Meeting Book - February 27, 2026, Meeting of the Academic Senate

Senate Agenda

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 Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.

2. Approval of the Agenda — Motion 1

That the agenda of the February 27, 2026, Senate meeting be approved.

3. Adoption of Minutes — Motion 2

That the minutes of the January 16, 2026 Senate meeting be approved.

i. January 16, 2026 DRAFT Senate Minutes and Reports.pdf

4. Business Arising from the Minutes

5. Reading and Disposing of Communications

6. Reports from Other Bodies

i. President

Oral report

ii. Provost & Vice-President Academic

a. PVPA Senate Report - February 2026 updated final.pdf

iii. Vice-President Finance and Administration

No report

iv. Board of Governors

No report

v. Alumni Advisory Board

No report

vi. Council of Ontario Universities (Academic Colleague)

a. Ricci COU Report to Academic Senate Feb 10 and 11 2026.pdf

vii. Joint Committee of the Board and Senate on Governance

No report

viii. Nipissing University Student Union (NUSU)

a. NUSU Academic Senate Report_ February 2026.pdf

ix. Other

7. Question Period

8. Reports of Standing Committees and Faculty Councils

i. Senate Executive Committee — Motion 3

That Senate receive the report of the Senate Executive Committee dated February 19, 2026, which includes for information:
a) Senate Governance Review Report
b) 2025-26 By-laws and Elections Committee Work Plan
c) Revisions to the Professor Emeritus/Emerita Policy

a. Senate Exec Report and docs Feb26.pdf

ii. Academic Curriculum Committee

a. ACC Report Jan. 14, 2026 & Supporting Docs.pdf.pdf

b. Faculty of Arts and Science

Sociology — Non-Substantive

Non-Substantive / That the prerequisite for SOCI 2126 'Sociological Research Methods' be changed as outlined in the proposal above.

Religions and Cultures, Gender Equality and Social Justice and Indigenous Studies — Motion 5

That Senate approve that the program-level learning outcomes for Indigenous Studies be revised with as outlined in the proposal above.

Political Science, Philosophy and Economics — Motion 6

That Senate approve that SOCI 2126 'Sociological Research Methods' and SOCI 2127 'Quantitative Research Methods' be cross-listed with Political Science as outlined in the proposal above.

Non-Substantive:

Non-Substantive: That SWLF 3266, Religion and Social Welfare, and POLI 3506, Religion and Politics be anti-requisites as outlined in the proposal.

iii. Academic Quality Assurance and Planning Committee (AQAPC) — Motion 7-11

Motion 7: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated January 30, 2026, which includes for information:
a) the Provost's recommendation for suspension of admission to the Major Art History and Visual Studies (AHVS) Stream in the BA (Fine Arts) program.

Motion 8: That Senate receive the proposal for suspension of admission to the Social Welfare and Social Development programs, Faculty of Arts and Science.

Motion 9: That Senate receive the proposal to remove the Indigenous Studies program from the Department of Gender Equality & Social Justice, Indigenous Studies, and Religions and Cultures, Faculty of Arts and Science; and join the Department of History, Anthropology,

Ancient Studies, and Indigenous Studies, Faculty of Arts and Science.

Motion 10: That Senate approve the new Visiting Graduate Student Policy.

Motion 11: That Senate approve the revised External Examiner Policy.

a. AQAPC Senate Report & Supporting Docs 30Jan26.pdf

iv. By-laws and Elections Committee — Motion 12

That the Report of the By-laws and Elections Committee dated February 9, 2026 be received.

a. Bylaws Report February 9, 2026.pdf

v. Graduate Studies Committee — Motion 13-14

Motion 13: That the Report of the Graduate Studies Committee dated December 18, 2025 be received.

Motion 14: That the Report of the Graduate Studies Committee dated January 23, 2026 be received.

a. GSC Report to Senate - December 2025.pdf

b. GSC Report to Senate - January 2026.pdf

vi. Senate Research Committee — Motion 15

That the Report of the Research Committee dated January 21, 2026 be received

a. SRC January 2026 Report to Senate.pdf

vii. Teaching and Learning Committee — Motion 16

That the Report of the Teaching and Learning Committee dated December 19, 2025 be received.

a. TLC Report to Senate 20251219.pdf

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9. Other Business — Motion 17

That Senate approve the Nipissing University Community Planning Program. (approved by AQAPC on June 20, 2025 and by the Senate Executive Committee on June 26, 2025)

i. NipissingU Community Planning Proposal for QA Submission.26Jun25_MinistrySept3_25_no CVs.pdf

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10. Amendments of By-Laws

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11. Elections

· Elect one (1) faculty Senator to serve as Speaker of Senate for a three-year term effective now until July 1, 2028.

· Elect one (1) faculty Senator to serve as Deputy Speaker of Senate for a three-year term effective now until July 1, 2028.

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12. New Business — Motion 18-20

Motion 18: That Senate consider receipt of the Report on Graduation Applicants dated February 18, 2026.

Motion 19: That Senate receive the Report on Graduation Applicants dated February 18, 2026.

Motion 20: That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 18, 2026.

13. Announcements

14. Adjournment

DRAFT

Nipissing University

Minutes of the Academic Senate Meeting

January 16, 2026

2:30 p.m.

Room F210 & Zoom Videoconference

Members Present: K. Wamsley (Chair), C. Richardson, R. Hacquard, B. Law, N. Colborne, G. Raymer, D. Iafrate, N. Black

R. Davis, H. Earl, A. Hatef, C. Irwin, S. Kariuki, K. Lucas, P. Nosko, M. Owens, T. Smith, K. Srigley (Interim Speaker), S. Srigley, T. Stewart, L. Thielen-Wilson, H. Zhu

J. Allison, C. Anyinam, S. Cairns, C. Greco, R. Hoffman, T. Horton, D. Jarvis, A. Leblond, P. Maher, P. Millar, A. Nkurunziza, C. Ricci, A. Schinkel-Ivy, M. Sullivan, I. Taveres, J. Thornborrow, V. Williams

O. Pokorny, R. Kasperavicius

F. Couchie

R. Hehn

J. Martin, N. Botham

Absent With Regrets: R. Gendron, G. McCann, H. Texiera, A. Adler, D. Hemsworth, A. Kociolek, O. Remillard, D. Lamirande, W. MacKenzie

The Senate Speaker offered a Traditional Territory acknowledgement.

Adoption of the Agenda of the Senate Meeting of: January 16, 2026

Motion 1: Moved by M. Owens, seconded by K. Lucas that the agenda of the Senate meeting of January 16, 2026 be adopted. Friendly amendments to the Sociology Major Modification included in the November 24, 2025 Academic Curriculum Committee Report were presented on screen and are attached in the minutes.
CARRIED

Adoption of the Minutes of the Senate Meeting of: November 21, 2025

Motion 2: Moved by S. Srigley, seconded by J. Allison that the minutes of the Senate meeting of November 21, 2025 be adopted.
CARRIED

Reports From Other Bodies

The President delivered his report, welcoming Senators to the 2026 term and acknowledging the commencement of the budget planning cycle. He advised that a balanced budget remains projected for the current fiscal year, with a positive financial outlook anticipated for 2026–2027. A recent $3 million funding announcement was also noted; these funds have been allocated to academic space maintenance and renovations, as well as instructional technology upgrades.

The search for the next Provost is underway. The Search Committee has convened its initial meeting, and community consultation will begin shortly, including a survey to be administered by Boyden.

The President also provided an update on proposed revisions to the Professor Emeritus/Emerita policy, including the adoption of the gender-neutral title “Professor Emerit.” A revised policy will be presented to Senate for approval, and current files will be reviewed in accordance with existing guidelines.

In addition, Graduate Studies is revising its graduate supervision policies to better support students whose supervisors are retiring.

Upcoming campus events were highlighted, including Shoot for the Cure and the Military Appreciation Game in support of the Military Family Resource Centre.

The full report is appended to the minutes.

The Provost and Vice-President Academic delivered her report, welcoming Senators to the new term and noting a busy start to the semester. She advised that work is ongoing to develop the Academic Plan and Operational Plan (APOP) reporting template, with institutional progress updates scheduled to commence at the next Senate meeting. Policy revisions continue to advance through AQAPC, including updates to the Amalgamation, Consolidation, Transfer, Renaming and Closure of Academic Programs and Academic Units Policy.

The Report on the Annual Program Reviews (APRs) will be presented at an upcoming Senate meeting, together with proposed revisions to the APR process and template. She further noted that the SEM Working Group continues to meet regularly to review recruitment and retention data and to consider new retention initiatives.

Appreciation was extended to faculty members who contributed to recent self-studies.

The full report is attached to the minutes.

The Board of Governors provided a report which is appended to the minutes.

The Council of Ontario Universities Academic Colleague provided a report which is appended to the minutes.

The NUSU VP Advocacy and Awareness provided a report which is attached to the minutes.

Question Period

In response to a question regarding the status of the outdoor classroom, the President advised that construction is progressing. Some of the walls and higher trusses have now been installed, and the structure is taking shape. The project is moving along, with an anticipated opening in the spring.

Further questions were raised regarding teaching spaces. Specifically, when classrooms are redesigned or renovated, is there an opportunity for faculty to provide input?

An example was provided regarding Room A137, which was redesigned and renovated over the summer. Concerns were noted that the projection screen is positioned in the centre of the room, with the podium directly in front of it. As the screen extends almost to the floor, part of the projected image is obstructed. The Speaker indicated that she also teaches in A137 and confirmed that a request has been submitted to raise the projector.

The President advised that a Space Committee meets regularly and welcomes feedback regarding teaching spaces.

It was further noted that some Indigenous faculty members have expressed difficulties with classroom configurations that do not allow students to sit in a circle, which is important for certain teaching approaches. A question was raised as to whether faculty are aware of the Space Committee and its role. The President indicated that there would be follow-up on this matter.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by K. Wamsley, seconded by T. Smith that the Report of the Senate Executive Committee dated January 8, 2026 be received.
CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 4: Moved by C. Richardson, seconded by M. Owens that Senate receive the Report of the Academic Quality Assurance and Planning Committee dated November 28, 2025, which includes for information:

a) The FARs/IPs for the BA Indigenous Studies, BA Political Science, BA Liberal Arts, BA Liberal Science, and the MSc Kinesiology programs;
b) The Two (2) Year Post-Cyclical Program Review Monitoring Reports for BA Child and Family Studies, BA & BSc Computer Science, BA Gender Equality and Social Justice, BA Religions and Cultures, BA Social Welfare and Social Development.

CARRIED

Motion 5: Moved by C. Richardson, seconded by N. Colborne that Senate receive the proposal for suspension of admission to the Art History and Visual Studies stream of the BA (Fine Arts) program for consultation.
CARRIED

Motion 6: Moved by C. Richardson, seconded by T. Smith that Senate approve the consolidation of Anthropology, Religions and Cultures, Gender Equality and Social Justice, and Sociology into a single Sociology program.
CARRIED

Senator Susan Srigley spoke to the major modification of the newly merged degree in Sociology, which now includes curriculum from Anthropology, Gender Equality and Social

Justice and Religions and Cultures, and requested that the following be included in the Senate minutes:

“While I am excited about the prospect of this new program, and what it will offer our students, I need to also acknowledge the dissolution of the programs in Anthropology, Gender Equality and Social Justice and Religions and Cultures. This is a personal loss for me, having been hired to develop the honours degree in religion over 20 years ago with Sal Renshaw. And I know it is a loss for my colleagues in Anthropology and GESJ. It is also a loss for our students. Rest assured, we will continue to grandparent all currently enrolled students in our programs so that they will earn their degrees, but, sadly, they will be the last.

Faced with the suspension of enrollments in Sociology, Religion, GESJ and Anthropology, this past summer, faculty from each of these programs rustled up an enormous amount of good will and worked very hard to develop a dynamic new program with curriculum divided into concentrations, creating a new interdisciplinary degree in Sociology. It was a lot of work, but we think that it will be an exciting new degree option for students at Nipissing. I’d like to thank my colleagues, Robin Gibson, Nathan Colborne and especially Jane Barker for their support throughout this process.”

Senator Colborne expressed his appreciation for the significant effort undertaken, noting that the work was carried out in a highly collegial manner and resulted in a creative and innovative program. He indicated that he looks forward to supporting and offering the new program.

The Speaker also acknowledged her colleagues for their dedication and hard work as well as the excellent programs they had developed over many years. She reflected on the sense of loss accompanying these changes, while recognizing the importance of embracing change and the potential opportunities moving forward.

Academic Curriculum Committee

Motion 7: Moved by C. Richardson, seconded by R. Hoffman that the Report of the Academic Curriculum Committee dated November 24, 2025 be received.
CARRIED

Faculty of Arts & Science

English
Substantive:

Motion 8: Moved by C. Richardson, seconded by N. Botham that Senate approve that ENGL 3486: Topics in Genre, ENGL 3496: Topics in Dramatic Genres, and ENGL 3497: Topics in Prose Genres be added to list of available courses in English Studies Group I: Literary Foundations as outlined in the attached proposal.
CARRIED

Fine Arts/Visual Arts
Substantive:

Motion 9: Moved by C. Richardson, seconded by N. Colborne that Senate approve that the Art History requirements for the BFA Program be changed as outlined in the attached proposal.
CARRIED

Substantive:

Motion 10: Moved by C. Richardson, seconded by N. Colborne that Senate approve that the Art History requirements for the BA Specialization in Fine Arts Program be changed as outlined in the attached proposal.
CARRIED

Substantive:
Motion 11: Moved by C. Richardson, seconded by N. Botham that Senate approve that the Art History requirements for the BA Major in Fine Arts, Art History and Visual Studies Stream Program be changed as outlined in the attached proposal.
CARRIED

Non-Substantive:
That a restriction be added to FAVA 2507 Art Abroad as outlined in the attached proposal.

History
Substantive:
Motion 12: Moved by C. Richardson, seconded by H. Earl that Senate approve the creation of HIST 1037 Introduction to U.S. History, as outlined in the attached proposal.
CARRIED

Substantive:
Motion 13: Moved by C. Richardson, seconded by N. Botham that Senate approve the creation of HIST 1116 Food: A North American History as outlined in the attached proposal.
CARRIED

Substantive:
Motion 14: Moved by C. Richardson, seconded by H. Earl that Senate approve the creation of HIST 2046 Slavery and the American Civil War as outlined in the attached proposal.
CARRIED

Substantive:
Motion 15: Moved by C. Richardson, seconded by J. Martin that Senate approve the creation of HIST 3527 American Music as outlined in the attached proposal.
CARRIED

Non-substantive:
The deletion of HIST 1016: Introduction to Historical Studies as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 1107: Introduction to Historical Studies as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 2516: Intro to American History as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 2626: Restraining the Hounds of War as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 3116: Topics In European or World History I; HIST 3117: Topics In European or World History II; HIST 3126: Topics In European or World History III; HIST 3127: Topics In European or World History IV; and HIST 3146: Topics in Canadian History; HIST3136: Selected Topics in Women's and Gender History; and HIST 3355: Topics in the History of Women and Gender in Canada as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 3377: American Healthcare as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 3526: Spies: the Rise of the Secret Security State as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 3716: Russian History to 1917 as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 3717: Russian-Soviet History as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 3947: Sport and Spectacle in Modern Society as outlined in the attached proposal.

Non-substantive:
The deletion of HIST 4325: Oral History; and HIST 4435 Sexuality and Gender in Europe, 1300-1600 as outlined in the attached proposal.

Non-substantive:
That HIST 2166: Survival: People and Nature in Northern North America to the Industrial Era be banked.

Non-substantive:
That HIST 2036: Trade, Commerce, and Economy in the Ancient World be banked.

Non-substantive:
That HIST 2227: The Making of Modern Europe: From Total War to Revolution 1914 - 1991 be banked.

Non-substantive:
That HIST 2336: The Vietnam War be banked.

Non-substantive:
That HIST 2406: Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome be banked.

Non-substantive:
That HIST 2426: Law and Justice in the Ancient World be banked.

Non-substantive:
That HIST 2547: Famous Figures in the Ancient World be banked.

Non-substantive:
That HIST 2706: The Ancient World in Modern Popular Media be banked.

Non-substantive:
That the course title for HIST 2137 be changed from “The Global Cold War” to “Empire, Ideology, and Intervention: The Cold War in Global Perspective.”

Non-substantive:
That the course description for HIST 2137 Empire, Ideology, and Intervention: The Cold War in Global Perspective be revised.

Non-substantive:
That the course title for HIST 3147 be changed from “Topics in Canadian History” to “Advanced Topics in History.”

Non-substantive:
That the course description for HIST 3147 Advanced Topics in History be revised.

Non-substantive:
That the course title for HIST 4335 be changed from “Topics in American History” to “Seminar in American History.”

Non-substantive:
That the course title for HIST 4485 be changed from “Environmental History” to “Seminar in Environmental History.”

Non-substantive:
That the course title for HIST 4815 be changed from “Canada in the Twentieth Century” to “Seminar in Canadian History.”

Non-substantive:
That the course description for HIST 4815 Seminar in Canadian History be revised.

Non-substantive:
That the course title for HIST 4385 be changed from “Gender in Canadian History” to “Seminar in Gender History.”

Non-substantive:
That the course description for HIST 4385 Seminar in Gender History be revised.

Non-substantive:
That the course title for HIST 4615 be changed from “Special Topics” to “Seminar in European History.”

Non-substantive:
That the course description for HIST 4615 Seminar in European History be revised.

Non-substantive:
That the course title for HIST 4815 be changed from “The Third Reich” to “Seminar in International History.”

Non-substantive:
That the course description for HIST 4815 Seminar in International History be revised.

Non-substantive:
That the course description for HIST 3415 Fieldwork in Classical Archaeology be revised.

Non-substantive:
That the prerequisite for HIST 3415 Fieldwork in Classical Archaeology be revised.

Substantive:
Motion 16: Moved by C. Richardson, seconded by N. Botham that Senate approve the removal of the restriction from the WAG certificate as outlined in the attached proposal.
CARRIED

Substantive:
Motion 17: Moved by C. Richardson, seconded by R. Davis that Senate approve that the requirements for the WAG certificate be changed as outlined in the attached proposal.
CARRIED

Physics
Non-substantive:
That the prerequisite for PHYS-2006: General Physics III: Electromagnetism be changed as outlined in the attached proposal.

Sociology
Substantive:
Motion 18: Moved by C. Richardson, seconded by N. Botham that Senate approve the creation of SOCI 3107 Rural People, Places & Problems as outlined in the attached template and in line with the major modification proposal.
CARRIED

Substantive:
Motion 19: Moved by C. Richardson, seconded by J. Martin that Senate approve the creation of ~~SOCI 3106~~ SOCI 3336 Sports & Society as outlined in the attached template and in line with the major modification proposal.
CARRIED

Substantive:
Motion 20: Moved by C. Richardson, seconded by J. Martin that Senate approve the creation of SOCI 4306 Sociology of Organizations as outlined in the attached template and in line with the major modification proposal.
CARRIED

Substantive:
Motion 21: Moved by C. Richardson, seconded by A. Leblond that Senate approve that the courses be recoded to SOCI as outlined in the attached document and in line with the major modification proposal.
CARRIED

Non-substantive:
The deletion of the courses listed in the attached proposal.

Non-substantive:
That the courses be recoded to SOCI and renamed as outlined in the attached proposal.

Non-substantive:

That the course title for SOCI 2036 Gerontology: Aging and Society be changed to SOCI 2036 Aging and Society as outlined in the attached proposal.

Substantive:

Motion 22: Moved by C. Richardson, seconded by T. Smith that Senate approve that the learning outcomes for Sociology be revised as outlined in the attached document and in line with the major modification proposal.
CARRIED

Non-substantive:
That the courses be identified as antirequisites as outlined in the attached proposal.

Substantive:

Motion 23: Moved by C. Richardson, seconded by N. Colborne that Senate approve the Major Modification for the Sociology Program be approved as outlined in the attached proposal.
CARRIED

Faculty of Education and Professional Studies

Master of Education
Substantive:

Motion 24: Moved by C. Richardson, seconded by G. Raymer that Senate approve that successful completion of EDUC 4756 (*Curriculum Design and Inquiry*) with a final grade of 70% or higher be eligible as transfer credit toward an elective course in the MEd as outlined in the attached proposal.
CARRIED

Graduate Studies Committee (GSC)

Motion 25: Moved by B. Law, seconded by M. Sullivan that the Report of the Graduate Studies Committee dated November 28, 2025 be received.
CARRIED

Honorary Degrees Committee

Motion 26: Moved by K. Wamsley, seconded by N. Botham that the Report of the Honorary Degrees Committee dated December 3, 2025 be received.
CARRIED

Elections

- Elect one (1) faculty Senator to serve as Deputy Speaker of Senate for a term effective July 1, 2022 to June 30, 2025. *As no nominations were received, the election will be included in the February 27, 2026 Senate agenda.*

New Business

Motion 27: Moved by K. Wamsley, seconded by T. Horton that Senate move in camera.
CARRIED

Motion 28: Moved by K. Wamsley, seconded by H. Earl that Senate approve the list of Honorary Degree recipients.
CARRIED

Motion 29: Moved by K. Wamsley, seconded by H. Earl that Senate move out of camera. CARRIED

Announcements

President Wamsley reminded Senators of the upcoming Shoot for the Cure basketball game and the Military Appreciation hockey game and encouraged attendance and support for these events.

The Provost reminded Senators that nominations for the Dave Marshall Leadership Awards are being accepted until January 31. Senators were encouraged to submit nominations for deserving student leaders in recognition of their outstanding contributions to their academic program, the campus, or the broader community.

Adjournment

Senate was adjourned at 3:15 p.m.

…….. ……

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

January 16, 2026 Senate Agenda Revisions

November 24, 2025 ACC Report:

Motion 19: Please change SOCI 3106 to SOCI 3336 (and change in the supporting documents)

Motion 21: That Senate approve that the courses be recoded to SOCI as outlined in the attached document and in line with the major modification proposal:

Add ANTH 2026 (Archaeology I) to be recoded as SOCI 2226 SOCI-2306

Add ANTH 2027 (Applied Archaeological Excavation) to be recoded as SOCI 2227 SOCI-2417

Add ANTH 3037 (Archaeological Cataloguing and Reporting) to be recoded as SOCI 3137

Then the non-substantive right below it, non-substantive: The deletion of the courses listed in the attached proposal.

Remove ANTH 2026 (Archaeology I) from the list.

Remove ANTH 2027 (Applied Archaeological Excavation) from the list.

Remove ANTH 3037 (Archaeological Cataloguing and Reporting) from the list.

The non-substantive below motion 22: That the courses be identified as antirequisites as outlined in the attached proposal.

Add the following to the list of antirequisites:
ANTH 2026 (Archaeology I) is an antirequisite to SOCI 2226 2306
ANTH 2027 (Applied Archaeological Excavation) is an antirequisite to SOCI 2227 2417
ANTH 3037 (Archaeological Cataloguing and Reporting) is an antirequisite to SOCI 3137

16 January 2026
President's Senate Report

Welcome back to the new term Senators, welcome to 2026. I hope that you all had a restful holiday. It is budget season for us, as all of our units are preparing for their 2026-27 budgets which will be presented over the next 8 weeks or so. Looking ahead to the coming months we are still projecting a balanced budget for this fiscal year and hoping for a positive projection for 26-27. You will see a funding announcement from our MPP's office – this is old news and funds that are already spent on academic space maintenance, renovations, and technical equipment for instruction - however, $3m was certainly welcome.

As you know, we are in the process of conducting the search for our next Provost. The Committee had its first meeting before Christmas. I will be chairing the Committee with members including Renee Hacquard, Hilary Earl, Robin Gendron, Glenda Black, Alison Shinkel-Ivy, Sarah Canton, Dave Smits, Jaden Martin, and Jenny Macky. Boyden will be contacting you in the coming weeks with a survey to determine what you think are the most important qualities in a Provost, so please have an eye out for that and have your voice heard in the process.

As I have reported previously, we are working on some changes to our Professor Emeritus/Emerita policy. We will be moving to the gender-neutral term Professor Emerit. As we work through the details of the policy that will be brought to Senate for approval, we will be evaluating all current files within the existing guidelines of the process over the course of the next several weeks. At the same time, Graduate Studies is revising its policies on graduate supervision to ensure that students whose supervisors are retiring are well served.

A reminder that Shoot for the Cure is happening tonight at 6:00; The Military Appreciation Game in support of the Military Family Resource Centre is happening tomorrow at 4:00 pm.

Provost's Report to Senate

January 16, 2026

Welcome and General Updates

Welcome back and happy new year! As always, the beginning of a new semester is a busy time for the university community.

Ongoing and Upcoming Initiatives

Several initiatives continue to advance through the Provost's Office:

- The development of an Academic Plan and Operational Plan (APOP) reporting template. This work continued at a meeting earlier this week. We look forward to beginning regular updates on our institutional progress at the next Senate meeting.
- Policy development continues to move through AQAPC; specifically, revisions to the Amalgamation, Consolidation, Transfer, Renaming and Closure of Academic Programs and Academic Units and Policy.
- There will be a presentation of the Report on the Annual Program Reviews (APRs) at the next Senate meeting. At that time, we will also speak about how the APRs will differ moving forward and discuss anticipated changes to the template.

Quality Assurance

I have had the pleasure of reading several self-studies and I want to offer my thanks to the faculty members who participated in completing these reports.

Strategic Enrolment Management

The SEM Working Group continues to meet regularly to review recruitment and retention data and to review new retention initiatives.

Board of Governors Report to Senate – January 2026

Board of Governors Meeting
December 4, 2025

The Board of Governors met on Thursday, December 4, 2025, In the President's Boardroom and via Zoom remote conferencing.

Updates on the Academic Plan/Operation Plan (APOP) initiatives were provided, including a Financial Literacy website which is currently in the draft stage. A draft template to track progress of all APOP items is also in development.

The Board of Governors is responsible for appointing Nipissing University Research Ethics Board (NUREB) members through a fair and impartial process. A resolution was passed to appoint Shiv Mohan as a community member for a three-year term.

The President outlined three strategic objectives for the 2025-26 academic year, focusing on financial sustainability, student learning opportunities, and campus inclusivity. The objectives aim to secure funding, enhance the student experience, and implement equity and governance improvements. The Board accepted the recommendation of the Executive Committee to approve the President's 2025/26 Goals and Priorities as presented.

The Board of Governors is pleased to formally announce the reappointment of Dr. Kevin Wamsley as President and Vice-Chancellor of Nipissing University for a second five-year term, beginning August 1, 2026.

The Board of Governors next meets on February 19, 2026.

Report to the Nipissing University Academic Senate
Council of Ontario Universities (COU)—Academic Colleagues Meetings

Dates: December 9–10, 2025
Format: Hybrid (COU Office and Zoom)
Prepared by: Carlo Ricci

Executive Summary

The December 9–10, 2025 meetings of the COU Academic Colleagues took place in a context of unprecedented financial pressure on Ontario's universities. Tuition remains cut and frozen, operating grants are the lowest in Canada on a per-student basis, and recent federal limits on international student permits have had a significant impact. Universities received approval for approximately 68% of requested international student numbers (compared to approximately 20% for colleges), resulting in an estimated system-wide revenue loss of approximately $300 million in the past year.

A major focus of the meetings was artificial intelligence (AI) in teaching, research, and institutional operations. Presentations and consultations emphasized that AI adoption is accelerating rapidly, bringing transformative opportunities. The discussion underscored the need for ethical, secure, and student-centred integration of AI, alongside clear institutional strategies, faculty support, and attention to equity, privacy, and academic integrity.

Context: Sector-Wide Challenges

Participants emphasized that Ontario universities are operating under extraordinary financial constraints:

- Tuition remains cut and frozen, limiting institutional revenue growth.
- Ontario's operating grants are the lowest in the country on a per-student basis.
- Federal caps on international student enrolment have reduced institutional revenues, with universities receiving approval for roughly 68% of requested international students, contributing to an estimated $300 million system-wide shortfall.

These pressures frame all current policy discussions, including investments in technology, staffing, and student supports.

December 9, 2025—Evening Meeting

Artificial Intelligence in Teaching and Research

Presenter: Professor who uses AI

He spoke about improvisation in the rapidly evolving world of AI. He emphasized that,

- The pace of AI development is such that tasks that were impossible only a month ago may now be feasible.
- Responsibility remains with the individual submitting work: regardless of whether AI tools are used, authors are accountable for what they produce.
- AI tools are already embedded in many systems students and faculty use.

The presentation highlighted the importance of shifting the conversation from prohibition toward responsible, transparent, and pedagogically sound use of AI.

COU Artificial Intelligence Task Force Consultation

Leads: A President and Vice-Chancellor and a Chief AI Officer

He, speaking as Chair of the COU AI Task Force, stressed the importance of ensuring that AI platforms used in higher education are safe, secure, ethical, and compliant with legal and privacy requirements. We discussed how consumer-grade AI tools often lack adequate intellectual property protections, raising concerns for both faculty research and student work.

A recurring theme was that failing to prepare students to work with AI is itself a risk. Graduates must be equipped to engage critically and ethically with AI tools that are already prevalent in professional environments.

Key Themes from the AI Consultation

Opportunities and Risks of AI Adoption

Participants discussed the dual nature of AI in higher education:

- **Opportunities:** enhanced research methodologies, faster data analysis, personalized learning, administrative efficiencies, and new forms of scholarly inquiry.
- **Risks:** academic integrity challenges, unethical use, environmental costs, algorithmic bias, privacy concerns, deskilling, and over-reliance on proprietary platforms.

Student-Centred AI Integration

Discussion emphasized that learners must remain at the centre of AI adoption:

- Institutions must ensure that students continue to develop critical thinking, judgment, and disciplinary understanding, rather than outsourcing cognition to AI tools.
- Faculty should be supported in using AI to enhance active learning and personalization while maintaining clear expectations around integrity and authorship.
- There was concern about who benefits from AI adoption and who may be left out, particularly students with limited access to paid or institutionally supported tools.

Institutional Readiness and Strategic Planning

Participants identified the need for:

- Targeted professional development to help faculty decide when and how to integrate AI into teaching and research.
- Clear institutional guidance on approved platforms, data security, and intellectual property.
- Equitable access to AI tools for students and faculty across disciplines, campuses, and employment categories.

Impact of AI on Higher Education

Looking ahead 2—5 years, participants anticipated that AI will:

- Transform teaching practices, assessment design, and student support services.
- Influence research practices, including data analysis, peer review, and scholarly publishing.

- Reshape faculty roles and workloads, creating a need for institutional supports to manage change, avoid burnout, and protect academic freedom.

Balancing academic freedom with privacy, data sovereignty, and ethical obligations—especially regarding faculty research and teaching materials—was identified as a governance challenge.

December 10, 2025—Morning Meeting

The morning session focused on information sharing among Academic Colleagues and updates from COU leadership. Financial pressures, government relations, and policy coordination across institutions remained prominent themes. Participants also discussed priorities for future meetings, with AI governance and funding sustainability identified as ongoing concerns.

Key Takeaways for the Academic Senate

1. Ontario universities are facing unprecedented financial strain that will shape all strategic decisions in the near term.
2. AI is already embedded in higher education systems; the question is not whether it is used, but how responsibly and equitably it is governed.
3. Student-centred, ethically grounded AI integration is essential to preserve academic integrity and educational quality.
4. Institutions require clear strategies, faculty development, and shared infrastructure to manage AI's impact on teaching, research, and workload.
5. Governance bodies, including Academic Senate, will play a critical role in balancing innovation, academic freedom, and accountability in the AI era.

Next Meetings

- COU Academic Colleagues: February 10 (6:00—8:30 pm) and February 11 (9:00 am—12:00 noon), 2026 (hybrid)

NIPISSING UNIVERSITY STUDENT UNION

NUSU Student Centre
221 College Drive, North Bay, ON. P1B 0G1
Telephone: (705) 474-3450 ext. 4801
Website: www.nusu.com

NUSU Academic Senate Report: January 2026

Welcome to the New Semester

On behalf of NUSU, we'd like to extend a warm welcome to all students, staff, and faculty as we begin the new semester. We are excited to continue providing programming, support, and opportunities that engage and connect our student community.

By-Law Updates

NUSU's updated By-Law has been officially approved. The most significant changes impact the Student Executive roles, the Executive Director position, and the Board of Directors as described below:

- Executive Director (ED): This is now a full-time, non-student staff position. The ED supervises NUSU staff, manages in-house HR, supports and guides the Student Executives. The ED is overseen by a dedicated oversight committee.
- ED Over-Sight Committee: Made up of NUSU Student Executives, Nipissing faculty, and community members. The Nipissing and community members are selected by our Board of Directors. This committee addresses staff concerns and oversees the ED's performance.
- Student Executive Roles: The President position has been removed. NUSU will now have four Student Executive positions, each with distinct responsibilities:
    1. Vice President Student Life: Focuses on creating, running, collecting feedback on student events as well as bar night themes.
    2. Vice President Campus Relations: Leads advocacy work, including committee meetings, addressing student concerns, liaising with the university, and community outreach.
    3. Vice President Communications and Awareness: Oversees social media platforms (website, TikTok, Instagram, Facebook), oversees the Reflection Gallery, and manages campaigns such as Academic Week, Wellness Week, and other awareness initiatives.
    4. Vice President Governance and Services: Maintains policies, oversees the Student Food Pantry, health plan, sponsorships, and student groups.

All Student Executives will continue to have managerial aspects in their roles. Financial responsibilities previously held by Student Executive Vice-President Finance & Administration will now be managed by a full-time Finance Associate (non-student staff).

- Board of Directors: There will now be more opportunities for students to sit on the Board as non-voting members, providing input and contributing to decision-making, ensuring that student perspectives are represented.

President Resignation

Matthew Suszter has resigned from the President role as of December 22, 2025. A by-election will not be held. The responsibilities previously held by the President will be distributed among the other Student Executives and NUSU Staff.

Health Plan Updates

The opt-out period for January start students will run from January 1 to January 19, 2026. This only applies to students starting in January.

Upcoming Elections

NUSU will be holding Executive, Director, and Senator elections this semester. This year, the Director and Senator elections will coincide with the NUSU Executive elections, following best practices compared to other student unions.

- Any current Student Executive running in the election will not be permitted to work during the campaigning and voting period.

Dates

- Nominations start: January 12, 2026
- Nomination forms are due: January 19, 2026
- Campaigning starts: January 21, 2026
- Campaigning ends: January 30, 2026

During the campaigning period, professors should anticipate students reaching out to speak in classes regarding the elections.

Provost's Report to Senate

February 27, 2026

Annual Program Reviews Report 2024-25

The Annual Program Reviews Report 2024-25 will be presented for discussion at the next Senate meeting. As this information is proprietary, prior to discussion, there will be a motion to go in camera for the presentation and discussion. As the APR could then be presented in camera, the Report will not be circulated with the Senate Agenda for our next meeting, but, instead, will be provided in Board Effect. To ensure you have ample time to access and review the Report, please ensure you have gained access to Board Effect well in advance of the next Senate meeting. If you require a password, please contact governors@nipissingu.ca

Student Development and Services

- The Dave Marshall Leadership Awards are happening March 12, 2026. We hope to see everyone there to celebrate our wonderful student leaders!

Centre for Teaching and Learning

- CTL is supporting the Ad Hoc Committee on GenAI in Teaching and Learning recommendations feedback process and with several IQAP processes.
- March will bring a focus on Work-Integrated Learning (WIL) in collaboration with Denyse Lafrance-Horning.

Quality Assurance

- The site visit for the BEd, MEd, PhD and ITEP programmes will take place from March 24-27.
- The site visit for the on campus 4-year BScN, the 3-year RPN to BScN Bridging and the RPN to BScN Blended Learning programme programmes will occur from March 19-20.

Office of the Registrar

KPI Snapshot (Year-over-Year)

Metric	As of Feb 11, 2026	As of Feb 11, 2025	YoY %	YoY #	Notes
Applications	6,194	5,766	+7.4%	+428	389 of the YoY increase are BEd
Offers	3,037	2,934	+3.5%	+103	1,636 BEd offers issued Feb 1
Acceptances	257	242	+6.2%	+15	

Sector context (OUAC Ontario HS, Jan 17): Sector +2.2%, we are +9.9%

Upcoming Events (Conversion-Focused)

- March Open House: Saturday, March 14 from 10 a.m. - 2 p.m.
- BEd Expo: Friday, February 13 from 2 - 4 p.m. *(online this year; recording to all offered students)*

Research Month Activities

Research Month highlights the breadth, quality, and impact of research and creative activity at the university through a series of events engaging faculty, staff, students, and the broader North Bay community.

- **NU360** (Wednesday, March 4 at 6:00 p.m., NUSU Centre): Six faculty members will present their research in six-minute talks designed for a general audience. Come out and support your colleagues

- **RDS Canada – A Living Library - Living Stories: A Moment with Rare Dementia** (Tuesday, March 10, all day): Join RDS Canada for a day of conversations and art that explore rare and young onset dementia.

- **Three Minute Thesis (3MT)**: Thursday, March 26th, 2026, at 4:30 p.m. in A246 (Small Cafeteria)

- **Undergraduate Research Conference (UGRC)** (March 27–28). This year's keynote speaker is Dr. Stephen Connor, presenting *There Is No Later. This Is Later: History Without Distance*. Faculty are encouraged to promote student participation, as the conference depends on undergraduate registrations.

Academic Plan and Operational Plan (APOP)

Steady progress has been made across multiple areas of APOP. A significant portion of action items are currently in progress, reflecting active implementation across academic, operational, and community-focused initiatives.

Academic Planning, Enrolment, and Student Success

Progress in this area includes continued advancement of a coordinated set of action items focused on strengthening academic planning, enrolment management, and student success.

Research Capacity and Academic Infrastructure

Work has been completed to review and update inventory of research labs, spaces, and related infrastructure, to improve institutional understanding of research capacity and to support future planning.

