

SENATE AGENDA

Friday, April 17, 2020

2:30 p.m.

Zoom Conference: <https://zoom.us/j/444682626>

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: March 13, 2020

4. BUSINESS ARISING FROM THE MINUTES

5. READING and DISPOSING of COMMUNICATIONS

6. REPORTS FROM OTHER BODIES

- A. (1) President
- (2) Provost and Vice-President Academic and Research
- (3) Vice-President Finance and Administration
- (4) Board of Governors
- (5) Alumni Advisory Board
- (6) Council of Ontario Universities (Academic Colleague)
- (7) Joint Board/Senate Committee on Governance
- (8) NUSU
- (9) Indigenization Steering Committee
- (10) Others

- B. Reports from Senate members

7. QUESTION PERIOD

8. REPORTS of STANDING COMMITTEES and FACULTY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: That the Report of the Senate Executive Committee dated April 9, 2020 be received.

ACADEMIC CURRICULUM COMMITTEE

MOTION 1: That the Report of the Academic Curriculum Committee dated March 24, 2020 be received.

FACULTY OF ARTS AND SCIENCE**Classical Studies & Modern Languages**

MOTION 2: That Senate approve that the course CLAS 3415 – Fieldwork in Classical Archaeology be added to the list of courses offered by the Classical Studies Program as outlined in the attached template.

Non-substantive:

Change the course prerequisite for CLAS 4427-Honours Seminar in History and Culture, which is currently “CLAS 4436 – Theory and Method in Classical Studies Research” to “CLAS 3415 – Fieldwork in Classical Archaeology OR CLAS 4436 - Theory and Method in Classical Studies Research.”

MOTION 3: That Senate approve that the course CLAS 2026 – Law and Justice in the Ancient World be added to the list of courses offered by the Classical Studies Program as outlined in the attached template.

MOTION 4: That Senate approve that the course CLAS 2036 – Trade, Commerce, and Economy in the Ancient World be added to the list of courses offered by the Classical Studies program as outlined in the attached template.

Non-substantive:

The prerequisites for the course CLAS 2207-Medicine, Science, and Technology in the Ancient World have as a prerequisite “any 18 credits completed.”

Non-substantive:

Change the prerequisites for the course CLAS 2206-Sport and Recreation in the Classical World from “restricted to upper level students” to “any 18 credits completed.”

Non-substantive:

Change the prerequisites for the course CLAS 2706-The Ancient World in Modern Popular Media from “any 30 credits completed” to “any 18 credits completed.”

Non-substantive:

Change the prerequisite for CLAS 3016-Economy and Social Class in the Ancient World from “Any 12 credits in Classical Studies with at least 3 at the 2000 level” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3017-Warfare in the Ancient World from “Any 12 credits in Classical Studies with at least 3 at the 2000 level” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3066-Race, Racism, and Ethnic Identity in Ancient Greece and Rome from “none” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3067-Religious Conflict in the Ancient World from “Any 18 credits completed” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3206-Gender and Sexuality in Ancient Greece and Rome from “none” to “any 18 credits with at least 6 credits in Classical Studies.”

Economics

MOTION 5: That Senate approve the change in prerequisites for ECON 3067 Problems and Policies of Economic Development from “ECON 1006 and ECON 1007” to “ECON 1006 or ECON 1007 and any 54 credits”.

MOTION 6: That Senate approve the addition of the new course ECON 3006 Environmental Economics as outlined in the attached template.

English Studies

MOTION 7: That Senate approve the addition of ENGL 2513 “Writing a Creative Work” to the Academic Calendar as outlined in the attached template.

MOTION 8: That Senate approve the addition of ENGL 2613 “Revising a Creative Work” to the Academic Calendar as outlined in the attached template.

MOTION 9: That Senate approve the addition of ENGL 2713 “Publishing a Creative Work” to the Academic Calendar as outlined in the attached template.

MOTION 10: That Senate approve the addition of ENGL 2813 “The Actor’s Audition” to the Academic Calendar as outlined in the attached template.

MOTION 11: That Senate approve the addition of ENGL 2016 Fundamentals of Acting as outlined in the attached template.

MOTION 12: That Senate approve the addition of ENGL 2017 Theatre Production as outlined in the attached template.

Non-substantive:

Delete ENGL 2015, Theatre Production: Practice and Theory from the Academic Calendar.

Fine & Performing Arts

Non-substantive:

Change the course title for FAVA 1027 Introduction to Contemporary Studio Practice to FAVA 1027 Studio Art: Ideas and Practices.

MOTION 13: That Senate approve the modification of the Group Requirements for the Bachelor of Fine Arts Degree, Specialization in Fine Arts & Major in Fine Arts as outlined on the attached document.

MOTION 14: That Senate approve the modification of the Bachelor of Fine Arts Program Requirements as outlined on the attached document.

MOTION 15: That Senate approve the addition of FILM/GEND 2336: Women in Cinema as outlined in the attached template.

Non-substantive:

Add the following statement to the end of the FILM 2336 course description to note cross-coding, "This course is also offered as GEND 2336".

MOTION 16: That Senate approve the addition of FILM/GEND 2337: Gender and Film as outlined in the attached template.

Non-substantive:

Add the following statement to the end of the FILM 2337 course description to note cross-coding, "This course is also offered as GEND 2337".

Non-substantive:

Delete FILM 2305: Women in Cinema.

Gender & Equality

MOTION 17: That Senate approve that the course INTD 1007 Big Ideas: Introduction to the Disciplines be added to the Calendar as outlined in the attached template.

MOTION 18: That Senate approve that the course INTD 3007 Wicked Problems: Applied Interdisciplinarity be added to the Calendar as outlined in the attached template.

Non-substantive:

Delete INTD 1005: Introduction to Disciplinary Studies.

Non-substantive:

Delete INTD 3005: Applied Interdisciplinarity: Solving Wicked Problems.

MOTION 19: That Senate approve that the new course GEND 2246 Transforming Harm: Case Studies in Transformative Justice be added as outlined in the attached template.

MOTION 20: That Senate approve that the new course GEND 3236 Memory and Violence be added as outlined in the attached template.

MOTION 21: That Senate approve that the new course GEND 3246 Madness and Medicine be added as outlined in the attached template.

MOTION 22: That Senate approve that the course RLCT 2156 Religion, Justice and Animals be Cross-Coded with GESJ as GEND 2256.

Non-substantive:

Add the following statement to the end of the GEND 2336 course description to note cross-coding, "This course is also offered as FILM 2336".

Non-substantive:

Bank GEND 2277 Genocide and Mass Violence in Rwanda.

Geography**Non-substantive:**

Bank GEOG 4126: Snow and Ice Hydrology.

MOTION 23: That Senate approve the addition of a new course GEOG 3196: Snow and Ice Hydrology as outlined in the attached template.

MOTION 24: That Senate approve the addition of a new course GEOG 3416: The City: Natural & Human Environments as outlined in the attached template.

MOTION 25: That Senate approve the addition of a new course GEOG 4506: Professional Internship in Geography as outlined in the attached template.

Native Studies

MOTION 26: That Senate approve that the abbreviation for all Indigenous Studies courses (formerly Native Studies) be changed from NATI to INDG.

FACULTY OF ARTS AND SCIENCE**School of Business**

MOTION 27: That Senate approve that ACCT 1106 Introductory Financial Accounting I is made a prerequisite for ACCT 1107 Introductory Financial Accounting II.

MOTION 28: That Senate approve that ACCT 1106 Introductory Financial Accounting I be added as a core requirement for the BBA.

MOTION 29: That Senate approve that ACCT 1106 Introductory Financial Accounting I be added as a core requirement for the BComm.

MOTION 30: That Senate approve that the Bachelor of Commerce Program requirements be updated to include an Honours option, as well as optional concentrations in Accounting and Human Resources as outlined in the attached document. (Major Modification)

MOTION 31: That Senate approve that the Bachelor of Commerce Degree requirements be updated to include the BComm (Honours) as outlined in the attached document. (Major Modification)

MOTION 32: That Senate approve that the Second Degree requirements be updated to include the BComm (Honours) as outlined in the attached document. (Major Modification)

Non substantive:

Unbank ADMN 4915 - Entrepreneurship.

School of Physical and Health Education

MOTION 33: That Senate approve that, effective September 2021, the program requirements for BPHE with Concurrent Education be changed as outlined in the attached document.

MOTION 34: That Senate approve that the prerequisites for PHED 3106 Community Leadership Placement I be changed as outlined in the attached document.

MOTION 35: That Senate approve that the prerequisites for PHED 4086 Musculoskeletal Assessment and Exercise Prescription be changed as outlined in the attached document.

MOTION 36: That Senate approve that PHED 4067 Clinical Biomechanics be created, as described in the attached document.

MOTION 37: That Senate approve that PHED 4606 International Experience be created, as outlined in the attached document.

MOTION 38: That Senate approve that the degree requirements for the Bachelor of Physical and Health Education be changed as outlined in the attached document.

School of Social Work

MOTION 39: That Senate approve the attached revised learning outcomes for SWRK 4456 International Social Work.

Non substantive:

Revise the course description for SWRK 4716 Social Work Leadership.

MOTION 40: That Senate approve the attached revised learning outcomes for SWRK 4716 Social Work Leadership.

MOTION 41: That Senate approve that the following prerequisite be added to SWRK 3316 Structural and Interpersonal Violence: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.

MOTION 42: That Senate approve that the following prerequisite be added to SWRK 3406 Indigenous Perspectives and Social Work Practice: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK 3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.

- MOTION 43: That Senate approve that the following prerequisite be added to SWRK 3505 Field Practicum I: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK 3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.
- MOTION 44: That Senate approve that the following prerequisite be added to SWRK 3357 Individual Practice Across the Lifespan Part 2: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK 3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.
- MOTION 45: That Senate approve that the following prerequisite be added to SWRK 4316 Indigenous Child Welfare: SWRK 4306 Indigenous Wellness, SWRK 4706 Risk, Resilience and Complexity, SWRK 4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.
- MOTION 46: That Senate approve that the following prerequisite be added to SWRK 4106 Social Work Practice with Groups: SWRK 4306 Indigenous Wellness, SWRK 4706 Risk, Resilience and Complexity, SWRK 4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.
- MOTION 47: That Senate approve that the following prerequisite be added to SWRK 4716 Social Work Leadership: SWRK 4306 Indigenous Wellness, SWRK 4706 Risk, Resilience and Complexity, SWRK 4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.
- MOTION 48: That Senate approve that prerequisites for SWRK 2006 Foundations of Social Work Practice be modified from “SWRK 1007 Introduction to Social Work and SWLF 1006 Introduction to Social Welfare and Social Development” to “30 credits completed”.
- MOTION 49: That Senate approve that prerequisites for SWRK 2106 Critical Social Policy for Social Work be modified from “SWRK 1007 Introduction to Social Work and SWLF 1006 Introduction to Social Welfare and Social Development” to “30 credits completed”.
- MOTION 50: That Senate approve that a minimum grade of 70% be added to each of SWRK 1007 Introduction to Social Work, SWLF 1006 Introduction to Social Welfare and Social Development, SWRK 2006 Foundations of Social Work Practice and SWRK 2106 Critical Social Policy for Social Work for the BSW program requirements.

Master of Education

- MOTION 51: That Senate approve that the reference to themes be removed from the Master of Education degree and program requirements in the Academic Calendar.

Master of Kinesiology

MOTION 52: That Senate approve that KINE 5306 Sport Management be created as an elective course in the MSc Kinesiology program.

ADMISSION POLICY

MOTION 53: That Senate approve that the Bachelor of Social Work (BSW) Professional Years admission policy modification be approved.

MOTION 54: That Senate approve that the Foundations Pathway admission and progression requirements be approved.

PATHWAY

MOTION 55: That Senate approve that the transfer pathway to the Bachelor of Commerce degree (three-year and four-year) for two-year Esports Entrepreneurship & Administration graduates from Lambton College be approved.

TEACHING AND LEARNING COMMITTEE

MOTION 1: That the Report of the Teaching and Learning Committee dated March 10, 2020 be received.

9. **OTHER BUSINESS**

MOTION 1: That Senate approve that the Duolingo English Test be temporarily recognized as an acceptable test for proof of English language proficiency for the 20SS and 20FW intakes.

Acceptance of Duolingo English Test

Nipissing University will temporarily accept the Duolingo English Test from applicants who are in a region impacted by IELTS or TOEFL test centre closures due to the COVID-19 pandemic.

Minimum Duolingo English Test scores required:

Undergraduate/Post-Baccalaureate programs: 110

Bachelor of Education (Consecutive) and Graduate programs: 115

10. **AMENDMENT of BY-LAWS**11. **ELECTIONS**

- Elect three (3) tenured faculty members, with at least one from each faculty, to serve on the President's Search Committee

12. **NEW BUSINESS**

13. ANNOUNCEMENTS

14. ADJOURNMENT

Nipissing University
Minutes of the Academic Senate Meeting
March 13, 2020
2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, P. Maher,
P. Radia, C. Richardson, D. Iafrate, N. Black

A. Burk, D. Campbell, L. Chen, N. Colborne, S. Connor, H. Earl,
L. Hoehn, B. Kelly, N. Kozuskanich, S. Renshaw, S. Srigley, H.
Teixeira, R. Vernescu, H. Zhu

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

C. Irwin, O. Pokorny

B. Ray

H. Mackie

ABSENT WITH REGRETS:

C. Sutton

A. Ackerman, O. Atari, A. Hatef, M. Litalien, K. Lucas, D.
Tabachnick

C. Hachkowski, D. Jarvis

S. Kidd

E. Lougheed

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

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: March 13, 2020

MOTION 1: Moved by H. Mackie, seconded by S. Renshaw that the agenda of the Senate meeting of March 13, 2020 be approved.

CARRIED

The Provost was pleased to advise that approval of the revised BSc Specialization and BSc Honours program in Data Science had recently been received from the Council of Ontario Universities. A Motion to approve the program will be presented under New Business.

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: February 14, 2020

MOTION 2: Moved by S. Renshaw, seconded by T. Sibbald that the minutes of the Senate meeting of February 14, 2020 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.

REPORTS FROM OTHER BODIES

The President advised that an outline sampling of activities he had participated in over the last month would be included in the Minutes. In response to the email sent out to all faculty, staff and students earlier that afternoon regarding the COVID-19 update and statement from the University, the President advised that over the last week intensive collaboration had taken place with COU, Universities Canada and various health professionals to decide whether classes should be cancelled and universities closed. A copy of the email sent is attached to the Minutes. The President advised that all events on campus currently scheduled up to and including March 27, 2020, are being cancelled, postponed or offered virtually. This includes, Open House, Research Month events, the Robotics Competition, student camps and campus tours. Further meetings to coordinate with other universities will take place later today. He thanked the faculty and staff who have been working tirelessly to ensure that we are prepared to respond.

In response to concerns expressed regarding student practicums and/or clinical placements, the Dean of Education and Professional Studies advised that she is working on an FAQ to provide to students with questions. Students will receive an email personally from their Director or Chair.

In response to questions regarding moving classes online, the Dean of Teaching advised that most courses have unique circumstances and that there is no cookie cutter or master fit for each course. He reported that the University has many licences for Blackboard. He advised that we will do everything we can to support faculty and students. For assistance, please contact teachinghub@nipissingu.ca

In response to a question as to whether faculty are prohibited from meeting with students, the Provost advised that faculty members can meet with small groups of students while the university is open. As we are unable to put all exams on-line, alternate methods are being looked at. The Teaching Hub will provide information and share best practices. The Dean of Arts and Science advised that the Deans have met and a spreadsheet advising of the courses that need to be completed will be sent out. Faculty will be asked to advise if they wish to deliver the remainder of their courses on-line, if an alternative exam is required and if additional support is required. It was suggested that take home exams be staggered so that students don't have deadlines all at once. The Provost asked that any questions regarding the scheduling of exams be forwarded to the Registrar. The NUSA President advised that the students overall concern is to know what is happening. The Provost advised that information will be shared with the students as soon as possible.

The Provost provided a report, noting that some of the events have since been cancelled. The report included an enrolment report and an Academic Plan update. The Report is attached to the Minutes.

The Report from the Alumni Advisory Board is attached to the Minutes.

The Minutes of the February 11 & 12, 2020 Council of Ontario Universities (Academic Colleague) meeting are attached to the Minutes.

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

QUESTION PERIOD

In response to a question as to how proposals will move forward for discussion at the March 24, 2020 Academic Curriculum Committee meeting, the Provost advised that the institution is not being shut down. Operational and other internal meetings will continue as scheduled.

In response to a request for an update regarding the recent changes to the delivery of registered nursing education programs in Ontario, specifically the collaborative nursing degree model, the Provost advised that we are working together with Canadore College to look at ways to strengthen our MOU.

In response to a recent decision to restrict access to use of the everybody group email list, the Director of External Relations advised that several workplace complaints had been received regarding improper use. She advised that the team is working on a strategy for open lines of communication. The Director of Technology Services reported that we are currently in Phase 1 of a clean up our email, and in the next year we will be moving to Microsoft Outlook, Microsoft 365 and Microsoft Teams. Phase 2 will include a clean up of all the email groups. The Deans' offices have generic accounts and can send out mass emails pertaining to university business. Sub groups will still be available for faculty to communicate. An email policy is currently being worked on. Feedback and concerns were invited to be shared at: communications@nipissingu.ca

In response to a question regarding students registered as both Nipissing and Canadore students and which institution's statement they would be subject to, the President advised that the colleges are providing a more unified approach and that statements are expected to be released later today.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: Moved by M. DeGagné, seconded by H. Mackie that the Report of the Senate Executive Committee dated March 5, 2020 be received.
CARRIED

The President requested that under New Business, Senate consider re-visiting the powers of the Senate Executive Committee to approve graduates in case of a university closure.

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

MOTION 1: Moved by A. Vainio-Mattila, seconded by H. Mackie that the Report of the Academic Quality Assurance and Planning Committee dated February 21, 2020 be received.
CARRIED

MOTION 2: Moved by A. Vainio-Mattila, seconded by M. Sullivan that the modification of Senate Policy Document, Article 3.46, Course Changes, be accepted and approved.
CARRIED

SENATE BUDGET ADVISORY COMMITTEE

MOTION 1: Moved by A. Vainio-Mattila, seconded by S. Renshaw that the Report of the Senate Budget Advisory Committee dated March 3, 2020 be received.
CARRIED

TEACHING AND LEARNING COMMITTEE

MOTION 1: Moved by G. Raymer, seconded by S. Renshaw that the Report of the Teaching and Learning Committee dated January 14, 2020 be received.
CARRIED

NEW BUSINESS

MOTION 1: Moved by H. Zhu, seconded by A. Vainio-Mattila that Senate consider receipt of the revised BSc Specialization and BSc Honours program in Data Science.
CARRIED

The Provost advised that Senate had previously approved the BSc/BA proposal on Data Science and the final revision was sent to the Quality Council about 6 weeks ago. The previous submission limited the proposal to Data Science programs. Because the proposal is substantially different than the initial proposal, the Provost requested Senate approval. Dr. Murat Tuncali was recognized and provided background and spoke on the differences.

MOTION 2: Moved by H. Zhu, seconded by H. Mackie that Senate approve the revised BSc Specialization and BSc Honours program in Data Science.
CARRIED

In response to the rapidly evolving COVID-19 situation and its effects on how we do business at the university, the President requested that the powers of the Senate Executive Committee to approve graduates until the next Senate meeting or until students graduate in case of a university closure be revisited. The Senate Executive terms of reference as outlined in the Senate By-Laws, currently state, “when required, to exercise Senate’s authority and act on Senate’s behalf during the Senate summer recess period, with the understanding that all such actions shall be reported at the September meeting of Senate;”. The President requested that By-Laws Article 14 be amended to include the addition of a sunset clause. Following discussion, it was noted that a Motion to amend or suspend the Senate By-Laws requires a two-thirds (2/3) plurality.

MOTION 3: Moved by M. DeGagné, seconded by P. Millar that Senate suspend Senate By-Laws Article 14.
21 votes in favour - 11 votes opposed; therefore a two-thirds (2/3) plurality was not met.
DEFEATED

MOTION 4: Moved by M. DeGagné, seconded by H. Mackie that Senate move in camera.
CARRIED

President DeGagné provided a Motion from the Honorary Degrees Committee.

MOTION 5: Moved by M. DeGagné, seconded by N. Kozuskanich that Senate move out of camera.
CARRIED

ADJOURNMENT

Senate was adjourned at 3:50 p.m.



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M. DeGagné (Chair)



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

President's Update

Sampling of Activities and Events: February 15, 2020 – March 13, 2020

Campus

- Women's Hockey: Seniors Game
- Women's/Men's Volleyball: Seniors Game
- Lakers Hockey: Women's Playoffs
- World Social Work Week
- CPP Convocation in Ottawa
- NU 360

Community

- Men's Leadership Breakfast
- Research Month Launch @ City Hall

Meetings

- FRAYME Board meeting
- Canadian Nurses Association: Discussion
- OUA HR Committee
- Quality Assurance Audit
- Miranda Huron
- COU Executive Committee meeting
- Tanya Lukin-Linklater
- Senate Executive
- Enterprise Risk Management
- Executive Committee of the Board
- Max FineDay
- Call with Red River College
- Gabriel Miller
- Board of Governors meeting

Government

- NRCAN Speaking engagement
- Canadian Roots Exchange Board Retreat
- DAC briefing session
- CIRNAC and ISC departmental audit committees
- Canadian Nurses Association: Guest Lecture
- Executive Heads urgent teleconference

Collaboration

- Presentation to the CRE Indigenous Youth Policy School

Research / Other

- Speaker HALE series: MSU

Provost's Report for Board of Governors on 12th March 2020, and Academic Senate 13th March 2020
8th March 2020, Arja Vainio-Mattila

I Highlights

Nipissing University is pleased to announce a new Social Work Indigenous Student Award. This award will be available to an Indigenous student enrolled in the professional years of Social Work who has a minimum overall average of 75% and demonstrates financial need. Funding for this award was generously provided by the [Knowledge First Foundation](#).

