Senate Agenda

Friday, February 12, 2021

2:30 p.m.

Zoom Conference:

https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09

Meeting ID: 880 9246 1985

Passcode: 194317

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:** January 15, 2021

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 February 4, 2021 be received.

Academic Curriculum Committee

Motion 1:   That the Report of the Academic Curriculum Committee dated January 21, 2021 be received.

Faculty of Arts and Science

English

Motion 2:   That Senate approve the addition of ENGL-2523 "The Lullaby" to the Academic Calendar as outlined in the attached template.

Motion 3:   That Senate approve the addition of ENGL-2533 "Songs of Personal Struggle" to the Academic Calendar as outlined in the attached template.

Motion 4:   That Senate approve the addition of ENGL-2543 "Songs that Tell a Story" to the Academic Calendar as outlined in the attached template.

Motion 5:   That Senate consider Motions 7 to 14 as an omnibus motion.

Motion 6:   That Senate approve Motions 7 to 14 as an omnibus motion

Motion 7:   That Senate approve the addition of ENGL-2553 "Protest Songs" to the Academic Calendar as outlined in the attached template.

Motion 8:   That Senate approve the addition of ENGL-2623 "The Nursery Rhyme" to the Academic Calendar as outlined in the attached template.

Motion 9:   That Senate approve the addition of ENGL-2653 "How to Write for Well-Being" to the Academic Calendar as outlined in the attached template.

Motion 10: That Senate approve the addition of ENGL-2723 "Playground Poetry" to the Academic Calendar as outlined in the attached template.

Motion 11: That Senate approve the addition of ENGL-2733 "How to Read Poetry" to the Academic Calendar as outlined in the attached template.

Motion 12: That Senate approve the addition of ENGL-2743 "How to Read Prose Fiction" to the Academic Calendar as outlined in the attached template.

Motion 13: That Senate approve the addition of ENGL-2753 "How to Read Drama" to the Academic Calendar as outlined in the attached template.

Motion 14:   That Senate approve the addition of ENGL-2763 "How to Read Non-Fiction Prose" to the Academic Calendar as outlined in the attached template.

Motion 15:   That Senate approve the modification to the Honours Specialization, Specialization, Major, and Minor in English Studies to allow students to count a maximum of 6 credits of 1-credit ENGL courses to their program requirements.

<u>Faculty of Education and Professional Studies</u>

<u>School of Business</u>

Non-substantive (for information only):
- That the course title for ADMN 3406 change from Work Placement I (iLEAD) to Work Placement I (Co-op).

Motion 16:   That Senate approve that the course hours for ADMN 3406: Work Placement I change from "36 hours of work placement per term" to ""420 hours of work placement in a 12 week term".

Non-substantive (for information only):
- That the course title for ADMN 4406 change from Work Placement II (iLEAD) to Work Placement II (Co-op).

Motion 17:   That Senate approve that the course hours for ADMN 4406: Work Placement II change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".

Non-substantive (for information only):
- That the course title for ADMN 4407 change from Work Placement III (iLEAD) to Work Placement III (Co-op).

Motion 18:   That Senate approve that the course hours for ADMN 4407: Work Placement III change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".

Non-substantive (for information only):
- The prerequisite for ADMN 4606 Business Strategy & Policy I change from, "ADMN 2167, FINC 3116, and MKTG 1126" to "ADMN 2167, FINC 3116, and MKTG1126, or enrolment in a Post-Baccalaureate Program in the School of Business."

Motion 19:   That Senate approve that the requirements for the BBA Co-op Option change as outlined in the attached document.

Non-substantive (for information only):
- The description for ADMN 4407 Work Placement III change from:

Students may complete a third and optional semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue

with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.
To:
Students ~~may~~ **must** complete a third ~~and optional~~ semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.

Non-substantive (for information only):
• The course title for ADMN 4915 change from Entrepreneurship to Entrepreneurship (iLEAD).

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1:   That the Report of the Academic Quality Assurance and Planning Committee dated January 22, 2021 be received.

Motion 2:   That Senate approve the attached School of Graduate Studies Supervisory Committee Policy.

Motion 3:   That Senate approve the attached revised NU-IQAP Manual for Major Modifications.

By-Laws and Elections Committee

Motion 1:   That the Report of the By-Laws and Elections Committee dated January 28, 2021 be received.

Teaching and Learning Committee

Motion 1:   That the Report of the Teaching and Learning Committee dated January 19, 2021 be received.

9.   **Other Business**

10.   **Amendment of By-Laws**

• **Notice of Motion that the Senate By-Laws, Article 8.1 General Committee/Ad Hoc Committee Procedures, be amended as outlined below:**

Rationale: As no language currently exists in the Senate By-Laws in regards to approving motions over email and email voting, language was discussed at the September 30, 2020 and November 3, 2020 By-Laws and Elections Committee meetings and the following revisions were agreed upon:

8.1 General Committee/Ad Hoc Committee Procedures
   (g) Committee business, including the passing of motions to be conveyed to Senate, shall normally be done in regular meetings. In the event that a time-sensitive

motion must be considered before the next scheduled meeting of the committee, a vote over email is permissible under the following conditions:

(i) all members of the committee must be provided the motion and all supporting documentation;

(ii) the motion must be moved and seconded;

(iii) members must be given a minimum of two business days to ask questions and discuss the proposed motion before votes are cast;

(iv) members must be given a minimum of two further business days to respond with their vote;

(v) a simple majority of votes is sufficient to approve a motion over email but the total number of votes cast must make up a quorum of the committee;

(vi) motions passed over email will be included in supplemental minutes at the next in-person meeting of the committee and clearly marked as motions passed over email.

11. **Elections**

12. **New Business**

Motion 1:   That Senate consider receipt of the Report on Graduation Applicants dated February 4, 2021.

Motion 2:   That Senate receive the Report on Graduation Applicants dated February 4, 2021.

Motion 3:   That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 4, 2021.

13. **Announcements**

14. **Adjournment**

Nipissing University

Minutes of the Academic Senate Meeting

January 15, 2021

2:30 p.m.

Zoom Remote Conferencing

Members Present:	C. Sutton (Interim Chair), A. Vainio-Mattila, J. McAuliffe, P. Maher, J. Nadeau, P. Radia, D. Iafrate, N. Black
	A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, K. Lucas, S. Renshaw, S. Srigley, M. Tuncali, S. Winters, H. Zhu
	J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner
	C. Irwin, O. Pokorny
	K. Wilcox, B. Ray
	E. Lougheed
	M. King, C. Foster, A. Locke, S. Pecoskie-Schweir
Absent With Regrets:	M. Litalien, C. McFarlane, M. Saari, R. Vernescu
	P. Ravi, P. Zou
	H. Mackie, S. MacCarthy

Approval of the Agenda of the Senate Meeting of: January 15, 2021

Motion 1: Moved by A. Ackerman, seconded by N. Black that the agenda of the Senate meeting of January 15, 2021 be approved.
Carried

Adoption of the Minutes of the Senate Meeting of: December 11, 2020

Motion 2: Moved by A. Wagner, seconded by N. Black that the minutes of the Senate meeting of December 11, 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.

Business Arising from the Minutes

In follow up to discussion from the December 11, 2020 Senate meeting, the Provost advised that the following conversations will be held:
A Conversation on Secure Online Testing - January 27 from 2-3:00 p.m.
A Conversation on Alternative Assessment - February 9 from 10-11:00 a.m.

The office of the Dean of Teaching will provide further registration information. These conversations will be open to all interested faculty and staff.

Reports from Other Bodies

The Interim President was pleased to share an exciting announcement regarding a partnership with the McConnell Foundation. She advised that since last spring NU has been in conversations with the McConnell Foundation and universities across the country about the value of community engagement and how to "Build Back Better" from COVID-19. The pandemic has been considered as a 'pivotal moment' and a 'rehearsal', only one of many upcoming crises (pandemics, economic recessions, and climate related disruptions) which universities and society will likely have to face. The decisions we make today will help with preparations for tomorrow. Through these conversations, we envisioned the stories we want to tell in 2030 about how our institutions and our communities worked together to tackle the challenges of the next ten years, and we explored what we needed to do to get there. Finally, we agreed that our first step was to deepen relationships with our community members and identify actions that we can work together on. It is therefore with a spirit of collaboration, and an aspiration of increased social impact, that in partnership with the McConnell Foundation, NU will be inviting our community stakeholders to a community/university dialogue on "building back better''. This is part of a series of dialogues taking place across the country that are nationally relevant and locally specific. The intent is to receive feedback from the community on its expectations of the school as we build back better. The session will be guided by NU's social impact and community engagement strategic directions. The outcome will summarize specific actionable next steps for us to Build Back Better and we believe this will be a valuable session as we look forward to strategic planning in the coming year. External Relations and the President's office will collaborate to send invitations out to key stakeholders over the coming weeks, with an aim to host the dialogue in March. Further information will be provided once details are finalized.