Indigenous Knowledge, Reconciliation, and Indigenization

Progress has been made on advancing Indigenous knowledge, Reconciliation, and Indigenization. A key milestone has been the hire of the Director of the Office of Indigenous Initiatives.

Equity, Diversity, Inclusion and Accessibility and Anti-Racism Plan (EDIA-AR)

Several APOP actions related to EDIA-AR (2,6, and 44) have been supported by the completion of a comprehensive EDIA Audit. While the audit itself is not an APOP item, it provides an important base to inform and guide implementation of these APOP commitments.

Looking Ahead

Implementation of APOP will continue through coordinated work across academic and administrative units. As additional updates are received from action item leads, progress tracking will continue to be refined and reported through regular reporting processes.

Report to Academic Senate
Council of Ontario Universities (COU) – Academic Colleagues Meeting
February 10–11, 2026
Hybrid Format

I attended the meeting of Academic Colleagues of the Council of Ontario Universities (COU) held February 10–11, 2026, in hybrid format.

February 10—Future of Postsecondary Education

The evening session focused on the outline of COU's draft paper on the *Future of Postsecondary Education*. The President and CEO of COU joined the discussion to seek sector input.

A central theme of the discussion was that universities must articulate their own identity and purpose in a time when external actors—government, industry, and other stakeholders—are increasingly shaping public narratives about higher education. Participants emphasized the importance of defining the university proactively rather than reactively.

In part, there was discussion around sustainability and it was framed broadly across three interconnected dimensions:

- Equity and social sustainability—Universities as institutions that promote access, inclusion, and community well-being.
- Economic sustainability—The role of universities in generating new knowledge, driving innovation, developing talent, and contributing to economic growth and new industries.
- Environmental sustainability—The responsibility of universities in research, operations, and leadership related to environmental stewardship.

Colleagues also reinforced that universities are,

- Communities of learning and inquiry;
- Sites of original research, knowledge creation, and new industries;
- Institutions that balance public accountability with academic independence.

Input provided during the session will inform further development of the draft paper.

February 11—Quality Assurance and Sector Matters

The morning meeting included information sharing across institutions and a discussion of future agenda topics.

A substantive update was provided on Ontario's Quality Assurance Framework (QAF). Key points included:

- The Quality Council operates at arm's length from both universities and government.
- The framework was designed by universities for universities, reinforcing institutional autonomy within a shared accountability structure.
- Established in 2010, the Quality Council includes:
    - An Appraisal Committee responsible for reviewing and approving new programs.
    - An Audit Committee responsible for reviewing institutional quality assurance processes and cyclical program reviews.
- Cyclical program review was highlighted as a core mechanism for continuous improvement and accountability, focusing on the evaluation and enhancement of existing programs.

The discussion underscored the balance between institutional autonomy, public accountability, and continuous quality enhancement across the sector.

Upcoming Meetings

- Academic Colleagues: April 14–15, 2026 (hybrid)
- COU Members: April 16, 2026 (virtual)

Respectfully submitted,
Carlo Ricci
COU Representative
Nipissing University

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NUSU

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NUSU Academic Senate Report: February 2026

Executive, Director, and Student Senator Elections

NUSU recently concluded our Student Executive, Director, and Student Senator elections. The official results are as follows:

- **Vice President Campus Relations:** Logan Lloyd
- **Vice President Governance & Services:** Nicholas Botham
- **Vice President Communications & Awareness:** Jaden Martin
- **Vice President Student Life:** Owen Remillard
- **Directors:** Matthew Quinn, Michael Lampkin
- **Student Senators:** Dakota Lamirande, Hilda Konadu

We appreciate the students who put their names forward and the engagement shown throughout the election period. To ensure full director representation, NUSU will be proceeding with a by-election to fill any remaining vacancies. Details regarding nomination timelines and voting dates will be communicated to students in the coming weeks.

Student Health and Dental Plan

The winter opt-out period for the student health and dental plan concluded last month. The plan continues to perform well this academic year, with consistent usage and positive feedback from students. We are currently reviewing coverage and utilization data and are exploring opportunities to enhance benefits for the upcoming policy year to better reflect student needs.

Special Olympics Qualifier Event

NUSU will be hosting a Special Olympics qualifier event on campus. We are proud to support this initiative and to welcome athletes, families, and community members to Nipissing University for this important event.

Events & Campaigns

Campus programming and events have also been running smoothly, with steady participation from students. Academic Week in January was well attended and provided students with engaging academic and community-building activities. In addition, NUSU has been working with various Nipissing University departments on stigma-breaking initiatives, as well as continuing to strengthen community outreach and collaborative programming to support student wellbeing and engagement.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

February 19, 2026

A meeting of the Senate Executive Committee took place in person and by Teams conference on February 19, 2026.

The following members participated:
K. Wamsley (Chair), C. Richardson, N. Colborne, G. Raymer, G. Phillips, D. Iafrate, J. Allison, D. Walters, S. Landriault (Recording Secretary, n-v)

Regrets: B. Law, K. Srigley, K. Lucas (teaching), J. Martin

The meeting was convened to set the agenda for the February 27, 2026 Senate meeting.

Reports from the Senate Governance Review Subcommittee, Academic Curriculum Committee, Academic Quality Assurance and Planning Committee (AQAPC), By-laws and Elections Committee, Graduate Studies Committee, Senate Research Committee and the Teaching and Learning Committee were received and included in the Senate agenda.

Members discussed the Professor Emeritus/Professor Emerita Policy. The Honorary Degrees Committee will no longer adjudicate this honour, and graduate supervisory privileges for retired faculty will be addressed separately through a new Graduate Studies policy.

The Senate Executive Committee will adjudicate applications received under the current policy at their next meeting on March 19. A revised policy and terms of reference will be developed and brought forward to the By-laws and Elections Committee and then to Senate for approval.

Members discussed the Annual Program Reviews 2024–25 Report. As the information contained in the Report is considered proprietary, it will be presented for in camera discussion at the March 27, 2026 Senate meeting and circulated via BoardEffect.

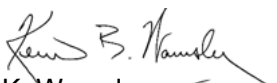
In follow-up to a request from the By-laws and Elections Committee, members discussed the proposed addition of the Director of Indigenous Initiatives (voting) and the Director of the Centre for Teaching and Learning (non-voting) as ex officio members of Senate and the Academic Quality Assurance and Planning Committee (AQAPC). Members expressed their support for the proposal.

A motion to approve the Community Planning Program proposal is included in the Senate agenda. The proposal has been approved by AQAPC and the Senate Executive Committee. A presentation on the program will be provided.

The Report on Graduation Applicants will be presented under New Business.

The Senate Executive Committee approved the February 27, 2026 Senate agenda.

Respectfully submitted,



K. Wamsley
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated February 19, 2026.

Senate Governance Review

The Senate Governance review process represents a comprehensive, multiphase effort to assess and strengthen Nipissing University's (NU) academic governance. It emerges from a Ministry of Colleges and Universities' initiative to fund third-party "efficiency and accountability" reviews at post-secondary institutions and NU-based efforts to develop robust mechanisms for consistent and informed reflection on academic governance.

This review will help to ensure we implement best practices in Senate structures, roles, and operations, have alignment between Senate and Board structures, and provide support for full and informed participation in academic governance.

It will bring together insights from third-party evaluation (i.e. Cheryl Foy, *An External Review of University Governance for Nipissing* University, Report, 26 February 2025), community consultations, and emerging evaluation tools, including the development of a Senate Effectiveness Survey and Senate Committee Review process. In the area of academic governance, we seek to establish: Where are we at? Where do we need to go? And, how are we going to get there?

Senate Committee Review

The Senate Governance Review Committee, which includes the Senate Executive and Bylaws Committees, has met twice to develop a template for Senate Committee review. This work asks committees to consider their mandate, membership, and reporting within the context of academic governance (including, consideration of *Pathways, APOP, EDIA)* at Nipissing University to:

- Identify any structural, operational or mandate gaps
- Consider opportunities to improve agenda-setting, planning, and workflow
- Reflect on the Committees alignment with governance best practices

Senate Effectiveness Survey

The introduction of a Senate Effectiveness Survey, modeled after the Board of Governors' annual evaluation practices is a key component of ongoing governance review The survey aims to:

- Evaluate Senate's operations against principles of good governance
- Encourage senators to reflect on their understanding of their roles and responsibilities
- Gather input that can inform training, orientation, and process improvements
- Identify gaps in mandate clarity or procedural workflows

The Senate Governance Review Committee has reviewed an initial draft evaluation system aligned with the Board's governance model, with further adjustments planned before bringing it forward for Senate review? and approval.

Work Plan
By-laws and Elections Committee
2025-2026

By-laws Review

	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	as needed...
Review the Senate By-laws as members of the Governance Review Committee as required	X	X	X	X	X	X	X		
As members of the By-laws and Elections Committee consult with Senate Standing committees or individual Senators on matters of Senate policy and procedure, including possible changes to or interpretation of the Senate By-laws									X
Deal with such other matters as may be assigned from time to time by the Senate Executive Committee or by Senate									X

Elections

Determine the Senator and Senate Standing committee vacancies and advise the Deans' offices of the Senators and non-Senators required				X					
Determine the instructor representative and Librarian Senator vacancies				X					
Determine the NUSU student Senator and Senate Standing committee vacancies							X		

Reports

Prepare and present to Senate the Senate Standing committee annual reports								X	

Report of the
Academic Curriculum Committee (ACC)

January 14, 2026

Members Present:

Carole Richardson	Nathan Colborne	Barbi Law
Graydon Raymer	Nancy Black	Debra Iafrate
Trevor Holmes	Robin Gibson	Kurt Clausen
Ali Hatef		

Regrets: Aaron Kociolek, Toivo Koivukoski, Gillian McCann, Ping Zou, Dakota Lamirande, Jaden Martin, Will McKenzie

Guests: Beth Holden, Tyson Stewart, Andrew Weeks

Recording Secretary: Jane Hughes

The Academic Curriculum Committee reviewed and discussed proposed changes from the Facutly of Arts and Science. The outcomes of those discussions are reflected in the following recommendations to Senate.

Respectfully submitted,

Approved electronically by email

Carole Richardson, PhD
Provost and Vice-President, Academic & Research (Interim)

Motion 1: That Senate receive the Report of the ACC, dated January 14, 2026.

Faculty of Arts & Science

Sociology

Non-Substantive:
That the prerequisite for SOCI 2126 'Sociological Research Methods' be changed as outlined in the proposal above.

Religions and Cultures, Gender Equality and Social Justice and Indigenous Studies

Substantive:

Motion 2: That Senate approve that the program-level learning outcomes for Indigenous Studies be revised with as outlined in the proposal above.

Political Science, Philosophy and Economics

Substantive:

Motion 3: That Senate approve that SOCI 2126 ‘Sociological Research Methods’ and SOCI 2127 ‘Quantitative Research Methods’ be cross-listed with Political Science as outlined in the proposal above.

Political Science, Philosophy and Economics

Non-Substantive:
That SWLF 3266, Religion and Social Welfare, and POLI 3506, Religion and Politics be anti-requisites as outlined in the proposal.

Proposal #FAS-2526-00072

CURRICULUM PROPOSAL:

Sociology

Motion 1 (Non-substantive):

That ACC recommend that the prerequisite for SOCI 2126 'Sociological Research Methods' be changed as outlined below:

From: SOCI 1016, SOCI 1015, or SWLF 1006

To: SOCI 1016, SWLF 1006, POLI 1006 or POLI 1007.

Rationale:
This change supports the cross-listing of SOCI 2126 'Sociological Research Methods' and 2127 'Quantitative Research Methods' with Political Science, as POLI students will now have the prerequisite for SOCI 2126 'Sociological Research Methods'. The removal of SOCI 1015 can be considered housekeeping, as this course was previously removed from the Academic Calendar.

Curriculum Map: BA Sociology

Instructions

This template enables the mapping of a program's curriculum.

Note: the template provides initial tables for a full 4-year program; this enables those using the curriculum to remove any rows or columns that do not apply.

Sections within the document:

Program Purpose and objectives

- The program's purpose often is used as the paragraph for marketing or to describe the program within the academic calendar.
- Program objectives are high-level goals. See **Program Objectives and Program-level Learning Outcomes** — Ontario Universities Council on Quality Assurance for further information and guidance.

Course Requirements

- This section contains a table that graphically represents the program's requirements per the Academic Calendar.

Course Sequencing

- The student pathway(s) through the program.
- Provides the students' progress through each concentration or stream focusing on prerequisites, corequisites and antirequisites.

Program-Level Outcomes and Matrix

- Provides the Program-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the program-level outcomes.
- Illustrates the progression of learning across the program for each program-level outcome.

University-Level Outcomes and Matrix

- Provides the University-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the university-level outcomes.
- Illustrates the progression of learning across the program for each university-level outcome.

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Purpose of Program

Sociology helps us to see patterns of social relationships. Sociological insights help to explain how social institutions such as the family, the workplace and the economy all shape wider social life, and how we in turn influence and even change the society around us.

Sociologists observe behaviour with the goal of understanding significant social forces. Students in the Sociology program will examine issues that range from individual matters such as gender, identity and aging to social issues like social inequality, consumer culture and the social determinants of health. Studying these topics will help students to develop keen observation and analytical skills that will enhance their understanding of the impact of social structures on individual life chances.

Program Objectives

The Sociology program seeks to provide Nipissing sociology students with the following key objectives:

1. A critical awareness of society and changes in the social order, both historical and contemporary. This basic awareness is developed, filtered, and refined, and ultimately is channeled into the skills of scholarly writing, oral presentations, and debate;
2. A comprehensive knowledge of the historical development of theories in Sociology
3. Development of research skills, including quantitative and qualitative data collection, analysis, and interpretation;
4. Knowledge of the latest theoretical ideas and debates in social theory and the skill to apply these ideas to contemporary global society;
5. An awareness of the unprecedented phenomenon of aging societies and the implications of such for Canada, as for other populations around the globe;
6. An understanding of complex societal trends in health, population, the family, education, occupations, organizations, and the environment, in order to foster intellectual and creative development;
7. A breadth of knowledge about diversity in society, and an understanding of the significance of such diversity, including differences of culture, race, social background, current socioeconomic status, ethnicity, gender, age and sexual orientation; and
8. An ability to harness the sociological imagination within their personal and professional lives, as a vehicle to becoming responsible members of society today, within both local contexts and the global order.

Course Requirements for Program Completion

Program: Bachelor of Arts		**Program Specialization: Sociology, Honours Specialization & Specialization**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
SOCI 1016 (3 cr, 3 hr/wk) Introduction to Sociology	**SOCI 2016** (3 cr, 3 hr/wk) Exploring Social Conflict and Solidarity OR **SOCI 2017** (3 cr, 3 hr/wk) Communication, Power, and Capital		**SOCI 4016** (3 cr, 3 hr/wk) Social Processes and Social Structure
	SOCI 2126 (3 cr, 3 hr/wk) Introduction to Sociological Research Methods		**SOCI 4127** (3 cr, 3 hr/wk) Advanced Social Data Analysis
	SOCI 2127 (3 cr, 3 hr/wk) Quantitative Research Methods		
		42 credits from: **SOCI 3006** (3 cr, 3 hr/wk) Social Movements and Moral Panics **SOCI 3016** (3 cr, 3 hr/wk) Critical Perspectives on Sociological Theory **SOCI 3036** (3 cr, 3 hr/wk) Qualitative Research Methods **SOCI 3076** (3 cr, 3 hr/wk) Digital Media and Society **SOCI 3166** (3 cr, 3 hr/wk) The Social Determinants of Health **SOCI 3186** (3 cr, 3 hr/wk) Health and the Family **SOCI 3226** (3 cr, 3 hr/wk) Survey Design **SOCI 3506** (3 cr, 3 hr/wk) Social Problems **SOCI 3957** (3 cr, 3 hr/wk) Special Topics in Sociology II **SOCI 4007** (3 cr, ? hr/wk) Independent Studies II **SOCI 4097** (3 cr, ? hr/wk) Honours Thesis II **SOCI 4206** (3 cr, 3 hr/wk) Determinants of Population Change **SOCI 4547** (3 cr, 3 hr/wk) Honours Seminar	**SOCI 3007** (3 cr, 3 hr/wk) Consumer Culture **SOCI 3026** (3 cr, 3 hr/wk) Work, Employment and Society **SOCI 3057** (3 cr, 3 hr/wk) Population and Society **SOCI 3077** (3 cr, 3 hr/wk) Mass Culture and Mass Media Ii: Mass Culture in Modern Societies **SOCI 3167** (3 cr, ? hr/wk) Society and Mental Disorder **SOCI 3187** (3 cr, 3 hr/wk) Gaming Subcultures **SOCI 3256** (3 cr, 3 hr/wk) Globalization and Development **SOCI 3956** (3 cr, 3 hr/wk) Special Topics in Sociology I **SOCI 4006** (3 cr, ? hr/wk) Independent Studies **SOCI 4096** (3 cr, ? hr/wk) Honours Thesis I **SOCI 4137** (3 cr, 3 hr/wk) Topics in Aging and Health **SOCI 4227** (3 cr, 3 hr/wk) Science, Technology and Environment **SOCI 4557** (3 cr, 3 hr/wk) Honours Seminar II
3 Core credits	**9** Core credits	**48** Core credits	

Proposal #FAS-2526-00072

Program: Bachelor of Arts		Program Specialization: Sociology, Major & Minor	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
SOCI 1016 (3 cr, 3 hr/wk) Introduction to Sociology	**SOCI 2016** (3 cr, 3 hr/wk) Exploring Social Conflict and Solidarity OR **SOCI 2017** (3 cr, 3 hr/wk) Communication, Power, and Capital		
	SOCI 2126 (3 cr, 3 hr/wk) Introduction to Sociological Research Methods		
	SOCI 2127 (3 cr, 3 hr/wk) Quantitative Research Methods		
		24 or 15 credits from: **SOCI 3006** (3 cr, 3 hr/wk) Social Movements and Moral Panics **SOCI 3016** (3 cr, 3 hr/wk) Critical Perspectives on Sociological Theory **SOCI 3036** (3 cr, 3 hr/wk) Qualitative Research Methods **SOCI 3076** (3 cr, 3 hr/wk) Digital Media and Society **SOCI 3166** (3 cr, 3 hr/wk) The Social Determinants of Health **SOCI 3186** (3 cr, 3 hr/wk) Health and the Family **SOCI 3226** (3 cr, 3 hr/wk) Survey Design **SOCI 3506** (3 cr, 3 hr/wk) Social Problems **SOCI 3957** (3 cr, 3 hr/wk) Special Topics in Sociology II **SOCI 4007** (3 cr, ? hr/wk) Independent Studies II **SOCI 4096** (3 cr, ? hr/wk) Honours Thesis I **SOCI 4127** (3 cr, 3 hr/wk) Advanced Social Data Analysis **SOCI 4206** (3 cr, 3 hr/wk) Determinants of Population Change **SOCI 4547** (3 cr, 3 hr/wk) Honours Seminar	**SOCI 3007** (3 cr, 3 hr/wk) Consumer Culture **SOCI 3026** (3 cr, 3 hr/wk) Work, Employment and Society **SOCI 3057** (3 cr, 3 hr/wk) Population and Society **SOCI 3077** (3 cr, 3 hr/wk) Mass Culture and Mass Media Ii: Mass Culture in Modern Societies **SOCI 3167** (3 cr, ? hr/wk) Society and Mental Disorder **SOCI 3187** (3 cr, 3 hr/wk) Gaming Subcultures **SOCI 3256** (3 cr, 3 hr/wk) Globalization and Development **SOCI 3956** (3 cr, 3 hr/wk) Special Topics in Sociology I **SOCI 4006** (3 cr, ? hr/wk) Independent Studies **SOCI 4016** (3 cr, 3 hr/wk) Social Processes and Social Structure **SOCI 4097** (3 cr, ? hr/wk) Honours Thesis II **SOCI 4137** (3 cr, 3 hr/wk) Topics in Aging and Health **SOCI 4227** (3 cr, 3 hr/wk) Science, Technology and Environment **SOCI 4557** (3 cr, 3 hr/wk) Honours Seminar II
3 Core credits	**9** Core credits	**24** Core credits	

Program: Bachelor of Arts		**Program Specialization: Sociology Anthropology Stream**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
ANTH 1006 (3 cr, 3 hr/wk) Introduction to Anthropology	**ANTH 2006** (3 cr, 3 hr/wk) Ethnographic Imagination	**ANTH 3407** (3 cr, 3 hr/wk) Contested Concepts: Power & Perspective	
9 credits from:			
ANTH 2016 (3 cr, 3 hr/wk) Exploring Social Conflict and Solidarity	**ANTH 2017** (3 cr, 3 hr/wk) Communication, Power, and Capital	**GEOG 2017** (3 cr, 5 hr/wk) GIS and the Earth from Space	**ANTH 2026** (3 cr, 3 hr/wk) Archaeology I
ANTH 2027 (3 cr, 3 hr/wk) Applied Archaeological Excavation	**ANTH 2056** (3 cr, 3 hr/wk) The Anthropocene: Environment & Globalization	**ANTH 2066** (3 cr, 3 hr/wk) Language and Culture	**ANTH 2076** (3 cr, 3 hr/wk) Biology and Culture
INDG 3005 (3 cr, 3 hr/wk) Native Spirituality and Religions	**ANTH 3006** (3 cr, 3 hr/wk) Anthropology of Development in the Canadian North	**ANTH 3026** (3 cr, 3 hr/wk) Medical Anthropology	**ANTH 3027** (3 cr, 3 hr/wk) Indigenous Peoples and the State
ANTH 3036 (3 cr, 3 hr/wk) Qualitative Research Methods	**ANTH 3037** (3 cr, 3 hr/wk) Archaeological Cataloguing and Reporting	**ANTH 3046** (3 cr, 3 hr/wk) The Living and the Dead	**ANTH 3106** (3 cr, 3 hr/wk) Food and Culture
ANTH 3206 (3 cr, 3 hr/wk) Narrative and Memory	**ANTH 3367** (3 cr, 3 hr/wk) Special Topics in Anthropology I	**ANTH 3376** (3 cr, 3 hr/wk) Special Topics in Anthropology II	**LEAD 3716** (3 cr, 3 hr/wk) Indigenous Leadership on the Land
ANTH 4106 (3 cr, 3 hr/wk) Multispecies Ethnography			

*Must complete required courses for Honours Specialization, Specialization or Major, along with the above requirements.

Program: Bachelor of Arts		**Program Specialization: Sociology, Certificate in Health Studies and Gerontology**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
	SOCI 2036 (3 cr, 3 hr/wk) Introduction to Gerontology		**SOCI 4137** (3 cr, 3 hr/wk) Topics in Aging and Health
	12 credits of:		
	SOCI 2196 (3 cr, 3 hr/wk) Sociology of Medicine	**SOCI 2027** (3 cr, 3 hr/wk) Sociology of Nursing	**ANTH 3026** (3 cr, 3 hr/wk) Medical Anthropology
	ANTH 3046 (3 cr, 3 hr/wk) The Living and the Dead	**SOCI 3057** (3 cr, 3 hr/wk) Population and Society	**SOCI 3156** (3 cr, 3 hr/wk) Women and Age
	SOCI 3166 (3 cr, 3 hr/wk) The Social Determinants of Health	**SOCI 3167** (3 cr, ? hr/wk) Society and Mental Disorder	**SOCI 3176** (3 cr, 3 hr/wk) Age, Health, and Work I
	SOCI 3177 (3 cr, 3 hr/wk) Age, Health, and Work II	**SOCI 4137** (3 cr, 3 hr/wk) Topics in Aging and Health	

*Must complete 18 credits noted above in conjunction with the requirements for Honours Specialization, Specialization, or Major.

Additional Discipline Requirements:

- A maximum of 6 credits of cross-listed courses may count toward an Honours Specialization

Additional Degree Requirements:

Honours Specialization

- ACAD 1601
- 3 credits in Humanities
- 6 credits in Science
- 48 credits of electives
- A maximum of 6 credits of cross-listed courses may count towards a Honours Specialization

Specialization

- ACAD 1601
- 3 credits in Humanities
- 6 credits in Science

- 54 credits of electives
- A maximum of 6 credits of cross-listed courses may count towards a Specialization

Major

- ACAD 1601
- 3 credits in Humanities
- 6 credits in Science
- A maximum of 6 credits of cross-listed courses may count towards a Major

Minor

- A maximum of 6 credits of cross-listed courses may count towards a Minor

Anthropology Stream

- Must meet requirements for Honours Specialization, Specialization or Major in Sociology
- ACAD 1601
- 3 credits in Humanities
- 6 credits in Science
- 48 credits of electives

Bachelor of Arts Degree Requirements:

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Honours Specialization

a. Must complete 120 credits, including the 60 credits outlined in the Honours Specialization
b. Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization.

Specialization

a. Must complete 120 credits, including the 54 credits for the Specialization as outlined
b. Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization.

Major

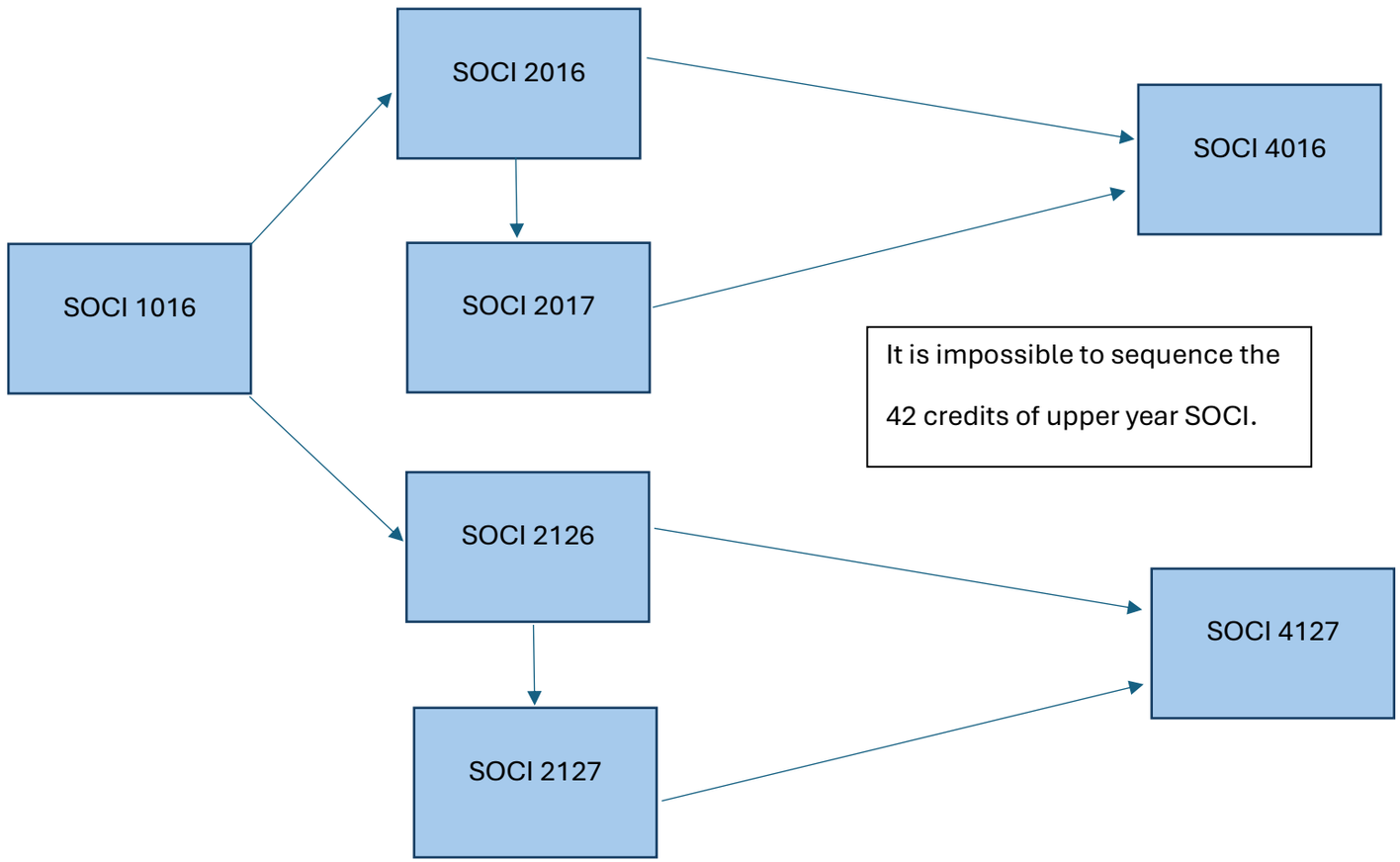
a. Must complete 36 credits outlined in the Major
b. Students will need to achieve a minimum 60% average in the 36 credits presented for the Major.

Minor

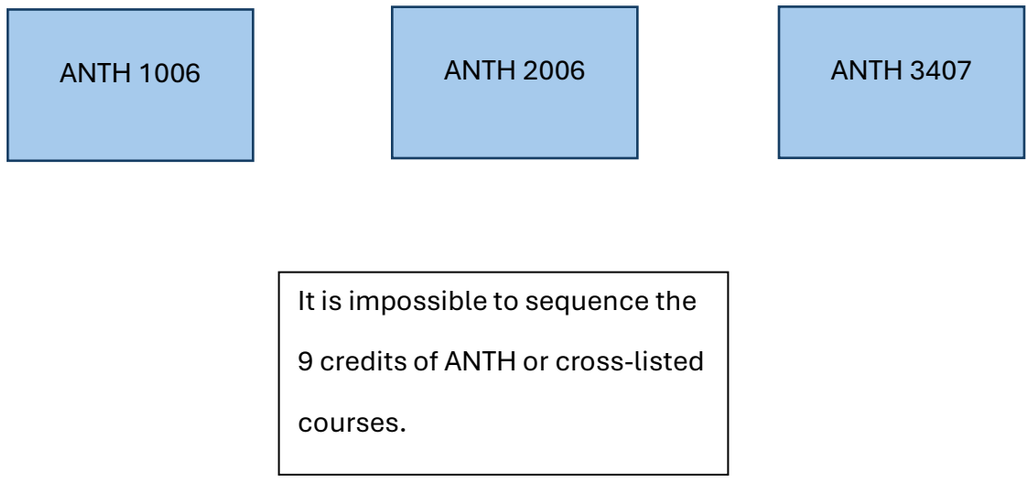
a. Must complete 18 credits outlined in the Minor
b. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor.

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Sociology Courses (21 credits)



Anthropology Courses (9 credits)



Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Demonstrate knowledge and critical understanding of the key concepts, current advances, theoretical approaches, and assumptions in Sociology;
2. Apply the latest theories and concepts in Sociology to a contemporary global society;
3. Evaluate, analyze and debate current social issues and societal trends through written assignments, oral presentations, and discussions;
4. Demonstrate knowledge of key methodologies and research techniques in Sociology including quantitative and qualitative data collection, analysis, and interpretation.

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Program-Level Outcomes Progression Matrix

The follow matrix documents the progression of learning of students within the program.

Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Outcome	SOCI 1016	SOCI 2016	SOCI 2017	SOCI 2126	SOCI 2127	SOCI 4016	SOCI 4127
	Year 1	Year 2				Year 4	
1	B	I	I			P	
2	B	I	I			P	
3	B	I	I	I	I	P	P
4	B			I	I/P		P

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.

   d. seek opportunities to collaborate.
   e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
   a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
   b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
   a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
   b. demonstrate knowledge of Anishinabek ontologies. (Senate: on hold)
   c. initiate change.
   d. utilize their knowledge and skills to positively impact their community.

University-Level Outcomes Progression Matrix

The follow matrix documents the progression of learning of students within the program as part of Nipissing University.

Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Outcome	SOCI 1016	SOCI 2016	SOCI 2017	SOCI 2126	SOCI 2127	SOCI 4016	SOCI 4127
	Year 1	Year 2				Year 4	
1	B	I	I	I	I/P	P	P
2	B	I	I	I	I	P	P
3	B	I	I	I	I	P	P
4	B	I	I	I	I	P	P
5	B	I	I	I	I/P	P	P
6							
7	B			I	I		P
8							

Resource Links

Ontario Universities, Council on Quality Assurance

Definitions — Ontario Universities Council on Quality Assurance

Program Objectives and Program-level Learning Outcomes — Ontario Universities Council on Quality Assurance

Motion 1: That ACC recommend the program-level learning outcomes for Indigenous Studies be revised as outlined below:

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1) **Gikendaasowin (knowledge)** – The program's overarching goals are to centre Indigenous Studies courses within Indigenous epistemologies and methodologies by examining historic and contemporary Indigenous issues and knowledges to create a foundational base of knowledge and practice for students.

    - Demonstrate fundamental understandings of appropriate terminology and concepts of Indigenous peoples' cultures
    - Convey detailed understandings of the impact of contact and colonization on Indigenous peoples
    - Recognize and demonstrate knowledge of various Indigenous cultures across Turtle Island and beyond
    - Apply decolonizing, anti-oppressive lens to the identification, analysis and solutions of contemporary issues, challenges or problems faced by Indigenous peoples locally, nationally, and globally
    - Comprehend Indigenous understandings of self-determination and self-government
    - Connect the challenges that have been presented by colonization and alternate forms of governance to the work undertaken to support Indigenous sovereignty and agency.

2) **Nitaawichigewin (skills and experience)** – Based on Indigenous pedagogies, axiologies, ontologies, and epistemologies, the Indigenous Studies program creates dynamic learning opportunities through culturally-based relational, experiential and academic activities.

    - Communicate effectively orally and in writing, to a variety of audiences
    - Conduct research to gather information, critically review, evaluate, interpret, and compare, and present articulate oral and written reports and recommendations
    - Develop culturally-appropriate research skills, ethics and values
    - Display qualities and transferable skills necessary for employment, including initiative and personal responsibility and self-directed learning

3) **Inendamowin (attitudes)** – Framed by Indigenous axiologies, such as the Anishinaabe Seven Grandfather Teachings, and epistemologies, the Indigenous Studies program fosters a commitment to nurturing an active interest in learning about Indigenous peoples and perspectives, engaged awareness of social location, privilege, biases, while supporting and strengthening the resurgence of Indigenous cultures.

    - Demonstrate a willingness to learn about Indigenous perspectives
    - Critically examine commonly held assumptions, misconceptions and misrepresentations of Indigeneity, Indigenous peoples, and Indigenous communities.
    - Engaged awareness of one's social location, biases, earned and unearned privileges in a respectful, responsive, compassionate learning environment
    - Appreciate the various Creation stories, traditional knowledge systems, and customs of Indigenous peoples.

- Show active interest in the contributions that Indigenous peoples have made to Western society and the global community as a whole.

Course Requirements for Program Completion

Program: Bachelor of Arts		**Program Specialization: Indigenous Studies**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
INDG 1006 (3 cr, 3 hr/wk) Madjitang (In the Beginning) – An introduction to Indigenous Studies	**12 credits of:** **INDG 2006** (3 cr, 3 hr/wk) Indigenous Places – Changing Landscapes; *AND/OR* **INDG 2007** (3 cr, 3 hr/wk) Land-as-Home & Indigenous Well-being; *AND/OR* **INDG 2026** (3 cr, 3 hr/wk) Indigenous Art and Creativity; *AND/OR* **INDG 2106** (3 cr, 3 hr/wk) Oral and Literacy Storywork; *AND/OR* **INDG 2206** (3 cr, 4 hr/wk) Indigenous Screen Cultures; *AND/OR* **INDG 2307** (3 cr, 3 hr/wk) Anishinaabeomowin Ojibwe II; *AND/OR* **INDG 2406** (3 cr, 3 hr/wk) Indigenous Families – Colonial Impacts & Contemporary Responses; *AND/OR* **INDG 2416** (3 cr, 3hr/wk) Indigenous Graphic Novels and Teachings; *AND/OR* **INDG 2506** (3 cr, 3 hr/wk) Imagining Indigenous Futures; *AND/OR* **INDG 2906** (3 cr, 3 hr/wk) Indigenous Philosophy – Inaadiziwin (Thought); *AND/OR* **INDG 2907** (3 cr, 3 hr/wk) Indigenous philosophy – Bimaadsiwin (Life); *AND/OR* **LEAD 2006**** (3 cr, 3 hr/wk) Indigenous Political Culture; *AND/OR* **MATH 2326** (3 cr, 3 hr/wk) Anishinaabek Way of Life and Mathematics with Applications	**18 credits of:** **NATI 3005*** (6 cr, 3 hr/wk) Native Spirituality and Religions; *AND/OR* **INDG 3106** (3 cr, 3 hr/wk) Indigenous Health and Wellness; *AND/OR* **INDG 3107** (3 cr, 3 hr/wk) Building Our Knowledge Bundles; *AND/OR* **INDG 3206** (3 cr, 3hr/wk) Moose Studies; *AND/OR* **INDG 3406** (3 cr, 3 hr/wk) Colonialism in First Nations' Communities; *AND/OR* **INDG 3407** (3 cr, 3 hr/wk) Social Development in First Nations' Communities; *AND/OR* **INDG 3416** (3 cr, 3 hr/wk) The News and The First Peoples; *AND/OR* **INDG 3516** (3 cr, 3 hr/wk) Storying Crime and Justice; *AND/OR* **INDG 3567** (3 cr, 3 hr/wk) Ethnobotany; *AND/OR* **INDG 3606** (3 cr, 3 hr/wk) Special Topics in Indigenous Studies I; *AND/OR* **INDG 3607** (3 cr, 3 hr/wk) Special Topics in Indigenous Studies II; *AND/OR* **INDG 3706** (3 cr, 3 hr/wk) Gekendaasyang (What We Know): Indigenous Data Sovereignty; *AND/OR* **ANTH 3006** (3 cr, 3 hr/wk) Anthropology of Development in the Canadian North; *AND/OR* **ANTH 3027** (3 cr, 3 hr/wk) Indigenous Peoples and the State; *AND/OR* **ENGL 3276** (3 cr, 3 hr/wk) Indigenous Literatures of North America; *AND/OR* **ENGL 3277** (3 cr, 3 hr/wk) Topics in the Indigenous Literatures of North America; *AND/OR* **GEND 3066** (3 cr, 3 hr/wk) Invasion and Resistance; *AND/OR* **GEND 3356** (3 cr, 3 hr/wk) International Rights of Indigenous Peoples; *AND/OR* **GEND 3416** (3 cr, 3 hr/wk) Material Reconciliation; *AND/OR* **HIST 3346** (3 cr, 3 hr/wk) First Nations in Historical Perspective; *AND/OR* **LEAD 3716**** (3 cr, 18 hr/wk, condensed delivery format) Indigenous Leadership on the Land; *AND/OR* **INDG 4106** (3 cr, 3 hr/wk) Independent Studies I; *AND/OR* **INDG 4606** (3 cr, 3 hr/wk) Indigenous Mobilization & Resistance; *AND/OR* **INDG 4706** (3 cr, 3 hr/wk) Indigenous Knowledges Seminar – Special Topics **** Note: NATI 3005 has not been updated for content or with an INDG course code and had not been offered since prior to FW2020/21*** ***** Note: The LEAD courses were developed with a view to creating a certificate that could be offered. Due to a lack of resources, we have not yet been able to run these courses and do not foresee running them until we are able to secure more stable financing, etc..***	
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing			
INDG 1306 (3 cr, 3 hr/wk) Anishinaabeomowin Ojibwe I (recommended)			
LEAD 1006 (3 CR, 3hr/wk) Concepts and Ethics of Indigenous Leadership			
Credits 6	12	18	

Additional Discipline Requirements:

- 12 credits in INDG 2000 level courses.
- 18 credits in INDG 3000 or 4000 level courses.
- Strongly encouraged to complete a language course, INDG 1306.
- Students can count a maximum of 6-credits at the 1000 level.
- Students can count up to a maximum of 12 credits cross-listed courses towards the Major in Indigenous Studies if they have not been used elsewhere to complete program requirements

Additional Degree Requirements:

3 credits in Humanities, 6 credits in Science

Major

a. Must complete 36 credits in the major
b. Must achieve a minimum major average of 60% (based on the 36 credits which meet all of the requirements for the major)
c. Not exceed a maximum of 42 credits at the 1000 level (with the exception of Child and Family Studies program where the maximum is 48 credits)
d. Not exceed a maximum of 54 credits in one discipline (may not have the same four-letter code)
e. Must complete six credits from each of the following areas:
    - Humanities (Group I)
    - Social Sciences (Group II) and/or Professional Studies (Group IV)
    - Sciences (Group III)
f. Must successfully complete ACAD 1601 within the first 60 Nipissing credits. ACAD 1601 will count towards three credits of the Humanities (Group I) requirement.

