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Senate Agenda

Friday, February 11, 2022

2:30 p.m.

Zoom Conference:

https://us02web.zoom.us/j/88092461985?pwd=U0IreXJHWEk2NkphTzR6MFdmL1ZZUT09

Meeting ID: 880 9246 1985

Passcode: 194317

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1.   **Acknowledgement of the Traditional Territory**

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

2.   **Approval of the Agenda**

3.   **Adoption of the Minutes of the Senate Meeting of:** December 10, 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)   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 January 6, 2022 be received.

Motion 2:   That the Report of the Senate Executive Committee dated February 3, 2022 be received.

Academic Curriculum Committee

Motion 1:   That the Report of the Academic Curriculum Committee dated January 27, 2022 be received.

Faculty of Arts and Science

Classical Studies & Modern Languages

Motion 2:   That Senate recommend the program requirements for the Honours Specialization in Classical Studies be changed as outlined in the attached document.

Non-substantive:
The prerequisites for CLAS-4427 – Honours Seminar in History and Culture be changed as outlined in the attached document.

Motion 3:   That Senate recommend the creation of CLAS-3246 – Digital Reception of the Ancient World as outlined in the attached document.

Motion 4:   That Senate recommend the creation of CLAS-2707 – The Ancient World in Digital Gaming Culture as outlined in the attached document.

Non-substantive:
The prerequisites for FREN 1106 – Introductory French I be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN 1107 – Introductory French II be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN-2006 - Français intermédiaire I be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN 2007 - Français intermédiaire II be changed as outlined in the attached document.

Non-substantive:
The prerequisites for the list of courses be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN-3007 - Français avancé II be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN-3107 - Grammaire appliquée du français oral et écrit II be changed as outlined in the attached document.

Motion 5:   That Senate recommend that the program requirements for the French Minor be changed as outlined in the attached document.

Non-substantive:
The Note which appears under the French Minor Program Requirements in the Nipissing University Academic Calendar should be changed as outlined in the attached document.

English Studies

Motion 6:   That Senate recommend the creation of ENGL-1126 "Literature on the Land", as outlined in the attached document.

Motion 7:   That Senate recommend the creation of ENGL-2026 "Scary Monsters and Super Creeps" as outlined in the attached document.

Motion 8:   That Senate recommend the creation of ENGL-2077 "Graphic Novels", as outlined in the attached document.

Motion 9:   That Senate recommend the creation of ENGL-2366 "Pygmalion Remixed" as outlined in the attached document.

Motion 10:   That Senate recommend the creation of ENGL-2717 "Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation" and added in addition to the Group I Literary History group as outlined in the attached document.

Motion 11:   That Senate recommend the creation of ENGL-3436 "The Dying Teenager in Young Adult Literature", as outlined in the attached document.

Motion 12:   That Senate recommend the creation of ENGL-3086 "Disney and the Fairy Tale", as outlined in the attached document.

History

Non-substantive:
The course title for HIST-3526 be changed from Spooks: the Rise of the Secret Security State in the 20th Century to Spies: the Rise of the Secret Security State in the 20th Century.

Indigenous Studies & Political Science

Motion 13:   That Senate recommend the creation of LEAD-3716 – Indigenous Leadership on the Land, as outlined in the attached document.

Mathematics

Non-substantive:
The prerequisites for PHYS-3007 Computational Physics be changed as outlined in the attached document.

Motion 14:   That Senate recommend that PHYS-3007 Computational Physics be included In Group II Applied Mathematics courses.

Philosophy

Motion 15:   That Senate recommend the creation of PHIL-2816 – Digital Ethics, as outlined in the attached document.

Psychology

Motion 16:   That Senate recommend the following change in degree requirements for the B.A. Honours Specialization in Psychology. That the following line at the end of the list of required courses be removed '*Students may substitute CHFS- 2026/PSYC-2026 and CHFS-3035 for PSYC-2126, PSYC-2127, and PSYC-3356.'

Non-substantive:
The prerequisites for PSYC-2706 Evolutionary Psychology be changed as outlined in the attached document.

Motion 17:   That Senate recommend that the learning outcomes for PSYC-2706 Evolutionary Psychology be revised as outlined in the attached document.

Non-substantive:
The revision of the course description for PSYC-3506 – Neuropharmacology.

Motion 18:   That Senate recommend the learning outcomes for PSYC-3506 – Neuropharmacology be revised as outlined in the attached document.

Non-substantive:
Unbank PSYC-2806 - Sports Psychology.

Motion 19:   That Senate recommend that the learning outcomes for PSYC-2806 - Sports Psychology be added as outlined in the attached document.

Faculty of Education and Professional Studies

School of Business

Motion 20:   That Senate recommend that the current requirement in the Co-op section of the Academic Calendar be revised as outlined in the attached document.

Motion 21:   That Senate recommend that the current requirement in the Co-op section of the Academic Calendar be revised as outlined in the attached document.

Motion 22:   That Senate recommend that the three one credit courses ADMN 1011, ADMN 2011, ADMN 3011, Academic Workshops be dropped from the BBA program.

Motion 23:   That Senate recommend that the current paragraph in the Program Requirements section of the Academic Calendar be changed as outlined in the attached document.

Motion 24:   That Senate recommend that the current requirement in the BBA (Hons) section be changed as outlined in the attached document.

School of Criminal Justice and Criminology

Motion 25:   That Senate recommend to Senate the creation of CRJS 3436 Racialization and the Politics of Judicial Typecasting.

Schulich School of Education

Motion 26:   That Senate recommend the creation of EDUC 4814 ITEP Practicum II as outlined in the attached document.

Motion 27:   That Senate recommend the creation of EDUC 4914 ITEP Practicum III as outlined in the attached course template.

Motion 28:   That Senate recommend that the Teacher of Indigenous Language as a Second Language Program be changed as outlined in the attached document.

Motion 29:   That Senate recommend that the Indigenous Teacher Education Program be changed as outlined in the attached document.

Academic Quality Assurance and Planning Committee

Motion 1:   That the Report of the Academic Quality Assurance and Planning Committee dated January 28, 2022 be received.

Motion 2:   That Senate approve the attached BPHE IQAP 2-Year Follow-up Report.

By-laws and Elections Committee

Motion 1:   That the Report of the By-laws and Elections Committee dated January 18, 2022 be received.

Research Committee

Motion 1:   That the Report of the Research Committee dated December 15, 2021 be received.

Motion 2:   That the Report of the Research Committee dated January 26, 2022 be received.

Motion 3:   That Senate receive the Statement on Undergraduate Research Support at Nipissing University.

9.   **Other Business**

10. **Amendment of By-Laws**

Motion 1:   That Senate By-Laws, Article 9.1 Academic Appeals and Petitions Committee, be amended as outlined below:

9.1   Academic Appeals and Petitions Committee
- (a) *Ex Officio* Members:
  - (i)   the Registrar, who shall be Chair;
  - (ii) the NUSU VP Advocacy and Awareness, or designate;
  - (iii) two (2) undergraduate student representatives, one elected from each Faculty by NUSU;
  - (iv) one (1) graduate student representative elected by NUSU.
- (b) Members Elected by Senate, Faculty Council:
  - (i)   four (4) Faculty Senators, with at least one from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;
  - (ii) two (2) non-Senator Faculty; one elected from each Faculty;
- (c) Terms of Reference:
  - (i)   to consider and rule on petitions and appeals by undergraduate and graduate students for exceptions to University academic regulations;
  - (ii) to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards, appeals, and petitions;
  - (iii) to recommend to Senate, as deemed by the Chair in consultation with the Vice-Chair, revisions to academic regulations;
  - (iv) to deal with such other matters as may be assigned from time to time by Senate.

Motion 2:   That Senate By-Laws, Article 9.2 Academic Awards Committee, be amended as outlined below:

9.2   Academic Awards Committee
- (a) *Ex Officio* Members:
  - (i)   the Registrar, who shall be Chair;
  - (ii) the NUSU President, or designate from the NUSU Executive;
  - (iii) Student Senator;
  - (iv) the Assistant Vice-President, Students;
  - (v) the Director, Office of Indigenous Initiatives;
  - (vi) the Manager, Financial Aid and Financial Services, or designate;
  - (vii) the Manager, University Advancement.
- (b) Members Elected by Senate or Faculty Council:
  - (i)   two (2) Faculty Senators, one from each Faculty;
  - (ii) two (2) non-Senator Faculty; one elected from each Faculty.
- (c) Terms of Reference:
  - (i)   to consider and recommend undergraduate and graduate awards for those that require the committee review;
  - (ii) to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards;

(iii) to consider and rule on petitions by undergraduate and graduate students for exemptions to University academic scholarships and awards.

Motion 3:   That Senate By-Laws, Article 9.1 Academic Appeals and Petitions Committee, be amended as outlined below:

9.1 Academic Appeals and Petitions Committee
  (b)   Members Elected by Senate, Faculty Council:
     (i) four (4) Faculty Senators, with at least one (1) from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

Motion 4:   That Senate By-Laws, Article 9.2 Academic Curriculum Committee, be amended as outlined below:

9.2 Academic Curriculum Committee
  (b)   Members Elected by Senate, Faculty Council:
     (i) four (4) faculty Senators*, with at least one (1) from each Faculty elected by Senate;

Motion 5:   That Senate By-Laws, Article 9.10 Teaching and Learning Committee, be amended as outlined below:

9.10 Teaching and Learning Committee
  (b)   Members Elected by Senate, Faculty Council:
     (i)   four (4) Faculty Senators, with at least one (1) from each Faculty, one of whom shall be elected by the Committee to serve, on an annual basis, as Chair and one of whom shall be elected to serve as Vice-Chair;

Rationale: The following revisions to the Senate By-laws are proposed to regularize the process for handling hybrid and online senate meetings. These changes are, effectively, an extension of Robert's Rules of Order to address the needs for these meetings.

- **Notice of Motion that Senate By-laws, Article 6.0 Regular Senate Meetings, be amended as outlined below (revisions in bold):**

Rationale: The last bracketed part is to avoid anyone having the opportunity to vote in-person and virtually at the same time.

6.0   Regular Senate Meetings
  (a)   Unless otherwise determined and announced by the Senate Executive Committee, regular meetings of Senate shall normally be held once a month.
  (b)   Once finalized, the dates of all regular Senate meetings for any given year shall be published on the University website.
  (c)   Unless otherwise determined and announced by the Senate Executive Committee, regular Senate meetings shall normally commence at 2:30 PM.
  (d)   Regular Senate meetings shall normally end no later than 5:30 PM.
  (e)   All those responsible for the timetabling of University classes shall be instructed to make every effort to ensure that faculty Senators are not scheduled to teach during regular Senate meetings.
  (f)   At the discretion of the Senate Executive Committee, a regular meeting of Senate may be cancelled if:

(i)   the volume of business submitted for inclusion in the agenda is insufficient to warrant holding the meeting; and

(ii)   there is no urgent or time-sensitive business requiring disposition prior to the next regular meeting.

(g)   At the discretion of the Senate Executive Committee, a regular meeting of Senate may be held in-person, virtually, or by a hybrid of both (in which case each senator attends either in-person or virtually, but not both).

- **Notice of Motion that Senate By-laws, Article 6.3(b) Order of Business, be amended as outlined below (revisions in strikethrough and bold):**

Rationale: This is necessary for hybrid meetings and has been a common practice for some time.

6.3   Order of Business

(b)   Business items submitted too late to be placed on the Senate agenda must be circulated ~~in hard copy~~ **electronically** at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

- **Notice of Motion that Senate By-laws, Article 7.4(d) Debate and Decorum, be amended as outlined below (revisions in bold):**

Rationale: Sequential organization of speakers is necessary for the orderly conduct and management of the meeting. In hybrid meetings the chat is also not necessarily visible to in-person attendees.

7.4   Debate and Decorum

(d)   Senators shall be expected to observe appropriate decorum during any debate. **Online attendees are to refrain from using any 'chat' options to respect the principle of one speaker at a time as identified by the speaker.**

- **Notice of Motion that Senate By-laws, Article 7.5, Voting on Senate Motions, be amended as outlined below (revisions in bold):**

Rationale: A detail for secret ballots is that Microsoft Forms, the intended platform, allows anonymous voting with one vote per Nipissing email address. Therefore, all electronic attendees will need to register a Nipissing email address. This does not impact many members of Senate, but for some, such as NUSU they need to be aware that they will be required to use a Nipissing email address for secret ballots if they are attending virtually.

7.5   Voting on Senate Motions

(a)   Except as otherwise specified in 7.3(c), Senate motions shall be carried by a simple plurality of votes in favour over votes against, with abstentions not being called or recorded.

(b)   Voting on Senate motions shall normally be conducted by a simple show of hands **for in-person attendees, and electronic voting for virtual attendees**, with the Speaker declaring the motion to be carried or defeated. Should any member request that such a vote be recorded, Senators may be asked to stand or keep their hands in the air until the count is taken.

(c)   Notwithstanding (b), any Senator may, on a question of privilege, move that the vote on the motion before Senate be conducted by secret ballot **(including**

anonymous electronic voting for online attendees). A motion to hold a secret ballot, once seconded, is not debatable and shall be put to an immediate vote.

(d)   Notwithstanding (b), any Senator may likewise, on a question of privilege, move that the vote on the motion before Senate be conducted by roll-call. A motion to conduct a vote by roll-call is debatable as to the need for such a vote.

(e)   Whether a vote is conducted by show of hands, secret ballot or roll-call, the Speaker or Deputy Speaker (whoever is conducting the vote) shall retain the right, as an elected Senator, to vote on the motion. Should the vote on any motion end in a tie, the motion shall be declared defeated.

(f)   Voting by proxy shall not be permitted.

- **Notice of Motion that Senate By-laws, Article 12.0 General Responsibilities, be amended as outlined below (revisions in strikethrough and bold):**

12.0   General Responsibilities
As in other deliberative or legislative bodies, the general responsibilities of Senators shall include:

(a)   the responsibility to attend Senate meetings regularly;

(b)   the responsibilities when attending virtually: having their identity provided through their online name, following protocol principles of one speaker at a time as identified by the speaker, and, unless it is not feasible, using their camera and microphone when speaking;

~~(b)~~**(c)**   the responsibility to become familiar with the Senate By-Laws, as well as with other relevant Senate policies and procedures;

~~(c)~~**(d)**   the responsibility to keep informed regarding the issues which come before Senate;

~~(d)~~**(e)**   the responsibility to read published Senate agendas and other related materials beforehand, and to come to the meetings prepared;

~~(e)~~**(f)**   the responsibility to endeavour to vote in accordance with the long-term academic interests of the University;

~~(f)~~**(g)**   where they have been chosen or elected by and from specific constituencies, the responsibility to represent the interests of their respective constituent groups by informing constituents as necessary when Senate matters of direct concern or impact are pending, by reporting to or meeting with constituents as appropriate or when called upon to do so, and by endeavouring to convey the views and concerns of their constituents to Senate to the best of their ability.

- **Notice of Motion that Senate By-laws, Article 6.2(g) Senate Agenda and Senate Minutes, be amended as outlined below (revisions in strikethrough):**

6.2   Senate Agenda and Senate Minutes

(g) A ~~hard~~ copy of all approved Senate minutes shall be signed by the Chair of Senate and kept as the official, permanent record of Senate proceedings. The Senate Secretary shall ensure reasonable access to archived minutes. ~~These proceedings shall be available for consultation in the Office of the President during regular business hours.~~

11.   **Elections**

- Elect one (1) EPS faculty Senate representative to serve on the By-laws and Elections Committee for a three-year term effective July 1, 2021 to June 30, 2024.

- Elect one (1) A&S *or* EPS faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2021 to June 30, 2024.

- Elect one (1) A&S faculty Senate representative to serve on the Senate Teaching and Learning Committee for a three-year term effective July 1, 2021 to June 30, 2024.

12. **New Business**

   Motion 1:   That Senate consider receipt of the Report on Graduation Applicants dated February 7, 2022.

   Motion 2:   That Senate receive the Report on Graduation Applicants dated February 7, 2022.

   Motion 3:   That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 7, 2022.

13. **Announcements**

14. **Adjournment**

Nipissing University

Minutes of the Academic Senate Meeting

December 10, 2021

2:30 p.m.

Zoom Videoconference

Members Present:	K. Wamsley (Chair), A. Vainio-Mattila, C. Sutton, P. Maher, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate
	A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, L. Hoehn, K. Lucas, C. McFarlane, J. Murton, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu
	J. Allison, C. Anyinam, A. Armenakyan, G. Brown, B. Elliott, K. Ferguson, C. Greco, R. Hoffman, A. Kociolek, T. McParland, J. Muterera, L. Peachey, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner
	C. Irwin
	J. Smith, K. Wilcox
	S. Pecoskie-Schweir, M. Taylor, M. Murray
Absent With Regrets:	N. Black
	M. Litalien, G. Phillips, S. Winters
	O. Pokorny
	P. Ravi
	J. McIntosh, E. Wilson, M. Parsons

Approval of the Agenda of the Senate Meeting of: December 10, 2021

Motion 1:   Moved by C. McFarland, seconded by T. McParland that the agenda of the
Senate meeting of December 10, 2021 be approved.
Carried

Adoption of the Minutes of the Senate Meeting of: November 12, 2021

Motion 2:   Moved by T. Sibbald, seconded by J. Smith that the minutes of the Senate
meeting of November 12, 2021 be adopted with revisions.
Carried

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

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

Business Arising From the Minutes

Following a request that the breakdown of the specific number of student enrolment increases spoken to by the Provost and the Registrar at the November 12, 2021 Senate meeting be recorded in the Senate minutes, the minutes will be revised to include this information.

Reading and Disposing of Communications

None

Reports From Other Bodies

The President spoke to a number of topics including the pandemic, moving towards more in person meetings in the new year and a gradual opening following public health regulations. He reported that information has not yet been received from the Ministry regarding the November meeting to discuss funding. Senate will be advised when information is received.

The President was pleased to report on this year's Day of Giving. He thanked the Advancement Department for providing their ideas and communications. He advised that last year $2300 was raised. This year the Advancement team set a target of $4000, with a call and challenge put out to our alumni. Donations were received from 27 donors who had never donated to the University before. Generous donations were received from alumni, faculty, and staff members, as well as from our students. The President expressed his gratitude to everyone who participated either by donating or helping spread the word about the importance of student scholarships and bursaries. Together, over $18,000 was raised to support our students. Congratulations everyone and thank you for your generosity!

The President advised that an email invitation will be sent out later this afternoon to staff and faculty to bring your families and pets to join us for a luminary walk and bonfire on Sunday, December 19. Hot chocolate and cookies will be provided. This will be a wonderful opportunity to meet in person and celebrate the season and our campus.

The President extended holiday greeting to all Senators. He also expressed his gratitude to Senators, faculty, and staff members for their hard work in very challenging circumstances through another pandemic season. Have a wonderful holiday, get some rest, and recharge.

In response to a request regarding the creation of an accessible and secure donation link on our website to continue this fund-raising initiative, the President advised that this was a great idea and would be investigated further.

The Manager of Digital Marketing, Jade Nighbor, provided the following link to the Faculty and Staff Giving Enrolment Form: https://www.nipissingu.ca/giving/faculty-staff-giving

The Provost and Vice-President Academic and Research provided a report. Highlights of the report included an application update, the Youth in Care tuition waiver program, new program development, Quality Assurance update, links to workshops held by the Teaching Hub, links to Virtual Learning Systems projects and student mental health supports. The report is attached to the minutes.