The Interim President spoke to the communication that went out to the university community following the Stay-At-Home order that came into effect January 14. While it was hoped to have a student presence on campus in January, that will have to be delayed until at least after reading week. Classes will be delivered online until then.

The Interim President reported that the Library is offering curbside pickup and Residence remains open.

In response to questions that have recently arisen regarding the role of the Operational Readiness Committee (ORC) and the COVID-19 Response Team, the Interim President

advised that the ORC was created last summer for the purposes of providing input and recommendations to the President and Provost regarding the safe return to campus in the fall. The ORC was also integral in the development of the plans for on-campus learning this January. The COVID-19 Response Team was developed to respond to the communication requirements of the COVID-19 outbreak. Since then, the roles of the committees have been blurred. We continue to fine-tune the roles of these two groups in an effort for more clarity.

The Interim President advised that the Equity, Diversity & Inclusion RFP has been posted and we look forward to evaluating proposals in the coming weeks. Nipissing University is seeking a proponent to conduct a university-wide equity audit & stakeholder audit. This audit would be the foundation for a consultation process and action plan to be completed separately. The goals of the consultation and action plan are to embrace diversity and inclusion as core Nipissing values and take action to eliminate systemic barriers to inclusion. The results of the equity audit will help inform the university's next strategic planning process. The Provost has been leading a team to complete a significant funding application to support this work.

The Provost and Vice-President Academic and Research provided an admissions report advising that overall applications are up 7.5% vs. last year (2,827 vs. 2,630). The increase in applications is coming from the BEd program. Admissions are up 34% and 105 applications (mature & transfer students) are up 36%. The Ontario High School application deadline is January 15. In regards to enrolment, FTE's are up this year 4,735 vs. 4,684 (undergraduate FTE's are down, however, BEd and Graduate Studies are up). The distinct head count is also up, 5,943 vs. 5,881.

The Provost was pleased to announce the selection of Dr. Douglas Gosse as the Associate Dean of Education and Professional Studies. As well, the announcement of two new Teaching Chairs in Online and Virtual Lab/Studio Experiences, Dr. Sandra Goldsworthy, Associate Professor in the School of Nursing, and Dr. Mark Wachowiak, Department of Computer Science and Mathematics. Their terms started January 1, 2021 and will run until June 30, 2022. The committees for the two decanal positions are almost finalized. Candidates for the CRC Climate and Environment search, are being selected. In regards to the CRC Health search, the area is being determined.

The Provost advised of the successful rollout of the interim Student Opinion Survey through Blackboard Learn. As well, The Teaching Hub hosted a live YouTube session on "Trauma-informed Pedagogy"; part of ongoing workshop offerings. The recording has been posted to our YouTube Channel at: https://www.youtube.com/channel/UCawLcDd9clh27b1z55Gcawg/videos

She was also pleased to advise that 29 NU instructors participated in our "Online Teaching and Learning 101: A Primer for Instructional Staff" course which included the following six modules that covered: Planning with the End in Mind; Identifying Learning Outcomes; Assessment; Learning Activities & Course Content; Accessibility and Student Engagement. The course was facilitated in two, 2-week blocks, with cohorts of up to 20 instructors/cohort. Although all six modules will be available asynchronously for the duration through Blackboard Learn, synchronous opportunities to discuss the topics with Dr. Sarah Driessens and your peers will also occur by Zoom conference.

The Provost informed that Ontario has published a $50 million opportunity for development of proposals relating to a Virtual Learning Strategy. She also advised that Library curbside service starts up again on January 18 and is available on Mondays, Wednesdays and Fridays between 11-3. As well, classrooms are being prepared for face to face courses for winter 2021.

The Senate representative on the Board of Governors, Bobby Ray, reported that the Board of Governors last met on January 14. The Dean of Teaching provided an informative presentation on, *"The Teaching Hub: Moving from a pandemic present to a strategic future".* The Board also approved a resolution for the revision of the Search/ Appointment/Reappointment of Senior Academic Administrative Officers Policy limiting the length of any potential extension beyond a second term for a senior academic administrator to a maximum of 18 months.

It was noted that the Board of Governors' open agenda and supporting documentation uploaded to the university website was informative and detailed, and appreciation was expressed. The Interim President advised that these comments will be passed along to the Board Chair.

The Alumni Advisory Board representative, Erika Lougheed, provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague, Dr. Darren Campbell, advised that financial audits have been approved for the organization. Members requested that EDI should be taken into consideration and incorporated into the decision making process.

A member of the Joint Board/Senate Committee on Governance advised that their next meeting will be scheduled in late February or early March.

The NUSU, VP, Advocacy and Awareness, Mykayla King, provided a report. The report is attached to the minutes.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 1:   Moved by C. Sutton, seconded by A. Ackerman that the Report of the Senate Executive Committee dated January 7, 2021 be received.
Carried

Academic Curriculum Committee

Motion 1:   Moved by A. Vainio-Mattila, seconded by A. Ackerman that the Report of the Academic Curriculum Committee dated December 10, 2020 be received.
Carried

Faculty of Arts and Science

English

Motion 2:   Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve the addition of ENGL 2816 "Illness, Death, and Dying on Stage" to the Academic Calendar as outlined in the attached template.
Carried

Environmental Studies

Motion 3:   Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve the creation of ENST 5106: Multispecies Ethnography as outlined in the template.
Carried

Motion 4:   Moved by A. Vainio-Mattila, seconded by K. Lucas that Senate approve the addition of ENST 5106: Multispecies Ethnography to the list of eligible MES Specialty Courses.
                Carried

History

Motion 5:   Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the addition of HIST 1306 Animating the Land: Nbisiing Nishnaabeg Histories as outlined in the attached template.
                Carried

Motion 6:   Moved by A. Vainio-Mattila, seconded by H. Earl that Senate approve the addition of HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada as outlined in the attached template.
                Carried

Motion 7:   Moved by A. Vainio-Mattila, seconded by H. Earl that Senate approve the addition of HIST 2447 Indigenous Treaties in Canada as outlined in the attached template.
                Carried

Motion 8:   Moved by A. Vainio-Mattila, seconded by H. Earl that Senate approve the addition of HIST 3307 Gaa Bi Kidwaad Maa Nbisiing: The Stories of Nbisiing Nishnaabeg as outlined in the attached template.
                Carried

Motion 9:   Moved by A. Vainio-Mattila, seconded by H. Earl that Senate approve the addition of HIST 3306 Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island as outlined in the attached template.
                Carried

Mathematics

Motion 10:   MATH 6207 - Graduate Seminar in Mathematics II as a new required 3 credit course in the MSc Mathematics (Thesis) program.
                Carried

Motion 11:   Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve MATH 6206 - Graduate Seminar in Mathematics I as a new required 3 credit course in the MSc Mathematics (Thesis) program.
                Carried

Motion 12:   Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve to change MSc Mathematics – Thesis option program requirements as outlined in the attached document.
                Carried

Political Science

Motion 13:   Moved by A. Vainio-Mattila, seconded by D. Hay that Senate consider motions 15-20 as an omnibus motion.
                Carried

Motion 14:   Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve motions 15-20 as an omnibus motion.
                Carried

Motion 15:   Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve that the certificate in Peace and Violence Prevention Studies be changed to the certificate in Conflict Resolution and Negotiation.

Motion 16:   Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve the creation of POLI 2117 Protests, Power & Politics.

Motion 17:   Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve the creation of POLI 3126 Extremism and Armed Conflict.

Motion 18:   Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve the creation of POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping.

Motion 19:   Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve the creation of POLI 4006 Diplomacy.

Motion 20:   Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve that the 3-credit courses POLI 2117 Protests, Power & Politics, POLI 3126 Extremism and Armed Conflict, POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping, and POLI 4006 Diplomacy be added as program requirement for the Certificate in Conflict Resolution and Negotiation as described in the attached chart.
                Motions 15-20, as omnibus, Carried

Learning Outcomes Presentation

The Academic Curriculum Committee were encouraged to view the Learning Outcomes Presentation by Doug Gosse. Doug Gosse gave an overview of the presentation and indicated that the goal is to provide consistency with learning outcomes. Pat Maher and Doug Gosse answered questions and clarified that existing learning outcomes do not have to be revised until they come back through the review process.

Teaching and Learning Committee

Motion 1:   Moved by G. Raymer, seconded by D. Hay that the Report of the Teaching and Learning Committee dated December 9, 2020 be received.
                Carried

Adjournment

Senate was adjourned at 3:10 p.m.