Teaching Hub is now open after a soft launch on February 6th. Board Committee days will be held there on April 6th. Teaching Hub website: <https://www.nipissingu.ca/academics/teaching-hub>

March is Research Month. A successful launch was held at City Hall to highlight the community impact of research at the local, national, and international levels. The full programme can be found at: <https://www.nipissingu.ca/events/research-month-2020> The programme show cases research engagement by Faculty (e.g. NU 360), Graduate Students (e.g. 3MT), and Undergraduate Students (e.g. Undergraduate Research Conference)

Canadore College and Nipissing University are pursuing the strengthening of the collaborative nursing programme through a development of a new MOU to govern the degree delivery.

The Faculty Council of the Faculty of Education and Professional Studies (created in 2019) has approved its constitution. As a result, the faculty will now elect members to an Academic Regulations and Curriculum Committee (ARCC), and can move forward with officially doing the business of the faculty. This is a very important step forward with respect to the new two-faculty structure of the university.

The School of Social Work is pleased to welcome a new tenure track faculty member, beginning in July of 2020, Jeff Thornborrow. Jeff has been teaching for us on a limited-term basis and we will be delighted to continue our work with him as a tenure-track faculty member.

Education students are currently doing their Community Leadership Placements in Trois Pistoles, Costa Rica, France and Kenya. We look forward to welcoming them home.

On Feb 25, 2020, our faculty hosted a screening of "Cradling the Heart: An Anishinaabek Creation Story," a video presentation featuring Terry Dokis, organized by Dr. Katrina Srigley, Chair of the Department of History and produced by Greg Foster.

Nursing, political science and the Indigenous Cluster Hire searches are in progress, as is the search for the new Dean of EPS.

The Data Science proposal has been submitted to the Quality Council. Also, discussion about developing a new program exploring environmental issues from interdisciplinary perspectives is underway (Humanities, Social Science, and Science), in alignment with the A & S Recommendations Action Plan.

Congratulations to Nebyu Daniel for winning the ESRI Canada GIS Scholarship Award 2020, and Jordan Cascagnette for being named the recipient of the prestigious Ontario College of Teachers Scholarship (Intermediate/Senior).

The Department of Political Science and its students will host Roseanne Archibald, the Regional Chief of Ontario. She will give a guest presentation on March 13th.

The Quality Council carried out a focussed institutional audit of Nipissing University 2-3 March 2020. Their report is expected in April.

The English Studies external review is 12-13 March 2020.

Omni, is an outcome of the Ontario Council of University Libraries (OCUL) Collaborative Futures initiative and is powered by the skills and expertise of team members from 14 Ontario university libraries. The project was in planning for the past three years and in implementation for the past 12 months. Omni went live December 13, 2019. This represents a significant amount of work by our library staff.

The BEd Expo was held 7 March 2020 and was successful drawing 65 students.

Nipissing University Spring Open House will be held March 21st 2020.

II Enrolment Report (as per 6 March 2020)

Enrollment Report to MTCU:

Enrolment Date	Headcount	FTE
February 1, 2020	4593	1828.76
February 1, 2019	4469	1733

Admissions Fall/Winter 2020:

Year	Applications (all)	Offers	Acceptances
Fall/Winter 2019	4620	2599	557
Fall/Winter 2020	4265	2267	514
Difference	-7.7%	-13%	-15%

Context:

While our overall applications are down this year, we have seen significant increases in our international applications (+ 68 applications) and graduate studies (+49). Provincially, all application types are down, including, Teacher Education, non-secondary applications, and for the first time ever Ontario high school applications.

We continue to focus on conversion, including the activities below:

Recruitment Activities:

- BEd Expo – Saturday, March 7th
- Shadow Days – March 17th & 20th
- Excellence Breakfast – March 21st
- Open House – March 21st
- Calling campaign continues to all applicants that have received our offer

III Update on the Annual Academic Action Plan 2019-2020

IA1 Re-organize Senate Policies - ongoing

The draft outline was discussed with the Senate By-laws Committee on February 20th. The Registrar's Office is working on a new proposal that incorporates the ideas discussed.

IA2 - Revision of Senate Policies - ongoing

Working on this at the same time as above. This one is more challenging because we're having a difficult time finding out when policies were last reviewed, some of the information in the policy document isn't a policy and some policies aren't in the document but should be. Once IA1 is finalized this initiative should move quicker.

IB1 - Create a SEM Plan - ongoing

The SEM Committee met on January 29th to determine the goal and scope of the committee and identify the data required. The next step will be to determine enrolment targets.

IC Strategy for Indigenous Education - paused

This initiative is waiting for the results of the Cluster Hire process.

ID1 Internationalization Strategy - ongoing

The Committee has been formed and has started to meet.

Received report from EAB on "International Student Support Systems".

Initiative ID2: Internal response to international recruitment

A position and job description has been developed that will provide cross-cultural training for staff and faculty. The position is waiting for approval.

ID3 External response to international recruitment - ongoing

We have joined the Local Immigration Partnership, and are in preparation for a partnership event with service providers in the community.

An International Symposium was held on February 26th in the Teaching Hub that brought together several community stakeholders to discuss how we can better support international students and family to North Bay.

IE1 Dashboards for Monitoring - ongoing

We have invested in 14 licenses for PowerBI Pro that will allow the IR office to share reports (in the form of interactive visual dashboards) amongst the active PowerBI user group.

Currently the 14 members include the Deans of EPS and A&S and their administrators, the Registrar (and some Associate Registrar's), the PVPAR, VP Finance and the AVP students and a hand full of "Directors".

Beginning in December 2019 we deployed our first dashboard that tracks our 2020 applications. This dashboard (which contains about 8 sub-reports) was demonstrated at the January 13th Provost Council and our office will continue to tweak this dashboard to meet the needs of our end users (e.g., we will add a view regarding international enrolment ASAP).

We are currently in the process of creating additional dashboards and anticipate them being ready for sharing amongst the relevant members of the PowerBI user group in the next 3-8months:

- SMA 3 Metrics Tracking
- Student Profile (i.e., dynamic dashboard that allows us to break down our student body by program and see key demographic details)
- Financial Reporting (e.g., tuition projections vs. actual; department spend vs. previous years and/or YTD) -- these will be developed in direct consultation with the Director and VP of Finance

IIA1 Strategic Research Plan

- Approved 2019 – completed
- Posted as PDF on NU website – completed
- Summary submitted to CRC – ongoing
- Meeting with External Relations & Advancement to launch web version – ongoing
- Meeting with FASS to create interactive web/condensed version – ongoing
- Financial metrics are in place – completed
- Publication metrics – email sent to PVPAR requesting access to publication data in year-end reports - ongoing

IIA2 Equity, Diversity, and Inclusion

- Developed EDI statements for CRC process and posted online – completed
- Research Co-ordinator served as EDI officer for CRC renewal process – Aug- Oct 2019
- Representation of the EDI officer during current conversations (new allocations and upcoming available position) Dec-Jan – ongoing
- EDI Policy is in draft form
- Environmental scan (Ontario and ACCRU) of offices of responsibility for EDI – ongoing

IIA3 Canada Research Chairs

- Developed Policy on Management of Canada Research Chair allocations at Nipissing University - May 15, 2019
- Submitted three applications for renewal - October 2019
- Held two meetings of CRC Advisory Committee to establish research areas for replacement of one Tier 2 CRC who has completed 2 terms (i.e., 10 years) and the new allotment of a Tier 2 CRC - ongoing

IIA4 Communications

- Meetings with External Relations - Advancement to plan for communication strategy - ongoing
- Process and conversations within OGSR - ongoing

Initiative II.A.5. Other Initiatives - Innovation	
Goal	Innovation management and community relations
Description	Establish a process to commercialize research and measure impact on the community.
Responsibility	Office of GSR and External Relations
Success Measures	Number and amount of industry and community investment in research. Develop and hire Innovation Officer.
Timeline	Fall 2020 for hiring - Ongoing

Progress Jan 2020	<ul style="list-style-type: none"> - Dean attended Expert Panel on Intellectual Property consultation (Sudbury) - October 2019 - Dean and Cristin Christopher, External Relations, met with City of North Bay to discuss research and community impact - December 2019 - Mayor and City Managers tour of research facilities – December 2019
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Initiative II.A.6. Other Initiatives: Research Success	
Goal	Inform the community on the increase in research funding/success.
Description	Create interactive metrics and dashboards
Responsibility	Office of GSR and Institutional Planning
Success Measures	Increase in the number of grant submissions and awards year over year and increase the number of knowledge translation units.
Timeline	Winter 2020 - Ongoing
Progress Jan 2020	Will meet with Director, Institutional Planning and Research to develop the metrics and dashboards to university standards - ongoing

Initiative II.A.7. Other Initiatives: Centres and Institutes	
Goal	Increase community and institutional profile of Centres and Institutes
Description	Review of existing Centres and Institutes. Approved new Centres. Review policy for Centres and Institutes.
Responsibility	Office of GSR
Success Measures	Funding and knowledge mobilization metrics linked to the centres.
Timeline	Winter 2020 - Ongoing
Progress Jan 2020	<ul style="list-style-type: none"> - Include funding for Centres and Institutes in Budget – completed - Review policy for Centres and Institutes – ongoing - Establish database of active Centres and Institutes – ongoing - Approved Centre for War and Atrocities (CWAG) – Fall 2019 - Liaise with Facilities to establish space for CWAG – ongoing - Office of GSR to work with CWAG to develop a CFI proposal to support the Centre – winter/spring 2020

IIB1 Dean of Teaching - complete

Dr. Pat Maher started in the position in October 2019.

IIB2 Teaching Hub - complete

The Teaching Hub was opened on 6 February 2020.

IIB3 Teaching Chairs - ongoing

The Dean of Teaching is exploring opportunities to connect the Teaching Chairs to programming at the Teaching Hub, and is developing the programme itself in consultation with the Chairs (comparing their deliverables to expectations, what new expectations we might set with the Teaching Hub coming online, next priority areas, etc.). These events can be found on the Teaching Hub web site.

The call for new Teaching Chairs has gone out.

IIB4 Strategic Plan for Teaching - ongoing

Consultation has started with other institutions on best practices relating to this initiative.

IIC Library - ongoing

We are experiencing slight increases in the number of our instruction sessions for Nipissing and Canadore.

As a result of the transition to our new library system (Omni), a number of our online tutorials needed to be removed; we are in the process of re-doing/updating those to reflect our new system. We also offered drop in sessions for students, faculty and staff to learn about Omni.

We continue to provide instructive guidance/assistance at our Info Desk (we are seeing slight increases to our interactions at the desk) and we continue to reach out to faculty to offer and encourage library instruction sessions.

The Library is also exploring its connections to the Teaching Hub and to the First Year Foundations Programme.

III.A.1. Tenure Track Faculty Positions

Positions in place by July 2020

- TT hire completed in GESJ, Social Work
- TT hires in progress with search committee:
 - o Political Science
 - o Potentially 3-4 positions through Cluster Hire of Indigenous Scholars in Various Disciplines
 - o Nursing

Positions in place by July 2021

- Discussions are ongoing with Deans to establish priorities as part of the budgeting process

IIIA2 Sabbaticals - completed for 2020-2021

IIIA3 Teaching releases: Administrative - completed for 2020-2021

IIIA3 Teaching releases: Research - completed for 2020-2021

IIIB3 Strategic Plan for Graduate Studies

Preliminary discussion of new Interdisciplinary Doctoral program – ongoing

- Preliminary discussions of new MSc in Nursing program and/or health stream in the MEd program - ongoing

- Environmental scan of similar institutions' Strategic Plan for Graduate Studies - ongoing
- Initial discussion of Graduate Plan with Graduate Coordinators/Chair at GSC Retreat - September 2019
- Draft plan complete – presentation and deliberation of plan at GSC - winter 2020
- Submitted proposal to increase GA rate to be more in line with other Ontario universities – September 12, 2019
- Submitted proposal to offer an International Graduate Student tuition subsidy – December 17, 2019

IIIB4 Degree Architecture

We're in the process of creating a chart listing all programs (degree, certs, diplomas) and their current structure, this will help us identify areas of inconsistency. The work to map current degree architecture is ongoing.

IIIC1 Quality Assurance

The expedited institutional quality assurance audit was carried out by Ontario Universities Quality Council in early March. We expect a report in April.

Current IQAP reviews:

English Studies

IQAP process has been initiated for:

Child and family Studies

Gender Equality and Social Justice

History (undergraduate and graduate)

Religions and Culture

NUAAB Senate Update March 2020

We just received official confirmation from Ten Thousand Coffees and RBC Future Launch that funding has been renewed for Year 2 of the NU Café program.

In the last 8 months NU Café has:

- Provided access to career conversations to 300 students and alumni
- Introduced 1300 students and young alumni to industry professionals every month
- Hosted NU Café Office Hour chat on campus about the importance of mentorship subsequent events are being planned in the near future
- Collected success stories and positive feedback from students and young alumni

If you would like to join the platform or learn more please visit the website www.nipissingu.ca/nucafe.

March 4th our direct email campaign with our affinity partner TD Insurance was sent to all eligible alumni to promote our new suite of Life & Health and Dental & Health benefits. This is the first time we've been able to provide the option for our alumni to purchase dental benefits.

NUAAB and the alumni office will begin planning for Homecoming October 2-4, 2020. More information will start to be released as details are confirmed. Please save the date.

The alumni office has been reaching out to faculty and alumni to feature them in our weekly social media success story. Follow us on Instagram, Facebook and Twitter to see all the stories. If you or an alumnus you know would like to be interviewed for a feature please contact Bridgette Perron at alumni@nipissingu.ca.

COU Minutes

Presented to the Senate 13 March 2020

-Two-day meeting, February 11 & 12, 2020

Dinner meeting, February 11, 2020

Conversation with Eva Busza, Vice-President Policy and Sector Collaboration, Council of Ontario Universities on her path from the United Nations to COU and on the role of Academic Colleagues in COU (6:15-8pm).

The conversation with Eva Busza focused on the role of Academic Colleagues at COU. The night started with each colleague sharing the process by which they had been selected for the position and their understanding of their role.

Colleagues noted that they enjoyed Academic Colleagues' meetings. They said that these meetings are important opportunities to interact and have conversations with faculty from different disciplines from across the province; these meetings are also an opportunity to get a sector-wide perspective on issues affecting universities. Colleagues appreciate learning about postsecondary education policy and the provincial government's relationship with the sector.

The process by which Colleagues are selected varies depending on the institution. Some are asked to the role by the executive head or provost at their university and others are elected by senate or faculty. In some cases, the role is a highly contested position, and in others there is a requirement that the Colleague be one of the academic deans.

Colleagues also reflected on the reasons why they were selected for the position. For some, the role complemented other roles they held at the university. Some believed that there was a professional development/advancement element to their appointment.

On their role and impact, many colleagues expressed that they considered themselves conduits of information. Some deliver a brief or report to senate and some see themselves as providing a different perspective on sector-wide issues than the ones provided by executive heads. One colleague noted that their knowledge of issues affecting the sector allows them to be a liaison between faculty and executive heads.

Eva Busza noted that some of the comments expressed by colleagues as they discussed their role are similar to what she had read in past documents (e.g., previous white papers on the roles of colleagues and a history of COU) and what she had heard more recently through the current ongoing affiliate consultation, which included Executive Heads. She suggested that three key roles/functions emerged (1) an ambassadorial role—bringing what they learn at COU about whole of sector positioning, approaches, and priorities back to their own institutions; (2) their particular expertise and networks that can be leveraged to inform thinking about the future of the sector; and in a slightly different vein, she stated that a number of executive heads had conveyed that they saw the function as providing professional development for promising future sector leaders.

Academic Colleagues Meeting, February 12, 2020

- **Dinner Debrief**

Colleagues discussed references to Academic Colleagues in COU's past Affiliate Reviews (2006 and 2015). They discussed their role at COU and considered options for engaging with Executive Heads at Council meetings as well as increasing their visibility and engagement within their universities, particularly in senate.

Colleagues noted that a previous indigenization discussion at a Council Meeting, which included guest speakers at both the morning Academic Colleagues' meeting and the afternoon Council Meeting, was a success and a model to follow in future Council meetings. Mental Health was suggested as topic for future engagement at Council.

- **COU update**

SMA3

- Universities are having their second round of SMA3 meetings with MCU. The ministry expects drafts to be submitted for later this month and for SMA3 documents to be signed by the end of March.
- In response to sector advocacy, MCU has issued some revisions to SMA3 guidelines. These provide more flexibility and predictability for institutions:
 - Universities will now have three reweighting opportunities, one in each of the first three years of the SMA3 (2020-21 to 2022-23).
 - The ministry removed the "continuous improvement" factor for (1) institutions whose average performance for the past three years places them in the top quartile for the sector in select metrics (employment rate, graduation rate, Tri-Agency funding), and (2) for institutions that meet or exceed their minimum expected performance in the first three years of SMA3 (for all metrics except the institutional strength/focus and the economic impact metric).
 - For the Tri-Agency funding metric, the ministry will increase the minimum band of tolerance from 1% (which applies to all metrics) to 4%.
 - The Innovation metric, which measures revenue attracted from private sector sources, will now include research funds from foundations and not-for-profits. These revenue sources had previously been excluded.

Collaborative Nursing

- On Feb 11 the Minister announced that colleges will be allowed to offer stand-alone bachelor's degrees in nursing, overturning the collaborative program framework for colleges and universities that has been in place for 20 years. Universities are disappointed at this development.
- The government's rationale includes that students leaving smaller/rural college communities to do the university portion of the program often do not come back to their home communities. There is no clear evidence of this.

- Moving forward, an institution that wants to break its collaborative agreement will have to apply to the ministry with their partner(s) and present a business case.
- The impact of this decision is not clear, but an immediate flood of dissolutions is not expected. It is also important to note that many partners are happy with their current arrangement.

Tuition Framework

- The current tuition framework reduced all funding-eligible program fees by 10% in 2019-20 and froze fees at those rates for 2020-21. These changes have resulted in a sector-wide two-year revenue loss of approximately \$1.1B. The government has signalled that it is thinking about the development of the next framework. COU and its affiliates are working on principles and options to inform the government's decision.

Mental Health

- COU is working with Colleges Ontario, College Student Alliance and Ontario Undergraduate Student Alliance to update [In it Together](#). The original 2017 report had more than 2 dozen recommendations and was one of COU's most successful and impactful policy advocacy papers.
- This updated version will launch in late February with an event at Queen's Park where students will talk about their experiences navigating postsecondary education with mental health challenges.

IP Strategy

- On February 11, the province's Expert Panel on Intellectual Property (IP) delivered its final [report](#) to government. The panel's mandate was to look at emerging policies to improve IP and commercialization at publicly supported postsecondary institutions.
- COU submitted a report to government in December 2019, [Driving a Strong and Globally Competitive Economy through Innovation](#). The submission, informed by the work of a cross-affiliate Working Group, dispels common misconceptions around research, commercialization and IP at Ontario's universities, as well as puts forth a number of recommendations on how the province's research and innovation ecosystem, particularly around commercialization and IP, can be further strengthened. Recommendations focus on the multiple players in Ontario's innovation ecosystem, such as government, industry, and universities.
- The Expert Panel report helpfully acknowledges the differentiation between and within the university and college sectors – noting that “the ecosystem needs to do better at achieving IP commercialization goals, but always in step with individual disciplinary and contextual strengths.”
- Recommendations
 - Better IP education for innovators – standardized (free) web-based IP education curriculum, mandatory for individuals/institutions getting public dollars for entrepreneurial activities

- Better support for capacity – government to create a centralized provincial resource to provide consistent, sophisticated legal and IP expertise & education.
- Clear Structures – TTOs should have clearly defined mandates about their roles and responsibilities for generating IP for benefit of Ontario

Digital Learning

- On January 6th, Higher Education Quality Council on Ontario (HEQCO) released a [report](#) on digital learning programs. This followed a 2019 directive by Minister Fullerton to conduct a review on digital learning programs with a focus on the “relevance, delivery, reach and effectiveness of existing digital learning programs, including any insights on how the existing ministry-funded programs [*Contact North* and *eCampusOntario*] carry out their mandate and meet their objectives.”
- HEQCO developed a framework for the review based on three inferred government objectives: (i) improving access for rural/remote residents; (ii) improving quality of PSE offerings; and (iii) promoting collaboration and improving student mobility.
- The report provided *nine recommendations*, including:
 - Government should develop metrics / collect data from universities about the student experience with digital learning.
 - Government should invest in fully online programs to support rural access (and invest in digital infrastructure).
 - There should be one central portal for students to consult on digital learning – but no specific recommendations about whether to leverage the existing portals in place through *eCampusOntario*, *ContactNorth* or *ONCAT*.
 - Government should not be overly prescriptive with its plans, and let institutions do the work of innovating in digital space, but they should have competitive grants that are contingent on outcomes and aligned with government priorities.
- Ministry staff have signalled an interest inside government to develop a digital strategy for the postsecondary sector. COU is considering opportunities to influence government directions.

- **Affiliate Review**

Discussion on the Affiliate Review and described what is perceived to be COU’s three lines of business:

1. Coordinating activities that universities do better and more efficiently together: for example, Ontario Universities Application Centre (OUAC), University Health Insurance Plan (UHIP), library procurement (OCUL).
2. Provide support for “communities of practice”--groups of individuals that have the same type of role across universities (Provosts (OCAV), Planning and Analysis (CUPA), Administrative Officers (CSAO), Registrars, etc.).

3. Policy and advocacy with government.

Exchanged over the characterization of the way in which academic colleague roles and functions are described in the literature and how it has surfaced in discussions at the Executive Head Table: i.e., as ambassadors who communicate whole of sector information and positions back to their institutions and as experts that can inform thinking and shaping of the future of the sector in their areas of specialization. A number of executive heads in recent years have expressed the view that they see this position as providing an opportunity for professional development with a view to foster leaders in the sector.