The Provost expressed her gratitude for this past year, and thanked Senators, faculty, and staff members for all the work that has been done. Have a joyous and restful holiday season.

In follow up to the Provost's report regarding a recommended book on avoiding systemic barriers around diversity, equity and inclusion, a question regarding the email announcement sent to students advising that unvaccinated students would be de-registered from on campus courses and removed from Blackboard was raised. Could online and individualized study options be considered as more accessible opportunities for students? As well, could the language be reframed to make it more supportive, and the narrative shifted to include a response on mental health?

The Provost advised that we are following the vaccination policy for students attending on campus courses. We have only a few areas that require student onsite presence in the winter term except for nursing. If students have not sought an exemption and remain unvaccinated, they cannot come on campus and cannot be accommodated. We have tried to figure out ways of accommodating our students. If courses have an online option, students will not be de-registered. The Registrar also advised that de-registering students is a last option. The Registrar's Office is working closely with students to find alternate options.

A comment was made that the vast majority of people in society are in favour of being vaccinated and wish to be in a safe environment. The anti-vaxing perspective should not equate to equity, diversity, inclusion, or mental health. This is a choice, and we have a system in place now that allows students to take courses online. We don't want to confound an anti-vax petition with mental health or EI issues.

For clarification, it was noted that this was not an anti-vax statement, simply a comment around systemic barriers that have been put in place for students and how we might try to avoid them.

It was noted that NUSU supports the universities' decision that unvaccinated students, by choice and not for health and religious reasons, should not be permitted on campus. Unvaccinated students are encouraged to request a letter of permission to take a virtual course at another institution if a course is not available. A concern was expressed that information about what would happen to students if they were de-registered from classes was difficult to find. A request was made that important communication emailed to students about accommodations be sent out earlier and not on the first day of exam period. In response to a question as to whether communication was sent to fall and winter students, the Registrar clarified that communication was sent to students registered in fall and winter courses.

The Vice-President Finance and Administration extended greetings for a restful holiday break.

The Senate representative on the Board of Governors, Judy Smith, congratulated all those involved in Giving Tuesday. On behalf of the Board, she expressed best wishes for a restful and well-deserved holiday. A report is attached to the minutes.

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, provided several documents shared from the COU. Highlights included reports from previous meetings, a sampling of experiences and issues, shared expectations, and decolonization. The documents were included in the Senate agenda.

The NUSU VP Advocacy and Awareness, Sarah Pecoskie-Schweir, provided a report. The report is attached to the minutes.

Question Period

A discussion was held as to whether an academic bullying policy should be developed within the academic side of our bicameral system. It was noted that a harassment policy currently exists in our Board of Governors policies and a respectful workplace policy exists in our Human Resources policies. We don't normally duplicate a policy or have two parallel policies in place. It was initially suggested that this matter be referred to the Teaching and Learning Committee.

Moved by R. Vernescu, seconded by M. Saari that an academic bullying policy be discussed devised and developed, within the framework of the Teaching and Learning Committee.

As a possible alternative, it was suggested that the Senate representatives to the Board of Governors inquire to the status of the policy and ask the Board if they feel that this matter should belong to the Joint Committee. Following discussion, it was agreed that this matter be referred to the Joint Board/Senate Committee on Governance to determine where this policy should rest. Once determined, the Joint Committee will respond to Senate and the matter will be referred to the appropriate Senate committee.

The mover and seconder agreed to the following friendly amendment:
Moved by A. Vainio-Mattila, seconded by P. Maher that an academic bullying policy be discussed devised and developed, within the framework of the Joint Board/Senate Committee on Governance.
Carried

In response to a question regarding whether the operating hours of the Library will be extended for the winter semester, the Provost advised that it depends on status of the pandemic in January. The goal is to hire more people to work in the evenings and on weekends and extend the hours in the new year.

In follow up to a letter sent to the Board of Governors in May 2021 regarding the change from Board of Governors' meetings being held via Zoom link to a one-way live feed broadcast, it was noted that a formal response to the letter has not yet been received. As 30 other faculty members also signed the letter expressing concerns for transparency, could an update be provided to advise if any progress has been made? The President advised that the transition over this period and the pandemic has resulted in a lack of response. The intent of the letter has been brought to the Board, and the letter has been turned over to the Joint Board/Senate Committee on Governance. The Joint Committee discussed at length the importance of people being recognized and the possibility of asking questions at Board meetings and will be turned back to the Board Committee on Monday to provide solutions. In follow up, it was noted that the spirit of the letter and the concerns that those who signed it are not so much about asking a lot of questions of the Board, but to be present and be seen and be a part of the meeting process.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3:   Moved by K. Wamsley, seconded by C. McFarlane that the Report of the Senate Executive Committee dated December 2, 2021 be received.
              Carried

Academic Curriculum Committee

Motion 4:   Moved by A. Vainio-Mattila, seconded by C. McFarland that the Report of the Academic Curriculum Committee dated November 18, 2021 be received. Carried

Faculty of Arts and Science

It was noted that discussions have been held at Academic Curriculum Committee meetings about what determines substantive and non-substantive motions. The Dean of Arts and Science clarified that the ACC has the power to choose to decide if the information received is substantive or non-substantive. Does Senate also have the power to decide if the information received is substantive or non-substantive? The Provost clarified that information submitted in Senate as non-substantive can be changed to become substantive if there are questions. The general guidelines are included in Quality Assurance Protocol. The most fundamental guideline is whether the learning outcomes are being changed.

Philosophy

Non-Substantive:
That the prerequisites for **PHIL-2306 "The Pre-Socratics and Plato", and PHIL-2307 "Aristotle and the Schools"**, be removed.

1) PHIL-2306 - The Pre-Socratics and Plato
   Current Prerequisite: either PHIL-1116 or PHIL-1117
   New Prerequisite: None

2) PHIL-2307 - Aristotle and the Schools
   Current Prerequisite: either PHIL-1116 or PHIL-1117
   New Prerequisite: None

Rationale:
None of our other 2000-level courses have prerequisites, and many of them are popular elective choices for students in other programs. The proposed change thus brings PHIL 2306 and PHIL 2307 in line with PHIL 2246, PHIL 2506, PHIL 2507, PHIL 2526, PHIL 2706, PHIL 2716, and PHIL 2717.

Non-Substantive:
That the prerequisites for **PHIL-3336, PHIL-3337, PHIL-3467, PHIL-3616, PHIL-3706, PHIL-3707, PHIL-3756** be changed as outlined below, to any "3 credits in Philosophy".

Current Prerequisites:
1) PHIL-3336 Reason and Experience –,"6 credits of 1000-level Philosophy"
2) PHIL-3337 Idealism and Its Critics – "6 credits of 1000-level Philosophy
3) PHIL-3476 Existentialism I – "PHIL-1116 and PHIL-1117"
4) PHIL-3616 Philosophy of Religion – "PHIL-1116 and PHIL-1117"
5) PHIL-3706 Eastern Philosophy I – "PHIL-1116 and PHIL-1117"
6) PHIL-3707 Eastern Philosophy II – "PHIL-1116 and PHIL-1117"
7) PHIL-3756 Special Topic in Social and Political Philosophy– "PHIL-1116 and PHIL-1117"

New Prerequisite for all of the above: Any 3 credits in Philosophy

Rationale:
Many students who now enroll in PHIL courses do so for the first time in one of our 2000-level courses, rather than in one of the Introductory, 1000-level courses, and they often do so in their

second year of study. Such students then find it difficult to continue to take additional PHIL courses, whether as part of a Minor, a Major, or as an elective, because of the current prerequisite structure, which requires them to go back, often in their third year, and take a 1000-level course. Our 3000-level PHIL courses often have low enrollments, as a result. Students in 3000-level courses will ideally have some familiarity with philosophical approaches; but there is no reason to require a particular PHIL course as the source of that familiarity. The proposed changes reflect this, as well as eliminating some inconsistencies in the current prerequisite language.

Non-Substantive:
That the prerequisites for **PHIL-4206 "Seminar in Philosophy"** and **PHIL-4207 "Seminar in Philosophy"**, be changed as outlined below, to "12 credits in Philosophy"

Current Prerequisites:
1) PHIL-4206 – PHIL-2305, 3336 and 3337
2) PHIL-4207 – PHIL-2305, 3336 and 3337

New Prerequisite for PHIL-4206 and PHIL-4207: 12 credits in Philosophy

Rationale:
There is no justification for the current discrepancy in the prerequisites for our 4000-level seminars (PHIL 4217 and PHIL 4217 list "restricted to 4th year students in an honours program"), and PHIL 2305 is no longer offered at all; thus some change is needed. As a result of enrollment issues, we have also initiated a plan to cycle the seminars, offering just one (3 credits) per year; this requires that 3rd year honours students take a seminar in their 3rd year, which some of our current prerequisites do not allow. The Program changes described below will also require that Majors and Specializations in PHIL have access to the seminars. The new prerequisite structure accommodates these changes.

Non-Substantive:
That **PHIL-4216 "Seminar in Philosophy** and **PHIL-4217 "Seminar in Philosophy"** be banked.

Rationale:
We were wrongly informed when we introduced these courses that students who had taken an honours seminar could only do so again under a different code. Since that it is not the case, provided the topic has changed, these additional 4000-level seminars are unnecessary.

Motion 5:   Moved by A. Vainio-Mattila, seconded by K. Lucas that Senate approve that the degree requirements for a Specialization in Philosophy be changed, as outlined in the attached supporting documentation.
                Carried

Motion 6:   Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve that the degree requirements for a Major in Philosophy be changed, as outlined in the attached supporting documentation.

Rationale:
As noted earlier, many of the students who decide to take some form of PHIL degree—especially one short of the honours major—do so only after taking a PHIL elective course, often in their second year. The requirement for 6 credits at the 1000-level thus presents a difficulty for them, often requiring them to go back in their 3rd year to take two 1000-level required courses. The proposed changes will at least lessen that difficulty by requiring 3 credits, instead of 6 credits. In its place, requiring participation in the 4000-level seminar will bolster enrollment in that course, but is also typical of other Philosophy programs: it is unusual to be able to satisfy

the requirements for a double-major, including Philosophy, without taking any 4000-level courses. The proposed changes will rectify this.
> Carried

Motion 7:   Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the degree requirements for a Minor in Philosophy be changed, as outlined in the attached supporting documentation.

Rationale:
There is no specific rationale for requiring both PHIL 2306 and PHIL 2307 as part of the Minor. Those courses cover important historical periods, but so do PHIL 3336 and PHIL 3337. The move to require either PHIL 2306 or PHIL 2307 will make the Minor program somewhat more flexible for students looking to pursue other interests within Philosophy.
> Carried

Gender Equality and Social Justice

Motion 8:   Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve that the 3-credit course **GEND-3106 "Race and Gender in Popular Culture"** be added to the calendar as outlined in the attached supporting documentation.

Rationale:
This course provides a focused discussion of intersectional critical race issues as they appear in popular culture. While these are issues embedded in and across the curriculum in GESJ, there is a need for increasing our course offerings which focus primarily on race issues.
> Carried

Motion 9:   Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve that the existing course **GEND-3236 "Memory and Violence"**, be cross-listed with History as outlined in the attached supporting documentation.

Rationale:
The course deals with public violence, often in a historical context and including things like state violence both in a historical context - think here of the Holocaust and various other wars - as well as in contemporary contexts.
> Carried

English Studies

Motion 10:   Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve that the program requirements for the Honours Specialization in English Studies be changed as outlined in the attached supporting documentation.

Rationale:
The discipline of English Studies has deemphasized British literary history. We are revising our requirements to align with wider disciplinary shifts and to meet the needs and interests of our students.
> Carried

Motion 11:   Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve that **ENGL-2006: British Literature Before 1800** be added to the ENGL Literary History Group I list for the Major, Specialization, and Honours Specialization in English Studies as outlined in the attached supporting documentation.

Rationale:

When ENGL 2006 was a required course, it was not part of English's Literary History Groups. Literary History Group I concentrates on early literary history and texts and ENGL 2006 is an appropriate fit for that group. Adding ENGL 2006 to Group I increases choice and flexibility for students.

                        Carried

Non-Substantive:
That the prerequisites for 2000 level ENGL courses (excluding 1-credit courses and those that cannot be counted toward a program in English Studies) be changed as outlined below.

New prerequisite:
Three credits of 1000 level ENGL (excluding ENGL 1501, ENGL 1502) or any 18 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011).

Old Prerequisite:
Three credits of 1000 level ENGL (excluding ENGL1501 and ENGL 1502).

Rationale: This change opens up additional pathways into our 2000-level courses and increases flexibility for students.

Non-Substantive:
That the prerequisites for **ENGL-2207 "Gender, Literature, and Culture"** be changed as outlined below.

Old Prerequisite:
Three credits of 100 Level ENGL (excluding ENGL 1551 and ENGL 1552) or six credits of 1000 level GEND.

New Prerequisite:
Three credits of 1000 level ENGL or any 18 credits completed (excluding ENGL 1551 and ENGL 1552).

Rationale:
This change opens up additional pathways into the course. The Departmental Curriculum Approval Form is included in the attached supporting documentation.

Non-Substantive:
That the prerequisites for 3000 level ENGL courses (excluding ENGL-3516 and ENGL-3517) be changed as outlined below.

New prerequisite:
Six credits of 2000 level ENGL (excluding ENGL 2001, ENGL 2011) or any 45 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011).
Old Prerequisite:
Six credits of 2000 level ENGL (excluding ENGL 2001 and ENGL 2011)

Rationale:
This change responds to our recent IQAP review. It opens up additional pathways into our 3000 level courses and increases flexibility for students.

Current 3000 level courses affected:
ENGL 3036: Topics in Media Studies
ENGL 3047: Topics in Digital Culture
ENGL 3056: Topics in Canadian Literature
ENGL 3066: Get Smart: Strategies for Understanding Culture

ENGL 3093: Bawdy Politics: Writing the Restoration
ENGL 3097: Vice and Folly; The Age of Satire, 1660-1730
ENGL 3126: Writing for Mass Media
ENGL 3127: Writing for Digital Media
ENGL 3146: Topics in Postcolonial Literature
ENGL 3176: Falling Apart: British Literature 1900-1950
ENGL 3177: Contemporary British Literature
ENGL 3196: Dangerous Liaisons: The 18-Century Novel
ENGL 3217: Topics in Literature, Culture, and Sexuality
ENGL 3246: Desire and Identity in Early Modern Literature
ENGL 3247: Transgressing Boundaries in Early Modern Literature
ENGL 3276: Indigenous Literatures on North America
ENGL 3277: Topics in the Indigenous Literatures of North America
ENGL 3346: The Romantics
ENGL 3347: The Victorians
ENGL 3486: Topics in Genre
ENGL 3487: Topics in Poetic Genres
ENGL 3496: Topics in Dramatic Genres
ENGL 3497: Topics in Prose Genres
ENGL 3606: Topics in Popular Culture
ENGL 3617: Topics in Popular Fiction

Non-Substantive:
That the prerequisites for **ENGL-3516: Creative Writing Poetry** and **ENGL-3517: Creative Writing Prose** be changed as outlined below.

New prerequisite:
Three credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552).

Old prerequisite:
Three credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552). Students who register in this course are also required to submit for assessment a selective portfolio of their creative work or an essay demonstrating creative reasons for wishing to take the course to the Department Chair by the first week of January and approval to register in the course will be granted by mid-February.

Rationale:
Removing the portfolio requirement increases access to the course and serves the needs and interests of students.

Non-substantive:
That the prerequisites for **ENGL-2001 "Sex, Death and Textuality"** and **ENGL-2011 "Short Stories: Snapshots of Life"** be changed as outlined below.

New prerequisite:
Any 15 credits.

Old Prerequisite:
Any 18 credits.

Rationale:
We have offered these courses for over 5 years and are revising our prerequisite based on that experience.

By-Laws and Elections Committee

Motion 12:   Moved by T. Sibbald, seconded by M. Saari that the Report of the By-Laws and Elections Committee dated November 23, 2021 be received.
Carried

Honorary Degrees Committee

Motion 13:   Moved by K. Wamsley, seconded by C. Anyinam that the Report of the Honorary Degrees Committee dated November 17, 2021 be received.
Carried

Joint Committee of the Board and Senate on Governance

Motion 14:   Moved by K. Wamsley, seconded by D. Campbell that the Report of the Joint Committee of the Board and Senate on Governance Committee dated November 1, 2021 be received.
Carried

Teaching and Learning Committee

Motion 15:   Moved by G. Raymer, seconded by C. McFarlane that the Report of the Teaching and Learning Committee dated October 13, 2021 be received.
Carried

Other Business

None

Amendment of By-Laws

- **Notice of Motion that Senate By-laws, Article 9.1 and 9.2 be amended as outlined below:**

Rationale:
The Registrar brought forward the following proposal to create a stand-alone Academic Appeals and Petitions Committee and a stand-alone Academic Awards Committee. In 2019, the Undergraduate Standing & Petitions Subcommittee, Undergraduate Services & Awards Subcommittee, Undergraduate Student Appeals Committee, Graduate Leave & Time Extensions Subcommittee, and the Graduate Standing & Petitions Subcommittee were condensed and combined into the Academic Awards, Appeals and Petitions Committee. The merging of these committees created a great deal of work for the faculty members on the committee and the academic awards being determined by faculty and students only, which has been identified as a gap by the members.

The Speaker advised that 9.1(a) (iii) & (iv) were included in the Senate agenda showing strikethrough. He requested that the strikethrough be removed, and that 9.1(a) (iii) & (iv) be included in the Notice of Motion. The following revisions were suggested (revisions in bold and strikethrough):

9.1   Academic ~~Awards,~~ Appeals and Petitions Committee
         (a) *Ex Officio* Members:
              (i)   the Registrar, who shall be Chair;
              (ii)   **the NUSU VP Advocacy and Awareness, or designate;**
              ~~(ii)   a Dean appointed by the PVPAR;~~
              (iii)   two (2) undergraduate student representatives, one elected from each Faculty by NUSU;
              (iv)   one (1) graduate student representative elected by NUSU.
                       (b)   Members Elected by Senate, Faculty Council:

(i)   four (4) Faculty Senators, **with at least one** from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

(ii)   ~~a member of the NUSU Executive;~~

(ii)   two (2) non-Senator Faculty; one elected from each Faculty;

(c)   Terms of Reference:

(i)   to consider and rule on petitions and appeals by undergraduate and graduate students for exceptions to University academic regulations;

(ii)   ~~to consider and recommend undergraduate and graduate awards for those that require the committee review;~~

(ii)   to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards, appeals, and petitions;

(iii)   to recommend to Senate, as deemed by the Chair in consultation with the Vice-Chair, revisions to academic regulations;

(iv)   to deal with such other matters as may be assigned from time to time by Senate.

New Committee:

9.2   Academic Awards Committee

   (a)   *Ex Officio* Members:
   (i)   the Registrar, who shall be Chair;
   (ii)   the NUSU President, or designate from the NUSU Executive;
   (iii)   Student Senator;
   (iv)   the Assistant Vice-President, Students;
   (v)   the Director, Office of Indigenous Initiatives;
   (vi)   the Manager, Financial Aid and Financial Services, or designate;
   (vii)   the Manager, University Advancement.
   (b)   Members Elected by Senate or Faculty Council:
   (i)   two (2) Faculty Senators, one from each Faculty;
   (ii)   two (2) non-Senator Faculty; one elected from each Faculty.
   (c)   Terms of Reference:
   (i)   to consider and recommend undergraduate and graduate awards for those that require the committee review;
   (ii)   to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards;
   (iii)   to consider and rule on petitions by undergraduate and graduate students for exemptions to University academic scholarships and awards.