…………………………………..   ………………………………………….
C. Sutton (Interim Chair)   S. Landriault (Senate Secretary)

Alumni Report to Senate

NU Café

January is Mentorship Month on the NU Café platform and our friends at Ten Thousand Coffees and RBC are hosting an exciting live webinar January 21, at 3 PM ET with guests Mary DePaoli, Executive Vice President & Chief Marketing Officer at RBC & Canadian sprinter and Amazing Race contestant Sam Effah. Event registration will take place the week of January 12th, so be sure to check the hub or our social media for links to that.

We are also launching a book club later in the month so get your reading glasses ready and join us for a fun discussion about our first book (announcement coming soon!).

Alumni Awards

The Nipissing University Alumni Advisory Board (NUAAB) honoured five exceptional individuals with Alumni Awards during this year's virtual celebration in December.

The Alumni Awards celebrate the accomplishments of members of Nipissing University's global community of alumni who represent an inspiring account of positive social, cultural and economic change in the world.

"Our Alumni Awards provide us the opportunity to recognize and celebrate the remarkable alumni and community members who exemplify what it means to be a Laker," said NUAAB President, Lisa Snider. "Each of the award recipients have not only demonstrated success in their career, but have had a significant and positive impact on their communities and those around them."

The Dr. James Jamieson Influential Alumni Award, presented to a graduate whose dedication and leadership has influenced significant change and prosperity within their community, will be awarded to **Hariett Madigan**, an active social and environmental champion in North Bay.

The Distinguished Alumni Achievement Award is presented to an alumnus whose achievement and excellence in their endeavours have distinguished them as a valued leader. This award is presented to **Dr. Thomsen D'Hont,** who practices family medicine in his hometown of Yellowknife, NWT and is a former Lakers athlete.

The Rising Star Alumni Award is presented to a recent graduate of Nipissing University who has demonstrated significant achievements on a professional, community or volunteer basis. **Cameron Ghent**, a dedicated advocate for marginalized individuals, is the recipient of this award.

The Honorary Alumni Award recognizes friends of Nipissing University for outstanding service, commitment and contribution, past or present, to the University. This award is presented to **Dr. Denyse Lafrance Horning,** a full-time marketing professor with Nipissing's School of Business since 2007.

The newly created Philanthropy Alumni Award is presented to an alumnus or champion of Nipissing University who is making significant contributions to improve their community through their generosity, dedication, commitment and service. The inaugural recipient of this award is **Cindy Karugia**, who has dedicated herself to amplifying the voices of young womxn and girls and advocating for gender equality.

For full biographies and interviews with each of this year's recipients, visit nipissingu.ca/alumniawards.

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

Nipissing University Student Union

NUSU Senate Report - January 15th, 2021

New Year

Happy new year to everyone! We are looking forward to acting on lessons learned from last semester and having a some-what positive semester. For NUSU our executive elections are upon us and we will know within the next month who the new team will be.

COVID-19

With the initial lockdown, the extension and now the stay at home order, progress at the student centre has slowed. In regard to occupancy, as we all know it will be pushed out once again. Our biggest concern is around students being isolated, and having to live, exercise, learn, study and potentially work all from the same location.

One of the most problematic issues we've heard of is how access to materials and the beginning of classes has lined up. Many students have due dates upon them while struggling to access textbooks and navigate their online platforms.

Also, our food bank will continue to operate during this lockdown out of Chancellors house, so thank you to the residence team for helping us make that accessible.

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NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

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February 4, 2021

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There was a meeting of the Senate Executive Committee on February 4, 2021. The meeting took place by Zoom conference.

The following members participated:
C. Sutton (Interim Chair), A. Vainio-Mattila, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Colborne, M. Litalien, T. McParland, T. Sibbald, S. Landriault (Recording Secretary, n-v)

Regrets: P. Maher, J. Allison, H. Mackie

The purpose of the meeting was to set the agenda for the February 12, 2021 Senate meeting.

Following discussion regarding the recent announcement concerning Laurentian University, the Interim President advised that she will speak to this matter under Reports from Other Bodies. The Assistant VP Finance and Infrastructure (Interim) will provide a financial update.

The Provost and Vice-President Academic and Research will speak to the scheduling of classes for next year.

NUSU advised that during Question Period, a request will be made for discussion regarding final grades being received in a timely fashion in accordance with the academic policy.

The Report of the Academic Curriculum Committee dated January 21, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Academic Quality Assurance and Planning Committee dated January 22, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the By-Laws and Elections Subcommittee dated January 28, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

A notice of motion that Senate By-Laws, Article 8.1 General Committee/Ad Hoc Committee Procedures, be amended to include language to approve motions over email and email voting was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Teaching and Learning Committee dated January 19, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report on Graduation Applicants dated February 4, 2021 will be provided for consideration in the Senate Agenda.

Following a request that a more accessible font be used in the Senate Agenda, the Arial font will be used in Senate documents. A statement will also be included in the Senate Agenda notification email informing recipients to contact the Senate Secretary to request an alternate format, such as an enlarged font size.

Respectfully submitted,

C. Sutton
Interim Chair
Senate Executive Committee

Motion 1:   That Senate receive the Report of the Senate Executive dated February 4, 2021.

Report of the
Academic Curriculum Committee

January 21, 2021

The meeting of the **Academic Curriculum Committee** was held on Thursday, January 21, 2021 at 10:30 am by Zoom Conference. The following members participated:

MEMBERS PRESENT:

Arja Vainio-Mattila	Pavlina Radia	John Nadeau
Nancy Black	Debra Iafrate	Andrew Ackerman
Charles Anyinam	Darren Campbell	Julie Corkett
Douglas Gosse	Alexandre Karassev	James Murton
Charlotte Foster	Mykayla King	Ashley Locke

ABSENT WITH REGRETS:
Chris Greco, Natalie Muylaert

GUESTS:
Beth Holden, Kristen Lucas, Prasad Ravi

Jane Hughes, Recording Secretary

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

Respectfully submitted,

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

MOTION 1:   That Senate receive the Report of the Academic Curriculum Committee, dated January 21, 2021.

FACULTY OF ARTS AND SCIENCE

English

MOTION 2:   That Senate approve the addition of ENGL-2523 "The Lullaby" to the Academic Calendar as outlined in the attached template.

MOTION 3:   That Senate approve the addition of ENGL-2533 "Songs of Personal Struggle" to the Academic Calendar as outlined in the attached template.

MOTION 4:   That Senate approve the addition of ENGL-2543 "Songs that Tell a Story" to the Academic Calendar as outlined in the attached template.

MOTION 5:   That Senate consider Motions 7 to 14 as an omnibus motion.

MOTION 6:   That Senate approve Motions 7 to 14 as an omnibus motion

MOTION 7:   That Senate approve the addition of ENGL-2553 "Protest Songs" to the Academic Calendar as outlined in the attached template.

MOTION 8:   That Senate approve the addition of ENGL-2623 "The Nursery Rhyme" to the Academic Calendar as outlined in the attached template.

MOTION 9:   That Senate approve the addition of ENGL-2653 "How to Write for Well-Being" to the Academic Calendar as outlined in the attached template.

MOTION 10:   That Senate approve the addition of ENGL-2723 "Playground Poetry" to the Academic Calendar as outlined in the attached template.

MOTION 11:   That Senate approve the addition of ENGL-2733 "How to Read Poetry" to the Academic Calendar as outlined in the attached template.

MOTION 12:   That Senate approve the addition of ENGL-2743 "How to Read Prose Fiction" to the Academic Calendar as outlined in the attached template.

MOTION 13:   That Senate approve the addition of ENGL-2753 "How to Read Drama" to the Academic Calendar as outlined in the attached template.

MOTION 14:   That Senate approve the addition of ENGL-2763 "How to Read Non-Fiction Prose" to the Academic Calendar as outlined in the attached template.

MOTION 15:   That Senate approve the modification to the Honours Specialization, Specialization, Major, and Minor in English Studies to allow students to count a maximum of 6 credits of 1-credit ENGL courses to their program requirements.

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

School of Business

Non-substantive (for information only):

- That the course title for ADMN 3406 change from Work Placement I (iLEAD) to Work Placement I (Co-op).

MOTION 16:   That Senate approve that the course hours for ADMN 3406: Work Placement I change from "36 hours of work placement per term" to ""420 hours of work placement in a 12 week term".

Non-substantive (for information only):
- That the course title for ADMN 4406 change from Work Placement II (iLEAD) to Work Placement II (Co-op).

MOTION 17:   That Senate approve that the course hours for ADMN 4406: Work Placement II change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".

Non-substantive (for information only):
- That the course title for ADMN 4407 change from Work Placement III (iLEAD) to Work Placement III (Co-op).

MOTION 18:   That Senate approve that the course hours for ADMN 4407: Work Placement III change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".

