of undergraduate and graduate student representatives shall generally be those followed for the NUSU delegate elections, except as specifically otherwise indicated in this Article.~~
- ~~(b) Nominations shall be submitted in writing, signed by the nominee and ten (10) eligible voters.~~
- ~~(c) In the event that there is only one (1) candidate for a particular position, that candidate shall be declared elected by acclamation.~~
- ~~(d) Voting for each contested position shall be by secret ballot at any NUSU polling station or, for any voter unable to vote in person, by e-mail according to established election procedures, using the voter's University assigned e-mail address. Candidates shall be listed on the ballot in alphabetical order. Eligible voters may vote for only one candidate. Voting by proxy shall not be permitted.~~
- ~~(e) Elections for the undergraduate and graduate student representatives shall be completed by the last week of September each year. The Chief Returning Officer (CRO) appointed by the NUSU Board shall announce the results, and shall provide the names of the elected student representatives to the By Laws & Elections Committee of Senate by 01 October each year.~~
- ~~(f) Should any Senate undergraduate or graduate student position(s) still remain unfilled after the NUSU fall Delegate Elections, the By Laws & Elections Committee shall consider other alternatives and make appropriate recommendations to the Senate Executive Committee, for conveyance to Senate.~~

HONORARY DEGREES COMMITTEE

MOTION 17: Moved by A. Vainio-Mattila, seconded by M. Litalien that the Report of the Honorary Degrees Committee dated November 14, 2019 be received.
CARRIED

ELECTIONS

- Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU) Academic Colleague – Alternate, for a three (3) year term.
As no nominations were received, this election will be carried over to the January 17, 2020 Senate Agenda.
- Elect three (3) tenured faculty members, from the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies.
T. Horton - ELECTED
D. Lafrance Horning - ELECTED
K. McCullough - ELECTED
- Elect one (1) tenured faculty member, from a Faculty other than the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies.
S. Srigley - ACCLAIMED
- Elect four (4) Senators to serve on the Chancellor's Selection Committee.
T. Sibbald - ACCLAIMED
N. Black - ACCLAIMED
S. Connor - ACCLAIMED
B. Ray - ACCLAIMED

NEW BUSINESS

MOTION 18: Moved by C. Sutton, seconded by H. Mackie that Senate move in camera to bring forward five (5) new names to be added to the ongoing Senate List for consideration to receive an honorary degree.
CARRIED

MOTION 19: Moved by C. Sutton, seconded by H. Mackie that Senate accept the slate of names to be added to the ongoing Senate List for consideration to receive an honorary degree.
CARRIED

ANNOUNCEMENTS

Senator Black was pleased to announce the launch of Omni, an academic search tool that connects the libraries of 14 of Ontario's universities. Omni went live on December 10th, 2019. An outcome of OCUL's Collaborative Futures initiative, Omni is powered by the skills and expertise of team members from 14 Ontario university libraries. Omni users will experience access to a collection of diverse, high-

quality academic research resources, enabling them to confidently develop new insights in their areas of study and succeed in their research goals. Omni brings OCUL's mission to life: advancing research, teaching, and learning by collaborating at scale. By sharing expertise at university libraries across Ontario, Omni partners will provide users with efficient access to information in every field of study, and ensure the ongoing sustainability of shared resources; users will have access to quality resources. Senator Black thanked the Library staff for their hard work on this significant accomplishment.

ADJOURNMENT

Senate was adjourned at 3:45 p.m.



.....
M. DeGagné (Chair)



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

Senate Update for December 13, 2019 – NUAAB

- TD Insurance - In addition to Home & Auto insurance for alumni we are now offering Life & Health benefits. Term Life and Critical Illness protection, as well as dental benefits are now available through our suite of services. Follow our social media channels for more information in the coming weeks. @nipissingu.alum or @NipissingAlumni.
- NU Café, powered by Ten Thousand Coffees and supported by RBC Future Launch, has 250 members on the platform so far comprising of 74 students, 162 alumni, 13 staff/faculty and 1 industry partner. Our goal is 300 alumni and 300 students by the Summer and we need your help to achieve this goal. Help us spread the message whenever you can. This is a great way for students, alumni, faculty, staff and friends to mentor and expand their professional network.
- We are moving forward on an affinity partnership with EF Educational Tours, offering guided educational trips for alumni, students, staff and faculty. We are hoping to provide 2 trip options starting in Spring of 2021. More information will be available on the website in the near future.
- NUAAB wishes to extend all members of the NU community a safe and happy holiday season!

COU Report by Manuel Litalien

Presented at the Senate 13 Dec. 2019

-Two-day meeting, **December 10-11**

Tuesday evening (6:00-9:00)

1) COU: presented a summary of the First Ontario Universities Summit - September 25-26. The summit was presented as a milestone in the evolution of the COU and the ongoing dialogue at the Executive Heads table.

Purpose of the Summit: to better foster collaboration, coordination, and communication between and among COU's committees and Executive Heads.

Following the changes in the provincial government and their postsecondary policy implications, it is imperative that the sector:

- Identify collective sector collaboration and government advocacy priorities;
- Develop a shared understanding of, and better coordinate the major initiatives and projects undertaken at the committee and affiliate level;
- Establish understanding and support for a more collaborative and strategic way of working as a sector;
- The Summit was presented as a great opportunity to engage with the Minister of Training, Colleges and Universities, the Minister of Finance, and the President of the Treasury Board.

The Summit's three goals:

- 1) Focused on short-term advocacy priorities with a focus on the next two provincial budgets;
- 2) Longer term opportunities for proactive policy leadership while considering whether we as a sector and an association are best structured for effective collaboration and advocacy;
- 3) Input on our sector's thought over leadership priorities.

Poll results performed at the Summit where members were asked to consider top advocacy priorities for the sector. The following has been identified:

- 1) Stable and predictable revenue enhancement, such as through tuition policy, operating grant increases, and research funding;
- 2) Student experience enhancements, such as in mental health and experiential learning; and
- 3) Campus modernization, such as investments in deferred maintenance and new capital projects.

Also, the Summit members provided a wide variety of inputs on: how we could speak collectively about our sector in a way that would resonate with government and the public.

Now that the Summit is over, the aim is to implement final recommendations over the next three years (Strategy and Planning Working Group and the Executive Heads Round Table).

2) We had conversations with Michele Mastroeni, Assistant Professor, OCAD University and Leah Zaidi, futurist and entrepreneur: The evolving role of Ontario universities – perspectives on the future (6:15-8pm)

- 1) "Interdisciplinarity" came as important, following a funders' report to COU. So how can we articulate our narratives to appeal to potential funders? The challenge is we cannot paint everything as interdisciplinary. Also, discipline or interdisciplinarity both are not the problem, but the gatekeepers of these new trends are seen as problematic.
- 2) New models of learning (anarchist education; populist education, etc.) were discussed. Criticize the old model of education based on the industrial model, which is based on standardization; universities cannot all be the same. Cheers to our differences!
- 3) Let the students decide where they are going, so a bottom-up approach to curriculum development. *Solution*: establish more independent study courses, as we cannot anticipate what the work of the future will look like (Artificial Intelligence). Solutions are not at the administration level.
- 4) Depicting the old model of learning as wrong and the new one as correct is problematic. Getting back to the old model is not a bad idea, where universities were seen as trying to solve problems, where we were testing the boundaries. Tenure system was mentioned as being key, but some executives proposed that it could/should be reformed.
- 5) In a world of AI, creativity is key, as well as independent thinkers that can challenge the system. Are we seeing a return to old university model, should we bring the old model of university education back in (creativity; Innovation; and Critical thinkers). Rethinking degrees are fundamental to make sure students and industries maintain their supports to universities in a "dark world", and where there is a loss of confidence in our institutions. Should be asking students what they need, and where they are going. So what are the purview of professors and administration? Redesign a social contract between private and public, since the one we have at the moment failed? Should we redesign that contract? What are the roles of universities? What are the roles of the profession?
- 6) We need to know who the funders are to universities? Need to establish a tactic to get the donors at the periphery.
- 7) University design (look at other models, such as Pixar; office spaces are organized so people run into each other all the time, it encourages development and collaboration). So the idea is to create organic buildings, organic office spaces.
- 8) Future of university depends on building new narratives. Cannot leave the industry aside, separated from universities. Focus on pre-university experience.
- 9) Universities cannot *be-all and end-all* to make functioning members of society.
- 10) Students perception of universities: affordability? Climate change? Used to be, if you work hard you get a good job. Follow your passion and you will get a job. Now these two arguments are perceived to be two false narratives. Students see software engineers as the way forward.
- 11) Future work? Trends not all about climate change, but it has a huge impact. Future is unpredictable, AI, climate migration. Universities have to respond to these, at the moment we are unprepared about how the world is evolving. The system is chaotic and unpredictable. Our past creativity led to this state, so we share a common responsibility.
- 12) Tenure (do we need a longer probationary period)? Support? Tenure understood as a colonizing structure? Need to reform? What is the perception of the tenure system by the public? Enduring perception: professors not working, and are getting paid? *Student perspectives*: students do not have a say, since professors keep their job no matter what. Universities are left-wing institutions? *Solution*: More public education? Suggested seeing Ryerson as an example to follow.
- 13) Universities are losing to the Internet? *YouTube the way*? How about Mental Health and Privacy. See Google's "*Selfish Ledger*" (8:41min).
<https://www.theverge.com/2018/5/17/17344250/google-x-selfish-ledger-video-data->

privacy. Google will solve all world problems. One *problem*: the current perception of students is: YouTube is a competitor to universities, it can teach you what universities cannot. However, YouTube cannot challenge you, and push you intellectually.

- 14) Universities will need more contexts to move forward. Can students teach each other, and inform each other. So create more space for student interactions.
- 15) Academic Freedom, what does it look like? Universities' goal is to push the boundaries. This leads to mental health issues, as we have the mandate to push through the boundaries, but without further adding to the stress already present.
- 16) Enrolment? Universities are seeing students as clients, and this is not the way forward. It is a new trend, and it is disturbing.
- 17) Class mobility? Because of the negative perception of our student (climate change), now universities are not understood as being a place that will provide class mobility. *Anxiety is much higher*. Expectations of our students are different than the ones in the 1980s, the 1990s or the first decade of the 2000s. Not the same idea of "what" the world should be or the direction it is taking. The future now is dark. Our students' mentality: better your life while the world is falling apart.
- 18) Innovation: OCAD: Foresight programs: if this is the future, how do we prepare for it? <https://www.ocadu.ca/academics/graduate-studies/strategic-foresight-and-innovation.htm>
- 19) How to reduce the rural and urban universities' divide? Is the goal of universities to make profit? How about sharing resources, practices, and knowledge further? How to address the future of universities without looking at the demographic knowledge of tomorrow? Goals of university are to prepare citizens of tomorrow. How do we guarantee access to proper resources when challenges are different from rural universities/urban universities? Cannot only rely on the private sector/industries to provide a solution.

COU - Wednesday (9:00-1:00):

- 1) Perception of the public: universities are perceived as more on the defensive, and less on the receptive side? Are University degrees useless?
- 2) COU: is not doing a good job in convening affiliates (deans, provost, senior executives, admin. VPR, etc.). We need to share strengths and best practices among institutions better.
- 3) General feeling during the meeting: universities have plans but the government does not. Spoke about the SMA3 new matrix when COU met with the Minister. Leadership is key. Budget is at risk for universities. Maintaining growth is important, despite shifting enrolments. Focus on institutional strengths. The meeting with COU executives was described as positive. Clearer definition of the expectations is needed and the Minister was receptive.
- 4) Now the Ford government is more open to listening about our concerns on the implementation of the matrix, and how to measure them. Is this a consequence of the poor results in the recent poll toward the Conservative government?
- 5) The matrix is used to differentiate institutions, where you are performing your best. The government is adopting a *risk management approach*. We are in the mitigate phase and not the pushback phase according to the COU.
- 6) Promise that if the university loses money, it will go to a "redistributive pot" and will not leave the sector.
- 7) Out of the ten matrixes, only 2 matrixes will the universities say how it can be measured. The rest will be pre-established, or set in stone by the government.

8) Each university will be responsible for writing their narrative about each matrix. So the objective is to low ball, in order to make sure you achieve your goals, and guarantee funding. So not only you 1) lose money but also 2) you potentially can lose social capital. *Problem*: public image of the institution may suffer? *Answer COU*: make the public our partner in the writing of our university's narrative. Length: 500 words each matrix. *Problem*: matrix never tested before. The understanding is that there will be an adjustment period, and some form of money adjustment guarantee in the early phase.

9) Workload under the matrix? There would not be a teaching matrix, but a *faculty activity matrix*. The strategic working group (Provost, Deans, VP of Teaching, etc.), but no faculty or colleagues would be part of these committees. It is a source of concern.

10) Concerned over IQAP? How do we ensure quality assurance process under the new matrix, as faculty are not consulted? We should not be excluded.

11) Ford government will appeal the November 21 decision of the court to strike down its fee opt-out measure for student unions.

12) Internationalization: 1) regional development (encourage students further to stay where they are currently studying); 2) Relocation of international students to rural areas once they graduate or during their studies; 3) mobility of students (abroad). Still need some work on that front.

13) No free speech problem in Ontario.

14) ***Indigenization Faculty Report (Lighting the Fire)*** by COU (2019): (86 responses from the experience of indigenous faculties in Ontario universities. Indigenous people are 5% of the population.

- “1% of PhD students are Indigenous; 1.4% of professors are Indigenous; 5% of university presidents are Indigenous;
- 2018: Gold rush to hire indigenous faculty. Intense competition for faculty; hiring of grad students before they are finished the PhD; intense service loads; early burnout; inadequate institutional support;
- Most survey respondents (63%, N=60) noted that their university is “supportive” or “very supportive” of their research;
- Research: challenges for faculty include time, Research Ethics Boards, and western frameworks/expectations;
- Teaching: challenges noted in teaching experiences include workload/service load, western policies and procedures, and experiences of racism;
- Service: perceived to be different. Very high service load, so not seeking a leadership role.”

- Recommendations:

- “Examine research and Research Ethics Boards’ policies;
- Review university policies that guide committee representation;
- Continue anti-racism work;
- Provide support for all faculty to include Indigenous content and pedagogy in teaching and research. Western University’s method needs to be rethought;
- Review policies and practices regarding classroom spaces (outdoor classes, also means more summer teaching); furniture flexibility;
- Review policies regarding engagement with Indigenous people and communities.”

NUSU Senate Report

Santa Claus Parade:

Thank you to all of the faculty from NUFA who came and walked in the parade with us for the Santa Claus Parade! This was one of the bigger Nipissing turnouts I've seen so thank you to all of those who helped make it happen and participate in the Laker and Holiday spirit! Also thank you to everyone who came out and cheered us on, I saw lots of familiar and friendly faces in the streets!

Naming the Bar/ Restaurant:

As a reminder/announcement, NUSU has a survey currently taking place for the name of our new bar and restaurant. The two will be separate entities, so there is a survey for each. If you would like to contribute, go to nusu.com and the link is in our banner slideshow at the top.

Wellness Week:

We had yet another successful wellness week that took place this last month combined with quite a few social activities to help students take the stress off heading into exams. There was lots of campus and community support, so thank you to everyone who partnered with us. Also thank you to the President's Office who sponsored a pancake breakfast as a part of that week.