- **Notice of Motion that Senate By-laws, Articles 9.1 and 9.2 be amended as outlined below:**

Rationale: As no language currently exists in the Senate By-laws to allow full-time instructor representatives and Librarian Senators to serve on Senate Standing Committees, the following language was suggested: (revisions in bold)

9.1   Academic Awards, Appeals and Petitions Committee
   (b)   Members Elected by Senate, Faculty Council:
      (i)   four (4) Faculty Senators, two from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

To:

9.1   Academic ~~Awards,~~ Appeals and Petitions Committee
   (b)   Members Elected by Senate, Faculty Council:
      (i)   four (4) Faculty Senators, **with at least one (1)** from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

9.2   Academic Curriculum Committee
   (b)   Members Elected by Senate, Faculty Council:
      (i)   four (4) faculty Senators*, two from each Faculty elected by Senate;

To:

9.2   Academic Curriculum Committee
   (b)   (i)   four (4) faculty Senators*, **with at least one (1)** from each Faculty elected by Senate;

9.10   Teaching and Learning Committee
         (b)   (i)   four (4) Faculty Senators, two from each Faculty, one of whom shall be elected by the Committee to serve, on an annual basis, as Chair and one of whom shall be elected to serve as Vice-Chair;

To:
9.10   Teaching and Learning Committee
         (b)   (i)   four (4) Faculty Senators, **with at least one (1)** from each Faculty, one of whom shall be elected by the Committee to serve, on an annual basis, as Chair and one of whom shall be elected to serve as Vice-Chair;

Elections

- Elect one (1) EPS faculty Senate representative to serve on the By-laws and Elections Committee for a three-year term effective July 1, 2021 to June 30, 2024. *No nominations were received. The election will be included in the January 14, 2022 Senate Agenda.*

- Elect one (1) A&S *or* EPS faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2021 to June 30, 2024. *No nominations were received. The election will be included in the January 14, 2022 Senate Agenda.*

New Business

Motion 16:   Moved by K. Wamsley, seconded by D. Campbell that Senate move in camera.
                      Carried

Motion 17:   Moved by K. Wamsley, seconded by C. McFarland that Senate approve that four names be added to the roster of potential Honorary Degree recipients.
                      Carried

Motion 17:   Moved by K. Wamsley, seconded by J. Dech that Senate move out of camera.
                      Carried

Announcements

The Speaker acknowledged and thanked Senator Burk for her valuable service as an active member of Senate and wished her well in her future endeavours.

It was noted that the May 28, 2021 Senate minutes are not available online. The Senate Secretary will ensure that the minutes are posted.

Adjournment

Senate was adjourned at 3:50 p.m.

………………………………….. .   ………………………………………….
K. Wamsley (Chair)   S. Landriault (Senate Secretary)

Senate 10ᵗʰ December 2021
Arja Vainio-Mattila, PVPAR

Applications
Our applications are up 8.8% from last year, this represents an increase across the board; in application types and areas.
UG applications +13%
BEd applications +3.8%
GR applications +71%

101 applications +12.8%
105 applications +9%
TEAS +4%

Youth in Care tuition waiver
A media release will be going out next week announcing Our Youth in Care tuition waiver program in partnership with Canadore College.

Ontario University Fair is schedules to go ahead in a hybrid format October 1st and 2nd 2022.

New program development:

Post-baccalaureate diplomas and certificates have been approved by the Ministry for funding of domestic students

1. BSc Environmental Science submitted to ACC
2. BA Environmental Studies to be submitted to the next ACC
3. ad hoc working groups on the following new program initiatives have been struck:
4. Liberal Arts and Science conversion to online
5. Post-Bac Diploma development: Enviro Studies and Science; Data Science/Analytics; Health
6. ad hoc working group: BSc in Health

Quality Assurance
GESJ, RLCT, SWLF IQAPs submitted to AQAPC
Biology, Computer Science, and Mathematics are in progress

Nursing programs have received annual program review approval from the College of Nurses of Ontario (CNO)

Teaching Hub

In the past month, we have run four workshops:
- *Wholism? Humour? Keys to Critical Thinking and Relationships*, with Dr. Pamela Toulouse
- *Cultivating Safer Spaces*, with a variety of panelists
- *Learner Empowerment & Engagement*, with a variety of panelists
- *COVID Fatigue and Burn Out*, with a variety of panelists

The latter 3 were recorded live and can be viewed on our YouTube channel.

The interim SOS was successfully rolled out in Fall courses (including those with start/end dates outside the regular schedule). Preliminary accounting suggests a response rate of 9%, on average. Please remember: we are still in a pandemic with stressful situations for many, and fully-digital surveys typically have a lower response rate, even with reminders, etc.

The Joint Committee on the Assessment of Teaching and Learning (JCATL) submitted their report to the Joint Committee on the Administration of the Agreement (JCAA) on Oct. 29th. Subsequently, the co-chairs also made a presentation to the JCAA, via Zoom, on Dec. 2. Expect further follow up in a number of areas – particularly the Senate Teaching and Learning Committee and NUSU.

A number of our content-based VLS projects are progressing very well. A few examples of their deliverables are:
- For Humanizing Learning, check out our opening video to 8 weeks of critical conversations that occurred with many partners, follow #ONHumanLearn on Twitter or check out some early reflections posted by Laura Killam on her personal blog and UWindsor participants through their OOL blog.
- For Liberated Learners, check out the project trailer.
- We have a number of Pressbooks being built and pilot tested on topics such as: Digital Humanities, Designing Quality Tech-enabled Learning Experiences, and Universal Design for Learning (UDL) for Inclusion, Diversity, Equity and Accessibility (IDEA). Please note that these are still "works in progress", but may be seen soon in eCampus Ontario's Open Library

The capacity supports provided by VLS funding (5 contract positions in the Teaching Hub and 5 Online Learning Partners) have also been well-utilized by the NU community over the past month.

NU had a strong presence at the annual eCampus Ontario TESS Symposium (Nov. 15-19). The theme was *Co-creating the Future* and there were 4 sessions led by NU-affiliated presenters, including one by our OLP student team.

Our 6th Professional Learning Committee wrapped up at the end of November. This PLC spoke to systemic barriers to equity, university access, etc. using the book *The Privileged Poor*, by Anthony Jack, as the centre piece.

Student Mental Health Supports:
Over the course this semester we have launched three new Mental Health Support programs for students. MENtal Strength - focusing on the stigma around Men's Mental Health. We have hired a new Student Counsellor - BIPOC student support and just last week we have launched a new Peer Support Mental Health Drop-in program for students.

Board of Governors
Academic Senate Report – December 10, 2021

The Board of Governors met on November 19, 2021 for their regular meeting followed by the annual retreat, held at the splendid new Student Centre. The retreat included a tour of the facility, a social, and a brainstorming session on a variety of topics including national reputation; continuing and extended education; ancillary services; and alumni.

To kick-start spirit of Giving Tuesday, donations from the participants were collected on Saturday morning with proceeds going to the scholarship fund. A photo from the steps of the Student Centre shows the generous spirit evident even through their masks. The in-person meeting was the first since COVID began and was a very warm welcome back for the participants.

Thanks to the NUSU team which included Warren as Director of Services and Sarah as the Director of Communications as well Abby Blaszczyk, Maggie Horsfield and Christine Dowdall for coordinating this fine event.

Alumni Awards

We are thrilled to announce the Alumni Award winners. These 5 individuals are exemplary alumni who are doing amazing things in their communities. The following recipients were announced individually across social media channels each day of this week.

The Dr. James Jamieson Influential Alumni Award: **Emily Gillespie**

The Distinguished Alumni Achievement Award: **Dillion Richardson**

The Rising Star Alumni Award: **Alexander Maycock**

The Philanthropy Alumni Award: **Tammy Morison**

The Honorary Alumni Award: **Mike DeGagné**

For more information on all of the recipients and their accomplishments, please visit nipissingu.ca/alumniawards.

Giving Tuesday

We were proud to participate in Giving Tuesday this year with a gift from the board of $2,500. All of our board members participated individually as well with personal donations or sharing the $100 Alumni Challenge across social media channels.

NU Café

Introductions on the café went out November 23. 62 introductions were made last cycle and we hosted 6 events in November for Career Month. The last round of introductions for 2021 is December 14. If you would like to join the hub or learn more about it, please visit NU Café - Ten Thousand Coffees | Nipissing University.

NUSU Academic Senate Report
Friday, December 10th, 2021

Night Owls

NUSU held Night Owls Study Sessions where we kept the Student Centre open until midnight for four nights. These evenings were well attended and allowed students to study or work on group projects. We provided them with coffee, tea, hot chocolate, snacks and school supplies.

Thank you to Student Development and Services and the Office of the Dean of Arts and Science for supporting those nights financially. Also, thank you to Gail and Hilary from the library, the Office of Indigenous Initiatives Wiidooktaadwin Student Mentors, St. John's Ambulance Therapy Dogs, and Lindsey and Veronica from Student Learning and Transitions who supported students throughout Wellness Week and Night Owls.

BOG Retreat

On November 19th and 20th, NUSU hosted the Board of Governors Retreat at our Student Centre. It was a great opportunity to show members of the Board this new building, as well as provide a space for brainstorming and conversation in regard to the future of Nipissing University.

Movember

Led by NUSU and the Men's Volleyball Team, the Lakers Community raised $2855 for men's mental and physical health as part of the Movember campaign. We would like to thank Dan Miller, Mason Blais and the Men's Volleyball Team for their hard work in raising money and awareness for this cause.

November also saw the first annual event of a men's mental health forum, MENtal Strength, which was created by Deven Doodnath, a student and member of the men's soccer team. Congratulations to Deven, Katie and Brooke on a great event.

Food Bank

We would like to say a huge thank you to all the Nipissing faculty, staff, students, and community members who donated food or monetary donations to our student food bank for our Holiday Baskets. Our students have been overwhelmed by the kindness shown and we are so thankful to be part of a community that looks after one another.

We also received a generous donation from Calvin Presbyterian Church for the fourth year in a row. Dr. Kristen Ferguson and her J/I Class of 2023 also donated financially to our student food bank.

Community

We had over 80 students who participated in the North Bay Santa Claus Parade and showed their Lakers spirit. Thank you to Dr. Wamsley for walking with us.

We will be dropping off over 200-holiday cards to the North Bay Regional Health Centre Foundation. The cards have been filled out by students and NUSU staff sending their good wishes and thoughts to the patients and staff who will be at the hospital on Christmas Day.

Academic Dishonesty

We wanted to acknowledge the work the Student Learning and Transitions team has been doing highlighting Academic Dishonesty on their social media. This has been a great way to explain to students the different types of Academic Dishonesty.

Survey

NUSU is looking to send out a student survey in January to receive feedback about the Fall semester, as well as input for the Winter semester. We have met with numerous groups and will be releasing the results at Senate after the survey is completed.

Bus Stop

The City of North Bay has now moved the bus stop to directly outside of the NUSU Student Centre.

NUSU Office

The NUSU office will be closed from December 17th to January 10th. We would like to wish everyone a happy holiday season and hope you all get some well-needed rest. We look forward to seeing you all in the New Year.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

January 6, 2022

There was a meeting of the Senate Executive Committee on January 6, 2022. The meeting took place by Zoom conference.

The following members participated:
K. Wamsley (Chair), A. Vainio-Mattila, N. Colborne (Speaker), P. Maher, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, J. Allison, M. Litalien, T. McParland, T. Sibbald, S. Pecoskie-Schweir, S. Landriault (Recording Secretary, n-v)

The purpose of the meeting was to set the agenda for the January 14, 2022 Senate meeting.

After having considered the agenda, Senate Executive Committee members agreed that as no reports were received from any of the Senate Standing Committees, the Senate meeting scheduled for January 14, 2022 be cancelled. The By-laws Amendments will be included in the agenda of the February 11, 2022 Senate meeting.

Following discussion, Senate Executive Committee members agreed that a Town Hall meeting be held in place of the January Senate meeting so that all faculty, staff and NUSU members will be provided the opportunity to attend and ask questions. An email will be sent advising that the January 14, 2022 Senate meeting has been cancelled and a Town Hall meeting will be held in its place. Questions will be requested to be submitted in advance of the meeting so that appropriate responses can be provided.

Moved by A. Vainio-Mattila, seconded by N. Colborne that the January 14, 2022 Senate meeting be cancelled.
CARRIED

Respectfully submitted,

K. Wamsley
Chair
Senate Executive Committee

Motion 1:   That Senate receive the Report of the Senate Executive Committee dated January 6, 2022.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

February 3, 2022

There was a meeting of the Senate Executive Committee on February 3, 2022. The meeting took place by Zoom conference.

The following members participated:
K. Wamsley (Chair), A. Vainio-Mattila, N. Colborne (Speaker), P. Maher, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, J. Allison, T. McParland, T. Sibbald, S. Pecoskie-Schweir, S. Landriault (Recording Secretary, n-v)

Regrets: M. Litalien

The purpose of the meeting was to set the agenda for the February 11, 2022 Senate meeting.

The reports of the Academic Curriculum Committee, Academic Quality Assurance and Planning Committee and the By-laws and Elections Committee were provided to the Senate Executive Committee for inclusion in the Senate agenda.

The Reports of the Research Committee dated December 15, 2021 and January 26, 2022 were provided to the Senate Executive for inclusion in the Senate Agenda. A motion that Senate receive the Statement on Undergraduate Research Support at Nipissing University was also included.

The following elections were provided to the Senate Executive Committee for inclusion in the Senate agenda:
- By-Laws and Elections Committee (one EPS faculty Senator)
- Senate Budget Advisory Committee (one A&S or EPS faculty Senator)
- Teaching and Learning Committee (one A&S faculty Senator)

All positions are for three-year terms effective July 1, 2021 to June 30, 2024.

It was noted that the By-laws and Elections and Senate Budget Advisory Committees have had vacant faculty Senator positions since July 1, 2021. Calls for nominations have been made at Senate, Faculty Council meetings and pre-Senate meetings. In response to a question as to whether there is a plan to encourage Senators to fill the above vacancies, suggestions included: faculty driven nomination committees and an equity audit to track service.

Following discussion, members agreed that the February 11, 2022 Senate meeting be held as a hybrid meeting. As the Covid capacity for room F210 is 50 individuals, Senators only will be permitted to attend the meeting on-site adhering to public health measures of masking and physical distancing. Senators and non-Senators may attend the meeting online via Zoom conference.

Moved by N. Colborne, seconded by J. McAuliffe that future Senate meetings be held as hybrid meetings, both on-line and simultaneously face-to-face.
CARRIED

The Report on Graduation Applicants will be presented under New Business. The Registrar will speak to the motions.

Moved by A. Vainio-Mattila, seconded by N. Colborne that the Senate Executive Committee approves the February 11, 2022 Senate Agenda.
CARRIED

Respectfully submitted,

K. Wamsley
Chair
Senate Executive Committee

Motion 1:   That Senate receive the Report of the Senate Executive dated February 3, 2022.

**Report of the
Academic Curriculum Committee**

January 27, 2022

The meeting of the **Academic Curriculum Committee** was held on Thursday, January 27, 2022 at 3:00 pm by Zoom Conference. The following members participated:

<u>Members Present</u>:

Arja Vainio-Mattila	Dan Walters (Dean's Designate)	Douglas Gosse
Debra Iafrate	Charles Anyinam	Nancy Black
Darren Campbell	Julie Corkett	Blaine Hatt
Alexandre Karassev	James Murton	Rosemary Nagy
Mercedes Parsons	Sarah Pecoskie-Schweir	

<u>Absent with Regrets</u>:
Chris Greco, Madalyn Murray

<u>Guests</u>:
Sarah Tedesco, Ron Hoffman, Greg Brown, Kristin Lucas, Andrew Weeks, Chris Hachkowski, Prasad Ravi, David Borman, Richard Wenghofer

Jane Hughes and Sarah Tedesco, Recording Secretaries

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science and 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 27, 2022.

Faculty of Arts and Science

Classical Studies & Modern Languages

Motion 2:   That Senate recommend the program requirements for the Honours Specialization in Classical Studies be changed as outlined in the attached document.

Non-substantive:
The prerequisites for CLAS-4427 – Honours Seminar in History and Culture be changed as outlined in the attached document.

Motion 3:   That Senate recommend the creation of CLAS-3246 – Digital Reception of the Ancient World as outlined in the attached document.

Motion 4:   That Senate recommend the creation of CLAS-2707 – The Ancient World in Digital Gaming Culture as outlined in the attached document.

Non-substantive:
The prerequisites for FREN 1106 – Introductory French I be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN 1107 – Introductory French II be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN-2006 - Français intermédiaire I be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN 2007 - Français intermédiaire II be changed as outlined in the attached document.

Non-substantive:
The prerequisites for the list of courses be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN-3007 - Français avancé II be changed as outlined in the attached document.

Non-substantive:
The prerequisites for FREN-3107 - Grammaire appliquée du français oral et écrit II be changed as outlined in the attached document.

Motion 5:   That Senate recommend that the program requirements for the French Minor be changed as outlined in the attached document.

Non-substantive:
The Note which appears under the French Minor Program Requirements in the Nipissing University Academic Calendar should be changed as outlined in the attached document.

English Studies

Motion 6:   That Senate recommend the creation of ENGL-1126 "Literature on the Land", as outlined in the attached document.

Motion 7:   That Senate recommend the creation of ENGL-2026 "Scary Monsters and Super Creeps" as outlined in the attached document.

Motion 8:   That Senate recommend the creation of ENGL-2077 "Graphic Novels", as outlined in the attached document.

Motion 9:   That Senate recommend the creation of ENGL-2366 "Pygmalion Remixed" as outlined in the attached document.

Motion 10:   That Senate recommend the creation of ENGL-2717 "Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation" and added in addition to the Group I Literary History group as outlined in the attached document.

Motion 11:   That Senate recommend the creation of ENGL-3436 "The Dying Teenager in Young Adult Literature", as outlined in the attached document.

Motion 12:   That Senate recommend the creation of ENGL-3086 "Disney and the Fairy Tale", as outlined in the attached document.

History

Non-substantive:
The course title for HIST-3526 be changed from Spooks: the Rise of the Secret Security State in the 20th Century to Spies: the Rise of the Secret Security State in the 20th Century.

Indigenous Studies & Political Science

Motion 13:   That Senate recommend the creation of LEAD-3716 – Indigenous Leadership on the Land, as outlined in the attached document.

Mathematics

Non-substantive:
The prerequisites for PHYS-3007 Computational Physics be changed as outlined in the attached document.

Motion 14:   That Senate recommend that PHYS-3007 Computational Physics be included In Group II Applied Mathematics courses.

Philosophy

Motion 15:   That Senate recommend the creation of PHIL-2816 – Digital Ethics, as outlined in the attached document.

Psychology

Motion 16:   That Senate recommend the following change in degree requirements for the B.A. Honours Specialization in Psychology. That the following line at the end of the list of required courses be removed '*Students may substitute CHFS- 2026/PSYC-2026 and CHFS-3035 for PSYC-2126, PSYC-2127, and PSYC-3356.'