Non-substantive (for information only):
- The prerequisite for ADMN 4606 Business Strategy & Policy I change from, "ADMN 2167, FINC 3116, and MKTG 1126" to "ADMN 2167, FINC 3116, and MKTG 1126, or enrolment in a Post-Baccalaureate Program in the School of Business."

MOTION 19:   That Senate approve that the requirements for the BBA Co-op Option change as outlined in the attached document.

Non-substantive (for information only):
- The description for ADMN 4407 Work Placement III change from:

Students may complete a third and optional semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.
To:
Students ~~may~~ **must** complete a third ~~and optional~~ semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.**Non-substantive (for information only):**
- The course title for ADMN 4915 change from Entrepreneurship to Entrepreneurship (iLEAD).

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 ENGL2523 "The Lullaby" to the Academic Calendar.

JUSTIFICATION (Rationale):
When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would increase our opportunities to introduce the many students at Nipissing who are interested in learning about and working with young children to a traditional form of children's literature in the oral tradition. Because the course would be open to non-majors, it would increase our chance to serve the wider Nipissing community, while simultaneously deepening and widening the knowledge of literature sought by our own majors. Moreover, because the lullaby is such a universal form, the course could present an opportunity for teaching more texts from traditionally under-represented groups, including cultures in which the literary tradition is primarily oral and not written.

Course Code	ENGL 2523
Course Title	The Lullaby
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn about the history and form of the lullaby in English and translation. They employ skills of close reading to analyze the lullabies as poetry. They engage in placing lullabies into a historical context, and explore the question of why lyrics addressed primarily to crying babies often evoke scenes of violence, suffering, and death.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☐ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No

Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☐ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. identify common literary devices found in lullabies. 2. describe and explain the history of the lullaby as an oral form. 3. explain and analyze the history of the literary lullaby as an imitation of and departure from the oral form. 4. analyze a text both within and outside its historical context. 5. distinguish between close reading of a poem and other methods of analyzing the meanings and effects of that poem. 6. evaluate and judge between different interpretations of a text.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2533 "Songs of Personal Struggle" to the Academic Calendar.

JUSTIFICATION (Rationale):

When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would intensify our ability to introduce non-majors in English to the basic principles and techniques of our discipline. The course will enable students to understand how literary devices such as pathos, irony, ambiguity, figurative language, and allusion are in fact part of our everyday lives. They would also study theories of affect and reader-response criticism. The course would also appeal to English majors interested in cultural history and the intersections between popular culture and lived experience.

Course Code	ENGL2533
Course Title	Songs of Personal Struggle
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn about the relationship between artistic expression and emotional response. They analyze songs that express the inner struggles of the artist, but also give voice to the feelings of sympathetic listeners. They learn and research generic conventions so as to understand how and why these artworks affect us so deeply, generating empathy and social consciousness.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No

Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. identify key concepts in critical discourse 2. interpret personal expression as a building block of empathy and social consciousness. 3. apply critical discourse to the analysis of popular song. 4. analyze popular song within a generic or historical context. 5. compare popular song across generic or historical contexts. 6. communicate ideas and analysis orally and in writing.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2543 "Songs that Tell a Story" to the Academic Calendar.

JUSTIFICATION (Rationale):

When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would increase the English Department's ability to introduce non-majors to the discipline in an inviting and affecting way. Using the study of songs that tell a story will facilitate understandings of narrative. It would also appeal to English majors who wish to increase their understanding of the relationship between canonical and popular texts.

Course Code	ENGL2543
Course Title	Songs that Tell a Story
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students approach songwriting as storytelling through a close examination of popular songs that tell a story. They use the tools of narratology to understand how stories work and how songs creatively deploy the principles of narrative structure. Students build transferable skills in critical analysis, cultural acuity, and historical investigation.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No

Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. identify the properties and principles of narrative. 2. compare and interpret narrative structures. 3. explain the ways popular narrative shapes and is shaped by human experience. 4. investigate the role of song narratives in history and culture. 5. analyze narrative form and its effects on popular culture. 6. analyze representational characters and images.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2553 "Protest Songs" to the Academic Calendar.

JUSTIFICATION (Rationale):
When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would grow our opportunities to introduce non-majors in English to our discipline in a flexible and non-intimidating way through applying the skills we use to analyze poetry to a form of poetry widely available and appreciated in our contemporary popular culture, the protest song. It would also appeal to English majors who wish to apply literary study to forms of cultural, popular, and media studies. It will attract anyone interested in protest and social movements.

Course Code	ENGL2553
Course Title	Protest Songs
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn about protest songs as popular texts and manifestos for social change. They analyze the meaning of songs in their historical context, and as artworks that live on in popular culture, influencing new generations of artists and audiences. Students employ the skills of close reading to see how popular forms of social critique can get embedded into various cultures and countercultures.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No

Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. identify the aims and methods used in the study of genres. 2. identify the political or historical importance of musical genres in determining meaning. 3. compare and interpret the cultural and historical contexts in which artistic expression takes place. 4. analyze songs by using historical sources. 5. explicate the meanings of songs orally and in writing. 6. distinguish between the close reading of song lyrics and other methods of analyzing the meaning(s) and effect(s) of those lyrics.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2623 "The Nursery Rhyme" to the Academic Calendar.

JUSTIFICATION (Rationale):

When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would increase our opportunities to introduce the many students at Nipissing who are interested in learning about and working with young children to a traditional form of children's literature in the oral tradition. Because the course would be open to non-majors, it would increase our chance to serve the wider Nipissing community, while simultaneously deepening and widening the knowledge of literature sought by our own majors.

Course Code	ENGL 2623
Course Title	The Nursery Rhyme
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn about the history and form of the nursery rhyme in English. They employ skills of close reading to analyze the nursery rhymes as poetry. They engage in placing nursery rhymes into a historical context. They analyze the literary imitation of nursery rhymes in canonical poetry.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No

Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. identify common literary devices found in nursery rhymes. 2. describe and explain the history of the nursery rhyme as an oral form. 3. explain and analyze the history of poets writing in imitation of the nursery rhyme. 4. analyze a nursery rhyme without recourse to any secondary sources. 5. distinguish between close reading of a poem and other methods of analyzing the meanings and effects of that poem. 6. evaluate and judge between different interpretations of a text.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

Course Template

Please review the <u>Guidelines for Curriculum Changes</u> prior to submitting proposal.

MOTION: Moved by _____, seconded by _____ that ARCC
recommend to the Arts & Science Executive to add ENGL2653
"How to Write for Well-Being" to the Academic Calendar.

JUSTIFICATION (Rationale):
When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would serve the Nipissing student community by introducing them to writing as a form of self-care. It would appeal to students from across the disciplines, particularly in Psychology and Social Work, who wish to increase their knowledge of wellness interventions, self-care, resilience, and working through trauma—all through the simple act of writing. It would also appeal to English majors who wish to increase their understanding of how writing has purposes beyond artistic achievement, in nourishing the inner self.

Course Code	ENGL2653
Course Title	How to Write for Well-Being
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students investigate the therapeutic effects of writing, and discover best practices through private journaling and shared debriefs. They explore the idea that, as a simple form of self-care that everyone can do, writing for well-being allows people to reflect deeply, to organize their thinking, and to calm the inner world.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No

Will this course have an Experiential Learning component? If so, please indicate the type(s).	☑ Yes ☐ No The course puts theory into practice by asking students to explore and evaluate theories and methods of expressive writing, and construct their own best practice as a way to enhance well-being. Students also reflect on the process of writing.
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course [Cross-Listed](#)? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the [Quality Assurance website](#).	Students who successfully complete this course will: 1. describe and explain existing theories of how writing can be used to enhance well-being. 2. distinguish the distinct objectives of writing for well-being as compared to other forms of writing. 3. compare and evaluate the best practices in writing for well-being. 4. construct their own writing practice for the purpose of enhancing well-being. 5. reflect critically on the writing processes undertaken. 6. respectfully communicate ideas about theory and practice orally and in writing.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the [Departmental Curriculum Approval form](#) to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2723 "Playground Poetry" to the Academic Calendar.

JUSTIFICATION (Rationale):
When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

Our current courses in Children's Literature cover only texts authored by adults. This course would redress that imbalance by examining one genre of children's literature actually authored by children: the playground poetry of the oral tradition of children's culture. Inspired by *The Lore and Language of Schoolchildren* (1959) by Peter and Iona Opie, the course would cover the texts of this tradition from various English-speaking cultures and may also examine texts from non-English cultures in translation. The course would be attractive to English majors as well as to students from other majors looking for an elective, and would be particularly appealing to those students intending to teach at primary and intermediate schools.