• **Quality Council Update**

The Director of Operations at the Quality Council's Secretariat joined the colleagues to discuss a decision made as part of the outcome of the 2018 Review of the Quality Assurance Framework to no longer require that two Academic Colleagues be explicitly represented as members of the Quality Council.

The description of these positions has now been amended to "two representatives from COU member institutions not otherwise represented on the Quality Council." This change would not exclude Academic Colleagues from continuing to be nominated to the Quality Council, but would allow for a broader pool of candidates for the Provost's to consider for future nominations.

Academic Colleagues currently represented on the Quality Council will continue to serve their terms. The amended Quality Assurance Framework will be revisited two years after it is approved, including the revised Terms of Reference for the Quality Council. The Academic Colleagues' feedback will also be taken back to OCAV and the Quality Council.

• **Committee Updates**

a. Relationships Committee Update

- Review of Final Assessment Reports and Major modifications remains ongoing
- Preparation of Quality Council Annual Report continues, highlights the dynamic changes to university curriculums as tracked by the large number of Major modifications reported to the Quality Council.
- Review of the Quality Assurance Framework continues through consultation with key contacts at Ontario Institutions. Alberta's Quality Council is interested in the result of the review to incorporate into their QAF. A Panel to review Protocols was scheduled for Feb 6; a panel to review the audit framework is set for March 16.
- Senior director's report outlined a memo from the Ministry discussing streamlining the approvals process for new program (particularly for Ontario colleges which can be reviewed by the Ministry and PEQAB concurrently).

- MTCU announced that Algoma and OCADU can now offer a full range of degrees (Bill 132). Meetings were being arranged between MTCU and the QC Senior Director to ensure that any new programs come through QC and not PEQAB (who currently monitor their quality assurance processes). This will require changes to the Algoma and OCADU University Acts.
- Ontario's new French University will be funded by both the Ontario and Canadian governments with programming beginning prior to building construction. Program quality assurance will be handled by PEQAB initially.
- Vector Institute has accredited all Artificial Intelligence program submitted to Vector. QC may be potentially stepping back from an oversight role as Vector now has established quality assurance standards in place.

b. Quality Council

- It seems Universities will struggle in the future with identifying what space they are in from an educational perspective as colleges can begin to offer stand-alone degrees keeping in mind that the Ontario government is very supportive of facilitating transfer credits between educational institutions.
- It was agreed that COU staff would at least keep going in the same direction as it has done in the past investigating the points that David mentioned above



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Nipissing University Student Union

NUSU Senate Report

CFS Lobby Week

The week after reading week Hannah Mackie attended the CFS Ontario Lobby Week at Queen's Park. This was a great opportunity to talk to different MPP's about student issues in post-secondary education. Some of the topics we spoke about included; Indigenous and International access to education, the cuts to OSAP and education funding, student concerns about performance based funding and protecting students rights to organize. This was a great chance to have discussions with students from all over Ontario, but specifically students from other northern schools. We were able to have some conversations about what access to education in the north means to students and the benefits it provides our province with these MPP's

New Academic Year

Our Frosh Leaders and coordinators have been selected for the upcoming year which means our heads have begun to turn to orientation and planning for the next academic year. We often are engaged in international orientation, graduate orientation, and others. If there is feedback or ways you would like to participate in our orientation specifically, planning for us begins now!

Food Bank Donations

We would also like to say thank you to everyone who has donated to our foodbank recently, and also this year. Just in the last month we have had almost 50 students use our foodbank, and we are constantly needing to restock.

Relay for Life

We would also like to note that our Nipissing Canadore Relay for Life club has raised around \$18,000 as of Tuesday, March 10th. Their main event that they have been leading up to all year is taking place on Friday, March 13th (tonight) and they are trying to reach their goal of \$35,000. We are very proud of our students for the hard work they have been doing for a great cause.

**Report of the
Honorary Degrees Committee**

February 14, 2020

The meeting of the **Honorary Degrees Committee** was held on Friday, February 14 at 11:00 am in the Provost's meeting room (F307). The following members were present:

Mike DeGagné (Chair)
Charlotte Foster
Odwa Atari
Christopher Greco
Tom Palangio
Arja Vainio-Mattila

ABSENT WITH REGRETS:

Pavlina Radia

RESOURCE GUESTS:

Maggie Daniel
Abby Blaszczyk, Recording Secretary

As per past practice, an e-mail was distributed to the University community at the beginning of the academic year to solicit names of potential candidates for Professor Emerita/Emeritus. The committee met on February 14, 2020, to discuss several nominations and it was agreed to forward the nominees for consideration at the February 14th meeting of Senate and for final approval at the March 13, 2020, meeting of Senate.

Respectfully submitted,

Dr. Mike DeGagné
Chair

Senate Update

(updated from the presentation to the Board on 8th April 2020)

Arja Vainio-Mattila

Please note: I have included a report from Casey Phillips, AVP Students, at the end of the report as I suspect many of you would like to have this information relating to student supports during the pandemic.

Goal: Nipissing remains open, delivering on its programmes and associated learning outcomes.

- Many functions of the university continue on schedule, for example, Senate and its committees, quality assurance reviews (4 underway), promotion and tenure processes, Chancellors awards, Teaching Chairs, research supports, institutional planning and research, Faculty Council (A&S).
- Many other functions have more significantly adjusted ways the work is done, and are continuing with new ways of doing things, for example, applications, admissions, offers, transcripts, degree audits, student advising, recruitment for both undergraduate and graduate students.

Recruitment, Admission, and Advising:

- Recruitment is focusing on virtual conversion opportunities for prospective students, including live tours, virtual mock lectures and live Q&A sessions, exploring availability of online courses for high school students. International recruitment by our partner in India (and Nepal) continues while we await federal decision re: immigration status of prospective students.
- All admission offers are up to date and continue to be processed.
- The academic advising team continues to support students remotely, including creating workshops to help prepare 1st year students moving into 2nd year.
- To help support our students during this time we've extended the academic deadline to withdrawal from a course to May 3rd (from March 6th). This gives students the opportunity to withdraw from a course without a negative impact to their GPA. (Communicated on April 1st)
- Unlike most of our provincial counterparts our spring/summer term will begin as scheduled, most courses, 141 out of 155, were scheduled to be offered online. The Deans are working with the faculty to move the remaining courses to remote delivery.
- Our managers are meeting regularly with provincial counterparts to ensure we're making the appropriate provisions and accommodations for our students. This includes how we can make admission decisions when students may not have completed their final year of high school, delay in submitting grades and considering extending the June 1st deadline to accept an offer.

Our admission #'s:

- Applications are down 9% vs. same time last year
- Offers are also down 11% vs. same time last year
- Acceptances are down 14% vs. same time last year

Although our numbers are down from last year and it's difficult to anticipate the impact the pandemic will have on admissions we continue to focus on conversion. We're proud to say that conversion (offers to acceptances) has increased in the following programs: Biology, Nursing, Business, Math & Computer Science, English, Geography, and Sociology & Anthropology.

Teaching:

- Winter term was finalized through alternative delivery, i.e. remote or online delivery, redesign of assessments, prorating of grades. All classes were cancelled for March 16th and 17th to allow for preparation, with alternative delivery beginning on March 18th. Support through the Teaching Hub was announced for Faculty to move on-site courses to on-line environments. (Communicated on March 12th) Workshops on using Blackboard Learn and Blackboard Collaborate were run March 13th, 16th, and 17th. More than 40 Faculty attended.
- All on-site exams were cancelled (Communicated on March 17th)
- Communication re: placements in various programmes initiated between students and programmes in mid-March, remains an ongoing concern.
- SS academic programmes will all be remote delivery (Communicated on March 30th)
- Blackboard Learn (our Learning Management System) migration was supposed to take place in May, new dates in June and August are being discussed in order not to disrupt continued on-line delivery.
- Working with OII, SDS, and UTS to see whether we can secure iPads with sim-cards (or similar) for students in indigenous programming during summer (Indigenous Summer Institute, Indigenous Teacher Education Programme, Classroom Assistant Programme, and Language Teacher Programme).
- Deans working with SDS to resolve emerging accessibility issues caused by movement to alternative delivery.
- Nursing students are being advised about clinical placements differently depending on their year in the programs and the program. We are working to accommodate in as many ways as possible as our Blended students are RPNs and are dealing with the crisis in their workplace.
- Good news: Our Data Science programme has received Quality Council Approval, and preparations to offer the programme are underway.
- The Dean of Teaching has engaged with Ontario Universities Council on eLearning. Attended a number of roundtable discussions, and is pleased to announce we're doing well, and are ahead of the curve on many issues.
- The Dean of Teaching, as well as UTS and LST staff, attended MCU Technical Briefing with the Minister on eProctoring services being offered through eCampus Ontario (March 26th). These services are opt-in, but come too late to assist us with FW exams, and may duplicate our existing licences.

- A&S Dean attended a virtual meeting with the Deans of Sciences (CCDS) to discuss how other universities have transitioned science courses, labs in particular, to on-line delivery; also participated in the discussion of forward plans for the fall should the online instruction continue into the fall
- Planning for Fall term has started as various scenarios, and supports required, are explored.

Research

- Annual Undergraduate Research Conference was one of many events that had to be cancelled. Nipissing continues to celebrate undergraduate research by creating a virtual conference. When you go to the link (<https://osf.io/vgtbf/>) you'll see that Dr. Justin Carré, Assistant Dean of Research, created 3 folders (Art Installations, Research Posters, Research Talks). Enjoy the presentations and posters!
- Graduate student defenses are proceeding remotely as scheduled (i.e. by using Zoom)
- Research Office is consolidating externally funded pandemic related research opportunities to be shared with Faculty
- Working on creating supports for research responsive to community needs in the post-pandemic world
- Research office has created FAQs to advise our researchers specifically about grant/project management in the pandemic context.
<https://www.nipissingu.ca/coronavirus/faq-covid-19#research>
- Call for Proposals on Research relating to COVID-19 Impacts in North Bay and Surrounding Area: We have invited Nipissing Faculty from all disciplines to participate in research, scholarship, and creative activity projects addressing immediate needs of the community relating to COVID-19 (during and after the pandemic). The invitation is to explore the implications of COVID-19 across educational, professional, industry, and community sectors. The funding for this research is made possible by COVID-19 related funding from the Province of Ontario. This research will contribute to regional recovery.

Community:

- Nipissing has donated all PPE (Personal Protective Equipment) from its labs to the hospital, and together with Canadore also contributed a ventilator.
- Nipissing has established a partnership in order to share facilities, such as residences, with the Hospital.

Library:

- Staff continue to monitor voice and email, and respond to library users with requests for assistance accessing materials and any other questions related to library use.
- Interlibrary loan services (ILL) are still suspended...as is the case at all other libraries
- Working with instructors to ensure that ways in which they use information resources in their online courses is copyright compliant.

Student Development and Services
Update to the Academic Senate
Casey Phillips
April 17, 2020

This written report is meant as an update to the Academic Senate at Nipissing University as to the supports and services provided through Student Development and Services through the first few weeks of transition during the COVID 19 Pandemic.

In general, Student Development and Services has been successful in the transition to online, virtual or alternate forms of service model delivery to students, staff and faculty. *We continue to offer all support services to students.*

Student Counselling Services:

As Student Counselling Services were piloting OnCall Health, a secure video conferencing portal, since the end of November 2019 with our Scholar Practitioner Program, the transition to expand this service to all students we have has been quite smooth. Counsellors were already trained and familiar with the software and the required intake processes and documentation was already completed. As we had already been working with OnCall health, the creation of the “Nipissing look” and branding of the platform was completed. This allowed for a welcoming and trusted feel for students.

Student Accessibility Services:

More frequent email outreach to all SAS students in order to offer the most up to date information how their classes/exams/accommodations may be affected by changes to program delivery and to advise how we can support their testing, note taking, adaptive technology, and other accommodation-related needs. We have increased social media presence to remind students that our services are still available and provide information on how they can reach us.

Continuing to send out monthly Student Newsletters, which now include information on our updated service delivery model, changes in withdrawal dates, exam schedules, and reminders for the upcoming month.

Continuing to provide all types of SAS appointments via email or Google Hangouts voice or video calls. SAS has sent "check-in" emails to students to ensure their needs are being met and to open the door for further discussion regarding accommodation questions or concerns, if necessary. The goal is for students to feel very well supported by our office.

Providing advocacy on behalf of students with disability-related concerns to faculty, Dean's offices, Registrar's Office, and other university departments and services as required. A huge

thank-you to all faculty for their continued assistance and creative approaches in supporting our students during this time.

Student Learning and Transitions:

Continuing with online appointments for all, doing social media posts daily to remind students of this. In addition we are facilitating distant tutoring for interested students. We have also developed Webinars focused on 4th and 2nd year students to assist with transition, career discussions for 4th year students.

We have also noticed an increase in requests for support from mature students with resources sent to 700 mature students with kids at home who are struggling with parenting and assignments.

International Initiatives:

Outgoing Exchange Students

Through the evolution of the pandemic across the globe we have continued to remain in communication with Nipissing students studying at partner institutions across the globe. To date, all but 2 students have returned to Canada. These 2 students chose to stay in their host countries. We communicated with students 2-3 times a week when COVID became a global concern identified by the Canadian Government. Shared supports with students who chose to return home early from exchange. For instance finishing course work online from Canada and communicated with international partners about recommendations about our students staying on their campuses. Nipissing has offered financial support to students who incurred extra costs for early departure from their exchange / return to Canada.

Incoming Exchange Students

Nipissing has continued to support students studying on our campus from our partners across the world. We have provided COVID-19 information released by the university and answered questions that they had. Communicated with their home institutions on the status of how Nipissing was operating during this time.

Before classes and exams were moved online we met with students to develop a plan for their return home early. Some student's home institutions made it mandatory for them to return home early.

We have communicated with residence about early move-outs and extended stays for students who were having difficulty finding flights home. As of Friday, April 3, 2020 there are 4 exchange students still left in residence waiting to find a flight home (1-Japan, 3-China).

International Degree / Post-Bac Students

We continue to support our International Degree Seeking students to navigate changes in the institutional landscape as well as legal and government changes to Visa, work and travel regulations. We have provided COVID-19 information released by the university and answered questions that they had. We continue to share local job postings to the group, as 11 students that we are aware of are still looking for employment for the summer (there are probably more though). Sharing CIC resources on qualifying for EI and other government assistance and other opportunities as they relate to International Students.

Sexual Violence Prevention and Education:

Sexual Violence Prevention and Education is continuing to provide support to students. Meetings with students are continuing to happen via Google Hangouts or other methods that students are comfortable with. Investigations into formal reports are continuing with third party investigator through virtual or alternative points of contact. In addition, the Sexual Violence Task Force Report is continuing to be developed and meetings of the Committee will occur virtually.

We will be continuing to provide educational programming options for students over various virtual platforms. More information on current programs can be found on our @consentbelongshere social media accounts.

Student Intervention Specialist:

We are continuing to receive referrals from the Student Retention Alert system from faculty and staff. We continue to reach out to these students and offer services. Assessments and consults are being performed over email, phone, and video chat. Referrals to other services, e.g.: counselling, will continue.

Athletics:

Ontario University Athletics and U Sports continue to monitor the current pandemic and are exploring various options as to what the next year could mean to athletics. Augmented playing seasons and the impact on institutions continue to be explored.

We have been keeping in touch with current and future Lakers. We have been sending out social media messages from our student athletes on what they are up to, staying safe, working on their studies...You can find some of them on our twitter account. We have also been working with future Lakers by sending them updates and what is going on with their application process. We have an email drafted by the admissions office that we are sharing. Our coaches have been in contact with the student athletes through different platforms, google hangout, zoom. etc.

We have been working closely with the Advancement team on the 2019-20 Lakers Virtual Athletic Awards which we will be announcing dates, etc. soon.

Residence Life:

As of March 9, 2020, we had 808 non-staff students in house. In the process of move-out, 151 students requested to leave belongings behind, and 62 students requested extended stays. Student employees, of which we had 42 as of March 9, 2020, were not included in these numbers. March 23, 2020 was the date which we required students who were able to, to vacate residence. Students who were unable to vacate due to travel, or any other extenuating circumstances were offered extensions and approximately 50 students still remain. We have consolidated these students to Chancellors House and the Townhouse Residence Complex as of April 6. We are currently in the process of deep cleaning and dressing Founders House with linen. A professional moving company has been hired to assist with the relocation of student belongings in order for the university to provide support to the North Bay Regional Health Centre in housing their front line staff during the COVID pandemic.

Specific outreach to international students regarding fast paced changes for their travel plans and further cancellations; reassurance that they will be able to stay in residence while they continue to seek their next available opportunity to return home.

Outreach to students to provide updates regarding refund inquiries, belongings remaining in residence, damage inspections, outstanding key returns, etc.

Student staff continue check-ins with remaining students, continuing with touch points noted above.

Student Emergency Fund: (www.nipissinu.ca/studentemergencyfund)

The current pandemic has caused a great deal of upheaval for many Nipissing University students and for some, significant financial hardship.

The success of our students is our top priority. In response, Nipissing has established a new Student Emergency Fund to provide urgent financial assistance to students unable to cover immediate, essential expenses as a result of the crisis.

The Student Emergency Fund will assist students with a variety of expenses spanning everything from food, housing and utilities to transportation, clothing and medical expenses. The fund will continue to be a resource for students in need beyond the lifetime of the pandemic.

The fund has been established and made possible through the generosity of Nipissing alumni, donors and supporters. We are encouraging those that are able to donate, to do so by clicking the link below.

Students seeking relief through the Student Emergency Fund should fill out an online application below. A joint committee of staff from Student Development and Services and Financial Aid will review the student applications to determine the extent of financial need and funding will be allocated accordingly. Applications will be accepted on an ongoing basis.

Alternative Supports:

Nipissing continues to support all students as best we can to ensure that they have the supports that they need to take care of themselves and be academically successful. Several faculty have reached out with concerns about students and we ask that any faculty member that is aware of a student who is struggling or in need of any support, please reach out through the Retention Alert Portal in WebAdvisor or email directly to SDS@nipissingu.ca.

To date we have assisted several students who were without internet connection (Bandwidth, cellular hotspot connections, etc.), had no access to technology (Laptop Lending program) and have assisted the Nipissing University Student Union with setting up a temporary location within Chancellors House Residence to ensure all students at Nipissing had access to the resource as we restricted access to the Education Center. The Food Bank remains open to all students – Please check NUSU social media for hours of operation.

2020-2021 Senate Year

Senate Executive Committee meetings	Senate meetings
Thursday, September 3, 2020	Friday, September 11, 2020
Thursday, October 1, 2020	Friday, October 9, 2020
Thursday, November 5, 2020	Friday, November 13, 2020
Thursday, December 3, 2020	Friday, December 11, 2020
Thursday, January 7, 2021	Friday, January 15, 2021
Thursday, February 4, 2021	Friday, February 12, 2021
Thursday, March 4, 2021	Friday, March 12, 2021
Thursday, April 1, 2021	Friday, April 9, 2021
Thursday, May 6, 2021	*Friday, May 14, 2021 (10:30 a.m. start)
Thursday, May 20, 2021	*Friday, May 28, 2021 (10:30 a.m. start)

*All Senate meetings commence at 2:30 p.m. in F210 (except May 14 & 28, 2021).

All Senate Executive Committee meetings commence at 10:30 a.m. in F303.

**Report of the
Academic Curriculum Committee**

March 24, 2020

The meetings of the **Academic Curriculum Committee** were held on Tuesday, March 10, 2020, at 12:00 pm in F214 and on Tuesday, March 24, 2020 at 10:00 am, via Zoom. The following members participated:

March 10, 2020:

MEMBERS PRESENT:

Arja Vainio-Mattila
Debra Iafrate
Kristen Ferguson
Hannah Mackie

Carole Richardson
Andrew Ackerman
Alexandre Karashev

Pavlina Radia
Charles Anyinam
Sarah Winters

ABSENT WITH REGRETS:

Nancy Black, Darren Campbell, Douglas Gosse, Chris Hachkowski, Natalie Muylaert,
Sarah Pecoskie-Schweir

GUESTS:

Heather Brown, Beth Holden, John Kovacs, Sal Renshaw

Jane Hughes, Recording Secretary

March 24, 2020:

MEMBERS PRESENT:

Arja Vainio-Mattila
Debra Iafrate
Charles Anyinam
Douglas Gosse
Sarah Winters

Carole Richardson
Nancy Black
Darren Campbell
Chris Hachkowski
Sarah Pecoskie-Schweir

Pavlina Radia
Andrew Ackerman
Kristen Ferguson
Alexandre Karashev

ABSENT WITH REGRETS:

Natalie Muylaert

GUESTS:

Heather Brown, Beth Holden

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes from the Faculty of Arts and Science, the Faculty of Education and Professional Studies, Admission Policies and a Pathway. 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 March 24, 2020.

FACULTY OF ARTS AND SCIENCE

Classical Studies & Modern Languages

MOTION 2: That Senate approve that the course CLAS 3415 – Fieldwork in Classical Archaeology be added to the list of courses offered by the Classical Studies Program as outlined in the attached template.

Non-substantive:

Change the course prerequisite for CLAS 4427-Honours Seminar in History and Culture, which is currently “CLAS 4436 – Theory and Method in Classical Studies Research” to “CLAS 3415 – Fieldwork in Classical Archaeology OR CLAS 4436 - Theory and Method in Classical Studies Research.”

MOTION 3: That Senate approve that the course CLAS 2026 – Law and Justice in the Ancient World be added to the list of courses offered by the Classical Studies Program as outlined in the attached template.

MOTION 4: That Senate approve that the course CLAS 2036 – Trade, Commerce, and Economy in the Ancient World be added to the list of courses offered by the Classical Studies program as outlined in the attached template.