Caring Cards for the Holidays:

An initiative that has carried through wellness week, and is ongoing until December 17th, is "Caring Cards for the Holidays". You can come by the NUSU office where you can pick up a christmas card or two, and write a nice holiday greeting to someone in the hospital this christmas. Drop them back off to us and we will be delivering them to the hospital next week.

The New Year:

We are quite excited for the new year, and have many fun events coming up. The first being NUSU's first spirit week! We will have a week full of activities highlighting research, art, all leading up to our double header basketball game against Laurentian. Keep an eye out on our social media for more information!

The next is our executive elections will be taking place in January as well. When we come back to classes, if you know of a student who would be a great representative of the student body, let them know about our elections! Our social media and website is full of information.

Happy Holidays!

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

January 9, 2019

There was a meeting of the Senate Executive on January 9, 2020.

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, H. Mackie, S. Landriault (Recording Secretary, n-v)

Regrets: T. Sibbald

The purpose of the meeting was to set the agenda for the January 17, 2020 Senate meeting.

Following discussion it was agreed that the Motion to change the Criminal Justice program admission average, which was withdrawn from the November 8, 2019 Senate Agenda, will be included under Business Arising from the Minutes. The Motion to approve the progression average (Motion 22 in the December 18, 2019 ACC Report), will also be included as an omnibus Motion. Supporting documentation is included in the December 18, 2019 ACC Report.

A discussion took place regarding regular meetings of Senate which are normally held on the second Friday of each month. Further discussion of Senate By-Laws Article 6.0 Regular Senate meetings will take place at the February 6, 2020 Senate Executive Committee meeting.

It was noted that the number of Senators participating in Senate meetings electronically seems to be increasing. Further discussion of this matter will also be discussed at the February 6, 2020 Senate Executive Committee meeting.

The Reports of the Academic Curriculum Committee dated December 2, 2019 and December 18, 2019 were provided to the Senate Executive for inclusion in the Senate Agenda.

The 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 in the Senate Agenda.

MOTION 1: Moved by M. DeGagné, seconded by C. Richardson that the Senate Executive approves the January 17, 2020 Senate Agenda.
CARRIED

Respectfully submitted,



M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated January 9, 2020.

**Report of the
Academic Curriculum Committee**

December 2, 2019

The meeting of the **Academic Curriculum Committee** was held on Monday, December 2nd at 1:00 pm in F214. The following members participated:

Carole Richardson (Chair)
Andrew Ackerman
Kristen Ferguson
Sarah Winters

Pavlina Radia
Charles Anyinam (Zoom)
Chris Hachkowski
Charlotte Foster

Debra Iafrate
Darren Campbell
Alexandre Karassev
Sarah Pecoskie-Schweir

ABSENT WITH REGRETS:

Arja Vainio-Mattila, Nancy Black, Douglas Gosse, Natalie Muylaert

GUESTS:

Beth Holden, Wayne Brody

Jane Hughes, Recording Secretary

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

Respectfully submitted,



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

MOTION 1: That Senate receive the Report of the Academic Curriculum Committee, dated December 2, 2019.

FACULTY OF ARTS AND SCIENCEEnglish Studies

MOTION 2: That Senate approve the addition of ENGL 4697 Honours Essay as outlined in the attached template.

MOTION 3: That Senate approve the addition of ENGL 4797 as outlined in the attached template.

Non-Substantive (for information only):

- Banking of ENGL 4695 Honours Essay
- Banking of ENGL 4795 Creative and Critical Writing Honours Essay

MOTION 4: That Senate approve that the modification of the English Honours Specialization program requirements be revised as outlined below.

Current Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

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

ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.
ENGL		30 cr.
ENGL 4000 level		6 cr.

Proposed Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

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

ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.

ENGL Literary History II	9 cr.
ENGL	30 cr.
ENGL Honours Seminars	6 cr.

MOTION 5: That Senate approve that the modification of the English Major program requirements be revised as outlined below.

Current Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:		
ENGL	1000 level	3 cr.
ENGL Literary History I		3 cr.
ENGL Literary History II		3 cr.
ENGL		27 cr.

Breadth Requirements:

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

Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. A maximum of 6 credits of cross-listed courses may count toward an English Studies Major.

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

Proposed Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:		
ENGL	1000 level	3 cr.

ENGL Literary History I	3 cr.
ENGL Literary History II	3 cr.
ENGL	27 cr.

Breadth Requirements:

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

Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. A maximum of 6 credits of cross-listed courses may count toward an English Studies Major.

Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) of Honours Seminars in English Studies. Please refer to the Honours double major degree requirement section for further information.

Gender Equality & Social Justice

Non-Substantive (for information only):

- Modification of the title from GEND 3326 Digital Beasts to GEND 3326 Virtual Animals.

History

Non-Substantive (for information only):

- Minor modifications to the title and course description from HIST 2166 Survival: Canada in Global Environmental History to HIST 2166 Survival: People and Nature in Northern North America to the Industrial Era as outlined below:

Old Description:

While historians have traditionally ignored it, nature is a player in history, setting out the possible means of survival available to any particular time and culture. Students will consider ways in which peoples in northern North America have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies existing in this place since the last ice age. The global history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development in the northern North American context, will be considered. Students will gain an understanding of the fundamental environmental bases of Canadian and global history.

New Title and Description:

Survival: People and Nature in Northern North America to the Industrial Era
Short Title (for WebAdvisor): Survival: People and Nature

Students consider how, since the last ice age, people in northern North America/Turtle Island have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies

existing in this place. The course considers history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development. Students gain an understanding of the fundamental environmental bases of Canada.

Non-Substantive (for information only):

- Minor modifications to the course title from HIST 2167 Bodies and Nature in the Environmental Era to HIST 2167 The Environmental Era: Creating and Protecting Nature in Modern Canada as follows:

New Title

The Environmental Era: Creating and Protecting Nature in Modern Canada

Short Title (for WebAdvisor): Environmental Era in Canada

Philosophy

MOTION 6: That Senate approve the creation of PHIL 2306 The Pre-Socratics and Plato as outlined in the attached template.

MOTION 7: That Senate approve the creation of PHIL 2307 Aristotle and the Schools as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2305 Origins of Western Philosophy.

MOTION 8: That Senate approve the creation of PHIL 2506 Thinking Clearly as outlined in the attached template.

MOTION 9: That Senate approve the creation of PHIL 2507 Bullshit, Bias, and Propaganda: Reasoning about the Irrational as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2505 Reasoning and Logical Argument.
- Banking of PHIL 4105 Directed Study

MOTION 10: That Senate approve the creation of PHIL 2246 Philosophy of Art as outlined in the attached template.

MOTION 11: That Senate approve the creation of PHIL 2526 Contemporary Moral Issues as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2525 Contemporary Moral Issues.

MOTION 12: That Senate approve the creation of PHIL 3766 Special Topics in Philosophy as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 3757 Special-Topics in Social-Political Philosophy.

MOTION 13: That Senate approve the creation of PHIL 4106 Directed Study as outlined in the attached template.

Non-Substantive (for information only):

- Change in title for PHIL 2706 from “Ethical Theory: Moral and Ethical Perspectives” to “The Right and the Good: An Introduction to Moral Philosophy”.

MOTION 14: That Senate approve the modifications to the requirements for the Honours Specialization – Philosophy as follows:

From:**Current Requirements:**

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

PHIL 1116	Introduction to Western Philosophy	3 cr.
---------------------------	------------------------------------	-------

PHIL 1117	Values and Human Condition	3 cr.
---------------------------	----------------------------	-------

PHIL 2305	Origins of Western Philosophy	6 cr.
---------------------------	-------------------------------	-------

PHIL 2505	Reasoning and Logical Argument	6 cr.
---------------------------	--------------------------------	-------

PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
---------------------------	--------------------------------------------	-------

PHIL 3337	Idealism and Its Critics	3 cr.
---------------------------	--------------------------	-------

PHIL 4000 level		6 cr.
-----------------	--	-------

PHIL Upper level		30 cr.
------------------	--	--------

To:**Proposed Requirements:**

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

PHIL 1116	Introduction to Western Philosophy	3 cr.
---------------------------	------------------------------------	-------

PHIL 1117	Values and Human Condition	3 cr.
---------------------------	----------------------------	-------

PHIL 2306	The Pre-Socratics and Plato	3 cr.
------------------	------------------------------------	--------------

PHIL 2307	Aristotle and the Schools	3 cr.
------------------	----------------------------------	--------------

PHIL 2506	Thinking Clearly	3 cr.
------------------	-------------------------	--------------

PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
------------------	-----------------------------------------------------------------------	--------------

PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
---------------------------	--------------------------------------------	-------

PHIL 3337	Idealism and Its Critics	3 cr.
---------------------------	--------------------------	-------

PHIL 4000 level	6 cr.
PHIL Upper level	30 cr.

MOTION 15: That Senate approve the modifications to the requirements for the Specialization – Philosophy as follows:

From:

Current Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

To:

Proposed Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

MOTION 16: That Senate approve the modifications to the requirements for the Major – Philosophy as follows:

From:

Current Requirements:

Students must complete 36 credits in the Major as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Critics	3 cr.
PHIL Upper level		12 cr.

To:

Proposed Requirements:

Students must complete 36 credits in the Major as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		12 cr.

MOTION 17: That Senate approve the modifications to the requirements for the Minor – Philosophy as follows:

From:

Current Requirements:

Students must complete 18 credits in Philosophy as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	

PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL Upper level		9 cr.

To:**Proposed Requirements:**

Students must complete 18 credits in Philosophy as follows:

PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL Upper level		9 cr.

Psychology**Non-Substantive (for information only):**

- Modification of the course description for PSYC 3216 as outlined below:

Old Description:

The fundamentals of test construction and use are discussed in the contexts of classical and modern test theory. Students will be introduced to the elements of test standardization, reliability, validity and item analysis. In particular, the pros and cons of using essay tests and objective tests to measure achievement will be discussed in association with test norms, test bias, testwiseness, guessing, as well as legal and ethical issues. Students undertake a project to create and then evaluate an achievement test after an item analysis has been completed. This course should be useful to students who aspire to become a teacher.

New Description:

Students explore the concept of test-wisness to help them identify and understand unintentional cues in achievement tests that give away the answers. Students explore these test construction errors further in the procedures for developing and validating achievement tests. Students also learn the basic principles of psychological measurements that must be applied to evaluate psychological tests; analyze and interpret test score achievements; and to assess ethical issues in psychological and educational testing.

Non-Substantive (for information only):

- Modification of the course title and course description from PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs to PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, IQ and Emotional Intelligence as outlined below:

Old Description:

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

New Description:

The majority of existing psychological tests measure only the dark side of human behaviours. In this course, students learn that the full range of human behaviours needs to be explored so that the scores of such tests properly reflect the psychological statuses of the individuals tested. Students apply this approach to discuss and evaluate theories and techniques related to measuring attitude, personality, vocational interest, IQ, emotional intelligence (EQ/EI), and other related psychological constructs.

Religions and Cultures

MOTION 18: That Senate approve the addition of Group III in Religions and Cultures as outlined in the attached document.

MOTION 19: That Senate approve to replace the current Group I and Group II courses in Religions and Cultures with three groups (Group I, Group II, and Group III) as outlined in the attached document.

MOTION 20: That Senate approve the modification of the Honours Specialization program requirements in Religions and Cultures as follows:

From:**Current Program Requirements in Religions and Cultures:****Honours Specialization**

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

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT Upper Level	45 cr.
RLCT 4000 level	6 cr.

To:**Proposed Program Requirements:**

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

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.

RLCT Upper Level	42 cr.
RLCT 4000 level	6 cr.

MOTION 21: That Senate approve the modification of the Specialization program requirements in Religions and Cultures as follows:

From:

Current Program Requirements

Specialization

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

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	45 cr.

To:

Proposed Program Requirements

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

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	42 cr.

MOTION 22: That Senate approve the modification of the Major program requirements in Religions and Cultures as follows:

From:

Current Program Requirements

Major

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	27 cr.

To:

Proposed Program Requirements

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	24 cr.

MOTION 23: That Senate approve the addition of RLCT 2166 Issues in Religion and Law as outlined in the attached template.

MOTION 24: That Senate approve the addition of RLCT 2206 Religion and Popular Culture as outlined in the attached template.

Sociology

MOTION 25: That Senate approve the creation of “SOCI 2096 Sociology of Education: Social Theory and Education” as outlined in the attached template.

MOTION 26: That Senate approve the creation of “SOCI 2097 Sociology of Education: Social Issues in Education” as outlined in the attached template.

MOTION 27: That Senate approve that SOCI 2091 Sociology for Educators: Social Theory & Education be deleted as outlined.

MOTION 28: That Senate approve that SOCI 2092 Sociology for Educators: Social Theory & Education be deleted as outlined.

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

MOTION 29: That Senate approve that EDUC 5447 be added to the list of Graduate Studies in Education courses.

In-Service Education

MOTION 30: That Senate approve that the addition of EDUC 1385 International Languages, Part I - German be approved.

Indigenous Education Programs

Non-Substantive (for information only)

- That the title of EDUC 1010 ACADP Practicum I be changed to EDUC 1010 ICADP Practicum I.
- That the title of EDUC 2010 ACADP Practicum II be changed to EDUC 2020 ICADP Practicum II.

MOTION 31: That Senate approve that the admission requirements for the Teacher of Indigenous Language as a Second Language be changed from:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;

- A one-page statement outlining why you wish to be a teacher of Anishnaabemwin;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.);
- *Recent Criminal Reference Check including a Vulnerable Sector Screening;
- **Completion of an Anishnaabemwin Language Assessment that includes a written and oral component.

To:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a **teacher of Indigenous Languages**;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

MOTION 32: That Senate approve the admission requirements for the Indigenous Teacher Education Program be changed from:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - Aboriginal Classroom Assistant Diploma Program (ACADP);
 - Native Classroom Assistant Diploma Program (NCADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - 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).

To:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - **Aboriginal/Native/Indigenous** Classroom Assistant Diploma Program;
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - An undergraduate degree from an accredited university.
2. Proof of **Indigenous** ancestry
3. A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program

MOTION 33: That Senate approve that the admission requirements for the Indigenous Classroom Assistant Diploma Program be changed from:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;

- Recent Criminal Reference Check including a Vulnerable Sector Check

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 ACADP Practicum I;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of all components of Part I and Part II of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of Part I of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
- Successful completion of EDUC 1063 Information Technology in Classrooms (minimum 60% average);
- Recent Criminal Reference Check including a Vulnerable Sector Check.

To:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 **ICADP** Practicum I;

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of Part I of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of the following courses:
 - EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
 - EDUC 1063 Information Technology in Classrooms (minimum 60% average);
 - **EDUC 1124 Introduction to Numeracy Strategies (minimum 60% average)**
 - **EDUC 1023 Introduction to Literacy Strategies (minimum 60% average)**

MOTION 34: That Senate approve that the following progression requirements be added to Academic Standing and Progression, Section 1.4 Education:

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL.

The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety.