Course Code	ENGL 2723
Course Title	Playground Poetry
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn about the study of playground rhymes from several historical periods and countries. They employ skills of close reading to analyze these rhymes as poems. They engage in examining these texts both within and outside of their historical context.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No

Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. identify common literary devices found in playground poetry. 2. describe and explain the history of the playground poem as an oral form. 3. explain and analyze history of the imitation of the playground poem in canonical poetry. 4. analyze a text both within and outside its historical context. 5. analyze the differences in texts produced by single and communal anonymous authorship. 6. investigate the relationship between author and audience as it contributes to the meanings and effects of a text.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

Course Template

Please review the <u>Guidelines for Curriculum Changes</u> prior to submitting proposal.

MOTION: Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2733 "How to Read Poetry" to the Academic Calendar.

JUSTIFICATION (Rationale):

When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would increase our opportunities to teach one of the most important skills of our discipline to students in a flexible, thorough, non-intimidating way. It could be taken on its own or with "How to Read Prose Fiction," "How to Read Drama," or "How to Read Non-Fiction Prose."

Course Code	ENGL 2733
Course Title	How to Read Poetry
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn and use the skills of close reading to analyze at least one lyric poem. They identify literary devices that contribute to meaning. They learn to analyze the relationship of a selected passage of a text to the text as a whole. They learn to transfer their skills to the analysis of other poems on sight.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No
Hours of contact time expected per week, if applicable.	Three hours of lecture per week or equivalent for a total of 12 hours.

For example, two hours of lecture and one hour of laboratory work.	
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. define literary terms used in close reading. 2. identify literary devices found in lyric poems. 3. analyze the literary devices present in a poem. 4. distinguish between close reading of a poem and other methods of analyzing the meaning and effect of that poem. 5. explicate the meanings of a poem orally and in writing without recourse to secondary sources. 6. evaluate interpretations of a text.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2743 "How to Read Prose Fiction" to the Academic Calendar.

JUSTIFICATION (Rationale):
When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would increase our opportunities to teach one of the most important skills of our discipline to students in a flexible, thorough, non-intimidating way. It could be taken on its own or with "How to Read Poetry," "How to Read Drama," or "How to Read Non-Fiction Prose."

Course Code	ENGL 2743
Course Title	How to Read Prose Fiction
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn and use the skills of close reading to analyze at least one paragraph-length passage from a larger work of prose fiction. They identify literary devices that contribute to meaning. They learn to analyze and explicate the relationship of a selected passage of a text to the text as a whole. They learn to transfer their skills to the analysis of other passages of prose fiction on sight.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No

Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. define literary terms used in close reading. 2. identify literary devices found in a passage of prose fiction. 3. analyze the literary devices present in that passage. 4. distinguish between close reading a passage of prose fiction and other methods of analyzing the meaning and effect of that passage. 5. explicate the meanings of a prose fiction passage orally and in writing without recourse to secondary sources. 6. evaluate interpretations of a text.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2753 "How to Read Drama" to the Academic Calendar.

JUSTIFICATION (Rationale):

When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would increase our opportunities to teach one of the most important skills of our discipline to students in a flexible, thorough, non-intimidating way. It could be taken on its own or with "How to Read Prose Fiction," "How to Read Poetry," or "How to Read Non-Fiction Prose."

Course Code	ENGL 2753
Course Title	How to Read Drama
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn and use the skills of close reading to analyze at least one scene from a play. They identify literary devices that contribute to meaning. They learn to analyze the relationship of a selected part of a text to the text as a whole. They learn to transfer their skills to the analysis of other plays on sight.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.

Is this course [Cross-Listed](#)? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the [Quality Assurance website](#).	Students who successfully complete this course will: 1. define literary terms used in close reading. 2. identify literary devices found in a play. 3. analyze the literary devices present in the play. 4. distinguish between close reading of a play and other methods of analyzing the meaning and effect of that play. 5. explicate the meanings of the play orally and in writing without recourse to secondary sources. 6. evaluate interpretations of a text.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the [Departmental Curriculum Approval form](#) to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

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 ENGL2763 "How to Read Non-Fiction Prose" to the Academic Calendar.

JUSTIFICATION (Rationale):
When English Studies developed a small group of 1-credit courses last year, the Registrar's Office advised us that we would have to schedule 1-credit courses regularly. We agreed, and stated that we intended to develop additional 1-credit courses and offer them in rotation. What follows is one such course.

This one-credit course would increase our opportunities to teach one of the most important skills of our discipline to students in a flexible, thorough, non-intimidating way. It could be taken on its own or with "How to Read Prose Fiction," "How to Read Drama," or "How to Read Poetry."

Course Code	ENGL 2763
Course Title	How to Read Non-Fiction Prose
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 1-credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn and use the skills of close reading to analyze at least one paragraph-length passage from a larger work of non-fiction prose. They identify literary devices that contribute to meaning. They learn to analyze the relationship of a selected passage of a text to the text as a whole. They learn to transfer their skills to the analysis of other passages of non-fiction prose on sight.
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. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No

Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week or equivalent for a total of 12 hours.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	Click here to enter Program Implications.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. define literary terms used in close reading. 2. identify literary devices found in a passage of non-fiction prose. 3. analyze the literary devices present in a passage of non-fiction prose. 4. distinguish between close reading a passage of non-fiction prose and other methods of analyzing the meaning and effect of that passage. 5. explicate the meanings of a non-fiction prose passage orally and in writing without recourse to secondary sources. 6. evaluate interpretations of a text.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

Motion X:
Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive that the Honours Specialization, Specialization, Major, and Minor in English Studies be modified to allow students to count a maximum of 6 credits of 1-credit ENGL courses to their program requirements.

Rationale:
The 1-credit courses have been developed to provide students with the opportunity to hone discrete skills. Within our programme and discipline, the essay, which requires students to employ numerous skills, is the primary mode of written analysis. As such, we wish to limit the number of 1-credit courses students may count toward their programme in English Studies.

School of Business

Motion 1 (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that the course title for ADMN 3406 change from Work Placement I (iLEAD) to Work Placement I (Co-op).

Rationale: One of the highlights of School of Business program revision approved by the University senate is Co-op. School of Business is rolling out Co-op from January 2021. While the program was submitted to Senate, the title of this Co-op Work Placement course was named as Work Placement I (iLEAD), whereas it should have been named Work Placement 1 (Co-op). This was an inadvertent mistake. iLEAD and Co-op are different experiential learning activities offered by School of Business, with different set of rules and requirements. This Non-substantive motion is to correct the inadvertent mistake in the title.

Motion 2: That EPS Executive recommend to the Academic Curriculum Committee that the course hours for ADMN 3406: Work Placement I change from "36 hours of work placement per term" to ""420 hours of work placement in a 12 week term".

Rationale: Co-op in courses in Canadian Business Schools comprises involves fulltime paid work in an organization. Cooperative Education and Work-integrated Learning Canada (CEWIL) is the lead organization for work-integrated learning in Canada. Most leading business Schools are members of this organization and we wish to apply for this membership after 3 years, when we become eligible. CEWIL recognizes Co-op programs only when students work for a minimum of 420 hours in a term of not less than 12 weeks in a semester. Duration of 36 hours proposed in the program revision document was an inadvertent mistake and we wish to correct that. Many organizations committed Co-op Opportunities to the School of Business, and they are willing to offer 420 hours of work and more in a term. Hence the duration needs to be changed from 36 hours to 420 hours or more in 12 weeks or more in a semester.

Motion 3 (non-substantive): That EPS Executive recommend to Academic Curriculum Committee that the course title for ADMN 4406 change from Work Placement II (iLEAD) to Work Placement II (Co-op).

Rationale: One of the highlights of School of Business program revision approved by the University senate is Co-op. School of Business is rolling out Co-op from January 2021. While the program was submitted to Senate, the title of this Co-op Work Placement course was named as Work Placement II (iLEAD), whereas it should have been named Work Placement II (Co-op). This was an inadvertent mistake. iLEAD and Co-op are different experiential learning activities offered by School of Business, with different set of rules and requirements. This non-substantive motion is to correct the inadvertent mistake in the title.

Motion 4: That EPS Executive recommend to the Academic Curriculum Committee that the course hours for ADMN 4406: Work Placement II change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".

Rationale: Co-op in courses in Canadian Business Schools comprises involves fulltime paid work in an organization. Cooperative Education and Work-integrated Learning Canada (CEWIL) is the lead organization for work-integrated learning in Canada. Most leading business Schools are members of this organization and we wish to apply for this membership after 3 years, when we become eligible. CEWIL recognizes Co-op programs only when students work for a minimum of 420 hours in a term of not less than 12 weeks in a semester. Duration of 36 hours proposed in the program revision document was an inadvertent mistake and we wish to correct that. Many organizations committed Co-op Opportunities to the School of Business, and they are willing to offer 420 hours of work and more in a term. Hence the duration needs to be changed from 36 hours to 420 hours or more in 12 weeks or more in a semester.

Motion 5: (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that the course title for ADMN 4407 change from Work Placement III (iLEAD) to Work Placement III (Co-op).