4-Year Arts Degree Requirements:

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a. Must complete 36 credits with a minimum overall average of 60%.
b. Must complete INDG 1006 with a minimum average of 60%.
c.

Purpose of Program

Enter in the goals of the program (this program will) as would be noted in the calendar and marketing material.

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

4) **Gikendaasowin (knowledge)** – The program's overarching goals are to centre Indigenous Studies courses within Indigenous epistemologies and methodologies by examining historic and contemporary Indigenous issues and knowledges to create a foundational base of knowledge and practice for students.

   - Demonstrate fundamental understandings of appropriate terminology and concepts of Indigenous peoples' cultures
   - Convey detailed understandings of the impact of contact and colonization on Indigenous peoples
   - Recognize and demonstrate knowledge of various Indigenous cultures across Turtle Island and beyond
   - Apply decolonizing, anti-oppressive lens to the identification, analysis and solutions of contemporary issues, challenges or problems faced by Indigenous peoples locally, nationally, and globally
   - Comprehend Indigenous understandings of self-determination and self-government
   - Connect the challenges that have been presented by colonization and alternate forms of governance to the work undertaken to support Indigenous sovereignty and agency.

5) **Nitaawichigewin (skills and experience)** – Based on Indigenous pedagogies, axiologies, ontologies, and epistemologies, the Indigenous Studies program creates dynamic learning opportunities through culturally-based relational, experiential and academic activities.

   - Communicate effectively orally and in writing, to a variety of audiences
   - Conduct research to gather information, critically review, evaluate, interpret, and compare, and present articulate oral and written reports and recommendations
   - Develop culturally-appropriate research skills, ethics and values
   - Display qualities and transferable skills necessary for employment, including initiative and personal responsibility and self-directed learning

6) **Inendamowin (attitudes)** – Framed by Indigenous axiologies, such as the Anishinaabe Seven Grandfather Teachings, and epistemologies, the Indigenous Studies program fosters a commitment to nurturing an active interest in learning about Indigenous peoples and perspectives, engaged awareness of social location, privilege, biases, while supporting and strengthening the resurgence of Indigenous cultures.

    - Demonstrate a willingness to learn about Indigenous perspectives
    - Critically examine commonly held assumptions, misconceptions and misrepresentations of Indigeneity, Indigenous peoples, and Indigenous communities.
    - Engaged awareness of one's social location, biases, earned and unearned privileges in a respectful, responsive, compassionate learning environment
    - Appreciate the various Creation stories, traditional knowledge systems, and customs of Indigenous peoples.
    - Active interest in the contributions that Indigenous peoples have made to Western society and the global community as a whole.

Program-Level Outcomes Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient)[1]. Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by the end of the program.

Outcome	ACAD 1601	INDG 1006	INDG 1306	LEAD 1006	INDG 2006	INDG 2007	INDG 2026	INDG 2106	INDG 2206	INDG 2307	INDG 2406	INDG 2416	INDG 2506	INDG 2906	INDG 2907	LEAD 2006	MATH 2326	INDG 3106	INDG 3107	INDG 3206	SWLF 3406	SWLF 3407	INDG 3416	INDG 3516	INDG 3567	INDG 3606	INDG 3607	INDG 3706	ANTH 3006	ANTH 3027	ENGL 3276	ENGL 3277	GEND 3066	GEND 3356	GEND 3416	HIST 3346	LEAD 3716	INDG 4106	INDG 4606	INDG 4706
	Year 1				Year 2													Year 3																				Year 4		
1	X	B	B	B	B	B	I	B	B	I	B	B	I	B	B	B	B	I	I	I	X	X	I	I	X	I	I	I	X	X	X	X	X	X	X	X	I	P	P	P
2	X	B	B	B	I	I	I	I	I	I	I	I	I	B	I	I	I	I	I	I	X	X	P	I	X	I	I	P	X	X	X	X	X	X	X	X	I	P	P	P
3	X	B	B	B	I	I	I	I	I	I	I	I	I	I	I	B	I	I	P	P	X	X	I	I	X	I	I	I	X	X	X	X	X	X	X	X	I	P	P	P

Note: Cross-listed and cross-coded courses originated and are housed in other departments. Some courses are quite old and learning outcomes are unavailable. Indigenous Studies does not have oversight on the degree of outcomes for these courses. Therefore, we cannot comment on whether the content would be considered Beginner, Intermediate, or Proficient.

The only courses that are identified and mapped are those that are required (CORE).

[1] Please note that this is the minimum number of progressions, if your program has been developed with move levels of progression you do not have to alter your course map.

University Level Outcomes

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices

   a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
   b. demonstrate strong interpersonal skills.
   c. demonstrate leadership skills by motivating, including, and supporting others.
   d. seek opportunities to collaborate.
   e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
   a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
   b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
   a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
   b. demonstrate knowledge of Anishinaabek ways of learning, doing, and knowing.
   c. initiate change.
   d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient). Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by graduation at Nipissing.

Outcome	ACAD 1601	INDG 1006	INDG 1306	LEAD 1006	INDG 2006	INDG 2007	INDG 2026	INDG 2106	INDG 2206	INDG 2307	INDG 2406	INDG 2416	INDG 2506	INDG 2906	INDG 2907	LEAD 2006	MATH 2326	INDG 3106	INDG 3107	INDG 3206	SWLF 3406	SWLF 3407	INDG 3416	INDG 3516	INDG 3567	INDG 3606	INDG 3607	INDG 3706	ANTH 3006	ANTH 3027	ENGL 3276	ENGL 3277	GEND 3066	GEND 3356	GEND 3416	HIST 3346	LEAD 3716	INDG 4106	INDG 4606	INDG 4706
		Year 1			Year 2													Year 3																				Year 4		
1		B	B	B	I	I	I	I	I	I	I	I	I	I	I	I	I	P	P	P	X	X	P	P	X	P	P	P	X	X	X	X	X	X	X	X	P	P	P
2		B	B	B	B	B	B	B	I	I	B	B	B	B	I	I	B	I	I	I	X	X	I	I	X	I	I	I	X	X	X	X	X	X	X	X	I	P	P	P
3		B	B	B	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	X	X	I	I	X	I	I	I	X	X	X	X	X	X	X	X	I	P	P	P
4		B	B	B	I	I	I	I	I	I	I	I	I	I	I	I	I	P	P	P	X	X	P	P	X	P	P	P	X	X	X	X	X	X	X	X	P	P	P	P
5		B	B	B	I	I	I	I	I	I	I	I	I	I	I	I	I	P	P	P	X	X	P	P	X	P	P	P	X	X	X	X	X	X	X	X	P	P	P	P
6		B	B	B	I	I	I	I	I	I	I	I	I	I	I	I	I	P	P	P	X	X	P	P	X	P	P	P	X	X	X	X	X	X	X	X	P	P	P	P
7		B	B	B	I	I	I	I	I	I	I	I	I	I	I	I	I	P	P	P	X	X	P	P	X	P	P	P	X	X	X	X	X	X	X	X	P	P	P	P
8		B	B	B	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	P	X	X	I	I	X	I	I	I	X	X	X	X	X	X	X	X	I	P	P	P

Note: Cross-listed and cross-coded courses originated and are housed in other departments. Some courses are quite old and learning outcomes are unavailable. Indigenous Studies does not have oversight on the degree of outcomes for these courses. Therefore, we cannot comment on whether the content would be considered Beginner, Intermediate, or Proficient.

Proposal #FAS-2526-00070

Curriculum Proposal: POLI

To cross-list SOCI 2126 and SOCI 2127 with POLI.

Motion 1 (Substantive): That ACC recommend SOCI 2126 'Sociological Research Methods' and SOCI 2127 'Quantitative Research Methods' be cross-listed with Political Science as outlined in the attached proposal.

Preamble:

The IQAP reviews for POLI in both 2017 and 2025 recommended the inclusion of research methods courses, including a quantitative methods course, to prepare our students for graduate school. Attempts were made following the 2017 review to cross-list research methods courses with SOCI, which that department at that time declined. Upon receiving the same recommendation this year, we sought to try this again.

The urgency of this was heightened by feedback from our students engaged in the Undergraduate Partnered Research Program, hosted by the Political Science Department at Royal Military College. The UPRP has placed Nipissing Political Science students with the Samara Centre for Democracy, Elections Ontario, and this year the Federal Department of Heritage, Digital Citizen Initiative, where our students produce research of value to those third parties concerning electoral integrity. Since this research often involves statistical analysis, our students need to be adequately prepared, especially when they represent the POLI program and Nipissing University to a third party.

Rationale:

The POLI program currently does not have faculty with the capacity to teach quantitative research methods. Hence, we went looking for a cognate program with that capacity, with an interest in cross-listing research methods courses as electives for our students. This would meet the recommendations of the last two IQAP reviews, address the specific needs of POLI students selected to the UPRP, and offer more course choices to our students.

Process:

A proposal to cross list:

SOCI 2126 Introduction to Sociological Research Methods

...and:

SOCI 2127 Quantitative Research Methods

...with POLI as electives was presented to the Chair of Psychology/Sociology, Darren Campbell, who shared it with the SOCI Program Coordinator, Ben Kelly, the Instructor, Amir Erfani, and their Department. They were all pleasantly collegial to work with, and approved the cross-listing (see Departmental Approval form below).

Further, SOCI agreed to recognize POLI 1006 or 1007 as equivalent pre-requisites to the existing pre-requisites SOCI 1016, SOCI 1015, or SWLF 1006 for SOCI 2126. POLI and SOCI propose recognizing these equivalent pre-requisites on the instructor's approval for 2026-7, with a potential curriculum change in 2027-8.

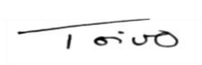
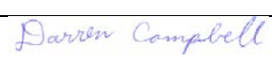
The cross-listing proposal was presented at a Departmental meeting of Political Science, Philosophy and Economics for information and discussion on September 26, 2025. This proposal was presented to POLI faculty for an electronic vote, with unanimous approval.

Proposal #FAS-2526-00070

SOCIDEPARTMENTAL CURRICULUM APPROVAL FORM

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

Signatures in support of POLI students electing to register in SOCI 2126 and/or SOCI 2127.

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
POLI	Toivo Koivukoski		28/10/2025
SOCI	Darren Campbell		3 Nov 2025

This package contains the information required to capture the curricular aspects of a program.

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Proposal #FAS-2526-00070

This template uses X's for letters and 9's for numbers (please update these accordingly).

Course Requirements for Program Completion

Program: Bachelor of Political Science		Honours Specialization Specialization Major Minor	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
ACAD 1601 (3 cr, 3hr/wk)			
POLI 1006 Politics, Power and the Common Good (3 cr, 3hr/wk) POLI 1007 Globalization and Global Citizenship (3 cr, 3hr/wk) Colour can be used to indicate Specialization/Major		36 credits at the upper year level from: POLI 3046 Strange Bedfellows: Politics and Healthcare (3 cr, 3 hr/wk) POLI 3106 Great Political Questions III (3 cr, 3 hr/wk) POLI 3116 How Political Ideas Changed the	POLI 4206 Honours Seminar (3 cr, 3hr/wk) POLI 4207 Honours Seminar (3 cr, 3hr/wk) POLI 4006 Diplomacy (3 cr, 3hr/wk)

		World (3 cr, 3 hr/wk) POLI 3126 Extremism and Armed Conflict (3 cr, 3 hr/wk) POLI 3206 Conflict and Unity: Political Culture in the 21st Century (3 cr, 3 hr/wk) POLI 3207 Power of Political Institutions (3 cr, 3 hr/wk) POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation (3 cr, 3 hr/wk) POLI 3226 American Foreign Policy in the 21st Century (3 cr, 3 hr/wk) POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in	POLI 4105 Directed Studies (3 cr, 3hr/wk)

		Canada and Beyond (3 cr, 3 hr/wk) POLI 3256 Multiculturalism in Canada and the World (3 cr, 3 hr/wk) POLI 3306 Selected Topics I (3 cr, 3 hr/wk) POLI 3307 Selected Topics II (3 cr, 3 hr/wk) POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping (3 cr, 3 hr/wk) POLI 3506 Religions and Politics (3 cr, 3 hr/wk)	

		Upper year courses cross-listed with POLI: GEND 3036, Global Social Movements (3 cr, 3 hr/wk) GEND 3066, Invasion and Resistance (3 cr, 3 hr/wk) GEND 3137, Re-Imagining Globalization (3 cr, 3 hr/wk)	

		GEND 3207, The United Nations and the Responsibility to Protect (3 cr, 3 hr/wk) GEND 3227, Justice After Atrocity (3 cr, 3 hr/wk) HIST 2136, Peace, Order and Good Government: State and Society in Canada (3 cr, 3 hr/wk) HIST 3286, Taking Liberties: Human	

		Rights in Canadian History (3 cr, 3 hr/wk) LEAD 3716, Indigenous Leadership on the Land (3 cr, 3 hr/wk) PHIL 3756, Special Topics in Social and Political Philosophy (3 cr, 3 hr/wk) RLCT 3226, Fanaticism (3 cr, 3 hr/wk)	

Colour can be used to indicate selection (course A or course B)			
6 Core credits	12	36	6

Course Requirements for Program Completion

Program: Bachelor of Political Science		Major	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
ACAD 1601 (3 cr, 3hr/wk) POLI 1006 (3 cr, 3hr/wk) POLI 1007 (3 cr, 3hr/wk)	POLI 2106 (3 cr, 3hr/wk) POLI 2107 (3 cr, 3hr/wk) POLI 2706 (3 cr, 3hr/wk) POLI 2707 (3 cr, 3hr/wk)	18 credits at the upper year level from: POLI 3046 Strange Bedfellows: Politics and Healthcare (3 cr, 3 hr/wk) POLI 3106 Great Political Questions III (3 cr, 3 hr/wk) POLI 3116 How Political Ideas Changed the World (3 cr, 3 hr/wk)	

		POLI 3126 Extremism and Armed Conflict (3 cr, 3 hr/wk) POLI 3206 Conflict and Unity: Political Culture in the 21st Century (3 cr, 3 hr/wk) POLI 3207 Power of Political Institutions (3 cr, 3 hr/wk) POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation (3 cr, 3 hr/wk) POLI 3226 American Foreign Policy in the 21st Century (3 cr, 3 hr/wk) POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond (3 cr, 3 hr/wk)	

		POLI 3256 Multiculturalism in Canada and the World (3 cr, 3 hr/wk) POLI 3306 Selected Topics I (3 cr, 3 hr/wk) POLI 3307 Selected Topics II (3 cr, 3 hr/wk) POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping (3 cr, 3 hr/wk) POLI 3506 Religions and Politics (3 cr, 3 hr/wk)	

		Upper year courses cross-listed with POLI: GEND 3036, Global Social Movements (3 cr, 3 hr/wk) GEND 3066, Invasion and Resistance (3 cr, 3 hr/wk) GEND 3137, Re-Imagining Globalization (3 cr, 3 hr/wk)	

		GEND 3207, The United Nations and the Responsibility to Protect (3 cr, 3 hr/wk) GEND 3227, Justice After Atrocity (3 cr, 3 hr/wk) HIST 2136, Peace, Order and Good Government: State and Society in Canada (3 cr, 3 hr/wk) HIST 3286, Taking Liberties: Human	

		Rights in Canadian History (3 cr, 3 hr/wk) LEAD 3716, Indigenous Leadership on the Land (3 cr, 3 hr/wk) PHIL 3756, Special Topics in Social and Political Philosophy (3 cr, 3 hr/wk) RLCT 3226, Fanaticism (3 cr, 3 hr/wk)	

Course Requirements for Program Completion

Program: Bachelor of Political Science		Minor	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
ACAD 1601 (3 cr, 3hr/wk) POLI 1006 (3 cr, 3hr/wk) POLI 1007 (3 cr, 3hr/wk)		12 credits at the upper year level from: POLI 3046 Strange Bedfellows: Politics and Healthcare (3 cr, 3 hr/wk) POLI 3106 Great Political Questions III (3 cr, 3 hr/wk) POLI 3116 How Political Ideas Changed the World (3 cr, 3 hr/wk) POLI 3126 Extremism and Armed Conflict (3 cr, 3 hr/wk) POLI 3206 Conflict and Unity: Political Culture in the 21st	

		Century (3 cr, 3 hr/wk) POLI 3207 Power of Political Institutions (3 cr, 3 hr/wk) POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation (3 cr, 3 hr/wk) POLI 3226 American Foreign Policy in the 21st Century (3 cr, 3 hr/wk) POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond (3 cr, 3 hr/wk) POLI 3256 Multiculturalism in Canada and the World (3 cr, 3 hr/wk)	

		POLI 3306 Selected Topics I (3 cr, 3 hr/wk) POLI 3307 Selected Topics II (3 cr, 3 hr/wk) POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping (3 cr, 3 hr/wk) POLI 3506 Religions and Politics (3 cr, 3 hr/wk) Upper year courses cross-listed with POLI: GEND 3036, Global Social Movements (3 cr, 3 hr/wk)	

		GEND 3066, Invasion and Resistance (3 cr, 3 hr/wk) GEND 3137, Re-Imagining Globalization (3 cr, 3 hr/wk) GEND 3207, The United Nations and the Responsibility to Protect (3 cr, 3 hr/wk) GEND 3227, Justice After Atrocity (3 cr, 3 hr/wk)	

		HIST 2136, Peace, Order and Good Government: State and Society in Canada (3 cr, 3 hr/wk) HIST 3286, Taking Liberties: Human Rights in Canadian History (3 cr, 3 hr/wk) LEAD 3716, Indigenous Leadership on the Land (3 cr, 3 hr/wk)	

		PHIL 3756, Special Topics in Social and Political Philosophy (3 cr, 3 hr/wk) RLCT 3226, Fanaticism (3 cr, 3 hr/wk)	

Additional Discipline Requirements:

Additional Degree Requirements:

POLI Degree Requirements:

View Catalog (nipissingu.ca)

Must complete 99

a. Students must complete 120 credits including 60 credits in the Honours Specialization Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Political Science.

b. Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Political Science.
c. Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Political Science.
d. A Minor in Political Science is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Political Science.

Purpose of Program

This degree program examines political topics that range from the foundations of international relations and foreign policy to Canadian politics.

The Political Science Program at Nipissing University offers courses of study in Political Theory, Canadian Politics, Comparative Politics and International Relations.

If politics is a form of association directed towards what a community holds to be good - their common purpose - then political science is the reflective study on those various purposes as well as of the means or methods chosen to achieve them.

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

I. OVERALL PROGRAM OUTCOMES

HONOURS BACHELOR'S DEGREE	**BACHELOR'SHONOURS** SPECIALIZATION
DEGREE *This degree is awarded to students who have demonstrated the following*	*This degree is awarded to students who have demonstrated the following qualities and abilities:*

	qualities and abilities:	
1. DEPTH AND BREADTH OF KNOWLEDGE	a) a general knowledge and understanding of many key concepts, methodologies, and theoretical approaches of Political Science b) a broad understanding of both political institutions and systems, including the ability to compare different political institutions and systems. c) an ability to comprehend and interpret primary sources including political speeches and political philosophies d) articulate knowledge of basic political vocabulary, political figures, and political thinkers	a) a developed knowledge and critical understanding of the key concepts, methodologies, and theoretical approaches of Political Science including some in-depth knowledge of political ideas and theories b) a developed understanding of political institutions and systems, including the ability to analyze the similarities and difference of specific institutions and systems. c) a developed ability to comprehend, distinguish, and analyze primary and secondary sources including scholarship on the history of political thought d) a developed, detailed knowledge of the history of political thought, international relations, Canadian politics as well as comparative politics; experience in developing original research in Political Science e) sophisticated critical thinking and analytical skills f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Political Science and classes outside the discipline; the ability to synthesize knowledge

	e) critical thinking and analytical skills f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Political Science and classes outside the discipline	
2. KNOWLEDGE OF METHODOLOGIES	a) an understanding of the nature, purpose, and methods of political science including exegesis and comparative approaches b) an ability to formulate the kinds of questions that lead to a contemplative understanding of texts c) an ability to identify and appraise established techniques of	a) an understanding of the nature, purpose, and methods of political science including exegesis and comparative approaches b) a developed ability to formulate the kinds of questions that lead to an contemplative understanding of texts. c) an ability to identify, appraise, and question established techniques of political writing and scholarship d) an ability to devise and sustain analytical arguments, including an ability to employ current theoretical approaches e) a demonstrated knowledge of Canadian Political Science Association methods of citation and documentation

	political writing d) an ability to devise and sustain arguments e) a demonstrated knowledge of Canadian Political Science Association methods of citation and documentation	
3. APPLICATION OF KNOWLEDGE	a) an ability to comprehend and interpret primary and secondary sources that enables the student to offer analysis and commentary, to develop lines of argument, and to make sound judgments that are in accordance with the major concepts and methods of Political Science and appropriate to the historical	a) an ability to comprehend and interpret primary and secondary sources that enables the student to offer complex analytical commentary, to discriminate between different lines of argument, and to make sound judgments that are in accordance with the major concepts and methods of Political Science and appropriate to the historical context of specific works b) an ability to use a range of techniques to analyze texts and evaluate the underlying theoretical principles of different approaches; an ability to initiate appropriately framed interpretive questions and propose a variety of possible, and even original, answers c) an ability to select the most appropriate evidence from a

context of specific works b) an ability to use established techniques to analyze texts, evaluate different approaches, and propose answers to interpretive questions c) an ability to select appropriate evidence from a primary source to support an analytical argument d) an ability to make use of scholarly secondary sources, including the ability to distinguish what is and is not a scholarly source online e) where appropriate, an ability to make use of their knowledge in the writing of essays and	primary source to support an analytical argument d) an ability to compare and discriminate between scholarly secondary sources in order to make the most judicious and effective use of them e) where appropriate, an ability to make use of their knowledge in the writing of essays and research papers f) an ability to formulate appropriate projects for research and study independently

	research papers	
4. COMMUNICATION SKILLS	a) an ability to communicate, both orally and in writing, accurately and reliably to a range of audiences b) an ability to communicate information, ideas, and analytical comments orally in a clear, coherent, and concise manner c) an ability to participate in a critical discussion by listening actively and responding in an informed and appropriate manner d) an ability to communicate logical, analytical arguments in clear, grammatically correct, and persuasive prose	a) an ability to communicate, both orally and in writing, accurately and reliably b) an ability to communicate information, ideas, analyses, and arguments orally in a clear, coherent, concise, and illuminating manner c) an ability to initiate and engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, and responding in an informed, apposite, and nuanced manner; in addition, a student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar d) an ability to communicate logical, analytical arguments in clear, correct, persuasive, and elegant prose, including the ability to select the most appropriate form and mode of expression for a specific task e) an ability to sustain logic, clarity, correctness, and elegance in a paper of significant length

5. AWARENESS OF LIMITS OF KNOWLEDGE	a) an understanding of the limits of their own knowledge and abilities, and an awareness of how these might affect their own analyses and interpretations b) some understanding that other disciplines ask different kinds of questions and thus reach different kinds of conclusions	a) an understanding of the limits of their own knowledge and abilities, and an awareness of how these might affect their own analyses and interpretations b) an understanding and appreciation that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with Political Science and its subfields
6. AUTONOMY AND PROFESSIONAL CAPACITY	a) the exercise of good judgment, personal responsibility and accountability b) an ability to work effectively and collegially with others c) an ability to identify their own learning needs, including their goals for their degree and beyond	a) the exercise of initiative, good judgment, personal responsibility and accountability b) an ability to work effectively and collegially with others c) an ability to identify their own learning needs, including seeking assistance to identify and address weaknesses; an ability to identify their goals for their degree and beyond, including selecting an appropriate program for further study d) behaviour consistent with academic integrity and social responsibility

d) behaviour consistent with academic integrity and social responsibility

Program-Level Outcomes Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient)[1]. Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by the end of the program.

Outcome	POLI 1006	POLI 1007 Globalizatio								POLI 2206 Introduction	POLI 2306	POLI 2307 The Cold War	POLI 2706:	POLI 2707	POLI 2106 Great	POLI 2107 Great	POLI 2117 Protests			POLI 3226 American	POLI 3256 Multicultura	POLI 3126	POLI 3316 International	POLI 3106 Great	POLI 3116 War,	POLI 3206 Conflict and	POLI 3207 Power of	POLI 3306 Selected	POLI 3307 Selected	POLI 3046 Politics and	POLI 3216 Past	POLI 3236 Conflict	POLI 4006 Diplomacy	POLI 4105 Directed	POLI 4206, 4207				
	Year 1									Year 2										Year 3										Year 4										
1	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
2	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
3	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
4	B	B								I	I	I	I	I	I	I	I			P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P				
5	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
6	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				

The only courses that are identified and mapped are those that are required (CORE).

[1] Please note that this is the minimum number of progressions, if your program has been developed with move levels of progression you do not have to alter your course map.

University Level Outcomes

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.

6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.
    d. seek opportunities to collaborate.
    e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
    a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
    b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
    a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
    b. demonstrate knowledge of Anishinabek ontologies.
    c. initiate change.
    d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

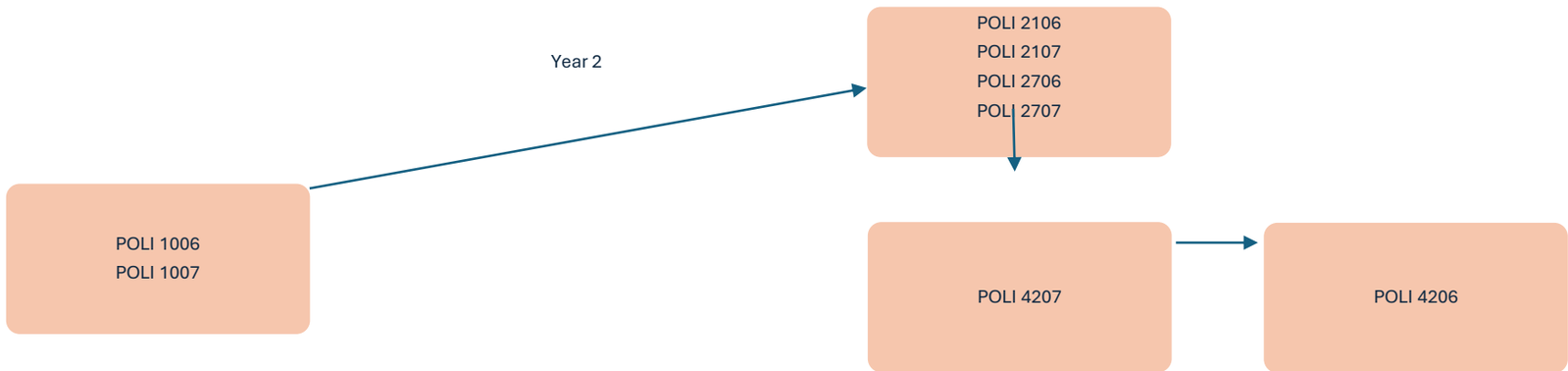
The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient). Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by graduation at Nipissing.

Outcome		Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Cous 9	Couse 10	Course 11	Course 12	Course 13	Course 14	Course 15	Course 16	Course 17	Course 18	Course 19	Course 20	Course 21	Course 22	Course 23	Course 24	Course 25	Course 26	Course 27	Course 28	Course 29	Course 30	Course 31	Course 32	Course 33	Course 34	Course 35	Course 36	Course 37	Course 38	Course 39	Course 40
	Year 1										Year 2										Year 3										Year 4									
1																																								
3																																								
3																																								
4																																								
5																																								
6																																								
7																																								
8																																								

Course Sequencing (Illustrates Prerequisites, Co-requisites)

POLI 4206 and POLI 4207 has POLI 2106 and POLI 2107 as pre-requisites,

POLI Courses NB POLI 4206 and POLI 4207 are cycled.



Course Syllabi

The following section contains a syllabus of each course. Please note that these syllabi contain the information that lays out the agreement of learning between the university and student within any given program. These syllabi do not contain details that individual instructors will add for each delivery of a course.

This document identifies the core information that lays out the curricular content of the course. The purpose of this syllabus is to enable the quality assurance processes within the program, Faculty and Senate. Nipissing's Glossary for undergraduate definitions can be found at: Navigator Suite - Catalog - View Catalog (nipissingu.ca).

American Foreign Policy in the 21st Century Winter 2024.docx

Canada and the World.docx

Canadian Politics Outline Fall 2019.docx

Cold War to 911 Course .docx

Great Political Questions I Outline 2020.pdf

Great Political Questions II Outline 2024.docx

Honours Seminar Outline Fall .docx

Multiculturalism Course Outline 2021.docx

Negotiating International Commercial Agreements Syllabus 2023.docx

NU Syllabus On Conflict Resolution POLI 2607 (Fall 2023).pdf

POLI 1007 Globalization and Citizenship Syllabus 2021.docx

POLI 2117 Protests Power and Politics Syllabus 2022.docx

POLI 2306 Origins of International Relations 2020 FINAL.docx

POLI 2307 The Cold War to 911 Course Syllabus.pdf

POLI-3236 Course Syllabus Winter 2023.docx

POLI1006-Power & the Common Good, Outlinefall2023.doc

POLI 2106-grQs1syl.docx

POLI2107-outline.docx

POLI2206-CourseOutlinewinter2024.doc

POLI2706-outlinefall2023.doc

POLI2707-outline23.doc

POLI3046-HCoutlinefall2023.docx

POLI3106-outlinewinter'24.docx

POLI3206-conflict&unitypoli3206 (1).docx

POLI4206-honoursoutline2023.docx

POLI4207-honours.docx

POLI 3307 Cosmopolitanism 2024- syllabus.docx

POLI 2107 **course outline modern thought.doc**

POLI 4206 **honours seminar 2022 On Justice and Myth.doc**

POLI 4206 **honours seminar2013 On Love and Community.doc**

POLI 4206 **honours seminar2019 On Justice and its Limits.doc**

POLI 3107 **humanism course description- second version.doc**

POLI 1007 **intro syllabus 2024.docx**

POLI 3116 **Modern Ideologies 2023.doc**

POLI 3306 **On Nature and Technology.docx**

POLI 3107 **Special Topics- On Progress, Technology and Globalization .doc**

POLI 2106 **theory1outline 2023.doc**

Method of Delivery:

Modality	**Approach**
☐ Face-to-Face	☐ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s):

Antirequisite(s):

Corequisite(s):

Cross-Listed (if applicable):

Program	Core or Elective

Cross-Coded (if applicable):

Program	Course Code	Core or Elective

Proposal #FAS-2526-00073

Curriculum Proposal: POLI

To make SWLF 3266, Religion and Social Welfare, an anti-requisite for POLI 3506, Religion and Politics.

Preamble:

The POLI program has been asked to bring on Prof. Manuel Litalien from SWLF, which is suspending enrollments, in a cross-appointment to the program. Considering the courses syllabi he has prepared, SWLF 3266, Religion and Social Welfare, has significant overlap with POLI 3506, Religion and Politics. Academic Advising has suggested that POLI 3506 be offered in 2026-27 to meet the needs of our students. Prof. Manuel has agreed to teach POLI 3506 as part of his workload in the 2026FA semester, and to have SWLF 3266, which he has been teaching, effectively replaced by POLI 3506.

Rationale:

Making SWLF 3266 an anti-requisite for POLI 3506 will make best use of teaching capacity, find efficiencies in our course offerings, and maintain the integrity of our pedagogy.

Motions to the Academic Curriculum Committee:

Motion 1- That ACC recommend SWLF 3266, Religion and Social Welfare, and POLI 3506, Religion and Politics be anti-requisites.

This package contains the information required to capture the curricular aspects of a program.

Contents

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Proposal #FAS-2526-00073

This template uses X's for letters and 9's for numbers (please update these accordingly).