MOTION 35: That Senate approve that the Academic Standing and Progression, Section 2.0 Good Academic Standing be changed from:

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

To

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program (**Concurrent and Consecutive**), the **Indigenous Teacher Education Program and the Teacher of Indigenous Language as a Second Language Program**, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

Bachelor of Education

MOTION 36: That Senate approve that EDUC 4762 Proactive and Inclusive Classroom Management be added to the Bachelor of Education program requirements for all divisions.

MOTION 37: That Senate approve that EDUC 4766 Technology Enriched Teaching and Learning be removed from the Bachelor of Education program requirements for all divisions.

PATHWAY

For information only:

The Business Fundamentals Integrated Project has been sponsored by ONCAT and is a collaboration between the four northern universities and the six northern colleges. This pathway will allow a student to graduate with a BA or BSc and a college certificate in Business Fundamentals. This pathway adheres to our current transfer credit policies.

Sociology

MOTION 1: That the ACC recommend to Senate to approve the creation of “SOCI 2096 Sociology of Education: Social Theory and Education” as outlined in the attached template.

Course Code	SOCI 2096
Course Title	Sociology of Education: Social Theory & Education
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine education as a complex social institution that is influenced by, and reflects, wider society as viewed through the lens of sociological theory. Students learn about how educational practices, policies, and norms are shaped by issues of inequality of opportunity, social mobility, reproduction of class, and education as an inherited advantage.
Course Prerequisite	none
Course Corequisite	none
Antirequisite	SOCI 2091 and SOCI 2095
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	none
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of lecture per week
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course can be counted toward a degree in sociology
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning	Students who successfully complete this course will: 1) Identify and describe how to view society from a sociological perspective as it relates to teaching, learning, schools, and the education system as a whole in their own words

<p>Outcomes, please consult the Quality Assurance website.</p>	<ol style="list-style-type: none"> 2) Deconstruct and recognize the multitude of ways in which the education system and all its components simultaneously interact with society from a sociological perspective 3) Analyze the various ways the education system and society continually reinforce, perpetuate and stabilize each other by identifying the causes of these results 4) Explain the role of sociological theory as it relates to the evolution of the education system considering historical and current evidence to reach a conclusion 5) Identify and describe how educational policies and practices are/are not shaped by inequality/ perceived inequality by arguing for their opinion 6) Evaluate whether education is an inherited advantage, <u>through discussion</u> 7) Critique the reproduction of the social class structure caused by educational attainment, or a lack thereof
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

MOTION 2: That the ACC recommend to Senate to approve the creation of “SOCI 2097 Sociology of Education: Social Issues in Education” as outlined in the attached template.

Course Code	SOCI 2097
Course Title	Sociology of Education: Social Issues in Education
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students explore social issues related to the education system, from a sociological perspective. They study the social goals behind a formal education system, the influence of school structure, race and culture, gender, family influence, inequality of educational opportunity, and the relationship between teachers and students.
Course Prerequisite	none
Course Corequisite	none
Antirequisite	SOCI 2092 and SOCI 2095
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	none
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of lecture per week
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course can be counted toward a degree in sociology
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: 1) Identify and describe how to view society from a sociological perspective as it relates to teaching, learning, schools, and the education system as a whole in their own words 2) Deconstruct and recognize the multitude of ways in which the education system and all its components

	<p>simultaneously interact with society from a sociological perspective</p> <ol style="list-style-type: none"> 3) Analyze the various ways the education system and society continually reinforce, perpetuate and stabilize each other by identifying the causes of these results 4) Explain how race and culture directly affects one's opportunity for educational achievement 5) Evaluate how gender affects one's experience of education considering historical and current evidence to reach a conclusion 6) Evaluate, critique and determine supporting evidence for how family influence directly impacts educational opportunity at all levels and stages 7) Summarize the social issues inherently present in the education system at all levels and stages
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

MOTION 3: That the ACC recommend to Senate that SOCI 2091 Sociology for Educators: Social Theory & Education be deleted as outlined.

Rationale:

SOCI 2091 Sociology for Educators; Social Theory & Education was originally created only for education students, so sociology students could not take it as credit toward a Sociology degree requirement. In the past years, the Department of Sociology and Anthropology had to submit a special request to the Academic Advising to accommodate sociology students taking SOCI 2091. Since fall 2019, SOCI 2091 is no longer required for education students, so sociology students need to be allowed to take it as elective toward their degrees in Sociology. Moreover, by lifting the limitation, students from other non-sociology programs can take the course. To remove the limitation to education students from SOCI 2091, a new course code of SOCI 2096 needs to be created and the old SOCI 2091 be deleted. This is because the course numbering system requires that a course ending in a 1, 2, or 0 cannot be credited toward a program.

MOTION 4: That the ACC recommend to Senate that SOCI 2092 Sociology for Educators: Social Theory & Education be deleted as outlined.

Rationale:

SOCI 2092 Sociology for Educators: Social Issues in Education was originally created only for education students, so sociology students could not take it as credit toward a Sociology degree requirement. In the past years, the Department of Sociology and Anthropology had to submit a special request to the Academic Advising to accommodate sociology students taking SOCI 2092. Since fall 2019, SOCI 2092 is no longer required for education students, so sociology students need to be allowed to take it as elective toward their degrees in Sociology. Moreover, by lifting the limitation, students from other non-sociology programs can take the course. To remove the limitation to education students from SOCI 2092, a new course code of SOCI 2097 needs to be created and the old SOCI 2092 be deleted. This is because the course numbering system requires that a course ending in a 1, 2, or 0 cannot be credited toward a program.

COURSE TEMPLATE

	6. An ability to devise, plan and complete an individual research project.
--	----------------------------------------------------------------------------

COURSE TEMPLATE

	6. An ability to communicate ideas and analyses in clear, correct, and persuasive prose.
--	------------------------------------------------------------------------------------------

ENGLISH STUDIES

Motion #8: Substantive

Moved by Sarah Winters, seconded by Lanyan Chen, that the Arts & Science Executive recommend to the ACC the addition of **ENGL 4697** as outlined in the attached template.

Rationale:

This course would replace ENGL4695, Honours Essay. The difference is the change from 6 credits to 3 credits (available in the Winter semester only). This change reflects the amount of work done by students writing the Honours Essay being equivalent to the amount of work done by students in a 3-credit Honours Seminar.

CARRIED

Motion #9: Substantive

Moved by Logan Hoehn, seconded by Lanyan Chen, that the Arts & Science Executive recommend to the ACC the addition of **ENGL 4797** as outlined in the attached template

Rationale:

This course would replace ENGL4795, Honours Essay. The difference is the change from 6 credits to 3 credits (available in the Winter semester only). This change reflects the amount of work done by students writing the Honours Essay being equivalent to the amount of work done by students in a 3-credit Honours Seminar.

CARRIED

Motion #10: Non-substantive

Moved by Sarah Winters, seconded by Katrina Srigley, that the Arts & Science Executive recommend to the ACC to approve the banking of **ENGL 4695 Honours Essay**.

Rationale:

Students produce the same volume of work for this 6-credit course as they would for a 3-credit Honours seminar.

CARRIED

Motion #11: Non-substantive

Moved by Natalya Brown, seconded by Logan Hoehn, that the Arts & Science Executive recommend to the ACC to approve the banking of **ENGL 4795 Creative and Critical Writing Honours Essay**.

Rationale:

Students produce the same volume of work for this 6-credit course as they would for a 3-credit Honours seminar.

CARRIED

Motion #12: Substantive

Moved by Sarah Winters, seconded by Logan Hoehn, that the Arts & Science Executive recommend to the ACC to approve the modification of **the English Honours Specialization program requirements** be revised as outlined below.

Current Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

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

ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.
ENGL		30 cr.
ENGL 4000 level		6 cr.

Proposed Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

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

ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.

ENGL	30 cr.
ENGL Honours Seminars	6 cr.

Rationale:

Replacing “ENGL 4000 level courses” with “ENGL Honours Seminars” would ensure any student taking either ENGL4697 or ENGL4797 would also take six credits of Honours Seminars and prevent any student from taking three credits of Honours Seminars in addition to both ENGL4697 and ENGL4797.

CARRIED

Motion #13: Substantive

Moved by Sarah Winters, seconded by Wayne Borody, that the Arts & Science Executive recommend to the ACC to approve the modification of the **English Major program requirements** be revised as outlined below.

Current Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:		
ENGL	1000 level	3 cr.
ENGL	Literary History I	3 cr.
ENGL	Literary History II	3 cr.
ENGL		27 cr.

Breadth Requirements:

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

Note:

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

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

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

Proposed Program Requirements:

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

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:		
ENGL	1000 level	3 cr.
ENGL	Literary History I	3 cr.
ENGL	Literary History II	3 cr.
ENGL		27 cr.

Breadth Requirements:

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

Note:

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

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

Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) **of Honours Seminars in English Studies**. Please refer to the Honours double major degree requirement section for further information.

Rationale:

Replacing “at the 4000 level in each major” with “of Honours Seminars in English Studies” would ensure a double major in English Studies takes an Honours Seminar to fulfill program requirements rather than ENGL4695 or ENGL4795.

CARRIED

ARCC Proposal from GESJ

Proposal to change Course Title October 2nd, 2019

MOTION 1: That ARCC recommend to the Arts and Science Executive that the title of GEND 3326 Digital Beasts be changed to GEND 3326 Virtual Animals.

Rationale/Statement of Academic Merit

Digital Beasts is a new course proposed by GESJ in 2018. It is to be offered for the first time in Winter 2020. In retrospect we think the name of the course does not as clearly indicate the topic as the proposed name and we would like to change it before the current iteration of the course is offered so the students currently enrolled can have Virtual Animals on their transcripts rather than Digital Beasts. Nothing about the content of the course or learning outcomes will change with this name change and there we don't consider this to be a substantive change.

Modifications to History 2166 & 2167

Hist 2166: Change of title and course description

Motion: That ARCC approve changes to the title and course description of Hist 2166 as minor modifications.

Background/Rationale: The changed title and course description better reflect how the course has actually been and will be taught. Specifically, they remove references to global environmental history. Note that since the creation of this course, the department has added a course in global environmental history (Hist 3237: Global Environmental History).

Note on modifications: The course description has been updated to current standards; otherwise the only change is the removal of references to global environmental history.

Existing Title: Survival: Canada in Global Environmental History

New Title: Survival: People and Nature in Northern North America to the Industrial Era

Short Title (for webadvisor): Survival: People and Nature

Existing Course Description: While historians have traditionally ignored it, nature is a player in history, setting out the possible means of survival available to any particular time and culture. Students will consider ways in which peoples in northern North America have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies existing in this place since the last ice age. The global history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development in the northern North American context, will be considered. Students will gain an understanding of the fundamental environmental bases of Canadian and global history.

New Course Description: Students consider how, since the last ice age, people in northern North America/Turtle Island have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies existing in this place. The history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development is considered. Students gain an understanding of the fundamental environmental bases of Canada.

Hist 2167: Change of title and course description

Motion: That ARCC approve the change to the title of Hist 2167 as a minor modification.

Background/Rationale: The changed title better reflects how the course has actually been and will be taught.

Existing Title: Bodies and Nature in the Environmental Era

New Title: The Environmental Era: Creating and Protecting Nature in Modern Canada

Short Title (for webadvisor): Environmental Era in Canada

Course Template

Please review the Guidelines for Curriculum Changes prior to submitting proposal.

MOTION: That ARCC approve the creation of PHIL 2306 The Pre-Socratics and Plato.

JUSTIFICATION (Rationale):

Since Academic Writing has been counted toward the distribution requirements in Humanities, the 6 credit lower-level courses in PHIL have experienced a precipitous drop in enrollments. As a result, we are replacing those 6 credit courses with 3 credit options. We have already done so with our (formerly) Introduction to Philosophy. This proposal represents the first half of what was Origins of Western Philosophy (PHIL 2305). The prerequisite has also been altered from **both** of PHIL 1116 and PHIL 1117 to PHIL 1116 or PHIL 1117.

Course Code	PHIL 2306
Course Title	The Pre-Socratics and Plato
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students explore various areas of early Western philosophy through a study of major ideas in Greek philosophy from the pre-Socratics to Plato. Some consideration may also be given to the philosophical insights offered to the “demos”, or people, in the form of Greek tragedy and comedy. This course may be credited towards Classical Studies.
Course Prerequisite	PHIL 1116 or PHIL 1117
Course Corequisite	n/a
Antirequisite	PHIL 2305
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s) .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input checked="" type="checkbox"/> Yes Classical Studies

<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>Since this course replaces half of PHIL 2305, which was required for the Minor, Major, Specialization, and Honours, the degree requirements for PHIL must be altered to replace PHIL 2305 with PHIL 2306 and PHIL 2307.</p>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. Developed knowledge of the thinkers, positions, texts and arguments studied in the course, including the relationships between these thinkers and texts; 2. Insight into the classical Greek foundations of key western values and beliefs; 3. The ability to identify and explain key Greek/transliterated philosophical terms; 4. An enhanced capacity for critical thought through the identification and reconstruction of arguments, positions and presuppositions; 5. Developing sophistication of language, clarity of expression and argument in the production of written work; 6. Developing interpretative subtlety in assessing the reliability of some primary sources and more contemporary commentary and translations.
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Course Template

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

MOTION: That ARCC approve the creation of PHIL 2307 Aristotle and the Schools.

JUSTIFICATION (Rationale):

Since Academic Writing has been counted toward the distribution requirements in Humanities, the 6 credit lower-level courses in PHIL have experienced a precipitous drop in enrollments. As a result, we are replacing those 6 credit courses with 3 credit options. We have already done so with our (formerly) Introduction to Philosophy. This proposal represents the second half of what was Origins of Western Philosophy (PHIL 2305). The prerequisite has also been altered from both of PHIL 1116 and PHIL 1117 to PHIL 1116 or PHIL 1117.

Course Code	PHIL 2307
Course Title	Aristotle and the Schools
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students engage with various areas of early Western philosophy through consideration of the major ideas in later Greek and Roman thought. Students study the work of Aristotle, and aspects of the schools of Scepticism, Epicureanism, and Stoicism. This course may be credited towards Classical Studies.
Course Prerequisite	PHIL 1116 or PHIL 1117
Course Corequisite	n/a
Antirequisite	PHIL 2305
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input checked="" type="checkbox"/> Yes Classical Studies

<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>Since this course replaces half of PHIL 2305, which was required for the Minor, Major, Specialization, and Honours, the degree requirements for PHIL must be altered to replace PHIL 2305 with PHIL 2306 and PHIL 2307.</p>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. Developed knowledge of the thinkers, positions, texts and arguments studied in the course, including the relationships between these thinkers and texts; 2. Insight into the place of later Greek and Roman thought in the development of key western values and beliefs; 3. The ability to identify and explain key Greek/Roman/transliterated philosophical terms; 4. An enhanced capacity for critical thought through the identification and reconstruction of arguments, positions and presuppositions; 5. Developing sophistication of language, clarity of expression and argument in the production of written work; 6. Developing interpretative subtlety in assessing the reliability of some primary sources and more contemporary commentary and translations.
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

ADDITIONAL AND/OR NON-SUBSTANTIVE CURRICULUM CHANGES FOR PHILOSOPHY

Course Title Change

Motion: That ARCC approve the change in title for PHIL 2706, from "Ethical Theory: Moral and Ethical Perspectives" to "The Right and the Good: An Introduction to Moral Philosophy"

Rationale: The existing course title was chosen as a pair with a course in Leadership Ethics that was never, in the end, created. The existing title is, furthermore, unclear.