Rationale: One of the highlights of School of Business program revision approved by the University senate is Co-op. School of Business is rolling out Co-op from January 2021. While the program was submitted to Senate, the title of this Co-op Work Placement course was named as Work Placement III (iLEAD), whereas it should have been named Work Placement III (Co-op). This was an inadvertent mistake. iLEAD and Co-op are different experiential learning activities offered by School of Business, with different set of rules and requirements. This non-substantive motion is to correct the inadvertent mistake in the title.

Motion 6: That EPS Executive recommend to the Academic Curriculum Committee that the course hours for ADMN 4407: Work Placement III change from "36 hours of practical work per term" to "420 hours of work placement in a 12 week term".

Rationale: Co-op in courses in Canadian Business Schools comprises involves fulltime paid work in an organization. Cooperative Education and Work-integrated Learning Canada (CEWIL) is the lead organization for work-integrated learning in Canada. Most leading business Schools are members of this organization and we wish to apply for this membership after 3 years, when we become eligible. CEWIL recognizes Co-op programs only when students work for a minimum of 420 hours in a term of not less than 12 weeks in a semester. Duration of 36 hours proposed in the program revision document was an inadvertent mistake and we wish to correct that. Many organizations committed Co-op Opportunities to the School of Business, and they are willing to offer 420 hours of work and more in a term. Hence the duration needs to be changed from 36 hours to 420 hours or more in 12 weeks or more in a semester.

Motion 7 (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that the prerequisite for ADMN 4606 Business Strategy & Policy I change from, "ADMN 2167, FINC 3116,

and MKTG 1126" to "ADMN 2167, FINC 3116, and MKTG 1126, **or enrolment in a Post-Baccalaureate Program in the School of Business.**"

Rationale: The new Post- Baccalaureate Program approved by University senate attracted several international students and has shown great potential for the future.

The program is designed for students with an undergraduate degree from a foreign country. Post-Baccalaureate diploma has concentrations in Human Resources Management, Marketing, Finance and Accounting. To successfully graduate students need to have 60 credits from 20 courses over 4 semesters in a period of 2 years. These 20 courses have been identified with a great care during program development. Initially the program design had an inherent draw back. Students must select their area of specialization (concentration) at the time of admission and could not change it later. A lot of work has been done in last one year in the School of Business with help from Academic Advising and Dean EPS, to refine the program requirements to provide the students the necessary flexibility, by providing a common core for all concentrations in the first year and allowing them to select / change the concentrations when they move to second year. This has a very positive effect on the students and potential students, reflected by the number of interests we received.

ADMN 4606 Business Strategy and Policy I is the Capstone course of the program. This has ADMN 2167, FINC 3116, and MKTG 1126 as prerequisites. Unfortunately, students from two concentrations, Marketing and HR, may not be able to take one of the three courses due to the 20 course restriction. If we insist on students taking all prerequisites, then the program will extend beyond two years (4 semesters) into the third year (5 semesters), for one course. This may have a very severe adverse effect on the program. It may result even in killing this promising program.

However, we do not want to change the prerequisites for ADMN 4606 Business Strategy and Policy I, as the same course is offered to BBA and B Comm programs.

The practical solution to this issue is adding an exception to Post-Baccalaureate program, by changing the prerequisites to ADMN 4606 Business Strategy and Policy I to read as ADMN 2167, FINC 3116, and MKTG 1126, **or enrolment in a Post-Baccalaureate Program in the School of Business.**" This will allow the students to drop one course among the three that may not be highly relevant to their concentration.

Motion 8: That EPS Executive recommend to the Academic Curriculum Committee that the requirements for the BBA Co-op Option change from:

Co-op Option

To complete the Co-op Option with the BBA, students must complete a minimum 16 months in work placements. Work placements may be either 4 months or 8 months in length. In order to remain in Co-op, students must maintain a minimum average of 70%. In order to be eligible to enter Co-op, students must have a minimum average of 70%. To select the Co-op option, students must apply by the end their second academic year in the BBA program.

Note that the program must begin and end with a study term, that is, a student's program schedule cannot end in a work term. Students completing the co-op option may have to complete their degree over 5 years.

**Students must complete six credits from the following:

ADMN 3406	Work Placement I (iLEAD)	3 cr.
ADMN 4406	Work Placement II (iLEAD)	3 cr.
ADMN 4407	Work Placement III (iLEAD)	3 cr.

**Before beginning their first work placement, students must complete at least 2 credits of the Academic Success and Career Management workshops as well as the following courses: ACCT 1107; ADMN 1206; ADMN 1607; ECON 1006; ECON 1007; MKTG 1126; ORGS 1136; ADMN 1306; ACCT 2146; ADMN 2136; ADMN 2167; ADMN 2306; ADMN 2606; ADMN 2307; ADMN 2716

To:

Co-op Option

To complete the Co-op Option with the BBA, students **require a minimum of 3 work terms of 12 Weeks each (minimum 420 hours each work term), in work placements** ~~must complete a minimum 16 months in work placements~~. Work placements may be either 4 months or 8 months in length. In order to remain in Co-op, students must maintain a minimum average of 70%. In order to be eligible to enter Co-op, students must have a minimum average of 70%. To select the Co-op option, students must apply by the end their second academic year in the BBA program.

Note that the program must begin and end with a study term, that is, a student's program schedule cannot end in a work term. Students completing the co-op option may have to complete their degree over 5 years.

**Students must complete ~~six credits from the following~~ nine credits as follows:

ADMN 3406	Work Placement I (Co-op)	3 cr.
ADMN 4406	Work Placement II (Co-op)	3 cr.
ADMN 4407	Work Placement III (Co-op)	3 cr.

**Before beginning their first work placement, students must complete at least 2 credits of the Academic Success and Career Management workshops as well as the following courses: ACCT 1107; ADMN 1206; ADMN 1607; ECON 1006; ECON 1007; MKTG 1126; ORGS 1136; ADMN 1306; ACCT 2146; ADMN 2136; ADMN 2167; ADMN 2306; ADMN 2606; ADMN 2307; ADMN 2716

Rationale: As per Co-operative Education and Work Integrated Learning Canada (CEWIL Canada), which is the accreditation body for Co-operative Programs in Canada, for a 4-year Academic Program, the minimum requirement of work per work term is twelve (12) weeks. In addition, each student is required

to take a minimum of three (3) work terms, to get Coop recognition. Therefore, a minimum of 3 work terms of 12 weeks each (total minimum of 36 weeks) in work placements is the required for each Co-op student to get accreditation. We are planning to apply for CEWIL certification as soon as we become eligible. Hence this change is imperative.

As well, as per Co-operative Education and Work Integrated Learning Canada (CEWIL Canada), which is the accreditation body for Co-operative Programs in Canada, for a student of 4-year Academic Program to be recognised with Co-op, the student is required to take a minimum of three (3) work terms. As each term is a separate 3 credit course, each student must take 3, 3-credit courses spanning over 3 terms. The present requirement erroneously says only 2 courses over 2 terms are needed.

Motion 9 (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that the description for ADMN 4407 Work Placement III change from:

Students may complete a third and optional semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.

To:

Students ~~may~~ **must** complete a third ~~and optional~~ semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be located in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their BBA degree, students must pass their work report and performance evaluations.

Rationale: As per Co-operative Education and Work Integrated Learning Canada (CEWIL Canada), which is the accreditation body for Co-operative Programs in Canada, for a 4-year Academic Program, each student is required to take a minimum of three (3) work terms. Therefore, the third co-op course is mandatory and cannot be considered optional.

Motion 10 (non-substantive): That EPS Executive recommend to the Academic Curriculum Committee that the course title for ADMN 4915 change from Entrepreneurship to Entrepreneurship (iLEAD).

Rationale: ADMN 4915 is the only course listed on the iLEAD Business Experience Certificate page in the Academic Calendar that does not have the word iLEAD attached to it. Adding the word iLEAD will keep the naming convention consistent with the rest of the courses on this page and will cause less confusion among students.

NIPISSING UNIVERSITY

Report of the

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

Friday, January 22, 2021

The fifth meeting of the Academic Quality Assurance and Planning Committee was held on Friday, January 22, 2021 via Zoom conference.

COMMITTEE MEMBERS:

Arja Vainio-Mattila	Stephen Tedesco	Kristina Karvinen
Pat Maher	Nancy Black	Graydon Raymer
Jim McAuliffe	Judy Smith	Susan Srigley
John Nadeau	Rob Breton	Sarah Winters
Pavlina Radia	Steven Cairns	Ashley Locke
Debra Iafrate	Ron Hoffman	

Regrets: James Abbott, Hannah Mackie, Charlotte Foster

Guest: Beth Holden

Recording Secretary: S. Landriault

Approval of the Attached School of Graduate Studies Supervisory Committee Policy

Rationale: The Supervisory Committee policy will clarify the structure of a supervisory committee for programs with a Major Research Paper, thesis, or dissertation component. This will ensure that committee structure remains consistent in all appropriate graduate level programs.