Course Requirements for Program Completion

Program: Bachelor of Political Science		Honours Specialization Specialization Major Minor	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
ACAD 1601 (3 cr, 3hr/wk)			
POLI 1006 Politics, Power and the Common Good (3 cr, 3hr/wk) POLI 1007 Globalization and Global Citizenship (3 cr, 3hr/wk) Colour can be used to indicate Specialization/Major		36 credits at the upper year level from: POLI 3046 Strange Bedfellows: Politics and Healthcare (3 cr, 3 hr/wk) POLI 3106 Great Political Questions III (3 cr, 3 hr/wk) POLI 3116 How Political Ideas Changed the	POLI 4206 Honours Seminar (3 cr, 3hr/wk) POLI 4207 Honours Seminar (3 cr, 3hr/wk) POLI 4006 Diplomacy (3 cr, 3hr/wk)

		World (3 cr, 3 hr/wk) POLI 3126 Extremism and Armed Conflict (3 cr, 3 hr/wk) POLI 3206 Conflict and Unity: Political Culture in the 21st Century (3 cr, 3 hr/wk) POLI 3207 Power of Political Institutions (3 cr, 3 hr/wk) POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation (3 cr, 3 hr/wk) POLI 3226 American Foreign Policy in the 21st Century (3 cr, 3 hr/wk) POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in	POLI 4105 Directed Studies (3 cr, 3hr/wk)

		Canada and Beyond (3 cr, 3 hr/wk) POLI 3256 Multiculturalism in Canada and the World (3 cr, 3 hr/wk) POLI 3306 Selected Topics I (3 cr, 3 hr/wk) POLI 3307 Selected Topics II (3 cr, 3 hr/wk) POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping (3 cr, 3 hr/wk) POLI 3506 Religions and Politics (3 cr, 3 hr/wk)	

		Upper year courses cross-listed with POLI: GEND 3036, Global Social Movements (3 cr, 3 hr/wk) GEND 3066, Invasion and Resistance (3 cr, 3 hr/wk) GEND 3137, Re-Imagining Globalization (3 cr, 3 hr/wk)	

		GEND 3207, The United Nations and the Responsibility to Protect (3 cr, 3 hr/wk) GEND 3227, Justice After Atrocity (3 cr, 3 hr/wk) HIST 2136, Peace, Order and Good Government: State and Society in Canada (3 cr, 3 hr/wk) HIST 3286, Taking Liberties: Human	

		Rights in Canadian History (3 cr, 3 hr/wk) LEAD 3716, Indigenous Leadership on the Land (3 cr, 3 hr/wk) PHIL 3756, Special Topics in Social and Political Philosophy (3 cr, 3 hr/wk) RLCT 3226, Fanaticism (3 cr, 3 hr/wk)	

Colour can be used to indicate selection (course A or course B)			
6 Core credits	12	36	6

Course Requirements for Program Completion

Program: Bachelor of Political Science		Major	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
ACAD 1601 (3 cr, 3hr/wk) POLI 1006 (3 cr, 3hr/wk) POLI 1007 (3 cr, 3hr/wk)	POLI 2106 (3 cr, 3hr/wk) POLI 2107 (3 cr, 3hr/wk) POLI 2706 (3 cr, 3hr/wk) POLI 2707 (3 cr, 3hr/wk)	18 credits at the upper year level from: POLI 3046 Strange Bedfellows: Politics and Healthcare (3 cr, 3 hr/wk) POLI 3106 Great Political Questions III (3 cr, 3 hr/wk) POLI 3116 How Political Ideas Changed the World (3 cr, 3 hr/wk)	

		POLI 3126 Extremism and Armed Conflict (3 cr, 3 hr/wk) POLI 3206 Conflict and Unity: Political Culture in the 21st Century (3 cr, 3 hr/wk) POLI 3207 Power of Political Institutions (3 cr, 3 hr/wk) POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation (3 cr, 3 hr/wk) POLI 3226 American Foreign Policy in the 21st Century (3 cr, 3 hr/wk) POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond (3 cr, 3 hr/wk)	

		POLI 3256 Multiculturalism in Canada and the World (3 cr, 3 hr/wk) POLI 3306 Selected Topics I (3 cr, 3 hr/wk) POLI 3307 Selected Topics II (3 cr, 3 hr/wk) POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping (3 cr, 3 hr/wk) POLI 3506 Religions and Politics (3 cr, 3 hr/wk)	

		Upper year courses cross-listed with POLI: GEND 3036, Global Social Movements (3 cr, 3 hr/wk) GEND 3066, Invasion and Resistance (3 cr, 3 hr/wk) GEND 3137, Re-Imagining Globalization (3 cr, 3 hr/wk)	

		GEND 3207, The United Nations and the Responsibility to Protect (3 cr, 3 hr/wk) GEND 3227, Justice After Atrocity (3 cr, 3 hr/wk) HIST 2136, Peace, Order and Good Government: State and Society in Canada (3 cr, 3 hr/wk) HIST 3286, Taking Liberties: Human	

		Rights in Canadian History (3 cr, 3 hr/wk) LEAD 3716, Indigenous Leadership on the Land (3 cr, 3 hr/wk) PHIL 3756, Special Topics in Social and Political Philosophy (3 cr, 3 hr/wk) RLCT 3226, Fanaticism (3 cr, 3 hr/wk)	

Course Requirements for Program Completion

Program: Bachelor of Political Science		Minor	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
ACAD 1601 (3 cr, 3hr/wk) POLI 1006 (3 cr, 3hr/wk) POLI 1007 (3 cr, 3hr/wk)		12 credits at the upper year level from: POLI 3046 Strange Bedfellows: Politics and Healthcare (3 cr, 3 hr/wk) POLI 3106 Great Political Questions III (3 cr, 3 hr/wk) POLI 3116 How Political Ideas Changed the World (3 cr, 3 hr/wk) POLI 3126 Extremism and Armed Conflict (3 cr, 3 hr/wk) POLI 3206 Conflict and Unity: Political Culture in the 21st	

		Century (3 cr, 3 hr/wk) POLI 3207 Power of Political Institutions (3 cr, 3 hr/wk) POLI 3216 Post-Conflict Stabilization, Reconstruction and Reconciliation (3 cr, 3 hr/wk) POLI 3226 American Foreign Policy in the 21st Century (3 cr, 3 hr/wk) POLI 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond (3 cr, 3 hr/wk) POLI 3256 Multiculturalism in Canada and the World (3 cr, 3 hr/wk)	

		POLI 3306 Selected Topics I (3 cr, 3 hr/wk) POLI 3307 Selected Topics II (3 cr, 3 hr/wk) POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping (3 cr, 3 hr/wk) POLI 3506 Religions and Politics (3 cr, 3 hr/wk) Upper year courses cross-listed with POLI: GEND 3036, Global Social Movements (3 cr, 3 hr/wk)	

		GEND 3066, Invasion and Resistance (3 cr, 3 hr/wk) GEND 3137, Re-Imagining Globalization (3 cr, 3 hr/wk) GEND 3207, The United Nations and the Responsibility to Protect (3 cr, 3 hr/wk) GEND 3227, Justice After Atrocity (3 cr, 3 hr/wk)	

		HIST 2136, Peace, Order and Good Government: State and Society in Canada (3 cr, 3 hr/wk) HIST 3286, Taking Liberties: Human Rights in Canadian History (3 cr, 3 hr/wk) LEAD 3716, Indigenous Leadership on the Land (3 cr, 3 hr/wk)	

		PHIL 3756, Special Topics in Social and Political Philosophy (3 cr, 3 hr/wk) RLCT 3226, Fanaticism (3 cr, 3 hr/wk)	

Additional Discipline Requirements:

Additional Degree Requirements:

POLI Degree Requirements:

View Catalog (nipissingu.ca)

Must complete 99

a. Students must complete 120 credits including 60 credits in the Honours Specialization Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Political Science.

b. Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Political Science.
c. Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Political Science.
d. A Minor in Political Science is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Political Science.

Purpose of Program

This degree program examines political topics that range from the foundations of international relations and foreign policy to Canadian politics.

The Political Science Program at Nipissing University offers courses of study in Political Theory, Canadian Politics, Comparative Politics and International Relations.

If politics is a form of association directed towards what a community holds to be good - their common purpose - then political science is the reflective study on those various purposes as well as of the means or methods chosen to achieve them.

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

I. OVERALL PROGRAM OUTCOMES

HONOURS BACHELOR'S DEGREE	**BACHELOR'SHONOURS** SPECIALIZATION
DEGREE *This degree is awarded to students who have demonstrated the following*	*This degree is awarded to students who have demonstrated the following qualities and abilities:*

	qualities and abilities:	
1. DEPTH AND BREADTH OF KNOWLEDGE	a) a general knowledge and understanding of many key concepts, methodologies, and theoretical approaches of Political Science b) a broad understanding of both political institutions and systems, including the ability to compare different political institutions and systems. c) an ability to comprehend and interpret primary sources including political speeches and political philosophies d) articulate knowledge of basic political vocabulary, political figures, and political thinkers	a) a developed knowledge and critical understanding of the key concepts, methodologies, and theoretical approaches of Political Science including some in-depth knowledge of political ideas and theories b) a developed understanding of political institutions and systems, including the ability to analyze the similarities and difference of specific institutions and systems. c) a developed ability to comprehend, distinguish, and analyze primary and secondary sources including scholarship on the history of political thought d) a developed, detailed knowledge of the history of political thought, international relations, Canadian politics as well as comparative politics; experience in developing original research in Political Science e) sophisticated critical thinking and analytical skills f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Political Science and classes outside the discipline; the ability to synthesize knowledge

	e) critical thinking and analytical skills f) an ability to demonstrate cumulative intellectual development by applying learning from both previous classes in Political Science and classes outside the discipline	
2. KNOWLEDGE OF METHODOLOGIES	a) an understanding of the nature, purpose, and methods of political science including exegesis and comparative approaches b) an ability to formulate the kinds of questions that lead to a contemplative understanding of texts c) an ability to identify and appraise established techniques of	a) an understanding of the nature, purpose, and methods of political science including exegesis and comparative approaches b) a developed ability to formulate the kinds of questions that lead to an contemplative understanding of texts. c) an ability to identify, appraise, and question established techniques of political writing and scholarship d) an ability to devise and sustain analytical arguments, including an ability to employ current theoretical approaches e) a demonstrated knowledge of Canadian Political Science Association methods of citation and documentation

	political writing d) an ability to devise and sustain arguments e) a demonstrated knowledge of Canadian Political Science Association methods of citation and documentation	
3. APPLICATION OF KNOWLEDGE	a) an ability to comprehend and interpret primary and secondary sources that enables the student to offer analysis and commentary, to develop lines of argument, and to make sound judgments that are in accordance with the major concepts and methods of Political Science and appropriate to the historical	a) an ability to comprehend and interpret primary and secondary sources that enables the student to offer complex analytical commentary, to discriminate between different lines of argument, and to make sound judgments that are in accordance with the major concepts and methods of Political Science and appropriate to the historical context of specific works b) an ability to use a range of techniques to analyze texts and evaluate the underlying theoretical principles of different approaches; an ability to initiate appropriately framed interpretive questions and propose a variety of possible, and even original, answers c) an ability to select the most appropriate evidence from a

context of specific works
b) an ability to use established techniques to analyze texts, evaluate different approaches, and propose answers to interpretive questions
c) an ability to select appropriate evidence from a primary source to support an analytical argument
d) an ability to make use of scholarly secondary sources, including the ability to distinguish what is and is not a scholarly source online
e) where appropriate, an ability to make use of their knowledge in the writing of essays and

primary source to support an analytical argument
d) an ability to compare and discriminate between scholarly secondary sources in order to make the most judicious and effective use of them
e) where appropriate, an ability to make use of their knowledge in the writing of essays and research papers
f) an ability to formulate appropriate projects for research and study independently

	research papers	
4. COMMUNICATION SKILLS	a) an ability to communicate, both orally and in writing, accurately and reliably to a range of audiences b) an ability to communicate information, ideas, and analytical comments orally in a clear, coherent, and concise manner c) an ability to participate in a critical discussion by listening actively and responding in an informed and appropriate manner d) an ability to communicate logical, analytical arguments in clear, grammatically correct, and persuasive prose	a) an ability to communicate, both orally and in writing, accurately and reliably b) an ability to communicate information, ideas, analyses, and arguments orally in a clear, coherent, concise, and illuminating manner c) an ability to initiate and engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, and responding in an informed, apposite, and nuanced manner; in addition, a student will demonstrate an ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar d) an ability to communicate logical, analytical arguments in clear, correct, persuasive, and elegant prose, including the ability to select the most appropriate form and mode of expression for a specific task e) an ability to sustain logic, clarity, correctness, and elegance in a paper of significant length

5. AWARENESS OF LIMITS OF KNOWLEDGE	a) an understanding of the limits of their own knowledge and abilities, and an awareness of how these might affect their own analyses and interpretations b) some understanding that other disciplines ask different kinds of questions and thus reach different kinds of conclusions	a) an understanding of the limits of their own knowledge and abilities, and an awareness of how these might affect their own analyses and interpretations b) an understanding and appreciation that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with Political Science and its subfields
6. AUTONOMY AND PROFESSIONAL CAPACITY	a) the exercise of good judgment, personal responsibility and accountability b) an ability to work effectively and collegially with others c) an ability to identify their own learning needs, including their goals for their degree and beyond	a) the exercise of initiative, good judgment, personal responsibility and accountability b) an ability to work effectively and collegially with others c) an ability to identify their own learning needs, including seeking assistance to identify and address weaknesses; an ability to identify their goals for their degree and beyond, including selecting an appropriate program for further study d) behaviour consistent with academic integrity and social responsibility

d) behaviour consistent with academic integrity and social responsibility

Program-Level Outcomes Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient)[1]. Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by the end of the program.

Outcome	POLI 1006	POLI 1007 Globalizatio								POLI 2206 Introduction	POLI 2306	POLI 2307 The Cold War	POLI 2706:	POLI 2707	POLI 2106 Great	POLI 2107 Great	POLI 2117 Protests			POLI 3226 American	POLI 3256 Multicultura	POLI 3126	POLI 3316 International	POLI 3106 Great	POLI 3116 War,	POLI 3206 Conflict and	POLI 3207 Power of	POLI 3306 Selected	POLI 3307 Selected	POLI 3046 Politics and	POLI 3216 Past	POLI 3236 Conflict	POLI 4006 Diplomacy	POLI 4105 Directed	POLI 4206, 4207				
	Year 1									Year 2										Year 3										Year 4										
1	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
2	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
3	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
4	B	B								I	I	I	I	I	I	I	I			P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P				
5	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				
6	B	B								I	I	I	I	I	I	I	I			I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P				

The only courses that are identified and mapped are those that are required (CORE).

[1] Please note that this is the minimum number of progressions, if your program has been developed with move levels of progression you do not have to alter your course map.

University Level Outcomes

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.

6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.
    d. seek opportunities to collaborate.
    e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
    a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
    b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
    a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
    b. demonstrate knowledge of Anishinabek ontologies.
    c. initiate change.
    d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient). Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by graduation at Nipissing.

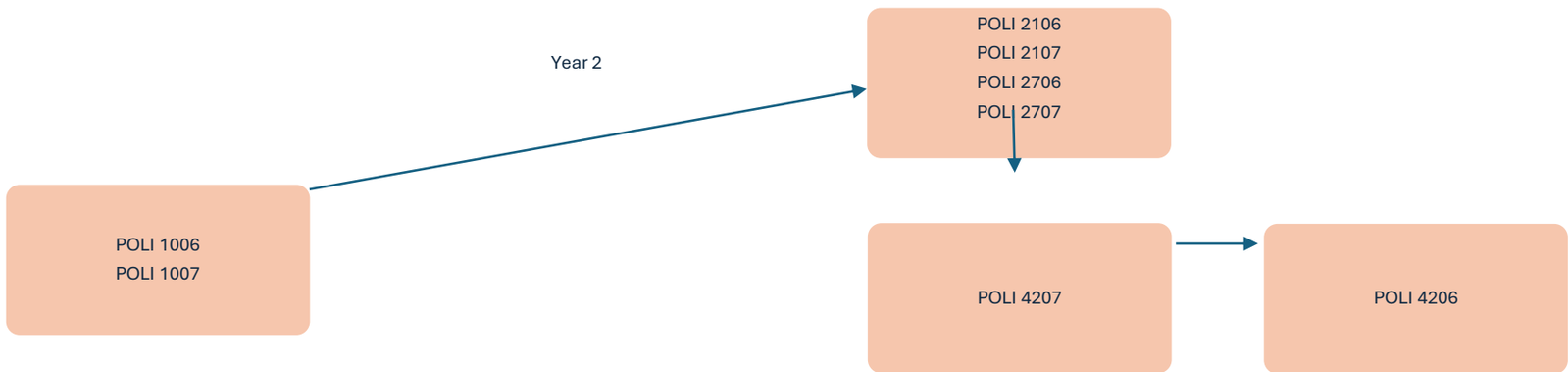
Outcome		Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Cous 9	Couse 10	Course 11	Course 12	Course 13	Course 14	Course 15	Course 16	Course 17	Course 18	Course 19	Course 20	Course 21	Course 22	Course 23	Course 24	Course 25	Course 26	Course 27	Course 28	Course 29	Course 30	Course 31	Course 32	Course 33	Course 34	Course 35	Course 36	Course 37	Course 38	Course 39	Course 40
	Year 1										Year 2										Year 3										Year 4									
1																																								
3																																								
3																																								
4																																								
5																																								
6																																								
7																																								
8																																								

Proposal #FAS-2526-00073

Course Sequencing (Illustrates Prerequisites, Co-requisites)

POLI 4206 and POLI 4207 has POLI 2106 and POLI 2107 as pre-requisites,

POLI Courses NB POLI 4206 and POLI 4207 are cycled.



Course Syllabi

The following section contains a syllabus of each course. Please note that these syllabi contain the information that lays out the agreement of learning between the university and student within any given program. These syllabi do not contain details that individual instructors will add for each delivery of a course.

This document identifies the core information that lays out the curricular content of the course. The purpose of this syllabus is to enable the quality assurance processes within the program, Faculty and Senate. Nipissing's Glossary for undergraduate definitions can be found at: Navigator Suite - Catalog - View Catalog (nipissingu.ca).

American Foreign Policy in the 21st Century Winter 2024.docx

Canada and the World.docx

Canadian Politics Outline Fall 2019.docx

Cold War to 911 Course .docx

Great Political Questions I Outline 2020.pdf

Great Political Questions II Outline 2024.docx

Honours Seminar Outline Fall .docx

Multiculturalism Course Outline 2021.docx

Negotiating International Commercial Agreements Syllabus 2023.docx

NU Syllabus On Conflict Resolution POLI 2607 (Fall 2023).pdf

POLI 1007 Globalization and Citizenship Syllabus 2021.docx

POLI 2117 Protests Power and Politics Syllabus 2022.docx

POLI 2306 Origins of International Relations 2020 FINAL.docx

POLI 2307 The Cold War to 911 Course Syllabus.pdf

POLI-3236 Course Syllabus Winter 2023.docx

POLI1006-Power & the Common Good, Outlinefall2023.doc

POLI 2106-grQs1syl.docx

POLI2107-outline.docx

POLI2206-CourseOutlinewinter2024.doc

POLI2706-outlinefall2023.doc

POLI2707-outline23.doc

POLI3046-HCoutlinefall2023.docx

POLI3106-outlinewinter'24.docx

POLI3206-conflict&unitypoli3206 (1).docx

POLI4206-honoursoutline2023.docx

POLI4207-honours.docx

POLI 3307 **Cosmopolitanism 2024- syllabus.docx**

POLI 2107 **course outline modern thought.doc**

POLI 4206 **honours seminar 2022 On Justice and Myth.doc**

POLI 4206 **honours seminar2013 On Love and Community.doc**

POLI 4206 **honours seminar2019 On Justice and its Limits.doc**

POLI 3107 **humanism course description- second version.doc**

POLI 1007 **intro syllabus 2024.docx**

POLI 3116 **Modern Ideologies 2023.doc**

POLI 3306 **On Nature and Technology.docx**

POLI 3107 **Special Topics- On Progress, Technology and Globalization .doc**

POLI 2106 **theory1outline 2023.doc**

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☐ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s):

Antirequisite(s):

Corequisite(s):

Cross-Listed (if applicable):

Program	Core or Elective

Cross-Coded (if applicable):

Program	Course Code	Core or Elective

Report of the

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

Academic Year 2024-2025

January 30, 2026

The fifth meeting of the Academic Quality Assurance and Planning Committee of 2025-2026 was held on Friday, January 30, 2026 in person and via Teams conference.

COMMITTEE MEMBERS:

Barbi Law	Nancy Black	Steve Hansen
Jane Barker	Stephen Tedesco	Greg Rickwood
Graydon Raymer	Rob Breton	Veronika Williams (Vice-Chair)

Regrets: Carole Richardson, Nathan Colborne, Debra Iafrate, Roxana Vernescu, Jaden Martin

Guests: Patty Chabbert, Beth Holden, Robin Gibson

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

Business Arising from the Minutes

Dr. Raymer spoke to the Provost's recommendation for suspension of admission to the Major Art History and Visual Studies (AHVS) Stream in the BA (Fine Arts) program. At the November 28, 2025 AQAPC meeting the Provost's recommendation was rescinded as several members emphasized the importance of having Senate consultation before the Provost's final decision. The motion to receive the proposal for suspension of admission was received at Senate and carried. The Provost's recommendation for suspension of admission will be included in the February 27, 2026 Senate agenda for information.
The Draft Amalgamation, Consolidation, Transfer, Renaming and Closure of Academic Programs and Academic Units Policy will be discussed at a future AQAPC meeting.
The Nipissing University Annual Program Reviews 2024-25 will be discussed at a future AQAPC meeting.

Recommendation for Suspension of Admission to the Social Welfare and Social Development Programs, Faculty of Arts and Science, as outlined in the attached document

A concern was expressed that suspension of admission could result in program cancellation due to the lack of clear reinstatement criteria, with questions raised about how enrolments could resume and how readiness to return could be demonstrated.

Dr. Barker advised that the same process is being followed as in the previous suspension of admission for the Sociology program, in which faculty collaborated with other programs to redesign academic offerings, develop new program structures, and access opportunities to join other units. Potential pathways discussed included program redesign, amalgamation with other programs, and use of the two-year suspension period as an opportunity to remodel the program.

It was noted that suspension of admission provides a two-year window for faculty to develop a proposal to sustain the program and reflects the institution's fiduciary responsibility. Members stressed the importance of transparency in reporting to Senate, including clarity regarding process, expectations during the suspension period, and whether there is institutional investment in program continuation. It was noted that this action constitutes a suspension of admission, not a suspension of enrolment, and follows the new institutional process.

Motion 1: Moved by N. Black, seconded by G. Raymer that the AQAPC recommend to Senate suspension of admission to the Social Welfare and Social Development programs, Faculty of Arts and Science.
CARRIED

Proposal for the Administrative Realignment of the Indigenous Studies Program, Faculty of Arts and Science

Dr. Barker advised that the realignment of Indigenous Studies program results from the amalgamation initiated when Sociology was moved into its own department and no longer housed within Gender Equality and Social Justice. As part of this realignment, Religions and Culture and Indigenous Studies were also reviewed, and following consultation with Indigenous Studies and History faculty, it was recommended that Indigenous Studies join the History Department. This realignment maintains the current number of departments within the Faculty of Arts and Science.

After reviewing correspondence from NUICE outlining their reflections and support, it was noted that NUICE requested an opportunity to revisit the decision as part of a formal review process to assess what is working and what is not. It was observed that this was not reflected in the current documentation, and that the process should clearly identify challenges and barriers faced by Indigenous faculty.

Motion 2: Moved by R. Breton, seconded by N. Black that the AQAPC recommend to Senate that the Indigenous Studies program be removed from the Department of Gender Equality & Social Justice, Indigenous Studies, and Religions and Cultures, Faculty of Arts and Science; and join the Department of History, Anthropology, Ancient Studies, and Indigenous Studies, Faculty of Arts and Science.
CARRIED

Creation of a New Visiting Graduate Student Policy

The creation of this policy will formalize existing practices regarding visiting graduate students, such as the Ontario Visiting Graduate Student program and Visiting Graduate Student Researchers. The policy also introduces a new category of visiting graduate students – the Non-Degree/Special Interest Graduate Student. This provides a potential recruitment pathway whereby non-degree students may take a limited number of courses within a graduate program prior to application to graduate school.

Motion 3: Moved by B. Law, seconded by G. Raymer that the AQAPC recommend to Senate that the Visiting Graduate Student Policy be approved. The mover and seconder accepted a minor amendment suggested by the Director of Institutional Planning and Analysis.
CARRIED

Revisions to the External Examiner Policy

The External Examiner policy was originally issued on May 15, 2020. In the Spring of 2025, the revision process was initiated by the School of Graduate Studies. The revision process included review and discussion of analogous policies at other Ontario universities, and synthesis of feedback from the Graduate Studies Committee and the Indigenous Community Engagement Plan Committee.

Motion 4: Moved by B. Law, seconded by R. Breton that the AQAPC recommend to Senate that the revised External Examiner Policy be approved.
CARRIED

AQAPC Membership Request

Members discussed a request from the Senate By-laws and Elections Committee to add the Director of Indigenous Initiatives and the Director of Teaching and Learning as ex-officio members of the AQAPC. It was noted that ex-officio membership is not defined in the Senate By-laws and that ex-officio members can be voting members. While members agreed that the AQAPC would benefit from their participation, it was noted that they would first need to become Senators. Members supported forwarding a recommendation to the By-laws and Elections Committee.

It was also noted that Nipissing University's commitment to reconciliation, decolonization, and Indigenization is anchored in its 2024-2029 Strategic Plan, Pathways, and operationalized through the Academic and Operational Plan (APOP). The recommendation to make the Director of OII a voting member of AQAPC reflects a decision in support of the inclusion of Indigenous leadership in academic planning and quality assurance processes.

Motion 5: Moved by S. Tedesco, seconded by G. Raymer that the AQAPC recommend to the Senate By-laws and Elections Committee that the Director of Indigenous Initiatives (voting) and the Director of Teaching and Learning (non-voting) be added to the ex-officio membership of the AQAPC.
CARRIED

Education Program and Nursing Program Self-Study Checklists – On-line Vote

Dr. Raymer advised that the Education and Nursing programs required additional time to complete multiple IQAP Self-Studies, and as a result, these materials were not available for AQAPC to review in advance of today's meeting. To maintain the established timeline, use of an electronic vote to allow the self-studies to be forwarded to the external reviewers on time was requested.

The AQAPC compliance checklists will be sent to AQAPC members on February 4th for an electronic vote. Members will be asked to review the checklists and submit a vote to either approve or request further information. The self-studies will also be attached for reference only.

The Vice-Chair thanked members for volunteering to review the Education and Nursing Program self-studies, noting that they were extensive and required significant effort.

Respectfully submitted,

Dr. Veronika Williams
Vice-Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated January 30, 2026, which includes for information:
a) the Provost's recommendation for suspension of admission to the Major Art History and Visual Studies (AHVS) Stream in the BA (Fine Arts) program.

Motion 2: That Senate receive the proposal for suspension of admission to the Social Welfare and Social Development programs, Faculty of Arts and Science.

Motion 3: That Senate receive the proposal to remove the Indigenous Studies program from the Department of Gender Equality & Social Justice, Indigenous Studies, and Religions and Cultures, Faculty of Arts and Science; and join the Department of History, Anthropology, Ancient Studies, and Indigenous Studies, Faculty of Arts and Science.

Motion 4: That Senate approve the new Visiting Graduate Student Policy.

Motion 5: That Senate approve the revised External Examiner Policy.

Provost Response to Recommendation for Suspension of Admission

1. Program Information

Academic Program Name: Major Art History and Visual Studies (AHVS) stream in the BA (Fine Arts)

Credential / Degree: Bachelor of Arts

Faculty / School / Department: Faculty of Arts and Science

Effective Academic Year for Suspension: 2026

2. Origin of Recommendation

Recommending Body / Committee: Dean of Arts and Science

Date of Recommendation: December, 2025

Supporting Documentation Received: ☒ Yes ☐ No

3. Summary of Recommendation

The recommendation proposes the suspension of admission in the above-noted program based on sustained low enrolment and an assessment of the program's academic and operational viability. Supporting documentation includes an analysis of enrolment trends, anticipated student impact, a plan to ensure affected students can meet graduation requirements, unit-level feedback, and the report of the relevant standing committee.

4. Provost's Response to Recommendation

☒ Accept the recommendation as submitted

☐ Accept the recommendation with conditions or modifications

☐ Do not accept the recommendation

Thank you for providing the information in support of the recommendation for suspension of admission. I agree with the assessment that, due to low enrolment, suspension of admission is necessary. This response will serve as acceptance of the recommendation.

5. Student Impact and Mitigation

Documentation provided includes a plan to ensure that affected students are able to meet their graduation requirements. Following the decision to suspend enrolment, the Office of the

Registrar will work to support currently enrolled students and ensure appropriate academic advising and program completion pathways are in place.

6. Academic and Operational Considerations

The suspension of admission reflects a careful review of enrolment data and program sustainability. As the suspension of admission is temporary and time-limited, this decision does not preclude future reconsideration of the program or the exploration of alternative academic configurations. The decision will be revisited at the conclusion of the suspension period.

7. Communication Plan

Following presentation of the admission suspension decision to the appropriate Senate committee, the Office of the Registrar will work with the Provost's Office to develop a communication plan to convey the decision to:

- Students, staff, and faculty most closely affiliated with the program
- The broader academic community
- Faculty Council(s), as required

8. Approval and Authorization

Name and Title: Provost and Vice-President, Academic (Interim)

Signature:

Date: Monday, January 26, 2026

As temporary suspension of admission is time-limited to a maximum of two years, this decision will be revisited for next steps at the conclusion of the suspension period.

PROGRAM SUSPENSION OF ADMISSIONS/ENROLLMENT

Program: Social Welfare and Social Development

Form completed by: Nathan Colborne, Dean of Arts & Science

Recommendation: The Dean of Arts & Science recommends to the Suspension of Admissions/Enrollment Standing Committee the suspension of admissions/enrollment to the Honours Specialization, Honours Specialization with a Social Service Worker Diploma, Specialization, and Major in Social Welfare and Social Development (BA).

Rationale:

Social Welfare, the precursor to Social Welfare and Social Development, was established at Nipissing as a 3-year degree in 1986. It was offered as a 4-year Honours Specialization in 2012 and the program that combines this Honours degree with Canadore College's Social Service Worker Diploma was added in 2017.

SWLF Majors must complete 36 credits including SWLF 1006, 2006, 2007, 3006, 3007 and one of three listed INDG courses as well as 18 additional upper year SWLF courses of which 6 credits may be cross-listed. Students in the SWLF Specialization must complete the Major requirements and SOCI 2126, one of three additional Methods courses (quantitative, qualitative, or Indigenous), SWLF 2995 (6 credits of Community Service Learning), and an additional 6 credits of upper-year SWLF. Honours Specialization students must complete the requirements of the Specialization and, additionally, SWLF 4006 and 4007. Students in the collaborative program must complete these requirements and an additional 30 credits of Social Service Worker Diploma courses at Canadore College, usually in their third year.

Enrollments in SWLF have fluctuated since its establishment from a high of 57 in 2013-14 to a low of 20 in our most recent year of 2024-25. Enrollments at this level do not justify a further investment in faculty members and the continued support of students in the program is beyond the capacity of the two faculty members currently assigned to the program.

Sector-wide and labour market data is difficult to disambiguate for SWLF and not a reliable indicator of potential growth in the program. As with Sociology, SWLF at Nipissing has roughly half of 1% of the sector-wide enrolment in the area.

SWLF is a valuable but resource-intensive program at Nipissing. Suspension of enrolment will allow the program to examine the possibilities of closer integration or amalgamation with another program or other programs to continue to provide its valuable service to a larger number of students. Therefore, the suspension of enrolment in SWLF is justified.

Should enrolments in SWLF be suspended, the Registrar's Office will identify students currently in the program and assist them in meeting their graduation requirements.

Unit Response:

Dear Nathan,

Response to "Program Suspension of Admission/Enrollment" and "Sector Data"

The full-time tenured SWLF faculty, Lanyan Chen and Manuel Litalien, upon examining the above documents, have the following points to make as a response.

First, we object to the use of sociology as a comparator in the preparation of the Dean's decision on the proposal of "Program Suspension of Admission/Enrollment" in relation to Social Welfare and Social Development (SWLF). We oppose the imposition of pigeonholing SWLF in a disciplinary system that was invented in Europe hundreds of years ago. We prefer a decision made based on an exercise more fitting to contemporary societal/social development in consideration of the value of SWLF for its contribution to knowledge production and dissemination in recognizing, defining and meeting societal needs. The data included in the proposal does show that there is an overall decline of enrollment in sociology in Ontario except in a few big and popular universities, some which are known outside the province and even perhaps outside Canada. A question is, then, whether students are truly taking sociology for the sake of the area of training or for the name of the university that offers that degree. Anyhow, using the decline of enrollment in sociology to explain the reduction of students in SWLF lately is unfitting and unfair. The reduction of SWLF students, we believe, has to do with the incapacity of the two faculty members to fulfil the needs of students for courses enough to graduate in time. This under-resourced existence relates directly to the consideration of suspension, which we shall address last.

Moreover, we do not think the set of data on jobs is an appropriate way to evaluate the value of SWLF, either. The data is biased against community service work that is ranked lower in salary than other jobs, such as management and counselling posts. The data is compiled without acknowledging the sexism, colonialism, and racism that exist in labour market in Canada. Such use directly contradicts our teaching as we encourage our student to work in community services to make a difference in society. Many of our students do work in communities after graduation, and some start to hold jobs in community services while still in the program. Their engagement in community service work is unfairly designated by neoliberal economics as value less, even though it greatly matters for the promotion of social wellbeing and safety and health of everyone in communities. If Canada observes and lives up to the international standard of "equal pay for the work of equal value," community service work would have been paid a lot more than what it is now based on the knowledge and skills it involves. We are proud that our students are willing to work in local communities to make a difference for so many people are disadvantaged in small

towns in the north and across Ontario. It is precisely to these communities NU pledges its support highlighted in its strategic plan. We are very happy to see that most of our graduates have gone on graduate schools after a few years of working in communities to improve their knowledge and skills to advance into management or other higher paid professional careers to continue to contribute to meeting the needs of society.

Furthermore, the Social Welfare and Social Development is meant to be interdisciplinary and is dedicated to meeting the current needs of society and its wishes for a better future. It actually aligns with programs existing in Europe, the United States, Asia and other parts of the world that are designed to promote *welfare policies* and *social development.* Additionally, the SWLF is one of the first departments in the province to offer experiential learning with a focus on decolonization and has accumulated an expertise in the advancement of community service learning. Having the collaborative program with Canadore, moreover, the SWLF opens up a direct pathway for the graduates to be well-equipped with practical skills and skills in policy analysis when they afterwards engage in community services.

Finally, the SWLF program did grow rapidly in four years after it started to offer 4-year degree with Honours Specialization in 2012. Soon after 2017, the SWLF started to be under-resourced and in fact lost the institutional support it had received once it was pulled out of the Faculty of Applied and Professional Studies without due process and into the Faculty of Arts and Science. Shortly, a full-time faculty went on half-time and eventually into retirement. His position was not filled, and this has undermined the capacity of the SWLF faculty to offer a full curriculum to satisfy students' need. Moreover, the reduction of numbers also coincides with the low enrolment in programs across Arts and Science. There is thus no guarantee that there would be a growth of enrolment in traditional disciplines, such as sociology, once interdisciplinary programs, some which, like SWLF, are responding closely to social demands, are amalgamated. A program suspension is therefore not welcomed and perhaps there is a way to maintain the value of the SWLF in the offering of its courses.

Henceforth, the strength of an academic program lies with its well-designed courses that are offered by knowledgeable and experienced teachers. Even under-resourced in the past years, the SWLF has continued to advance in decolonization and Indigenization of its curriculum. Some of the courses, as listed below, are not only important in liberal arts education and preparing devoted citizens to serve communities but also unique at NU. We strongly suggest these courses to be continuously offered by the two faculty members.

Among the courses, Lanyan Chen has taught and will teach:

- Introduction to SWLF
- Ideology and Social Welfare
- Poverty and Policy in Canada
- Social and Economic Justice

- Health and Policy
- Women and Social Welfare
- Comparative Social Development
- Social Change for Social Justice
- History of Social Welfare, and

Manuel Litalien has taught:

- Introduction to SWLF
- Community Service Learning (6-credit)
- Race, Ethnicity and Social Welfare
- Social and Political Violence

This list of courses should be offered not because they are needed, as stated earlier for liberal arts education, but more importantly, because some are required by Social Work and the most are cross-listed with CHFS. It was with CHFS and Social Work that SWLF was designed to grow together in the previous formation of School of Human and Social Development. It was with the late colleague, Tom Waldock who founded the CHFS, and other CHFS colleagues, Anne Wagner who designed Social Work at NU and has retired, and Roxana Vernescu, that SWLF agreed on a shared orientation of the two programs in cross-listed courses with a focus on social justice and rights-based education. We believe that the use of the two full-time faculty members to teach these courses continuously will benefit students in CHFS and overall at NU, especially those who are planning to enter health, education, and social services after graduation. As well, the university will benefit from our offering of the courses in growing the rich resources we have already accumulated from the earlier years of teaching them.

Sincerely,

Lanyan Chen and Manuel Litalien

Report of Committee:

Report of the Suspension of Admission Standing Committee

of the Arts & Science Faculty Council

January 19, 2026

After a careful review of recent information, faculty supports, and direct feedback from FASBU and CASBU colleagues in Social Welfare and Social Development (SWLF) program, the committee reluctantly recommends that the Dean of Arts & Science suspend admissions to the SWLF program.

Two influential justifications for the suspension of enrollment are:

1. SWLF has been experiencing relatively low enrollment levels,

and

2. the elimination of Limited Term Appointments has increased the fragility of staffing the program's course requirements. In the Committee's eyes, these two points are clearly related as SWLF was reduced to two full-time faculty.

Our reluctance is, in part, based on the feedback from past SWLF members. One of these members argued that, this program suspension represents more than just a programmatic loss, and that "the value of SWLF is also practical. Graduates from this kind of program understand the realities of community work . . . ." This member also observes that SWLF "should be viewed as part of Nipissing's commitment to social responsibility, reconciliation, intellectual honesty, and to the long-term wellbeing of the communities this University serves." These are words worth pondering, from a program planning point of view, keeping in mind our motto, "Integritas."

The committee understands that the two tenured faculty members will use their knowledge and expertise to support the Child and Family Studies (CHFS) and Political Science (POLI) programs. We expect their contributions will diversify and deepen the course offerings in these programs.

Respectfully Submitted,

Darren Campbell

Laurie Kruk

Peter Nosko

Haibin Zhu

Dean's Recommendation:

I accept the recommendation of the Standing Committee and will present my concurring recommendation to the Provost. I wish to thank the Committee for its service, the faculty members associated with the program, including former members and part-time faculty, for their feedback and comments, and Institutional Planning and the Registrar's Office for

the support they provided in developing the rationale for this suspension. I provide an account of the process followed thus far below.

- Description of process thus far

On May 15, 2025, proposals for the suspension of admission for five programs including SWLF were sent to members of the Suspension of Admission committee, along with supporting documentation. The committee met on July 8, 2025, to review and revise the motions and rationales. The proposals were sent to Chairs and program coordinators of the programs involved on July 8, 2025 with a request to respond to the motions by July 23, 2025. A response from both faculty members (included above) was received on July 22, 2025.

After two resignations from the Suspension of Admission Committee, the motions for suspension were presented to the Arts & Science Faculty Council on October 10, 2025, where a request for a repopulation of the committee was made. One faculty member volunteer at the meeting and a subsequent faculty member volunteer repopulated the committee.

The reconstituted committee met on October 27, 2025. All program members were offered an opportunity to meet with the committee. The members of SWLF, having responded comprehensively in writing, did not ask for a meeting. On December 2, 2025, a request for feedback from former full- and part-time faculty members was circulated. Two responses were received and are included.

On January 19, 2026, the Committee submitted its report (included above).

The rationale submitted with the original recommendation remains though I appreciate the vigorous defense of the importance of the skills and knowledge imparted by the discipline and degree and their centrality to the mission of the university. These skills and knowledge, along with the expertise of the current faculty members associated with the program, will continue to have a central role in the university's offerings. The integration of the discipline of SWLF into programs such as Child and Family Studies and Political Science is already underway and will continue.

This report along with all supporting documentation will be circulated to AQAPC and Senate for consultation. Additionally, the Dean's Response and all supporting materials will be distributed to the committee, the unit, Faculty Council, and the Provost.

Sector Data

Sociology

The following tables aggregate information from the 44.07 – Social Work CIP family. To control for reporting Social Work enrolment an additional filter was added to remove Social Work enrolment from these tables.