Non-substantive:
The prerequisites for PSYC-2706 Evolutionary Psychology be changed as outlined in the attached document.

Motion 17:   That Senate recommend that the learning outcomes for PSYC-2706 Evolutionary Psychology be revised as outlined in the attached document.

Non-substantive:
The revision of the course description for PSYC-3506 – Neuropharmacology.

Motion 18:   That Senate recommend the learning outcomes for PSYC-3506 – Neuropharmacology be revised as outlined in the attached document.

Non-substantive:
Unbank PSYC-2806 - Sports Psychology.

Motion 19:   That Senate recommend that the learning outcomes for PSYC-2806 - Sports Psychology be added as outlined in the attached document.

Faculty of Education and Professional Studies

School of Business

Motion 20:   That Senate recommend that the current requirement in the Co-op section of the Academic Calendar be revised as outlined in the attached document.

Motion 21:   That Senate recommend that the current requirement in the Co-op section of the Academic Calendar be revised as outlined in the attached document.

Motion 22:   That Senate recommend that the three one credit courses ADMN 1011, ADMN 2011, ADMN 3011, Academic Workshops be dropped from the BBA program.

Motion 23:   That Senate recommend that the current paragraph in the Program Requirements section of the Academic Calendar be changed as outlined in the attached document.

Motion 24:   That Senate recommend that the current requirement in the BBA (Hons) section be changed as outlined in the attached document.

School of Criminal Justice and Criminology

Motion 25:   That Senate recommend to Senate the creation of CRJS 3436 Racialization and the Politics of Judicial Typecasting.

Schulich School of Education

Motion 26:   That Senate recommend the creation of EDUC 4814 ITEP Practicum II as outlined in the attached document.

Motion 27:   That Senate recommend the creation of EDUC 4914 ITEP Practicum III as outlined in the attached course template.

Motion 28:   That Senate recommend that the Teacher of Indigenous Language as a Second Language Program be changed as outlined in the attached document.

Motion 29:   That Senate recommend that the Indigenous Teacher Education Program be changed as outlined in the attached document.

CLASSICAL STUDIES & MODERN LANGUAGES

Motion: Substantive

Moved by N. Stevens, seconded by K. Srigley that the Arts & Science Executive recommend to the ACC the **program requirements** for the **Honours Specialization in Classical Studies** be changed as outlined below:

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

CLAS 1006	The Civilization of Ancient Greece	3 cr.
CLAS 1007	The Civilization of Ancient Rome	3 cr.
CLAS 3316	Topics in the Literature of the Ancient World	3 cr.
CLAS 3436	Topics in the History of Ancient Greece and Rome	3 cr.
CLAS 4436	Theory and Method in Classical Studies Research	3 cr.
CLAS 4427	Honours Seminar in History and Culture	3 cr.
CLAS 3000 Level		6 cr.
Ancient Greek Language and/or Latin		12 cr.
CLAS Upper level courses or courses cross-listed with Classical Studies		24 cr.

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

CLAS 1006	The Civilization of Ancient Greece	3 cr.
CLAS 1007	The Civilization of Ancient Rome	3 cr.
CLAS 3316	Topics in the Literature of the Ancient World	3 cr.
CLAS 3436	Topics in the History of Ancient Greece and Rome	3 cr.
CLAS 4436	Theory and Method in Classical Studies Research	3 cr.
CLAS 4427	Honours Seminar in History and Culture	3 cr.
CLAS 3000 Level		6 cr.
Ancient Greek Language and/or Latin		18 cr.
CLAS Upper level courses or courses cross-listed with Classical Studies		18 cr.

Rationale:
Graduate programs in Classics across Ontario are increasingly no longer requiring as much preparation in Latin and ancient Greek for incoming students. Moreover, upper year Latin and ancient Greek courses typically have low enrollment and are increasingly difficult for the Classics program to offer given the current faculty complement, leading to excessive workload

and cost. This change would alleviate the workload issues and reduce cost while still allowing students in the Honours Specialization to receive sufficient training in ancient languages to allow them to succeed at the graduate level.

CARRIED

Motion: Non-substantive

Moved by R. Wenghofer, seconded by M. Litalien that the Arts & Science Executive recommend to the ACC the **prerequisites** for CLAS-4427 – Honours Seminar in History and Culture be changed as outlined below:

New Prerequisites
"one of CLAS 3415, CLAS 3426, or CLAS 4436"

Old Prerequisites
 "CLAS 3415 or CLAS 4436"

Rationale:
CLAS 3426 – Research Tools and Methods in Digital Classics covers much of the same material covered in *CLAS 4436 – Theory and Method in Classical Studies Research*, however the former, while addressing issues of theory and method in Classical Studies, does so in the context of developments in the area of Digital Humanities research. The Classical Studies program has developed a certificate program in Digital Classics, but owing to restrictions in faculty complement, the Classics program rarely has the opportunity to offer this newly developed course because at present CLAS 4436 must be offered in order to allow students to take CLAS 4427. With this change in the prerequisites for CLAS 4427 the Classical Studies program will have a greater ability to cycle courses and thus offer students more choice on the path to degree completion.

CARRIED

Motion: Substantive

Moved by R. Wenghofer, seconded by T. Koivukoski that the Arts & Science Executive recommend to the ACC the **creation** of CLAS-3246 – Digital Reception of the Ancient World as outlined in the template below.

Rationale:
This course is intended to address the myriad ways in which digitization and the democratization of knowledge have shaped the way ancient cultural artefacts from texts to material culture are appropriated and represented in the collective, public imagination. The intention of the Classical Studies faculty is to eventually include this course in the list of courses that will be accepted for the Certificate in Digital Classics. No additional resources will be required for this course.

Course Template

Course Code	CLAS 3246
Course Title	Digital Reception of the Ancient World
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students examine the impact of digitization on Classical tradition and reception in the 21st Century. Topics covered include the impact of the democratization of knowledge through social media on popular perceptions of antiquity, the impact of digitization on the dissemination of knowledge about the ancient world, and the reshaping of Greco-Roman antiquity to fit social, cultural, and political agendas in the context modern debates in the cultural politics of the West.
Course Prerequisite	Any 18 cr. with at least 6 cr. in Classical Studies
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 If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable.	3 lecture hours per week.

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. Develop an understanding of areas of Classical Tradition and Classical Reception both in the history of Western scholarship and in the social and cultural politics of the Western world. 2. Gather and critically assess the usefulness of digitally available materials that are currently shaping popular perceptions of Greco-Roman antiquity. 3. Critically analyze the various ways in which producers of digital popular culture use perceptions of Greco-Roman antiquity for contemporary social, cultural, and political agendas. 4. Critically evaluate the distorting effects of the selective appropriation and digital dissemination of elements of Greco-Roman history and culture on popular perceptions of the ancient world. 5. Locate and critically evaluate scholarly research on the impact of digitization on modern receptions of Classical antiquity. 6. To synthesize peer reviewed scholarship and primary source evidence in order to formulate a scholarly argument.
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

CARRIED

Motion: Substantive

Moved by R. Wenghofer, seconded by N. Stevens that the Arts & Science Executive recommend to the ACC the **creation** of CLAS-2707 – The Ancient World in Digital Gaming Culture as outlined in the template below.

Rationale:
The ancient world has never been more popular in the public imagination. Narratives, themes and motifs from Greco-Roman antiquity are increasingly central to many forms of literature (including historical, romantic, children's and graphic novels), film, animation, comics, material culture, personal blogs, and – perhaps most of all – digital gaming. The Classical Studies program aims to harness this energy in different ways. For many of our students, both current and prospective, it is digital gaming, whether played alone on one's own appliance or online and collaboratively, that has become (alongside popular novels) the principal avenue through which they come into contact with the ancient world. Digital technology is now a primary and ubiquitous technological environment, and every environment shapes our thinking and consciousness. Within this new environment, digital games set in the ancient Greek and Roman civilizations have proliferated, with implications for how the history of antiquity is consumed, simulated, and perceived. The intention of the Classical Studies faculty is to offer this course both as a stand-alone elective and also to include it in the list of courses that will be accepted for the Certificate in Digital Classics. No additional resources will be required for this course.

Course Template

Course Code	CLAS 2707
Course Title	The Ancient World in Digital Gaming Culture
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students explore the representation and simulation of ancient Greek and Roman history and culture in digital games, analyzing the ways in which gaming culture both shapes and is shaped by Classical historical and cultural motifs. Students explore digital gaming culture both by studying and by playing digital games that feature ancient warfare, political life, myth, literature, and city- and Empire-building.
Course Prerequisite	Any 18 cr. Completed.
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 If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	3 lecture hours per week.
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.*	N/A

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.	Students who successfully complete this course will: 1. Develop a working knowledge of specific aspects of the history and culture of the ancient Greek and Roman worlds. 2. Acquire a general understanding of the place of Greco-Roman antiquity in modern popular culture. 3. Critically assess the relationship between knowledge of the ancient world and the effect of specific modes of digital representation on that knowledge. 4. Locate and critically assess peer-reviewed scholarship relevant to a variety of topics in Classical Studies scholarship. 5. Locate and critically assess peer-reviewed scholarship relevant to the study of digital Classics in general, and Classics in gaming culture more specifically. 6. Locate, gather, and critically evaluate the usefulness of primary source data relevant to Classical Studies and Digital Classics research. 7. Communicate effectively complex, scholarly arguments relevant to Classical Studies and Digital Classics research both orally or in a formal scholarly essay of significant length.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the <u>Departmental Curriculum Approval form</u> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library*	☐ Yes ☑ No Click here to enter additional resources

resources or new laboratory space)?	

CARRIED

Motion: Non-substantive

Moved by K. Srigley, seconded by M. Litalien that the Arts & Science Executive recommend to the ACC the **prerequisites** for FREN 1106 – Introductory French I be changed as outlined below:

New Prerequisites
"Grade 12 Core French or equivalent"

Old Prerequisites
"FREN 1006 or minimum Grade 12 French (or equivalent) and placement test equivalency of FREN 1006"

Rationale:
The French Placement Test used to allocate incoming French Minors to the most appropriate course level has been eliminated in the interest of cost saving and has been replaced with a more cost-effective method of allocating students. The point of entry for students graduating from an English curriculum high school with grade 12 French and who wish to pursue a Minor in French will be FREN 1106. Those students who have graduated from a French immersion or an all French high school and who wish to pursue a Minor in French will begin in FREN 2006. This change to the course prerequisite is also intended to bring a greater coherence to progress through the French Minor. In 2021 the test was suspended without any significant impact on students or performance.

CARRIED

Motion: Non-substantive

Moved by R. Wenghofer, seconded by M. Tuncali that the Arts & Science Executive recommend to the ACC the **prerequisites** for FREN 1107 – Introductory French II be changed as outlined below:

New Prerequisites
"FREN 1106"

Old Prerequisites

"FREN 1106 or placement test equivalency of FREN 1106"

Rationale:
The French Placement Test used to allocate incoming French Minors to the most appropriate course level has been eliminated in the interest of cost saving and has been replaced with a more cost-effective method of allocating students. The point of entry for students graduating from an English curriculum high school with grade 12 French and who wish to pursue a Minor in French will be FREN 1106. Those students who have graduated from a French immersion or an all French high school and who wish to pursue a Minor in French will begin in FREN 2006. This change to the course prerequisite is also intended to bring a greater coherence to progress through the French Minor.

CARRIED

Motion: Non-substantive

Moved by R. Wenghofer, seconded by M. Litalien that the Arts & Science Executive recommend to the ACC the **prerequisites** for FREN-2006 - Français intermédiaire I be changed as outlined below:

New Prerequisites
"FREN 1107 or Grade 12 French immersion or equivalent"

Old Prerequisites
"FREN 1107 or placement test equivalency of FREN 1107"

Rationale:
The French Placement Test used to allocate incoming French Minors to the most appropriate course level has been eliminated in the interest of cost saving and has been replaced with a more cost-effective method of allocating students. The point of entry for students graduating from an English curriculum high school with grade 12 French and who wish to pursue a Minor in French will be FREN 1106. Those students who have graduated from a French immersion or an all French high school and who wish to pursue a Minor in French will begin in FREN 2006. This change to the course prerequisite is also intended to bring a greater coherence to progress through the French Minor.

CARRIED

Motion: Non-substantive

Moved by R. Wenghofer, seconded by K.Srigley that the Arts & Science Executive recommend to the ACC the **prerequisites** for FREN 2007 - Français intermédiaire II be changed as outlined below:

New Prerequisites
"FREN 2006"

Old Prerequisites
"FREN 2006 or placement test equivalency of FREN 2006"

Rationale:
The French Placement Test used to allocate incoming French Minors to the most appropriate course level has been eliminated in the interest of cost saving and has been replaced with a more cost-effective method of allocating students. The point of entry for students graduating from an English curriculum high school with grade 12 French and who wish to pursue a Minor in French will be FREN 1106. Those students who have graduated from a French immersion or an all French high school and who wish to pursue a Minor in French will begin in FREN 2006. This change to the course prerequisite is also intended to bring a greater coherence to progress through the French Minor.

CARRIED

Motion: Non-substantive

Moved by R. Wenghofer, seconded by T. Koivukoski that the Arts & Science Executive recommend to the ACC the **prerequisites** for the following list of courses be changed as outlined below:

FREN 2107 - Histoire générale des littératures et des cultures d'expression française II
FREN 2206 - La littérature canadienne-française
FREN 2707 - Culture française
FREN 3006 - Français avancé I
FREN 3106 - Grammaire appliquée du français oral et écrit I
FREN 3307 - Communication d'affaires

New Prerequisites
"FREN 2007"

Old Prerequisites
"FREN 2007 or placement test equivalency of FREN 2007"

Rationale:
The French Placement Test used to allocate incoming French Minors to the most appropriate course level has been eliminated in the interest of cost saving and has been replaced with a more cost-effective method of allocating students. The point of entry for students graduating from an English curriculum high school with grade 12 French and who wish to pursue a Minor in French will be FREN 1106. Those students who have graduated from a French immersion or an all French high school and who wish to pursue a Minor in French will begin in FREN 2006. This change to the course prerequisite is also intended to bring a greater coherence to progress through the French Minor.

CARRIED

Motion: Non-substantive

Moved by R. Wenghofer, seconded by M. Litalien that the Arts & Science Executive recommend to the ACC the **prerequisites** for FREN-3007 - Français avancé II be changed as outlined below:

New Prerequisites
"FREN 3006"

Old Prerequisites
"FREN 2007 or placement test equivalency of FREN 2007"

Rationale:
The French Placement Test used to allocate incoming French Minors to the most appropriate course level has been eliminated in the interest of cost saving and has been replaced with a more cost-effective method of allocating students. The point of entry for students graduating from an English curriculum high school with grade 12 French and who wish to pursue a Minor in French will be FREN 1106. Those students who have graduated from a French immersion or an all French high school and who wish to pursue a Minor in French will begin in FREN 2006. This change to the course prerequisite is also intended to bring a greater coherence to progress through the French Minor.

CARRIED

Motion: Non-substantive

Moved by R. Wenghofer, seconded by T. Koivukoski that the Arts & Science Executive recommend to the ACC the **prerequisites** for FREN-3107 - Grammaire appliquée du français oral et écrit II be changed as outlined below:

New Prerequisites
"FREN 3106"

Old Prerequisites
"FREN 2007 or placement test equivalency of FREN 2007"

Rationale:
The French Placement Test used to allocate incoming French Minors to the most appropriate course level has been eliminated in the interest of cost saving and has been replaced with a more cost-effective method of allocating students. The point of entry for students graduating from an English curriculum high school with grade 12 French and who wish to pursue a Minor in French will be FREN 1106. Those students who have graduated from a French immersion or an all French high school and who wish to pursue a Minor in French will begin in FREN 2006. This change to the course prerequisite is also intended to bring a greater coherence to progress through the French Minor.

CARRIED

Motion: Substantive

Moved by R. Wenghofer, seconded by D. Borman that the Arts and Science Executive recommend to the ACC that the **program requirements** for the **French Minor** be changed as outlined below:

New:
A Minor in French consists of a minimum of 18 credits of French, with a minimum 60% average in the 18 credits presented for the Minor in French

Current:
A Minor in French consists of a minimum of 18 credits of upper level French, with a minimum of six credits in French literature. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in French"

Rationale:
Currently students are not permitted to count first year French courses toward a French Minor, requiring some students to take 24 credits of French to earn a Minor in French, while students who are given advanced standing after taking the French Placement Test, which has been discontinued, only have to take 18 credits. This change will eliminate this inequity and will assist the French program in further rationalizing the progress through the French Minor.

CARRIED

Motion: Non-substantive

Moved by N. Stevens, seconded by R. Wenghofer that the Arts & Science Executive recommend to the ACC that the Note which appears under the French Minor Program Requirements in the Nipissing University Academic Calendar should be changed as follows.

New

The French minor is distinct from the French proficiency requirement for admission to the Schulich School of Education. Students should consult the Schulich School of Education for details on those requirements

Old

"Prior to taking their first French course, students are required to write the Nipissing University French placement test. This test will evaluate the language competency of students and enable them to enrol in the appropriate language level. Students who have tested at a level equivalent to or greater than FREN 2007 may pursue their French studies in any upper level courses (e.g. FREN 2106, FREN 3006, etc.). The Faculty of Arts and Science French placement test and the French minor are distinct from the French proficiency requirement for admission to the Schulich School of Education. Students should consult the Schulich School of Education for details on those requirements."

Rationale:
There is no longer a French Placement Test.

CARRIED

Motion: Substantive

Moved by K. Lucas, seconded by K. Srigley that the Arts & Science Executive recommend to the ACC the **creation** of ENGL-1126 "Literature on the Land", as outlined in the template below.

Rationale:
One of the recommendations in the recent IQAP review for English Studies was to increase programmatic attention to Indigenous perspectives and literatures. In that spirit of reconciliation, we have developed this course which focuses on writings from Anishinaabeg authors. As well, of increasing concern to students is the urgency around global climate change, so the course is conceived first as land-based education, placing students in relationship with land. Essential to both ecological perspectives and reconciliation is the involvement of local Anishinaabeg Elders and Knowledge Keepers, bringing direct knowledge of and from the land where Nipissing resides. That partnership brings a different approach to pedagogy from the conventions of the university system. Anishinaabeg education practice and philosophy are as old as the land but new to the Western university classroom.

Course Template

Course Code	ENGL 1126
Course Title	Literature on the Land
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students explore literary work of Anishinaabeg writers with stories of, from and about the land under our very feet at Nipissing University. With input from both settler and Anishinaabeg voices, students experience the way story brings us into relation with the land, and how the land speaks to us. Students meet in an outdoor classroom in a compressed term format.
Course Prerequisite	None
Course Corequisite	None
Antirequisite	ENGL 1036 if taken as Topic: Literature on the Land (FW 2021)
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	None
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 Delivered in outdoor classroom.
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	6 hours of lecture per week over 6 weeks
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.*	None
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. summarize some principles of reconciliation 2. describe elements of Anishinaabe culture and history 3. investigate local ecology as part of land-based learning 4. convey a promising ability to communicate in clear, correct prose 5. comprehend primary texts and offer analytical commentary 6. analyze texts and propose persuasive answers to interpretative questions
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 Outdoor teaching facility Gifting for Anishinaabe Knowledge Keepers and Elders.

CARRIED

Motion: Substantive

Moved by K. Lucas, seconded by D. Borman that the Arts & Science Executive recommend to the ACC the **creation** of ENGL-2026 "Scary Monsters and Super Creeps" as outlined in the template below.