Following a question as to whether the external examiner has to be established as part of the supervisory committee, the Dean of Graduate Studies advised that this clarification can be added in parenthesis.

Motion 1:   Moved by N. Black, seconded by R. Breton that the attached School of Graduate Studies Supervisory Committee Policy be approved including the above suggested revision. CARRIED

Approval of the Attached Revised NU-IQAP Manual for Major Modifications

Rationale: The NU-IQAP Manual for Major Modifications was first used last year as the School of Business proposed revisions to the BComm. While working through the templates for the first time, opportunities were found to make the manual more user-friendly while allowing academic units a better opportunity to explain the types of changes being proposed. In discussion with Quality Assurance and upon the review of exemplars they provided, it was found that some of the questions asked in our Letter of Intent were not necessary for evaluating this type of proposal.

This revision also addresses some errors within the first version, for example appendices that were referenced but missing from the actual document. It also ensures proposals requiring substantial changes to resources/infrastructure are brought to AQAPC for review. Further details on these edits can be found in the track changes comments of the attached Manual for Major Modifications 20FW document. The current Manual for Major Modifications 19FW can be found at the following link (page 117): https://www.nipissingu.ca/sites/default/files/2019-11/NUIQAPReRatified26Apr19.pdf

The Ontario Universities Council on Quality Assurance has reviewed these changes and is in support of NU moving forward with this document. More changes may be made in the future to reflect coming updates to the Quality Assurance Framework, for example a potential shift from the term "Major Modification" to "Significant Change".

Following discussion regarding a request that evidence of consultation with affected academic units and evidence of student demand including projected enrollments not be removed from the Letter of Intent, members agreed that suggested editorial modifications including check boxes and comment fields be added if it is anticipated that changes will affect other academic units or student demand.

The AQAPC thanked the Associate Registrar, Academic Policy and Advising, Beth Holden, for making the NU-IQAP Manual for Major Modifications document more user friendly by streamlining the process to reduce barriers to make changes.

Motion 2:   Moved by P. Radia, seconded by S. Srigley that the attached revised NU-IQAP Manual for Major Modifications be approved including the above suggested revisions.
CARRIED

New Business

Following a request by the Provost, with the approval of the AQAPC, two policy issues were added to the agenda for discussion.

The Provost advised that input is being sought regarding a change in the terminology of students being admitted as undeclared students. It was agreed that undeclared could be characterized as a negative instead of a positive. It was suggested that undeclared could be changed to open year to imply that students have options available.

The importance of breaking down barriers in the north to engage students with a lower than 70% average was also discussed. Courses with supports could be created that are open for all students. This could be very important for the growth of the university. A request was put forward that stats be provided on student age and the number of students this might apply to, for discussion at the next AQAPC meeting.

Further discussion and development of these two items will take place at Provost's Council meetings, and will be added to the next AQAPC meeting agenda. The Provost encouraged AQAPC members to continue conversations with colleagues to assist in determining whether we wish to explore these paths further.

Respectfully submitted,

Arja Vainio-Mattila, PhD
Chair, Academic Quality Assurance and Planning Committee

Motion 1:   That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated January 22, 2021.

Motion 2:   That Senate approve the attached School of Graduate Studies Supervisory Committee Policy.

Motion 3:   That Senate approve the attached revised NU-IQAP Manual for Major Modifications.

Supervisory Committee Policy:

The role of the Supervisory Committee is to support graduate students in their graduate research. Though some graduate students are assigned a Supervisor with admission, each graduate student in a research based program must declare a supervisory committee. The composition of graduate committees must follow, at minimum, the parameters of this policy. All members of the committee must be Nipissing University Graduate Faculty (NUGF) Members within the School of Graduate Studies (SGS) with the exception of External Examiners and external Committee Members.

Office of Accountability	Graduate Studies & Research
Office of Administrative Responsibility	School of Graduate Studies
Approving Body	Graduate Studies Committee
Approval Date	November 19, 2020
Renewal Date	November 19, 2025

Major Research Paper (MRP) Committees:

The MRP Committee, at minimum, must consist of the following members:

- One Supervisor
- One Committee Member (who is not also one of the supervisors)

At the time of the oral defence/examination, the committee will add:

- One External Examiner (except in programs that do not require an external examiner at the MRP level)

The Supervisor must be a Nipissing University Graduate Faculty (NUGF) Member. Overall, two members of the MRP Committee must be NUGF Members. In an MRP committee, that would be either Co-Supervisors both from NUGF or one Supervisor and one Committee Member from NUGF.

If the MRP Committee wants to include a Committee Member external to Nipissing University, a CV of the external committee member must be submitted to SGS along with the Request to Declare a Supervisory Committee Form for approval.

In the case of the MRP Committee, the External Examiner may be a faculty member at Nipissing University but external to the student candidate's degree program department. The External Examiner must not present a conflict of interest as defined in the External Examiner Policy.

Thesis Committees:

The Thesis Committee, at minimum, must consist of the following members:

- One Supervisor

- One Committee Member (who is not also one of the supervisors)

At the time of the oral defence/examination, the committee will add:

- One External Examiner

The Supervisor must be a (NUGF) Member. Overall, two members of the Thesis Committee must be NUGF Members. In a Thesis Committee, that would be either Co-Supervisors both from NUGF or one Supervisor and one Committee Member from NUGF.

If the Thesis Committee wants to include a Committee Member external to Nipissing University, a CV of the external Committee Member must be submitted to SGS along with the Request to Declare a Supervisory Committee Form for approval.

In the case of the Thesis Committee, the External Examiner must be external to Nipissing University. The External Examiner meet the criteria and must not present a conflict of interest as defined in the External Examiner Policy.

Dissertation Committees:

The Dissertation Committee, at minimum, must consist of the following members:

- One Supervisor
- Two Committee Members (who are not also one of the supervisors, one of whom must be a Full Member of the PhD Program Members within the NUGF).

At the time of the oral defence/examination, the committee will add:

- One Internal Examiner
- One External Examiner

One Supervisor and one Committee Member must be NUGF Members. Additional Committee Members may be external to Nipissing University. The external Committee Member(s) must belong to a Canadian university. A CV of the external Committee Member(s) must be submitted to SGS along with the Request to Declare a Supervisory Committee Form for approval.

The Internal Examiner must be a NUGF Member who has not been involved with the supervision and direction of the dissertation and is in a position to render an objective and impartial assessment of the quality of the work.

In the case of the Dissertation Committee, the External Examiner must be external to Nipissing University. The External Examiner meet the criteria and must not present a conflict of interest as defined in the External Examiner Policy.

Manual

for

Major Modifications

Revised August 2020

Appendix E1
Letter of Intent for a Major Modification

Current Program Name:	
If changing, Proposed Program Name:	
Academic Unit Proposing the Modification:	
Proposed Start Date:	
Submitted by:	

Explain the rationale for modifying the existing program. Why are these changes necessary? What does the program seek to accomplish by implementing these changes?
Identify this modification's relationship to the University's Strategic Plan and the approved Strategic Mandate Agreement (SMA). •Strategic Plan: https://www.nipissingu.ca/departments/presidents-office/strategic-plan/Documents/Nipissing%20Strat%20Plan-FINAL_8Jan15.pdf •Strategic Mandate Agreement: https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements
If any of the changes have been developed as a result of recommendation(s) from a cyclical program review, please identify those changes along with their associated recommendation(s) from the review.
Provide details of existing and new resources (human, physical and budgetary) required to modify the program.

Commented [BH2]: May change to Significant Change after Quality Assurance finalizes their updated Framework.

Commented [BH3]: This was added. The old Letter of Intent did not leave a space for the current program name.

Commented [BH4]: "If changing" was added to clarify that a program could change and keep the same name

Commented [BH5]: This question was rephrased for clarity and to better guide the academic unit in their answers

Commented [BH6]: This question previously did not ask about the SMA. This was added now that our SMA has been signed and the link is available.

Commented [BH7]: This was added after consulting other institutions' Major Modification processes and seeing it could be a good opportunity for an academic unit to better explain their rationale and consider their most recent cyclical program review

Commented [BH8]: This question is meant to be a more fulsome version of the previous document's "*Evidence of Consultation Regarding Space Needs for the Proposed Program Modification- Include the results of any consultation with Facilities regarding the space needs for the proposed program modification.*" This has also been modified to ensure budget is addressed in the Letter of Intent, as the Provost needs to determine if the modification may require substantial changes to infrastructure/budget. If that is the case, the full proposal will need to be heard at AQAPC.

If this change will affect other academic units, please include evidence that they have been consulted. As well, identify the extent to which they are prepared to contribute to the proposed program modification.