45.1101: Sociology, general

This instructional program class comprises any program that focuses on the systematic study of human social institutions and social relationships. These programs include courses in social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems.

- ***Illustrative example(s)***
  - *sociology*

- ***Exclusion(s)***
  - *applied sociology(45.1102)*
  - *human ecology(19.0101)*
  - *rural sociology(45.1103)*
  - *social psychology(42.2707)*
  - *sociology and anthropology(45.1301)*
  - *sociology education(13.1317)*
  - *sociology of health and aging(45.1199)*

Headcount

Ontario Sector Comparison

Headcount

Home

Spring | Summer | **Fall** | Winter | FT | PT | Domestic | International

UG Diploma | **UG Degree** | GR Diploma | Master and 1st PhD | 2nd stage PhD | Eligible | Ineligible | Northern Campus

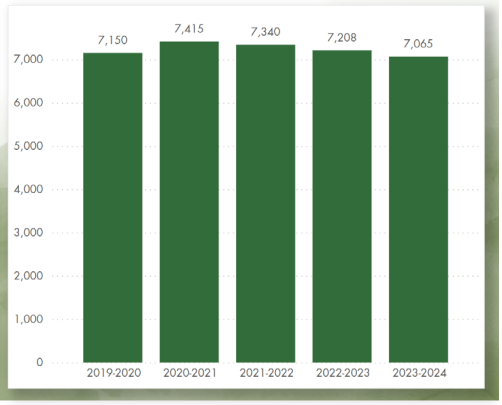
CIP Family: All

CIP Title: 45.1101 - Sociology, General.

FORPOS: All

Exchange Students: All

University Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Algoma University	24	25	22	19	24
Brock University	389	458	500	479	499
Carleton University	270	272	267	265	205
Hearst University		1		1	
Lakehead University	79	94	75	75	73
Laurentian University	303	365	303	329	377
McMaster University	374	409	435	427	389
Nipissing University	49	41	39	27	27
Queen's University	401	436	486	493	497
Toronto Metropolitan University	524	565	606	613	657
Trent University	394	425	448	438	377
University of Guelph	560	503	528	561	508
University of Ottawa	264	292	341	370	371
University of Toronto	1,270	1,370	1,318	1,270	1,343
University of Waterloo	197	198	161	117	113
University of Western Ontario	548	510	506	508	480
University of Windsor	158	153	152	149	125
Wilfrid Laurier University	342	400	397	375	372
York University	1,004	898	756	692	628
Total	**7,150**	**7,415**	**7,340**	**7,208**	**7,065**



INSTITUTIONAL PLANNING AND ANALYSIS
NIPISSING UNIVERSITY

FTE

Ontario Sector Comparison

FTE

Home

Spring | Summer | Fall | Winter | FT | PT | Domestic | International

UG Diploma | **UG Degree** | GR Diploma | Master and 1st PhD | 2nd stage PhD | Eligible | Ineligible | Northern Campus

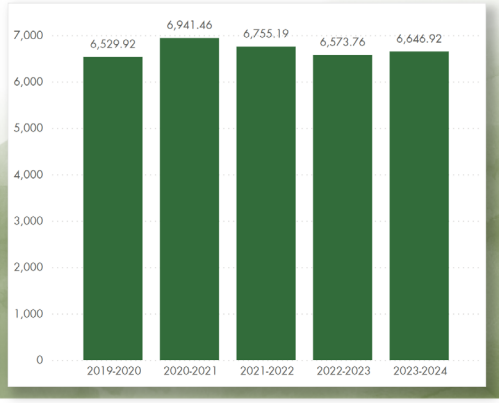
CIP Family: All

CIP Title: 45.1101 - Sociology, General.

FORPOS: All

Exchange Students: All

University Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Algoma University	25.10	21.70	22.50	16.70	28.20
Brock University	363.30	434.70	474.70	455.75	489.35
Carleton University	233.40	244.20	238.40	223.10	170.80
Hearst University		0.20		0.20	
Lakehead University	73.24	87.48	68.81	70.09	67.14
Laurentian University	261.42	322.25	272.32	289.85	352.40
McMaster University	339.50	370.48	376.37	371.20	339.18
Nipissing University	41.80	36.30	34.50	24.20	24.70
Queen's University	393.61	419.85	465.97	466.25	470.20
Toronto Metropolitan University	449.28	510.26	533.48	537.68	579.30
Trent University	370.30	395.00	414.90	402.20	351.50
University of Guelph	503.05	465.60	475.90	509.70	486.90
University of Ottawa	237.50	272.00	312.80	348.55	346.65
University of Toronto	1,226.10	1,374.60	1,291.00	1,229.35	1,334.95
University of Waterloo	185.60	189.30	150.00	104.35	111.40
University of Western Ontario	499.70	481.40	471.20	472.60	467.10
University of Windsor	137.90	136.30	136.00	124.20	121.30
Wilfrid Laurier University	326.70	371.90	359.00	344.85	346.15
York University	862.42	807.93	657.35	582.93	559.70
Total	**6,529.92**	**6,941.46**	**6,755.19**	**6,573.76**	**6,646.92**



INSTITUTIONAL PLANNING AND ANALYSIS
NIPISSING UNIVERSITY

Links to Undergraduate Program Pages

Ottawa: Undergraduate studies | Social Work | Faculty of Social Sciences

Waterloo: Social Development Studies | Undergraduate Programs | University of Waterloo

Labour Force Data (Vicinity Jobs)

Table 1 represents Ontario job posting data for the past 12 months that are linked directly to the CIP codes associated with this program.

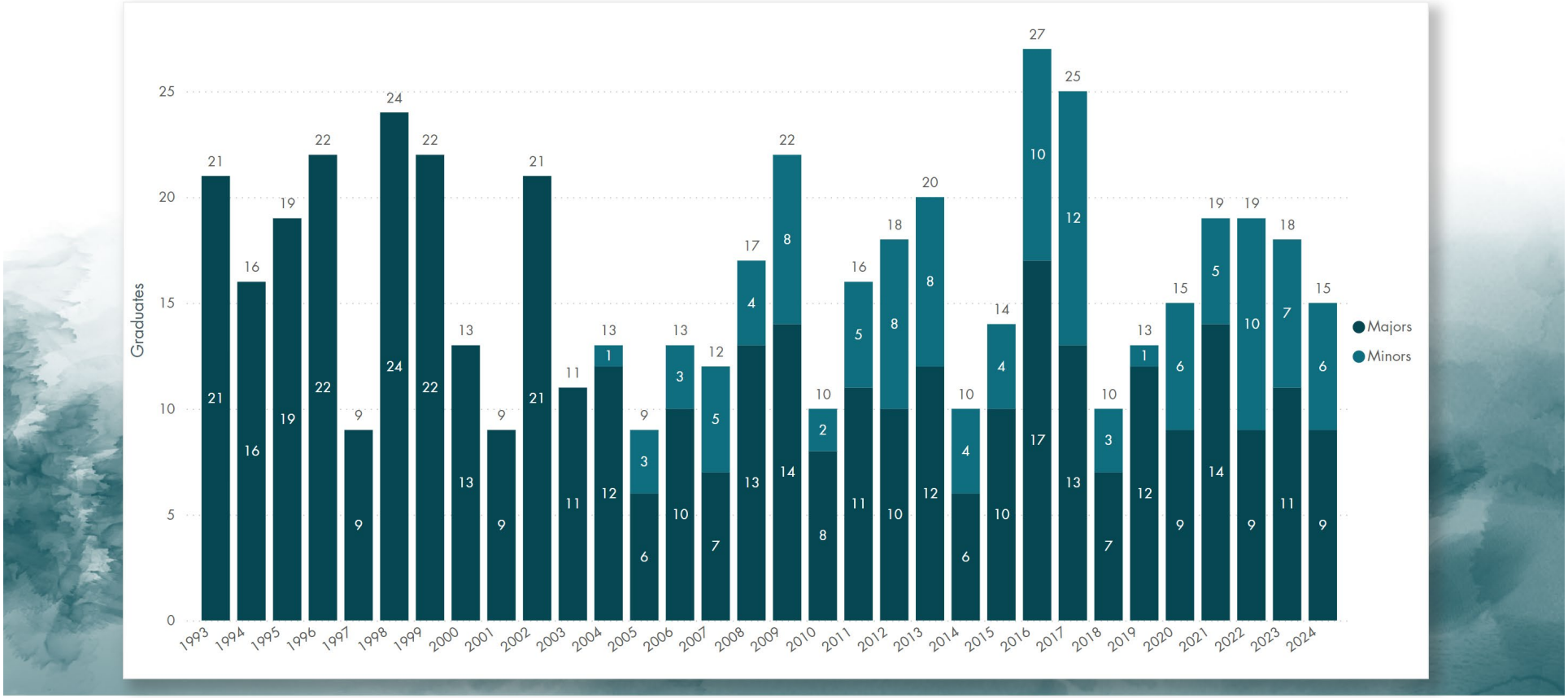
	Total Number of Postings	Avg. Max Wage	Max Wage (Sample)	Avg. Min Wage	Min Wage (Samp
41300.00A - Social workers	1,203	$89,064.15	198	$74,366.64	188
42201.00A - Social and community service workers	492	$55,268.63	159	$50,507.84	158
42201.00B - Child, youth and family support workers	201	$54,983.96	71	$49,517.00	72
42201.00C - Mental health and addicition support workers	110	$66,164.62	28	$57,960.22	27
31200.00A - Psychologists	109	$165,406.68	40	$130,808.90	36
41301.00C - Addicion and mental health counsellors	108	$68,524.66	43	$59,581.52	42
41300.00B - Case managers	94	$64,692.41	30	$55,060.94	28
30010.00A - Managers in health care	85	$93,992.46	26	$78,944.88	29
60030.00A - Restaurant and food service managers	75	$39,480.00	2	$35,720.00	1
4.00A - Education, law and social, community and government services (unidentified sub-category)	74	$54,089.04	15	$47,026.43	15
41301.00A - Other counsellors excl. youth, family, addiction and mental health	57	$82,450.31	22	$74,531.33	23
60030.00B - Restaurant and food service assistant managers	49		0		0
10029.00C - Program managers	49	$85,912.39	20	$72,180.70	15
41301.00B - Youth, family and marriage counsellors	45	$73,476.19	16	$63,137.30	16
41406.03A - Recreation and sports program supervisors	44	$72,203.09	13	$64,748.52	14
42202.02A - Early childhood educator assistants	39	$60,587.59	9	$48,613.59	10
41321.00A - Career development practitioners and career counsellors (except education)	35	$64,571.25	17	$59,666.97	17
41320.00A - Educational counsellors	30	$71,972.93	9	$62,577.56	9
00011.00A - Senior government managers and officials	28	$142,281.86	7	$119,680.14	7
22233.00A - Construction inspectors	23	$66,380.19	3	$56,367.14	3
13110.00C - Project coordinators	21	$75,946.67	6	$63,037.51	6
44101.00A - Personal support workers and visiting homemakers	20	$49,965.21	13	$45,173.81	14
41210.00F - Language Instructors	20	$50,948.00	1	$50,948.00	1
40.00A - Managers in public administration, in education and social and community services and in public prc	19	$83,163.91	13	$69,796.51	13
60020.00A - General Retail and Wholesale Trade Managers	18	$77,779.33	5	$68,051.83	5
43100.00A - Elementary and secondary school teacher assistants	17	$45,709.07	6	$45,004.07	6
41404.00A - Health policy researchers, consultants and program officers	17	$73,560.33	7	$62,313.50	7
41210.00A - College Instructors and Lecturers	17	$53,396.70	3	$48,856.50	3
40030.00A - Managers in social, community and correctional services	17	$92,194.31	6	$79,446.54	6

Table 2 represents labour market forecast for the top seven most closely aligned categories in the discipline based on Table 1

	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Social and community service workers	65,274	67,035	68,513	70,001	71,502	73,008	74,528	76,062	77,612	79,155	80,694
Social workers	26,007	26,816	27,517	28,226	28,936	29,655	30,378	31,118	31,861	32,602	33,343
Social policy researchers, consultants and program officers	20,628	21,143	21,603	22,061	22,518	22,982	23,439	23,906	24,370	24,835	25,294
Therapists in counselling and related specialized therapies	15,113	15,584	15,984	16,385	16,790	17,190	17,595	18,004	18,414	18,823	19,225
Managers in social, community and correctional services	12,080	12,303	12,478	12,658	12,836	13,021	13,206	13,396	13,588	13,783	13,977
Psychologists	4,865	5,004	5,122	5,241	5,353	5,468	5,580	5,698	5,813	5,921	6,034
Government managers - health and social policy development and program administration	3,462	3,555	3,638	3,721	3,798	3,886	3,967	4,048	4,127	4,210	4,293
Total	**147,429**	**151,440**	**154,855**	**158,293**	**161,733**	**165,210**	**168,693**	**172,232**	**175,785**	**179,329**	**182,860**

Institutional Data – Program Graduates (Majors and Minors)

Graduates - Program Majors and Minors - Social Welfare & Social Development



INSTITUTIONAL PLANNING AND ANALYSIS

NIPISSING UNIVERSITY

Updated: 2025-04-04

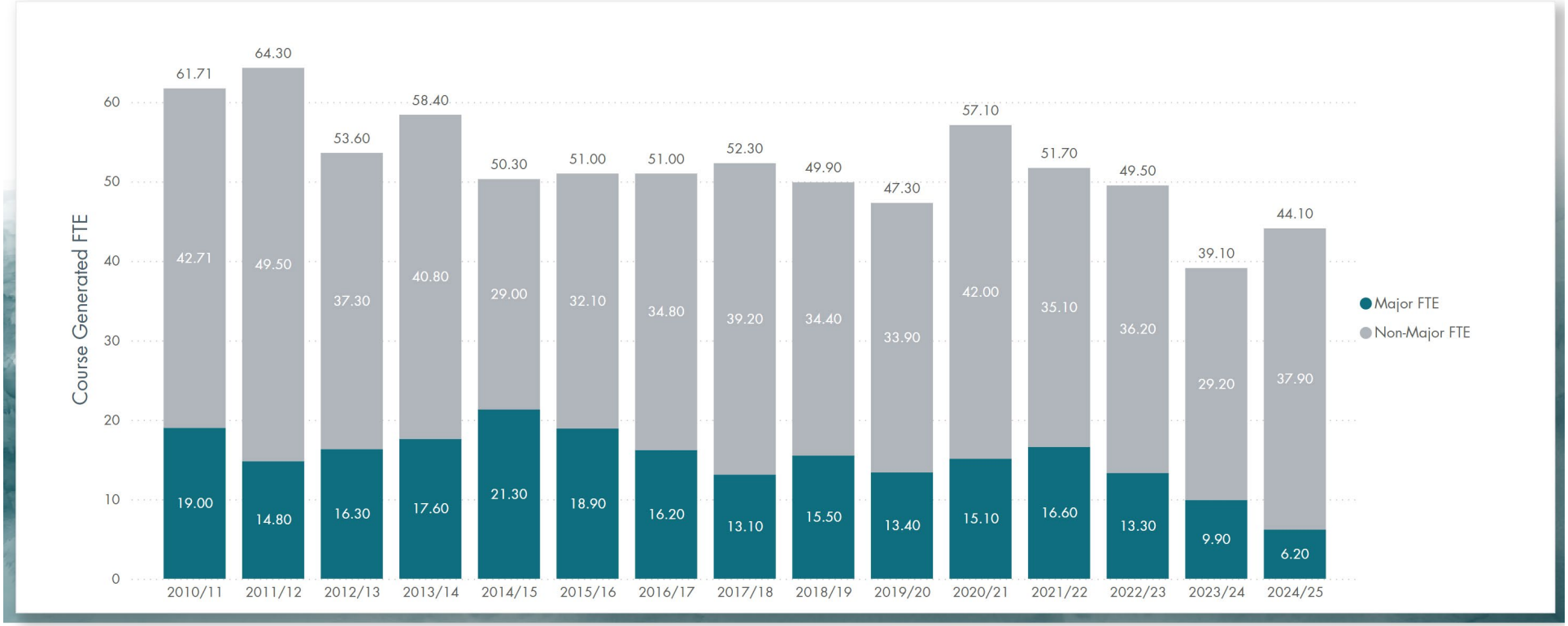
Institutional Data – FTE Generated in Discipline by Majors and Non-Majors

FTE Generated in Discipline by Majors and Non-Majors

Social Welfare & Social Development

Course: All

Discipline: All



**Includes registrations from all cross-listed sections.*

Updated: 2025-04-04

INSTITUTIONAL PLANNING AND ANALYSIS

NIPISSING UNIVERSITY

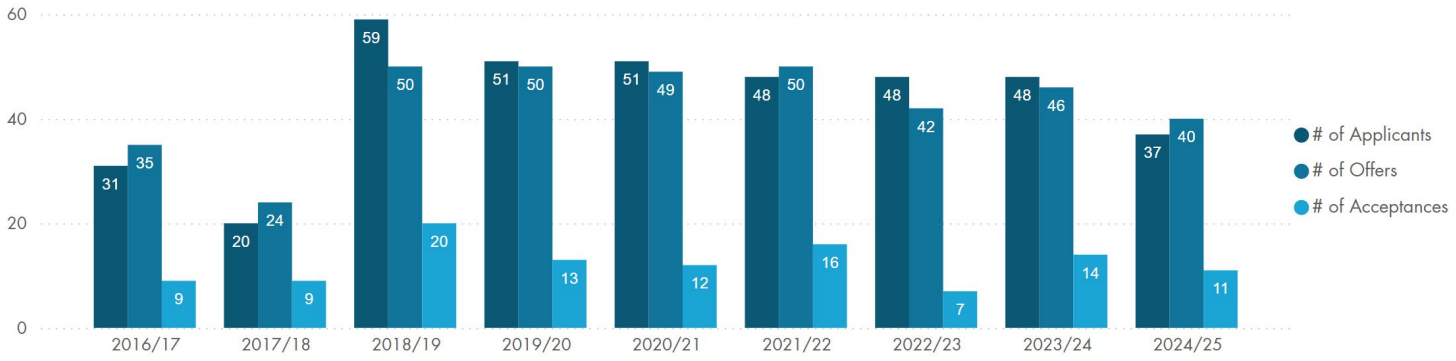
Institutional Data – Applicants, Offers and Acceptances

Applicants, Offers and Acceptances

BA - Social Welfare and Social Development

Applicants, Offers, and Admissions

Academic Year	# of Applicants	# of Offers	# of Acceptances	CONVERSION RATE: Applicants to Acceptances	CONVERSION RATE: Offers to Acceptances
2024/25	37	40	11	29.73%	27.50%
2023/24	48	46	14	29.17%	30.43%
2022/23	48	42	7	14.58%	16.67%
2021/22	48	50	16	33.33%	32.00%
2020/21	51	49	12	23.53%	24.49%
2019/20	51	50	13	25.49%	26.00%
2018/19	59	50	20	33.90%	40.00%
2017/18	20	24	9	45.00%	37.50%
2016/17	31	35	9	29.03%	25.71%



INSTITUTIONAL PLANNING AND ANALYSIS
NIPISSING UNIVERSITY

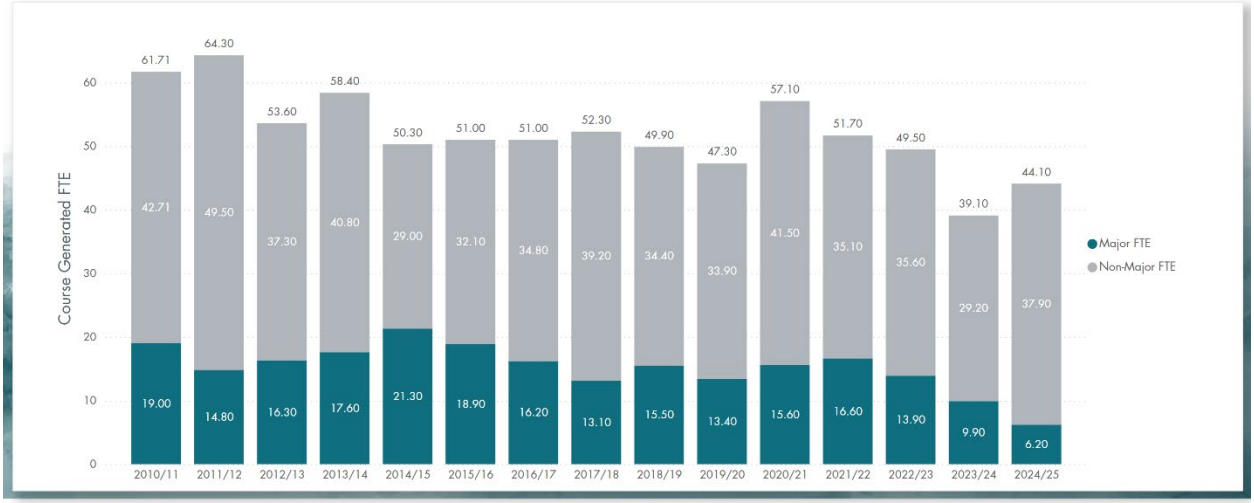
Updated: 2025-04-04

Table 6.4: Student FTE by Course and Department of Student Major

Social Welfare & Social Development

Course: All

Discipline: All

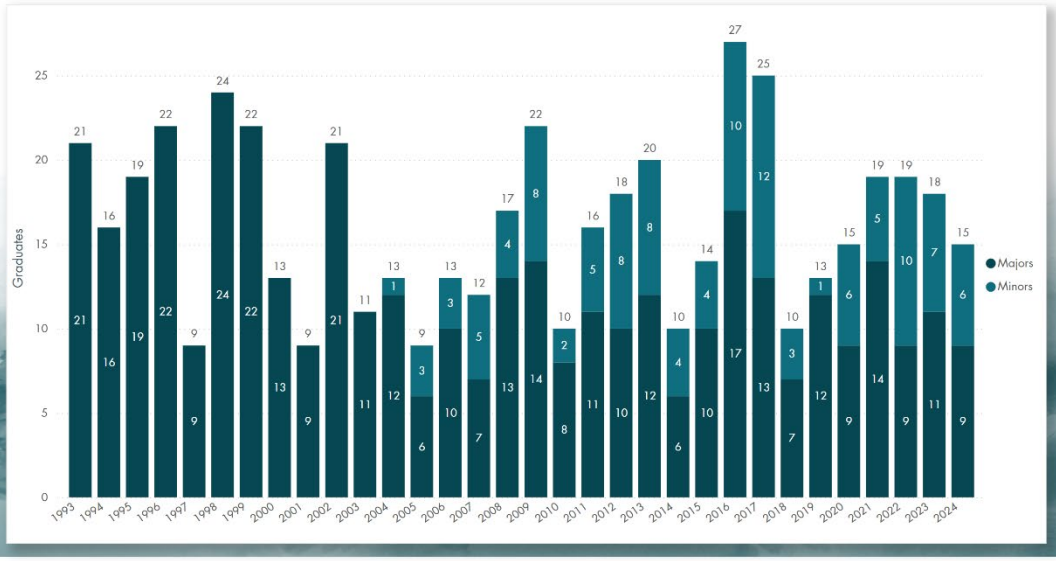


*Includes registrations from all cross-listed sections.

Updated: 2025-04-04

INSTITUTIONAL PLANNING AND ANALYSIS
NIPISSING UNIVERSITY

Graduates - Program Majors and Minors - Social Welfare



Updated: 2025-04-04

INSTITUTIONAL PLANNING AND ANALYSIS
NIPISSING UNIVERSITY

Fall Headcount - Major Program of Study	Academic Year																				
Undergraduate Program	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
BA - Administrative Studies	77	49	48	47	42	26	16	6	2	2											
BA - Anthropology											9	14	12	15	9	4	7	10	12	14	14
BA - Arts & Culture	8	8	8	8	12	10	11	8	6	8	5	3	1	2							
BA - Child & Family Studies	43	83	113	93	100	100	111	100	113	104	87	57	45	84	116	146	161	176	165	158	171
BA - Classical Studies	20	19	19	13	12	19	27	34	18	16	13	14	16	6	11	7	7	7	7	11	4
BA - Computer Science	5	5	10	6	5	2	2	2	1	5	3	4	4	3	4	7	7	4	10	11	12
BA - Criminal Justice	112	139	146	133	103	132	167	196	228	251	273	283	299	303	273	262	237	233	194	192	185
BA - Economics	6	8	5	7	2	3	2		1	6	12	7	8	7	6	4	7	7	10	12	7
BA - English Studies	381	361	384	396	401	380	365	295	270	228	195	171	160	134	131	124	122	118	110	116	144
BA - Environmental Geography	71	82	73	73	72	72	65	50	41	45	37	28	19	29	24	27	29	28	30	17	13
BA - Fine Arts	69	85	86	78	61	42	26	13	12	9	8	6	7	7	8	7	9	6	5	4	4
BA - Gender Equality and Social Justice	37	40	33	30	38	45	58	44	33	32	33	34	35	33	29	27	20	27	27	20	29
BA - Geog. of Regional Planning & Int. Develop.	11	14	19	14	14	14	7	7	3												
BA - Geography	215	191	160	152	176	176	187	177	160	145	114	78	59	46	38	28	23	26	35	30	30
BA - History	424	471	446	389	377	366	330	255	211	180	137	139	117	110	112	111	110	97	90	104	97
BA - Indigenous Studies	5	10	10	8	7	8	7	12	10	10	13	8	11	11	10	18	16	29	25	27	22
BA - Liberal	91	113	92	79	83	63	54	37	40	23	22	18	13	14	19	21	19	19	24	19	15
BA - Mathematics	42	41	51	36	37	40	41	37	30	24	20	18	15	16	16	16	21	18	21	23	33
BA - Philosophy	26	21	23	32	29	31	35	32	28	18	8	16	15	9	10	9	13	12	13	15	13
BA - Political Science			1	18	29	41	35	40	40	34	28	20	28	29	30	27	22	23	30	25	22
BA - Psychology	303	338	377	389	423	446	403	348	311	296	272	269	249	217	177	177	157	165	150	165	166
BA - Religion & Cultures		24	66	64	51	45	39	33	27	14	9	8	8	11	15	12	6	10	9	5	2
BA - Social Welfare and Social Development	33	48	41	38	35	40	55	44	56	57	51	55	46	37	47	35	39	45	34	30	20
BA - Sociology	351	367	337	288	262	220	218	211	148	117	106	92	74	59	65	51	43	41	30	30	20
BA - Undeclared	236	137	76	75	61	79	98	57	56	45	50	65	35	32	25	32	34	33	13	14	24
Bachelor of Business Administration	219	262	291	290	316	293	323	317	302	302	305	317	283	243	222	218	216	199	176	182	188
Bachelor of Business Administration - College Partnership										20	79	73	118	139	152	66	20	9	3	1	
Bachelor of Business Administration - Distance										3	11	87	72	84	108	78	49	27	12	4	3
Bachelor of Commerce		142	128	122	120	150	23	42	57	43	43	23	26	28	25	11	15	8	7	6	6
Bachelor of Commerce - College Partnership						72	70	148	156	197	163	67	57	69	49	129	214	228	202	167	171
Bachelor of Commerce - Distance							136	133	127	134	126	132	108	105	97	138	182	185	223	292	313
Bachelor of Physical and Health Education				59	131	222	300	314	329	322	321	330	309	301	296	280	265	259	231	269	299
Bachelor of Social Work												11	42	79	74	75	78	61	42	49	59
Bachelor of Social Work - Professional Years														14	39	54	55	56	56	44	36
BFA					20	30	60	67	54	51	48	52	47	48	57	53	49	37	42	42	55
BSc - Biology	98	127	135	122	112	99	96	123	119	138	141	156	156	151	142	144	142	131	133	120	100
BSc - Computer Science	29	28	27	22	20	19	24	22	25	15	14	22	17	20	19	21	22	25	26	34	40
BSc - Data Science																			4	2	2
BSc - Environmental Biology & Technology	28	35	33	28	26	23	18	19	25	21	14	18	22	20	27	39	47	44	36	42	30
BSc - Environmental Geography								1	8	14	23	18	12	14	13	14	14	11	11	11	15
BSc - Environmental Science & Physical Geography	34	28	24	18	24	11	11	12	9	7	3	4	1	1							
BSc - Liberal	15	12	11	11	6	8	2	5	2	5	4		2	2	1		1		1	1	2
BSc - Mathematics	22	27	31	32	40	41	58	51	43	39	25	22	29	27	28	35	27	28	25	27	26
BSc - Psychology	28	28	28	23	22	16	12	15	13	16	15	23	17	24	28	27	25	29	24	24	27
BSc - Science & Tech (Artificial Intelligence)									1	1											
BSc - Science & Tech (Engineering Technology)											2	1	1								
BSc - Science & Tech (Environment)											1	1		1	1						
BSc - Science & Tech (General)											2	1									
BSc - Science & Tech (Industrial Math)																					
BSc - Science & Tech (Robotics)									1	2	6	8	4								
BSc - Science & Tech (Service System Technology)												1									
BScN - Collaborative Nursing Program	132	154	174	190	211	246	273	298	318	353	385	397	388	365	356	327	332	328	243	164	80
BScN - Nursing Program																			56	103	176
BScN - RPN Bridging Program						17	30	48	58	53	41	28	34	48	48	50	41	38	40	26	27
BScN - RPN Bridging Program - Distance							61	116	207	324	504	676	826	1003	992	1052	1097	1160	1217	1284	1400
BScN - Scholar Practitioner Program								31	58	30	49	90	96	82	83	75	70	80	87	46	
Grand Total	**3171**	**3497**	**3506**	**3383**	**3480**	**3647**	**3856**	**3800**	**3757**	**3759**	**3830**	**3965**	**3943**	**4082**	**4032**	**4038**	**4070**	**4077**	**3941**	**3982**	**4102**

From: Larry Patriquin
To: Meghan Kivell
Subject: Re: Call for Feedback - Nipissing University - SWLF
Date: December 3, 2025 10:28:11 AM

Dear Ms. Kivell,

I fully support the concerns/arguments developed by Dr. Chen and Dr. Litalien in their "Response to Dean on Suspension" document.

Regards,

Dr. Larry Patriquin

Larry Patriquin
Professor (retired)
Department of Social Welfare and Social Development
Nipissing University
North Bay, Ontario P1B 8L7
Canada

Web

Bluesky

ResearchGate

Open-Access Book: Permanent Citizens' Assemblies: A Model for Public Deliberation

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From: Meghan Kivell <meghank@nipissingu.ca>
Sent: December 2, 2025 12:45 PM
To: Dean of AS <deanAS@nipissingu.ca>
Subject: Call for Feedback - Nipissing University - SWLF

Hello,

You are receiving this email because you taught for the Social Welfare program here at Nipissing University within the last 5 years.

The Dean of Arts & Science has proposed the suspension of enrolment in these programs for the reasons given in the document provided. As you have taught in the program, your thoughts on this proposal are valuable to us and we would like to ask you to provide us with feedback as we move forward in the process.

If you would like to submit feedback, please do so by December 5, 2025.

You have a few options for providing feedback. You are welcome to respond to this email to provide your feedback directly to us, **OR** to request a meeting with the Suspension of Enrolment Committee for further information. You can also fill out the Microsoft Form at the link below. **The form has the option for you to submit an anonymous response.**

Call for Feedback: Nipissing University: SWLF – Fill out form

Please contact the Dean of Arts & Science Office with any questions or concerns.

Thank you,

Meghan

Meghan Kivell
Secretary (Contract), Dean of Arts and Science Office

Nipissing University
100 College Drive, Box 5002
North Bay, ON P1B 8L7

Office: F207
Phone: (705)474-3450 ext. 4366
Fax: (705)474-3072
Email: meghank@nipissingu.ca
http://www.nipissingu.ca/

Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

From: Nathan Cadeau
To: Meghan Kivell; Dean of AS
Cc: Lanyan Chen; Manuel Litalien
Subject: Re: Call for Feedback - Nipissing University - SWLF
Date: December 3, 2025 10:22:40 AM

Good morning,

I am writing to express my strong opposition to the proposed suspension of admissions to the Social Welfare (SWLF) program. My position comes from two places. The first is my academic training, much of which took shape inside this program. The second is my current career as a criminology professor and elected official, where the practical value of social welfare education has never been more evident.

My relationship with SWLF began in the early-2000's, when I was completing my degree in criminal justice with a specialization in administration and social policy. I was the only criminology student in classrooms of eight or nine other SWLF students. Those small classes provided the most intellectually demanding experiences of my undergraduate degree. You could not disappear into the room. You had to read carefully, think deeply, and be ready to discuss ideas with a level of seriousness that shaped the rest of my academic life. These courses prepared me for graduate studies in a way no other part of my undergraduate education did. They taught me discipline, clear argumentation, and the ability to evaluate social issues with a critical lens.

The professionalism of the faculty was central to this experience. They pushed us to understand why social problems exist, how they are produced, and how institutions shape people's lives. They taught us how to become agents of change within a system that is not equal. They taught us that inequality is not random. It comes from policy choices, political histories, and systems that consistently advantage some while marginalizing others. That training became the foundation for how I now approach research, teaching, and public decision-making.

A degree structured around social welfare gives students something rare in higher education. It gives them the capacity to understand the world beyond surface explanations. It teaches them to recognize structural forces rather than blaming individuals for circumstances they never created. It confronts the realities of colonization, racialization, gendered violence, disability barriers, and income insecurity with clarity rather than avoidance. It teaches students how to interpret policy, how to recognize its consequences, and how to engage ethically with the people affected by it. These insights have shaped every part of my professional life.

The value of SWLF is also practical. Graduates from this kind of program understand the realities of community work. They recognize the demands of front-line service, the complexity of policy implementation, and the everyday gaps that people encounter in health care, housing, child welfare, justice, and income support. This is not training that sociology can provide. Sociology explains patterns. Social welfare prepares students to intervene responsibly within them. These fields are complementary, but they are not interchangeable. A decision to collapse one into the other misunderstands what social welfare actually does and why

communities depend on people educated in its framework.

It is important to recognize that some of the strongest learning environments in a university are not always found in large programs. The SWLF classes I took often had classes with fewer than ten students. They were the most formative courses of my degree. They sharpened my critical thinking, strengthened my communication, and demanded a level of accountability that I carried into graduate school and beyond. A program should not be judged solely by its enrolment numbers. It should be judged by the quality of intellectual development it fosters. SWLF excels on that measure.

Suspending admissions to this program would eliminate one of the few spaces where students learn to think critically about social structures and the ethical responsibilities we carry within them. It would remove a program that prepares graduates for real-world challenges in communities across northern and rural Ontario. It would weaken the university's ability to produce people who understand the link between policy and lived experience. Most importantly, it would close the door on the kind of transformative education that shaped my own academic and professional path.

SWLF is not just another program. It should be viewed as part of the Nipissing's commitment to social responsibility, reconciliation, intellectual honesty, and to the long-term wellbeing of the communities this university serves. It is a gem of a program and deserves to be strengthened, not suspended.

Nathan Cadeau,
Contract Faculty Member

From: Meghan Kivell <meghank@nipissingu.ca>
Sent: Tuesday, December 2, 2025 12:45 PM
To: Dean of AS <deanAS@nipissingu.ca>
Subject: Call for Feedback - Nipissing University - SWLF

Hello,

You are receiving this email because you taught for the Social Welfare program here at Nipissing University within the last 5 years.

The Dean of Arts & Science has proposed the suspension of enrolment in these programs for the reasons given in the document provided. As you have taught in the program, your thoughts on this proposal are valuable to us and we would like to ask you to provide us with feedback as we move forward in the process.

If you would like to submit feedback, please do so by December 5, 2025.

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Thank you,

Meghan

Meghan Kivell
Secretary (Contract), Dean of Arts and Science Office

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Provost Response to Recommendation for Suspension of Admission

1. Program Information

Academic Program Name: Honours Specialization, Honours Specialization with a Social Service Worker Diploma, Specialization, and Major in Social Welfare and Social Development (BA)

Credential / Degree: Bachelor of Arts

Faculty / School / Department: Faculty of Arts and Science

Effective Academic Year for Suspension: 2026

2. Origin of Recommendation

Recommending Body / Committee: Dean of Arts and Science

Date of Recommendation: January, 2025

Supporting Documentation Received: ☒ Yes ☐ No

3. Summary of Recommendation

The recommendation proposes the suspension of admission in the above-noted program based on sustained low enrolment and an assessment of the program's academic and operational viability. Supporting documentation includes an analysis of enrolment trends, anticipated student impact, a plan to ensure affected students can meet graduation requirements, unit-level feedback, and the report of the relevant standing committee.

4. Provost's Response to Recommendation

☒ Accept the recommendation as submitted

☐ Accept the recommendation with conditions or modifications

☐ Do not accept the recommendation

Thank you for providing the information in support of the recommendation for suspension of admission. I agree with the assessment that, due to low enrolment, suspension of admission is necessary. This response will serve as acceptance of the recommendation.

5. Student Impact and Mitigation

Documentation provided includes a plan to ensure that affected students are able to meet their graduation requirements. Following the decision to suspend admission, the Office of the

Registrar will work to support currently enrolled students and ensure appropriate academic advising and program completion pathways are in place.

6. Academic and Operational Considerations

The suspension of admission reflects a careful review of enrolment data and program sustainability. As the suspension of admission is temporary and time-limited, this decision does not preclude future reconsideration of the program or the exploration of alternative academic configurations. The decision will be revisited at the conclusion of the suspension period.

7. Communication Plan

Following presentation of the admission suspension decision to the appropriate Senate committee, the Office of the Registrar will work with the Provost's Office to develop a communication plan to convey the decision to:

- Students, staff, and faculty most closely affiliated with the program
- The broader academic community
- Faculty Council(s), as required

8. Approval and Authorization

Name and Title: Provost and Vice-President, Academic (Interim)

Signature:

Date: Tuesday, January 27, 2026

As temporary suspension of admission is time-limited to a maximum of two years, this decision will be revisited for next steps at the conclusion of the suspension period.