Non-substantive:

The prerequisites for the course CLAS 2207-Medicine, Science, and Technology in the Ancient World have as a prerequisite “any 18 credits completed.”

Non-substantive:

Change the prerequisites for the course CLAS 2206-Sport and Recreation in the Classical World from “restricted to upper level students” to “any 18 credits completed.”

Non-substantive:

Change the prerequisites for the course CLAS 2706-The Ancient World in Modern Popular Media from “any 30 credits completed” to “any 18 credits completed.”

Non-substantive:

Change the prerequisite for CLAS 3016-Economy and Social Class in the Ancient World from “Any 12 credits in Classical Studies with at least 3 at the 2000 level” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3017-Warfare in the Ancient World from “Any 12 credits in Classical Studies with at least 3 at the 2000 level” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3066-Race, Racism, and Ethnic Identity in Ancient Greece and Rome from “none” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3067-Religious Conflict in the Ancient World from “Any 18 credits completed” to “any 18 credits with at least 6 credits in Classical Studies.”

Non-substantive:

Change the prerequisite for CLAS 3206-Gender and Sexuality in Ancient Greece and Rome from “none” to “any 18 credits with at least 6 credits in Classical Studies.”

Economics

MOTION 5: That Senate approve the change in prerequisites for ECON 3067 Problems and Policies of Economic Development from “ECON 1006 and ECON 1007” to “ECON 1006 or ECON 1007 and any 54 credits”.

MOTION 6: That Senate approve the addition of the new course ECON 3006 Environmental Economics as outlined in the attached template.

English Studies

MOTION 7: That Senate approve the addition of ENGL 2513 “Writing a Creative Work” to the Academic Calendar as outlined in the attached template.

MOTION 8: That Senate approve the addition of ENGL 2613 “Revising a Creative Work” to the Academic Calendar as outlined in the attached template.

MOTION 9: That Senate approve the addition of ENGL 2713 “Publishing a Creative Work” to the Academic Calendar as outlined in the attached template.

MOTION 10: That Senate approve the addition of ENGL 2813 “The Actor’s Audition” to the Academic Calendar as outlined in the attached template.

MOTION 11: That Senate approve the addition of ENGL 2016 Fundamentals of Acting as outlined in the attached template.

MOTION 12: That Senate approve the addition of ENGL 2017 Theatre Production as outlined in the attached template.

Non-substantive:

Delete ENGL 2015, Theatre Production: Practice and Theory from the Academic Calendar.

Fine & Performing Arts

Non-substantive:

Change the course title for FAVA 1027 Introduction to Contemporary Studio Practice to FAVA 1027 Studio Art: Ideas and Practices.

MOTION 13: That Senate approve the modification of the Group Requirements for the Bachelor of Fine Arts Degree, Specialization in Fine Arts & Major in Fine Arts as outlined on the attached document.

MOTION 14: That Senate approve the modification of the Bachelor of Fine Arts Program Requirements as outlined on the attached document.

MOTION 15: That Senate approve the addition of FILM/GEND 2336: Women in Cinema as outlined in the attached template.

Non-substantive:

Add the following statement to the end of the FILM 2336 course description to note cross-coding, "This course is also offered as GEND 2336".

MOTION 16: That Senate approve the addition of FILM/GEND 2337: Gender and Film as outlined in the attached template.

Non-substantive:

Add the following statement to the end of the FILM 2337 course description to note cross-coding, "This course is also offered as GEND 2337".

Non-substantive:

Delete FILM 2305: Women in Cinema.

Gender & Equality

MOTION 17: That Senate approve that the course INTD 1007 Big Ideas: Introduction to the Disciplines be added to the Calendar as outlined in the attached template.

MOTION 18: That Senate approve that the course INTD 3007 Wicked Problems: Applied Interdisciplinarity be added to the Calendar as outlined in the attached template.

Non-substantive:

Delete INTD 1005: Introduction to Disciplinary Studies.

Non-substantive:

Delete INTD 3005: Applied Interdisciplinarity: Solving Wicked Problems.

MOTION 19: That Senate approve that the new course GEND 2246 Transforming Harm: Case Studies in Transformative Justice be added as outlined in the attached template.

MOTION 20: That Senate approve that the new course GEND 3236 Memory and Violence be added as outlined in the attached template.

MOTION 21: That Senate approve that the new course GEND 3246 Madness and Medicine be added as outlined in the attached template.

MOTION 22: That Senate approve that the course RLCT 2156 Religion, Justice and Animals be Cross-Coded with GESJ as GEND 2256.

Non-substantive:

Add the following statement to the end of the GEND 2336 course description to note cross-coding, "This course is also offered as FILM 2336".

Non-substantive:

Bank GEND 2277 Genocide and Mass Violence in Rwanda.

Geography

Non-substantive:

Bank GEOG 4126: Snow and Ice Hydrology.

MOTION 23: That Senate approve the addition of a new course GEOG 3196: Snow and Ice Hydrology as outlined in the attached template.

MOTION 24: That Senate approve the addition of a new course GEOG 3416: The City: Natural & Human Environments as outlined in the attached template.

MOTION 25: That Senate approve the addition of a new course GEOG 4506: Professional Internship in Geography as outlined in the attached template.

Native Studies

MOTION 26: That Senate approve that the abbreviation for all Indigenous Studies courses (formerly Native Studies) be changed from NATI to INDG.

FACULTY OF ARTS AND SCIENCE

School of Business

- MOTION 27: That Senate approve that ACCT 1106 Introductory Financial Accounting I is made a prerequisite for ACCT 1107 Introductory Financial Accounting II.
- MOTION 28: That Senate approve that ACCT 1106 Introductory Financial Accounting I be added as a core requirement for the BBA.
- MOTION 29: That Senate approve that ACCT 1106 Introductory Financial Accounting I be added as a core requirement for the BComm.
- MOTION 30: That Senate approve that the Bachelor of Commerce Program requirements be updated to include an Honours option, as well as optional concentrations in Accounting and Human Resources as outlined in the attached document. (Major Modification)
- MOTION 31: That Senate approve that the Bachelor of Commerce Degree requirements be updated to include the BComm (Honours) as outlined in the attached document. (Major Modification)
- MOTION 32: That Senate approve that the Second Degree requirements be updated to include the BComm (Honours) as outlined in the attached document. (Major Modification)

Non substantive:

Unbank ADMN 4915 - Entrepreneurship.

School of Physical and Health Education

- MOTION 33: That Senate approve that, effective September 2021, the program requirements for BPHE with Concurrent Education be changed as outlined in the attached document.
- MOTION 34: That Senate approve that the prerequisites for PHED 3106 Community Leadership Placement I be changed as outlined in the attached document.
- MOTION 35: That Senate approve that the prerequisites for PHED 4086 Musculoskeletal Assessment and Exercise Prescription be changed as outlined in the attached document.
- MOTION 36: That Senate approve that PHED 4067 Clinical Biomechanics be created, as described in the attached document.
- MOTION 37: That Senate approve that PHED 4606 International Experience be created, as outlined in the attached document.
- MOTION 38: That Senate approve that the degree requirements for the Bachelor of Physical and Health Education be changed as outlined in the attached document.

School of Social Work

- MOTION 39: That Senate approve the attached revised learning outcomes for SWRK 4456 International Social Work.

Non substantive:

Revise the course description for SWRK 4716 Social Work Leadership.

- MOTION 40: That Senate approve the attached revised learning outcomes for SWRK 4716 Social Work Leadership.
- MOTION 41: That Senate approve that the following prerequisite be added to SWRK 3316 Structural and Interpersonal Violence: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.
- MOTION 42: That Senate approve that the following prerequisite be added to SWRK 3406 Indigenous Perspectives and Social Work Practice: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK 3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.
- MOTION 43: That Senate approve that the following prerequisite be added to SWRK 3505 Field Practicum I: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK 3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.
- MOTION 44: That Senate approve that the following prerequisite be added to SWRK 3357 Individual Practice Across the Lifespan Part 2: SWRK 3106 Social Work as Transformative Practice, SWRK 3216 Social Work Professional Skills Development, SWRK 3356 Individual Practice Across the Life Span Part 1, SWRK 3506 Anti-Oppression Theorizing and SWRK 3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.
- MOTION 45: That Senate approve that the following prerequisite be added to SWRK 4316 Indigenous Child Welfare: SWRK 4306 Indigenous Wellness, SWRK 4706 Risk, Resilience and Complexity, SWRK 4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.
- MOTION 46: That Senate approve that the following prerequisite be added to SWRK 4106 Social Work Practice with Groups: SWRK 4306 Indigenous Wellness, SWRK 4706 Risk, Resilience and Complexity, SWRK 4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.
- MOTION 47: That Senate approve that the following prerequisite be added to SWRK 4716 Social Work Leadership: SWRK 4306 Indigenous Wellness, SWRK 4706 Risk, Resilience and Complexity, SWRK 4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.
- MOTION 48: That Senate approve that prerequisites for SWRK 2006 Foundations of Social Work Practice be modified from “SWRK 1007 Introduction to Social Work and SWLF 1006 Introduction to Social Welfare and Social Development” to “30 credits completed”.

MOTION 49: That Senate approve that prerequisites for SWRK 2106 Critical Social Policy for Social Work be modified from “SWRK 1007 Introduction to Social Work and SWLF 1006 Introduction to Social Welfare and Social Development” to “30 credits completed”.

MOTION 50: That Senate approve that a minimum grade of 70% be added to each of SWRK 1007 Introduction to Social Work, SWLF 1006 Introduction to Social Welfare and Social Development, SWRK 2006 Foundations of Social Work Practice and SWRK 2106 Critical Social Policy for Social Work for the BSW program requirements.

Master of Education

MOTION 51: That Senate approve that the reference to themes be removed from the Master of Education degree and program requirements in the Academic Calendar.

Master of Kinesiology

MOTION 52: That Senate approve that KINE 5306 Sport Management be created as an elective course in the MSc Kinesiology program.

ADMISSION POLICY

MOTION 53: That Senate approve that the Bachelor of Social Work (BSW) Professional Years admission policy modification be approved.

MOTION 54: That Senate approve that the Foundations Pathway admission and progression requirements be approved.

PATHWAY

MOTION 55: That Senate approve that the transfer pathway to the Bachelor of Commerce degree (three-year and four-year) for two-year Esports Entrepreneurship & Administration graduates from Lambton College be approved.

ARCC Motions

Department of Classical Studies and Modern Languages

January 2020

Motion 1: That ARCC recommend to the Arts & Science Executive that the course *CLAS 3415 – Fieldwork in Classical Archaeology* be added to the list of courses offered by the Classical Studies Program.

Rationale: In a Classical Studies program in a small Northern Ontario university, Nipissing Classical Studies students do not have the same access to the important archaeological sites and materials as Classical Studies students in European or larger North American institutions, sites which produce the newest contributions to our knowledge of the deep past. This course, which emerges out of the work of Nipissing Classical Studies faculty with the Balkan Heritage Field School, is thus an important measure for addressing this inequity. Moreover, it will provide students with the hands-on technical skills and experience, if coupled with other archaeology courses in the Anthropology program at Nipissing, to work in the field of archaeology, a field which has employment options not only in the area of academic research, but with private archaeological contractors, and will thus improve the employability of Classical Studies graduates. This course will thus allow the Classical Studies program to help meet Nipissing's stated goals of internationalization and preparing graduates for professional employment. As the actual delivery of the course will occur through the Balkan Heritage Field School and the costs associated with the course are borne by the students directly, the course imposes no financial commitment on Nipissing University. Additionally, the Ilse Mueller Scholarship in Classical Studies has recently been established in order to defray the cost of attending the Field School for the student(s) who receive the award.

Motion 2 (non-substantive): That ARCC recommend to the Arts & Science Executive that the prerequisite for *CLAS 4427-Honours Seminar in History and Culture*, which is currently "*CLAS 4436 – Theory and Method in Classical Studies Research*" be changed to "*CLAS 3415 – Fieldwork in Classical Archaeology OR CLAS 4436 - Theory and Method in Classical Studies Research.*"

Rationale (non-substantive): CLAS 3415 is heavily laden with research methodology and will more than adequately prepare the students who have taken this course for the successful completion of CLAS 4427.

Motion 3: That ARCC recommend to the Arts & Science Executive that the course *CLAS 2026 – Law and Justice in the Ancient World* be added to the list of courses offered by the Classical Studies Program as per the attached documentation.

Rationale: Criminal Justice is a growing field of study at Nipissing University. The addition of CLAS 2026 would provide Criminal Justice students with an elective option that is relevant to their chosen field of study.

Motion 4: That ARCC recommend to the Arts & Science Executive that the course CLAS 2036 – *Trade, Commerce, and Economy in the Ancient World* be added to the list of courses offered by the Classical Studies program as per the attached documentation.

Rationale: Business is a growing field of study at Nipissing and the addition of CLAS 2036 would provide Business students with an elective option that is relevant to their chosen field.

Motion 5 (non-substantive): That ARCC recommend to the Arts & Science Executive that the prerequisites for the course *CLAS 2207-Medicine, Science, and Technology in the Ancient World* have as a prerequisite “any 18 credits completed.”

Rationale: At present there is no prerequisite listed at all for CLAS 2207.

Motion 6 (non-substantive): That ARCC recommend to the Arts & Science Executive that the prerequisites for the course *CLAS 2206-Sport and Recreation in the Classical World* be changed from “restricted to upper level students” to “any 18 credits completed.”

Rationale: At present 2000 level Classical Studies course have a variety of different prerequisites depending on the course. The aim of this change is to create consistency in prerequisites across 2000 level courses and to open these courses up to as many students as possible.

Motion 7 (non-substantive): That ARCC recommend to the Arts & Science Executive that the prerequisites for the course *CLAS 2706-The Ancient World in Modern Popular Media* be changed from “any 30 credits completed” to “any 18 credits completed.”

Rationale: At present 2000 level Classical Studies course have a variety of different prerequisites depending on the course. The aim of this change is to create consistency in prerequisites across 2000 level courses and to open these courses up to as many students as possible.

Motion 8 (non-substantive): That ARCC recommend to the Arts & Science Executive that prerequisite for *CLAS 3016-Economy and Social Class in the Ancient World* be changed from “Any 12 credits in Classical Studies with at least 3 at the 2000 level” to “any 18 credits with at least 6 credits in Classical Studies.”

Rationale: At present 3000 level Classical Studies course have a variety of different prerequisites depending on the course. The aim of this change is to create consistency in prerequisites across 3000 level courses and to open these courses up to as many students as possible.

Motion 9 (non-substantive): That ARCC recommend to the Arts & Science Executive that prerequisite for *CLAS 3017-Warfare in the Ancient World* be changed from “Any 12 credits in Classical Studies with at least 3 at the 2000 level” to “any 18 credits with at least 6 credits in Classical Studies.”

Rationale: At present 3000 level Classical Studies course have a variety of different prerequisites depending on the course. The aim of this change is to create consistency in prerequisites across 3000 level courses and to open these courses up to as many students as possible.

Motion 10 (non-substantive): That ARCC recommend to the Arts & Science Executive that prerequisite for *CLAS 3066-Race, Racism, and Ethnic Identity in Ancient Greece and Rome* be changed from “none” to “any 18 credits with at least 6 credits in Classical Studies.”

Rationale: At present 3000 level Classical Studies course have a variety of different prerequisites depending on the course. The aim of this change is to create consistency in prerequisites across 3000 level courses and to open these courses up to as many students as possible.

Motion 11 (non-substantive): That ARCC recommend to the Arts & Science Executive that prerequisite for *CLAS 3067-Religious Conflict in the Ancient World* be changed from “Any 18 credits completed” to “any 18 credits with at least 6 credits in Classical Studies.”

Rationale: At present 3000 level Classical Studies course have a variety of different prerequisites depending on the course. The aim of this change is to create consistency in prerequisites across 3000 level courses and to open these courses up to as many students as possible.

Motion 12 (non-substantive): That ARCC recommend to the Arts & Science Executive that prerequisite for *CLAS 3206-Gender and Sexuality in Ancient Greece and Rome* be changed from “none” to “any 18 credits with at least 6 credits in Classical Studies.”

Rationale: At present 3000 level Classical Studies course have a variety of different prerequisites depending on the course. The aim of this change is to create consistency in prerequisites across 3000 level courses and to open these courses up to as many students as possible.

	<p>developed knowledge of the social, cultural, political, and ethical debates surrounding the issue of cultural preservation.</p> <ol style="list-style-type: none"> 4. The ability to critically assess the usefulness of material culture as evidence for reconstructing certain aspects of social, cultural, economic, and political life in the deep past. 5. An ability to use material culture together with other forms of evidence from antiquity to critically evaluate scholarly work in the fields of Archaeology, Classical Studies, and Ancient History. 6. An ability to utilize material culture and other forms of evidence from antiquity in a critical and scholarly manner in order to synthesize a scholarly argument in response to current questions in the field of Classical Archaeology and Classical Studies more broadly. 7. An ability to communicate complex scholarly ideas and arguments both orally and in writing of clear, concise, coherent academic prose. 8. A well-developed cultural literacy from working in an overseas environment with colleagues and faculty from around the world and the ability to work in a professional, interdisciplinary, and collegial fashion with professionals and students from a variety of academic backgrounds.
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B) Statement of Need:

In a Classical Studies program in a small Northern Ontario university, Nipissing Classical Studies students do not have the same access to the important archaeological sites and materials as Classical Studies students in European or larger North American institutions, sites which make the newest contributions to our knowledge of the deep past. This course, which emerges out of the work of Nipissing Classical Studies faculty with the Balkan Heritage Field School, is thus an important measure for addressing this inequity. Moreover, it will provide students with the hands-on technical skills and experience, if coupled with other archaeology courses in the Anthropology program at Nipissing, to work in the field of archaeology, a field which has employment options not only in the area of academic research, but with private archaeological contractors, and will thus improve the employability of Classical Studies graduates. This course will thus allow the Classical Studies program to help meet Nipissing's stated goals of internationalization and preparing graduates for professional employment. As this the actual delivery of the course will occur through the *Balkan Heritage Field School* and the costs associated with the course are borne by the students directly, the course imposes no financial commitment on Nipissing University. Additionally, the *Ilse Mueller Scholarship in Classical Studies* has recently been established in order to defray the cost of attending the Field School for the student(s) receive the award.

C) Comparative Data: (Strongly recommended but not required)

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	CLAS 3F75 Archaeological Practicum in Mediterranean Lands	
Carleton	CCLV 3301 A&B Archaeological Fieldwork I and II	
Guelph	N/A	
Lakehead	N/A	
Laurentian	N/A	
McMaster	N/A	
OCAD	N/A	
Ottawa	CLA 3900 Stage archéologique II / Archaeological Field Work II	
Queen's	CLST 412 and 413 Archaeological Fieldwork Practicum IIIa&b.	
Toronto	N/A	
Trent	N/A	
Waterloo	N/A	
Western	N/A	
Wilfrid Laurier	N/A	
Windsor	GRST 4020 Practicum in Classical Archaeology	
York	AP/HUMA 3828 Practicum in Biblical Archaeology	

	<ol style="list-style-type: none">4. The ability to situate developments in legal practice and jurisprudence in antiquity within the broader history of legal thought and practice in Western culture more generally.5. The ability to critically utilize primary source evidence and scholarly literature in order to synthesize a scholarly argument in response to a range of questions relating to the history of law and justice in antiquity.6. The ability to communicate ideas clearly and concisely in a formal scholarly paper of significant length
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D) **Statement of Need:** Criminal Justice is a growing field of study at Nipissing University. The addition of CLAS 2026 would provide Criminal Justice students with an elective option that is relevant to their chosen field of study. This course would require no additional resources.

C) Comparative Data: (Strongly recommended but not required)

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	N/A	
Carleton	N/A	
Guelph	N/A	
Lakehead	N/A	
Laurentian	N/A	
McMaster	Classics 2LW3 – Ancient Law	
OCAD	N/A	
Ottawa	N/A	
Queen’s	N/A	
Toronto		CLA33H6 – Roman Law
Trent	N/A	
Waterloo	CLAS 210 – History of Ancient Law	
Western	CS2301A&B – Crime & Punishment in Ancient Greece and Rome	
Wilfrid Laurier	N/A	
Windsor	N/A	
York	AP/HUMA 2115 – Law and Culture in the Ancient World	
University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	N/A	
Carleton	N/A	
Guelph	N/A	
Lakehead	N/A	
Laurentian	N/A	
McMaster	Classics 2LW3 – Ancient Law	
OCAD	N/A	
Ottawa	N/A	

Queen's	N/A	
Toronto		CLA33H6 – Roman Law
Trent	N/A	
Waterloo	CLAS 210 – History of Ancient Law	
Western	CS2301A&B – Crime & Punishment in Ancient Greece and Rome	
Wilfrid Laurier	N/A	
Windsor	N/A	
York	AP/HUMA 2115 – Law and Culture in the Ancient World	

	<ol style="list-style-type: none"> 5. An ability to locate and critically evaluate scholarly work on various aspects of the history of ancient economies, commerce, and trade. 6. An ability to utilize ancient primary source evidence and works of modern scholarship in order to synthesize a scholarly argument in response to a range of questions relevant to the study of ancient economies. 7. An ability to effectively communicate a scholarly argument in a formal research essay of significant length
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F) Statement of Need: Business is a growing field of study at Nipissing and the addition of CLAS 2036 would provide Business students with an elective option that is relevant to their chosen field. This course will not require any additional resources.

C) Comparative Data: *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

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

Economics Curriculum Proposals

Motion #1: (non-substantive)

That ARCC recommend to the Arts & Science Executive to approve the change in prerequisites for **ECON 3067 Problems and Policies of Economic Development** from “**ECON 1006 and ECON 1007**” to “**ECON 1006 or ECON 1007**”.

Rationale: Over the past decade, waivers have been granted to students who have either ECON 1006 or ECON 1007 or the equivalent to register for the course. Having only one of the current prerequisites has not disadvantaged these students as there is significant overlap in the core concepts of these introductory courses.