Course to be Banked

Motion: That ARCC approve the banking of the following courses:

PHIL 2525 Contemporary Moral Issues

Rationale: This 6-credit course has not been offered in some time, and is to be replaced with the proposed 3-credit version.

PHIL 3757 Special-Topics in Social-Political Philosophy

Rationale: Since PHIL 3756 Special-Topics in Social-Political Philosophy is a 'topics' course, students are already able to take it for credit more than once, provided the topic has changed. Thus, PHIL 3757 is redundant.

PHIL 2305 Origins of Western Philosophy

Rationale: Since we are replacing 6 credit courses with 3 credit options. PHIL 2306 The Pre-Socratics and Plato and PHIL 2307 Aristotle and the Schools represent the replacement of Origins of Western Philosophy (PHIL 2305).

PHIL 2505 Reasoning and Logical Argument

Rationale: Since we are replacing 6 credit courses with 3 credit options: PHIL 2506 Thinking Clearly and PHIL 2507 Bullshit, Bias, and Propaganda: Reasoning about the Irrational represent the replacement of Reasoning and Logical Argument (PHIL 2505).

PHIL 4105 Directed Study

Rationale: With the creation of the 3-credit PHIL 4106 Directed Study, the existing 6 credit Directed Study course (PHIL 4105) is redundant.

Course Template

Please review the Guidelines for Curriculum Changes prior to submitting proposal.

MOTION: That ARCC approve the creation of PHIL 2506 Thinking Clearly.

JUSTIFICATION (Rationale):

Since Academic Writing has been counted toward the distribution requirements in Humanities, the 6 credit lower-level courses in PHIL have experienced a precipitous drop in enrollments. As a result, we are replacing those 6 credit courses with 3 credit options. We have already done so with our (formerly) Introduction to Philosophy. This proposal represents the first half of what was Reasoning and Logical Argument (PHIL 2505).

Course Code	PHIL 2506
Course Title	Thinking Clearly
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students engage with the principles of critical thinking and the application of logical methods to the analysis of arguments. Students learn to identify types of arguments and their characteristic weaknesses and fallacies, both in everyday speech and writing as well as in technical arguments.
Course Prerequisite	n/a
Course Corequisite	n/a
Antirequisite	PHIL 2505
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department

<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>Since this course replaces half of PHIL 2505, which was required for the Major, Specialization, and Honours, the degree requirements for PHIL must be altered to replace PHIL 2505 with PHIL 2506 and PHIL 2507.</p>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. Knowledge of the basic modes of inductive and deductive reasoning; 2. Knowledge of the most common informal fallacies; 3. Ability to identify informal fallacies in written and oral form; 4. Ability to identify and charitably reconstruct arguments; 5. Ability to anticipate objections and counter-arguments to a position; 6. Ability to evaluate arguments according to standards of adequacy and logical validity; 7. Ability to construct and complete a truth table.
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>This course will remain listed as a elective option for the Minor in Legal Studies; it will also remain as a “recommended” course for students in PSYC – see attached emails.</p> <p><i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Course Template

Please review the Guidelines for Curriculum Changes prior to submitting proposal.

MOTION: That ARCC approve the creation of PHIL 2507 Bullshit, Bias, and Propaganda: Reasoning about the Irrational

JUSTIFICATION (Rationale):

Since Academic Writing has been counted toward the distribution requirements in Humanities, the 6 credit lower-level courses in PHIL have experienced a precipitous drop in enrollments. As a result, we are replacing those 6 credit courses with 3 credit options. We have already done so with our (formerly) Introduction to Philosophy. This proposal represents the replacement of the second half of what was Reasoning and Logical Argument (PHIL 2505).

Course Code	PHIL 2507
Course Title	Bullshit, Bias, and Propaganda: Reasoning about the Irrational
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students explore historical and contemporary work in social epistemology, including the nature and limits of public reason, forms of bias in human thinking, and organized efforts at irrational persuasion including bullshit and propaganda.
Course Prerequisite	n/a
Course Corequisite	n/a
Antirequisite	PHIL 2505
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture per week.
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department

<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>Since this course replaces half of PHIL 2505, which was required for the Major, Specialization, and Honours, the degree requirements for PHIL must be altered to replace PHIL 2505 with PHIL 2506 and PHIL 2507.</p>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. Knowledge of some of the most common forms of cognitive bias; 2. Critical awareness of some of the most common forms of irrational techniques of persuasion; 3. The ability to develop and defend critical arguments about the irrational; 4. Knowledge of some developments in sub-field of social epistemology; 5. Ability to charitably interpret and reconstruct arguments; 6. Ability to anticipate and charitably respond to objections to their own views.
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>This course is "Recommended" for students in Psychology</i></p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Course Template

Please review the Guidelines for Curriculum Changes prior to submitting proposal.

MOTION: That ARCC approve the creation of PHIL 2246 Philosophy of Art

JUSTIFICATION (Rationale):

The existing 6 credit course in Philosophy of Art and Literature has been banked as a result of our inability to offer it. Some part of that inability is the result of the 6 credit format. As a 3 credit course, focused on the narrower topic of art (and not literature) will enable to course to be cycled along with other 2000-level elective options.

Course Code	PHIL 2246
Course Title	Philosophy of Art
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students engage in a philosophical inquiry into what it is to be and to understand a work of art. Topics may include: the definition of art; what you may learn from art; the nature of and criteria of aesthetic experience; what it means to say that works of art have meanings, express, or represent; an analysis of the procedures and arguments employed by critics. This course may be credited towards a Major in Fine Arts (Art History and Visual Studies stream).
Course Prerequisite	n/a
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	PHIL 2245
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture per week.
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

	Fine Arts (Art History and Visual Studies Stream)
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	n/a
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. Developed knowledge of some of the major theories and issues in the philosophy of art; 2. A developed ability to critically explore the nature of the aesthetic experience; 3. A developed ability to discern the genres and styles of art; 4. A developed ability to anticipate the type of philosophical theories that are relevant to specific works of art; 5. An awareness of the relationship between traditional and modern philosophies of art and literature; and 6. The ability to critically analyze a work of art or literature from a variety of philosophical perspectives.
<p>Will this request affect another faculty other than your own?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p><i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <p>Click here to enter additional resources</p>

Course Template

Please review the Guidelines for Curriculum Changes prior to submitting proposal.

MOTION: That ARCC approve the creation of PHIL 2526 Contemporary Moral Issues.

JUSTIFICATION (Rationale):

Since Academic Writing has been counted toward the distribution requirements in Humanities, the 6 credit lower-level courses in PHIL have experienced a precipitous drop in enrollments. As a result, we are replacing those 6 credit courses with 3 credit options. We have already done so with our (formerly) Introduction to Philosophy. This proposal replaces our 6-credit Contemporary Moral Issues (PHIL 2525) course with a 3-credit version.

Course Code	PHIL 2526
Course Title	Contemporary Moral Issues
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students critically engage with a selection of significant moral problems for the individual and society. Topics may include: suicide, intimacy and sexual conduct, euthanasia, political correctness, fake news, drug use and abuse, racism, artificial intelligence, civil disobedience, capital punishment, and war. Through engagement with such issues, students explore philosophical positions on the possibility and nature of general moral standards. This course may be credited towards Religions & Cultures and Social Welfare & Social Development.
Course Prerequisite	n/a
Course Corequisite	n/a
Antirequisite	PHIL 2525
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture

<p>Is this course <u>Cross-Listed</u>? If so, with what department?</p>	<p><input checked="" type="checkbox"/> Yes Religions and Cultures, and Social Welfare and Social Development</p>
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>Since PHIL 2525 is an elective course, its conversion from 6-credits to 3-credits has no further program implications.</p>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. A working knowledge of major ethical theories; 2. An ability to apply forms of ethical reasoning to novel situations and problems; 3. An ability to identify forms of ethical reasoning in written and oral forms; 4. An ability to construct and defend ethical arguments in response to practical ethical problems; 5. An ability to anticipate and sympathetically consider possible objections; and 6. An ability to charitably interpret and respectfully engage with the views of others.
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Course Template

Please review the Guidelines for Curriculum Changes prior to submitting proposal.

MOTION: That ARCC approve the creation of PHIL 3766 Special Topics in Philosophy

JUSTIFICATION (Rationale):

The Philosophy program currently has only one Special Topics course, offered at the 3000-level, and limited specifically to Topics in Social Political Philosophy. This restriction unduly limits the range of upper-year courses available to our students, and presents an obstacle to developing our curriculum, for instance, by offering courses in Philosophy of Mind and other areas at an advanced level.

Course Code	PHIL 3766
Course Title	Special Topics in Philosophy
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	This course will vary in specific focus from year to year, depending upon the expertise of the Instructor. Students are advised that a more detailed outline of subject matter is provided on a year to year basis by the discipline.
Course Prerequisite	PHIL 1116 or PHIL 1117 or 30 credits completed
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture/seminar
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	<u>n/a</u>

<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. Knowledge of some subfield within Philosophy; 2. Knowledge of the some of the core issues and positions within that subfield; 3. Ability to identify arguments in advanced philosophical texts; 4. Ability to reconstruct arguments in advanced philosophical texts; 5. Ability to produce philosophical arguments in written and oral forms; and 6. Ability to charitably interpret and respond to objections to their own views.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Course Template

Please review the Guidelines for Curriculum Changes prior to submitting proposal.

MOTION: That ARCC approve the creation of PHIL 4106 Directed Study.

JUSTIFICATION (Rationale):

The existing 6 credit Directed Study course (PHIL 4105) is often difficult to for faculty to take on, given the asymmetric distribution of our teaching loads, half sabbaticals, etc. A 3-credit version of the Directed Study would make this option less onerous for faculty looking to meet the needs of our advanced students.

Course Code	PHIL 4106
Course Title	Directed Study
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Qualified students conduct a directed study in Philosophy beyond or outside regular discipline offerings. Students are required to carry out an independent research project supervised by a discipline supervisor. Students will examine the literature in the topic area and the writing of a major paper is required.
Course Prerequisite	Any 60 credits
Course Corequisite	n/a
Antirequisite	n/a
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Approval of the Supervisor Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15.
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input checked="" type="checkbox"/> Yes
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	To be arranged with Supervisor.
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input checked="" type="checkbox"/> No
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	n/a

<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course demonstrate:</p> <ol style="list-style-type: none"> 1. Advanced Knowledge of some debate, text, or movement in Philosophy; 2. Knowledge of the major positions with respect to that debate, text, or movement; 3. Ability to engage in independent, self-directed philosophical research; 4. Ability to develop detailed and original arguments in response to philosophical debates, in written and oral forms; 5. Advanced ability to identify and reconstruct philosophical arguments in complex texts; 6. Ability to charitably anticipate and respond to objections to a position.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Motion #1: Substantive

_____, seconded by _____ that ARCC recommend to the Arts & Science Executive to approve modifications to the requirements for the Honours Specialization – Philosophy as follows:

Current Requirements:

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

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

Proposed Requirements:

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

<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.

Motion #2: Substantive

_____, seconded by _____ that ARCC recommend to the Arts & Science Executive to approve modifications to the requirements for the Specialization – Philosophy as follows:

Current Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and the Human Condition	3 cr.
<u>PHIL 2305</u>	Origins of Western Philosophy	6 cr.
<u>PHIL 2505</u>	Reasoning and Logical Argument	6 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

Proposed Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

Motion #3: Substantive

_____, seconded by _____ that ARCC recommend to the Arts & Science Executive to approve modifications to the requirements for the Major – Philosophy as follows:

Current Requirements:

Students must complete 36 credits in the Major as follows:

<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and the Human Condition	3 cr.
<u>PHIL 2305</u>	Origins of Western Philosophy	6 cr.
<u>PHIL 2505</u>	Reasoning and Logical Argument	6 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Critics	3 cr.
PHIL Upper level		12 cr.

Proposed Requirements:

Students must complete 36 credits in the Major as follows:

<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Its Critics	3 cr.
PHIL Upper level		12 cr.

Motion #4: Substantive

_____, seconded by _____ that ARCC recommend to the Arts & Science Executive to approve modifications to the requirements for the Minor – Philosophy as follows:

Current Requirements:

Students must complete 18 credits in Philosophy as follows:		
<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
OR		
<u>PHIL 1117</u>	Values and the Human Condition	
<u>PHIL 2305</u>	Origins of Western Philosophy	6 cr.
PHIL Upper level		9 cr.

Proposed Requirements:

Students must complete 18 credits in Philosophy as follows:		
<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
OR		
<u>PHIL 1117</u>	Values and the Human Condition	
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL Upper level		9 cr.

ARCC Submission from Psychology : Oct 8, 2019

MOTION: _____, seconded by _____ that ARCC recommend to the Arts and Science Executive the modification of the course description for **PSYC 3216** as outlined below:

Old Description:

The fundamentals of test construction and use are discussed in the contexts of classical and modern test theory. Students will be introduced to the elements of test standardization, reliability, validity and item analysis. In particular, the pros and cons of using essay tests and objective tests to measure achievement will be discussed in association with test norms, test bias, testwiseness, guessing, as well as legal and ethical issues. Students undertake a project to create and then evaluate an achievement test after an item analysis has been completed. This course should be useful to students who aspire to become a teacher.

New Description:

Students explore the concept of test-wiseness to help them identify and understand unintentional cues in achievement tests that give away the answers. These test construction errors are further explored in the procedures for developing and validating achievement tests. Students also learn the basic principles of psychological measurement that must be applied to properly evaluate psychological tests; analysis and interpretation of achievement test scores; and lastly, ethical issues in psychological and educational testing.

MOTION: _____, seconded by _____ that ARCC recommend to the Arts and Science Executive the modification of the course title and course description from **PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs** to **PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, IQ and Emotional Intelligence** as outlined below:

Old Description:

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

New Description:

The majority of existing psychological tests measure only the dark side of human behaviours; but in this course, students learn that the full range of human behaviours needs to be explored so that the scores of such tests truly reflect the psychological statuses of the testees. Students apply this approach to discuss and evaluate theories and techniques related to measuring attitude, personality, vocational interest, IQ, emotional intelligence (EQ/EI), and other related psychological constructs.

The department of Religions and Cultures is proposing to group its course offerings into three groups:

Group 1) Social Justice, Gender and the Environment

Group 2) Politics and Identity

Group 3) Belief, Living Religion and Texts.

The department originally organized its course offerings according to the traditional divisions of Eastern and Western religions. Up until 2 years ago, our introductory course focused on World Religions (east and west) and this course was a pre-requisite for upper year courses in Religions and Cultures. Our current program requirements are based on this east/west division. Whether students are doing an Honours Specialization, Specialization or Major, they are required to complete 3 credits from Group I (western) and 3 credits from Group II (eastern). After an IQAP review in 2014, the department began some curriculum revision based on the recommendations of the external reviewers. One significant change was to reconfigure the World Religions course as two second year courses (east and west), and create two new Introductory courses. These revisions, as well as a recognition that our department does not have sufficient faculty numbers to offer a program with a primary east/west division of courses, have led the department to propose updating the program requirements to better reflect the scope of the courses we offer, and to ensure students have the breadth of course themes in the Religions and Cultures department.