Proposal: Administrative Realignment of Indigenous Studies

Consultation with the Nipissing University Indigenous Council on Education (NUICE) was completed at the Council's December 1, 2025 meeting, where the following proposal for the administrative transfer of Indigenous Studies to the Department of History was formally presented and discussed in detail. The proposal and supporting materials were circulated in advance, and the full meeting was transcribed. NUICE had a discussion of the proposal and advantages and disadvantages were outlined, with the consensus recorded in the transcript indicating that the Council agreed the proposal could move forward. This statement is submitted as evidence that required Indigenous governance consultation has been completed prior to AQAPC review.

Proposal for Administrative Realignment
Program: Indigenous Studies
Current Academic Unit: Department of Gender Equality & Social Justice, Indigenous Studies, and Religions & Cultures, Faculty of Arts & Science
Proposed Academic Unit: Department of History, Anthropology, Ancient Studies, and Indigenous Studies, Faculty of Arts & Science
Effective Date: July 1, 2026

Background and Rationale

The Indigenous Studies program currently consists of a single tenured faculty member, supplemented with a Limited Term Appointment and part-time contracts. Following the consolidation of the Gender Equality & Social Justice and Religions & Cultures programs into Sociology, Indigenous Studies will remain as a standalone program. To ensure sustainable administration, collegial support, and alignment with related disciplinary strengths, the lone permanent faculty member has requested that Indigenous Studies be moved under the administrative oversight of the Chair of History, Anthropology, and Ancient Studies and join the Department of History, Anthropology, and Ancient Studies. The Department of History, Anthropology, and Ancient Studies has indicated its willingness to accommodate this change. The name of the reconfigured department will be the Department of History, Ancient Studies, and Indigenous Studies (see accompanying proposal for the creation of an independent Department of Social and Cultural Studies including members formerly of the Anthropology program).

This realignment will:

- Provide Indigenous Studies with a departmental home that offers administrative continuity and collegial engagement.

- Strengthen interdisciplinary collaboration between History and Indigenous Studies, particularly in areas of shared pedagogical and research interests.
- Maintain the integrity and visibility of Indigenous Studies within the Faculty of Arts & Science while reducing administrative isolation.

Governance Path

Unlike the Sociology consolidation, which requires AQAPC and Senate approval as a change to curriculum and program requirements, this proposal involves administrative realignment only.

- AQAPC and Senate will be consulted for advice and feedback to ensure transparency and academic input.
- Final jurisdiction rests with the Board of Governors, as this change pertains to administrative organization rather than program content or degree requirements.

Effect on Resources

- No additional faculty resources are required.
- The Indigenous Studies faculty member will retain current teaching and research responsibilities.
- Administrative support will be absorbed within the existing structure of the Department of History, Anthropology, and Ancient Studies (renamed the Department of History, Ancient Studies, and Indigenous Studies).
- No impact on curriculum delivery or student pathways; all Indigenous Studies courses and credentials remain unchanged.

Alignment with Strategic Priorities

This proposal supports institutional commitments to:

- Truth and Reconciliation by ensuring Indigenous Studies remains visible and supported within a strong academic unit.
- Academic Renewal and Sustainability by optimizing administrative structures without compromising program integrity.
- Interdisciplinary Collaboration by fostering connections between Indigenous Studies and History.

Approval Package Contents

1. Policy Revision Summary, page 1 – For information only
2. Policy on Visiting Graduate Students, pages 2-7 – To be reviewed and approved by Senate
3. Processes on Visiting Graduate Students, pages 8-10 – For information only

Policy Summary

The Visiting Graduate Student policy is a new policy, though some elements of it have been in practice for many years (e.g., the Ontario Visiting Graduate Student program). In 2023, the revision process was initiated by the Office of Research, Innovation, and Graduate Studies to respond to the increasing inquiries surrounding visiting graduate students, both academic and research-related, to Nipissing University. The drafting process included consultations with various departments including the Registrar's Office, Recruitment, Student Finance, and Human Resources. Nipissing University's retained immigration lawyer was also consulted. Further, a review and discussion of analogous policies at other Ontario universities was conducted. The draft policy was then reviewed by the Graduate Studies Committee for further feedback.

The main points of this policy include the following:

- **Separation of policy and procedure** – To align with best practices in policy writing and to streamline the review process for minor procedural changes, procedural pieces have been moved to a separate Procedure document (included in this document after the Policy).
- **The glossary of terms** – Clarification of to whom this policy pertains to eliminate confusion regarding the role, regulations, and processes surrounding Visiting Graduate Students versus Visiting Scholars (faculty).
- **An amalgamation of several smaller practices into a formal policy** – Several of the items in this policy were conducted on an ad hoc basis. Under the fulsome umbrella of "Visiting Graduate Student" this policy aims to explore the various types of visiting graduate students to enforce quality standards of practice across all these areas.

The Office of Research, Innovation, and Graduate Studies would like to acknowledge the work of other institutions on which we relied in writing this policy: most notably, the University of Guelph, the University of Waterloo, and the University of Toronto.

Policy Name:	Visiting Graduate Student Policy		
Policy No:	NU-RES-20…	Approval Authority:	Senate
Volume:		Responsible Executive:	AVP RIGS
Chapter:		Responsible Office:	Office RIGS
Issue date:		Revision dates:	

Policy Statement

Nipissing University encourages research and academic collaboration with students outside of Nipissing University. The terms within this policy are designed to facilitate this collaboration through three Visiting Graduate Student avenues: the Ontario Visiting Graduate Student program, as a Special Interest/Non-Degree Graduate Student, and as a Visiting Graduate Student Researcher. Visiting Graduate Students are valued contributors to the overall research and academic landscape at Nipissing University.

Reason for Policy

Hosting visiting Graduate Students supports unique opportunities for collaboration, knowledge translation, recruitment, and to enhance Nipissing's reputation as a destination for high calibre research and graduate education. This policy fills a void for clear standards of practice surrounding the unique experiences of admitting, welcoming, and hosting Visiting Graduate Students. This policy also addresses new areas of growth for Nipissing University in the Visiting Graduate Student space.

Policy Applies to

- All units of the university

Who Should Read this Policy

- Registrar's Office
- Recruitment
- Student Financial Services
- Office of Research, Innovation, and Graduate Studies
- Graduate Program Coordinators
- All faculty
- Associate Deans and Deans

Contacts and FAQs

Contact sgs@nipissingu.ca for the following questions:

As a Nipissing University graduate student, how do I apply to take a course at another Ontario University?

As a graduate student at an Ontario university, how do I apply to take a course at Nipissing University and have it count toward my home degree program?

How do I come to Nipissing University to conduct research as part of my graduate degree elsewhere?

How do I apply to take a graduate course at Nipissing University if I'm not registered in a graduate degree program or, in a degree program outside of Ontario? (also contact admissions@nipissingu.ca).

Definitions

Visiting Graduate Student Researcher: Refers to a student registered in a graduate program at another institution, domestically or internationally, who seeks to conduct research at Nipissing University related to their degree program at their home institution.

Special Interest/Non-Degree Graduate Student: Refers to a student, enrolled in a graduate program outside of Ontario or internationally, seeking to take courses at Nipissing University for their degree program at their home institution. It also refers to students not registered in a degree program, domestically or internationally, who seek to take graduate level courses at Nipissing University based on interest, improving academic standing, professional development, etc.

Ontario Visting Graduate Student: Refers to a student registered at an Ontario university (home university) who seek to take courses at another Ontario university (host university) for their degree program at the home university.

Host University: Refers to the institution that is hosting the visiting student.

Home University: Refers to the institution where the visiting student is registered in a degree program.

The Policy

1. Ontario Visiting Graduate Students

As per the Ontario Council of Graduate Studies, the Ontario Visiting Graduate Student (OVGS) Program allows graduate students at an Ontario university (Home University) to take graduate courses at another Ontario university (Host University) while remaining registered at their own university. The OVGS Program allows the student to bypass the usual application for admission procedures. Graduate students pay their normal fees to their Home University and are classed as a 'Visiting Graduate Student' at the Host University where they do not pay fees.

1.1 Admissions Process

- Nipissing University graduate students wanting to take a course at another Ontario university should visit our OVGS website to learn how to apply to the OVGS Program.
- Graduate Students at another Ontario university who want to take a graduate course at Nipissing University should apply to the OVGS program via their Home University.

1.2 Courses

- The course(s) selected must be at the graduate level and required for the student's degree program.
- If the student enrolls in a course at another university that is not required for their degree requirements (i.e., over and above degree requirements) or requests to audit the course, the student will be billed the course fee through their Home University.
- The student is subject to any regulations of their Home University with respect to the maximum number of courses which may be taken at another Ontario university.
- Nipissing University graduate students may not complete more than 6 credits of their course requirements outside of Nipissing University or outside of the degree program.

1.3 Enrollment and Registration

- Once the OVGS application is approved by both the Home and Host Universities, the student is registered and enrolled in the course(s) for the term(s) indicated on the form. The student must pay their standard program/tuition fees to their Home University for the term(s) during which the course takes place.

1.4 Transfer of Credit

- By approval of the OVGS application form, the Home University agrees to credit work done at the Host University towards the student's degree program, so long as the student remains in good standing.
- The student is responsible for arranging to have an official record (e.g. an official transcript) sent by the Host University to the School of Graduate Studies at the Home University as soon as the final mark is available. The student is required to pay any costs connected with this service (e.g. transcript charges). An interim report may be provided by the Host University in the form of a signed memorandum by the instructor of the course. Failure to meet this responsibility may result in a failing grade for the OVGS course(s) at the Home University.

1.5 Withdrawal from Course(s) in the OVGS Program

- An official withdrawal form is available in all Graduate Studies offices for Ontario Visiting Graduate Students. The student is responsible for notifying the Graduate office at both the Host and the Home University of their withdrawal as soon as possible by completion of the Home University's withdrawal form. The official withdrawal date is that pertaining to the Host University. Failure to notify the appropriate parties of withdrawal may result in the student being assigned a failing grade for the course. Nipissing University graduate students can visit our OVGS website for instructions on how to withdraw from course(s) in the OVGS program.

1.6 Responsibilities of students in the Ontario Visiting Graduate Student Program

- To ensure that the Ontario Visiting Graduate Student application form is completed, submitted, and approved by all required parties of their Home University prior to the beginning date of the course(s).
- To arrange to have an official record of their final mark sent to the School of Graduate Studies of their Home University as soon as the final results of the course(s) are known.
- To ensure that the OVGS Withdrawal form is filed with the Graduate Office of the Home University and the Host University at the earliest possible date should they decide to withdraw from a course at the Host University (see above).

1.7 Responsibilities of the Home University

- By signing an OVGS application form the Home University certifies that the student:
    - is pursuing the graduate degree as indicated on the form,
    - is in good standing at the Home University,
    - requires the specified course(s) to satisfy their degree requirements,
    - will receive course credit for the course (providing suitable standing is obtained).

1.8 Responsibilities of the Host University

- By signing an OVGS application form the Host University certifies that the student:
    - the course(s) specified will be offered during the term(s) indicated,
    - the student will be assured a place in the course,
    - the student will be identified as a 'Visiting Graduate Student' and will not be reported for formula entitlement as per the Ministry of Colleges, Universities, Research Excellence and Security (MCURES).

2 Special Interest/Non-Degree Graduate Students

- Out-of-province and non-degree students who are interested in taking graduate-level courses at

Nipissing University may apply for Special Interest/Non-Degree Graduate Student status at Nipissing University.

- Special Interest/Non-Degree Graduate Students enrolled in a graduate degree program elsewhere may have their courses completed at Nipissing University for credit at their home degree program (subject to approval of the Home Institution).

- Special Interest/Non-Degree Graduate Students who are not currently registered in a graduate degree program may register as non-degree students.

- Special Interest/Non-Degree Graduate Students may take no more than 6.0 credits at Nipissing University. If the Special Interest/Non-Degree Graduate Student wishes to pursue more than 6.0 credits, they must apply for admission to a graduate program at Nipissing University.

2.1 Course Offerings

All graduate courses are eligible to host Special Interest Graduate Students except for the following:

- PhD level courses
- EDUC 5186 Research Project & Seminar
- Major Research Paper Courses
- Thesis Project Courses
- Independent or Directed Studies

2.2 Admission

- To be eligible for Special Interest/Non-Degree Graduate Student admission, students must meet the minimum admission requirements of the respective graduate program through which the course(s) is being offered. To view our admission requirements, visit: https://www.nipissingu.ca/academics/school-graduate-studies/application-process.
- Nipissing University reserves the right to deny applications for Special Interest/Non-Degree Graduate Students to prioritize course enrollment for degree seeking graduate students.

2.3 Billing

- Special Interest/Non-Degree Graduate Student are billed a per course fee plus ancillary fees. Fees paid as a Special Interest/Non-Degree Graduate Student cannot be applied to any subsequent degree program. To view our current fee structure, visit: [insert link once available]

2.4 Transfer of Credit

- Degree earning Special Interest Graduate Students are responsible for arranging to have an official record (e.g. an official transcript) sent from Nipissing University to their Home University. They are also responsible for obtaining the appropriate approvals for transfer credit as outlined at their Home University. The student is required to pay any costs connected with this service (e.g. transcript charges).

3 Visiting Graduate Student Researchers

Graduate students registered in a degree program domestically or internationally, may visit Nipissing University to conduct research related to their degree program at home. Visiting Graduate Student Researchers must first secure a faculty supervisor at Nipissing University who agrees to supervise and mentor the visiting student throughout the duration of their stay.

3.1 Eligibility:

3.1.1 Visiting Graduate Student Researchers must:

- Be registered in a full-time degree program in good standing at an accredited post-secondary institution (Home Institution).
- Have written permission from their Home Institution to conduct research at Nipissing University.
- Demonstrate that proposed research activities are essential and beneficial to their degree program at home.
- Intend to visit Nipissing University for research experience and training that will complement their research for the degree program at their Home University.
- Have secured a faculty supervisor at Nipissing University and have written confirmation from the supervisor detailing the nature of the research and mentorship to be conducted through the visit.
- Visit Nipissing University for a minimum of one month to a maximum of one year (12 months).
- Have appropriate funding from sources outside of Nipissing University to cover the costs of their travel and stay for the duration of their visit.

3.1.2 In addition to the above, international Visiting Graduate Student Researchers also must:

- Have sufficient funding to be eligible to enter Canada and study and work in this program.
- Apply for the appropriate authorization under Canadian immigration laws to enter Canada and conduct research for the proposed length of time. Note: visa posts from different countries have different processing times for visas, study permits, and work permits. Visiting Graduate Student Researchers are encouraged to apply for their necessary visas and permits according to the processing times of their country to arrive to Canada on time for the visitation period.

3.2 Admissions

The procedure for applying to become a Visiting Graduate Student Researcher at Nipissing University can be found on our website.

Acceptance is at the discretion of the Office of Research, Innovation, and Graduate Studies.

3.3 Fees

Visiting Graduate Student Researchers are not typically charged fees to enroll as a researcher at Nipissing University. However, there may be some instances where fees may be applied (determined on a case-by-case basis). Examples of potential costs include but are not limited to specialized software licenses, bus passes, residence fees, official letters, locker fees, etc. The Visiting Graduate Student Researcher is responsible for paying any applicable fees to Nipissing University through the Finance Office by the posted deadline.

3.4 Terms of Visitation:

Visiting Graduate Student Researchers will,

- Abide by all Nipissing University policies and procedures including, but not limited to, Intellectual Property, Research Ethics, Health and Safety.
- Register in the applicable placeholder course for the purposes of email and facility access.
- Not be permitted to register in academic classes at Nipissing University except for the placeholder noted above.
- Not be registered in a degree program at Nipissing University.
- Not normally visit Nipissing University beyond a 12-month period. Extensions beyond 12 months should only be requested under extenuating circumstances.
- Pay any applicable fees to Nipissing University according to the fee instructions and posted deadlines.

Forms and Tools

Please consult these websites for the appropriate forms and processes related to visiting Nipissing University.

Ontario Visiting Graduate Student Program: https://www.nipissingu.ca/academics/school-graduate-studies/ontario-visiting-graduate-student-program

Special Interest/Non-Degree Graduate Student: [will be linked once new initiative is approved]

Visiting Graduate Student Researchers: https://www.nipissingu.ca/academics/school-graduate-studies/forms-procedures/visiting-student-forms

Procedure:	Visiting Graduate Student Policy		
Related Policy:	NU-RES-...	Responsible Office:	Office RIGS
Effective date:		Revisions:	

Ontario Visiting Graduate Student Program

1. Admissions Procedure

1.1 The student completes an Ontario Visiting Graduate Student Application form. On this form the student must indicate the course(s) to be taken and the term during which the course is offered at the Host University. The form must be signed in this order:

- the student's research supervisor or faculty advisor
- the Program Coordinator/Chair
- the Faculty Dean
- the Dean of Graduate Studies (or equivalent)
- The School of Graduate Studies will then send the form to the Host University for approval.

*Admission is not complete until all signatures have been obtained by the appropriate parties at the Home University, and the Department Chair and Graduate Dean of the Host University.

2. Nipissing University OVGS Procedure

2.1 The student completes the OVGS Application form and submits it to the following parties for approval, in this order:

- Research Supervisor or Faculty Advisor
- Graduate Program Coordinator/Chair
- Faculty Dean

2.1.2. The Faculty Dean then sends the application to the School of Graduate Studies for the Associate Dean of Graduate Studies to approve.

2.1.3. The School of Graduate Studies will send the form to the Host University for approval by the Graduate Dean.

2.1.4. Once the form is submitted to the Host University, the student is considered registered in the course.

2.1.5. The Registrar's Office sends the students instructions for accessing course materials, their Nipissing email address, and course registration information, where needed.

2.1.6. The student obtains an official record (e.g. transcript) from the Host University and sends it to the School of Graduate Studies and the Registrar's Office.

*Failure to comply with the OVGS Policies and Procedure may result in the students' application being denied.

SPECIAL INTEREST/NON-DEGREE GRADUATE STUDENTS

1. **Admissions Procedure**

1.1. **OUAC:** Students will apply for admission through the OUAC portal by the posted deadline and pay the application fee.

1.2. **Supplemental Forms:** Students will submit their official transcripts and the Application for Registration in a Graduate Courses form (Special Interest/Non-Degree Graduate Student) to the Registrar's Office.

1.3. **Other:** Before submitting their application, it is strongly recommended that prospective students consult our course offerings on WebAdvisor each term and contact the School of Graduate Studies (sgs@nipissingu.ca) to verify that the course will be available for registration. Failure to do so may result in the application being denied. Application fees are non-refundable.

1.4. **Adjudication:** Applications will be reviewed by the Registrar's Office and the School of Graduate Studies.

1.5. **Decisions:** Decisions will be emailed to applicants via email. All Special Interest/Non-Degree admission decisions are final.

2. **Registration:**

2.1. The Registrar's Office sends students instructions for accessing course materials, their Nipissing email address, and course registration information.

3. **Withdrawing from Course(s)**

3.1. Students wishing to withdraw from a course should consult the appropriate deadlines on the Academic Calendar and Student Financial Services website for withdrawal dates and refund deadlines. Failure to withdraw from courses by the posted deadlines could result in a failing grade and/or non-refundable course billing.

Visiting Graduate Student Researchers

4. **Admissions Procedure**

4.1. A Visiting Graduate Student Researcher and/or their home institution will contact the faculty member(s) at Nipissing with whom they are interested in working. Once the two parties agree to work together, the Nipissing University supervisor will contact the Office of Research, Innovation and Graduate Studies with the following information:

- Completed Visiting Research Student Request Form
- Purpose of the visit and the research activities that will take place
- Plan for Intellectual Property (contact Research Services for assistance)
- Plan for Research Ethics Board approvals (if required)
- Financial details (stipend, research expenses, travel costs)
- Research resources required for the visitor (equipment, lab spaces, library)

4.2. Where applicable, Research Services will be consulted for matters pertaining but not limited to approving the disbursement of research funds, intellectual property agreements, commercialization agreements, and research security.

4.3. A Letter of Invitation signed by the Associate Dean, Graduate Studies will be sent to the Visiting Graduate Student Researcher and to their home institution supervisor. Where matters of

intellectual property, ethics, and stipends are concerned, the letter and/or an agreement must be countersigned by the Visiting Graduate Student Researcher agreeing to the terms.

4.4. The Registrar's Office will issue a Notice of Acceptance and register the student in SOGS 5001. The student will be issued a student number and instructions for email access.

International Visiting Graduate Student Researchers will use the Notice of Acceptance and Letter of Invitation to secure the appropriate visas or permits to enter and conduct research in Canada. The Visiting Graduate Student Researcher should specify to immigration officials that that they will be a student at Nipissing University and undertaking academic research related to their degree program in their home country. Visiting Graduate Student Researchers can also contact our International Office at internationalsupport@nipissingu.ca for additional resources and information.

4.5. Upon arrival, the Visiting Graduate Student Researcher should receive any relevant training (i.e., safety training) and support as with any graduate student within the department of study.

Approval Package Contents

1. Policy Revision Summary, page 1 – For information only
2. Examiner Policy, pages 2-5 – To be reviewed and approved by GSC, Senate
3. External Examiner Recommendation Procedure, pages 6-7 – For information only

Policy Revision Summary

The External Examiner policy was originally issued on May 15, 2020. In the Spring of 2025, the revision process was initiated by the School of Graduate Studies. The revision process included review and discussion of analogous policies at other Ontario universities, and synthesis of feedback from the Graduate Studies Committee and the Indigenous Community Engagement Plan Committee.

The main changes in this revision include the following:

- **Separation of policy and procedure** – To align with best practices in policy writing and to streamline the review process for minor procedural changes, procedural pieces have been moved to a separate Procedure document (included in this document after the Policy).
- **Different types of External Examiners –** The policy revision defines multiple avenues for External review, depending on the program and the nature of the research
- **External Examiner role is more clearly defined –** The qualifications and responsibilities of the External review are detailed

Sources

The working group would like to acknowledge the work of other institutions on which we relied in writing this revision: most notably, the University of British Columbia, Western University, and the University of Toronto. They would also like to thank the Indigenous Community Engagement Plan Committee for their contributions.

Policy Name:	External Examiner Policy		
Policy No:	NU-RES-20…	Approval Authority:	Senate
Volume:		Responsible Executive:	AVP RIGS
Chapter:		Responsible Office:	Office RIGS
Issue date:	May 15, 2020	Revision dates:	May 15, 2025

Policy Statement

Review of Major Research Papers (MRPs), theses, and dissertations serves as a means of quality control and peer review of important research works at the graduate level prior to the oral examination. As such, integrity in the Internal/External review process must be upheld. This policy applies to graduate level programs that require Internal/External review of MRPs, theses, and dissertations.

Reason for Policy

Nipissing University is committed to maintaining the integrity of the Internal/External review process of graduate research. As such, this policy will describe the role of the Internal/External Examiner, the minimum qualifications required of the Internal/External, and what constitutes a conflict of interest to ensure an arm's length review.

Policy Applies to

This policy applies to all units of the university with a graduate level program that requires Internal/External review of Major Research Papers, theses, and dissertations.

Who Should Read this Policy

- Deans
- Directors/Chairs
- Graduate Program Coordinators/Chair
- Faculty Members
- Staff in the Office of Research, Innovation, and Graduate Studies
- Graduate students

Contacts

School of Graduate Studies: sgs@nipissingu.ca

Office of Research, Innovation, and Graduate Studies: officegsr@nipissingu.ca

Definitions

External Examiner: Refers to an arm's length reviewer, outside of Nipissing University, who is an expert in the graduate student's research area of the MRP/thesis/dissertation and who can render an objective and impartial assessment of the quality of the work.

University Examiner: Refers to an arm's length reviewer, within Nipissing University but outside of the program's graduate faculty complement, who is an expert in the graduate student's research area of the MRP/thesis and who can render an objective and impartial assessment of the quality of the work.

Indigenous Knowledge Holder, Elder, Language Speaker or Content Expert: Refers to an Indigenous person with the knowledge, lived experience, or expertise in the graduate student's research area of the MRP/thesis/dissertation and is in a position to render an objective and impartial assessment of the quality of the work.

Internal Examiner: In PhD Dissertation Committees, the Internal Examiner refers to a Nipissing University Graduate Faculty Member who has not been involved with the supervision or direction of the dissertation and is in a position to render an objective and impartial assessment of the quality of the work.

(Co-)Supervisor(s): Refers to the graduate student's primary MRP/thesis/dissertation advisor(s). The Supervisor (or Co-Supervisors) guides the graduate student throughout the course of the research project from conceptualization to completion, including advising on courses, assisting with research design, filing Research Ethics Board applications, etc.

Committee Member(s): Refers to faculty members that, in addition to supervisor(s), form the supervisory committee. Also called upon as examiners for thesis/dissertation oral examination. See Supervisory Committee Policy.

Supervisory Committee: Refers to the Supervisor(s) and Committee Member(s) as a whole.

Graduate Program Coordinator/Chair: The Graduate Program Coordinator/Chair is an elected faculty member (as per the Nipissing University Faculty Association Collective Agreement) who assists graduate students in their programs and works with the academic administrator of Graduate Studies and the relevant Deans to ensure that graduate regulations, policies, and procedures as approved by Senate are followed.

The Policy

1. Types of External Reviewers

1.2 The External Examiner

The External Examiner is a reviewer with a full-time appointment outside of Nipissing University and with expertise in the graduate student's research area. The external examiner provides an impartial, arm's length review of Major Research Paper, theses, and dissertations.

1.3 The University Examiner (Master's level only)

The University Examiner is an arm's length reviewer, within Nipissing University but outside of the graduate program's faculty complement, who is an expert in the graduate student's research area of the MRP/thesis and is in a position to render an objective and impartial assessment of the quality of the work. For master's level graduate programs that allow, a University Examiner can be appointed in lieu of an External Examiner. PhD dissertation reviews must be conducted by an External Examiner.

1.4 Indigenous Knowledge Holder, Elder, Language Speaker or Content Expert

For appropriate research projects, an Indigenous Knowledge Holder, Elder, Language Speaker or Content Expert can be appointed as an Examiner. They will provide review and guidance on Indigenous research, teaching, knowledge, scholarship, and practice. Such a person will be external to the University, may or may not be an academic, and will be at arm's length from the student and supervisor as defined in 4.1.

1.5 Internal Examiner (PhD level only)

In PhD Dissertation Committees, the Internal Examiner refers to a Nipissing University Graduate Faculty Member who has not been involved with the supervision or direction of the dissertation and is in a position to render an objective and impartial assessment of the quality of the work. In PhD dissertation committees, there is both an Internal and an External Examiner (see Supervisory Committee Policy).

2. The Role of the Examiner

The Examiner will

- evaluate the MRP/thesis/dissertation and determine if it meets the criteria for successful work within the field of research and based on the categories outlined in the External Examiner Report form,
- complete the External Examiner Report form in full and attach further written assessments as necessary to justify their recommendations,
- recommend revisions to the work, as required,
- recommend whether the work should proceed to the Oral Examination,
- participate in the Oral Examination (virtually or in-person), ask questions of the candidate, and contribute to the discussion,
- participate in a re-review or re-examination, if required, and,
- sign the oral examination documents detailing the committee's decision for the examination outcome.

3. Qualifications of the Examiner

3.1 The Examiner must

- Hold a doctorate degree related to the candidate's field of study, or have equivalent field/work/cultural experience in the candidate's field of study. Hold a position of full, associate, assistant, or emeritus professor (or equivalent) at an academic institution, or hold a comparable position of expertise if not at an academic institution,

- In the case of an Indigenous Knowledge Holder, Elder, Language Speaker or Content Expert, hold the knowledge, lived experience, or expertise in the candidate's field of study.

- May have previous experience in the supervision and examination of graduate students.

4. Arm's Length Review

All Examiners must be at arm's length from the candidate's MRP/thesis/dissertation, the candidate, and the Supervisor(s) and must not be in potential conflict of interest with regards to the outcome of the thesis examination. There is a conflict of interest if:

- There is an administrative or familial link between the proposed Examiner and the Supervisor(s) or candidate;
- A proposed Examiner is currently directly involved in collaborative activities with the Supervisor(s) or candidate (i.e. co-investigators on a research grant);

- A proposed Examiner is a former research supervisor, postdoctoral fellow, or graduate student of the Supervisor(s) or candidate in the last three years; or
- A proposed Examiner has collaborated or published with the Supervisor(s), or candidate within the past three years; or
- A proposed Examiner is a confirmed future research supervisor or employer of the candidate; or
- The proposed Examiner is uncomfortable with reviewing the MRP/thesis/dissertation due to previous conflicts or any other reason; or
- The Graduate Program Coordinator/Chair, the Associate Dean, Graduate Studies, or the Associate Vice President, Research, Innovation, and Graduate Studies has reason to believe that a specific proposed Examiner should not be involved in the review.

4.2 Internal Examiners (PhD committees only)

The Internal Examiner serving on a PhD dissertation committee must be at arm's length from the candidate and the dissertation and must not be in potential conflict of interest with regards to the outcome of the dissertation examination. There is a conflict of interest if:

- There is a familial link between the proposed Examiner and the Supervisor(s) or candidate;
- A proposed Examiner is currently directly involved in collaborative activities with the candidate;
- A proposed Examiner is a former research supervisor or graduate student of the Supervisor(s) or candidate in the last three years; or
- A proposed Examiner has collaborated or published with the candidate within the past three years;
- A proposed Examiner is a confirmed future research supervisor or employer of the candidate; or
- The proposed Examiner is uncomfortable with reviewing the MRP/thesis/dissertation due to previous conflicts or any other reason; or
- The Graduate Program Coordinator/Chair, the Associate Dean, Graduate Studies, or the Associate Vice President, Research, Innovation, and Graduate Studies has reason to believe that a specific proposed Examiner should not be involved in the review.

4.3 If a Supervisory Committee wishes to appoint an Examiner who presents any of these conflicts or does not meet the minimum requirements noted above, the Supervisor(s) must provide a written rationale to the Graduate Program Coordinator/Chair and the School of Graduate Studies explaining:

- Why a different Examiner cannot be appointed
- That the conflict of interest will not impact the Examiner's ability to provide an impartial review of the MRP/thesis/dissertation

Based on the rationale provided, the Graduate Program Coordinator/Chair, the Associate Dean, Graduate Studies, or the Associate Vice President, Research, Innovation, and Graduate Studies will make a final decision.

Related Polices

- Supervisory Committee Policy: https://www.nipissingu.ca/academics/school-graduate-studies/forms-procedures/supervisory-examination-committees
- Oral Defence Examination Regulation: https://www.nipissingu.ca/academics/school-graduate-studies/forms-procedures/defence-process
- School of Graduate Studies Governance: https://www.nipissingu.ca/academics/school-graduate-studies/governance

Related Forms

- External Examiner Recommendation Form: https://www.nipissingu.ca/sites/default/files/2025-03/Form%2010%20-%20External%20Examiner%20Recommendation%202025.pdf
- Internal Examiner Recommendation Form: https://www.nipissingu.ca/sites/default/files/2025-03/Form%2020%20-%20PhD%20Internal%20Examiner%20Recommendation%202025.pdf
- External/Internal Examiner Report Form: Contact sgs@nipissingu.ca
- Oral Defence Examination Request Form: https://www.nipissingu.ca/sites/default/files/2025-03/Form%2012%20-%20Oral%20Defence%20Examination%20Request%20Form%202025.pdf

Procedure:	External Examination Recommendation Process		
Related Policies:	External Reviewer Policy, Oral Defence Examination Regulation, Supervisory Committee Policy	Responsible Office:	School of Graduate Studies
Effective date:		Revisions:	

Examiner Recommendation Process

1. **Supervisor Contacts Potential Examiner(s)**

It is the responsibility of the Supervisor(s) to contact prospective Examiners to determine if they would be willing and available during the proposed oral examination timeframe (see Oral Defence Examination Regulation) to review and evaluate the MRP/thesis/dissertation.

2. **Supervisor Completes Form**

Once the Supervisor(s) confirms the willingness and availability of an Examiner, the Supervisory Committee will complete the External Examiner Recommendation form and send it, along with the recommended Examiner's CV, or in the case of the Indigenous Knowledge Holder, Elder, Language Speaker or Content Expert, a statement from the Supervisory Committee supporting the choice and reasoning for selection of a particular Examiner, to the School of Graduate Studies via sgs@nipissingu.ca

3. **School of Graduate Studies Obtains Remaining Approvals**

The School of Graduate Studies will review the External Examiner Recommendation form and CV to verify that it meets the policy requirements. Once verified, the School of Graduate Studies will send the form and CV/statement to the Graduate Program Coordinator/Chair for approval, followed by the and Associate Vice President, Research, Innovation, and Graduate Studies.

4. **Student and Supervisory Committee Complete Oral Examination Request**

Once the Supervisory Committee agrees that the MRP/thesis/dissertation is ready to proceed to the External review stage, they will complete the Oral Examination Request form and send it, along with the committee-approved MRP/thesis/dissertation to the School of Graduate Studies. SGS will obtain the remaining approvals from the Graduate Program Coordinator/Chair, followed by the and Associate Vice President, Research, Innovation, and Graduate Studies.

5. **School of Graduate Studies Sends Examiner Package**

The School of Graduate Studies will send the Examiner the MRP/thesis/dissertation, the External Examiner Report form, and instructions for completing the review. The School of Graduate Studies will then work on scheduling the Oral Examination. See Oral Defence Examination Regulation.

6. **Other Considerations**

6.1 If an Examiner is not approved by the Graduate Program Coordinator/Chair and/or the Associate Vice-President, Research, Innovation, and Graduate Studies, then the Supervisor(s) will need to reach out to

a new Examiner and the process begins again.

6.2 In order to maintain the integrity of the External review process, the candidate, Supervisor(s), or Committee Members should not contact the Examiner during the review period.

7 Reports

Once the School of Graduate Studies receives the report(s) from the Examiner(s), the School of Graduate Studies will extract the "Comments for the Candidate" section and send that directly to the student candidate along with the Examiner(s) recommendation. The full report is shared with the Supervisory Committee.

8 The Oral Examination

The Examiner(s) participate in the Oral Examination either in person (if local or at their own expense) or via Zoom and will ask questions to the candidate in each round of questioning.

9 Post Oral Examination

Following the Oral Examination, the Examiner(s) will sign any documentation required (sent by the School of Graduate Studies).

10 Honorarium

Once the process is complete, the School of Graduate Studies sends the Examiner (for those External to Nipissing University only) an honorarium as a note of appreciation.

DRAFT

Nipissing University

Report of the By-laws and Elections Committee

February 9, 2026

A meeting of the By-laws and Elections Committee was held on February 9, 2026 at 1:30 pm in F307 and via Teams conference.

Present: K. Srigley (Chair), C. Richardson, T. Horton, G. Phillips

Regrets: H. Teixeira, J. Martin

Recording Secretary: S. Landriault

The meeting was called to order. The Chair offered a Traditional Territory acknowledgement.

Motion 1: Moved by C. Richardson, seconded by T. Horton that the agenda of the February 9, 2026 By-laws and Elections Committee meeting be approved.
CARRIED

Motion 2: Moved by G. Phillips, seconded by C. Richardson that the Report of the January 9, 2026 By-laws and Elections Committee meeting be approved.
CARRIED

Business Arising from the Report

Further discussion took place regarding the nomination and election of faculty members to hiring committees, as outlined in the Board of Governors' *Search, Appointment, and Reappointment of Senior Academic Administrative Officers* policy. The policy specifies that tenured faculty members are to be elected by Senate to serve on search committees. As these elections may include individuals who are not Senators, and to support gender equity and diversity in the composition of search committees, it was proposed that Faculties conduct the nomination and election process and present a slate of candidates to Senate for final approval. This approach would broaden the pool to include both Senators and non-Senators and encourage wider participation. Nominations and elections could also continue to occur from the floor of Senate. Implementing this approach would require amendments to the terms of reference of the Senate By-laws. The Chair consulted with the Deans and noted a concern that some Faculty Council meetings occur only twice annually, which may present timing challenges. It was suggested that nominations and elections could also be conducted online to address this issue. The Provost will follow up with the Dean of EPS.
Next Steps: Further discussion to consider revisions to Senate By-law 10.1.2 Faculty Council Nominations and Elections Committee Procedures.

In follow-up to the discussion regarding the structure of the Academic Quality Assurance and Planning Committee (AQAPC), and specifically the issue of proportionate representation considering requests to add additional non-faculty members, a motion was received from AQAPC recommending that the Director of Indigenous Initiatives (voting) and the Director of the Centre for Teaching and Learning (non-voting) be added as ex officio members. It was noted that while ex officio is referenced in the preamble of the By-laws, indicating that all ex officio members are voting members, the term is not included in the general definitions. The Board of Governors policy indicates that ex officio members may be either voting or non-voting. It was also noted that neither Director currently serves as a Senator.
Next Steps: Revise the By-laws to clarify the definition and status of ex officio members and bring forward for discussion at the next Senate Executive Committee meeting the potential addition of Directors as Senators.

Consideration of the amendment to Senate By-law 9.10, to reinstate the Provost and the Vice-President, Finance and Administration as ex officio non-voting members of the Senate Budget Advisory Committee (SBAC), will be deferred to a future meeting following the SBAC meeting scheduled for February 27.

A definition will be developed to further clarify the rights and responsibilities of non-voting members serving on Senate Standing Committees.

A policy on electronic elections and voting is being developed. The University Secretary will provide an update once the Board appendix has been reviewed and any resulting recommendations have been implemented.

By-laws and Elections Committee Work Plan

Committee members reviewed and approved the 2025–2026 By-laws and Elections Committee Work Plan.