Motion #2: Substantive

That ARCC recommend to the Arts & Science Executive to approve the addition of the new course ECON 3006 Environmental Economics.

Rationale: Environmental economics is an exciting field to study and is concerned with current and controversial issues such as climate change, carbon pricing, and pipelines. This will add to the limited number of Economics electives currently offered at the university and should be attractive to non-Majors (e.g. Geography, Environmental Studies, and Business). The addition of this course aligns with recommendations from the most recent IQAP review as it provides students the opportunity to dive into a topic of special interest to Northern Ontario.

Course Template

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

MOTION: That ARCC recommend to the Arts & Science Executive the addition of the new course ECON 3006 Environmental Economics

JUSTIFICATION (Rationale):

Environmental economics is an exciting field to study and is concerned with current and controversial issues such as climate change, carbon pricing, and pipelines. This will add to the limited number of Economics electives currently offered at the university and should be attractive to non-Majors (e.g. Geography, Environmental Studies, and Business). The addition of this course aligns with recommendations from the most recent IQAP review as it provides students the opportunity to dive into a topic of special interest to Northern Ontario.

Course Code	ECON 3006
Course Title	Environmental Economics
Course Credits	X <input 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 apply economic analysis to a range of environmental issues and environmental policy. Students explore the causes and consequences, and possible solutions to local and global environmental issues. Topics include externalities, public goods, climate change, natural resources usage, sustainable development, population growth, and policies for environmental regulation.
Course Prerequisite	ECON 1006 or ECON 1007
Course Corequisite	None
Antirequisite	None
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 X <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	X <input type="checkbox"/> Yes <input type="checkbox"/> No Applied Research Project: This course includes as a major course component an applied research project that involves discovery, synthesis, and/or the application of economic theory to a current environmental issue.
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

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>	This will add to the limited number of Economics electives currently offered at the university
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u> .	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. The ability to characterize current key environmental concerns and their economic components 2. The ability to evaluate the relationship between economic growth, economic development, and the environment. 3. The ability to select, adapt, and apply economic models to address key environmental issues. 4. The ability to apply economic concepts of externalities, public goods, and market failure to explain environmental problems 5. The ability to apply cost-benefit analysis to measure the effectiveness of environmental policies 6. The ability to evaluate the impact of environmental policies on individual welfare and social welfare
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <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>
Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter additional resources

Comparators

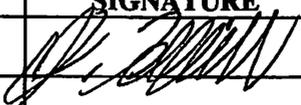
University/Course No. and Title	Description
Brock University ECON 2P28 Economics of the Environment	Economic perspectives on environmental and natural resource issues. Topics may include valuing environment improvements, population growth issues, sustainable development, forestry and fishery management, ozone depletion and climate change.
Carleton University ECON 3804 Environmental Economics	This course introduces students to the economic analysis of environmental issues.

	<p>The objective is to familiarize students with the causes, consequences and possible solutions to local and global environmental issues. Topics covered include externalities, public goods, market failure, benefit-cost analysis, measuring non-market values, and policies for environmental regulation.</p>
<p>Ryerson University ECON 510 Environmental Economics</p>	<p>This course applies economic analysis to the problems of pollution and the use of natural resources. It examines market processes when externalities in production and consumption are present. The relationship between the environment and the economic system, sources of pollution and methods of pollution abatement are studied. Application of cost-benefit analysis to the problems of environmental goods is evaluated. Examination of the economics of renewable and non-renewable resources follows. Topics include: resource classification, the theory of optimal usage, resource conservation, and the limits to growth debate.</p>
<p>Lakehead University ECON 2212 Environmental Economics</p>	<p>An examination of the linkage between economic activity and the environment. Topics include the valuation of environmental amenities, market failure, optimal pollution levels, incentive compatible regulation including pollution permit trading and a comparison of policy in Canada and other countries. (Cross-listed with Environmental Studies 2212)</p>
<p>Laurentian University ECON 2057 Environmental Economics and Policy</p>	<p>This course examines the application of economic analysis to air, water, and soil use; the costs and benefits of pollution control; pollution policy in practice; and current regulatory policies.</p>
<p>Thompson River University ECON 3710 Environmental Economics</p>	<p>Students apply the tools of microeconomic analysis to environmental issues. Topics include property rights and efficient resource use, market failure, the over-utilization of common pool resources, the Coase Theorem, non-market valuation techniques, government policies designed to cost-effectively control pollution, and real-world strategies for controlling pollution.</p>

<p>University of Alberta AUECO341 - Environmental Economics</p>	<p>Examination of the relationships between the economy and the environment. Emphasis is placed on the application of economic analysis to various environmental issues. (Cross-listed with AUENV 341)</p>
<p>University of Guelph ECON 4930 Environmental Economics</p>	<p>This course is an advanced treatments of the interrelationship between economic activities and the state of the natural environment from an economics perspective.</p>
<p>University of Manitoba ECON 2390 Introduction to Environmental Economics</p>	<p>This course will survey concepts that economists use to explain why human societies engage in environmentally harmful behaviour, followed by basic material regarding policy instruments that can serve to shift decision making and behaviour, with a particular focus on applying what we learn to the topic of climate change.</p>
<p>University of Waterloo ECON 357 Environmental Economics</p>	<p>Application of economic theory to problems of the environment, in particular, air, water, and land pollution. Emphasis is on the theory of the management of common property resources.</p>

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
PPE	D. Tabatnick		Feb. 7, 2019

Curriculum Proposals from English Studies to ARCC

Rationale for these four one-credit courses: We wish to add some experiential learning to our courses offerings in the form of one-credit courses to give more options and flexibility to both English Studies students and students in other programs. Experiential learning in English can consist of acting and creative writing, and offering both these experiences in the form of one-credit courses allows for more students to enrich their education through these practices. The one-credit courses have no essays or exams and thus would appeal to those students afraid to take English courses because of the focus on those two methods of evaluation. These one-credit courses can be taught by community experts in writing and theatre, thus strengthening Nipissing's relationship with North Bay. We will create more one-credit courses next year, including some that can be taught as part of full-time instructors' loads, so that there are always at least three available every year for students to take.

Motion # 1 (substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2513 "Writing a Creative Work" to the Academic Calendar.

Rationale: This one-credit course would enrich our offerings in creative writing and experiential learning, and could be taken on its own or with "Revising a Creative Work" and "Publishing a Creative Work"

Motion # 2 (substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2613 "Revising a Creative Work" to the Academic Calendar.

Rationale: This one-credit course would enrich our offerings in creative writing and experiential learning, and could be taken on its own or with "Writing a Creative Work" and "Publishing a Creative Work"

Motion # 3 (substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2713 "Publishing a Creative Work" to the Academic Calendar.

Rationale: This one-credit course would enrich our offerings in creative writing and experiential learning, and could be taken on its own or with “Writing a Creative Work” and “Revising a Creative Work”

Motion # 4 (substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2813 “The Actor’s Audition” to the Academic Calendar.

Rationale: This one-credit course would enrich our offerings in theatre and experiential learning, and could be taken on its own or with two credits from our creative writing offerings.

Course Template

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

MOTION: Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2513 “Writing a Creative Work” to the Academic Calendar.

JUSTIFICATION (Rationale):

This one-credit course would enrich our offerings in creative writing and experiential learning, and could be taken on its own or with “Revising a Creative Work” and “Publishing a Creative Work”

Course Code	ENGL2513
Course Title	Writing a Creative work
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students learn how to write one text in one form of creative writing, including but not limited to a poem, a short story, or a work of non-fiction prose. They learn the conventions of the form they are writing in, and when to conform to or depart from those conventions. They gain experience in planning a text and bringing it to completion.
Course Prerequisite	Any 15 credits
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The students will experience one aspect of the professional life of the creative writer.
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 workshop per week for a total of 12 hours.
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>Click here to enter 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 will demonstrate:</p> <ol style="list-style-type: none"> 1. an ability to plan an original work of creative writing. 2. an ability to compose an original work of creative writing. 3. an ability to complete an original work of creative writing. 4. a knowledge of the conventions of a particular form, including but not limited to plot, rhythm, or voice. 5. an understanding of the craft of creative writing. 6. an ability to reflect upon their own creative process.
<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>A part-time faculty contract pro-rated to one credit would need to be issued.</p>

Course Template

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

MOTION: Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2613 “Revising a Creative Work” to the Academic Calendar.

JUSTIFICATION (Rationale): This one-credit course would enrich our offerings in creative writing and experiential learning, and could be taken on its own or with “Writing a Creative Work” and “Publishing a Creative Work”

Course Code	ENGL2613
Course Title	Revising a Creative Work
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students learn how to revise one text they have written in one form of creative writing, including but not limited to a poem, a short story, or a work of non-fiction prose. They learn how to edit, how to engage with feedback and how to improve their work.
Course Prerequisite	Any 15 credits
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The students will experience the professional life of the creative writer.
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 workshop per week for a total of 12 hours.
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>Click here to enter 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 will demonstrate:</p> <ol style="list-style-type: none"> 1. an ability to revise an original work of creative writing. 2. an ability to respond appropriately to feedback on creative work. 3. an ability to analyze their own creative work. 4. a knowledge of the conventions of revision and editing. 5. an ability to translate some of the theory of editing and revision into practice. 6. an ability to reflect upon their own revising process.
<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>A part-time faculty contract pro-rated to one credit would need to be issued.</p>

Course Template

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

MOTION: Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2713 “Publishing a Creative Work” to the Academic Calendar.

JUSTIFICATION (Rationale): This one-credit course would enrich our offerings in creative writing and experiential learning, and could be taken on its own or with “Writing a Creative Work” and “Revising a Creative Work”

Course Code	ENGL2713
Course Title	Publishing a Creative Work
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students learn how to submit for publication one piece of original creative writing. Students practise the skills of getting published, including but not limited to choosing a journal and crafting a cover letter. They experience and work through the challenges of anticipating either acceptance or rejection.
Course Prerequisite	Any 15 credits
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The students will experience the professional life of the creative writer.
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 workshop per week for a total of 12 hours.
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>Click here to enter 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 will demonstrate:</p> <ol style="list-style-type: none"> 1. a knowledge of the marketplace for creative writing. 2. a knowledge of how to submit original creative work for publication. 3. an ability to write an appropriate cover letter. 4. an ability to absorb and learn from the pleasure of acceptance or the pain of rejection. 5. an ability to present themselves as professional writers. 6. an experienced understanding of the non-creative aspect of the writer's life.
<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>A part-time faculty contract pro-rated to one credit would need to be issued.</p>

Course Template

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

MOTION: Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2813 “The Actor’s Audition” to the Academic Calendar.

JUSTIFICATION (Rationale):

This one-credit course would enrich our offerings in theatre and experiential learning, and could be taken on its own or with two credits from our creative writing offerings.

Course Code	ENGL2813
Course Title	The Actor’s Audition
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 1 credit
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students learn how to prepare a monologue for an audition for a local production. They learn memorization, acting, and interview skills as they engage with the work of the professional actor. They experience and work through the challenges of performance.
Course Prerequisite	Any 15 credits
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The students will experience an indispensable part of the professional life of the actor. The audition may be in the form of a simulation.
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 workshop 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

<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>Click here to enter 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 will demonstrate:</p> <ol style="list-style-type: none"> 1. an ability to choose an appropriate monologue for an audition. 2. an ability to memorize a monologue. 3. an ability to act. 4. an ability to audition for peers and strangers. 5. an ability to master the skills of an interview in the world of theatre. 6. an ability to achieve a level of comfort with public speaking.
<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>A part-time faculty contract pro-rated to one credit would need to be issued.</p>

Curriculum Proposals from English Studies to ARCC

Motion # 1 (substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2016 to the Academic Calendar.

Rationale:

We are deleting a 6-credit Theatre course, ENGL2015, and replacing it with two 3-credit courses.

Motion # 2 (substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2017 to the Academic Calendar.

Rationale:

We are deleting a 6-credit Theatre course, ENGL2015, and replacing it with two 3-credit courses.

Motion # 3 (non-substantive)

Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to delete ENGL2015 from the Academic Calendar.

Rationale:

ENGL2015 is a holdover from a program-wide change to 3-credit courses a few years ago, and we acting now to make our theatre offerings conform to the rest of our program.

MOTION # 1:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive that the course title for FAVA 1027 Introduction to Contemporary Studio Practice be changed to FAVA 1027 Studio Art: Ideas and Practices

Rationale:

The title of FAVA 1027 is being revised with the intention to make it more approachable for first year students. There is no change to the content of the course or course description.

MOTION # 2:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive the modification of the Group Requirements for the Bachelor of Fine Arts Degree as outlined below.

Old Group Requirements:

Group Requirements:

***Studio Groupings.** Each course represents three credits.

Drawing

FAVA 2006 Observational Drawing

FAVA 2007 Expressive Drawing

FAVA 2406 Drawing: Image and Ideation

Painting

FAVA 2026 Painting: Historical Methods and Materials

FAVA 2027 Painting: Contemporary Methods and Materials

FAVA 2407 Painting: Memory, Imagination, and Narrative

Printmaking

FAVA 2126 Printmaking: Screenprinting

FAVA 2127 Printmaking: Lithography

FAVA 2226 Printmaking: Intaglio

FAVA 2227 Printmaking: Relief

Sculpture

FAVA 2046	Sculpture: Modelling and Replication
FAVA 2416	Sculpture: Carving and Reduction
FAVA 2417	Sculpture: Material and Structure

Digital Media

FAVA 2426	Digital Photography
FAVA 2427	Video and Time-Based Media

Other: Specialized Studio

FAVA 2086	Drawing from Life
FAVA 2506	Figure Study
FAVA 2507	Art Abroad
FAVA 2516	Community Based Practice

New Group Requirements:

Group Requirements:

***Studio Groupings.** Each course represents three credits.

Drawing

FAVA 2006	Observational Drawing
<u>FAVA 2007</u>	Expressive Drawing
FAVA 2406	Drawing: Image and Ideation
FAVA 2086	Drawing from Life

Painting

FAVA 2026	Painting: Historical Methods and Materials
FAVA 2027	Painting: Contemporary Methods and Materials
FAVA 2407	Painting: Memory, Imagination, and Narrative

Printmaking

FAVA 2126	Printmaking: Screenprinting
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FAVA 2127	Printmaking: Lithography
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FAVA 2226	Printmaking: Intaglio
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FAVA 2227	Printmaking: Relief
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Sculpture

FAVA 2046	Sculpture: Modelling and Replication
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FAVA 2416	Sculpture: Carving and Reduction
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FAVA 2417	Sculpture: Material and Structure
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Digital Media

FAVA 2426	Digital Photography
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FAVA 2427	Video and Time-Based Media
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Other: Specialized Studio

FAVA 2506	Figure Study
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FAVA 2507	Art Abroad
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FAVA 2516	Community Based Practice
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Rationale

Initially, this course was grouped under Specialized Studio with the idea that anatomy and figure study are an area of specialization. In practice, much of the anatomy content is taught under FAVA 2506 Figure Study, while FAVA 2086 Drawing From Life is based more on perceptual skills and draftsmanship. Moving FAVA 2086 to the Drawing Grouping will eliminate some confusion for students, who assume the course belongs to this group.

MOTION # 3:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive the modification of the Bachelor of Fine Arts Program Requirements as outlined below.

Old Program Requirements:

Students must achieve a minimum Honours program average of 70%.

No more than 9 credits in any single 2000 level studio concentration may be counted towards the degree requirements.

Students must successfully complete a Portfolio Assessment in the year prior to their final year of study in order to be admitted to the fourth/final year of the BFA (Studio Arts stream). The annual deadline for portfolio submissions is March 1st. If March 1st falls on a weekend or holiday, the deadline will be the next business day. Contact the department for further details.

Students must complete 120 credits with a minimum of 78 credits in Fine Arts as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1027	Contemporary Studio Practice	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
*FAVA 2000 level	Three credits EACH from four of the five following 2000 level Studio Concentrations: Drawing, Painting, Printmaking, Sculpture and Digital	12 cr.
FAVA 2000 level	Studio Concentrations or Specialized Studio	15 cr.
FAVA 3046	Critical Theories of Art History and Visual Studies	3 cr.
3000 level	Art History and Visual Studies	3 cr.
3000 level	Studio	15 cr.
4000 level	Art History and Visual Studies	6 cr.
FAVA 4125	Directed Studio Research and Professional Practice	6 cr.

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Science and/or Professional Studies	6 cr.
Science	6 cr.
Electives	27 cr.

New Program Requirements:

Students must achieve a minimum Honours program average of 70%.

No more than 9 credits in any single 2000 level studio concentration may be counted towards the degree requirements.

Students must successfully complete a Portfolio Assessment in the year prior to their final year of study in order to be admitted to the fourth/final year of the BFA (Studio Arts stream). The annual deadline for portfolio submissions is March 1st. If March 1st falls on a weekend or holiday, the deadline will be the next business day. Contact the department for further details.

Students must complete 120 credits with a minimum of 78 credits in Fine Arts as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1027	Contemporary Studio Practice	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
*FAVA 2000 level	Three credits EACH from the five following 2000 level Studio Concentrations: Drawing, Painting, Printmaking, Sculpture and Digital	15 cr.
FAVA 2000 level	Studio Concentrations or Specialized Studio	12 cr.
FAVA 3046	Critical Theories of Art History and Visual Studies	3 cr.
3000 level	Art History and Visual Studies	3 cr.
3000 level	Studio	15 cr.
4000 level	Art History and Visual Studies	6 cr.
FAVA 4125	Directed Studio Research and Professional Practice	6 cr.

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Science and/or Professional Studies	6 cr.
Science	6 cr.
Electives	27 cr.

Rationale:

We have had to reduce our third-year course offerings due to enrollment and budget related concerns. As a result, students have fewer options at the third-year level. Specifying that they need to take 3-credits each of the five studio disciplines at the second-year level ensures they will have the prerequisites needed for the courses offered at the third-year level.

MOTION # 4:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive the deletion of FILM 2305: Women in Cinema.

MOTION # 5:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive the addition of FILM 2336: Women in Cinema.

MOTION # 6:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive the addition of FILM 2337: Gender and Film.

Rationale:

We are replacing the 6-credit “Women in Cinema” course with two 3-credit courses: “Women in Cinema” and “Gender and Film”. Within contemporary frameworks of gender, a stand-alone on Gender and Film will focus on the contributions of theories of masculinity, queer theory, and trans theory to film studies. By splitting Women in Cinema into two 3-credit courses, students have the opportunity to engage with both (all) bodies of scholarship but are able to do so with greater scheduling flexibility. While the old 6-credit course was cross-coded with GESJ, these two new 3-credit courses will be cross-listed.

COURSE TEMPLATE

MOTION # 5:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive the addition of FILM 2336: Women in Cinema.

Rationale:

We are replacing the 6-credit "Women in Cinema" course with two 3-credit courses: "Women in Cinema" and "Gender and Film". Within contemporary frameworks of gender, a stand-alone on Gender and Film will focus on the contributions of theories of masculinity, queer theory, and trans theory to film studies. By splitting Women in Cinema into two 3-credit courses, students have the opportunity to engage with both (all) bodies of scholarship but are able to do so with greater scheduling flexibility. While the old 6-credit course was cross-coded with GEND, these two new 3-credit courses will be cross-listed.

A) Descriptive Data:

Course Code	FILM-2336
Course Title	Women in Cinema
Course Credits	<input type="checkbox"/> X3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine representations of women in mainstream and alternative cinema, as well as the contributions of women behind the camera. Topics may include theories of spectatorship and identification, the gendered gaze, and intersectionality within feminist analysis. Film selections may range from Classic Hollywood cinema, to 1980s feminist video art, to contemporary national and international films. This course may be credited towards the Major in Fine Arts (Art History and Visual Studies stream). This course is also offered as GEND 2336.
Course Prerequisite	None
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	FILM 2305 GEND 2305 GEND 2336
Restriction	Click here to enter Restriction
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> X online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours per week for one term
Hours of contact time expected per term	36

COURSE TEMPLATE

<p>Program Implications (ie. changing a required 6 credit course to a 3 credit course)</p>	<p>Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify</p>
<p>Course Grouping or Stream</p>	<p>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</p>
<p><u>Cross-Listing</u></p>	<p><input type="checkbox"/> <u>X Cross-Listed</u> This course may be credited towards the Major in Fine Arts (Art History and Visual Studies stream).</p>
<p>Learning Outcomes <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. examine the key concepts and debates within feminist film studies. 2. analyze the connections between feminist activisms/theories/scholarship and cinema. 3. apply a critical spectatorship and analysis of the female/feminine subject within a variety of filmic genres. 4. examine the contributions of women and non-male filmmakers and theorists to the field of cinema. 5. apply an academic vocabulary of filmic concepts and cinematic techniques. 6. apply filmic analyses using clear and persuasive prose.

COURSE TEMPLATE

MOTION # 6:

Moved by _____, seconded by _____, that the ARCC recommend to the Arts and Science Executive the addition of FILM 2337: Gender and Film.

Rationale:

We are replacing the 6-credit "Women in Cinema" course with two 3-credit courses: "Women in Cinema" and "Gender and Film". Within contemporary frameworks of gender, a stand-alone on Gender and Film will focus on the contributions of theories of masculinity, queer theory, and trans theory to film studies. By splitting Women in Cinema into two 3-credit courses, students have the opportunity to engage with both (all) bodies of scholarship but are able to do so with greater scheduling flexibility. While the old 6-credit course was cross-coded with GEND, these two new 3-credit courses will be cross-listed.