Below is a listing of all of the Religions and Cultures courses (excluding Introductory courses, special topics courses and honours courses) organized into the proposed 3 groups:

GROUP 1 Social Justice, Gender & the Environment

RLCT 2096 Religion, Colonization and State Violence

RLCT 2057 Peace and Non-Violence

RLCT 2156 Religion, Justice and Animals

RLCT 3066 Religion, Spirituality and Social Justice

RLCT 3507 Religion and the Environment

RLCT 3116 Women and Western Religions

RLCT 3117 Gender, Sex, and the Bible

RLCT 3026 Women and World Religions

Group 2 Politics and Identity

RLCT 2026 The Roots of Evil

RLCT 2046 Global Spiritualities: Religious Traditions in the Contemporary World

RLCT 2056 Religion and Violence

RLCT 2096 Religion, Colonialism and State Violence

RLCT 2146 World Religions: Eastern Traditions

RLCT 3046 Science vs. Religion?

RLCT 3205 Philosophy of Sex and Love

RLCT 3206 Theories of Religion

RLCT 3216 Is God Dead? Faith in the Modern World

RLCT 3226 Fanaticism

RLCT 3506 Religions and Politics

Group 3 Belief, Living Religion, and Texts

RLCT 2016 Practicing Religion: Rituals, Ceremonies and Celebrations

RLCT 2017 Death and Immortality

RLCT 2036 History of Christian Thought I
 RLCT 2037 History of Christian Thought II
 RLCT 2066 Death, Dying and Spirituality
 RLCT 2116 Health Healing and Religion
 RLCT 2117 Cults and New Religious Movements
 RLCT 2127 The Bible As Cultural Text
 RLCT 2126 Religious Themes in Literature
 RLCT 2136 Examining the Paranormal
 RLCT 2147 World Religions: Western Traditions
 RLCT 3307 Spiritual Journeys

Current Program Requirements in Religions and Cultures:

Honours Specialization

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:	
RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT Upper Level	45 cr.
RLCT 4000 level	6 cr.

Specialization

Students must complete 120 credits including 54 credits in the Specialization as follows:	
RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	45 cr.

Major

Students must complete 36 credits in the Major as follows:	
RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	27 cr.

***Group I**

RLCT 2036	History of Christian Thought I
RLCT 2037	History of Christian Thought II
RLCT 2127	The Bible as Cultural Text
RLCT 2147	World Religions: Western Traditions
RLCT 3116	Women and Western Religions
RLCT 3117	Gender, Sex, and the Bible

****Group II**

RLCT 2046	Global Spiritualities: Religious Traditions in the Contemporary World
RLCT 2146	World Religions: Eastern Traditions
RLCT 3026	Women and World Religions

MOTION: _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to replace the current Group I and Group II courses in Religions and Cultures with three groups outlined in this document.

MOTION: _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to approve the modification of the Honours Specialization program requirements in Religions and Cultures as follows:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:	
RLCT 1000 level	3 cr.
Group I	3 cr.
Group II	3 cr.
Group III	3 cr.
RLCT Upper Level	42 cr.
RLCT 4000 level	6 cr.

MOTION: _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to approve the modification of the Specialization program requirements in Religions and Cultures as follows:

Students must complete 120 credits including 54 credits in the Specialization as follows:	
RLCT 1000 level	3 cr.
Group I	3 cr.
Group II	3 cr.
Group III	3 cr.
RLCT Upper Level	42 cr.

MOTION: _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to approve the modification of the Major program requirements in Religions and Cultures as follows:

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr.
Group I	3 cr.
Group II	3 cr.
Group III	3 cr.
RLCT Upper Level	24 cr.

Proposed Program Requirements for Religions and Cultures:

MOTION: _____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of RLCT 2166 Issues in Religion and Law.

JUSTIFICATION (Rationale):

This course will broaden the course offerings in the department of Religions and Cultures in the proposed Politics and Identity stream.

Course Code	RLCT 2166
Course Title	Issues in Religion and Law
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine contemporary issues in religion and law in the Canadian context. Students analyze the history of the relationship between religion and law, including historic and recent court cases dealing with religion. Possible topics include religious freedom, religious accommodation, relationships between religious and secular legal systems, and legal status of Indigenous religious practices.
Course Prerequisite	Any 18 credits
Course Corequisite	none
Antirequisite	Click here to enter Antirequisite
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture.
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	Click here to enter Program Implications.

<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course will demonstrate:</p> <ol style="list-style-type: none"> 1. A fundamental understanding of the problems and issues of developing legal definitions of religion. 2. A critical understanding of the history of religion and law in Canada. 3. A critical understanding of contemporary legal issues involving religion and a familiarity with important legal decisions involving religion. 4. An ability to bring ideas and thinkers into engagement with each other in a systematic argument. 5. An ability to comprehend primary texts and secondary texts, to offer analytical commentary and to use these texts in developing a research question and an argument to answer this research question. 6. An ability to articulate substantive content fluently both orally and in writing. 7. An ability to use established techniques to analyze texts and propose answers to interpretive questions. 8. An ability to communicate in clear, coherent prose.
<p>Will this request affect another faculty other than your own?</p>	<p>Yes <input type="checkbox"/> xNo</p> <p><i>If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

MOTION: _____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of RLCT 2206 Religion and Popular Culture.

JUSTIFICATION (Rationale):

This course will broaden the course offerings in the Religions and Cultures department in the proposed Belief, Living Religion, and Texts stream. The course can be taught by several faculty members in the department and thus requires no extra resources.

Course Code	RLCT 2206
Course Title	Religion and Popular Culture
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine the cultural phenomenon of religion in popular culture through the lens of a variety of media. Students explore media theory and analyze the representation of religion in film, television, graphic novels, blogs, newspapers, and magazines.
Course Prerequisite	Any 18 credits
Course Corequisite	N/A
Antirequisite	N/A
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	N/A
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours lecture
Is this course <u>Cross-Listed</u> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	Click here to enter Program Implications.

<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will demonstrate:</p> <ol style="list-style-type: none"> 1. An ability to critically analyze how religion is represented in various forms of media 2. An ability to write clearly and coherently on topics related to religion and media 3. A comprehensive understanding of basic media theory 4. An ability to discern a variety of biases within various forms of media 5. A comprehensive knowledge of the impact of media on the general public and their general understanding of religions 6. An ability to discern media stereotypes of diverse religious traditions
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Comparative Data:

UNIVERSITY OF TORONTO

RLG233H1: Religion and Popular Culture

A course on the interactions, both positive and negative, between religion and popular culture. We look at different media (television, advertising, print) as they represent and engage with different religious traditions, identities, and controversies.

QUEENS UNIVERSITY

RELS 163 - Religion & Popular Culture

This course will identify and describe characteristics of religion as they appear in popular culture (e.g. comics; movies; music; sitcoms; social media; sports) and analyze how such depictions present, shape, and create perceptions of religion in public discourse. In exploring the presentation of religion in popular culture, we will engage with indigenous traditions, the Nation of Gods and Earth (5%ers), Sufism, Islam, Hinduism, and Sikhism.

COURSE TEMPLATE

<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>Students who successfully complete this course will demonstrate</p> <ol style="list-style-type: none">1. a systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.2. a conceptual understanding and methodological competence that enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence3. competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.4. the ability to appreciate the broader implications of applying knowledge to particular contexts.5. the ability to communicate ideas, issues and conclusions clearly.6. cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. <p>Specifically, students will:</p> <ol style="list-style-type: none">1. investigate myriad types of masculinities within a poststructuralist paradigm of gender construction2. interrogate identities of self and "other" as related to issues of privilege, power, agency, and oppression;3. analyze theories and social phenomenon that both curtail and enable the praxis of boys and men in educational settings, including ideological feminism, pop cultural messages, and governments and school board initiatives.4. examine systemic social and educational discourses and sites that empower or marginalize males according to identity markers, i.e., race, class, gender, etc.5. explore pedagogical approaches and strategies for curriculum planning to contribute to a more positive and inclusive home, school, and work environment for diverse males
--------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Rationale:

EDUC 5447: Current Issues in The Teaching & Learning of Boys & Men course has been successfully taught three times over the past four years.

As a result, we are moving it from a Special Topics to an elective.

COURSE TEMPLATE

MOTION: That the Education and Professional Studies Executive recommend to the Dean that EDUC 1385 International Languages, Part 1 - German be conveyed to the Academic Curriculum Committee for approval.

A) Descriptive Data:

Course Code	EDUC 1385
Course Title	International Languages, Part I - German
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	International Languages, Part 1 - German develops awareness and understanding of classroom theory and practice in International Languages. Students examine various strategies for planning, assessment, and evaluation within an International Languages classroom. Focus is placed on effective learning strategies, differentiation and collaboration. Students examine resources and tools for International Language integration in the context of a 21st Century classroom.
Course Prerequisite	Certificate of Qualification and Registration. Students are required to successfully complete a German Language Proficiency Test.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input checked="" type="checkbox"/> online delivery <input type="checkbox"/> independent study
Total Hours	125
Breakdown of Hours	100 contact hours + 25 hours for readings and assignments (as mandated by the Ontario College of Teachers)
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
<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: <ul style="list-style-type: none"> • explore an overview of International Languages programs in Ontario; • reflect on authentic ways to integrate student voice and interest in the International Languages classroom;

COURSE TEMPLATE

	<ul style="list-style-type: none">• reflect on authentic ways to embed culturally-appropriate content that is representative of our students' lived experiences, including those with German-language heritage and/or experience, First Nations, Métis, or Inuit (FNMI) backgrounds, those with special needs, and other diverse members of our communities,• begin to explore the necessary steps for creating an International Languages program, and reflect on experiences with second language learning;• examine and discuss the emphasis on oral communication and the use of the target language in International Languages classrooms;• reflect on and elaborate with regard to opportunities for International Languages classes to collaborate with other subject areas;• develop a bank of community resources/agencies that can support International Languages classes;• negotiate strategies for working with First Language Speakers enrolled in International Languages classes.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indigenous Education Programs

The following motions are divided into 2 sections; Admission requirements, ensuring consistency in wording with the Bachelor of Education Program, and; Progression and Completion requirements, which complement the unique delivery structure of the Indigenous Education programs.

Recommended changes are underlined and/or bolded.

Non-Substantive (for information only)

- That the title of EDUC 1010 ACADP Practicum I be changed to EDUC 1010 ICADP Practicum I.
- That the title of EDUC 2010 ACADP Practicum II be changed to EDUC 2020 ICADP Practicum II.

Rationale: The changes will reflect the current title of the program (Indigenous Classroom Assistant Diploma Program).

Admission Requirements

Motion 1: That the admission requirements for the Teacher of Indigenous Language as a Second Language be changed from:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a teacher of Anishnaabemwin;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.);
- *Recent Criminal Reference Check including a Vulnerable Sector Screening;
- **Completion of an Anishnaabemwin Language Assessment that includes a written and oral component.

To:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a **teacher of Indigenous Languages**;

- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

Rationale:

*The requirements of a CRC and VSC are for practicum purposes only.

**The written and oral language assessment is a certification requirement, not an admission requirement.

Motion 2: That the admission requirements for the Indigenous Teacher Education Program be changed from:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - Aboriginal Classroom Assistant Diploma Program (ACADP);
 - Native Classroom Assistant Diploma Program (NCADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - 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).

To:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - **Aboriginal/Native/Indigenous** Classroom Assistant Diploma Program;
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - An undergraduate degree from an accredited university.
2. Proof of **Indigenous** ancestry
3. A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program

Rationale: The requirement of a recent Criminal Reference Check and Vulnerable Sector Screening are not required for admission but are necessary for practicum components of each program.

Motion 3: That the admission requirements for the Indigenous Classroom Assistant Diploma Program be changed from:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- Recent Criminal Reference Check including a Vulnerable Sector Check

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 ACADP Practicum I;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of all components of Part I and Part II of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of Part I of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
- Successful completion of EDUC 1063 Information Technology in Classrooms (minimum 60% average);
- Recent Criminal Reference Check including a Vulnerable Sector Check.

To:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 **ICADP Practicum I**;

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of Part I of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of the following courses:
 - EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
 - EDUC 1063 Information Technology in Classrooms (minimum 60% average);
 - **EDUC 1124 Introduction to Numeracy Strategies (minimum 60% average)**
 - **EDUC 1023 Introduction to Literacy Strategies (minimum 60% average)**

Rationale: The requirement of a recent Criminal Reference Check and Vulnerable Sector Screening are not required for admission but are necessary for practicum components of each program. The addition of 2 courses (EDUC 1124 and EDUC 1023 – see underlined above) to enter Year 2 of the ICADP program are required to ensure that admitted students enter the program with necessary academic and practical skills to successfully complete the program.

Progression and Completion Requirements

Motion 4: That the following progression requirements be added to Academic Standing and Progression, Section 1.4 Education:

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL. The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety.

Motion 5: That the Academic Standing and Progression, Section 2.0 Good Academic Standing be changed from:

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

To

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program (**Concurrent and Consecutive**), the **Indigenous Teacher Education Program and the Teacher of Indigenous Language as a Second Language Program**, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

Bachelor of Education

MOTION: That the ACC recommend to Senate that EDUC 4762 Proactive and Inclusive Classroom Management be added to the Bachelor of Education program requirements for all divisions.

Rationale:

The IQAP report recommended that we consider adding a mandatory classroom management course in the program. We already had one on the books as an elective, EDUC 4762 Proactive and Inclusive Classroom Management. In order to facilitate adding this course as a required course, we had to remove a required course: EDUC 4766 Technology Enriched Teaching and Learning.

**Report of the
Academic Curriculum Committee**

December 18, 2019

The meeting of the **Academic Curriculum Committee** was held on Wednesday, December 18th at 1:00 pm in F214. The following members participated:

Arja Vainio-Mattila	Carole Richardson	Cindy Peltier (Dean's Designate)
Nancy Black	Beth Holden (Registrar's Designate)	Andrew Ackerman
Charles Anyinam	Darren Campbell	Kristen Ferguson
Douglas Gosse	Chris Hachkowski	Alexandre Karashev
Sarah Winters	Hannah Mackie	

Jane Hughes, Recording Secretary

Absent with Regrets: Natalie Muylaert, Sarah Pecoskie-Schweir

Guests: Carly Dokis, Amir Erfani, Jim McAuliffe, Andrew Weeks

The Academic Curriculum Committee received and discussed changes from the Faculty of Arts and Science and the Faculty of Education and Professional Studies. 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 December 18, 2019.

FACULTY OF ARTS & SCIENCEBiology & Chemistry

MOTION 2: That Senate approve that the number of hours for **BIOL 2557 Genetics**: be changed from “**Three hours of lecture and three hours of laboratory work per week for one term**” to “**Three hours of lecture and two hours of laboratory work per week for one term**”.

English Studies**Non-substantive:**

- To change the course title for **ENGL 3276 Native Literatures of North America**, to **Indigenous Literatures of North America**.

Non-substantive:

- To change the course description for **ENGL 3276** as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native and non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the **last two centuries**, with an emphasis on the modern and contemporary periods of the **twentieth-century**. Specific course content varies from year to year. **Native Studies** students who have not completed the prerequisite may request permission from the Department Chair to take **ENGL 3276**. This course may be credited towards **Native Studies**.