Rationale:
This course was initially developed and taught using one of our Topics shells. It is a now in regular rotation and should have its own code and description in the Academic Calendar.

Course Template

Course Code	ENGL2026
Course Title	Scary Monsters and Super Creeps
Course Credits	X 3 credits ☐ 6 credits ☐ Other
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn how the idea of the monstrous changes over time yet remains prominent in contemporary literature and culture. Concentrating on gothic traditions, students trace representations of the monstrous across genres and time periods in order to analyze the ways monstrosity reveals prejudice and the impulse to demonize and marginalize difference. Students employ the skills of close reading and comparative analysis, while learning about modes of intertextuality including reboots, sequels and prequels, and transmediations.
Course Prerequisite	Three credits of 1000 level ENGL (excluding ENGL 1501, ENGL 1502) or any 18 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011)
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	ENGL 2116 if taken as Topic: Scary Monsters (FW 2020; FW 2021)
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.	3 hours per week

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. identify gothic and gothic-derived elements that constitute a recurring motif or pattern 2. analyze features of the monstrous 3. analyze the ways in which form affects and transforms content. 4. compare the ways a particular text reacts to, builds upon, or differs from an earlier text 5 construct and sustain analytical arguments about texts in essay format. 6. communicate ideas and arguments orally.
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

CARRIED

Motion: Substantive

Moved by M. Litalien, seconded by N. Stevens that the Arts & Science Executive recommend to the ACC the **creation** of ENGL-2077 "Graphic Novels", as outlined in the template below.

Rationale:
This course was initially developed and taught using one of our Topics shells (ENGL 2616: Topics in Visual Storytelling). It is in regular rotation and should have its own code and description in the Academic Calendar.

Course Template

Course Code	ENGL2077

Course Title	Graphic Novels
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students study the contribution of contemporary graphic novels to the coming-of-age story and consider the ways comics adhere to, challenge, and reimagine the coming-of-age narrative pattern. Students learn approaches to understanding and analyzing the relationship between text and image. By acquiring visual literacy and employing the skills of close reading and comparative analysis, students investigate representations of emerging adulthood.
Course Prerequisite	Three credits of 1000 level ENGL (excluding ENGL 1501, ENGL 1502) or any 18 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011)
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	ENGL 2616 if taken as Topic: Coming of Age in the Graphic Novel (16FW, 19FW, 20FW)
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	
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 X☐ No
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	3 hours of lecture per week
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)* | Students who successfully complete this course will: |

For detailed information on Learning Outcomes, please consult the Quality Assurance website.	1. convey a fundamental knowledge and understanding of key concepts and methodologies for reading graphic novels
	2. show proficiency with close-reading the relationship between word and image
	3. identify specific elements of the coming-of-age story's recurring narrative pattern
	4. analyze the ways a graphic novel reacts to, builds upon, or differs from an earlier graphic novel and the narrative pattern of the coming-of-age story
	5. communicate ideas effectively
	6. construct and sustain analytical arguments about graphic novels
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

CARRIED

Motion: Substantive

Moved by K. Srigley, seconded by R. Wenghofer that the Arts & Science Executive recommend to the ACC the **creation** of ENGL-2366 "Pygmalion Remixed" as outlined in the template below.

Rationale:
This course was initially developed and taught using one of our Topics shells. It is in regular rotation In English Studies and also may be counted toward the Minor in Media, Representation, and Social Justice. As such, it should have its own code and description in the Academic Calendar.

Course Template

Course Code	ENGL 2366
Course Title	Pygmalion Remixed
Course Credits	☐ X3 credits ☐ 6 credits ☐ Other Click here to specify

Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn how the ancient myth of Pygmalion and the statue that comes to life has remained culturally relevant up to the present day. Students trace how the story has been adapted in a variety of genres, media, and time periods to convey fantasies and fears about technology, gender, and the reshaping of bodies and identities. Students employ the skills of close reading and comparative analysis to investigate literary and cinematic adaptations of the myth.
Course Prerequisite	Three credits of 1000 level ENGL (excluding ENGL 1501, ENGL 1502) or any 18 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011)
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	ENGL 2116 if taken as Topic Pygmalion Remixed (FW 2019; FW 2021)
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	This course is included in the Minor in Media, Representation, and Social Justice. Please see attached Curriculum Approval form.
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 If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable.	3 hours of lecture per week

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.*	This course is included in the Minor in Media, Representation, and Social Justice. Please see attached Curriculum Approval form.
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 specific elements that constitute a distinctive, recurring narrative pattern. 2. show proficiency with close-reading literary and cinematic works. 3. analyze the relationship between literary and cinematic works and their cultural and historical contexts. 4. analyze the ways in which a literary or cinematic work reacts to, builds upon, or differs from an earlier work. 5. construct and sustain analytical arguments about literary and cinematic works in essay format. 6. communicate ideas and arguments orally.
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

CARRIED

Motion: Substantive

Moved by T. Koivukoski, seconded by N. Stevens that the Arts & Science Executive recommend to the ACC the **creation** of ENGL-2717 "Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation" and **added to** the **Group I Literary History group** as outlined in the template below.

Rationale:
Although Anglo-Saxon and Medieval literature have always been briefly covered in ENGL 2006, these periods of literary history have never had a course of their own in our programme, and ENGL 2006 is no longer required. These periods obviously deserve their own course, and responses in ENGL 2006 suggest that students are interested. The dragons help.

COURSE TEMPLATE

Course Code	ENGL 2717
Course Title	Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation
Course Credits	X 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Warriors! Knights! Monsters! Marvels! — and farting? Students examine the heroic heights and quotidian lows of Anglo-Saxon and Medieval literature (c. 700-1500) in modern translation. Despite its "Game of Thrones" reputation — which is partly true — the literature of this period is vast and varied. As Dryden said of this era's literature, "here is God's plenty." Special attention is given to *Beowulf*, *Sir Gawain and the Green Knight*, and Chaucer's *The Canterbury Tales*.
Course Prerequisite	Three credits of 1000 level ENGL (excluding ENGL 1501, ENGL 1502) or any 18 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011).
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	ENGL 2006 if taken before 2022
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	This course counts towards the Literary History 1 Group
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 If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable.	3 hours of lecture and discussion per week.
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. Identify some (given that most of the works are in translation) of the changes between Old English and Middle English. 2. Recognize the genres and conventions of both Anglo-Saxon and Medieval literature in English. 3. Analyze both the differences and the continuities between Anglo-Saxon and Medieval literature in English. 4. Compare the historical contexts in which the texts were produced in a way that guides analysis. 5. Develop a proficiency in the close reading of literary texts. 6. Construct analytical arguments based on textual evidence in written work. 7. Debate textual questions in class.
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

CARRIED

Motion: Substantive

Moved by K. Lucas, seconded by T. Koivukoski that the Arts & Science Executive recommend to the ACC the **creation** of ENGL-3436 "The Dying Teenager in Young Adult Literature", as outlined in the template below.

Rationale:
The Department needs to complement its existing courses on Children's Literature with a course devoted specifically to Young Adult Literature, an area that is in great demand among university students. A course focused on dying will also serve faculty initiatives currently being developed, such as a Certificate in Death Studies, or Health Studies.

Course Template

Course Code	ENGL3436
Course Title	The Dying Teenager in Young Adult Literature
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students explore twenty-first century texts about the dying teenager directed to a teenage readership. They contextualize contemporary texts like *The Fault in Our Stars* (2012) in relation to literature from past centuries such as *Little Women* (1869) and *A Token for Children* (1672). They analyze the reasons for the popularity of this subgenre and the ways in which the relationship between literature and popular culture contributes to that popularity.
Course Prerequisite	Six credits of 2000 level ENGL (excluding ENGL 2001 and ENGL 2011) or any 45 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011)
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
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. show proficiency with close-reading prose fiction. 2. compare the ways a particular text reacts to, builds upon, or differs from an earlier text. 3. investigate the historical context of a particular cultural moment in the construction of a textual theme. 4. analyze the relationship between text and adaptation. 5. construct and sustain analytical arguments about texts in essay format. 6. communicate ideas and arguments orally.
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

CARRIED

Motion: Substantive

Moved by K. Lucas, seconded by T. Koivukoski that the Arts & Science Executive recommend to the ACC the **creation** of ENGL-3086 "Disney and the Fairy Tale", as outlined in the template below.

Rationale:
The Department needs to complement its existing courses on Children's Literature with a course devoted to Children's Film. English majors can build on what they learn about fairy tales and folk tales in ENGL2446, Children's Literature Before 1914 by taking this course on the adaptation and appropriation of this mostly eighteenth- and nineteenth- century European tradition by twentieth- and twenty-first century American capitalism. Non-majors can also take it as an elective.

Course Template

Course Code	ENGL 3086
Course Title	Disney and the Fairy Tale
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students analyze the relationship between Disney animated and live-action adaptations of fairy tales by Charles Perrault, the Brothers Grimm, Hans Christian Andersen, and others. Students examine the ways in which form, audience, nationality, and historical period transform the work stories do in conditioning children into adopting cultural ideals of adulthood.
Course Prerequisite	Six credits of 2000 level ENGL (excluding ENGL 2001 and ENGL 2011) or any 45 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011)
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 If yes, click here to indicate the type.
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
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. show proficiency with close-reading prose fiction. 2. show proficiency with close-reading film. 3. analyze the ways in which form affects and transforms content. 4. compare the ways a particular text reacts to, builds upon, or differs from an earlier text. 5 construct and sustain analytical arguments about texts in essay format. 6. communicate ideas and arguments orally.
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

CARRIED

Motion: Non-substantive

Moved by K. Srigley, seconded by C. Dokis that the Arts & Science Executive recommend to the ACC that the **course title** for HIST-3526 be changed from Spooks: the Rise of the Secret Security State in the 20th Century to **Spies: the Rise of the Secret Security State in the 20th Century**.

Rationale:
As historians we are deeply committed to truthful and meaningful historical practice, which means engaging in discussion with our students about language, ideas, and events that are difficult to discuss and sometimes deeply troubling. As part of this scholarly practice, we recognize that language matters and when troubling or racist language can be mobilized in uncontextualized ways and/or read by students, parents, and colleagues without the benefit of conversation, analysis, and support, it can do damage. As such, we request this change in the course title.

CARRIED

Motion 13: Substantive

Moved by C. Dokis, seconded by N. Stevens that the Arts & Science Executive recommend to the ACC the **creation** of LEAD-3716 – Indigenous Leadership on the Land, as outlined in the template below.

Rationale:
This proposed new course will create an experiential learning opportunity for Nipissing students and contribute towards our university's efforts to implement the recommendation of the Truth and Reconciliation Commission. This condensed course will be design and deliver in collaboration with Indigenous community leaders and traditional knowledge holders. The Indigenous Studies and Political Science are partnering with Temagami First Nations to offer a leadership practicum course in the summer of 2022 under the parameters of LEAD 3716.
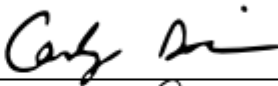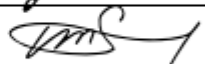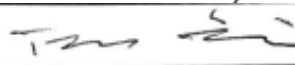
Course Template

Course Code	**LEAD 3716**
Course Title	Indigenous Leadership on the Land
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students participate in an Indigenous community-based placement where they will develop valuable mentorship skills. Drawing on Indigenous knowledge of the land, students gain a unique intensive land-based learning experience on a range of topics. The focus of the course will change each year and will be designed in consultation with community members and traditional knowledge holders.
Course Prerequisite	Any 18 credits completed or permission of the Instructor; **Vulnerable Sector Check may be required prior to course start.**
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*	☐ Yes ☐ No

students can take more than once for credit.)	
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☑ Yes ☐ No If yes, click here to indicate type(s). Cultural awareness; leadership experience; communication and organizational skills;
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	18 hours per week; condensed delivery format
Is this course Cross-Listed? If so, with what department?	☑ Yes ☐ No Anthropology, Indigenous Studies, Political Science
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. Evaluate Indigenous ways of knowing and dominant Western scientific views of the land 2. Develop reciprocal working relationships with Indigenous community members 3. Construct culturally specific lessons of land-based teachings in collaboration with traditional knowledge holders 4. Implement cultural awareness and safety protocols in a multi-cultural setting 5. Critically assess relationships with the land through experiential learning and learning by observation 6. Synthesize the importance of Indigenous sciences, cultures, and technologies 7. Practice respectful mentoring skills to a diverse group of learners
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 |

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

Anthropology, Indigenous Studies and Political Science has agreed to cross-list LEAD 3716

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Anthropology	Carly Dokis		October 22, 2021
Indigenous Studies	Tyson Stewart		27/10/2021
Political Science	Toivo Koivukoski		Oct. 25, 2021

CARRIED

Motion: Non-substantive

Moved by M. Litalien, seconded by M. Tuncali that the Arts & Science Executive recommend to the ACC that the **prerequisites** for PHYS-3007 Computational Physics be changed as outlined below:

New Prerequisites:
Math 1037 and Math 1046
Old Prerequisites:
PHYS 2006 and PHYS 2007

Rationale:
PHYS 3007 is one of the six courses required for the Physics Minor. The course focuses on solving problems in Physics using mathematical and computational techniques, and it is project based. Therefore the course could be taken as an applied mathematics course by mathematics majors. By changing the prerequisites to Math 1037 and Math 1046, the course will be available to any student who has completed Math 1037 and Math 1046, in particular to those mathematics students who are not doing a minor in Physics but are interested in computational and applied mathematics.

CARRIED

Motion 14: Substantive

Moved by M. Tuncali, seconded by C. Dokis that the Arts & Science Executive recommend to the ACC that PHYS-3007 Computational Physics **be included In Group II Applied Mathematics courses**.

Rationale:
With the addition of the course in Group II Applied Mathematics Courses we are increasing the number of courses listed in this group. The course could be included among a group of courses to satisfy Applied stream requirements, and/or other program requirements. Adding this course to the Group II does not change the Physics Minor requirements. It also does not affect any other program requirement currently outlined in the calendar. It is not a required course by itself to satisfy any other program requirement except for Physics minor. The course is cycled and offered every other year.

CARRIED

Motion 15: Substantive

Moved by D. Borman, seconded by T. Koivukoski that the Arts & Science Executive recommend to the ACC the **creation** of PHIL-2816 – Digital Ethics, as outlined in the template below.

Rationale:
The addition of this course will expand our elective offerings and, while the course should attract broad interest, we have proposed it with the new Data Science program particularly in mind. Finally, if our faculty resources are stabilized at some point in the future, so that we can reliably cycle course offerings, we hope to propose a certificate in Ethics, to which this course would contribute.

Course Template

Course Code	**PHIL 2816**
Course Title	Digital Ethics
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other 3 credits
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students examine ethical issues that have emerged in relation to digital technologies, such as: the meaning and value of privacy; the right to be forgotten; the power of search engines; the use of Big Data and Big Data analytics; equality and the "digital divide"; censorship and free speech online; the ethics of the online self, including questions of reification, catfishing; polarization and the internet; artificial intelligence; and the ethics of hacking and hacktivism.
Course Prerequisite	None
Course Corequisite	None
Antirequisite	None
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	None
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☐ No: NO

Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☐ No: NO If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	3 Hours, Lecture
Is this course Cross-Listed? If so, with what department?	☐ Yes ☐ No No.
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	None
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. compile knowledge of the major ethical theories and issues in a digital society; 2. identify forms of ethical reasoning in written and oral forms connected to digital technologies; 3. construct and critically defend ethical arguments; 4. identify and debate the assumptions and commitments that underlie ethical positions; 5. sympathetically consider possible objections; and 6. charitably interpret and respectfully engage with the views of others.
Will this request affect another faculty other than your own?	☐ Yes ☐ No :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 No

CARRIED

Motion: Non-substantive

Moved by A. Weeks, seconded by N. Stevens that the Arts & Science Executive recommend to the ACC that the prerequisites for **PSYC-2706 Evolutionary Psychology** be changed as outlined below:

New Prerequisites:

PSYC 1106 and PSYC 1107 or Any 24 credits completed

Old Prerequisites:

PSY1106 and PSY1107

Rationale:
The Department of Psychology would like to expand the accessibility of Environmental Psychology PSYC2706 to students without the current prerequisites of the Introductory Psychology courses PSY1106 and PSY1107. PSYC2706 does not explicitly rely on material covered in these courses. In this way, they serve as a barrier for students from other programs, such as Biology, who may be interested in taking the course. The course is designed for the second-year level so 24 previous credits is the suggested prerequisite. If 24 credits have not been obtained, the Department feels that the Introductory courses are also sufficient as prerequisites.

CARRIED

Motion 17: Substantive

Moved by A. Weeks seconded by S. Srigley that the Arts & Science Executive recommend to the ACC that the learning outcomes for **PSYC-2706 Evolutionary Psychology** be revised as outlined below:

New Learning Outcomes:
1. Demonstrate an understanding of the essential elements of modern evolutionary theory including Natural and Sexual Selection, Parental Investment Theory, Kin Selection, Signaling, and Immunocompetence handicapping.
2. Apply basic principles of genetics to mathematical equations of evolution and its mechanisms via gradualism versus punctuated equilibrium.
3. Assess how these evolutionary principles (in points 1 and 2) relate to human physiology.

4. Evaluate how effectively these evolutionary principles (in points 1 and
2) predict human psychology and behavior across domains of mating, competition, aggression, kinship, and cooperation.
5. Appraise the limitations of social causation models for human psychology and behavior and contribute to in-class discissions about how an evolutionary lens contributes toward better understanding these phenomena.
6. Debate various interpretations of evolutionary analysis in the social sciences generally and in psychology, in particular.

Old Learning Outcomes:
1. an ability to detail the essential elements of modern evolutionary theory and its genetic underpinnings, including Natural and Sexual Selection, Parental Investment Theory, Kin Selection, Signaling, and Immunocompetence handicapping.
2. an ability to develop the logic that justifies an evolutionary approach to Human biological and psychological phenomena.
3. an ability to resolve misunderstandings that block evolutionary analysis in the social sciences generally and psychology in particular.
4. a comprehensive knowledge of evolutionary analysis as it applies to a wide range of psychological topics (e.g., mating behavior, sex differences, emotion, aggression, cognition etc.) from an evolutionary perspective.

Rationale:
Learning outcomes are being updated to reflect current NU policy regarding the number of learning outcomes provided, specificity of the outcomes, and active voice phrasing.

CARRIED

Motion: Non-substantive

Moved by C. Dokis, seconded by A. Weeks that the Arts & Science Executive recommend to the ACC the revision of the **course description** for PSYC-3506 – Neuropharmacology.

New Description
Students evaluate various psychoactive drugs and explore their effects on neural function. Social and historical issues relating to drug use are examined but the emphasis is on current issues in the biochemical and neural bases of psychopharmacology. Students learn about pharmacological tools in neuroscience research and explore the clinical issues of drug dependence and abuse. This course may be credited towards Science.

Old Description
Students examine and discuss aspects of the drug-induced changes in the functioning of the nervous system. Emphasis is placed on providing a description of the cellular and molecular actions of drugs on synaptic transmission using a translational approach from genes to behaviour with reference to specific diseases/conditions. Students are also introduced to the

use of Bioinformatic tools and their application to the study of neuroscience is also given. This course may be credited towards Science.

Rationale:

The course was taught by a part-time faculty member for several years. The current course description was modified to suit their areas of expertise. The course is now being taught by a full-time member that wants the course description to better match their pedagogical approach to the course.