A) Descriptive Data:

Course Code	FILM 2337
Course Title	Gender and Film
Course Credits	<input type="checkbox"/> X3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine how gender is produced in and through film. Students explore a variety of topics which may include constructions of masculinity and femininity, representations of normative and so-called "deviant" genders and sexualities, the production of gendered audiences and spectators, and the intersections of gender with race, class, sexuality and dis/ability. This course may be credited towards the Major in Fine Arts (Art History and Visual Studies stream). This course is also offered as GEND 2337.
Course Prerequisite	None
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	FILM 2305 GEND 2305 GEND 2337
Restriction	Click here to enter Restriction
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> X online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours per week for one term
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

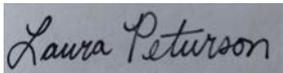
COURSE TEMPLATE

	If yes, please specify: click here to specify
<u>Cross-Listing</u>	<input type="checkbox"/> X <u>Cross-Listed</u> - This course may be credited towards the Major in Fine Arts (Art History and Visual Studies stream). This course may be credited towards Gender Equality and Social Justice (GEND).
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will: <ol style="list-style-type: none"> 1. analyze how filmic genres function as discursive sites for the production of 'gender' and 'sexuality.' 2. investigate the intersections of gender with categories of race, class, sexuality, and dis/ability. 3. evaluate key scholarly texts that have shaped critical analyses of gender and sexuality within and beyond the field of film studies. 4. apply queer theory, trans theory, theories of masculinity, and other theories related to the field of gender studies, to film studies. 5. apply academic vocabulary of filmic concepts and cinematic techniques. 6. apply filmic analyses using clear and persuasive prose.

DEPARTMENTAL CURRICULUM APPROVAL FORM
To Cross-code FILM/GEND 2336 and FILM/GEND 2337

Motion: That Senate approve the cross-coding of FILM/GEND 2336 and FILM/GEND 2337

(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
FAVA	Laura Peturson		March 24, 2020



**Submission to the
Arts & Science Regulations and Curriculum Committee (ARCC)**

**Proposed Modifications to Gender Equality and Social Justice Curriculum
November 11, 2019**

Dr. Sal Renshaw (Chair)
Dr. Rosemary Nagy
Dr. Leslie Thielen-Wilson
Dr. Wendy Peters
Dr. Renee Valiquette
Dr. Stacey Mayhall
Professor Erin Dokis

Motion Summaries

- MOTION 1:** That ARCC recommend to the Arts and Science Executive that the course INTD 1007 *Big Ideas: Introduction to the Disciplines* be ADDED to the Calendar.
- MOTION 2:** That ARCC recommend to the Arts and Science Executive that the course INTD 3007 *Wicked Problems: Applied Interdisciplinarity* be ADDED to the Calendar.
- MOTION 3:** That ARCC recommend to the Arts and Science Executive that the course INTD 1005: *Introduction to Disciplinary Studies* be DELETED.
- MOTION 4:** That ARCC recommend to the Arts and Science Executive that the course INTD 3005 *Wicked Problems: Applied Interdisciplinarity* be DELETED from the Calendar.
- MOTION 5:** That ARCC recommend to the Arts and Science Executive that the new course GEND 2246 *Transforming Harm: Case Studies in Transformative Justice* be ADDED to the Calendar.
- MOTION 6:** That ARCC recommend to the Arts and Science Executive that the new course GEND 3236 *Memory and Public Mourning* be ADDED to the Calendar.
- MOTION 7:** That ARCC recommend to the Arts and Science Executive that the new course GEND 3246 *Madness and Medicine* be ADDED to the Calendar.
- MOTION 8:** That ARCC recommend to the Arts and Science Executive that the course RLCT 2156 *Religion, Justice and Animals* be CROSS-CODED with GEND 2256 *Religion, Justice and Animals*
- MOTION 9:** That ARCC recommend to the Arts and Science Executive that the course GEND 2277 *Genocide and Mass Violence in Rwanda* be BANKED

Motions

- MOTION 1:** That ARCC recommend to the Arts and Science Executive that the course INTD 1007 *Big Ideas: Introduction to the Disciplines* be ADDED to the Calendar.

Rationale

This is a 3 credit course which will replace the existing 6 credit version that is being deleted. We have never offered the 6 credit version. We imagine it will be easier to find teaching resources for a 3 credit version. It's also likely to be easier to schedule for students.

Budget Implications: None
(Template at the End)

MOTION 2: That ARCC recommend to the Arts and Science Executive that the course INTD 3007 Wicked Problems: Applied Interdisciplinarity be ADDED to the Calendar.

Rationale/Statement of Academic Merit

This is a 3 credit course which will replace the existing 6 credit version that is being deleted. We have never offered the 6 credit version. We imagine it will be easier to find teaching resources for a 3 credit version. It's also likely to be easier to schedule for students.

Budget Implications: None
(Template at the End)

MOTION 3 (non-substantive): That ARCC recommend to the Arts and Science Executive that the course INTD 1005: Introduction to Disciplinary Studies be DELETED.

Rationale

INTD 1005 has yet to be offered. It is part of a suite of INTD classes which were all passed by Senate in December 2014. All were 6 credit classes. While we have offered INTD 2005 each year for the past five years, we have been unable to offer either INTD 1005 or INTD 3005. The 6 credit format presents both scheduling and staffing challenges. Replacing INTD 1005 and INTD 3005 with 3 credit versions will hopefully open the possibility of them being offered.

Budget Implications: None

MOTION 4 (non-substantive): That ARCC recommend to the Arts and Science Executive that the course INTD 3005: Applied Interdisciplinarity: Solving Wicked Problems be DELETED.

Rationale/Statement of Academic Merit

INTD 3005 has yet to be offered. It is part of a suite of three (3) INTD classes which were all passed by Senate in December 2014. All were 6 credit classes. While we have offered INTD 2005 each year for the past five years, we have been unable to offer either INTD 1005 or INTD 3005. The 6 credit format presents both scheduling and staffing challenges. Replacing INTD 1005 and INTD 3005 with the 3 credit versions, INTD 1007 and INTD 3007 will hopefully open the possibility of them being offered.

Budget Implications: None

Motion 5: That ARCC recommend to the Arts and Science Executive that the new course GEND 2246 *Transforming Harm: Case Studies in Transformative Justice* be ADDED to the Calendar.

Rationale/Statement of Academic Merit

Transforming Harm is a new 2nd year course for the Power and Inequality stream. It will be one of two required courses for the Minor in Transformative Justice that we are proposing in GESJ. GESJ is currently developing a suite of thematic Minors to help students both navigate the GESJ program itself as well as to build vocational as well as scholarly concentrations to complement their majors in other departments.

Budget Implications: None.

This course will be part of the regular rotation of existing GESJ faculty.

(Template at the End)

MOTION 6: That ARCC recommend to the Arts and Science Executive that the new course GEND 3236 *Memory and Public Mourning* be ADDED to the Calendar.

Rationale

Memory and Public Mourning is a third year course that has already been successfully offered once under a special topics code and title Memory and Violence. It is a 3rd year progression option for the Power and Inequality stream and will be one of the electives for the Minor in Transformative Justice that we are proposing in GESJ. GESJ is currently developing a suite of thematic Minors to help students navigate the GESJ program itself as well as to build vocational as well as scholarly concentrations to complement their majors in other departments.

Budget Implications: None. This course is already part of the regular rotation of our existing faculty.

MOTION 7: That ARCC recommend to the Arts and Science Executive that the new course GEND 3246 *Madness and Medicine* be ADDED to the Calendar.

Rationale

Madness and Medicine is a third year course that has already been successfully offered once under a special topics code. It is a 3rd year progression option for the Power and Inequality stream and will be one of the electives for the Minor in Transformative Justice that we are proposing in GESJ. GESJ is currently developing a suite of thematic Minors to help students navigate the GESJ program itself as well as to build vocational as well as scholarly concentrations to complement their majors in other departments.

Budget Implications: None. This course is already part of the regular rotation of our existing faculty.

(Template at the End)

MOTION 8: That ARCC recommend to the Arts and Science Executive that the course RLCT 2156 *Religion, Justice and Animals* be CROSS-CODED with GESJ as GEND 2256

Rationale

Religion, Justice and Animals is a second year complement to the existing GEND 2086, Animal Rites. It is offered by a faculty member who is cross-appointed in GESJ and for the last two iterations it has been taken primarily by both GESJ and RLCT students with the lion's share, being GESJ students. Students taking Majors in smaller programs already suffer from significant scheduling challenges due the cycling issues that arise when there are too few faculty. Cross-listing and cross-coding both offer different, yet often complementary, ways that smaller programs can respond to this challenge. In addition to helping to address cycling challenges, cross-listing gives students an opportunity to broaden their experience of their discipline by taking courses with different professors from different disciplines. However, and for obvious reasons, there are limits to the number of courses most disciplines feel should be cross-listed. In GESJ and RLCT this number is 24 credits. But in the case of Religion, Justice and Animals, both GESJ and RLCT students are taking a course with one of the core professors in both their disciplines precisely because Sal Renshaw is cross-appointed. Moreover, the content of this course would also be considered to be core to both in this case. The cross-listing of this course for GESJ students limits their cross-listing opportunities. They are forced to use 3 of their cross-listing credits for a course taught each and every time by one of their discipline-based professors. It is in this context, in particular with cross-appointed faculty, that cross-coding offers an opportunity that expands and enhances student's options. Cross-coding, as opposed to cross listing, allows students to count this course towards their concentration whatever that might be from an Honours degree through to a Minor (which right now, in GESJ, excludes all cross-listed courses). Cross-coding would then open up their options with respect to cross-listed courses by giving them back the 3 credits they currently lose. Cross-listed courses draw on a wider pool of faculty and disciplines and allow students to broaden their disciplinary experience – something we should encourage as much as possible. So by cross-coding *Religion, Justice and Animals* with GEND we will increase student's options, go some way towards easing scheduling and cycling issues that are often disproportionately felt by students taking concentrations in smaller programs – be they Honours, Majors or even Minors in smaller programs – and we will more accurately reflect the way courses are coded and taught in other programs where core faculty teach core courses.

There are further issues with cross-listing that are not the case with cross-coding. Students have no way of knowing which courses are cross-listed. They do not appear as part of the GEND or RLCT complete course listings in the Academic Calendar. Nor do they appear on the program web pages as anything other than a list of codes. This is the case for almost ALL programs – not just GESJ or RLCT. So there are significant structural issues that prevent students from knowing which courses are actually cross-listed in any degree program. This is yet another structural barrier that has significant implications for students as they try to navigate their degrees.

**Lastly, ideally cross-coded courses would have the same number. In this case that was not possible as the numerical code was taken by another course.

(NB. Departmental Approval Form is at the end of this document)

Budget Implications: None.

MOTION 9: That ARCC recommend to the Arts and Science Executive that the course GEND 2277 Genocide and Mass Violence in Rwanda be BANKED

Rationale/Statement of Academic Merit

The course has not been offered in a number of years and is unlikely to be in the near future. The narrow focus on Rwanda is in need of revision.

Budget Implications: None.

New Course Templates

MOTION: 1 That ARCC recommend to the Arts and Science Executive that the course INTD 1007 Big Ideas: Introduction to the Disciplines be ADDED to the Calendar.

JUSTIFICATION (Rationale):

This is a 3 credit course which will replace the existing 6 credit version that is being deleted. We have never offered the 6 credit version. We imagine it will be easier to find teaching resources for a 3 credit version. It's also likely to be easier to schedule for students.

Course Code	INTD 1007
Course Title	Big Ideas: Introduction to the Disciplines
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 a wide array of disciplinary approaches to knowledge and scholarship at the same time as they explore the concept and history of disciplinarity. Through guest lectures from professors across the Arts, Sciences, Social Sciences and Professional Schools, students engage with critical and cutting edge research questions and scholarship undertaken in each of the selected disciplines.
Course Prerequisite	None
Course Corequisite	N/A
Antirequisite	N/A
List any restrictions or special notes for this course.	N/A

<p>For example "This course is restricted to BPHE students".</p>	
<p>Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.</p>	<p>3 hours per week</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department</p>
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>Click here to enter Program Implications. None</p>
<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:</p> <ol style="list-style-type: none"> 1. Demonstrate some familiarity with the history, theories and methodologies of disciplinary approaches to knowledge. 2. Identify and clearly articulate the key strengths and challenges of disciplinary approaches to knowledge. 3. Identify and explain the reasons for their own emerging disciplinary preferences. 4. Demonstrate an emerging ability to identify a well reasoned analytical argument across a range of disciplinary contexts. 5. Demonstrate an emerging capacity to identify and explain the different kinds of evidence that pertain to different disciplines. 6. Demonstrate in writing and orally some of the 'big ideas' that pertain to the disciplines covered.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" 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>
Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?	<input type="checkbox"/> Yes <input type="checkbox"/> No The INTD courses are currently staffed by GESJ/CHFS faculty. Guest Faculty participate on a voluntary basis

MOTION 2: That ARCC recommend to the Arts and Science Executive that the course INTD 3007 Wicked Problems: Applied Interdisciplinarity be ADDED to the Calendar.

JUSTIFICATION (Rationale):

This is a 3 credit course which will replace the existing 6 credit version that is being deleted. We have never offered the 6 credit version. We imagine it will be easier to find teaching resources for a 3 credit version. It's also likely to be easier to schedule for students.

Course Code	INTD 3007
Course Title	Wicked Problems: Applied Interdisciplinarity
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 apply interdisciplinary scholarship to real world dilemmas facing society locally, nationally and globally. Students work collaboratively, integrating a variety of disciplinary expertise, in order to creatively address the most pressing concerns of the day. The “Wicked Problem” will change with each offering, but might include topics such as: mass extinction, global poverty, homelessness and climate change.
Course Prerequisite	Any 18 credits completed
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The nature of the experiential component will vary with the topic. Experiential Learning will be a core component of each iteration.</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>3 hours per week</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, click here to enter department</p>
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>None</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 will:</p> <ol style="list-style-type: none"> 1. Apply interdisciplinary approaches to problem solving. 2. Identify and clearly articulate the key strengths and challenges of interdisciplinary approaches to problem solving using a concrete example. 3. Apply the core concepts and theories they have encountered in the class. 4. Demonstrate an understanding of various methodological approaches germane to the disciplines and research relevant to the Wicked Problem they have explored. 5. Select, evaluate, integrate and apply information from various disciplines as they pertain to the wicked problem. 6. Construct and sustain well reasoned analytic arguments in consistent, coherent and grammatical prose and express these analyses both orally and in writing.
<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>

Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No The INTD courses are currently staffed by GESJ/CHFS faculty. Guest faculty participate on a voluntary basis.
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MOTION 5: That ARCC recommend to the Arts and Science Executive that the new course GEND 2246 *Transforming Harm: Case Studies in Transformative Justice* be ADDED to the Calendar.

JUSTIFICATION (Rationale):

Transforming Harm is a new 2nd year course for the Power and Inequality stream. It will be one of two required courses for the Minor in Transformative Justice that we are proposing in GESJ. GESJ is currently developing a suite of thematic Minors to help students both navigate the GESJ program itself as well as to build vocational as well as scholarly concentrations to complement their majors in other departments.

Course Code	GEND 2246
Course Title	Transforming Harm: Case Studies in Transformative Justice
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 principles and practices of Transformative Justice through case studies. Students learn how social justice advocates – especially those working with an analysis of intersecting gender, race, and economic injustices – both critique dominant institutions (such as law, prisons, medicine, psychiatry, government, capitalist economies, media), and create community-based alternatives to responding to the harm associated with these institutions. Students explore emphasis placed on coalition and ally-ship building across differently marginalized and advantaged groups.
Course Prerequisite	Any 18 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>36</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department</p>
<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>This course will be added to the Power and Inequality Stream.</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 will:</p> <ol style="list-style-type: none"> 1. Apply critical reading and critical thinking skills; 2. Describe and explain intersectionality – informed by theories and practices related to Transformative Justice movements 3. Explain, apply, and discuss these theories and concepts; 4. Identify and examine the key issues, themes, and controversies regarding Transformative Justice theory and practice; 5. Develop intellectual independence and analytical skills through the examination of a community based Transformative Justice case-study. 6. Demonstrate team work skills through collaborative learning activities; 7. Demonstrate skills in researching and writing at the University.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <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 Click here to enter hours per term (ie. 36 or 72)</p>

MOTION 6: That ARCC recommend to the Arts and Science Executive that the new course GEND 3236 *Memory and Violence* be ADDED to the Calendar

JUSTIFICATION (Rationale):

This course has been successfully offered once under a special topics code. It is a much needed third year progression addition to the Power and Inequality stream.

Course Code	GEND 3236
Course Title	Memory and Violence
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 how violence is remembered, or <i>forgotten</i> . Focusing on collective memory and public mourning, students explore “the politics of memory” in relation to various forms of violence against “Othered” populations. Historical and contemporary examples of violence may include: state violence against racialized populations; violence during war; human rights violations; interpersonal violence (such as sexual violence); collective violence (such as mob violence); and, “individual” violence (such as mass shootings).
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	GEND 3056 Memory and Violence (Fall 2018)
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>	36
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

<p>Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>The course will go into the Power and Inequality Stream</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 will:</p> <ol style="list-style-type: none"> 1. Apply critical reading and critical thinking skills; 2. Discuss and be able to explain, key critical social justice theory and concepts relevant to the study of collective memory of social injustice; 3. Apply and critique key critical social justice theories and concepts; 4. Develop intellectual independence and analytical skills through the development of reasoned, evidenced based, argument in verbal and written assignments; 5. Demonstrate team work skills (group dialogue/consensus making, time management, sharing responsibility, balanced leadership, clear speaking) through collaborative learning activities; 6. Demonstrate improved skills in researching and writing at the university level.
<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. <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 7: That ARCC recommend to the Arts and Science Executive that the new course GEND 3246 *Madness and Medicine* be ADDED to the Calendar

JUSTIFICATION (Rationale):

This course has been successfully offered twice under a special topics code. It is a much needed third year addition to the Power and Inequality stream.

Course Code	GEND 3246
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Course Title	Madness and Medicine
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>	What is madness? Is it “a sane response to an insane society”? What does it mean to “medicalize” madness? Students explore the medical sciences, as well as the social, political, and cultural significance of Western ideas of madness for systems of gender, race, and economic inequality. What can the history of who has been deemed “mad” or “psychologically disordered” teach us about our collective identities and systems of power?
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	GEND 3056 Madness and Medicine (Winter 2019)
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>	36
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
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course will be added to the Power and Inequality Stream
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: <ol style="list-style-type: none"> 1. Apply critical reading and critical thinking skills; 2. Explain, apply and discuss key critical social justice theory and concepts relevant to both the critique of Western ideas of madness, and strategies for social change; 3. Identify and examine the operation (and impact) of gender/race/class/disability power dynamics with

	<p>regard to specific examples of the medicalization of mental life within Western society;</p> <p>4. Develop intellectual independence and analytical skills through the development of reasoned, evidenced based, argument in verbal and written assignments;</p> <p>5. Demonstrate team work skills (group dialogue/consensus making, time management, sharing responsibility, balanced leadership, clear speaking) through collaborative learning activities;</p> <p>6. Demonstrate improved skills in researching and writing at the university level.</p>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <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>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter additional resources

DEPARTMENTAL CURRICULUM APPROVAL FORM

(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)

RLCT is supportive of the proposal to CROSS-CODE RLCT 2156 Religion, Justice and Animals with GESJ under the code GEND 2256.

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
RLCT	Susan Srigley		November 10, 2019

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
Gender Equality and Social Justice: NB:I am approving the cross listing of FAVA 2337 Gender and Film with GESJ.	Dr. Sal Renshaw		January 29, 2020

CURRICULUM PROPOSALS:

GEOGRAPHY

Motion #1: Non-Substantive

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive that **GEOG4126: Snow and Ice Hydrology** be banked.

Rationale:

The purpose behind this curriculum change is to create a new course GEOG 3196 and remove the existing GEOG 4126 Snow and Ice Hydrology, transferring its content from the 4th year level to the 3rd year level. The rationale is to maintain our sequence of hydrology courses which allows students to take a hydrology course from 2nd through 4th year. It should be noted that our previous 3rd year hydrology course was switched last year to the 4th year level in order to accommodate a split-level offering with graduate students. Basically, we are just flipping our two senior hydrology courses in order to maintain flow through. The course description has been slightly altered to conform to the 50 to 75 word rule.

Motion #2: Substantive

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of a new course **GEOG3196: Snow and Ice Hydrology**.

Rationale: The purpose behind this curriculum change is to create a new course GEOG 3196 and remove the existing GEOG 4126 Snow and Ice Hydrology, transferring its content from the 4th year level to the 3rd year level. The rationale is to maintain our sequence of hydrology courses which allows students to take a hydrology course from 2nd through 4th year. It should be noted that our previous 3rd year hydrology course was switched last year to the 4th year level in order to accommodate a split-level offering with graduate students. Basically, we are just flipping our two senior hydrology courses in order to maintain flow through. The course description has been slightly altered to conform to the 50 to 75 word rule.

Motion #3: Substantive

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of a new course **GEOG3416: The City: Natural & Human Environments**.

Rationale: Field courses are an important part of understanding landscapes. Nipissing is relatively close to several urban centres, providing an excellent opportunity for students to visit and understand the landscape of a rapidly changing global city. GEOG 3416 also complements other lecture-based courses currently offered by the Dept. of Geography, such as GEOG 1016 (People, Place, Environment), GEOG 2137 (Social Geography), GEOG 3207 (The Structure of the City), and GEOG 2146 (Cities in A Changing World-*pending approval*). The Dept. of Geography has offered field courses in the past, and other departments at Nipissing currently offer field courses as well.

Motion #4: Substantive

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of a new course **GEOG4506: Professional Internship in Geography**.

Rationale: The majority of geography departments in Ontario provide some form of undergraduate experiential learning opportunities. While the traditional co-op type program is available to geography majors at the University of Waterloo, the University of Ottawa, Wilfrid Laurier University and Ryerson University alternative geography internship type courses are offered at almost every other university in Ontario. Nipissing's Department of Geography has a long tradition of hiring students on research related projects throughout the year that often involves collaborations with professions from government agencies (e.g. AAFC, MNRF) and local organizations (e.g. NBMCA, NBPS). Given the availability and demand for such experiences it is recommended that this opportunity for a professional internship be available to our students.