Motion 3: Moved by T. Horton, seconded by C. Richardson that the By-laws and Elections Committee adopt the 2025–2026 By-laws and Elections Committee Work Plan, as outlined in the attached document, and forward it to the Senate Executive Committee.
CARRIED

Respectfully submitted,

Dr. Katrina Srigley
Chair
By-laws and Elections Committee

Motion 1: That Senate receive the Report of the By-laws and Elections Committee dated February 9, 2026.

Nipissing University
Graduate Studies Committee Report
December 18, 2025

The Graduate Studies Committee met on December 18, 2025.

Members in attendance: B. Law (Chair), N. Black, K. Clausen, N. Colborne, K. Greer, S. Hansen, D. Iafrate, B. Kelly, J. Murton, T. Vassilev. Regrets: W. MacKenzie, G. Raymer.
Guests: A. McCarthy, G. Hornby, M. Venasse, D. Walters. Recording Secretary: L. Snoddon

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the December 18th meeting, as well as an oral report given by the Associate Dean of Graduate Studies, the Student Recruitment Officer, and the Senior Manager of Marketing & Communications.

Updates included:

- OCGS updates, including Graduate Diplomas (GDips), the OVCG program, Spring OCGS retreat, and regional 3MT event.
- CAGS Professional Development Webinar
- The NU Three Minute Thesis (3MT) 2026 Competition will be on Thursday, March 26th.
- Research Creation Thesis and Dissertation Policy
- Graduate Student Applications
- Nipissing University website update, including revamped faculty pages to enhance student recruitment. Graduate program brochures will also be updated in time for the March open house.

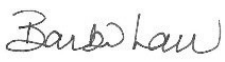
Discussions Included:

- The committee considered and approved a motion proposing a spring-summer flex-time admission for the Master of Education program.
- Graduate Student Travel Funding

New business included:

- Graduate Studies Awards Funding Model 2026-2027

Motion: That the Graduate Studies Committee adopt the 2026-2027 Graduate Studies Funding Model as presented.
Moved by T. Vassilev and seconded by D. Iafrate, the motion was carried with minor edits suggested by committee members, which included the addition of language around the order in which awards are allocated.



Respectfully submitted,
B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated December 18, 2025.

Nipissing University
Graduate Studies Committee Report
January 23, 2026

The Graduate Studies Committee met on January 23, 2026.

Members in attendance: B. Law (Chair), N. Black, K. Clausen, N. Colborne, K. Greer, S. Hansen, D. Iafrate, G. Raymer, J. Murton, T. Vassilev. Regrets: B. Kelly. Absent: W. MacKenzie
Guests: D. Walters. Recording Secretary: L. Snoddon

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the January 23rd meeting, as well as an oral report given by the Associate Dean of Graduate Studies.

Updates included:

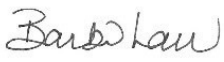
- OCGS updates, including planning for the 3MT regional competition and annual Dean's and Graduate Studies Staff retreat
- CAGS Professional Development Webinars (monthly topics and registration link)
    - January 27, 2026: Research Project Management
    - February 6, 2026: a Spotlight on Supervision: Navigating Conflict and Power in Graduate Supervision
- Research Creation Thesis and Dissertation Template development
- Graduate program and OGS applications update
- Graduate Teaching Assistant Training Module – RSD
- The Graduate Studies Handbook is now available on the website

Discussions Included:

- Ensuring graduate student representation on GSC
- Graduate Studies Awards Funding Model: potential NUGS GPA adjustments
- Review of the revised Graduate Faculty Membership Policy
- Approval of the External Examiner Policy

Motion: That the Graduate Studies Committee recommends to the Academic Quality Assurance and Planning Committee (AQAPC) that the External Examiner Policy be accepted.
Moved by T. Vassilev and seconded by G. Greer, the motion was carried.

Respectfully submitted,



B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated January 23, 2026.

Nipissing University
Senate Research Committee Report
January 21, 2026

The SRC met on January 21, 2026.

Members in attendance: B. Law (Chair), S. Arnocky, N. Black, C. Cho, M. Sullivan, H. Zhu.
Guests: C. Byers (non-voting), K. Sarginson (non-voting). Recording Secretary: L. Snoddon.
Regrets: N. Botham. Absent: W. MacKenzie.

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the January 21st meeting. Updates included:

- Updates to funding programs from the Tri-Agency (Canada Impact + Chairs and Research Training Awards) and IPON (Innovation Fellowship Grant pilot).
- The 2025–26 Annual Commercialization Plan report was also submitted to MCURES on January 15, 2026.
- The application for the 2026 CRC Program Institutional Equity Stipend was submitted in December 2025 to support development of the required CRC EDI Action Plan.
- NU's new 3-year CFI envelope begins in January 2026.
- Research Rendezvous 2026 Events

New Business included:

- Update on development of a policy and procedures related to research space management.
- Research Month 2026 planning updates (UGRC, NU360, 3MT)
- CRC Search/Hiring: The ad for a Tier 2 Canada Research Chair (CRC) Tenure-Track in Social Epidemiology and Health Inequality is posted, with closing date of February 10, 2026.

Discussions included:

- Student Research Opportunities Fund Update: Launch materials are in development, with a call for the first opportunity to be shared with faculty and students in February 2026.
- The NSERC USRA call will be distributed to faculty and students shortly.
- NU allocation for Canada Impact+ Training Program – Postdoctoral competition. Eligible faculty supervisors were notified of competition.

Respectfully submitted,

Barb Law

B. Law
Chair, Senate Research Committee

Motion 1: That Senate receives the report of the Senate Research Committee, dated January 21, 2026.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

December 19, 2025

Attendance: Graydon Raymer, Nancy Black, Trevor Smith, Steve Cairns, Derek Neal, Pat Maher

Recording Secretary: Stephanie Young.

Regrets were received from Louela Manankil-Rankin, Leslie Thielen-Wilson, Derek Neal

Absent without regrets: William Mackenzie, Dakota Lamirande

The meeting was held on December 19, 2025, at 10:00 am in F214 and via Zoom. The minutes of the previous meeting held on November 25, 2025, were adopted unanimously.

Under business arising, the committee received an update that the lumber has arrived for the outdoor classroom and that, as of two weeks prior, a tarp was in place over the area.

In the Dean's Update, the committee welcomed Dr. Trevor Holmes in his role as Director of Teaching and Learning, noting that he began on December 1 and has been orienting to the role with support from Graydon Raymer. In his first three weeks, Dr. Holmes has focused on building connections and gathering insight from prior practices, with the aim of strengthening teaching resources through the Centre for Teaching and Learning. He indicated an intention to seek input from faculty, students, the Provost, and the Teaching and Learning Committee, including attention to strengthening connections for part-time faculty. Committee members highlighted priorities including improved connection with online students, collaboration and integration between the Centre for Teaching and Learning and the library, and continued work on innovative approaches to student engagement and further examination of AI. The committee discussed whether it should play a role in supporting and guiding the Director of Teaching and Learning, noting this is not specified in the Terms of Reference, and expressed the view that a Dean's update and an update from the Director should be provided at each meeting. The committee further emphasized the value of reviewing past practices and building on what has worked well, and of developing strong connections and input across areas and departments.

In new business, the committee received a Library Services report from Nancy Black, noting that while the report tracks desk interactions, it does not capture the time required for those interactions, and that graduate student research appointments in particular require more in-depth, tailored support. The library expressed openness to developing LibGuides in consultation with the Centre for Teaching and Learning. The committee agreed that this Library Services report will be included in the Teaching and Learning Committee Report to Senate, as follows.

Report for Teaching and Learning Committee submitted by Nancy E. Black, PhD

Snapshot of Library activities during fall term related to teaching, learning and research from September 1st, 2025 to December 4th, 2025.

Numbers reflect use by Nipissing as well as Canadore library users.

Interactions with library users providing instructive guidance:

- Questions at the front desk = 3886
- Questions via email = 1910
- In depth Research appointments (generally last at minimum an hour, but may be as long as 2 or 3 hours; provided to researchers by librarians) = 2
- In depth Research appointments – Archives (generally last at minimum an hour, but may be as long as 2 or 3 hours; provided to researchers by librarians) = 3

Total interactions: 5,801

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Information Literacy Instruction Sessions (subject / discipline specific, focused on teaching information searching skills and strategies, how to avoid plagiarism, incorporates some information about use of AI with respect to ethical use of information and information integrity)

- Number of Sessions = 71
- Number of Participants = 4174

****

Carpe Noctem, November 26th, 2025, – library is open until midnight; snacks are provided throughout the evening; it was a particularly good turnout this year.

- 1292 visitors for the whole day (largest Gate Count per day for the Fall semester)
- 9:30 p.m. 158 students and 1 Finnegan (Therapy Dog)
- 10:41 p.m. 115 students
- 11:30 p.m. 49 students

****

Number of visits to the library this term - SenSource Traffic Counts: 65859

****

Use of Digital Learning Objects (DLO's)
Number of DLO's = 45
LibGuide + Instructional video engagements = 8890

We have 29 LibGuides on various topics: ALL GUIDES Alphabetically - LibGuides at Nipissing University A few LibGuides with particularly high use are:

Tutorials & How To Guide – 1,346
Freedom to Read – 1,310
How do I cite sources – 1,193
How do I write a research paper – 841

Artificial Intelligence in the library – 462
First Year – New to the Library - 312

****

Library reports completed this term for self-studies in anticipation of IQAP reviews: 5; ITEP; BE.d; MEd; PhD; NURS. I will note that one librarian completed all five reports.

****

Two searches in process for two librarian positions.

The committee also received an update regarding the Record of Student Development, with Trevor Smith indicating that he has reached out to Patty Chabbert to arrange a January meeting and that he will provide information to Steven Cairns.

No motions were brought forward at this meeting.

The meeting was adjourned, and the next meeting is scheduled for January 22, 2026.

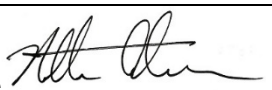
Respectfully submitted,

G. Raymer
Dean, Faculty of Education and Professional Studies

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated December 19, 2025.

New Undergraduate Program Proposal

Name of proposed program (as it will appear on the student's transcript):	Community Planning
Degree Designation/Credential (e.g., BA, BSc, BEng):	Bachelor of Community Planning
Cost Recovery Program?	☐ Yes X No
Externally Accredited Program?	X Yes ☐ No
Faculty (where the program will be housed):	Arts & Science
Collaborating Programs (if applicable):	Collaborating Academic Units • Dept of Biology, Chemistry and Geography • Dept of History, Anthropology and Ancient Studies • Dept of Mathematics and Computer Science • Dept of Political Science, Philosophy and Economics • School of Business Collaborating Programs • BSc Environment and Physical Geography • BSc Environmental Sciences (new) • BSc Environmental Biology and Technology • BSc Data Science • BSc Computer Science • BA Environmental Geography • BA History • BA Anthropology • BA Political Science • BA Sociology • Bachelor of Business Administration • Masters of Environmental Sciences • Masters of Environmental Studies
Program Delivery Location:	North Bay
Collaborating Institution(s) (if applicable):	N/A

Proposed Program Start Date:	September 2026	
Proposal Contact:	Dr. April James	
Submission Date:	June 2025	
Approved by Dean: Nathan Colborne	**Signature** 	**Date** June 26, 2025

For Provost Office Use Only:

Dates of Academic Council and Senate Approval:	AQAPC:June 20, 2025 Senate Executive Committee:June 26, 2025
IQAP Version Used:	2021 QAF
X☐ External reviewers' report ☐X Program's and Dean's response (with date) ☐X Summary of changes	☐X Final, revised proposal ☐X CVs, course outlines, and other supporting material (as appendices)

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1. Introduction

a) Program Abstract

Provide a brief overview of the proposed program, to be shared with the public, in 1000 characters or less (including spaces). The overview needs to include:

- A clear statement of the purpose of the program
- Any program components, such as specializations, pathways, micro-credentials, or other offerings in addition to the major
- Any distinctive elements, including alternative modes of delivery (including online)
- Note that this statement is for external purposes; what do you want potential students/advisors to know about this program?

Nipissing University's Bachelor of Community Planning program provides tomorrow's planners with highly relevant skills and knowledge to inform planning for today, tomorrow and beyond. Focusing on Community Planning for small to mid-sized communities, northern regions, and Indigenous communities, and acknowledging the impact of planning activities on the environment while ensuring human activities are sustainable and respectful of the communities and the land, our future graduates will offer highly sought after perspectives and experience.

This program provides opportunities to engage in the field through internship work experience, studio-based courses and a capstone project that enables the transition from the classroom to the field. In addition, this program ensures that our graduates are on the path to becoming professional planners.

In this unprecedented time of change, graduates of Community Planning at Nipissing University will be part of the solution to the challenges of northern rural and urban regions, armed with the ability and experience in planning to meet the world's challenges today and for generations to come.

b) Background and Rationale

- Identify what is being proposed, the program objectives[1] (recommend 5), and the academic rationale for the proposed program

[1] Program objectives describe the goals of the program

Northern communities in Canada are small to medium-sized towns and cities, Indigenous communities and unincorporated areas at the urban – rural interface. They include close ties to forestry, mining and agriculture. In Northeastern Ontario, communities are located on unique geography/geology (e.g Precambrian Shield) which contributes to unique environmental systems and impacts of stressors. Communities often suffer a legacy of boom-bust resource extraction and their resulting environmental legacies, emphasizing the need for long-term planning of sustainable ecosystems and their recovery from past histories as well as the need for strategies to ensure economic stability. Demographically, our communities are multi-cultural and multilingual with ~25% bilingual (French/English) and ~10% speaking French at home. Regionally, Indigenous communities are 15-25% of the population in the north (eastern, western northern Ontario, respectively). Our populations in northern communities, separated by large distances, are challenged by equal access to education and training opportunities, to critical infrastructure (e.g. housing, water), and to health services

Nipissing University is located in the territory of the Robinson-Huron Treaty of 1850 and the traditional territory of Nipissing First Nation and the Anishinabek. There are 46 different treaties covering the province of Ontario. Incorporating Indigenous cultural and historic perspectives and land-centred relationships, along with treaty and inherent rights are foundational aspects of planning for northern communities. In response to the Calls to Action set out by the Truth and Reconciliation Commission of Canada (TRC), the Ontario Professional Planners Institute (OPPI) have recognized their obligation and commitment to advance reconciliation, releasing its Indigenous Planning Perspectives Task Force report in 2019, and creating an Indigenous Planning Advisory Committee that advises on actions and implementation of 14 recommendations. A key recommendation for the profession is the incorporation of Indigenous perspectives in Planning programs, ensuring that professional planners develop cultural competencies on Indigenous history and culture in Canada.

In recognition of the complex and diverse forces of change (economic, demographic, environmental, political, technological and sociological), Nipissing University's accredited undergraduate degree in Community Planning located in the north/near-north will train the next generation of skilled, knowledgeable professionals exhibiting empathy and political awareness. The program will offer focus on small to mid-size communities. Located in North Bay, ON, students will benefit from the community-based University location in Ontario's near north, living and working in the communities the program aims to serve. The program will offer broad planning-based training directly relevant and applicable to northern communities. It will integrate Indigenous perspectives. It will provide transferable skills and knowledge that are globally relevant.

Nipissing University's Bachelor's Degree in Community Planning will culminate in direct pathways to the workforce, to becoming a professional planner, and/or to continue graduate studies. The goals of this program are to:

- Provide historical perspective of planning and the impact to both societies and cultures.
- Ensure graduates have the skills and knowledge to engage in ethical planning focusing on land use, infrastructure and small to mid-sized communities.
- Recognize the importance of Indigenous cultural and historic perspectives and land-centred relationships, along with treaty and inherent rights throughout the planning process.
- Provide opportunities to leverage current technology as part of the planning process.
- Focus on the design of sustainable plans for land use, infrastructure, urban planning for small to mid-sized communities as well as resource use and extraction.
- Include the role of legislative and regulatory frameworks and the importance of the modification or creation of policy within the field of planning.

Students will also meet competencies in creative and conceptual thinking, leadership, strategic decision making, communication, empathy, and the expectations of being a professional.

- Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc. (**QAF 2.1.2.1a/b**)
- Describe the program's approach or structure required to meet the program objectives.
    - Part-time/Full-time
- Describe the mode of delivery and how it will support students in achieving the Degree Level Expectations and program outcomes (**QAF 2.1.2.2c**)
    - Online/Blended/Face to Face
    - Synchronous/Asynchronous
    - Continual/Semester registration
    - Cohort/Individual approach
    - Level of instructional presence
- Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University
- Describe any unique curriculum or program innovations, creative components, or significant high impact practice

What is Community Planning?

The Canadian Institute of Planners defines the field of Planning as "...the scientific, aesthetic and orderly disposition of land resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities..." (https://www.cip-icu.ca/).

Sustainability is foundational to any Planning program. Sustainable development has at its foundation the aim to "meet the needs of the present without compromising the ability of future generations to meet their own needs..." (iisd.org). The 17 United Nations Sustainable Development Goals (SDGs) defined in the 2030 Agenda for Sustainable Development recognizes the foundational dimensions of economic, social and environmental (https://sdgs.un.org/2030agenda).

Community Planning is a term that has specifically evolved in Canada to refer to "…the activity of planning living environments in our variously sized settlements" (Hodge, Gordon, & Shaw, 2021, p. 10). First used by the Community Planning Association of Canada (CPAC) shortly after World War II, its use deliberately replaces the terms 'town' or 'city' planning as used in the UK or US (p. 10-11), that we wish to also emphasize in NU's interdisciplinary and holistic program. As summarized by Hodge, Gordon, & Shaw (2021), the term recognizes that 1) Canadian communities vary greatly in their size, include Indigenous communities, and rural and unincorporated areas, 2) community planning recognizes the need to bring together consideration of both the physical factors and social/human factors of planning, and 3) it emphasizes the need for inclusive participation of the community in planning, not just technical experts (Hodge, Gordon, & Shaw, 2021, Planning Canadian Communities).

"Good professional planning is **forward thinking, comprehensive, informed, collaborative and inclusive**. Contemporary planning is very much a process involving many elements and stages that includes bringing together people, communities and the environment – all leading to desired results. **Sustainability – the balancing of long-term social, economic, and environmental elements** – is a key principle in contemporary planning practice"

-Planning Institute of British Columbia (www.pibc.bc.ca)

Program Degree Nomenclature

The proposed degree name and nomenclature for Nipissing University is a Bachelor of Community Planning. Comparable accredited undergraduate programs in Ontario and Canada have a variety of nomenclatures including TMU's BURPI (Urban & Regional Planning) and University of Waterloo's Bachelor of Environmental Studies in Planning (ES). Program naming tends to highlight or recognize specializations and variation in degrees conferred are all consistent with professional accreditation. The NU Bachelor of Community Planning proposed design includes 29 required courses (including 4 courses with narrowed 'select from' categories). Comparator programs, similarly, have a greater number of required courses compared to other BSc programs, consistent with degrees aligning with professional accreditation. This program can be classified under CIP (Classification of Instructional program) CIP code 30.4401 (Geography and Environmental Studies) which is recognized as a STEM classification.

Program Approach and Structure

The program design will closely follow requirements to offer sufficient coverage of the functional and enabling competencies laid out by the Professional Standards Board (PSB). In Years 1 & 2 students will be introduced to what Planning is, who does it, the history and practice of Planning in Canada, and for whom is Planning meant to serve. They will be introduced to visual communication and design tools for planners including geospatial and statistical analyses, community design and tools for public participation in planning and professional communication. Additionally, Years 1 & 2 will also provide the foundational building blocks on landscape processes (e.g. physical and ecological) and relationships between people and the environment. Years 3 and 4 will build knowledge and application in specific areas of Planning (e.g. Land-use, Environmental, Community), application of legislative acts (e.g. Environmental Impact Assessment), further develop professionally relevant skills (e.g. municipal finance, planning law, Ethical decision making) continue to develop cultural competencies on Indigenous perspectives in relation to the field of Planning. An optional Planning internship and studio-based courses including a capstone project in Year 4 will enable students to draw from their full Nipissing experience and address relevant and real-world needs, preparing them for professional practice. A modular core structure with four thematic concentrations **(1) Planning for Climate and Environmental Change; 2) Evidence-based Planning; 3) Planning in Relationship with Indigenous Communities; 4) Planning Healthy Communities** will be adaptable and align with changing needs of the sector. Nipissing University's Centre for Teaching and Learning's expertise in pedagogical design will ensure compliance with the accreditation standard required for program certification and quality assurance.

Nipissing University's location in northeastern Ontario, existing and anticipated new partnerships, and smaller class sizes offer unique opportunities to support experiential learning with a focus on community planning. Classroom and field-based laboratory opportunities in the outdoor landscapes characteristic of the rich, complex and challenging landscape of northeastern Ontario (e.g., from Precambrian Shield to agricultural land) exist within meters of the campus and are relevant not only to rural and regional planning but also reflective of the needs of urban and Indigenous communities.

Students opting for the Planning Internship will be able to capitalize on proximity to northern municipalities (e.g. the City of North Bay, Timmins, Sudbury), extractive industries (mining, forestry,

agriculture), government (i.e., municipal, regional, provincial and federal), and local Indigenous communities for a work experience, providing opportunities to support local, provincial and national needs. As the program matures, the program will aim to develop community partnerships to respond to the needs of North Bay and beyond. Formalized partnerships and designed experiential learning will facilitate the incorporation of land-based pedagogies and meaningful collaboration and consultation with Indigenous Communities in the planning process. There is no equivalent program available in Northern Ontario giving Nipissing University the opportunity to create a unique model for community planning in small to mid-sized communities with global appeal.

The program will be delivered in person on the Nipissing University campus, offering a high level of instructional presence. Student intakes will occur in the fall semester, maintaining a cohort model to provide a supportive and higher retention model for the students in the program.

Community Planning - Building Across Nipissing University Programming
The addition of Community Planning at NU will generate teaching and research synergies with existing expertise, infrastructure and programming that span the arts, sciences, education, and professional studies. A Bachelor of Community Planning will be supported by faculty affiliated with programming from both the Faculty of Arts and Sciences, and the Faculty of Education and Professional Studies through undergraduate programming in the sciences (e.g., Biology, Geography, Computer Science and Mathematics), social sciences and humanities (e.g., Business, Geography, History, Sociology, Indigenous Studies), as well as existing graduate programming (e.g. Master of Environmental Studies and Master of Environmental Sciences, Sociology).

There are currently no planning programs at Nipissing University. Building on NU's culture of interdisciplinary teaching and research, existing programming will help support concentrations in **(1) Planning for Climate and Environmental Change; 2) Evidence-based Planning; 3) Planning in Relationship with Indigenous Communities; 4) Planning Healthy Communities**. We currently offer several programs in environment-related fields that offer strong foundational support for concentrations 1 and 3, including a BA in Geography, BSc programs in Environment and Physical Geography, and Environmental Biology and Technology, as well as a joint Master of Environmental Studies/Master of Environmental Sciences program. A BSc in Environmental Sciences has been approved to start in September 2026 (subject to final Ministry approval, submitted 20 May 2025). Existing programming in Sociology, Social Work, Nursing, Indigenous Studies, Geography, and Anthropology offer on-campus expertise supporting concentrations 2 and 4.

The Community Planning program at Nipissing University will fill a critical gap in professional training in Ontario's and Canada's north. While new professional schools and programs have been established in the north (Architecture [Laurentian], Medicine [NOSM], Public Health, and Law [Lakehead]), there remains no professional Planning program. Initiating such training in the North is foundational for supporting sustainable growth in the North.

c) Consistency of Program Objectives with University Mission, Vision, Strategic Plan, and Strategic Mandate Agreement

- This section fulfills **QAF 2.1.2.1c**.

- Describe how the program contributes to the University's Mission and Vision
- Explain how the program aligns with the goals and priorities outlined in the University's Strategic Plan: *Pathways*, as well as the Faculty's and University's Academic Plan (APOP)
- Identify how the program fits within one or more areas of strength or growth in Nipissing University's Strategic Mandate Agreement

This program will have a holistic focus on Community Planning in urban, rural and remote communities, aligning with Nipissing University's commitment to "Nurture our Relationship with Water, Land, and Place" (p. 18) as outlined in the Nipissing University Strategic Plan.

Fulfilling our Responsibility to Truth and Reconciliation

Part of this work is accomplished through engaging in teaching, research, scholarly and/or creative work that advances Truth and Reconciliation. Working in collaboration with Indigenous communities and being responsive to the needs of communities, a planning program that integrates a concentration on Indigenous studies and governance (termed Planning in Relationship with Indigenous Communities) and includes developing curricula and pedagogy that incorporate Indigenous knowledge, cosmologies, and ways of knowing clearly fits within the University's strategic plan. Furthermore, a generation of planners that can meaningfully engage and consult with Indigenous communities in planning will promote relationship building and trust.

Inspiring Innovative Growth & Development

Nipissing is committed to "establish innovative programs and partnerships that meet the needs of students and employers of the future, promoting civic engagement and regional responsibility" (p. 22).

A Planning program that involves active partnerships with community planning organizations and the Ontario Professional Planners Institute (OPPI) will provide new and unique student and professional opportunities to consider climate adaptation, community energy and natural heritage and land development. Incorporation of several forms of experiential learning in which students are engaged with professionals outside the classroom (e.g. course-base field trips, internship-based work experience, studio-based courses, including a capstone studio course) into the planning program will help meet the needs of students for hands-on, and applied experiences, as well as the needs of employers who, through participating in the training and mentoring of the students, may find future employees. During consultation conducted during the OPPI annual conference (Hamilton, Sept 25-27, 2024) and in ongoing conversations, professional planners from northern municipalities and private consulting firms provided strong attestation of the value of cooperative placements and capstone studio projects, as they contribute additional project-specific planning capacities and recruiting opportunities for northern employment opportunities.

Building Sustainable Futures

Pathway number 2 emphasizes the need to "strategically increase student enrollment to ensure our financial future" (p. 24).

An accredited planning program will attract more students to the university. Estimates from the OPPI suggest that in 2022 the existing accredited Planning programs (undergraduate and graduate

combined) in Ontario received ~3 times more applicants than there are seats available (~ 1300 applicants to 460 seats available) per year. There were 185 graduates with a bachelor's degree from an accredited planning program in Ontario and 246 graduates with a master's degree. Further, information gleaned from the Government of Canada's Job Bank suggests a positive labour market outlook for planners. The reasons for this positive outlook include employment growth that is expected to result in "a moderate number of new positions", few retirements in the sector, and the fact that there are few unemployed planners. When broken down by economic region, the job prospects for planners are good in the Muskoka-Kawarthas and in the Northeast Region. Ontario's labour market website also lists the market outlook for urban and land use planners as good, with over 2500 jobs posted in 2023 across Canada. Planners are employed in government (municipal, provincial/territorial, and federal levels), work as private consultants, or are employed by land development, engineering, and other consulting organizations.

Pathway number 6 states the need to "increase our visibility and reputation on provincial, national, and international levels" (p. 24). The establishment of a planning program at Nipissing would establish the university's reputation as a center of excellence in Community planning.

Inspiring Innovative Growth and Development
The Planning program at Nipissing may consider routes other than direct from high school, and by creating additional college pathways with college programs like Geographic Information Systems, Advanced Water Systems Operations and Management, and Environmental Technician, would support the commitment towards "inspiring innovative growth and development" (p. 22). Specifically, it would address Pathway number 6 to "strengthen and increase the number of partnerships and articulation agreements with neighboring Canadore College and other colleges, universities, and Indigenous institutes" (p. 22).

With a commitment to "**Celebrating Who We Are**", Nipissing University is committed not only to nurturing its identity as a small, student-centered university but also to embracing and celebrating its uniqueness in post-secondary education.

The addition of Community Planning that puts the needs of students at the forefront through the establishment of meaningful internship and studio-based learning opportunities with industry partners, a holistic focus on Community planning – especially in northern and rural communities, with strategic concentrations of Environment, Indigenous Perspectives, Geomatics, Data visualization and Data Science, and Health and Wellbeing will help to ensure that Nipissing University maintains its reputation as a unique post-secondary experience for our future students.

Government of Canada (2024). Job Bank. Planner in Ontario | Labour Market Facts and Figures - Job Bank
Nipissing University (2023). *Pathways: Our Commitments to Water, Land, and People. https://strategicplanning.nipissingu.ca/*

d) Student Demand

- Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs, and identify where application rates

consistently exceed available seats in similar programs at other Ontario universities; results from surveys/focus groups of existing students, graduates, or professionals in the field

- Include information about domestic and international student interest

OPPI has provided evidence of provincial student demand with estimates suggesting that existing accredited planning programs (undergraduate and graduate combined) in Ontario receive ~3 times more applicants than there are current seats available (~ 1300 applicants to 460 seats available) per year.

Specific to students within our existing captured audience, over the years, due to existing environmental planning-related courses (e.g. GEOG 3106 - Impact Assessment for Resource Management; GEOG 4807 - Natural Resource Management), Nipissing University students graduating with degrees in Geography programming have regularly sought out continued education specific to Planning programs through Queen's University's Masters of Urban and Regional Planning program.

Since its start in January 2022, the Postbaccalaureate Diploma in Environment and Sustainability has become one of the most popular international student programs at Nipissing University, with 126 acceptances and 104 enrollments (in Winter 2022/23 and Fall/Winter 2023/24). While this diploma program requires students to already have graduated with a BSc degree, the strong international student interest in programming related to the environment (including audiences with a science/technical background) signals strong potential interest in a professionally accredited Community Planning program.

e) Enrolment Information

- Provide, in paragraph form, information regarding enrolment projections
- Complete Table 1 with further details on projected enrollment.
    - Add an asterisk (*) to the academic year that is the first year that enrollment is expected to be at a steady state.

Enrollment projections of ~60 students/yr appears plausible, assuming ~ 10% of current applicants currently not being accepted to existing programs (e.g. 1300 students/yr – 460 seats x 10%) would be approximately 84 students per year. For the business model, we have assumed immediate enrollment of 60 students/year) starting in fall 2026. Projections include assumptions of an overall year-to-year attrition typically included in Nipissing University program business plans (Yr 1-2 10%, Yr 2-3 5%, Yr 3-4 3%, Yr 4-5 3%).

Table 1: Projected Enrollment by Academic and Program Year

	Academic Year					
	2025-2026	2026-2027	2027-2028	2028-2029*	2029-2030	2030-2031
Program Year	Number of Students					
1st year		60	60	60	60	60
2nd year			54	54	54	54

3rd year (coop)				52	52	52
4th year					51	51
Total Enrollment	0	60	114	166	217	217

f) Societal Need

- Provide evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)
- Indicate up to three occupations in which graduates from this proposed program may be employed using the Federal Job Bank website; you may wish to review the Ontario Job Futures website and provide any relevant sector portfolio or local/community impact information
- Document if any employers support the need for this program
    - Attach any letter(s) of support as an additional appendix
- For professional (accredited) programs, describe the program's congruence with current regulatory requirements.

Evidence of Current Training and Employment Demand

In Ontario, almost 4,000 people work as urban and land use planners. About 40% have a bachelor's degree and 38% have a certificate, degree, or diploma above the level of the bachelor's degree (Government of Canada's Job Bank). With ~10,000 registered professional planners across Canada, trained planners are equipped with transferrable skills supporting their employment across the country and beyond.

According to the Government of Canada's Job Bank, the main trends currently affecting employment as a planner include the high levels of residential construction, which is being driven by population growth. In the recently released 2024 Provincial Planning Statement, Ontario "…has set a goal of getting at least 1.5 million homes built by 2031…" (Provincial Planning Statement, 2024). Further, investments in redevelopment of transit, hospitals, and cultural spaces are also impacting the planning field, as are infrastructure projects designed to strengthen the management of stormwater and reduce risks like flooding caused by climate change. The continued need for planning-expertise around extractive industries is highlighted by recent federal funding announcements of new funding from the Critical Mineral Infrastructure Fund ($11 million), supporting redevelopment and investment in mining infrastructure in northeastern Ontario and development of partnerships with Indigenous communities (Sudbury Star, 12 Oct 2024, Feds sink millions into critical mining sector).

Examples of Planning-related Societal Needs

Unparalleled planning-related challenges for communities across Canada, including northern Ontario, brought about by climate, environmental and societal change provide a compelling picture of societal need for Community Planning at Nipissing University. The focus on the lack of affordable housing and the number of unhoused people in communities across Ontario are salient issues that illustrate the societal need for the work of planners. Recently, the Government of Ontario (2024) committed to providing funding for rural communities and municipalities to build more homes,

strengthen local economies, and improve access to important services in rural areas. Planners will be integral to this process. Timmins is one such municipality in the north whose city council has passed a Housing Action Plan that presents a vision of where future development will be and how it can increase the variety of housing stock available to its citizens over the next decade (CBC, 2024a). To do this, planners will be involved in bringing this vision to fruition. With the push to meet housing needs come questions for communities on how to balance new policies on densification and more traditional neighborhood design (Anderssen, 2024). These issues are not unique to Canada. In Germany, communities across the country are wrestling with issues of how and where to build new housing, aiming to address concerns over affordability versus preservation of historical style, asking 'To what degree should its future urban fabric be modelled on its history?" (Galea, 2024).

Planners and scientists are helping address the climate crisis and its deadly impacts in our communities by studying and applying local solutions (e.g. use of cooling stations for vulnerable populations in India during extreme heat, increasing green spaces and depaving cities ((Soliman, 2024)). In cities around the world, daylighting of streams, and restoring urban rivers has saved millions of dollars in water treatment (CBC, 2024c) but Canada is behind in applying this approach. Green spaces and water courses help address impacts of heat island effects and absorb storm water in urban areas.

Climate disasters see no boundaries. Communities in northeastern Ontario and Canada's north have urgent questions and needs related to the impact of climate and environmental change as natural and human landscapes undergo unprecedented change in the North. Ontario's northern communities depend heavily on extractive industries including mining, hydropower, forestry, and agriculture. Northern Ontario communities are typically rural, geographically isolated, with "…limited economic diversity and relatively high dependence on climate-sensitive sectors…" (Barros et al., 2014). This makes them more vulnerable to climate change impacts and more limited in adaptation strategies. Northern communities not accessible by permanent roads or rail are facing transportation challenges for food, fuel and other critical supplies due to shortened ice-road seasons. Changes to fish and game populations may affect a critical way of life for Indigenous communities reliant on traditional food sources.

Climate experts predict with high confidence increasing impacts of extreme weather on most sectors with extremes in temperature, frequency and severity of weather events (ice storms, rainfall, heat, drought, wind) all projected for Ontario (ECO, 2012). Flooding during the spring of 2019 on the Ottawa river, Lake Nipissing and in the Muskoka region, and the intense 2024 summer storm flooding that occurred in Toronto due to delivery of more than 10 cm of water, leaving 167,000 customers without power and flooding the Don Valley Parkway provide recent compelling regional examples of how extreme events can affect communities here in Ontario alone (CBC, 2024b). The next generation of Planners are critical to the development and implementation of integrated planning including the use of nature-based solutions, defined at the UN Environmental Assembly in 2022, to include siting of protected and conserved areas, stream, wetland and shoreline restoration, and engineered solutions such as green roofs, rain gardens and storm ponds. Siting tools demonstrated recently by the Toronto and Region Conservation Authority (TRCA) at OPPI annual conference (Hamilton, Sept 25-27, 2024), illustrate the critical integration of spatial information on ecological and socio-economic considerations in support of decision-making (TRCA,

2024).

Due to an intersection of hazards of climate change and increasing development, forest fires are decimating towns and communities (e.g. Lytton BC in June 2021), the natural spaces we seek to spend time in (e.g. Jasper, summer 2024), and severely impacting extractive industries (e.g. lost oil production due to Fort McMurray fires worth C$985 million in lost real GDP, Reuters Canada,2016). However, communities are unprepared to protect infrastructure (e.g. Halifax, summer 2023; CBC, 2024d). Case studies of climate change impacts in the Canadian mining sector include examples of how climate events like low water levels/drought have slowed or stopped production due to lack of water for dust suppression or other water intake requirements, and how power outages due to ice storms and road access due to either thawing under higher temperatures, or flooding under intense rains have translated into large financial losses (Marshall et al, 2009). These environmental problems put at risk food and water security, livelihoods, and profoundly emphasize their complexity. **Developing the next generation of planning-related expertise is nothing short of foundational to address these 'big questions' of our generation.**

Appendix G provides letters of support from northern municipal leaders, registered professional planners and the current Registrar and Director of the Ontario Professional Planners Institute.

References

Anderssen, 2024. Urban backyards are disappearing. Can we be happy without them?, The Globe and Mail, 24 Aug 24

Galea, 2024. Germany's largest urban archeological dig in Molkenmarkt pits history against housing woes, Globe and Mail, 24 Aug 24.

Government of Ontario (2024). Ontario Helping Rural Communities Grow With More Jobs, Homes and Infrastructure | Ontario Newsroom

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Barros et al., 2014. Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects, Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Barros, VR, CB Field, DJ Dokken, MD Madtrandrea, KJ Mach, TE Bilir, M Chatterjee, KL Ebi, YO Estrada, RC Genova, B Girma, ES Kissel, AN Levy, S MacCraken, PR Mastrandrea, LL Whites (eds.)]. Cambridge University Press, Cambridge United Kingdom and New York NY, USA, pp. 688.

ECO 2012, *READY FOR CHANGE? An assessment of Ontario's climate change adaptation strategy*. Special Report to the Legislative Assembly of Ontario, March 2012. 24p.

Marshall et al., 2009. Climate Change and Canadian Mining: Opportunities for Adaptation. August 2009, David Suzuki Foundation, 160p.

Soliman A, 2024. Extreme heat is a huge killer — these local approaches can keep people safe (nature.com), 24 August 2024.