New Description:

Students engage with Indigenous literatures of North America, focusing on the modern and contemporary periods of the **twentieth- and twenty-first centuries**. Specific course content varies from year to year. **Indigenous Studies** students who have not completed the prerequisite may request permission from the Department Chair to take **ENGL 3276**. This course may be credited towards **Indigenous Studies**.

Non-substantive:

- To change of the learning outcomes for **ENGL 3276** as follows:

OLD OUTCOMES**Students who successfully complete this course will demonstrate:**

1. a broad knowledge of the history, major authors, and essential features of **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES**Students who successfully complete this course will:**

1. Demonstrate a broad knowledge of the history, major authors, and essential features of **Indigenous** literature in North America
2. Analyze and evaluate the construction of the emerging canon of **Indigenous** literature.
3. Explain how **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.
6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Non-substantive:

- To change the course title for **ENGL 3277 Topics in the Native Literatures of North America**, to **Topics in the Indigenous Literatures of North America**.

Non-substantive:

- To change the course description for **ENGL 3277** as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native** and **non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the last two centuries, with an emphasis on the modern and contemporary periods of the twentieth-century. Specific course content varies from year to year. **Native** Studies students who have not completed the prerequisite may request permission from the Department Chair to take **ENGL 3277**. This course may be credited towards **Native** Studies.

New Description

Students explore a specific topic in the **Indigenous** literatures of North America. Specific course content varies from year to year. **Indigenous** Studies students who have not completed the prerequisite may request permission from the Department Chair to take **ENGL 3277**. This course may be credited towards **Indigenous** Studies.

Non-substantive:

- To change of the learning outcomes for **ENGL 3277** as follows:

OLD OUTCOMES**Students who successfully complete this course will demonstrate:**

1. a detailed knowledge of a specific topic in the **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES**Students who successfully complete this course will:**

1. Demonstrate a detailed knowledge of a specific topic in the **Indigenous** literature in North America.
2. Analyze and question the construction of the emerging canon of **Indigenous** literature.
3. Explain how a specific topic in **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.
6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Psychology

MOTION 3: That Senate approve the modification of the instructional hours for **PSYC 2126** as outlined.

Old Structure:

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

New Structure:

Hours: Two hours of lecture and one hour of lab per week for one term.

MOTION 4: That Senate approve the modification of the instructional hours for **PSYC 2127** as outlined.

Old Structure:

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

New Structure:

Hours: Two hours of lecture and one hour of lab per week for one term.

MOTION 5: That Senate approve the creation of **PSYC 3226 Positive Psychology** as outlined in the attached template.

Sociology & Anthropology

MOTION 6: That Senate approve that the flex-time enrolment option be available to students in the MA Sociology program.

MOTION 7: That Senate approve the addition of SOCI 2016 or ANTH 2016 as a prerequisite for SOCI/ANTH 2017.

MOTION 8: That Senate approve to change the prerequisite for ANTH 3407 Anthropological Theory from “SOCI/ANTH 2016 Classical Sociological Theory, SOCI/ANTH 2017 Contemporary Sociological Theory and ANTH 3036 Qualitative Research Methods” to “30 credits or permission of the instructor.”

MOTION 9: That Senate approve to change the course hours for ANTH 3407: Anthropological Theory from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

- MOTION 10: That Senate approve to change the course hours for ANTH 3006: Anthropology of Development in the Canadian North from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 11: That Senate approve to change the course hours for ANTH 3027: Anthropology, Aboriginal Peoples, and the Law from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 12: That Senate approve to change the course hours for ANTH 3036: Qualitative Research Methods from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 13: That Senate approve to change the course hours for ANTH 3046: The Living and the Dead from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 14: That Senate approve to change the course hours for ANTH 3367: Special Topics in Anthropology I from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 15: That Senate approve to change the course hours for ANTH 3376: Special Topics in Anthropology II from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 16: That Senate approve to change the course hours for ANTH 4106: Multispecies Ethnography from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 17: That Senate approve the creation of ANTH 3106: Food and Culture as outlined in the attached template.
- MOTION 18: That Senate approve the creation of ANTH 3206: Narrative and Memory as outlined in the attached template.
- MOTION 19: That Senate approve that the course delivery format and contact hours of the course SOCI 1016 Introduction to Sociology be changed from “two hours of lecture and one hour of seminar per week for one term” to “three hours of lecture per week for one term”.
- MOTION 20: That Senate approve that the course delivery format and contact hours of the course SOCI 4127 Advanced Social Data Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.
- MOTION 21: That Senate approve that the course delivery format and contact hours of the course SOCI 5217 Quantitative Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

Criminal Justice

- MOTION 22: That Senate approve that the progression average for the Criminology Stream, the Corrections Stream, the Policing Stream, and the Legal Studies & Administration stream be

increased from 60 percent to 70 percent and that student program averages will be assessed after their second year.

- MOTION 23: That Senate approve that CRJS 4347 Applied Criminological Theory be moved out of the list of core requirements for students in Criminal Justice, and that it be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.
- MOTION 24: That Senate approve that CRJS 3086 Law and Society, and CRJS 3087 Law and Society II be moved out of the list of core requirements for students in Criminal Justice, and that they be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.
- MOTION 25: That Senate approve that the current list of Criminology and Criminal Justice Studies Stream electives be separated into separate lists (one list of stream electives for the Criminology Stream and another list of stream electives for the Criminal Justice Studies Stream).
- MOTION 26: That Senate approve that the phrase “restricted to students in the following streams: Criminology, Corrections, Policing, and Legal Studies and Administration” be added to the following courses: CRJS 4006 Issues in Forensic Mental Health, CRJS 4016 Issues in Family Law, CRJS 4026 Criminal Organizations, CRJS 4346 Field Placement, CRJS 4356 Community Corrections, CRJS 4466 Program and Policy Evaluation, CRJS 4477 Penology, CRJS 4916 Policing and Society, CRJS 4917 Criminal Investigation.
-

ARCC Motion – Change in Academic Calendar Description BIOL2557 (Genetics)

Motion: That the Academic Calendar Description and scheduling for BIOL2557 be changed:

From:

Three hours of lecture and three hours of laboratory work per week for one term

To:

Three hours of lecture and two hours of laboratory work per week for one term

Rationale:

The laboratory/tutorial has been scheduled in this manner since 2013. The change from three hours of laboratory to two hours was made at the request of a former Dean of Arts & Science, was approved at the Department level, and submitted to the Undergraduate Studies Committee. Since this change has been approved, a request is being made to change this in the Academic Calendar description.

Curriculum Proposals from English Studies to ARCC

Motion # 1(non-substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to change the course title for ENGL 3276 Native Literatures of North America, to Indigenous Literatures of North America.

Rationale:

This change conforms to the change in program title from Native Studies to Indigenous Studies at Nipissing, and to the general change of terminology in academic programs in Canada.

Motion # 2 (non-substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive change the course description for ENGL 3276 as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native and non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the **last two centuries**, with an emphasis on the modern and contemporary periods of the **twentieth-century**. Specific course content varies from year to year. **Native Studies** students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3276](#). This course may be credited towards **Native** Studies.

New Description:

Students engage with Indigenous literatures of North America, focusing on the modern and contemporary periods of the **twentieth- and twenty-first centuries**. Specific course content varies from year to year. **Indigenous Studies** students who have not completed the prerequisite

may request permission from the Department Chair to take ENGL 3276. This course may be credited towards **Indigenous** Studies

Rationale:

The new description changes “Native” to “Indigenous” throughout. The old course description was written in the twentieth century, so is being updated to include texts published in the twenty-first.

Motion #3 (non-substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive change the learning outcomes for ENGL 3276 as follows:

OLD OUTCOMES

Students who successfully complete this course will demonstrate:

1. a broad knowledge of the history, major authors, and essential features of **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES

Students who successfully complete this course will:

1. Demonstrate a broad knowledge of the history, major authors, and essential features of **Indigenous** literature in North America
2. Analyze and evaluate the construction of the emerging canon of **Indigenous** literature.

3. Explain how **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.
6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Rationale:

The new outcomes increase from 5 to 7, and change “Native” to “Indigenous” throughout.

Motion #4 (non-substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to change the course title for ENGL 3277 Topics in the Native Literatures of North America, to Topics in the Indigenous Literatures of North America.

Rationale:

This change conforms to the change in program title from Native Studies to Indigenous Studies at Nipissing, and to the general change of terminology in academic programs in Canada.

Motion #5 (non-substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive change the course description for ENGL 3277 as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native** and **non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the last two centuries, with an emphasis on the modern and contemporary periods of the twentieth-century. Specific course content varies from year to year. **Native** Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3277](#). This course may be credited towards **Native** Studies.

New Description

Students explore a specific topic in the **Indigenous** literatures of North America. Specific course content varies from year to year. **Indigenous** Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3277](#). This course may be credited towards **Indigenous** Studies.

Rationale:

The new description changes “Native” to “Indigenous” throughout, and is shortened and simplified.

Motion #6 (non-substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive change the learning outcomes for ENGL 3277 as follows:

OLD OUTCOMES

Students who successfully complete this course will demonstrate:

1. a detailed knowledge of a specific topic in the **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES

Students who successfully complete this course will:

1. Demonstrate a detailed knowledge of a specific topic in the **Indigenous** literature in North America.
2. Analyze and question the construction of the emerging canon of **Indigenous** literature.
3. Explain how a specific topic in **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.
6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Rationale: The new outcomes increase from 5 to 7, and change “Native” to “Indigenous” throughout.

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
Native Studies	Renee Bedard	Renee Bedard	Nov. 8, 2019

ARCC Submission from Psychology: Nov 18, 2019

MOTION (non-substantive): _____, seconded by _____
that ARCC recommend to the Arts and Science Executive the modification of the instructional hours for **PSYC 2126** as outlined.

Old Structure:

Hours:

Three hours of lecture per week for one term.

New Structure:

Hours:

Two hours of lecture and one hour of lab per week for one term.

Rationale:

This course is one of the Psychology department's introductory statistics courses. They have always involved both a lecture and a lab component. Originally, when classes were smaller, the class would either meet in a computer lab for both lecture and lab or would move as a group mid class to the computer lab to use the relevant statistical software. This casual arrangement is now obsolete as several lab sections are often required due to the seating capacity of our computer classrooms. This change will address the reality of the way the course is offered and provide structure for the annual scheduling process. The lecture portion will continue to be common with all students attending together.

MOTION (non-substantive): _____, seconded by _____
that ARCC recommend to the Arts and Science Executive the modification of the instructional hours for **PSYC 2127** as outlined.

Old Structure:

Hours:

Three hours of lecture per week for one term.

New Structure:

Hours:

Two hours of lecture and one hour of lab per week for one term.

Rationale:

This course is one of the Psychology department's introductory statistics courses. They have always involved both a lecture and a lab component. Originally, when classes were smaller, the class would either meet in a computer lab for both lecture and lab or would move as a group mid class to the computer lab to use the relevant statistical software. This casual arrangement is now obsolete as several lab sections are often required due to the seating capacity of our computer classrooms. This change will address the reality of the way the course is offered and provide structure for the annual scheduling process. The lecture portion will continue to be common with all students attending together.

COURSE TEMPLATE

	<ul style="list-style-type: none">(e) Ability to develop arguments as to the role of religion and spirituality in well-being(f) Ability to understand the role of research in applied positive psychology
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

JUSTIFICATION (Rationale):

Positive Psychology is one of the newest branches of Psychology, established in 1998 by Martin Seligman, and others. It is largely seen as a reaction against the focus of mainstream psychology being on mental illness, maladaptive and negative behaviours. Building largely in the humanistic movement, the emphasis of positive psychology is on the scientific study of how humans live prosperous, meaningful and healthy lives. Offering a course in positive psychology will fill a gap in the curriculum in the department of Psychology given that many universities now offer a Master's and PhD in Positive Psychology. The Canadian Positive Psychology Association now offers a certificate in Applied Positive Psychology.

Motion: That the Graduate Studies Committee (GSC) recommend to the Arts & Science Executive that the flex-time enrolment option be available to students in the MA Sociology program. The departments of Criminal Justice, Sociology and Anthropology support this motion.

Background:

The MA Sociology program in Applied Social Research currently provides students with only a full-time enrolment option (For example thesis students must complete the program within 2 years/6 terms). Currently, the MSc Mathematics, MEd/MES, MSc Kinesiology, MA History and MEd programs at our institution also offer a flex-time option (i.e., students have up to 4 years to complete the program).

The MA Sociology program would like to offer the flex-time option as this would allow working professionals and other potential students who are able to attend on-site classes some flexibility in completing the program. It also addresses concerns of equity and access across programs in terms of enrolment options.

As with current flex time options, MA Sociology students would declare their intent to register in full-time or flex-time in their application for admission to the program. Students who are enrolled in the full-time thesis option would have the opportunity to switch to flex time within the first 12 months of the MA Sociology program. Students who are enrolled in the full-time MRP option have the opportunity to switch to flex time within the first term of the MA Sociology program. Supervisors would still have the discretion to accept students based on a number of considerations (For example, research interests, academic standing, relevant experience), which may include the time frame that the supervisor can commit to the student (For example, funding availability, research program, sabbaticals). Table 1 provides a comparison of the four enrolment options based upon the tuition structure and other programming factors for the student and university. The tuition model is based upon how fees are structured for other programs that offer a flex-time option.

Table 1

	Full Time MRP	Flex Time MRP	Full Time Thesis	Flex Time Thesis
Year 1	\$3239.25 + \$328.89 per term.			
Year 2	N/A	\$328.89 per term.	\$3239.25 + \$328.89 per term.	\$3239.25 + \$328.89 per term.
Year 3	N/A	\$328.89 per term.	N/A	\$328.89 per term.
Year 4	N/A	N/A	N/A	\$328.89 per term.
Continuation	\$1000+\$328.89 per term	\$1000+\$328.89 per term	\$1000+\$328.89 per term	\$1000+\$328.89 per term
Total Degree Cost (without continuation)	\$10704.42	\$11691.09	\$21408.84	\$23382.18

Note: Adapted from similar submissions made by History and Kinesiology. Fees are based on the 2019 Academic year and are divided equally (\$9717.75 / 3.)

<https://www.nipissingu.ca/departments/student-financial-services/fees-and-payments/graduate/masters-programs>

To: ARCC

From: Amir Erfani, Chair of Department of Sociology and Anthropology

Date: November 18, 2019

Re: Proposal to add a prerequisite for one course in Sociology:

SOCI 2017: Contemporary Sociological Theory

Proposal to add a prerequisite for one course in Anthropology:

ANTH 2017: Contemporary Sociological Theory

Proposal to modify eight courses in Anthropology:

ANTH 3006 Anthropology of Development in the Canadian North

ANTH 3027 Anthropology, Aboriginal Peoples, and The Law

ANTH 3036 Qualitative Research Methods

ANTH 3046 The Living and the Dead

ANTH 3367 Special Topics in Anthropology I

ANTH 3376 Special Topics in Anthropology II

ANTH 3407 Anthropological Theory

ANTH 4106 Multispecies Ethnography

Proposal to add two new courses in Anthropology:

ANTH 3106: Food and Culture

ANTH 3206: Narrative and Memory

Proposal approved at the Sociology and Anthropology Department meeting on November 12th, 2019

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 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, work with the Sociology program to build a more robust combined Department of Sociology and Anthropology,

and decide how best to offer courses that cover the breadth of core concepts in traditional Anthropology programs while engaging current debates in the field.