Motion #1: Substantive

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of a new course **GEOG3196: Snow and Ice Hydrology**.

JUSTIFICATION (Rationale):

The purpose behind this curriculum change is to create a new course GEOG 3196 and remove the existing GEOG 4126 Snow and Ice Hydrology, transferring its content from the 4th year level to the 3rd year level. The rationale is to maintain our sequence of hydrology courses which allows students to take a hydrology course from 2nd through 4th year. It should be noted that our previous 3rd year hydrology course was switched last year to the 4th year level in order to accommodate a split-level offering with graduate students. Basically, we are just flipping our two senior hydrology courses in order to maintain flow through. The course description has been slightly altered to conform to the 50 to 75 word rule.

Course Code	GEOG 3196
Course Title	
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>	In this systematic physical geography course students study the cryosphere using a practical approach to the measurement and analysis of the elements associated with snow and ice hydrology. Topics include snowfall, the formation and evolution of the snow pack, snowmelt, avalanches, ice growth and decay on sea ice, lakes and rivers, as well as glaciers and glacial hydrology, ground ice and permafrost hydrology. This course may be credited towards Science.
Course Prerequisite	
Course Corequisite	Click here to enter Course Corequisite
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No Students will be required to collect and analyze field data based on skills and techniques learned in class room.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and</i>	3 hours a week of lecture with the occasional field excursion on university property replacing lecture time.

<i>one hour of laboratory work.</i>	
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>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u> .	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. The ability to identify and understand all of the components of the Earth's cryosphere; 2. The ability to comprehend and explain the factors effecting the state of the Earth's cryosphere; 3. The ability to apply this understanding to explain how all forms of snow and ice influence stream flow; 4. A solid understanding of the physical, chemical and biological characteristics and roles of water in its frozen form; 5. The ability to utilize various field and lab techniques associated with the study of the cryosphere; 6. Competence at collecting, analyzing, and synthesizing field data at an advanced level; 7. The ability to synthesize historical data with climate change predictions to determine the possible future state of the cryosphere; and 8. The ability to communicate results in a formal seminar as well as in a major scientific report.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <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>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter additional resources

Motion #2: Substantive

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of a new course **GEOG3416: The City: Natural & Human Environments**.

JUSTIFICATION (Rationale):

Field courses are an important part of understanding landscapes. Nipissing is relatively close to several urban centres, providing an excellent opportunity for students to visit and understand the landscape of a rapidly changing global city. GEOG 3416 also complements other lecture-based courses currently offered by the Dept. of Geography, such as GEOG 1016 (People, Place, Environment), GEOG 2137 (Social Geography), GEOG 3207 (The Structure of the City), and GEOG 2146 (Cities in A Changing World-*pending approval*). The Dept. of Geography has offered field courses in the past, and other departments at Nipissing currently offer field courses as well.

Course Code	GEOG 3416
Course Title	The City: Natural & Human Environments
Course Credits	3 credits
Course Description	Students explore an urban setting from its cultural, economic, historical and environmental contexts. This will include visiting sites that highlight themes such as hazards, gentrification, indigenization, climate change, and urban biodiversity.
Course Prerequisite	24 credits completed
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	Lecture
Hours of contact time expected per week	Students meet for 4.5 hours per day over 8 days.
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? NO
Course Grouping or Stream	Does this course belong to a Group or Stream? NO
<u>Cross-Listing</u>	n/a
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ul style="list-style-type: none"> ● an appreciation of the major natural and social factors that shape urban landscapes; ● an understanding of how natural and social features interact; ● a familiarity with some of the major socio-environmental issues facing urban centres; ● an ability to identify similar features and issues in other urban settings; ● a familiarity with the policies related to these issues;

	<ul style="list-style-type: none"> • an ability to formulate relevant research questions about an urban landscape grounded in geographical methodologies.
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COMPARATIVE DATA

PROPOSED COURSE: GEOG 3416 The City: Natural & Human Environments

University	Equivalent Course(s) and Titles	Non-equivalent but 50% or more overlap
Brock	GEOG 2P94: Human Dominated Ecosystems	
McMaster		GEOG 4US3: Sustainable Cities
Ottawa	GEG 4128: Places & Landscapes of the North American City: New York City	
Queen's	GPHY 227: Cities: Geography, Planning and Urban Life	
Toronto		GGR482H1F: Toronto Field Course GGR481H1F: Environmental Geography Field Course
Trent	GEOG-3720H: Urban Environments	
Waterloo		GEOG 368: Conservation/Resource Management of the Built Environment
York	GEOG 4605: The Greater Toronto Area – A Geographical Perspective AP	

Motion #3: Substantive

_____, seconded by _____ that ARCC recommend to the Arts and Science Executive the addition of a new course **GEOG4506: Professional Internship in Geography**

JUSTIFICATION (Rationale):

The majority of geography departments in Ontario provide some form of undergraduate experiential learning opportunities. While the traditional co-op type program is available to geography majors at the University of Waterloo, the University of Ottawa, Wilfrid Laurier University and Ryerson University alternative geography internship type courses are offered at almost every other university in Ontario. Nipissing's Department of Geography has a long tradition of hiring students on research related projects throughout the year that often involves collaborations with professions from government agencies (e.g. AAFC, MNRF) and local organizations (e.g. NBMCA, NBPS). Given the availability and demand for such experiences it is recommended that this opportunity for a professional internship be available to our students.

Course Code	GEOG 4506
Course Title	Professional Internship in Geography
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 complete a specific geographical task within the work place environment either through the supervision of a faculty member or a supervisor of a government, non-government or private agency.
Course Prerequisite	None
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>	Restricted to students in the fourth year of an Honours program with a minimum 70% overall average. Approval of the discipline is required prior to registration.
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to 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>	60 hours per term
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>Click here to enter 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 Quality Assurance website.</p>	<p>Students who successfully complete this course will demonstrate:</p> <ul style="list-style-type: none"> • the development of professional skills and experience by using written text, speech, figures, graphics and other devices to identify and describe spatial characteristics, patterns and processes with physical and human geography; • the development of technical and research skills to observe, collect, and process geographical data; • the development of technical and research skills to perform analysis based on theories and principles in geography; • the development of technical and research skills to draw conclusions based on quantitative or qualitative approaches; • communication skills related to their understanding and analysis by making figures, writing research papers or reports, giving oral presentations; • readiness to pursue employment within related fields of study related to geography.
<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.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

Comparative Data:

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	<i>GEOG 4F99 Honours Internship</i>	Click here to enter text.
Carleton	<i>GEOG 4406 Practicum I GEOG 4408 Practicum II</i>	Click here to enter text.
Ottawa		<i>NA (CO-OP option instead)</i>
Toronto	<i>GGR493Y1Y Geography Professional Experience Course</i>	Click here to enter text.
Trent	<i>GEOG-3890H Internship Course</i>	Click here to enter text.
Waterloo		<i>NA (CO-OP option instead)</i>
Wilfrid Laurier		<i>NA (CO-OP option instead)</i>
York	<i>GEOG 4420 - Project Experience In Geography</i>	Click here to enter text.

School of Business

Motion 1: That the Academic Curriculum Committee recommend to senate that ACCT 1106 Introductory Financial Accounting I be added as a core requirement for the BBA.

Rationale: ACCT 1106 is now a prerequisite for ACCT 1107. ACCT 1107 is a core requirement for the BBA.

Motion 2: That the Academic Curriculum Committee recommend to senate that ACCT 1106 Introductory Financial Accounting I be added as a core requirement for the BComm.

Rationale: ACCT 1106 is now a prerequisite for ACCT 1107. ACCT 1107 is a core requirement for the BComm.

MOTION 1: That ACC recommend to Senate that the Second Degree requirements be updated to include an Honours option, as well as optional specializations in Accounting and Human Resources as follows:

To graduate with a BComm (Honours) or BComm (Four-year), students must complete 120 credits, including 54 core requirements as outlined below. Students may also complete a concentration, along with their core BComm requirements. Concentrations are available in Accounting and Human Resources.

Students completing the Bachelor of Commerce (Honours) must achieve a minimum average of 70% in the program, and must also include an additional six credits at the 4000 level in Business, as outlined in the BComm requirements.

Students completing the BComm (Four-year) must achieve a minimum average of 60% in the program.

ACCT 1106	Introductory Financial Accounting I	3 cr.
ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
MKTG 2127	Marketing for Managers	3 cr.
ACCT 2146	Management of Accounting and Control I	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 3046	Operations Management	3 cr.
FINC 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.
ADMN 4607	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

*For the BComm (Honours), these six credits must be at the 4000 level

Accounting Concentration

Students may pursue an Accounting Concentration by completing the following 18 credits. In this case, students would require 18 fewer elective credits.

ACCT 2106	Intermediate Accounting I	3 cr.
ACCT 2107	Intermediate Accounting II	3 cr.
ACCT 2147	Management Accounting and Control II	3 cr.
Nine credits from the following:		
ACCT 3127	Accounting Information Systems	3 cr.
ACCT 4816	Personal Taxation	3 cr.
ACCT 4817	Corporate Taxation	3 cr.
ACCT 4827	Auditing	3 cr.
ACCT 4836	Advanced Accounting Topics I	3 cr.
ACCT 4837	Advanced Accounting Topics II	3 cr.
ACCT 4887	Advanced Management Accounting	3 cr.
ACCT 4866	Advanced Cost Accounting Topics I	3 cr.
ACCT 4926	Information Systems Auditing and Assurance	3 cr.
ACCT 4927	Advanced Auditing	3 cr.

Students intending to pursue an accounting designation are strongly advised to take [ACCT 2106](#), [ACCT 2107](#) and [ACCT 2147](#) in their second year. Students should consult with the faculty co-ordinator regarding courses. If students are pursuing a professional accounting designation, they should ensure they are meeting the entrance requirements for the specific designation as those may be more demanding than the accounting stream requirements.

Human Resources Concentration

Students may pursue a Human Resources Concentration by completing the following 18 credits. In this case, students would require 18 fewer elective credits.

ORGS 2006	Recruitment and Selection	3 cr.
ORGS 2117	Industrial Relations	3 cr.
Twelve credits from the following:		
ACCT 2147	Management Accounting and Control II	3 cr.
ADMN 2706	Introduction to Intercultural Management	3 cr.

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

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

Rationale:

The Bachelor of Commerce (4-year) degree was approved by Senate in 2019 as a general business degree without specializations or Honours recognition. The original intent of the approved BComm degree was to differentiate the BComm and BBA degrees. While the intention was differentiation, the result devalued the BComm degree in recognition only, as the program had minor changes to program and degree requirements. In this 2020 revision, the recognition for academic success (Honours) and concentration achievement is being reinstated. The BBA program has changed significantly in structure and opportunity for course choices and additional concentrations, such that it is still differentiated from the BComm degree, even with the proposed amendments.

The major modification for the BComm (4-year) degree was approved by the School of Business in September 2019 with the intent that the two specialties to be added to the degree offering. The specializations are Human Resources and Accounting and an Honours recognition.

These concentrations provides students desirous of pursuing CHRL/ CHRP and CPA designations with the benefit of being recognized by these organizations for specific courses successfully completed as part of the concentration.

The BComm 4-year degree delivers the courses that are recognized by the professional designations to work towards qualification, but the lack of concentration in the degree is depriving graduates of the

recognition by potential employers when competing for jobs in a highly competitive job market in accounting and human resources.

The Honours recognition should be included to recognize students who complete the degree with the overall average of 70% in their program requirements and who have completed a program that includes the addition of the requirement of the 6 credit, level 4000 requirement already included in the BComm (4-year) degree.

MOTION 2: That ACC recommend to Senate that the Bachelor of Commerce Degree requirements be updated to include the BComm (Honours) as follows:

From:

Bachelor of Commerce

To graduate with a Bachelor of Commerce (General), students must:

- a. Complete 90 credits, with a minimum overall average of 60%;
- b. Satisfy all of the stated requirements for the degree;
- c. Achieve a minimum program average of 60% (based on the best credits which meet all of the requirements for the program);
- d. Complete a minimum of 30 Nipissing business course credits;
- e. Not exceed a maximum of 42 credits at the 1000 level.

To graduate with a Bachelor of Commerce (four-year), students must:

- a. Complete 120 credits, with a minimum overall average of 60%;
- b. Satisfy all of the stated requirements for the degree;
- c. Achieve a minimum program average of 60% (based on the best credits which meet all of the requirements for the program);
- d. Complete a minimum of 30 Nipissing business course credits;
- e. Not exceed a maximum of 42 credits at the 1000 level.

To:

Bachelor of Commerce

To graduate with a Bachelor of Commerce (General), students must:

- a. Complete 90 credits, with a minimum overall average of 60%;
- b. Satisfy all of the stated requirements for the degree;
- c. Achieve a minimum program average of 60% (based on the best credits which meet all of the requirements for the program);
- d. Complete a minimum of 30 Nipissing business course credits;
- e. Not exceed a maximum of 42 credits at the 1000 level.

To graduate with a Bachelor of Commerce (Four-year), students must:

- a. Complete 120 credits, with a minimum overall average of 60%;

- b. Satisfy all of the stated requirements for the degree;
- c. Achieve a minimum program average of 60% (based on the best credits which meet all of the requirements for the program);
- d. Complete a minimum of 30 Nipissing business course credits;
- e. Not exceed a maximum of 42 credits at the 1000 level.

To graduate with the Bachelor of Commerce (Honours), students must:

- a. Complete 120 credits, with a minimum overall average of 60%;
- b. Satisfy all of the stated requirements for the degree;
- c. Achieve a minimum program average of 70% (based on the best credits which meet all of the requirements for the program);
- d. Complete a minimum of 30 Nipissing business course credits;
- e. Not exceed a maximum of 42 credits at the 1000 level.

Rationale:

If motion 1 is approved, this motion for the degree requirements will have to be updated to reflect the changes to the Honours option, as well as optional specializations in Accounting and Human Resources.

MOTION 3: That ACC recommend to Senate that the Second Degree requirements be updated to include the BComm (Honours) as follows:

From:

Honours Bachelor Degree

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

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

- a. Complete a minimum of 60 credits with a minimum overall average of 60%;
- b. In the case of a major, students must complete a minimum of 30 credits in the subject of study of the second degree with a minimum subject average of 70% (based on the best 30 credits which meet all of the requirements of the major);
- c. In the case of an honours specialization, students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 70% (based on the best 48 credits which meet all of the requirements of the honours specialization);
- d. In the case of a BBA, BPHE, and BFA, students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 70% (based on the best 48 credits which meet all of the requirements of the subject of study);
- e. Satisfy all the stated requirements for the program not completed in the first degree;
- f. In the case of a Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, or a Bachelor of Fine Arts second degree, complete six credits from each the following areas if they have not done so in their first degree:
 - Humanities (Group I)
 - Social Sciences (Group II) and/or Professional Studies (Group IV)
 - Sciences (Group III)

- g. Maintain all minimum grade requirements and all minimum average requirements specified in the general regulations for the specified degree.

To:

Honours Bachelor Degree

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

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

- a. Complete a minimum of 60 credits with a minimum overall average of 60%;
- b. In the case of a major, students must complete a minimum of 30 credits in the subject of study of the second degree with a minimum subject average of 70% (based on the best 30 credits which meet all of the requirements of the major);
- c. In the case of an honours specialization, students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 70% (based on the best 48 credits which meet all of the requirements of the honours specialization);
- d. In the case of a BBA, BComm, BPHE, and BFA, students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 70% (based on the best 48 credits which meet all of the requirements of the subject of study);
- e. Satisfy all the stated requirements for the program not completed in the first degree;
- f. In the case of a Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, or a Bachelor of Fine Arts second degree, complete six credits from each the following areas if they have not done so in their first degree:
 - Humanities (Group I)
 - Social Sciences (Group II) and/or Professional Studies (Group IV)
 - Sciences (Group III)
- g. Maintain all minimum grade requirements and all minimum average requirements specified in the general regulations for the specified degree.

Rationale:

If motion 1 is approved, this motion for the degree requirements will have to be updated to reflect the changes to the Second Degree requirement.

MOTION #1: The School of Physical and Health Education recommends to the Education and Professional Studies Faculty Council Executive that the program requirements for BPHE with Concurrent Education be changed from:

Students must comply with the requirements for their BPHE degree program and include the following Concurrent Education set of courses: MATH 1070 Fundamental Concepts of Mathematics for Teachers or six credits in Mathematics courses having 4U or equivalent prerequisites; ACAD 1601 Academic Writing; EDUC 0106 Introduction to Teaching; PHED 2017 Teaching and Learning in Physical Education; PHED 3106 Community Leadership Placement I; and PHED 4106 Community Leadership Placement II with one of PHED3106 or PHED 4106 successfully completed in an educational setting working with children.

to:

Students must comply with the requirements for their BPHE degree program and include the following Concurrent Education set of courses: MATH 1070 Fundamental Concepts of Mathematics for Teachers or six credits in Mathematics courses having 4U or equivalent prerequisites; ACAD 1601 Academic Writing; EDUC 0106 Introduction to Teaching; PHED 2017 Teaching and Learning in Physical Education.

Rationale: Removal of the requirement “*PHED 3106 Community Leadership Placement I; and PHED 4106 Community Leadership Placement II with one of PHED3106 or PHED 4106 successfully completed in an educational setting working with children*” is recommended as it is redundant and unnecessary. All students completing the BPHE program, whether with or without Concurrent Education, must complete PHED 3106 and PHED 4106. Furthermore, students in BPHE with Concurrent Education already complete a 30-hour placement in an educational setting working with children through the required EDUC 0106 course. Furthermore, because BPHE with Concurrent Education students obtain their experiential learning opportunity working with children in EDUC 0106, the SPHE wants to remove this requirement from PHED 3106/4106 to allow for the flexibility for these students to explore other relevant experiential learning opportunities in these two courses that may not involve a youth population. The Associate Registrar (Heather Brown) and the Dean of EPS (Carole Richardson) have been consulted and both support this motion.

MOTION #2: The School of Physical and Health Education recommends to the Education and Professional Studies Faculty Council Executive that the prerequisites for PHED 3106 Community Leadership Placement I be changed from:

48 credits completed.

to:

PHED 1037 (Leadership and Professionalism) and 48 credits completed.

Rationale: PHED 1037 is a newly revised/updated course that addresses principles of Leadership, Professionalism, and Risk Management. It is a required course for all students in the BPHE program. However, to ensure that students who are unsuccessful in PHED 1037, or who transfer into the program and follow an irregular course progression, are appropriately prepared for their first Community Leadership Placement, we recommend that PHED 1037 be added as a prerequisite.

<p>Program Implications (ie. changing a required 6 credit course to a 3 credit course)</p>	<p>Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:</p>
<p>Course Grouping or Stream</p>	<p>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</p>
<p>Cross-Listing</p>	<p><input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p>	<p>Students who successfully complete this course will demonstrate</p> <ul style="list-style-type: none"> • knowledge of theories of injury and pain development in humans; • knowledge of mechanisms underlying selected injuries; • an understanding of the biomechanical concepts underlying balance in humans; • an understanding of the biomechanical concepts underlying gait in humans; • an understanding of the mechanics of balance and movement in the absence and presence of injury and/or pathology; • an understanding of different modes of clinical assessment from a biomechanical perspective;

<p>Program Implications (ie. changing a required 6 credit course to a 3 credit course)</p>	<p>Does this course have program implications?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify: The degree requirements for the BPHE program will be revised so that students may complete either PHED 4106 (50-hour, pass/fail, Community Leadership Placement II) or PHED 4606 International Experience.</p>
<p>Course Grouping or Stream</p>	<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>
<p>Cross-Listing</p>	<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 demonstrate</p> <ul style="list-style-type: none"> • an enhanced understanding and appreciation for different cultures, attitudes, beliefs, and perspectives; • a deeper understanding of the interconnectedness of individuals, societies, and countries; • knowledge of the physical, cultural, economic, and political characteristics of the host country or society; • knowledge of the physical activity, sport, and recreation preferences and patterns of individuals living in the host country; • recognition of the psycho-social implications of physical activity, sport, and recreation in the host country upon both themselves and upon individuals living in the host country, particularly with relevance to health and wellness; and, • the impact of their personal experience and culture on their perception of the world.

Motion 2: That the Academic Curriculum Committee recommends to Senate that the degree requirements for the Bachelor of Physical and Health Education be changed from:

Program Requirements:

Students completing the Bachelor of Physical and Health Education (Honours) must achieve a minimum average of 70% in the program.

Students completing the Bachelor of Physical and Health Education must achieve a minimum average of 60% in the program.

No more than 24 credits of practicals can be counted toward meeting the BPHE degree requirements.

Students must complete 120 credits as follows:

PHED 1007 Socio-Cultural Dimensions of Physical Activity 3 cr.

PHED 1016 Motor Development 3 cr.

PHED 1017 Health Concepts in Physical Education 3 cr.

PHED 1037 Leadership and Professionalism 3 cr.

PHED 1206 Systemic Approach to Functional Human Anatomy I 3 cr.

PHED 1207 Systemic Approach to Functional Human Anatomy II 3 cr.

1000-level practicals 6 cr.

PHED 2016 Motor Learning and Control 3 cr.

PHED 2036 Biomechanics I 3 cr.

PHED 2217 Systemic Approach to Integrated Human Physiology 3 cr.

PHED 2026 Psychology of Physical Activity 3 cr.

PHED 2406 Research Methods in Physical Activity 3 cr.

2000-level practicals 6 cr.

PHED 3006 Exercise Physiology I 3 cr.

PHED 3046 Physical Fitness Principles, Prescription & Assessment 3 cr.

PHED 3106 Community Leadership Placement I 3 cr.

PHED 3136 Adapted Physical Activity 3 cr.

PHED 3306 Statistics in Physical Activity 3 cr.

PHED 4106 Community Leadership Placement II 3 cr.

PHED 4227 Nutrition and Physical Activity 3 cr.