CARRIED

Motion 18: Substantive

Moved by A. Weeks, seconded by C. Dokis that the Arts & Science Executive recommend to the ACC the **learning outcomes** for PSYC-3506 – Neuropharmacology be **revised** as outlined below:

Proposed Learning Outcomes
1. Deconstruct the meaning of the term "drug" and explore various approaches to defining the term.
2. Classify the anatomical circuits for the various classes of neurotransmitter
3. Illustrate the anabolic and catabolic pathways for the classic neurotransmitters
4. Categorize the various psychotropic drugs and their medicinal and non-medicinal uses
5. Examine the current theories of drug abuse and dependence
6. Present the biochemistry, the uses, and the social issues of a drug in a seminar

Existing Learning Outcomes
1. Explain the difficulty with defining a "drug" and various approaches to the issue
2. Describe the anatomical circuits for the classic neurotransmitters
3. Describe the anabolic and catabolic pathways for the classic neurotransmitters
4. Describe various psychotropic drug categories and their medicinal and non-medicinal uses
5. Describe the mechanisms of drug effects for major psychotropic drugs
6. Describe the current theories of drug abuse and dependence
7. Describe, in depth, the biochemistry, the uses, and social issues of a particular drug in a seminar

Rationale:
The learning outcomes for this course have not been updated in some time. The proposed learning outcomes use improved language as outlined in the 'Expanded Taxonomy of Learning' document and more accurately reflect the objectives of the course.

CARRIED

Motion: Non-substantive

Moved by A. Weeks, seconded by C. Dokis that the Arts & Science Executive recommend to the ACC that PSYC-2806 - Sports Psychology be **unbanked**.

Rationale:
Despite being unable to offer this course for several years, the Department has identified a good part-time candidate and wishes to offer the course online in the Spring/Summer term.

CARRIED

Motion 19: Substantive

Moved by A. Weeks, seconded by N. Steves that the Arts & Science Executive recommend to the ACC that the **learning outcomes** for PSYC-2806 - Sports Psychology be added as outlined below:

1. Explore the complex relationship between human psychology and athletic performance
2. Investigate the role visualization and intentional relaxation practices play as practical strategies for dealing with performance anxiety
3. Apply concepts from sports psychology to the development of high functioning, performance focused, teams
4. Distinguish between emerging trends within the field of sports psychology
5. Analyze the role played by sports participation in childhood development
6. Evaluate the relevance of examples from professional sports to amateur and youth team dynamics

Rationale:
There are no learning outcomes officially associated with the course. The proposed learning outcomes use language outlined in Bloom's 'Expanded Taxonomy of Learning' and reflect the objectives of the course.

CARRIED

School of Business
Motion : That EPS Executive recommend to the Academic Curriculum Committee that the current requirement (phrase) in the Co-op section of the Academic Calendar "**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" as it appears now, be replaced with "**Before beginning their first work placement, students must complete a minimum of 24 credits of BBA Degree program requirements".
Rationale: The current prerequisites for applying for Coop are equivalent to 47 credits which means that a student wishing to participate in the Coop program cannot begin their first Coop work placement until they are in their 3rd year of the BBA program. As a result, a student who wants to apply for the Co-op Program will be required to stay at Nipissing longer than 4 years to complete their 3 work placements. This is acting as a great disincentive to the students. No student wants to stay at university for one more semester or year for participating in Coop.

A case in point is, as on today, the School of Business has more than 35 Coop opportunities available, but there are no applicants. The feedback received from the students in this regard, suggest that the entry requirements are indeed the cause for this lack of interest. It is felt that that this is an unreasonable requirement and needs to be removed.

Universities of Waterloo allows their students to participate in Coop programs, soon after the first semester (12 to 15 credits). Their first-year students perform very well in Coop programs and that is the reason employers continue to hire first year students year after year. University of Waterloo is well-known for their successful Coop program all over the world.

Parents and potential students at open houses and Ontario Universities Fair often ask about the availability of Coop in our program. Coop is often one of the major factors in potential students' decision-making process about the Business School (University) they wish to attend. That is the feedback we received from our faculty members and some recruitment team members after participating in these events. The School of Business implemented the Coop program in response to this feedback apart from the major goal of providing students valuable on the job experience and experiential learning.   Such unreasonable entry requirements for Coop as they exist today are defeating the very purpose of including Coop in the BBA program.

Finally, Coop is a paid employment, and the employers select the candidate who is most suitable for the job they are offering. This includes their preference for study year of the student candidates they wish to interview. The courses or number of credits the students have completed is not the sole criteria for their consideration. For example, if a student is selected for a job of vetting and checking the correctness of invoices received, Marketing, HR and Finance courses are not really required. Further, the interview process allows employers to select students that they feel can meet the job requirements. Hence reducing the required credits to 24 for entering the Coop will not have any effect on employers.

In Canada many high School graduates enter the workforce soon after grade 12. So, it can be safely presumed that our students will perform well on Coop jobs. Further, the School of Business interviews

the students applying for Coop to assess the suitability, preparing students for interviews and training/ briefing them on expected workplace conduct. With this kind of training and support our second-year students are more than prepared for Coop jobs.

Last semester, we sent one first year student on COOP job, on a trial basis. The employer reported that the student has done an excellent job and wanted to rehire the student for another Coop term, this year. This proves that our second-year students are ready for Coop.

Motion: That EPS Executive recommend to the Academic Curriculum Committee that the current requirement (sentence) in the Co-op section of the Academic Calendar: "To select the Co-op option, students must apply by the end their second academic year in the BBA program." be replaced with "Students must apply for the Coop option during their first year of the BBA program and can proceed on their first Coop work placement after successful completion of 24 credits of BBA program requirements."
Rationale: The last sentence of the first paragraph under the Co-op option states: "To select the Co-op option, students must apply by the end their second academic year in the BBA program." This sentence adds a confusing restriction to the criteria for applying to the BBA Co-op program.

This can only be achieved if a student takes only the listed prerequisite courses (no electives and no concentration course requirements) and no other courses during their first 2 years at the School of Business and an additional 2 credits on overload. This is removing all flexibility available to the students in selecting their courses. Thus, it is in fact acting as a negative incentive and deterrent for students to apply for Coop. In the bargain, the whole purpose of introducing Coop is being defeated.

Many other BBA Co-op Programs at many Universities in Canada allow students to proceed on their first Coop work term in their first semester/ year itself.

Finally, Coop is a paid employment, and the employers select the candidate who is most suitable to the job they are offering. This includes their preference for study year of the student candidates they wish to interview. Accordingly, the courses the students have completed is not the sole criteria under consideration. For example, if a student is selected for a job of vetting and checking the correctness of invoices received, Marketing, HR and Finance courses are not really required. Further, the interview process allows employers to select students that they feel are able to meet the job requirements.

As a student can only complete their first work term after completing their prerequisites as proposed (24 credits), there should not be restrictions on when they can apply for the program.

Motion: That EPS Executive recommend to Academic Curriculum Committee that the three one credit courses ADMN 1011, ADMN 2011, ADMN 3011, Academic Workshops be dropped from the BBA program.
Rationale: The one-credit courses were introduced with the aim to help students develop successful strategies for enhancing their learning experience. While the intention behind developing these courses was good, our experience of offering these courses over the last two years proved that in fact these courses are in fact duplicating the some of the content covered in other courses. For example, ADMN 3011 course covers topics like creating effective resumes, job search, Interview preparation, Networking, which are also covered by another faculty in another course.
ADMN 1011 was planned to be offered in first semester of the first year, ADMN 2011 in second semester of the first year and ADMN 3011 in the first semester of the second year. Typically, these

courses are workshops to develop communication and presentation skills using case studies or otherwise.

Most courses like Introduction to Organizational Behaviour etc. offered in first semester / year provide enough scope to students to develop their communication and presentation skills as most faculty members use case studies and projects in their courses. Students develop these skills by working in teams. Hence, these one-credit courses are not really serving any purpose.
The students in fact are complaining that they could not properly plan their course selections due to these one-credit courses.

From the course administration point of view, these courses have created many issues for course planning. Planning the workload of full-time faculty is creating issues as the cap has been fixed at 60. This year, we moved the courses online due to COVID. Most online part time faculty were not interested in teaching one-credit courses.
There was another idea to combine all the three into one course to overcome the above issues. But there is another course being offered ADMN 1206 Business Communication & Case Analysis by the School in the first semester, which also covers some of the topics covered by the 1 credit courses.

The 3 one credit courses have been made core courses. In the past in BBA program graduation requirement is 60 credits of core courses and 60 credits of electives. With the introduction of this 1 credit courses, the requirement for core courses have up by 3 credits, thus depriving the students of taking another course in their concentration areas or electives.

Hence it imperative that we remove these 1 credit courses and include the uncovered content, if any, in other courses, thus saving one course for the students.

Motion: That EPS Executive recommend to the Academic Curriculum Committee that the current paragraph in the Program Requirements section of the Academic Calendar be changed from "To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including 66 credits of core requirements as outlined below." to "To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including the core requirements as outlined below."
Rationale: After dropping the 3, 1 credit courses, as moved by Motion # 3 above, the University web page need to be updated.

Motion: That ARCC recommend to EPS Executive that the current requirement (sentence) in the BBA (Hons) section (To graduate with a Bachelor of Business Administration (Honours) degree, students must: (d)) which reads "Not exceed a maximum of 49 credits at the 1000 level;" be replaced with "Not exceed a maximum of 48 credits at the 1000 level;"
Rationale: School of Business in the last meeting, unanimously passed the motion to remove one credit courses from the BBA program. This change is needed to implement that motion, as ADMN 1011 one credit course is removed.

School of Criminal Justice and Criminology

Motion 26: That the EPS Executive recommend to the Academic Curriculum Committee the creation of CRJS 3436 Racialization and the Politics of Judicial Typecasting.

JUSTIFICATION (Rationale): Considering (1) the continued over-representation of racialized persons monitored by representatives of the Canadian criminal justice system, (2) the continued use of exclusionary discourses within political, intellectual, and practical discussions on policing multiracial, multicultural, and multiethnic populations, (3) the fact that Nipissing University's School of Criminology and Criminal Justice does not have a course dedicated to exploring the above issues, and (4) the existence of similarly focused criminology or criminal justice-based courses at other Ontario universities (e.g., CRM 3330 and CRM 3730 at the University of Ottawa; CRI 322H1 at the University of Toronto; CRMN 3056U at Ontario Tech University; CRM 206 at Ryerson University), the creation of CRJS 3436 will help correct a significant and problematic gap in our program's curriculum.

Course Code	CRJS 3436
Course Title	Racialization and the Politics of Judicial Typecasting
Course Credits	þ 3 credits ¨ 6 credits ¨ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Criminological argumentation and a human rights framework are used to present histories of race and racialization that, in turn, help deconstruct contemporary issues related to the policing and 'correcting' of racialized people (as well as their cultural practices, traditions, etc.) and the difficulty of defining and identifying justice within Canada.
Course Prerequisite	CRJS 1087
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 þ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	þ Yes ¨ No via the use of applied research projects, case studies, or interactive simulations
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	36

[Is this course Cross-Listed? If so, with what department?](#)	¨ Yes þ No If yes, click here to enter department
[Program Implications](#) *For example, changing a required* *6 credit course to 3 credit course.*	Course will be a required course for ALL students in the Criminology, Policing, Corrections, and Criminal Justice streams of the CJ program
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: • situate Ethnocultural and Indigenous perspectives within the criminological literature • examine the historical and contemporary use of cultural and phenotypic features as means of differentiating persons within the Canadian criminal justice system • analyze historical and emerging policies aimed at addressing the treatment of racialized groups within the Canadian criminal justice system • assess the political use and abuse of inclusionary and exclusionary discourse • apply advanced research skills • practice argumentation skills
Will this request affect another faculty other than your own?	☐ Yes þ 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 þ No Click here to enter additional resources

Report of the Academic Regulations and Curriculum Committee
Faculty of Education and Professional Studies

<u>**Schulich School of Education**</u>

Motion: That EPS Executive recommend to the Academic Curriculum Committee the creation of EDUC 4814 ITEP Practicum II as outlined in the course template below.
Rationale: Under the current 2-year schedule for the Indigenous Teacher Education Program – PJ Cohort (ITEP) and the Teacher of Indigenous Language as a Second Language Program (TILSL), teacher candidates are required to complete EDUC 4855 Practicum II. This practicum is 11 weeks in length, divided into 2 distinct sections for reporting and assessment purposes; Block 1 of 5 weeks in length, and Block 2 of 6 weeks in length. In a 2-year schedule, teacher candidates complete all 11 weeks in one academic year.

The impact of Covid-19 required ITEP and TILSL to move from a 2-year schedule to a 3-year schedule. The revised 3-year schedule will become a permanent change to both ITEP and TILSL. It is proposed to convert the 5-credit EDUC 4855 Practicum II into two separate practicum courses, rather than running EDUC 4855 over 2 academic years. Block 1 of EDUC 4855 will become a new practicum course of 5 weeks (2 credits) and Block 2 of EDUC 4855 will become a new practicum course of 6 weeks (3 credits). The two new practicum courses will still equal the weeks and credit value of the original EDUC 4855 Practicum II (11 weeks/5 credits).

Course Code	**EDUC 4814**
Course Title	ITEP Practicum II
Course Credits	☐ 3 credits ☐ 6 credits ☑ Other 2 credits
Course Description *(restricted to 50-75 words, present tense and active voice)*	Teacher candidates further develop their professional practice through school-based field experiences. Teacher candidates refine their identities and development as educators through observation, planning and implementing short- and long-term plans, assessing student progress, and reflecting on their experiences. Teacher candidates use theory as a means to inform practice.
Course Prerequisite	EDUC 4714
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	EDUC 4855
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	This course is open only to Indigenous Teacher Education Program and Teacher of Indigenous Language as a Second Language Program teacher candidates.
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 Observation and Practice Teaching
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	5 weeks
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.*	Dividing EDUC 4855 Practicum II's blocks (i.e.. Block 1 of 5 weeks and Block 2 of 6 weeks) into two separate practicum courses.
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: • demonstrate professionalism in all aspects of the field experience according to the Ontario College of Teachers (OCT) Standards of Practice • apply advanced course-based knowledge and skills in a school and classroom setting • design grade-appropriate lessons in relation to short- and long-term planning • develop and implement a variety of assessment strategies • reflect to improve teaching practice • display an ongoing commitment to professional growth through collaboration with Associate Teachers and other professionals • complete the daily responsibilities of a teacher candidate • select and apply Ontario Ministry of Education policy documents
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. *(i.e.. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

Motion: That EPS Executive recommend to the Academic Curriculum Committee the creation of EDUC 4914 ITEP Practicum III as outlined in the course template below.

Rationale: Under the current 2-year schedule for the Indigenous Teacher Education Program – PJ Cohort (ITEP) and the Teacher of Indigenous Language as a Second Language Program (TILSL), teacher candidates are required to complete EDUC 4855 Practicum II. This practicum is 11 weeks in length, divided into 2 distinct sections for reporting and assessment purposes; Block 1 of 5 weeks in length, and Block 2 of 6 weeks in length. In a 2-year schedule, teacher candidates complete all 11 weeks in one academic year.

The impact of Covid-19 required ITEP and TILSL to move from a 2-year schedule to a 3-year schedule. The revised 3-year schedule will become a permanent change to both ITEP and TILSL. It is proposed to convert the 5-credit EDUC 4855 Practicum II into two separate practicum courses, rather than running EDUC 4855 over 2 academic years. Block 1 of EDUC 4855 will become a new practicum course of 5 weeks (2 credits) and Block 2 of EDUC 4855 will become a new practicum course of 6 weeks (3 credits). The two new practicum courses will still equal the weeks and credit value of the original EDUC 4855 Practicum II (11 weeks/5 credits).

Course Code	**EDUC 4914**
Course Title	ITEP Practicum III
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other
Course Description *(restricted to 50-75 words, present tense and active voice)*	Teacher candidates further develop their professional practice through school-based field experiences. Teacher candidates refine their identifies and development as educators through observation, planning and implementing short- and long-term plans, assessing student progress, and reflecting on their experiences. Teacher candidates use theory as a means to inform practice.
Course Prerequisite	EDUC 4814 ITEP Practicum II
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	EDUC 4855
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	This course is open only to Indigenous Teacher Education Program and Teacher of Indigenous Language as a Second Language Program teacher candidates.
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 Observation and Practice Teaching

Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	6 weeks
[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.](#)*	Dividing EDUC 4855 Practicum II's blocks (i.e.. Block 1 of 5 weeks and Block 2 of 6 weeks) into two practicum courses.
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: • demonstrate professionalism in all aspects of the field experience according to the Ontario College of Teachers (OCT) Standards of Practice • apply advanced course-based knowledge and skills in a school and classroom setting • design grade-appropriate lessons in relation to short- and long-term planning • develop and implement a variety of assessment strategies • reflect to improve teaching practice • display an ongoing commitment to professional growth through collaboration with Associate Teachers and other professionals • complete the daily responsibilities of a teacher candidate • select and apply Ontario Ministry of Education policy documents
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: That the EPS Executive recommend to the Academic Curriculum Committee that the Teacher of Indigenous Language as a Second Language Program be changed as outlined below (changes in bold):

Current Description TILSL:

The program consists of two onsite summer sessions to be held at Nipissing University in North Bay, online courses held during the fall, winter and spring sessions, and two in-school internships.

Students must complete 60 credits as follows:
- EDUC 1436 Indigenous Languages Curriculum I
- EDUC 1446 Indigenous Languages Team Teaching I
- EDUC 1546 Indigenous Language Methodologies I
- EDUC 2436 Indigenous Languages Curriculum II
- EDUC 2446 Indigenous Languages Team Teaching II
- EDUC 2546 Indigenous Language Methodologies II
- EDUC 4716 Legal and Social Foundations of Education
- EDUC 4726 Diversity and Inclusion
- EDUC 4736 Introduction to Curriculum Design and Teaching
- EDUC 4746 Assessment, Evaluation and Communication of Student Learning
- EDUC 4756 Curriculum Design and Inquiry
- EDUC 4766 Technology Enriched Teaching and Learning
- EDUC 4776 Special Needs of Students

- EDUC 4946 History, Policy and Indigenous Education
- EDUC 4947 Understanding Indigenous Pedagogies
- EDUC 4714 Practicum I
- EDUC 4855 Practicum II
- EDUC 4858 Community Leadership Experience

Six credits from:
- EDUC 1456 Anishnaabemwin Language I and EDUC 2456 Anishnaabemwin Language II, or
- EDUC 1556 Cree Language I and EDUC 2556 Cree Language II, or
- EDUC 1576 Lunaape Language I and EDUC 2576 Lunaape Language II, or
- EDUC 1586 Mohawk Language I and EDUC 2586 Mohawk Language II, or
- EDUC 1596 Cayuga Language I and EDUC 2596 Cayuga Language II

Internship One
Students enroll in EDUC 4714 Practicum I. Students are placed in a primary, junior, intermediate and/or senior division classroom. TILSL students are required to successfully complete an internship session in all four divisions.

At the end of the first session and internship one, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows you to teach for up to six years. Students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Internship Two
Students enroll in EDUC 4858 Community Leadership Experience and EDUC 4855 Practicum II. Students are placed in a primary, junior, intermediate and/or senior division classroom. TILSL students are required to successfully complete an internship session in all four divisions.