Currently, the Anthropology program only offers two courses at the second-year level. The addition of ANTH 3106 Food and Culture, and ANTH 3206 Narrative and Memory will help to expand upon current offerings and introduce students to core ideas in the field which cut across disciplinary boundaries. ANTH 3106: Food and Culture explores the central place of food harvesting, cultivation, cooking, and eating across human history and culture, incorporating material on the globalization and industrialization of food systems and on Indigenous foodways. ANTH 3206: Narrative and Memory examines the intersection between culture, history, and memory, reflecting on the ways in which humans use narrative to harness and construct events the past in order to bring it to life in the present. Key topics will include the politics of memory and memorialization and Indigenous storytelling.

The addition of SOCI/ANTH 2016 as a prerequisite for SOCI/ANTH 2017 will resolve the problem of some students having spent an entire semester studying the classical thinkers that are built upon directly in the 2017 course while others have no background in the work of these thinkers whatsoever. The present situation creates a structural inequity that must be addressed.

The removal of SOCI/ANTH 2016 Classical Sociological Theory, SOCI/ANTH 2017 Contemporary Sociological Theory and ANTH 3036 Qualitative Methods as prerequisites for ANTH 3407 Anthropological Theory stems from the fact that none of these courses offer content that is a necessary prerequisite for this course. They are relics of a period before either of the two current full-time faculty members in Anthropology were on staff and they only came to the attention of the Department due to comparatively low enrollments in this course. The removal of these prerequisites makes ANTH 3407 consistent with other 3rd year anthropology courses, which typically do not require prerequisites. Furthermore, the course contains content that may be of interest to students in cognate fields, including Sociology, Philosophy, Religious Studies, History, Social Welfare, and Gender Studies, and the Department believes that having these prerequisites will remove an unnecessary barrier for these students.

The renaming for ANTH 3027: Anthropology, Aboriginal Peoples, and The Law to Indigenous Peoples and the State reflects recent trends in anthropology and cognate disciplines to adopt the term “Indigenous” rather than “Aboriginal” when referring to the diverse first peoples of Turtle Island. The term “Aboriginal” has been critiqued by Indigenous scholars and political leaders as an assimilative term imposed by governments. In 2014 The Anishinabek Nation: Union of Ontario Indians passed a resolution at their Grand Council Assembly to discontinue their use of the term “Aboriginal.” Additionally, the change from Anthropology, Aboriginal Peoples, and the Law to Indigenous Peoples and the State better reflects the ways in which systems of law are embedded in wider political formations.

The reclassification of the following courses from lecture courses to seminar courses reflects the fact that all are presently run as seminars as is customary in the discipline for upper year courses and this will ensure that they are slotted in appropriate classrooms.

ANTH 3006 Anthropology of Development in the Canadian North

ANTH 3027 Anthropology, Aboriginal Peoples, and The Law

ANTH 3036 Qualitative Research Methods

ANTH 3046 The Living and the Dead

ANTH 3367 Special Topics in Anthropology I

ANTH 3376 Special Topics in Anthropology II

ANTH 3407 Anthropological Theory

ANTH 4106 Multispecies Ethnography

MOTION #1: (non-substantive)

That ARCC recommend to the Arts and Science Executive to approve the addition of SOCI 2016 or ANTH 2016 as a prerequisite for SOCI/ANTH 2017

Rationale:

The addition of SOCI/ANTH 2016 as a prerequisite for SOCI/ANTH 2017 will resolve the problem of some students having spent an entire semester studying the classical thinkers that are built upon directly in the 2017 course while others have no background in the work of these thinkers whatsoever. The present situation creates a structural inequity that must be addressed.

MOTION #2: (non-substantive)

That the ACC approve to replace SOCI/ANTH 2016 Classical Sociological Theory, SOCI/ANTH 2017 Contemporary Sociological Theory and ANTH 3036 Qualitative Research Methods as prerequisites with “30 credits or permission of the instructor” for ANTH 3407 Anthropological Theory.

Rationale:

None of these courses offer content that is a necessary prerequisite for this course. They are relics of a period before either of the two current full-time faculty members in Anthropology were on staff and only came to the attention of the Department due to comparatively low enrolments in this course. Furthermore, the course contains content that may be of interest to students in cognate fields, including Sociology, Philosophy, Religious Studies, History, Social Welfare, and Gender Studies, and the Department believes that having these prerequisites will remove an unnecessary deterrent for these students.

MOTION #3: (non-substantive)

That ARCC recommend to the Arts and Science Executive to approve the revision of the course title for ANTH 3027 from “Anthropology, Aboriginal Peoples, and the Law” to “Indigenous Peoples and the State” as outlined.

New title:

Indigenous Peoples and the State

Old title:

Anthropology, Aboriginal Peoples, and the Law

Rationale:

The renaming for ANTH 3027: Anthropology, Aboriginal Peoples, and The Law to Indigenous Peoples and the State reflects recent trends in anthropology and cognate disciplines to adopt the term “Indigenous” rather than “Aboriginal” when referring to the diverse first peoples of Turtle Island. The term “Aboriginal” has been critiqued by Indigenous scholars and political leaders as an assimilative term imposed by governments. In 2014 The Anishinabek Nation: Union of Ontario Indians passed a resolution at their Grand Council Assembly to discontinue their use of the term “Aboriginal.” Additionally, the change from Anthropology, Aboriginal Peoples, and the Law to Indigenous Peoples and the State better reflects the ways in which systems of law are embedded in wider political formations.

MOTION #4: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 3407: Anthropological Theory from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #5: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 3006: Anthropology of Development in the Canadian North from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #6: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 3027: Anthropology, Aboriginal Peoples, and the Law from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #7: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 3036: Qualitative Research Methods from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #8: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 3046: The Living and the Dead from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #9: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 3367: Special Topics in Anthropology I from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #10: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 3376: Special Topics in Anthropology II from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #11: (non-substantive)

That ARCC recommend to the Arts and Science Executive to change the course hours for ANTH 4106: Multispecies Ethnography from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

Rationale:

The reclassification of this course from a lecture course to seminar course reflects the fact in practice, it is presently run as a seminar, as is customary in the discipline for upper year courses. This will ensure that the course is slotted in an appropriate classroom.

MOTION #12:

That ARCC recommend to the Arts and Science Executive to approve the creation of ANTH 3106: Food and Culture

A) Descriptive Data: To add ANTH 3106: Food and Culture

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	<p><input type="checkbox"/> 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:</p> <ol style="list-style-type: none"> 1) Apply an anthropological perspective to the study of the relationships between food and culture. 2) Compare and contrast a range of theoretical orientations used to understand and explain human relationships to food and subsistence. 3) Describe the role of anthropological methodologies in building anthropological knowledge. 4) Understand significant findings and case studies in the anthropology of food. 5) Identify and use secondary sources to explain and contextualize anthropological problems. 6) Critically analyze how globalization and mass food production have influenced human relationships with food.

B) Comparative Data – ANTH 3106: Food and Culture

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Memorial University		ANTH 2415 Anthropology of Food explores how cultural identities, social relationships, and inequalities are linked to the production, exchange, and consumption of food.
University of Winnipeg		ANTH 3134 Anthropology of Food Anthropology is interested in the role of food and the relationship to humans. Food is vital to our

		<p>health and well-being, however there remains a constant struggle to produce, exchange and eat the food that we need to live a healthy and productive life. Our relationship with food is complex. This course examines the ways in which we understand food as essential, chosen, patterned, and dynamic. Students examine how culture shapes our food production, distribution methods, and dietary habits in all stages of our lives.</p>
Trent University		<p>Anth 4830 Anthropology of Food Politics Explores moral and ethical dimensions of food production and circulation. The politics of excess and want, national cuisines, reactions to industrial and fast food (the Slow Food movement, culinary connoisseurship). Food distribution, from home to restaurants and fast food joints, is examined in the context of changing demands of work. Prerequisite: ANTH 2001H (or 2000Y) or permission of instructor.</p> <p>Anth 2500 World Food System An interdisciplinary and comparative analysis of the impact of transformations in the world food system on contemporary agrarian societies. Prerequisite: 4.0 university credits or permission of instructor. Excludes IDST-ANTH 2210Y.</p>
University of Waterloo		<p>ANTH 241 Food as Culture The course addresses the topic of food from an anthropological</p>

		perspective. It examines how the acquisition of food has shaped human biology and forms of social organization. Topics examined include the relationship of food to colonialism, political economy, ritual, and taboo.
Capilano University		<p>Anth 222: Eating Culture: An Anthropology of Food</p> <p>This course will address the deceptively simple question of why do we eat what we do? It will explore human food systems from our nutritional needs, through our classification of resources into edible and inedible, and how we acquire ingredients, cook them, and then share them through meals. Food reaches into everyone's existence, and as such it is offers us an opportunity to uncover and begin to understand our cultural similarities and differences expressed through our food habits. The course will draw upon ethnographic material from many cultures, and utilise current debates in the relatively new field of the anthropology of food.</p>

C) Statement of Need

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, Indigenous Studies, History, Gender Equality and Social Justice, Political Science, Economics, Philosophy, Religions and Cultures, and Biology.

D) Resource Requirements:

Hours of contact time expected per week	3 hours of seminar per week
Hours of contact time expected per term	36 seminar hours per 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	<p><input type="checkbox"/> 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:</p> <ol style="list-style-type: none"> 1) Apply an anthropological perspective to understanding diverse cultural approaches to the role of narrative in constructing meaning. 2) Demonstrate awareness and application of various methodological approaches to the study of narrative and memory. 3) Understand key theoretical debates and approaches that inform the anthropological study of the politics of memory and memorialization. 4) Critically reflect on the various ways in which memory and narrative are mobilized to explain the past. 5) Identify and use secondary sources to explain and contextualize anthropological problems. 6) Evaluate diverse approaches to understanding and narrating the past across cultures.

B) Comparative Data – ANTH 3206: Narrative and Memory

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
University of Western Ontario		<p>ANTH 9214 Memory, History and Reconstructions of Identity: The course examines the reproduction of the past, whether professional historical productions or popular memory, as entwined to present givens and interests. It similarly assumes that identity constructions inevitably invoke the past. The course includes readings on how memory is reproduced in the context of migration/diaspora, the political aspect of memory, and the struggle for and against power.</p>
York University		<p>ANTH 4170 Historical Anthropology and the Politics of History In this course we will examine the sometimes tense relationship between anthropology and the discipline of history as well as the past as an object of knowledge. By the end of the course, students will understand central themes in both historical anthropology and the anthropology of history as well as the relevance of oral histories and archival records to the ethnographic endeavour. We will investigate the uses and modes of construction of "history," histories, and the</p>

		<p>past, as well as how subjects are formed in relation to colonialism, state formation, and revolution as historical and historicizing processes. We will also explore contemporary debates over the role of silences, trauma, and forgetting in our understanding of the past and the concept of "history."</p>
Massachusetts Institute of Technology		<p>ANTH 21A/104 Memory, Culture, Forgetting: This course introduces scholarly debates about the sociocultural practices through which individuals and societies create, sustain, recall, and erase memories. Emphasis is given to the history of knowledge, construction of memory, the role of authorities in shaping memory, and how societies decide on whose versions of memory are more "truthful" and "real." Other topics include how memory works in the human brain, memory and trauma, amnesia, memory practices in the sciences, false memory, sites of memory, and the commodification of memory. Students taking the graduate version complete additional assignments.</p>
University of Washington		<p>Anth 419: Collective Memory and Violence: Present perspectives on cultural aspects of collective memory and relationship to violence. Explores how memories shape meaning of identity and community and influence contemporary</p>

		<p>conflict. Considers representations of the past in relation to collective violence, suffering, and trauma, including genocide. Considers relationship between memory and potential for justice and peace.</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 requested that additional library resources be made available to support this course offering.

To: ARCC

From: Amir Erfani, Chair of Department of Sociology and Anthropology

Date: November 18, 2019

Re: Motions to modify three courses in Sociology:

SOCI1016 Introduction to Sociology

SOCI 4127 Advanced Social Data Analysis

SOCI 5217 Quantitative Analysis

Motions approved at the Sociology and Anthropology Department meeting on November 12th, 2019

MOTION #1 (non-substantive):

That ARCC recommend to Arts & Science Executive that the course delivery format and contact hours of the course SOCI 1016 Introduction to Sociology be changed from “two hours of lecture and one hour of seminar per week for one term” to “three hours of lecture per week for one term”.

Rationale:

SOCI1016 Introduction to Sociology has been offered in 3 hours lecture format for more than 5 years now. Change from course calendar description (2 hours of lecture and one hour seminar) is a housekeeping change to accurately reflect the way in which the course is now offered.

MOTION # 2 (non-substantive):

That ARCC recommend to Arts & Science Executive that the course delivery format and contact hours of the course SOCI 4127 Advanced Social Data Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.

Rationale: SOCI 4127 Advanced Social Data Analysis has been offered in 2 hour lecture and 1 hour lab format for more than 10 years now. Change from course calendar description (1.5 hours of lecture and 1.5 hours lab) is a housekeeping change to accurately reflect the way in which the course is now offered.

MOTION # 3 (non-substantive):

That ARCC recommend to Arts & Science Executive that the course delivery format and contact hours of the course SOCI 5217 Quantitative Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.

Rationale: SOCI 5217 Qualitative Analysis has been offered in 2 hours lecture and 1 hour lab format over the past two years now. Change from course calendar description (1.5 hours of lecture and 1.5 hours lab) is a housekeeping change to accurately reflect the way in which the course is now offered.

School of Criminology & Criminal Justice Program Changes – Fall 2019

MOTION 1:

That the Academic Curriculum Committee (ACC) recommends to Senate that the progression average for the Criminology Stream, the Corrections Stream, the Policing Stream, and the Legal Studies & Administration stream be increased from 60 percent to 70 percent and that student program averages will be assessed after their second year.

RATIONALE:

The School of Criminology and Criminal Justice is proposing that the progression average for the honours streams (Criminology, Corrections, Policing, and Legal Studies & Administration) be increased from 60 percent to 70 percent in order to bring them in line with the averages in those programs that offer an honours specialization. While the Criminal Justice program does not fit within the common degree structure, the Criminology, Corrections, Policing, and Legal Studies & Administration streams are viewed as comparable to the honours specialization categorization, and for this reason the progression average needs to be increased. Students currently at Nipissing will be able to continue with a progression average of 60 percent. For those students who are accepted into these streams in Fall 2020, they will need to maintain a 70 percent program average, which will be assessed in their second year. For those that do not meet this progression average after their second year, they will be able to switch into the 4-year Criminal Justice Studies Stream where a progression average of 60 percent will be required. This will allow the students to remain as Criminal Justice students.

MOTION 2:

That the Academic Curriculum Committee (ACC) recommend to Senate that **CRJS 4347 Applied Criminological Theory** be moved out of the list of core requirements for students in Criminal Justice, and that it be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.