If you anticipate these changes will impact enrolment, or if they reflect current student demand, please provide more information and rationale below.

Include certification from the relevant Dean(s) that the modified program is an appropriate and desirable addition to the academic programs of the University, and that a proposed discontinuation is appropriate and in line with the strategic direction of the Faculty. As well, include a clear commitment that the modified program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.

Decanal Comments

Provost Comments and Sign-Off

Appendix E2
Proposal for Major Modification

Once the Letter of Intent is approved by the Provost, the academic unit will prepare the Proposal for Major Modification as per the template below. From there, this Proposal will be submitted to:

- ARCC (Undergraduate Programs) or GSC (Graduate Programs)
- Faculty Executive*
- ACC
- Senate

*If the Provost determines the Major Modification may require substantial changes to resources/infrastructure, the proposal will also need to be heard at AQAPC following Faculty Executive. It does not matter if the proposal is heard at AQAPC or ACC first, however it must be reviewed at both committees before moving forward to Senate.

Current Program Name:	
If changing, Proposed Program Name:	
Academic Unit Proposing the Modification:	
Proposed Start Date:	
Submitted by:	

Provide a brief summary of the proposed Major Modification.
Explain the rationale for modifying the existing program. Why are these changes necessary? What does the program seek to accomplish by implementing these changes?

Commented [BH13]: This step was added as a result of EPS's new ARCC and GSC's newly-defined role

Commented [BH14]: This was originally in our document as Faculty Council, which was an error.

Commented [BH15]: This was mentioned in the Major Modifications section of our NU-IQAP, but not anywhere in the Manual. This line has been added for clarity, and to provide more details on the process.

Commented [BH16]: This box was updated to fall in line with the new Letter of Intent

Commented [BH17]: The original Major Modifications Manual referenced three appendices that were not actually part of the NU-IQAP and were therefore unavailable to the academic unit. Mention of those appendices has been removed, as those topics are actually covered in questions asked in the proposal template. Those appendices were:
- One page summary of Major Modifications
- Budget
- Library Report

Commented [BH18]: This question is included in place of the One page summary appendix that was referenced but missing from our old document

Commented [BH19]: The next five questions have been updated to match the wording in the Letter of Intent

Identify this modification's relationship to the University's Strategic Plan and the approved Strategic Mandate Agreement (SMA).

•Strategic Plan: https://www.nipissingu.ca/departments/presidents-office/strategic-plan/Documents/Nipissing%20Strat%20Plan-FINAL_8Jan15.pdf

•Strategic Mandate Agreement: https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements

If any of the changes have been developed as a result of recommendation(s) from a cyclical program review, please identify those changes along with their associated recommendation(s) from the review.

Provide details of existing and new resources (human, physical and budgetary) required to modify the program.

Include certification from the relevant Dean(s) that the modified program is an appropriate and desirable addition to the academic programs of the University, and that a proposed discontinuation is appropriate and in line with the strategic direction of the Faculty. As well, a clear commitment that the modified program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.

Decanal Comments

If this proposal impacts the program's curriculum, please provide a copy of the current program requirements from the Academic Calendar, as well as a copy of how the proposed version would appear if approved. Please highlight the differences between the two versions of the program.

Please provide a copy of the current learning outcomes. If the proposal impacts the current learning outcomes, provide the proposed learning outcomes and highlight the differences between the two.

If this proposal impacts the faculty compliment, please provide a detailed explanation and rationale.

Outline the expected impact on continuing students, if any, and how they will be accommodated.

If this proposal impacts the delivery mode, discuss the appropriateness of the proposed modes of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance on-line, problem-based, compressed part-time, different campus, inter-institutional collaboration or other non-standard form of delivery) to meet the intended program learning outcomes. Explain why these are the most appropriate methods of delivery to help students achieve the proposed learning outcomes and improve student learning experience.

If the Provost determines this Major Modification involves substantial changes to resources or infrastructure those submitting the Major Modification will be required to provide details to explain additional resources required. Areas discussed may include (but not be limited to) resources such as:

- Human, physical, and financial resources, and any institutional commitment to supplement these resources
- The planned faculty hiring schedule of a faculty complement that is competent to teach and/or supervise in the program
- The resources necessary to sustain the quality of scholarship produced by students, including library support, information technology support, and laboratory access (if applicable)

This information will be heard at AQAPC following Faculty Executive.

Nipissing University

Report of the By-Laws and Elections Committee

January 28, 2021

There was a meeting of the By-Laws and Elections Committee on January 28, 2021 at 10:00 a.m. via Zoom conference.

Present: N. Colborne, A. Vainio-Mattila, M. Saari, T. Sibbald, H. Mackie

Regrets: T. Horton

Recording Secretary: S. Landriault

Moved by M. Saari, seconded by T. Sibbald, that the Agenda of the January 28, 2021 By-Laws and Elections Committee meeting be approved.
CARRIED

Moved by T. Sibbald, seconded by M. Saari that the Report of the November 3, 2020 By-Laws and Elections Committee meeting be accepted.
CARRIED

Business Arising from the Report

As no language currently exists in the Senate By-Laws in regards to approving motions over email and email voting, language was discussed at the September 30, 2020 and November 3, 2020 By-Laws and Elections Committee meetings and the following revisions were agreed upon for addition to By-Laws Article 8.1 General Committee/Ad Hoc Committee Procedures:
8.1 General Committee/Ad Hoc Committee Procedures
- (g) Committee business, including the passing of motions to be conveyed to Senate, shall normally be done in regular meetings. In the event that a time-sensitive motion must be considered before the next scheduled meeting of the committee, a vote over email is permissible under the following conditions:
    - (i) all members of the committee must be provided the motion and all supporting documentation;
    - (ii) the motion must be moved and seconded;
    - (iii) members must be given a minimum of two business days to ask questions and discuss the proposed motion before votes are cast;
    - (iv) members must be given a minimum of two further business days to respond with their vote;
    - (v) a simple majority of votes is sufficient to approve a motion over email but the total number of votes cast must make up a quorum of the committee;
    - (vi) motions passed over email will be included in supplemental minutes at the next in-person meeting of the committee and clearly marked as motions passed over email.

Moved by T. Sibbald, seconded by M. Saari, that the amendment of Senate By-Laws Article 8.1 General Committee/Ad Hoc Committee Procedures, as listed above, be accepted and forwarded on to the Senate Executive Committee for inclusion as a Notice of Motion in the February 12, 2021 Senate Agenda.
CARRIED

Recommendations to Make the Senate Agenda and Senate Documents More Accessible

Following a request that a more accessible font than the current Century Gothic font be used in the Senate Agenda, the Manager of Student Accessibility Services was contacted and recommended that sans serif fonts such as the Arial and Calibri fonts are considered to be the most accessible and widely used fonts.

It was also recommended that headings in the Senate Agenda that are written in all capital letters are more difficult to read, especially for text to voice document readers, so should be avoided. Another recommendation was that we consider adding a statement that informs recipients to contact the Senate Secretary to request an alternate format, such as an enlarged font size.

Committee members agreed on the importance of striving to be as accessible as possible. The Senate By-Laws and Elections Committee recommends to the Senate Executive Committee that an accessible sans serif font be used, and that capital letters not be used in headings in Senate documents.

Motion 1:   That Senate receive the Report of the By-Laws and Elections Committee dated January 28, 2021.

Respectfully submitted,
Original signed by:

Dr. Nathan Colborne
Chair
By-Laws and Elections Committee

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

January 19, 2021

The following members participated:
Graydon Raymer (Chair), Amanda Burk (Vice-Chair), Pat Maher, John
Allison, Alex Karassev, Roxana Vernescu, Nancy Black, Veronika Williams, Charlotte Foster (A&S
Undergraduate student representative), Sarah Pecoskie-Schweir (EPS Undergraduate student
representative), Lorrie Tunney Maxwell (Recording Secretary).

Regrets: Ashley Locke (Graduate student representative)

The Teaching and Learning Committee (TLC) met and received updates from the Dean of Teaching on
matters related to teaching, professional development opportunities, and the Teaching Hub.

The TLC discussed the new Virtual Learning Strategies funding opportunity from the Provincial
Government. It is hoped that some applications from Nipissing will be supported.

Finally, the TLC continued discussion on the development of an institutional course syllabus
template, with the required and optional elements to be included now identified. The TLC will work on
designing a draft "mock-up" in the coming weeks/months that will eventually be refined into the
proposed institutional template. In the meantime, some 'policy' items were identified that the TLC
members felt will need to be updated (through other committees), such as a policy on the recording of
materials/lectures/students.

Respectfully submitted,

G. Raymer
Chair
Teaching and Learning Committee

MOTION 1:   That Senate receive the Report of the Teaching and Learning Committee, dated January
             19, 2021.