New Description TILSL:
The program consists of **three onsite summer sessions** to be held at Nipissing University in North Bay, online courses held during the fall, winter and spring sessions, and **three in-school internships.**

Students must complete 60 credits as follows:

- EDUC 1436 Indigenous Languages Curriculum I
- EDUC 1446 Indigenous Languages Team Teaching I
- EDUC 1546 Indigenous Language Methodologies I
- EDUC 2436 Indigenous Languages Curriculum II
- EDUC 2446 Indigenous Languages Team Teaching II
- EDUC 2546 Indigenous Language Methodologies II
- EDUC 4716 Legal and Social Foundations of Education
- EDUC 4726 Diversity and Inclusion
- EDUC 4736 Introduction to Curriculum Design and Teaching
- EDUC 4746 Assessment, Evaluation and Communication of Student Learning
- EDUC 4756 Curriculum Design and Inquiry
- EDUC 4766 Technology Enriched Teaching and Learning
- EDUC 4776 Special Needs of Students

- EDUC 4946 History, Policy and Indigenous Education
- EDUC 4947 Understanding Indigenous Pedagogies
- EDUC 4714 Practicum I
- **EDUC 4814 Practicum II**
- EDUC 4858 Community Leadership Experience
- **EDUC 4914 Practicum III**

Six credits from:
- EDUC 1456 Anishnaabemwin Language I and EDUC 2456 Anishnaabemwin Language II, or
- EDUC 1556 Cree Language I and EDUC 2556 Cree Language II, or
- EDUC 1576 Lunaape Language I and EDUC 2576 Lunaape Language II, or
- EDUC 1586 Mohawk Language I and EDUC 2586 Mohawk Language II, or
- EDUC 1596 Cayuga Language I and EDUC 2596 Cayuga Language II

Internship One
Students enroll in EDUC 4714 Practicum I. Students are placed in a primary, junior, intermediate and/or senior division classroom. TILSL students are required to successfully complete an internship session in all four divisions.

At the end of the first session and internship one, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows you to teach for up to six years. Students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Internship Two

Students enroll in EDUC 4858 Community Leadership Experience **and EDUC 4814 ITEP Practicum II.** Students are placed in a primary, junior, intermediate and/or senior division classroom. TILSL students are required to successfully complete an internship session in all four divisions.

Internship Three
Students enroll in EDUC 4914 ITEP Practicum III. Students are placed in a primary, junior, intermediate and/or senior division classroom. TILSL students are required to successfully complete an internship session in all four divisions.

Rationale:
It is our intention to deliver the Teacher of Indigenous Language as a Second Language Program over a 3-year time period. The most substantial change to the schedule will be the reduction of 6 courses taken in the summer session, to only 3 courses in the summer session. Reducing the number of courses each summer will permit additional time for teacher candidates to explore and reflect on course content, creating opportunities to strengthen learning outcomes.

In addition, the reduction of the number of courses delivered in the summer will open blocks of time to deliver culturally-relevant workshops, land-based activities and sharing circles for our teacher candidates. In our current summer schedule, our teacher candidates' time is monopolized by academic courses, limiting opportunities for teacher candidates to meet with our program's Elder, or engage in any land-based activities, unless it is organized by an individual faculty member.

Lastly, it must be remembered that the program was originally developed for individuals without an undergraduate degree. For all intents and purposes, TILSL is a degree-level program, and as such, it is important to understand that not all our teacher candidates enter the program with undergraduate experiences, knowledge and skills. Only requiring 3 courses in the summer will diminish obstacles to academic success caused by the current condensed nature of our summer session, as well as creating more opportunities for support.

Motion: That the EPS executive recommend to the Academic Curriculum Committee that the Indigenous Teacher Education Program be changed as outlined below (**changes in bold**):

Current Description ITEP:
The program consists of two onsite summer sessions to be held at Nipissing University in North Bay, online courses held during the fall, winter and spring sessions, and two in-school internships under a Transitional Certificate of Qualification and Registration.

Students must complete 60 credits as follows:
- EDUC 4717: Languages and Literacies for the Primary and Junior Divisions
- EDUC 4716: Legal and Social Foundations of Education
- EDUC 4726: Diversity and Inclusion
- EDUC 4727: Emergent and Early Literacies for the Primary and Junior Divisions
- EDUC 4736: Introduction to Curriculum Design and Teaching
- EDUC 4737: Health and Physical Education for the Primary and Junior Divisions
- EDUC 4746: Assessment, Evaluation and Communication of Student Learning
- EDUC 4747: Mathematics for the Primary and Junior Divisions
- EDUC 4756: Curriculum Design and Inquiry
- EDUC 4757: Music for the Primary and Junior Divisions

- [EDUC 4766](): Technology Enriched Teaching and Learning
- [EDUC 4767](): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](): Special Needs of Students
- [EDUC 4777](): Social Studies for the Primary and Junior Divisions
- [EDUC 4787](): Visual Arts for the Primary and Junior Divisions
- [EDUC 4946](): History, Policy and Indigenous Education
- [EDUC 4947](): Understanding Indigenous Pedagogies

Practicum Courses:
- [EDUC 4714](): Practicum I
- [EDUC 4855](): Practicum II
- [EDUC 4858](): Community Leadership Experience

Internship One
Students enroll in [EDUC 4714]() Practicum I. Students are placed in a primary or junior division classroom. ITEP students are required to successfully complete one internship session in each of the primary and junior divisions. For example, if you intern in the junior division during the first session, then you must intern in the primary division during your second session.
At the end the first session and Internship one, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows students to teach for up to six years. Students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Internship Two
Students enroll in [EDUC 4858]() Community Leadership Experience, and [EDUC 4855]() Practicum II. Students are placed in a primary or junior division classroom. ITEP students are required to successfully complete one internship session in each of the primary and junior divisions. For example, if you intern in the junior division during the first session, then you must intern in the primary division during your second session.

New Description ITEP:
The program consists of **three onsite summer sessions** to be held at Nipissing University in North Bay, online courses held during the fall, winter and spring sessions, and **three in-school internships**.
Students must complete 60 credits as follows:
- [EDUC 4717](): Languages and Literacies for the Primary and Junior Divisions
- [EDUC 4716](): Legal and Social Foundations of Education
- [EDUC 4726](): Diversity and Inclusion
- [EDUC 4727](): Emergent and Early Literacies for the Primary and Junior Divisions
- [EDUC 4736](): Introduction to Curriculum Design and Teaching
- [EDUC 4737](): Health and Physical Education for the Primary and Junior Divisions
- [EDUC 4746](): Assessment, Evaluation and Communication of Student Learning
- [EDUC 4747](): Mathematics for the Primary and Junior Divisions
- [EDUC 4756](): Curriculum Design and Inquiry
- [EDUC 4757](): Music for the Primary and Junior Divisions
- [EDUC 4766](): Technology Enriched Teaching and Learning
- [EDUC 4767](): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](): Special Needs of Students
- [EDUC 4777](): Social Studies for the Primary and Junior Divisions

- EDUC 4787: Visual Arts for the Primary and Junior Divisions
- EDUC 4946: History, Policy and Indigenous Education
- EDUC 4947: Understanding Indigenous Pedagogies

Practicum Courses:
- EDUC 4714: Practicum I
- **EDUC 4814: ITEP Practicum II**
- EDUC 4858: Community Leadership Experience
- **EDUC 4914: ITEP Practicum III**

Internship One
Students enroll in EDUC 4714 Practicum I. Students are placed in a primary or junior division classroom. ITEP students are required to successfully complete one internship session in each of the primary and junior divisions.
At the end the first session and Internship one, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows students to teach for up to six years. Students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Internship Two
Students enroll in EDUC 4858 Community Leadership Experience, and **EDUC 4814 ITEP Practicum II.** Students are placed in a primary or junior division classroom. ITEP students are required to successfully complete one internship session in each of the primary and junior divisions.

Internship Three
Students enroll in EDUC 4914 ITEP Practicum III. Students are placed in a primary or junior division classroom. ITEP students are required to successfully complete one internship session in each of the primary and junior divisions.

Rationale:
It is our intention to deliver the Indigenous Teacher Education Program over a 3-year time period. The most substantial change to the schedule will be the reduction of 6 courses taken in the summer session, to only 3 courses in the summer session. Reducing the number of courses each summer will permit additional time for teacher candidates to explore and reflect on course content, creating opportunities to strengthen learning outcomes.
In addition, the reduction of the number of courses delivered in the summer will open blocks of time to deliver culturally-relevant workshops, land-based activities and sharing circles for our teacher candidates. In our current summer schedule, our teacher candidates' time is monopolized by academic courses, limiting opportunities for teacher candidates to meet with our program's Elder, or engage in any land-based activities, unless it is organized by an individual faculty member.
Lastly, it must be remembered that the program was originally developed for individuals without an undergraduate degree. For all intents and purposes, ITEP is a degree-level program, and as such, it is important to understand that not all our teacher candidates enter the program with undergraduate experiences, knowledge and skills. Only requiring 3 courses in the summer will diminish obstacles to academic success caused by the current condensed nature of our summer session, as well as creating more opportunities for support.

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

Academic Year 2021-2022

January 28, 2022

The fourth meeting of the **Academic Quality Assurance and Planning Committee** was held on **January 28, 2022** at 1:00 p.m. via Zoom conference.

<u>**COMMITTEE MEMBERS:**</u>

Arja Vainio-Mattila	Stuart Kidd	Cameron McFarlane
Pat Maher	James Abbott	Jamie Murton
Jim McAuliffe	Rob Breton	Prasad Ravi
John Nadeau	Steven Cairns	Joe McIntosh
Debra Iafrate	Ron Hoffman	Mercedes Fichaud
Stephen Tedesco	Kristina Karvinen	

<u>Regrets:</u> Nancy Black, Pavlina Radia

<u>Guests:</u> Dan Walters, Sarah Tedesco, Nicole Quast

<u>Recording Secretary:</u> S. Landriault

<u>**Student Presentation on Mandatory Indigenous Degree Requirements**</u>

Nicole Quast, an Indigenous student attending Nipissing University, provided a presentation on mandatory Indigenous degree requirements. She provided background as to what inspired the creation of the proposal, and what could be done to promote treaty history awareness and cultivate a better understanding of their continued relevance and importance. The following Indigenous principals, practices and protocols were discussed: building relationships, elder consultation, mutual benefit and reciprocity, considering seven generations, gifts and offerings, two-eyed seeing, examples of similar mandatory course requirements from Laurentian University and Trent University, the benefits, disadvantages and resulting considerations of degree requirement structure options, and acknowledgement of the Nipissing First Nation, Indigenous community, NU staff and faculty members, NUSU, and connections that have and will be made. The presentation will be shared with AQAPC members following the meeting and included in the AQAPC Senate report.

The Provost advised that this presentation connects with discussions that have been held in the past about breadth requirements and how they work at NU. Discussions have been ongoing as to how academic decisions can be made to support Indigenous programming, determining responsibility for driving Indigenization and the importance of it being a shared responsibility, the need to connect in an institutionalized and embedded way to the academic decision-making process of Senate, and organizing meetings to include Indigenous decision-making protocols.

Other ideas discussed included, interdisciplinary courses, transdisciplinary courses (U of Alberta MOOC), micro-credentials and ACAD courses. The Provost encouraged members to continue to explore ideas for further discussion to assist to map out direction at the next AQAPC meeting.

Review of the BPHE IQAP 2-Year Follow-up Report

The Provost reported that review of the BPHE IQAP 2-Year Follow-up Report is part of the institutional IQAP protocol and will be forwarded to Quality Council after it has been approved at AQAPC and at Senate. The review is an opportunity to look at how a program that has gone through the cyclical review is responding to the recommendations that have been made in the Implementation Report.

Further to recommendation #18 - Collaboration with the Library, Librarian, Laura Sinclair, was recognized and acknowledged for her work and commitment over the past 10 years with the Bridging program students in their Foundations courses, as well as the Culture of Nursing Practice courses. Ms. Sinclair joins the courses live and provides information on how the Library can engage students in the research process. She enhances the use of resources, and she has never turned down an invitation to assist the students. Her support is invaluable.

The Dean of Education and Professional Studies commended the School of Physical and Health Education for their excellent work, and for addressing most of the recommendations.

The Provost advised that she looks forward to seeing the proposal for the Bachelor's program in Kinesiology, the exploration of micro-credentials, and enhancing the program further with the Alumni and Marketing Departments.

Moved by C. McFarlane, seconded by D. Iafrate that the BPHE IQAP 2-Year Follow-up Report be accepted and approved.
CARRIED

The BPHE IQAP 2-Year Follow-up Report will be included in the February 11, 2022 Senate Agenda.

The next AQAPC meeting is scheduled for Friday, February 18, 2022 at 1:00 p.m. by Zoom conference.

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 28, 2022.

Motion 2:   That Senate approve the attached BPHE IQAP 2-Year Follow-up Report.

TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW FOLLOW-UP REPORT

PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Physical Health and Education -Honours Bachelor of Physical and Health Education	February 7, 2019	September 13, 2019

PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
#1 - Faculty renewal plan	100%	PVPAR	Ongoing, during Annual Academic Plan submitted by the Unit.
#3 - Assess status within SSoE	100%	Dean of EPS with Unit	Unit has decided to become a separate School within the Faculty of EPS. Awaiting confirmation from the Dean of EPS about continued access for students to the Schulich Scholarships and for faculty to the Special Schulich Funds.
#4 - Assess and anticipate opportunities for programme diversification	100%	Dean of EPS with Unit	Unit is preparing a Letter of Intent to create a Bachelor program in Kinesiology in order to attract a more diverse group of students. Also, a post-baccaulaureate program is also being considered.
#5 - Assess practica requirements	100%	Unit to report to Dean	Unit has discussed the BPHE practical require of 24 credits, and in the end, decided this was an important and distinctive requirement and that student needs/interests could be better met with a parallel Kinesiology program.

#8 - Optimize timetable for practical courses	100%	Unit with Registrar's Office	Ongoing. The Unit annually works with the Registrar's Office to explore optimal scheduling for Practical courses. As well, discussions with The Registrar and Student Accessibility Services are ongoing to continually review our practices and look for ways to better support student registration/deregistration and withdrawal issues.
#9 - Strengthen communication with students on learning opportunities	100%	Unit	Ongoing. The Director now regularly sends updates to students, particularly prior to June course registration opening, on new courses, etc.
#11, 14 - Orientation for practical course instructors & new employees	100%	Unit with Dean of Teaching	Ongoing. New Practical Instructors are trained and supported by the BPHE Community Placement Officer. The Dean of Teaching and the Teaching Hub supports new instructors particularly in the area of online teaching.
#13 - Track Alumni	0%	Unit with Alumni Relations	The Unit began in 2020 by exploring how to create Social Media accounts in order to engage with both alumni and current students. However there was not staff support within SPHE to maintain these accounts, so this initiative did not proceed. Further efforts to work with Alumni Relations have been sidelined due to increased workload in the Unit due to the pandemic.
#15 - Access to athletics building	100%	Unit with Facilities	Ongoing. The Unit regularly consults with Facilities to review and update building access to ensure it is meeting student, faculty, and security needs. Particularly, for students needing use of the elevator in RJSAC, they will be provided a FOB in order to access the CPHE.
#17 - Unit retreat	100%	Director	The 2020 SPHE Spring "retreat" engaged with Practical Instructors and faculty to review and discuss the goals and expecations of

			the practical courses. As mentioned above, the Unit continues to support and value the practical courses and sees a parallel program in Kinesiology with lesser practical course requirements as a better way to attract students and deliver high-quality programming.
#18 - Collaboration with the Library	100%	Director with Unit & Library	Ongoing. The 2020 SPHE Spring "retreat" also engaged with the Library Liason to discuss opportunities to enhance linkages and student use of library resources. Instructors continue to review opportunities, and the Library Liason continues to keep the Unit updated on opportunities. However, much of the opportunities have been sidelined due to the pandemic.
#19 - Anatomy Models	100%	Director with Dean of EPS	Ongoing. The SPHE has made significant investment in the collection of anatomy models, funded primarly by Schulich Funds. Anatomy instructors continue to explore opportunities to build upon our collection.
#20 - Undergraduate research	100%	Director with Dean of Research	The financial support of undergraduate research falls under the SPHE Laboratory budget and/or faculty research grants. There is no separate budget for graduate vs undergraduate student research support. However, the SPHE Laboratory budget has been cut by 65% since 2019, making it much more challenging to support student research projects that have consumable/participant costs.
#21 - Student training for placements	100%	Director with Community Placement Officer	Ongoing. The Community Placement Officer works closely with students and hosts to ensure timely initiation of placements and minimal barriers, including additional training requirements mandated by the host. In particular, are working with the School of

Nursing to explore how to offer Non-Violent Crisis Intervention "in-house", which has been the one difficult student training requirement for hospital placements.

SUMMARY OF PROGRESS TO DATE

Other than the Alumni tracking, all recommendations above have been addressed and/or are in the process of annual/continual consideration.

LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

1. Proceed with the creation of a Bachelor program in Kinesiology
2. Proceed with the development of post-baccaluareate diploma programs
3. Explore micro-credential offerings
4. Enhance program marketing and Alumni engagement

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS
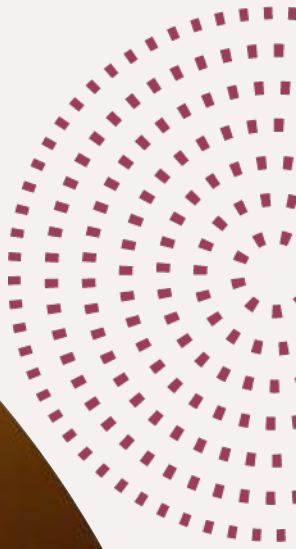
Please add concluding summary regarding next steps, etc.

The list of Action Items above will serve to increase enrolment in the SPHE, diversify the program offerings, and meet the needs of a broader base of students. It is our goal to have actioned the above by the time of the next cyclical review of the BPHE program.

Nipissing University

Indigenous Compulsory Degree Requirement Proposal

Agenda

- Land Acknowledgement

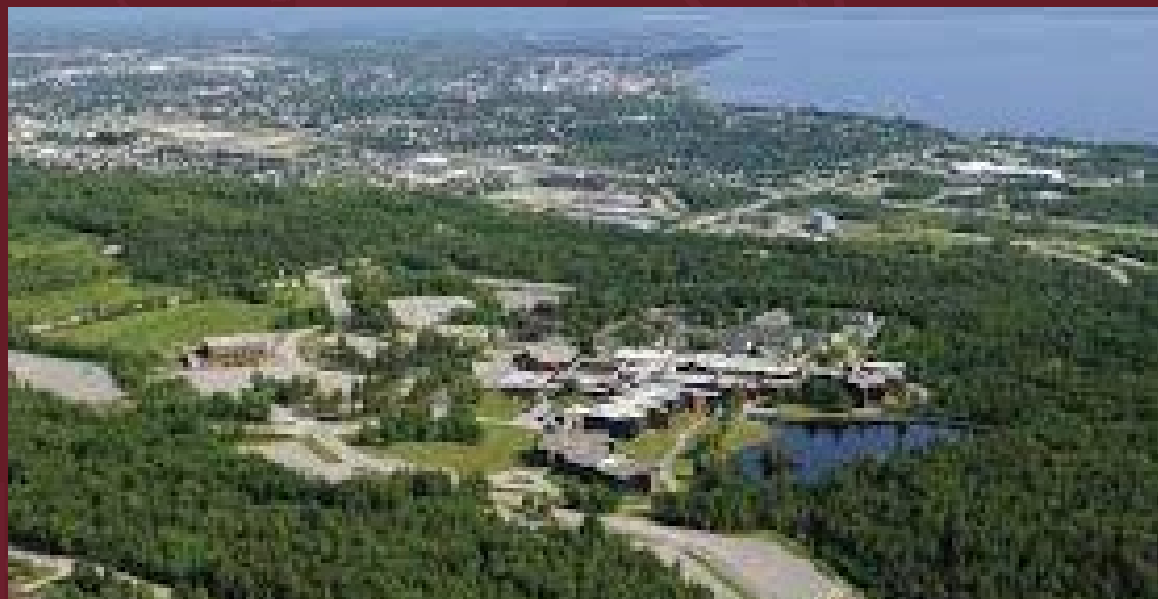- The proposals creation story

- Indigenous principals, practices, and protocols that are pivotal to an ethical path forward and help to illustrate the importance of Nipissing First Nation community consultation and approval

- Degree requirement structure options; their benefits, disadvantages, and resulting considerations

- Committee and consultees

Mandatory Indigenous Degree Requirement Proposal

The Nipissing University Land Acknowledgement

As we begin this proposal, 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 relations.