RATIONALE:

Students in the 4-year Criminal Justice Studies Stream are already required to take CRJS 2086 Introduction to Criminological Theory. They do not require an additional theory course, and as such, the School of Criminology and Criminal Justice recommends that the course be removed from the list of core requirements. Students in the Criminal Justice Studies stream will be required to take an additional 3 credits of electives in place of this course in order to meet their degree requirements. Those in the honours streams (Criminology, Corrections, Policing, and Legal Studies & Administration) will continue to require an additional criminological theory course, and as such, **CRJS 4347 Applied Criminological Theory** will need to be added to the respective lists of stream requirements.

MOTION 3:

That the Academic Curriculum Committee (ACC) recommend to Senate that **CRJS 3086 Law and Society**, and **CRJS 3087 Law and Society II** be moved out of the list of core requirements for students in Criminal Justice, and that they be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.

RATIONALE:

Students in the 4-year Criminal Justice Studies Stream do not require these theoretically heavy courses, and as such, the School of Criminology and Criminal Justice recommends that the courses be removed from the list of core requirements. Students in the Criminal Justice Studies stream will be required to take an additional 6 credits of electives in place of these courses in order to meet their degree requirements. Those in the honours streams (Criminology, Corrections, Policing, and Legal Studies & Administration) will continue to be required to take both courses, and as such, **CRJS 3086 Law and Society**, and **CRJS 3087 Law and Society II** will need to be added to the respective lists of stream requirements.

MOTION 4:

That the Academic Curriculum Committee (ACC) recommend to Senate that the current list of Criminology and Criminal Justice Studies Stream electives be separated into separate lists (one list of stream electives for the Criminology Stream and another list of stream electives for the Criminal Justice Studies Stream).

RATIONALE:

Those students in the 4-year Criminal Justice Studies stream are unlikely to be successful in advanced upper year courses that have been developed for students in one of the honours streams. As such, the School of Criminology and Criminal Justice is proposing that the list of stream electives for the honours Criminology Stream be presented separately from the list of stream electives for the 4-year Criminal Justice Studies Stream.

MOTION 5:

That the Academic Curriculum Committee (ACC) recommend to Senate that the phrase “restricted to students in the following streams: Criminology, Corrections, Policing, and Legal Studies and Administration” be added to the following courses: CRJS 4006 Issues in Forensic Mental Health, CRJS 4016 Issues in Family Law, CRJS 4026 Criminal Organizations, CRJS 4346 Field Placement, CRJS 4356 Community Corrections, CRJS 4466 Program and Policy Evaluation, CRJS 4477 Penology, CRJS 4916 Policing and Society, CRJS 4917 Criminal Investigation.

RATIONALE:

The courses listed in Motion 5 are appropriate for students in an honours stream (Criminology, Policing, Corrections, and Legal Studies & Administration). Students in a 4-year Criminal Justice degree (Criminal Justice Studies Stream) are not likely to be successful in these courses, and as such, the School would like the courses to be restricted to those students in an honours stream.

Current Core Program Requirements for all Criminal Justice Majors

Students must complete 120 credits including the following required courses in the Criminal Justice program:

CRJS 1087	Introduction to the Canadian Criminal Justice System
CRJS 1206	An Introduction to Canadian Law
SOCI 1016	Introduction to Sociology
PSYC 1106	Introduction to Psychology I
PSYC 1107	Introduction to Psychology II
SOCI 2126	Introduction to Sociological Research Methods
SOCI 2127	Quantitative Research Methods
CRJS 2086	Introduction to Criminological Theory
CRJS 3206	Canadian Criminal Law and Criminal Proceedings
CRJS 3086	Law and Society
CRJS 3087	Law and Society II
CRJS 4347	Applied Criminological Theory

Proposed Core Program Requirements for all Criminal Justice Majors

Students must complete 120 credits including the following required courses in the Criminal Justice program:

CRJS 1087	Introduction to the Canadian Criminal Justice System	
CRJS 1206	An Introduction to Canadian Law	
SOCI 1016	Introduction to Sociology	
PSYC 1106	Introduction to Psychology I	
PSYC 1107	Introduction to Psychology II	
SOCI 2126	Introduction to Sociological Research Methods	
SOCI 2127	Quantitative Research Methods	
CRJS 2086	Introduction to Criminological Theory	
CRJS 3206	Canadian Criminal Law and Criminal Proceedings	
CRJS 3086	Law and Society	REMOVED
CRJS 3087	Law and Society II	REMOVED
CRJS 4347	Applied Criminological Theory	REMOVED

Current Criminology Stream Requirements

Students must complete all of the following:		
SOCJ 2016	Classical Sociological Theory	3 cr.
SOCJ 2017	Contemporary Sociological Theory	3 cr.
CRJS 3106	Forensic Psychology I	3 cr.
CRJS 3107	Forensic Psychology II	3 cr.
CRJS 4467	Advanced Criminological Theories	3 cr.
CRJS 4937	Honours Seminar in Professional Development	3 cr.
CRJS 4000 level		3 cr.
*Criminology and Criminal Justice Stream electives list		15 cr.
Plus:		
Electives		36 cr.

Proposed Criminology Stream Requirements

Students must complete all of the following:		
SOCJ 2016	Classical Sociological Theory	3 cr.
SOCJ 2017	Contemporary Sociological Theory	3 cr.
NEW CRJS 3086	Law and Society I	3 cr.
NEW CRJS 3087	Law and Society II	3 cr.
CRJS 3106	Forensic Psychology I	3 cr.
CRJS 3107	Forensic Psychology II	3 cr.
NEW CRJS 4347	Applied Criminological Theories	3 cr.
CRJS 4467	Advanced Criminological Theories	3 cr.
CRJS 4937	Honours Seminar in Professional Development	3 cr.
CRJS 4000 level		3 cr.
*Criminology and Criminal		15 cr.

Justice Stream
electives list

Plus:

Electives

36 cr.

Current Policing Stream Requirements

Students must complete all of the following:

[CRJS 2106](#) Psychology and Law 3 cr.

[CRJS 4916](#) Policing and Society 3 cr.

[CRJS 4917](#) Criminal Investigation 3 cr.

Police Foundations Courses: Canadore** 30 cr.

Plus:

Electives

33 cr.

Proposed Policing Stream Requirements

Students must complete all of the following:

[CRJS 2106](#) Psychology and Law 3 cr.

NEW CRJS 3086 Law and Society I 3 cr.

NEW CRJS 3087 Law and Society II 3 cr.

NEW CRJS 4347 Applied Criminological Theory 3 cr.

[CRJS 4916](#) Policing and Society 3 cr.

[CRJS 4917](#) Criminal Investigation 3 cr.

Police Foundations Courses: Canadore** 30 cr.

Plus:

Electives

33 cr.

Current Corrections Stream Requirements

Students must complete all of the following:		
CRJS 2106	Psychology and Law	3 cr.
CRJS 3936	Youth in Conflict with the Law	3 cr.
CRJS 4356	Community Corrections	3 cr.
CRJS 4477	Penology	3 cr.
Community and Justice Courses: Canadore**		30 cr.
Electives		30 cr.

Proposed Corrections Stream Requirements

Students must complete all of the following:		
CRJS 2106	Psychology and Law	3 cr.
NEW CRJS 3086	Law and Society I	3 cr.
NEW CRJS 3087	Law and Society II	3 cr.
CRJS 3936	Youth in Conflict with the Law	3 cr.
NEW CRJS 4347	Applied Criminological Theory	3. cr.
CRJS 4356	Community Corrections	3 cr.
CRJS 4477	Penology	3 cr.
Community and Justice Courses: Canadore**		30 cr.
Electives		30 cr.

Current Legal Studies and Administration Stream Requirement

This stream is available only to students with a diploma in a Law Clerk program from an Ontario Community College. In addition to the block of credits received from the Law Clerk program, students must also complete the following:

CRJS 2106	Psychology and Law	3 cr.
CRJS 2216	Civil Law & Civil Procedure	3 cr.
Legal Studies Block		30 cr.
Plus:		
Electives		36 cr.

Proposed Legal Studies and Administration Stream Requirements

This stream is available only to students with a diploma in a Law Clerk program from an Ontario Community College. In addition to the block of credits received from the Law Clerk program, students must also complete the following:

CRJS 2106	Psychology and Law	3 cr.
CRJS 2216	Civil Law & Civil Procedure	3 cr.
NEW CRJS 3086	Law and Society I	3 cr.
NEW CRJS 3087	Law and Society II	3 cr.
NEW CRJS 4347	Applied Criminological Theory	3 cr.
Legal Studies Block		30 cr.
Plus:		
Electives		36 cr.

Current Criminal Justice Studies Stream

Students must complete all of the following:

SOCL 2016	Classical Sociological Theory	3 cr.
SOCL 2017	Contemporary Sociological Theory	3 cr.
CRJS 2106	Psychology and Law	3 cr.
CRJS 4937	Seminar in Professional Development	3 cr.
*Criminal Justice Studies list of stream electives		21 cr.

Plus:

Electives	39 cr.
-----------	--------

Proposed Criminal Justice Studies Stream

Students must complete all of the following:

SOCL 2016	Classical Sociological Theory	3 cr.
SOCL 2017	Contemporary Sociological Theory	3 cr.
CRJS 2106	Psychology and Law	3 cr.
CRJS 4937	Seminar in Professional Development	3 cr.
NEW *Criminal Justice Studies list of stream electives		24 cr.

Plus:

NEW Electives	45 cr.
----------------------	---------------

*** Current Criminology and Criminal Justice Studies stream electives**

ADMN 2307	Commercial Law
ANTH 3027	Anthropology, Aboriginal Peoples, and the Law
CRJS 2216	Civil Law and Civil Procedure
CRJS 2306	Taking Criminological Theory to the Movies
CRJS 2316	Introduction to Organized Crime
CRJS 2926	An Introduction to Forensic Science
CRJS 3106	Forensic Psychology I (if not used to satisfy the Criminology stream requirements)
CRJS 3107	Forensic Psychology II (if not used to satisfy the Criminology stream requirements)
CRJS 3336	Women and the Criminal Justice System
CRJS 3356	Vulnerable Populations
CRJS 3416	Indigenous Legal Studies
CRJS 3426	Terrorism
CRJS 3506	Criminology of Serial Homicide
CRJS 3626	Victimology
CRJS 3926	Special Topics in Criminal Justice I
CRJS 3927	Special Topics in Criminal Justice II
CRJS 3936	Youth in Conflict with the Law
CRJS 4006	Issues in Forensic Mental Health
CRJS 4016	Issues in Family Law
CRJS 4026	Criminal Organizations
CRJS 4346	Field Placement
CRJS 4356	Community Corrections
CRJS 4466	Program Policy and Evaluation
CRJS 4477	Penology
CRJS 4916	Policing and Society
CRJS 4917	Criminal Investigation
CRJS 4926	Advanced Topics in Criminal Justice I

*** Current Criminology and Criminal Justice Studies stream electives**

[CRJS 4927](#) Advanced Topics in Criminal Justice II

[HIST 3286](#) Human Rights in Canada

[PSYC 2807](#) Introduction to Social Psychology

[PSYC 3606](#) Psychopathology I

[PSYC 3607](#) Psychopathology II

[PSYC 3807](#) Applied Social Psychology

[SOCI 3006](#) The Sociology of Collective Behaviour

[SOCI 4016](#) Advanced Classical Sociological Theory

[SOCI 4127](#) Advanced Social Data Analysis

*** Proposed Criminology stream electives (no changes proposed other than the title)**

ADMN 2307	Commercial Law
ANTH 3027	Anthropology, Aboriginal Peoples, and the Law
CRJS 2106	Psychology and the Law
CRJS 2216	Civil Law and Civil Procedure
CRJS 2306	Taking Criminological Theory to the Movies
CRJS 2316	Introduction to Organized Crime
CRJS 2926	An Introduction to Forensic Science
CRJS 3336	Women and the Criminal Justice System
CRJS 3356	Vulnerable Populations
CRJS 3416	Indigenous Legal Studies
CRJS 3426	Terrorism
CRJS 3506	Criminology of Serial Homicide
CRJS 3626	Victimology
CRJS 3926	Special Topics in Criminal Justice I
CRJS 3927	Special Topics in Criminal Justice II
CRJS 3936	Youth in Conflict with the Law
CRJS 4006	Issues in Forensic Mental Health
CRJS 4016	Issues in Family Law
CRJS 4026	Criminal Organizations
CRJS 4346	Field Placement
CRJS 4356	Community Corrections
CRJS 4466	Program Policy and Evaluation
CRJS 4477	Penology
CRJS 4916	Policing and Society
CRJS 4917	Criminal Investigation
CRJS 4926	Advanced Topics in Criminal Justice I
CRJS 4927	Advanced Topics in Criminal Justice II
HIST 3286	Human Rights in Canada
PSYC 2807	Introduction to Social Psychology

*** Proposed Criminology stream electives (no changes proposed other than the title)**

<u>PSYC 3606</u>	Psychopathology I
<u>PSYC 3607</u>	Psychopathology II
<u>PSYC 3807</u>	Applied Social Psychology
<u>SOCI 3006</u>	The Sociology of Collective Behaviour
<u>SOCI 4016</u>	Advanced Classical Sociological Theory
<u>SOCI 4127</u>	Advanced Social Data Analysis

* **Proposed** Criminal Justice Studies stream electives

ADMN 2307	Commercial Law	
ANTH 3027	Anthropology, Aboriginal Peoples, and the Law	
CRJS 2216	Civil Law and Civil Procedure	
CRJS 2306	Taking Criminological Theory to the Movies	
CRJS 2316	Introduction to Organized Crime	
CRJS 2926	An Introduction to Forensic Science	
CRJS 3106	Forensic Psychology I	
CRJS 3107	Forensic Psychology II	
CRJS 3336	Women and the Criminal Justice System	
CRJS 3356	Vulnerable Populations	
CRJS 3416	Indigenous Legal Studies	
CRJS 3426	Terrorism	
CRJS 3506	Criminology of Serial Homicide	
CRJS 3626	Victimology	
CRJS 3926	Special Topics in Criminal Justice I	
CRJS 3927	Special Topics in Criminal Justice II	
CRJS 3936	Youth in Conflict with the Law	
CRJS 4006	Issues in Forensic Mental Health	Removed
CRJS 4016	Issues in Family Law	Removed
CRJS 4026	Criminal Organizations	Removed
CRJS 4346	Field Placement	Removed
CRJS 4356	Community Corrections (if not used to satisfy the Corrections stream requirements)	Removed
CRJS 4466	Program Policy and Evaluation	Removed
CRJS 4477	Penology	Removed
CRJS 4916	Policing and Society	Removed
CRJS 4917	Criminal Investigation	Removed
CRJS 4926	Advanced Topics in Criminal Justice I	
CRJS 4927	Advanced Topics in Criminal Justice II	
HIST 3286	Human Rights in Canada	

* **Proposed** Criminal Justice Studies stream electives

<u>PSYC 2807</u>	Introduction to Social Psychology
<u>PSYC 3606</u>	Psychopathology I
<u>PSYC 3607</u>	Psychopathology II
<u>PSYC 3807</u>	Applied Social Psychology
<u>SOCI 3006</u>	The Sociology of Collective Behaviour
<u>SOCI 4016</u>	Advanced Classical Sociological Theory