3000-level or 4000-level practicals 12 cr.

ACAD 1601 Academic Writing 3 cr.

Three credits from the following (one course): 3 cr.

ENGL 1000 level Special Topics course titled: Sport in Literature and Film

CLAS 2206 Sport and Recreation in the Classical World

HIST 3946 History of Sport in Canada

HIST 3947 Sport and Spectacle in Modern Society

PHED 4046 Contemporary Issues in Sport and Physical Activity

Electives

36 cr.

to (additions indicated in **bold**, deletions indicated in ~~strike~~through):

Program Requirements:

Students completing the Bachelor of Physical and Health Education (Honours) must achieve a minimum average of 70% in the program.

Students completing the Bachelor of Physical and Health Education must achieve a minimum average of 60% in the program.

No more than 24 credits of practicals can be counted toward meeting the BPHE degree requirements.

Students must complete 120 credits as follows:

PHED 1007 Socio-Cultural Dimensions of Physical Activity 3 cr.

PHED 1016 Motor Development 3 cr.

PHED 1017 Health Concepts in Physical Education 3 cr.

PHED 1037 Leadership and Professionalism 3 cr.

PHED 1206 Systemic Approach to Functional Human Anatomy I 3 cr.

PHED 1207 Systemic Approach to Functional Human Anatomy II 3 cr.

1000-level practicals 6 cr.

PHED 2016 Motor Learning and Control 3 cr.

PHED 2036 Biomechanics I 3 cr.

PHED 2217 Systemic Approach to Integrated Human Physiology 3 cr.

PHED 2026 Psychology of Physical Activity 3 cr.

PHED 2406 Research Methods in Physical Activity 3 cr.

2000-level practicals 6 cr.

PHED 3006 Exercise Physiology I 3 cr.

PHED 3046 Physical Fitness Principles, Prescription & Assessment 3 cr.

PHED 3106 Community Leadership Placement I 3 cr.

PHED 3136 Adapted Physical Activity 3 cr.

PHED 3306 Statistics in Physical Activity 3 cr.

~~PHED 4106 Community Leadership Placement II 3 cr.~~

PHED 4227 Nutrition and Physical Activity 3 cr.

3000-level or 4000-level practicals 12 cr.

ACAD 1601 Academic Writing 3 cr.

Three credits from the following (one course): 3 cr.

PHED 4106 Community Leadership Placement II 3 cr.

PHED 4606 International Experience 3cr

Three credits from the following (one course): 3 cr.

ENGL 1000 level Special Topics course titled: Sport in Literature and Film

CLAS 2206 Sport and Recreation in the Classical World

HIST 3946 History of Sport in Canada

HIST 3947 Sport and Spectacle in Modern Society

PHED 4046 Contemporary Issues in Sport and Physical Activity

Electives

36 cr.

Rationale: The SPHE would like to encourage students to engage in international experiential learning opportunities. Because of the current degree requirement of a 50-hour community leadership placement in year 3 (PHED 3106) and in year 4 (PHED 4106), we have recognized that the logistical/scheduling demands around completing these placements (both PHED 3106 and PHED 4106 are Fall-Winter courses) have created a barrier to students pursuing an international experience (e.g. semester study abroad). Therefore, allowing students to complete either a local placement (PHED 4106) or an international experiential learning opportunity (PHED 4606) to fulfill their degree requirements should remove this barrier.

School of Social Work:

Motion 1: that Academic Curriculum Committee recommend to Senate that the following revised learning outcomes for SWRK4456 International Social Work:

Old learning outcomes

By the end of this course students will:

1. Understand the role and purpose of the International Federation of Social Work (ISWF) and other mechanisms for global exchange.
2. Define and describe major global issues related to international social work practice including international policy development and advocacy.
3. Identify innovative examples of social work practice around the world as possible approaches for domestic issues and international practice such as the UN.
4. Conceptualize the local-global link using relevant theoretical explanations.
5. Identify and understand globalization processes and their impact including local practice linked to global issues.
6. Communicate a deeper understanding of social work's role within the international content and relevant domestic social justice using a global framework.
7. Understand the scope of eco-social work/environmental social work (environmental justice).

New learning outcomes

By the end of this course students will:

1. Understand the role and purpose of the International Federation of Social Work (ISWF) and other mechanisms for global exchange.
2. Define and describe major global issues related to international social work practice including international policy development and advocacy.
3. Identify innovative examples of social work practice around the world as possible approaches for domestic issues and international practice such as the UN.
4. Conceptualize the local-global link using relevant theoretical explanations.
5. Identify and understand globalization processes and their impact including local practice linked to global issues.
6. Communicate a deeper understanding of social work's role within the international content and relevant domestic social justice using a global framework.

7. Understand the scope of eco-social work/environmental social work (environmental justice).

8. Demonstrate an ability to critically reflect on one's own social location in relation to social work practice in the local and global context.

Motion 2: that the Academic Curriculum Committee recommend to Senate that the course description for SWRK4716 Social Work Leadership be revised.

Old course description

Students focus on what social work leadership looks like and the professional skills necessary for leadership. Leadership roles for social work, including the management of services, people and resources and continuous quality improvement and innovation, are also examined. Collaborative working with key stakeholders to develop a compelling shared vision for social change that is characterized by reconciliation, restorative justice, asset-oriented practice and the aspirations of all populations is emphasized.

New course description

Students focus on what **effective** social work leadership looks like and the professional skills necessary for leadership. Leadership roles for social work, including the management of services, people and resources and continuous quality improvement and innovation, are also examined. Collaborative working with key stakeholders to develop a compelling shared vision for social change that is characterized by reconciliation, restorative justice, asset-oriented practice and the aspirations of all populations is emphasized.

Motion 3: that the Academic Curriculum Committee recommend to Senate that the following revised learning outcomes for SWRK4716 Social Work Leadership.

Old learning outcomes

1. Understand leadership within professional social work and the context in which social workers practice.
2. Articulate the theoretical frameworks for leadership and how they apply to social work.
3. Understand the dimensions of good leadership and the characteristics of good or ethical leadership.
4. Demonstrate opportunities for leadership at all stages of the social work career – including early career opportunities such as mentoring and supervision, research, peer networks or continuing professional development.
5. Practice skill development in areas such as advocacy, proposal writing, financial management, lobbying, coalition building, bargaining and negotiating, conflict resolution, media relations and public speaking.
6. Critically evaluate social work's leadership responsibilities in micro versus macro levels of practice.

New learning outcomes

1. Understand leadership within professional social work and the context in which social workers practice.
2. Articulate the theoretical frameworks for leadership and how they apply to social work.
3. Understand the dimensions of good leadership and the characteristics of **effective** or ethical leadership.
4. Demonstrate opportunities for leadership at all stages of the social work career – including early career opportunities such as mentoring and supervision, research, peer networks or continuing professional development.
5. Practice skill development in areas such as advocacy, proposal writing, financial management, lobbying, coalition building, bargaining and negotiating, conflict resolution, media relations and public speaking.
6. Critically evaluate social work's leadership responsibilities in micro versus macro levels of practice.

Rationale for Motions 1 – 3: These non-substantive changes have emerged from a recent review of the BSW curriculum.

Motion 4: that the Academic Curriculum Committee recommend to Senate that the following prerequisite be added to SWRK3316 Structural and Interpersonal Violence: SWRK3106 Social Work as Transformative Practice, SWRK3216 Social Work Professional Skills Development, SWRK3356 Individual Practice Across the Life Span Part 1, SWRK3506 Anti-Oppression Theorizing and SWRK3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.

Motion 5: that the Academic Curriculum Committee recommend to Senate that the following prerequisite be added to SWRK3406 Indigenous Perspectives and Social Work Practice: SWRK3106 Social Work as Transformative Practice, SWRK3216 Social Work Professional Skills Development, SWRK3356 Individual Practice Across the Life Span Part 1, SWRK3506 Anti-Oppression Theorizing and SWRK3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.

Motion 6: that the Academic Curriculum Committee recommend to Senate that the following prerequisite be added to SWRK3505 Field Practicum I: SWRK3106 Social Work as Transformative Practice, SWRK3216 Social Work Professional Skills Development, SWRK3356 Individual Practice Across the Life Span Part 1, SWRK3506 Anti-Oppression Theorizing and SWRK3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.

Motion 7: that the Academic Curriculum Committee recommend to Senate that the following prerequisite be added to SWRK3357 Individual Practice Across the Lifespan Part 2: SWRK3106 Social Work as Transformative Practice, SWRK3216 Social Work Professional Skills Development, SWRK3356 Individual Practice Across the Life Span Part 1, SWRK3506 Anti-Oppression Theorizing and SWRK3806 Community Practice in Northern, Rural and Remote Communities with a minimum average of 70% on those courses.

Rationale for Motions 4 – 7: The BSW program requires students to maintain an overall average of 70% during the professional years. However, this requirement was not previously made explicit for each course. These motions address third year BSW courses.

Motion 8: that the Academic Curriculum Committee recommend to Senate that the following prerequisite be added to SWRK4316 Indigenous Child Welfare: SWRK4306 Indigenous Wellness, SWRK4706 Risk, Resilience and Complexity, SWRK4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.

Motion 9: that the Academic Curriculum Committee recommend to Senate that the following prerequisite be added to SWRK4106 Social Work Practice with Groups: SWRK4306 Indigenous Wellness, SWRK4706 Risk, Resilience and Complexity, SWRK4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.

Motion 10: that the Academic Curriculum Committee recommend to Senate that the following prerequisite be added to SWRK4716 Social Work Leadership: SWRK4306 Indigenous Wellness, SWRK4706 Risk, Resilience and Complexity, SWRK4206 Social Work Research and 3 credits of SWRK electives with a minimum average of 70% on those courses.

Rationale for Motions 8 – 10: The BSW program requires students to maintain an overall average of 70% during the professional years. However, this requirement was not previously made explicit for each course. These motions address fourth year BSW courses.

Motion 11: that the Academic Curriculum Committee recommend to Senate that prerequisites for SWRK2006 Foundations of Social Work Practice be modified from “SWRK1007 Introduction to Social Work and SWLF1006 Introduction to Social Welfare and Social Development” to “30 credits completed”.

Motion 12: that the Academic Curriculum Committee recommend to Senate that prerequisites for SWRK2106 Critical Social Policy for Social Work be modified from “SWRK1007 Introduction to Social Work and SWLF1006 Introduction to Social Welfare and Social Development” to “30 credits completed”.

Rationale for Motions 11 and 12: This is a prerequisite change to accommodate transfer students. This will allow students to complete SWRK1007, SWLF1006, SWRK2006 and SWRK2106 concurrently, which allows transfer students to register in their core courses without asking the instructor’s permission. Considering their requests are always approved, this new prerequisite better reflects current practice and will eliminate an unnecessary step for new students.

Motion 13: that the Academic Curriculum Committee recommend to Senate that a minimum grade of 70% be added to each of SWRK1007 Introduction to Social Work, SWLF1006 Introduction to Social Welfare and Social Development, SWRK2006 Foundations of Social Work Practice and SWRK2106 Critical Social Policy for Social Work for the BSW program requirements.

Rationale for Motion 13: This motion addresses the required social work courses for students applying to the BSW professional years only. We want to ensure that students applying for the BSW professional years obtain 70% in these core courses.

Graduate Studies in Education

Motion 1: That the Academic Curriculum Committee recommend to Senate that the reference to themes be removed from the Master of Education degree and program requirements in the Academic Calendar.

See below for the structure of the degree and program requirements as reorganized for consistency.

Degree Requirements:

To graduate with a Master of Education students must:

- a. satisfy all of the stated requirements for the degree;
- b. successfully complete the specified courses the with a minimum grade of 70% in each course after no more than two attempts
- c. complete the program within the time-to-completion guidelines in the School of Graduate Studies Regulations document.

Thesis Option Requirements:

EDUC 5196 Understanding Education	3 cr.
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EDUC 5157 Survey of Research Methods	3 cr.
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EDUC 5454 Master's Thesis	12cr.
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Plus 12 credits of 5000 level EDUC	
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Research Paper Option Requirements:

EDUC 5196 Understanding Education	3 cr.
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EDUC 5157 Survey of Research Methods	3 cr.
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EDUC 5115 Research Paper	6 cr.
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Plus 18 credits of 5000 level EDUC	
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Research Project + Seminar Option Requirements:

EDUC 5196 Understanding Education 3 cr.

EDUC 5157 Survey of Research Methods 3 cr.

EDUC 5186 Research Project + Seminar 3 cr.

Plus 21 credits of 5000 level EDUC

Master of Kinesiology

Motion 3: That the Academic Curriculum Committee recommend to Senate that KINE 5306 Sport Management be created as an elective course in the MSc Kinesiology program.

Rationale: The course represents an opportunity to broaden the elective offerings of the MSc in Kinesiology in a popular area of study offered within similar graduate programs (i.e., Human Kinetics) at other institutions. This addition leverages the untapped expertise of three Associate and Affiliate faculty members in the program. In other words, there is capacity for thesis supervision in this popular area of study, which can also provide a basis for enhancing student recruitment into the program. The course is structured as an overview of management theories and phenomena appropriate for a graduate level sport management course within a Kinesiology degree program. This approach is distinct from a sport management degree that typically offers individual courses on the specific topics presented in the proposed course.

A) Descriptive Data:

Course Code	KINE 5306
Course Title	Sport Management
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore a variety of sport management phenomena and dominant management theories used in the social sciences study of sport. Topics of study will typically include sport marketing, social and legal issues in sport, sport finance, technology and organizational behaviour.
Course Prerequisite	Click here to enter Course Prerequisite
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	This course is restricted to students registered in the MSc Kinesiology program.
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time	3

expected per week	
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	<p>Does this course have program implications?</p> <p><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 demonstrate</p> <ol style="list-style-type: none"> 1. a broad knowledge base of the major areas and career opportunities related to sport management; 2. critical assessment of sport management theories and social science methodologies; 3. the ability to discuss complex sport management issues and provide judgments based on established principles and techniques; 4. initiative and personal responsibility/ accountability; 5. decision-making in complex situations; 6. the ability to communicate ideas about sport management in a clear and logical fashion; 7. the complexity of knowledge and of the potential contributions of other interpretations and methods in sport management.

Academic Curriculum Committee

Bachelor of Social Work (BSW) Professional Years Admission Policy Modification

Motion: That the Academic Curriculum Committee recommend to Senate that the Bachelor of Social Work (BSW) Professional Years admission policy modification be approved.

Current BSW Professional Years Admission Policy

Admission consideration to the professional years (3 & 4) of the Bachelor of Social Work (BSW) is based on the following criteria:

- Successful completion of a minimum of 60 credits (10 full course equivalents) including SWRK-1007 (or equivalent), SWRK-2006 (or equivalent), SWRK-2106 (or equivalent), SWLF-1006 (or equivalent), 6 credits (one full course equivalent) in Humanities and 6 credits (one full course equivalent) in Science;
- Minimum 70% overall average;
- Personal Statement;
- Analysis of a Social Issue;
- Resume of Volunteer and Work Experience; and
- One academic and one personal/professional reference

Proposed Change to the BSW Professional Years Admission Policy

Admission consideration to the professional years (3 & 4) of the Bachelor of Social Work (BSW) is based on the following criteria:

- Successful completion of a minimum of 60 credits (10 full course equivalents) including SWRK-1007 (or equivalent), SWRK-2006 (or equivalent), SWRK-2106 (or equivalent), SWLF-1006 (or equivalent), 6 credits (one full course equivalent) in Humanities and 6 credits (one full course equivalent) in Science;
- Minimum 70% in SWRK-1007 (or equivalent), SWRK-2006 (or equivalent), SWRK-2106 (or equivalent) and SWLF-1006 (or equivalent)
- Minimum 70% overall average;
- Personal Statement;
- Analysis of a Social Issue;
- Resume of Volunteer, Work and Educational Experience; and
- One academic and one personal/professional reference

Rationale

The changes bring the admission requirements in line with the degree requirement changes made to the Bachelor of Social Work degree. This change will affect only students admitted to Nipissing in 20SS and onward.

Submitted by: Heather Brown
Date: February 6, 2020

Academic Curriculum Committee

REVISED Foundations Pathway Admission and Progression Requirements

Motion: That the Academic Curriculum Committee recommend to Senate that the Foundations Pathway admission and progression requirements be approved.

Foundation Pathway Admission and Progression Requirements

The Foundations Pathway supports students' transition from high school to university. This pathway is intended for students who are determined to earn a university education but have faced challenges in the academic environment. Secondary school applicants are eligible for admission consideration to a Bachelor of Arts (BA) or Bachelor of Science (BSc) with the Foundations Pathway if their admission average falls below 70%*. Applicants who are admitted to a program with the Foundations pathway will be eligible to register in a maximum of 24 credits and must register in the following courses:

All of the following CORE Foundations Courses:

FYFE 1001 Topics in Arts and Science I (3 cr.)

FYFE 1002 Topics in Arts and Science I (3 cr.)

6 credits of the following TRANSFORMATION Courses:

FYFE 1011 Critical and Applied Thinking (3 cr.)

FYFE 1021 Building a Better World (3 cr.)

FYFE 1031 Social Media: Untangling the Threads (3 cr.)

In addition to the FYFE courses listed above, students are recommended to take the following:

6 credits of the following TRANSITION Courses:

ACAD 1501 Preparation for Academic Writing (3 cr.)

ACAD 1601 Academic Writing (3 cr.)

ENGL 1551 Language & Written Communication: English Second Language I (3 cr.)

ENGL 1552 Language & Written Communication: English Second Language II (3 cr.)

NATI 1506 On the Land/From the Land: Indigenous Worldviews (3 cr.)

MATH 1011 Quantitative Reasoning (3 cr.)

MATH 1911 Finite Mathematics (3 cr.)

MATH 1912 Elementary Calculus (3 cr.)

COSC 1901 New Media Tools (3 cr.)

COSC 1902 Coding Techniques (3 cr.)

BIOL 1911 Introduction to Biology (3 cr.)

CHEM 1911 Introduction to Basic Chemistry (3 cr.)

6 credits of AREA of INTEREST Courses:

Students can select up to six credits in a subject area(s) that most interests them. This could be the introductory course(s) for their chosen program of study or a subject area they would like to explore. To be eligible to progress in a BA or BSc program, students must achieve a minimum cumulative average of 60%. Students will be placed on probation if at least 18 credits have been attempted and the student's cumulative average is between 55%-59%. Students placed on probation will be allowed continue on probation (maximum of 18 credits) and will be reassessed once a total of 30 credits have been attempted.

In some cases, as determined by Academic Advising, students may be given permission to take fewer FYFE courses in order to accommodate the courses required for their intended program of study. While students are required to take the FYFE courses as outlined above whenever possible, exceptions can be made in consideration with course availability and a student's individual academic goals.

Students whose admission averages are above 70% can also consider the FYFE courses if they are interested in the course content. Upper year students on Academic Probation may also be encouraged to consider the FYFE courses.

*Applicants must present six 4U/4M courses or equivalent including ENG4U or equivalent. Some BA or BSc programs may require specific prerequisite requirements. Contact the Registrar's Office for further information.

Submitted by: Heather Brown

Date: January 30, 2020

Revised: March 4, 2020

Lambton College E-sports Entrepreneurship & Administration Diploma Pathway to Bachelor of Commerce Degree at Nipissing University

Motion

That the Academic Curriculum Committee recommend to Senate that the transfer pathway to the Bachelor of Commerce degree (three-year and four-year) for two-year Esports Entrepreneurship & Administration graduates from Lambton College be approved.

Proposal

Applicants who have graduated from the two-year Esports Entrepreneurship & Administration diploma program at Lambton College, with an overall average of at least 70 percent or higher, may be eligible for admission to the Bachelor of Commerce (three-year) degree with transfer standing credit to a maximum of 30 credits.

Applicants who have graduated from the two-year Esports Entrepreneurship & Administration diploma program at Lambton College, with an overall average of at least 70 percent or higher, may be eligible for admission to the Bachelor of Commerce (four-year) degree with transfer standing credit to a maximum of 45 credits.

Rationale

The e-sport industry is experiencing rapid growth topping a billion dollars in 2019. Growth in hiring to support the industry is challenging because of the lack of specific skills and knowledge needed. Recognizing the potential, Lambton College launched an Esports Entrepreneurship & Administration 2-year diploma in 2017 with the first graduating class in spring 2019. Many students in the diploma program recognize the value in coupling their Esports Entrepreneurship & Administration 2-year diploma with a business degree that will allow them a competitive advantage in a fairly new and growing industry. As a current College partner, Nipissing University is uniquely positioned to deliver the Bachelor of Commerce (3-year) or Bachelor of Commerce (4-year) degree to the graduates of the Esports Entrepreneurship & Administration 2-year diploma through our CPP model or distance program.

Submitted by Lynn Sveinbjornson, Program Manager, College Partnership and Distance Programs and Marney Leclerc, Pathway Development Coordinator

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

March 10, 2020

The following members participated:

Graydon Raymer (Chair), Amanda Burk (Vice-Chair), Pat Maher, John Allison, Natalie Muylaert, Alex Karashev, Roxana Vernescu, Lorrie Tunney (Recording Secretary).

Regrets: Veronika Williams, Nancy Black

The Committee discussed a number of ongoing initiatives: planned programming for the Teaching Hub, submitted and planned grant/award applications (e.g. SteelCase, Desire2Learn, 3M), as well as the next call for Teaching Chairs.

The Committee continued its discussion on the Student Opinion Survey process/tool, with the understanding that the work on this has been moved to another (Joint) committee for the time being. Thus, the Committee spent time discussing what the work and mandate of this committee should be in the meantime. The Committee identified the planning of workshops/speaker series related to teaching/learning. One suggestion, to aid with developing future programming in the Teaching Hub, is send a short survey to all faculty and staff to identify areas of interest/need.

The next meeting of the TLC has tentatively been planned for early May.

Respectfully submitted,



G. Raymer
Chair
Teaching and Learning Committee