Boozhoo! Nky ndizhnikaaz. Syilx Nation Ndoooonjibaa. Kamloops Ind-onjiba besho Thompson River. I am an Indigenous student attending Nipissing University; working to complete an Honors Double Major in Indigenous Studies & Gender Equality and Social Justice with a certificate in Negotiation and Conflict Resolution.

In 2020, I gave the land and treaty acknowledgement at the Black Lives Matter march. After taking the 'Invasion and Resistance' class with Dr. Leslie Thielen-Wilson, an in-depth acknowledgement was inspired. A transcript of the acknowledgement was sent to multiple Nipissing University Professors. An expert in treaty law and history, Dr. Catherine Murton-Stoehr, requested a meeting with myself, city councilor, Scott Robertson, and the chair of the Robinson Huron litigation trust, Mike Restoule. During this meeting we discussed what each of us could do to promote treaty history awareness, as well as what we could do to cultivate a better understanding of their continued relevance and importance. This proposal is my intention toward those efforts.

Creation: Every Story Has A Beginning

**Settler Colonialism is a structure
not an event.**
**Institutional decolonization and Indigenization
requires the building of settler-Indigenous
relationships, understanding and respecting
treaty responsibilities, as well the spirit they were
entered into with. Understanding the spirit these
agreements were entered into with can help us
to better understand what to do and not do with
actions aimed at reconciliation.**

Patrick Wolfe

Indigenous Principals, Practices, and Protocols

Building Relationships

- Strong relationships and understanding of one another are more important for the vitality of this endeavor than the haste at which it is executed.

- "Nothing about us without us"

Elder Consultation

- Our Elders are our living connection to the past. They hold the experience, knowledge, and wisdom to advise and counsel the community in ways that ensure cultural continuity and safety.

- It is important and respectful to attempt to acquire Elder consultation. The insight that is possible to gain from this consultation is invaluable.

Mutual Benefit & Reciprocity

- This endeavor will require Manacihitowin (mutual respect) and understanding of mutual benefit and reciprocity. We can think of reciprocity as the currency of care. This could mean that we are understanding if someone does not have the emotional capacity to meet, or perhaps even that they have been so busy that if they meet with you they wont be able to get lunch so, you bring them one.

- It is also the understanding that this endeavor will, in one way or another, have an effect on Nipissing First Nation, the Indigenous community, students, and faculty. Thus, care must be taken to ensure the result is mutually beneficial and does not cause harm.

- These are challenging times for all of us but it is important to remember that in this time First Nations have been disproportionate and adversely affected. Illnesses and losses within families and communities, as well as the fact that in person meetings are often restricted, will require us to respect and understand a slower pace through this process.

- In addition to gift offering protocols, in some cases an honorarium may also be required.

Indigenous Principals, Practices, and Protocols

Considering 7 Generations

- When the community takes time to contemplate related interests they find ways to avoid or minimize potential adverse impacts that may affect future generations; this is done by consulting previous generations and ancestorial knowledge.

- Be in a good way and do no harm.

Gifts and Offerings

- Depending on the individual, tobacco, sweet grass, sage or cedar, as well as broadcloth, may be the preferred.

- It is important to allow the Elder, Knowledge Keeper or Cultural Advisor time to think about your request for their involvement or participation; do not expect an immediate answer. Sometimes an Elder, Knowledge Keeper or Cultural Advisor may not accept tobacco for various reasons and may refer you to someone else.
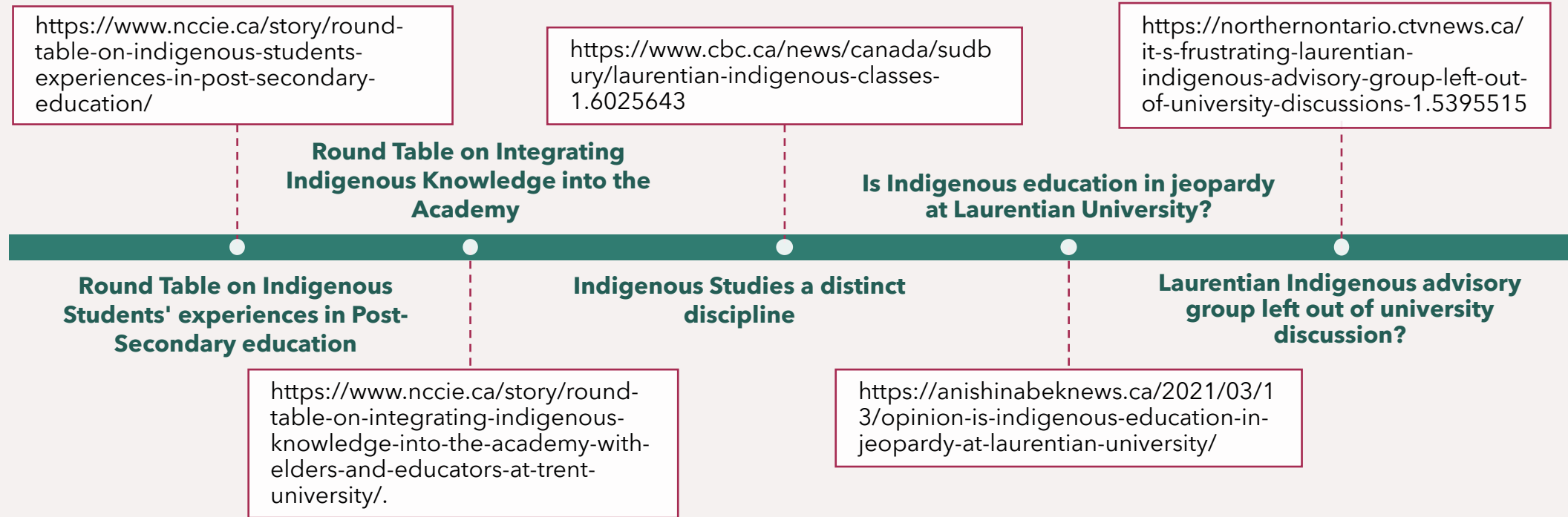
Two-Eyed Seeing

refers to learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing … and learning to use both these eyes together, for the benefit of all.

http://www.integrativescience.ca/Principles/TwoEyedSeeing/

https://www.nccie.ca/story/round-table-on-indigenous-students-experiences-in-post-secondary-education/

https://www.cbc.ca/news/canada/sudbury/laurentian-indigenous-classes-1.6025643

https://northernontario.ctvnews.ca/it-s-frustrating-laurentian-indigenous-advisory-group-left-out-of-university-discussions-1.5395515

Round Table on Integrating Indigenous Knowledge into the Academy

Is Indigenous education in jeopardy at Laurentian University?

Round Table on Indigenous Students' experiences in Post-Secondary education

Indigenous Studies a distinct discipline

Laurentian Indigenous advisory group left out of university discussion?

https://www.nccie.ca/story/round-table-on-integrating-indigenous-knowledge-into-the-academy-with-elders-and-educators-at-trent-university/.

https://anishinabeknews.ca/2021/03/13/opinion-is-indigenous-education-in-jeopardy-at-laurentian-university/

For your consideration; various examples from Laurentian University and Trent University of similar mandatory course requirements that might offer insight as to the issues that could arise in the short and long term from their implementation.

Mandatory Indigenous Degree Requirement Proposal

Degree Requirement Implementation;
Structure options and resulting benefits and disadvantages

Structure	Benefits	Disadvantages	Considerations
Creation of a mandatory class	In-depth study.	Students become resentful and act out towards Indigenous students and faculty. Safe spaces decrease.	Would require a designated professor. Should this be an Indigenous Professor? If so, is there funding to acquire a new Indigenous faculty member so that current ones are not overextended?
A list of courses from each department that could count towards a breadth requirement	Students would have options.	Some chairs may have to implement a new course.	What are the classes that would be accepted?
An interdisciplinary course	Students would receive knowledge over a broad range of disciplines. Engagement increases. Course acts as a preview for students to gain insight about what classes are like in different departments.	Interdisciplinary study requires co-ordination over multiple departments.	Would require a designated professor to facilitate and the coordinated efforts of others.
Any course within Indigenous Studies	Indigenous Studies enrolment will increase.	It has been noted in other Universities- and Indigenous students and staff have voiced concerns- that Indigenous students and faculty become targets of resentment that endure ignorant and racist comments until eventually Indigenous student enrollment drops and Indigenous faculty is lost.	There are only two Indigenous Studies professors that could not, and should not have to, facilitate an increase to their intake that would encompass all enrolled students.

Mandatory Indigenous Degree Requirement Proposal

All My Relations;

Nipissing First Nation and Indigenous Community

-Nipissing First Nation Chief Scott McLeod
-Knowledge Holder, Leona Stevens
-Knowledge Holder, Brenda Lee
-Nbisiing Knowledge Holder, Jennifer Wabano

Nipissing University Staff and Faculty Members

-The Office of Indigenous Initiatives administers a Community Engagement Plan that may be able to be utilized. Aside from that, OII is not a body that will not take a position.
-History Chair, Indigenization and Decolonization Committee member, and Co-presenter of 2014 "Ethical Research Relationships with Indigenous Peoples" and 2016 - "Indigenous Education and the Way Forward" Dr. Katrina Srigley
-Gender Equality and Social Justice Professor, Dr. Leslie Thielen-Wilson
-History Professor, Dr. Catherine Murton-Stoehr
-Political Sciences Chair, Dr. Toivo Koivukoski

Nipissing University Student Body

-VP of Advocacy and Awareness, Sarah Pecoskie-Schweir
-President and Student Representor at Academic Senate, Joe McIntosh

Connections that have or will be made

Existing Committees

-Nipissing University Indigenous Council on Education, and Ontario Human Rights Commission member, Maurice Switzer
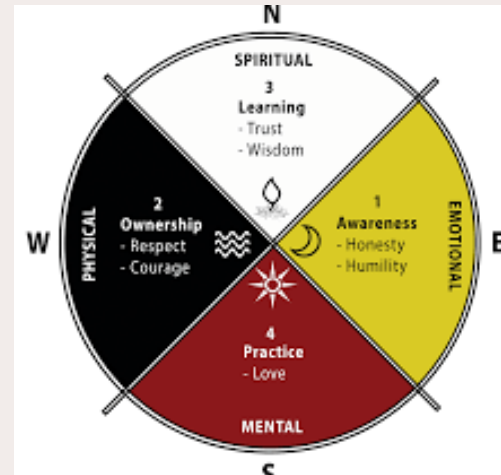-Chair of the Robinson Huron litigation trust, Mike Restoule

Community Consultants

-Giiwedno Mshkikiiwgamig Indigenous Hub
-North Bay Indigenous Friendship Centre
-Aanmitaagzi

Mii i'iw Miigwetch

Nky Q.

nlquast967@my.nipissingu.ca

1-250-852-1471

Nipissing University

Report of the By-laws and Elections Committee

January 18, 2022

There was a meeting of the By-laws and Elections Committee on January 18, 2022 at 2:00 p.m. via Zoom conference.

Present: N. Colborne, A. Vainio-Mattila, M. Saari, T. Sibbald, J. McIntosh

Recording Secretary: S. Landriault

Moved by T. Sibbald, seconded by J. McIntosh that the agenda of the January 18, 2022 By-laws and Elections Committee meeting be approved.
CARRIED

Moved by M. Saari, seconded by T. Sibbald that the Report of the November 23, 2021 By-laws and Elections Committee meeting be accepted.
CARRIED

In follow up to the discussions held at the October 5 and November 23, 2021 By-laws meetings regarding hybrid and on-line Senate meetings, the Vice-Chair provided proposed amendments to the Senate By-laws to formalize hybrid Senate meetings. Following review and discussion, the Vice-Chair will forward the amendments to the Senate Secretary with bold and strikethrough to highlight the changes. The amendments will be distributed to the By-laws Committee members for consideration, and to be voted on. If approved, the amendments will be forwarded on the Senate Executive Committee for inclusion as a Notice of Motion in the February 11, 2022 Senate Agenda.

In follow up to the discussion held at the November 23, 2021 By-laws meeting regarding the storage and accessibility of approved Senate Minutes, the following suggested language was proposed, discussed, and agreed upon: *(revisions in bold and strikethrough)*

6.2   Senate Agenda and Senate Minutes
   (g)   A ~~hard~~ copy of all approved Senate minutes shall be signed by the Chair of Senate and kept as the official, permanent record of Senate proceedings. The Senate Secretary shall ensure reasonable access to archived minutes. ~~These proceedings shall be available for consultation in the Office of the President during regular business hours.~~

Moved by M. Saari, seconded by J. McIntosh, that the amendment of Senate By-laws Article 6.2(g), as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the February 11, 20222 Senate Agenda.
Carried

Under New Business, the Provost requested feedback and consultation on how academic decisions can be made to support decolonization and Indigenization, and how best Indigenous programing, pedagogy and content can be achieved at the University. Discussion included, determining responsibility for driving Indigenization in the institution and the importance of it being a shared responsibility, the need to connect in an institutionalized and embedded way to the academic decision-making process of Senate, and organizing meetings to include Indigenous decision-making protocols. Protocols that govern meetings could be something that we think about proactively. Further consultations will be held.

MOTION 1:   That Senate receive the Report of the By-Laws and Elections Committee dated January 18, 2022.

Respectfully submitted,
Original signed by:

Dr. Nathan Colborne
Chair
By-laws and Elections Committee

Report of the Senate Research Committee

December 15th, 2021

The Senate Research Committee met on December 8th, 2021.

Members:	**Guests:**
Jim McAuliffe	Justin Carré
Matti Saari	Carly Byers
Amir Erfani	Corri Daniels (Secretary)
Anahita Baregheh	Tish Hukezalie (regrets)
Aaron Kociolek	
Nancy Black	
Montana Taylor (NUSU Executive) (regrets)	
Arja Vainio-Mattila (regrets)	

The meeting was chaired by the Dean, Dr. J. McAuliffe. The agenda and minutes of the November 2nd, 2021 were passed unanimously.

Undergraduate Research – M. Saari shared a draft document proposal outlining the need for funding for undergraduate students in research. The document will be amended to be more inclusive to other departments.

Motion 1: Moved by A. Erfani and seconded by A. Baregheh that the Senate Research Committee recommends that Nipissing University considers support for funding for research, scholarly and creative activities at the undergraduate level.
Carried.

Awards for Scholarly, Research and Creative Activities Committee – The Research Coordinator suggested to open committee membership to all faculty members to avoid future conflict of interest or double responsibilities on the Senate Research Committee.
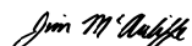
Motion 2: Moved by N. Black and seconded by A. Baregheh that the Awards be open for all faculty members.
Carried.

SIG Committee Report – (in camera) The committee met on December 6th, 2021 to review the applications and make recommendations for the committee.

Motion 3 : Moved by A. Kociolek and seconded by N. Black that the Senate Research Committee receive the recommendations of the SIG Review Committee.
Carried.

Motion 4: That Senate receive the report of the Senate Research Committee dated December 15th, 2021.

Respectfully Submitted:

Jim McAuliffe

Dr. J. McAuliffe, Dean, Graduate Studies and Research

Report of the Senate Research Committee

January 26th, 2022

The Senate Research Committee met on January 19th, 2022.

Members:	**Guests:**
Jim McAuliffe	Justin Carré
Matti Saari	Carly Byers
Amir Erfani	Corri Daniels (Recording Secretary)
Anahita Baregheh	Tish Hukezalie (regrets)
Aaron Kociolek	
Nancy Black	
Montana Taylor (NUSU Executive) (regrets)	
Arja Vainio-Mattila (regrets)	

The Senate Research Committee met on January 19th, 2022 and is currently reviewing and updating policies in the School of Graduate Studies and the Research Office.

The meeting was chaired by the Dean, Dr. J. McAuliffe. The agenda and the December 8th, 2021 minutes were passed unanimously. Budget, commercialization, CFI announcements and funding competitions were discussed.
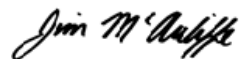
The Awards for Scholarly, Research and Creative Activities Committee met in January to deliberate on the internal award submissions. The recipients will be notified in the coming weeks and funds will be dispersed in May.

The Senate Research Committee passed a motion at the December 8th, 2021 meeting regarding funding for undergraduate research students doing scholarly/research and/or creative activities. The motion will be sent to the PVPAR for approval to forward onto Senate.

The next meeting of the Senate Research Committee will be held virtually on March 16th, 2022.

Motion 1: That Senate receive the report of the Senate Research Committee dated January 26th, 2022.

Respectfully Submitted:

Jim McAuliffe

Dr. J. McAuliffe, Dean, Graduate Studies and Research

To: Office of the Provost & Vice President Academic and Research
From: Senate and Research Committee
January 25th, 2022

Statement On Undergraduate Research Support at Nipissing University

Motion:
Moved: A. Erfani and seconded by A. Baregheh that the Senate Research Committee, recommends that Nipissing University considers support for funding for research, scholarly and creative activities at the undergraduate level.

Carried. (Meeting held December 8th, 2021)

Preamble

Universities are supported by society as institutions that not only disseminate knowledge but are active in the pursuit of knowledge through research. Nipissing has demonstrated its commitment to research and scholarly activities by supporting individual faculty by the establishment of research laboratories and administrative structures. In the past, Nipissing also provided support for thesis research and scholarly activities carried out by undergraduate students at the university and thus gained a reputation as an institution that provided research experience to students at the undergraduate level. Financial support for undergraduate thesis research was historically provided by the university through the various department budgets. The current fiscal pressures have led to the elimination of discretionary budget lines making it impossible to support the costs of undergraduate research. The sole source of funds to support such research is now vested in those that have been successful in obtaining funds from external sources. Given not all active researchers at the university have external funding it becomes important to deal with the need to support undergraduate research where such funds are not available.

Rationale
1) Budgetary stringency has resulted in the inability of Departments to support undergraduate thesis research.
2) The Academic Calendar stipulates that many theses and directed research courses are based on collection of data.
3) Many students have come to university with the expectation that they will be involved in research.
4) The University has a societal role to support research.
5) The reputation of the university is supported by research achievements of not only faculty and graduate students but undergraduate students as well.