TRCA, 2024. Nature-Based Climate Solutions Siting Tool - Toronto and Region Conservation Authority. Toronto and Region Conservation Authority. Nature-Based Climate Solutions Siting

Tool - Toronto and Region Conservation Authority (TRCA)

Reuters Canada. 2016. "Canadian wildfire shifts north, prolonging oil sands shutdown".May 17, 2016. Archived from the original on June 10, 2016. Retrieved May 17, 2016.

g) Duplication

- Describe how the program is distinct from other programs at Nipissing University
  - Is it reasonable to anticipate this program might affect enrolment in other related programs?
  - If so, how might this be addressed?

At Nipissing University, there are currently no planning programs at the undergraduate or graduate level. Existing programming provides support for a mix of both foundational non-PLAN courses and electives. Complementary programs in environment-related fields include a BA in Geography, BSc programs in Environment and Physical Geography, and Environmental Biology and Technology, as well as a joint Master of Environmental Studies/Master of Environmental Sciences program. A BSc in Environmental Sciences has been approved to start in September 2026 (subject to final Ministry approval, submitted 20 May 2025).A BSc is offered in Data Science, a BA and BSc in Computer Science Certificates are offered separately in Environmental Management, Forest Resource Management and Conservation and Geomatics.

BA degrees are offered in Indigenous Studies, Political Science (with a certificate in conflict resolution and negotiations), and History (with a certificate in Study of Societies in Transition: Reciprocity, Relationship, and Reconciliation Histories**),** Social Welfare and Social Development. As highlighted by Dr. Nancy Stevens from Indigenous Studies, there is an increasing awareness in professional programming in Canada for the need of a nuanced understanding of treaty history in Canada by all Canadians. In addition to those cited above, additional minors are offered in Legal Studies, Human Rights, Gender Equality and Social Justice.

The new program will complement these existing programs and will draw upon select courses to help support foundational and elective options for the new program (see **Appendix A, B and C** for program details).

Complete Table 2 with any similar or complementary programs offered elsewhere in Ontario
- Be brief but specific in the table
- Avoid value-based statements

Table 2: List of Similar Programs in Ontario

Institution Name: Toronto Metropolitan University	**Credential Level and Program Name:** Undergraduate, Bachelor of Urban and Regional Planning (BURPI)
Link to Program Web Page: Urban and Regional Planning (BURPI) - School of Urban and Regional Planning - Toronto Metropolitan University (torontomu.ca)	

Program is: □ **similar** **X complementary**	
Brief Program Description: TMU offers a 4-year Bachelor of Urban and Regional Planning (among other forms including a Masters of Planning, MPI). It offers students land-based planning applied to cities and regions with sub-areas of specialization including 1) Housing and Land Development, 2) Transportation Planning, 3) Environmental and Ecological Design, and 4) Urban Design. One of the oldest planning programs in North American and located in the GTA, this program offers studios, internship placements and research opportunities in one of the most diverse cities in the world.	
Describe how the new program can be differentiated from and/or complemented with this program: Nipissing's Community Planning programing will offer a complementary focus on small to mid-sizes cities. Location in northeastern Ontario, it will be the only Planning program in Ontario located outside the GTA, southern and southeastern Ontario, with closer proximity to northern communities and extractive industries of forestry and mining.	
Institution Name: University of Waterloo	**Credential Level and Program Name:** Planning (Bachelor of Environmental Studies)
Link to Program Web Page: Planning (Bachelor of Environmental Studies - Honours) (uwaterloo.ca)	
Program is: □ **similar** **X complementary**	
Brief Program Description: University of Waterloo offers a Bachelor of Environmental Studies in Planning a Doctoral in Planning (PhD), Master of Planning (MPlan) and a Graduate Diploma in Planning (GDip) and is the largest cooperative Planning program in North America, with up to 5 work terms integrated into a 5-year degree program. If offers specialization in Environmental Planning; 2) Land Use, Transportation, & Infrastructure Planning; 3) Social Planning & Community Development, 4) Urban Design.	
Describe how the new program can be differentiated from and/or complemented with this program: Nipissing's Community Planning programing will offer a complementary focus on small to mid-sized cities. Location in northeastern Ontario, it will be the only Planning program in Ontario located outside the GTA, southern and southeastern Ontario, with closer proximity to northern communities and extractive industries of forestry and mining.	

- Provide a justification for duplication (if identified) example: applications consistently exceed available seats in similar programs at other universities.

In Ontario, there are six accredited planning programs, four graduate programs (Queen's University, University of Toronto, York University, University of Guelph) and two undergraduate programs (University of Waterloo, Toronto Metropolitan University). All of these programs are located in either the GTA or southern-southeastern Ontario and include expertise in regional planning. A number of programs have strong urban foci (e.g. York, TMU, U of T). In addition to two other specializations (Health and Social Planning and Land use and Real Estate), Queen's

University offers specialization in Environmental Services. University of Guelph offers a Canadian stream of study focused on rural, Indigenous and remote communities in Canada.

Community Planning at Nipissing University will identify a specific niche complementary to these other provincial programs by providing a focus on planning specific to the needs of small to mid-sized communities. With its northern location in direct proximity to both settler and Indigenous communities and extractive industries, the program will provide concentrations in **1) Planning for Climate and Environmental Change; 2) Evidence-based Planning; 3) Planning in Relationship with Indigenous Communities; 4) Planning Healthy Communities**.

- Provide identified opportunities for complementary programs (if identified)

n/a

2. Program Requirements

a) Admission Requirements

- This section fulfills **QAF 2.1.2.5**
- Outline the formal admission requirements and explain:
  - How these are appropriate for the program's purpose and the program outcomes
  - How will they help to ensure students are successful?
- Explain any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc.
- Explain how the program recognizes prior work or learning experience (if applicable)
- If this is program does not support direct-entry from high-school program, please explain why

BSc Community Planning Admission Requirements

Successful completion of the Ontario Secondary School Diploma (OSSD) with 6 4U/4M courses including English; Mathematics; Chemistry; and one of Biology, Physics or Earth and Space Science. Students applying from outside of Ontario will require equivalent courses. Minimum average for admission consideration:70%.

Students transferring from another university may apply for transfer credits. As well, pathways for students with college diplomas wishing to join the Community Planning program will be made available (consultation with the Registrar's Office and Teaching & Learning Centre is ongoing). This may facilitate attracting mature students from northern colleges such as Canadore, Cambrian as well as colleges with strong Environmental technician programs (e.g., Fleming). The credits

transferred will be assessed on an individual basis. If enrollment pathways are heavily utilized, specific agreements for transfers from specific colleges will be considered.

b) Assessment of Teaching and Learning

- This section fulfills **QAF 2.1.2.2 a/b/d, 2.1.2.4** by mapping the program-level student outcomes[2] with Degree Level Expectations (DLEs) in Table 3.
    - DLEs are set by the Quality Council of Ontario and are not to be modified.

  These are presented in detail in the Quality Assurance Framework (Appendix 2).
    - **A detailed curriculum matrix will be provided in the Appendix** of this document noting which courses are aligned with each program-level student outcome and at what level of learning (Beginner, Intermediate and Advanced).
- Nipissing University Student-level outcomes will also be mapped against DLEs in Table 4.

These are presented in detail in the Quality Assurance Framework (Appendix 2).

- **A detailed curriculum matrix will be provided in the Appendix** of this document noting which courses are aligned with each program-level student outcome and at what level of learning (Beginner, Intermediate and Advanced).

If the program is to be accredited, also **include the accreditation requirements and a detailed curriculum matrix in the Appendix** of this document noting which courses are aligned with each accreditation outcome and at what level of learning (Beginner, Intermediate and Advanced).

[2] Program-level Student Outcomes

Table 3: Assessment of Learning (see Appendix A for full listing of program level student learning outcomes).

Degree Level Expectations (Quality Assurance Framework)	Program-level Student Outcomes	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g., test, presentation, self-assessment, etc.)
Depth and breadth of knowledge	Graduates will… • Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples (1.a) • Adapt solutions based on the relationship between ecological, social and economic factors with a focus on sustainability (5.a) • Apply relevant legislation to the practice of planning (6.a) • Adapt approaches to planning based on theories, ideals and principles of community planning and development (2.b) • Evaluate planning decisions based on the economics of development and the relationship to local government finance (6.b)	e.g. PLAN XXXX Planning: The Big Picture e.g. GEOG 2226 - Environment & Society e.g. GEOG 3106 Impact Assessment for Resources Management e.g. GEOG 4437 At Risk: The Geography of Environmental Hazards e.g PLAN XXXX - Community Design (Design II) e.g. PLAN XXXX - Municipal Finance for Planners	Example 1: GEOG 2226 Environment & Society introduces students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. For example, students might be asked to show, in essay format, how river management challenges and options might differ according to market, collective action and environmental justice perspectives. Example 2: In PLAN XXXX Planning for Climate Change, students will be introduced to our changing atmosphere. Students will develop knowledge of natural and anthropogenic-derived changes in the atmosphere from geological to contemporary time scales. This includes regionally relevant examples (e.g. Sulphur emission reductions in the Sudbury) to larger scales (e.g. Ozone Hole and the Montreal Protocol) that include mitigation examples. Students identify sources of natural climate change (changes in solar output, atmospheric compositions, surface albedo), sources and predictions of anthropogenic climate change due to greenhouse gases, aerosols and land use change. Assessment takes the form of lab assignments, quizzes and exams. As an example, an interactive activity has students researching and presenting on new stories targeting discussion of atmospheric processes, mitigation or adaptation. Example 3. In GEOG 4437 At Risk, The Geography of Environmental Hazards, students learn about how different paradigms have predominated in addressing environmental hazards (e.g., the Engineering Paradigm, the Behavioural Paradigm) and how this has shaped both perception and management of hazards.
Knowledge of methodologies	Graduates will… • Determine the impact of historical small- and large-scale community planning including historical land use and planning by Indigenous Peoples (3.a)	e.g. PLAN XXXX Planning: The Big Picture e.g. PLAN xxxx - Planning and People: Planning and Social Justice	Example 1. In ENSC 1007 students are exposed to a basic background of various sciences - such as Ecology, Biology, Chemistry, and Geography - that are integrated as "Environmental Science" and used to study the environment and to solve environmental problems Students use this knowledge to: learn about natural and altered ecosystems, consider issues stemming from human population growth & impact, and comprehend a

	• Utilize proven approaches and instruments in small- and large-scale planning and policy development (4.a) • Evaluate policy formulation with a critical lens (6.c) • Implement public policy and planning in Canada (6.d)	PLAN XXXX - How Plans are Made (Processes, Stages and Strategies) PLAN XXXX -Plan Evaluation PLAN XXXX -Advanced Community Planning – Studio II	host of problems associated with biodiversity, extinctions and invasive species. Students are evaluated on participation in quizzes/discussions using classroom response systems, as well as by more traditional methods including exams. The lab section of the course emphasizes practical skills for which the students are evaluated based on assignments. Example 2. PLAN XXXX. Ecology and Conservation for Planners. Students will explore conservation biology as a crisis-based and mission-oriented science. Key concepts such as biodiversity, habitat destruction, invasive species, and extinction provide a biological basis from which to expand and address global, national, and regional conservation strategies from an interdisciplinary perspectives. Students will be evaluated based on participation in a weekly online discussion forum of key developments in conservation science, writing micro-concept papers on innovative conservation approaches, and participating in a virtual poster symposium highlighting an at-risk element of biodiversity in Canada.
Application of knowledge	Graduates will… • Incorporate practices that support diversity, equity, and inclusion (2.a) • Apply technological solutions to support planning analysis and activities, policy development and decision making (4.b) • Combine knowledge and technical capacities to planning and policy development (2.c) • Apply basic project management, finance and administration, and evaluation practices (2.d) • Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e)	e.g. PLAN XXXX - Planning and People: Planning and Social Justice e.g. GEOG 2107 – GIS and Earth from Space and GEOG 3056 – Spatial Analysis & GIS e.g. PLAN XXXX – Community Planning – Studio I e.g. PLAN XXXX – Municipal Finance for Planners *e.g*. PLAN XXXX – Advanced Community Planning – Studio II	Example 1: GEOG 3056 Spatial Analysis-GIS. This systematic technique course is a lecture-lab course that covers advanced geographic information systems (GIS) operational techniques including the use of overlay analysis operations, hot spot analysis and numerous data enrichment operational tools. Students learn how to integrate raster based remotely sensed data into vector based GIS for environmental monitoring and assessment purposes. Additionally, students examine how spatially referenced socio-economic and environmental data can be integrated and analyzed for decision support systems. Issues that are examined include: the generation of spatial databases using socio-economic and environmental data; advantages and disadvantages of raster and vector GIS models; and selected algorithms for decision making in a GIS environment.
Communication skills	Graduates will… • Engage stakeholders in gathering input, reporting, presentations, and discussions (5.b) • Determine recommendations based on authentic stakeholder engagement (2.f)	e.g. PLAN XXXX - Planning Internship e.g. PLAN XXXX – Advanced Community Planning – Studio II	Example 1. PLAN XXXX - Planning Internship. This course will provides students with the opportunity to gain work experience with government, industry or non-governmental organizations having expertise in a relevant field of Planning. Students will be supervised by a faculty member in Planning and are expected to maintain an activity log, submit a final written report, and give a presentation to the Planning program. Students provide weekly logs of their experiences in the workplace, a

	• Justify visions, plans, and policies 6.e)	e.g PLAN XXXX, Plan Evaluation	seminar detailing the experience they gained through the internship, and a final report which highlights the contributions they made to organization they held the internship in. Both university faculty and the community partner consult on the student performance.
Awareness of limits of knowledge	Graduates will… • Decide on approaches that reflect best practices in risk management (5.c)	e.g GEOG 4437 – At Risk: The Geography of Environmental Hazards	Example 1. GEOG 4437 – At Risk: The Geography of Environmental Hazards. In this course, students become familiar with an analytical framework that shows how natural and social worlds intersect and lead to disasters. Examples include historical and contemporary case studies of hazards, such as earthquakes, floods, droughts pandemics and climate change. Finally, students analyze a hazard that has taken place using the framework mentioned above, or develop an analysis of potential hazard(s) from their own region. Students are evaluated through weekly quizzes that test their understanding of concepts and how they can be used to understand disasters described in that week's readings, as well presentation of a case study.
Autonomy and professional capacity	Graduates will… • Assess emerging trends and issues related to planning and policy development (5.d) • Communicate with other planning professionals on trends and best practices. (5.e)	e.g. PLAN XXXX (3 cr, X hr/wk) Special Topics Plan II e.g. PLAN XXXX - Planning Internship or PLAN XXXX (3 cr, X hr/wk) Tools for Public Participation	Example 1. PLAN XXXX - Planning Internship. This course will provides students with the opportunity to gain work experience with government, industry or non-governmental organizations having expertise in a relevant field of Planning. Students will be supervised by a faculty member in Planning and are expected to maintain an activity log, submit a final written report, and give a presentation to the Planning program. Students provide weekly logs of their experiences in the workplace, a seminar detailing the experience they gained through the internship, and a final report which highlights the contributions they made to organization they held the internship in. Both university faculty and the community partner consult on the student performance.

With the support of **CTL: Teaching Hub** select a few examples from Table 3 above and provide further details on:

- Appropriateness of the program's structure and requirements to meet both the program objectives (goals) and program-level student outcomes.
- Appropriateness of the proposed methods for the assessment of student achievement of the intended program-level student outcomes and Degree Level Expectations (DLEs)[3].
- Completeness and appropriateness of plans for monitoring and assessing:
  - The overall quality of the program.
  - Whether the program is achieving, in practice, its proposed objectives.
  - Whether the students are achieving the program learning outcomes.
  - How the resulting information will be documented and subsequently used to inform continuous program improvement.

Please see Guidance on Assessment of Teaching and Learning for advice on how to satisfy these criteria.

Example 1. ENSC 1007. Introduction to Environmental Science
Students further develop their knowledge of the environment to study causes, identify connections and evaluate proposed solutions associated with specific environmental problems. Students will consider key contemporary problems such as waste disposal, fossil fuel use, energy efficiency and the use of renewable sources, food production, pesticide use, water pollution, air pollution and climate change from a scientific perspective. This course is scheduled in Year 1, supporting fundamental understanding of environmental systems that students then begin to consider in a larger context of social and economic factors that inform sustainable community planning. Students are evaluated on participation in quizzes/discussions using classroom response systems, as well as by more traditional methods including exams. The lab section of the course emphasizes practical skills for which the students are evaluated based on assignments.

Example 2. INDG 2006 Indigenous Places – Changing Landscapes
In this course, students explore the nature of the changes brought on by colonization, and more recently, climate change. Indigenous peoples' relationships with their lands remain a core aspect of culture and identity. Students examine how Indigenous peoples are responding to these pressures in ways that connect ancient and contemporary sources of knowledge. This course is offered by the Indigenous Studies programming and will contribute to the Depth and Breadth of Knowledge, the Application of Knowledge, and the Communications Skills categories of program learning outcomes. Students are assessed through methods that emphasize Indigenous ways of knowing, being and doing, while balancing these with more conventional academic methods. Students will contribute to small group presentations focusing on how colonization and corporate actions are changing Indigenous lands. Examples of topic areas include: Temagami (Ontario); Site C Dam (British Columbia); sacred sites, such as Petroglyph Provincial Park and how they are "managed"; Kanasatake; Ring of Fire in northern Ontario; etc.

The group must address the following:

- A brief history of the territory that is being discussed.
- How UNDRIP, environmental assessments, etc., are used or ignored by the colonial state systems (e.g. courts, government).
- Are there alternative means to ensure free, informed prior consent?

[3] How will students demonstrate they have learned and can do what we expect them to by the end of the program?

- Are there unique governance models being used to support Indigenous management of these resources or sites?
- What are the current challenges?
- What strengths are demonstrated?

General description of delivery and assessment

The proposed modes of delivery for the program include lecture format, lab-based instruction in select classes and experiential learning delivery which involves several delivery models (e.g. internship, studio). Lab-based experiments, internships and studios are particularly helpful in preparing students for the work-place. Students are provided with an option of fulfilling part of their 4th year requirements by doing an internship.

The standard methods for the assessment of student achievement depend on how each course instructor structures their class and include quizzes, tests, take-home assignments, and writing of lab reports. In some courses, students make group presentations in which comments are provided by the instructors and the rest of the audience. Such comments help students to improve on how they communicate their ideas in a clear and logical manner. Experiential learning opportunities require assessments from placement partners as well as self-assessment through reflective writing by the students themselves. For those students who do an internship, they will be assessed on how well they can make an oral-presentation of their research and/or work-experience.

c) Program Considerations

- Describe the ways in which the curriculum addresses the current state of the discipline

The Community Planning curriculum design pulls from existing Nipissing University courses and introduces new PLAN courses that will reflect the current state of the discipline (Appendix B). In support of new PLAN courses, as part of the accreditation process, the program will recruit at least three faculty that hold this professional designation (Registered Professional Planner, RPP) and will lead design of PLAN courses.

The Planning program is structured to include:

- A set of core PLAN courses that specifically address the functional and enabling competencies of an accredited Planning program
- Integrated content on Indigenous Perspectives, recognizing the importance of Indigenous communities, treaties and their history to the Planning landscape. A dedicated third year course in which students will consider Indigenous perspectives specifically in relation to the field of Planning.
- A sequence of 6 additional interdisciplinary core requirements that allow students to build and integrate fundamental knowledge from supporting disciplines (e.g. ecology, human and physical geography, anthropology, sociology, history), and prepare students to appreciate the inherently complex and interdisciplinary nature of Planning. This includes courses at the introductory level (e.g. GEOG 1017 Introduction to Physical Geography), the second year (GEOG 2226 - Environment and Society), and a selection from third and/or fourth year (E.g. GEOG 3106 Impact Assessment for Resource Management).
- Dedicated experiential and work-integrated learning components in the form of labs, field trips/courses, studio courses, including a final capstone Studio course in which students work in groups on a real-world planning project in consultation with a client, and an optional internship.
- Four thematic concentrations that allow students freedom to build unique and complementary elements based on their interests.

Four **thematic concentrations** are proposed based on their importance to contemporary planning and building on strengths that can be offered at Nipissing University. Offering support across all four thematic concentrations, recent reviews of NU programming in Geography (2019) and Biology (2021), provide very strong assessment of existing programs and curriculum. In review of Geography programing (human and physical), reviewers recognized recent realignment and modernization of the curriculum and the progression of material in the program from introductory to senior level courses, reflecting the current state of the discipline. Geography programming's excellence in environmental and geography research and education was flagged as a leading asset for Nipissing University. Reviewers noted that built into Geography courses, there is a significant field exposure throughout the program, where instructors take advantage of opportunities to use the natural environment that is Nipissing University's unique location. In their assessment of Nipissing University programming against national and/or regional comparators, reviewers indicated that NU geography programming "is arguably the leading centre for geographic and environmental education in northern Ontario", with expansion into graduate teaching and other degree offerings such as Environmental Science as being consistent with offerings at comparable institutions. They noted the successful integration of students into research labs and projects providing opportunities for research at both undergraduate and graduate levels; with individual faculty having research networks that have fostered opportunities, including relationship and applied research with community stakeholders (e.g. Agriculture Canada, Nipissing First Nation,

Dokis First Nation, the city of North Bay). Geographers have also recently opened Geomatics certification and instruction to non-geography students facilitating training opportunities across disciplines.

In addition to a focus on **Planning for Climate and Environmental Change**, thematic interest in **Evidence-based Planning** are well supported by Geography programming and collaboration with programming in Data Science and Computer Science. This concentration recognizes the continued importance of the adoption of geographical information systems and data management systems in Planning. Recent review of the prospects of artificial intelligence in urban planning conducted by Sanchez et al. (2023) and involving both literature review and surveys of professional planners across members of the American Planning Association (APA) reported that AI-related techniques are not yet used by urban planners. However, survey of planners from the APA did indicate that professionals anticipate that AI will have a significant impact on their field. Including this thematic concentration will allow for continued evolution with technological changes in the sector.

The future of truly sustainable Planning in northern communities will be accomplished through engaging in teaching, research, scholarly and/or creative work that advances Truth and Reconciliation. Working in collaboration with Indigenous communities and being responsive to the needs of communities, a planning program that integrates a concentration on Indigenous studies and governance (termed **Planning in Relationship with Indigenous Communities**) and includes developing curricula and pedagogy that incorporate Indigenous knowledge, cosmologies, and ways of knowing clearly fits within the University's strategic plan. It also requires building an understanding of the legal landscape with respect to treaty and existing Indigenous/Aboriginal rights, the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and other federal legislation that impacts Indigenous communities' current and traditional territories. Furthermore, a generation of planners that can meaningfully engage and consult with Indigenous communities in planning will promote relationship building and trust. On campus expertise from programs in Indigenous Studies, History, Geography, Anthropology will support this concentration and integrated content in PLAN and interdisciplinary courses.

On campus expertise that will contribute to **Planning Healthy Communities** span experts in population demographics, gerontology, social welfare, and sociology. As an example of on campus resources, the Canadian Research Data Centre Network (CRDCN) is a network of data centres that promote and facilitate research by granting researchers access to Statistics Canada microdata. This program is a joint initiative by Statistics Canada, SSHRC, CIHR, and university partners, including Nipissing University. The NU RDC facility is an important source of data that can inform community planning and programming. The data sets are freely available to students and faculty. For example, for health and well-being and Emergency preparedness planning of Indigenous community, a new series of survey data on First Nations People, Metis and Inuit have just become available in RDC:

Tied to the overall competencies of the accreditation will be the requirements for a Bachelor degree which enables the students to be critical thinkers who can perform research and continue to learn past the program experience (see Appendix B).

Sanchez TW, Shumway H, Gordner T, Lim T. 2023. The prospects of artificial intelligence in urban planning. International Journal of Urban Sciences, 27(2), 179-194.

- Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include

confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable)

There will be three levels of experiential learning components included in the program:

- PLAN courses being developed for this program will include requirements that ensure students are engaged in practical activities in a studio environment (includes all students). Select courses from PLAN, Geography and Biology include lab hours supporting hands-on learning related to working with design, visual communication and data (field data collection, statistical and geomatic analyses, data visualization).
- Students may select an internship in their fourth year that will enable them to work directly with community partners (e.g. industry, municipalities etc). Student eligibility will be determined by meeting GPA requirements (e.g. ≥70% GPA) and opportunities available year over year. Consultation with local organizations and government has been strongly supportive of moving toward future co-op placements as the program matures. In addition, northern Ontario has a number of opportunities that are being identified including working with the Indigenous communities and resource extraction.
- Students will either complete a capstone project in the 4th year or an internship. The capstone group project will require the students to complete a project by selecting and utilizing the skills and knowledge acquired in the first 3 years of the program.
- As the program stabilizes in enrollments (2029-2030), building cooperative opportunities (e.g. at the end of year 2, and an additional term in Year 3) will allow the program to move towards an accredited cooperative program component.

- Describe how the principles of Equity, Diversity, Inclusion, and Indigenization have been considered:
  - Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?
  - Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?
  - How has accessibility been considered[4]? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)?
  - Will this program provide space to allow for the discussion of other viewpoints outside the "dominant, Western narrative"?
  - Have the principles of Universal Design and culturally responsive pedagogy (CRP) been considered?

The Centre for Teaching and Learning is initiating professional development and support for engaging with Faculty to include UDL and CRP in their design and delivery. As the program is focusing on small to medium size communities that include northern regions of the country, the inclusion of marginalized and/or culturally diverse aspects will be required to ensure that the students engage in ethical and sustainable community planning in Ontario's and Canada's north. Drawing on the knowledge and expertise of our Indigenous Faculty, our Student

[4] how potential need to provide accessibility accommodations has been considered in the development of this program; beyond services offered by Student Accessibility Services

Accessibility Support Centre, the Office of Indigenous Initiatives, will also help to ensure accessibility.

In addition, support for the program design and course design is available through the Centre for Teaching and Learning which is being utilized by the team engaged in the design and development of the program.

d. Calendar Copy with Program Map(s)

- Provide, as an Appendix using the template provided by **Centre for Teaching and Learning: Teaching Hub**, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar
  - Note that pathway (Bridge/Advanced Entry) programs will require a separate, usually shorter, section in the Calendar; please be sure to include one entry for each program type. Pathway Calendar example
  - New Minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items,

Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include a course map for new and existing courses. If you are making changes to existing courses, include instead a course change form. In an appendix noted below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.

Please see **Appendix B** for proposed calendar copy.
Please see **Appendix_C** for a full list of courses in the program.
RPP faculty will be responsible for full development of PLAN courses.

3 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Nipissing University and/or from other institutions/partners*
- *Describe any consultation undertaken regarding the principles of Equity, Diversity, Inclusion, and Indigenization.*
- *Identify who is responsible for developing any new courses.*

The Community Planning Program is expected to attract a new student audience to Nipissing University and contribute to the development of new unique programming focused on Planning and its professional practice. This audience will have strong interests in overlapping concentrations of **1) Planning for Climate and Environmental Change; 2) Evidence-based Planning; 3) Planning in Relationship with Indigenous Communities; 4) Planning Healthy Communities)**, all of which are well represented with existing Nipissing University programming. We expect that this new program will increase enrollments in existing Nipissing University courses integrated into the core

program design and thematic electives, with implications for mapping of resource use. It is expected that new students and faculty will support exciting new directions for both collaborative teaching and research at both the undergraduate and graduate levels.

Consultation supporting program development has included 1) sessions conducted between July-November 2024 with faculty and administration from the Faculty of Arts & Science and the Faculty of Education and Professional Studies, Offices of Institutional Planning, Registrar, and the Harris Learning Library, and 2) one-on-one consultation with professional planners (see below).

Recognizing that a program in Community Planning is inherently interdisciplinary in nature, and envisioning that a wide range of expertise on campus may contribute to proposal development, on 15 July, 2024, we reached out to all Nipissing University faculty for preliminary consultation on program development. We met on Monday, July 22nd for initial discussion, with faculty representation from the following programming/academic units: Political Science, Economics and Philosophy; Biology, Chemistry and Geography; Mathematics and Computer Science; History and Ancient Studies, Nursing, Business. Additional subsequent in-person consultation included Political Science, Economics, Philosophy, Indigenous Studies, History, Anthropology and Ancient Studies. Preliminary program design was circulated to faculty on 20 September 2024, followed by an additional open-house-styled drop-in faculty consultation held on October 3, 2024.

Consultation with Registered Professional Planners and affiliated practitioners was conducted through phone calls, online meetings, and in person consultations, including at the Ontario Professional Planners Institute (OPPI) annual meeting (Hamilton, Sept 25-27, 2024).

- Online consultation with Evergreen, established in 1991, is a national Canadian non-profit dedicated to ecological research, design and collaborative initiatives, (16 September) (J Angel, MBA, CEO)
- Three proposal team members (Colborne, James, Gibson) attended the Ontario Professional Planners Institute annual meeting. Feedback was received from professional planners from municipalities (including municipalities from northeastern Ontario) and private consulting, including RPPs with national experience in accredited program review. OPPI consultation sessions (Ashley Bilodeau RPP, Senior Municipal Director at Municipality of Callander; Dana Anderson FCIP, RPP, Partner MHBC; Kevin Jarus RPP, MCIP, MPl, Planning Manage and Senior Associate, Tulloch; Sarah Vereault, Associate, Senior Planner, J.L. Richards & Associates Limited, Sudbury ON)
- Additional feedback on preliminary program design was received through E Purcell (BES, MPA, MCIP, RPP Director of Planning, County of Haliburton; Niki Dwyer MCIP PRR MA BES, Director of Development Services, Town of Carleton Place)

A full draft of the proposal was circulated to contributing academic units on 28 October, 2024 with feedback received and integrated by 6 Nov 2024. It was also circulated to additional regional municipal leaders and professional planners with requests for representative letters of support (provided in **Appendix G**).

In April 2025, a 2-day on-site/virtual visit by external reviewers was held. In response to reviewers suggestions, revisions to the proposal were drafted in June 2025 with several additional discussion sessions led by a Planning consultant to provide additional program design input, including exploration of additional interdisciplinary opportunities to the finalized program proposal. The proposal presented to the Nipissing University Indigenous Council of Education (NUICE) on June 23, 2025 (see Appendix G for letters of support).

As part of program design (**Appendix B**), new PLAN courses will be designed by incoming Registered Professional Planner faculty, to be informed by this proposal. In select instances,

existing courses and expertise are listed in support of potential co-design and co-teaching between new RPP and existing faculty, to ensure resources are available to meet functional and enabling competencies for a new incoming PLAN student audience.

Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a)

a.) General Resource Considerations

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office*
- *Indicate if the new program will require changes to any existing agreements with other institutions or will require the creation of a new agreement.*

b. Faculty Members - Current and New Faculty Requirements

- *Complete as an Appendix, using a chart detailing the list of faculty committed to the program and provide any additional details, in paragraph form below*
- *Include here a brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program, achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities*
- *If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)*

a. General Resource Considerations

This program will not impact any existing agreements with other institutions.

b. Current Faculty Requirements

Current faculty that will contribute to this new program are currently affiliated with a wide range of programs with expertise in biophysical environments and processes, computational and visualization technologies, governance, policy and business, social welfare and sociology, conflict resolution, history, anthropology, and Indigenous Studies (see **Appendix D** for list of supporting faculty). Individual faculty maintain research or other partnerships that facilitate unique field experiences, research, experiential learning opportunities that are integrated into individual courses and/or internships. Many faculty are members of existing graduate programs (Masters of Environmental Studies/Masters of Environmental Sciences, History, Sociology), and mentor students through research opportunities at both undergraduate and graduate levels.

Recent retirements/losses in Geography and Ecology-related programming are being countered by faculty renewal, with three new tenure-track positions identified as required to support the new Environmental Sciences program (to start September 2026). One of the three positions (Earth and Environmental Scientific with specific interest in Climate Sciences) has recently been

filled (August 2025) by a Quaternary scientist, specializing in paleoecology, with expertise in terrestrial-aquatic ecosystem responses to climate and fire disturbance.

Program design (**Appendix B**) includes contribution from ~ 7 existing non-PLAN courses or ~1.5-2 tenure-track position equivalents, in addition to any supporting full-time lab instructors. It is anticipated that CASBU contract instruction will account for ~3 of 29 courses. These contract positions will offer opportunities to engage directly with professionals involved in day-to-day practice and, as the program matures, could be offered by a 'Planner in Residence'.

Supervision of experiential learning opportunities in on-campus-based courses will be provided by faculty and lab instructors. Day-to-day supervision of students in internships will be provided by the host organization with student progress also monitored by the Work-integrated Learning (WIL) placement program coordinator and Planning program faculty. Capstone course/studio supervision will be provided by faculty, lab instructors and teaching assistants.

New Faculty Requirements

Accredited planning programs require that "the faculty shall include at least four academic members whose major appointments are in the planning program" and "must have a minimum number of certified members of a PTIA (Provincial/Territorial Institute or Association) on faculty. For a program with 7 or fewer full-time equivalent faculty, at least three must be certified members of a PTIA of CIP or its Planning Institutes and for 8 or more full-time equivalent faculty, at least four must be certified members of a PITA." (University Accreditation - Professional Standards Board (psb-planningcanada.ca).

Nipissing University currently does not have any RRP faculty. As a result, development of the Community Planning program will require hiring of three tenure-track/tenured faculty who are accredited planners (RPP). A fourth faculty member is required to have a major appointment to the Community Planning program.

To meet this requirement and provide a strong foundation for this new program, we recommend a fourth tenure track/tenured appointment with expertise at the interface of Community Planning and one or more of the identified thematic areas (**1) Planning for Climate and Environmental Change; 2) Evidence-based Planning; 3) Planning in Relationship with Indigenous Communities; 4) Planning Healthy Communities**. For example, an Indigenous Faculty appointment with expertise in Cultural Heritage and Archeology would support a certificate in Archaeological Monitoring, complementary to concentrations 1 and 3. The Planning Act of Ontario requires that an archaeological assessment be conducted when land has either a known archaeological site or the potential to have archaeological sites (Archaeological assessments | ontario.ca). This can occur in instances involving land use activities (e.g. forestry, quarries, pipeline installation), land development where municipalities may require an archaeological assessment (e.g. Ontario Heritage Act), or for public development projects following the environmental assessment process (e.g. Environmental Assessment Act) (Archaeological assessments | ontario.ca).

c. Additional academic and non-academic human resources

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*

- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

Sessional Instruction:

Select courses or short courses (e.g. 1 –2 cr) may be supported by sessional instructors that maintain professional status (RPP) as professional planners, supporting applied, hands-on case studies. Direct consultation with professional planners with experience as sessional instructors have recommended this as an invaluable approach to support integrating evolving trends and real-world case studies into curriculum. For example, GEOG 3106 – Impact Assessment for Resource Management (see Concentration 1, Appendix B), a course offered as part of the existing Certificate in Environmental Management has regularly been taught by a sessional instructor who is a professional planner.

Teaching Assistants:

Teaching Assistants (undergraduate or graduate) are typically provided for courses with large number of students. Assuming an intake of 60 students per year, this would be the minimum number of students in courses through the entire program. As a result, we have incorporated cost of an additional 10 TA per years associated with the PLAN program.

Community and Partner-based Fieldtrips:

A budget line for course-based fields trips in support of onsite visits and relationship building with communities and clients is included in the business plan. This is based on 1 trip per year for each cohort in the program.

Program Management:

As part of criteria for accreditation of a university planning degree program, "the program offering the degree shall be a recognized administrative unit (program, department, school, etc.) within the university, in the direct charge of an individual whose primary area of activity is planning and who is officially designated by the university as the responsible executive academic officer of the unit having authority on academic matters generally equivalent (subject to the constraints and limitations imposed by the university) to that of a department chair." Further, "the administrative unit must have appropriate administrative capacity and academic independence (subject to the constraints and limitations imposed by the university)." (PSB, University Accreditation - Professional Standards Board (psb-planningcanada.ca)). In support of professional accreditation requirements, it is proposed that one of the three RPP hires become the chair of the Community Planning program with appropriate course release for service.

Work Integrated Learning placement coordinator:

The University has deep expertise in WIL in its Faculty of Education and Professional Studies which it is planning to extend to programs in the Faculty of Arts and Science to support work integrated learning opportunities (in this case, co-op placement). This program will require a full-time dedicated WIL Coordinator. The program will begin with an optional internship in Year 4, with future development of a recognized co-op placement. Starting in year 2-3, the WIL Coordinator will build internship capacities through community outreach and engagement in preparation for the first cohort and subsequent co-op opportunities.

d. Supporting information for online and hybrid programs (Please consult with Centre for Teaching and Learning)

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*

- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
  - *How has accessibility been considered?*
  - *What strategies have been considered to accommodate students with disabilities?*
  - *Have the principles of Universal Design been considered?*
  - *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
  - *Is course content designed logically and is it easy to follow with limited instruction?*
  - *Are assignment expectations clear (i.e., a rubric}?*
  - *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

Not applicable as program will be offered face to face.

e. Existing student supports

Nipissing University, as a relatively small campus community, has a centralized delivery model for student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the Campus Bookstore, Housing and Living Resources as well as the Nipissing University Student Union. Further information can be found at: https://www.nipissingu.ca/future-students

Student Life

Academic Advising

Academic Advising's primary focus is to enhance a student's learning experience and development by helping students:

- Plan their programs and advise on academic matters
- Choose courses and clarify academic procedures
- Make informed decisions regarding a student's academic priorities and goals

Student Accessibility Services

Student Accessibility Services (SAS) assists students with permanent and temporary disabilities and strives to provide an accessible, barrier-free learning environment. Academic accommodations and support services available to support academic and personal success include:

- Adaptive technology and assistive software
- Test and exam accommodation
- Distraction-reduced working and testing areas
- Alternate format reading materials

- Note taking support
- Counselling or tutorial support

Career Development and Education

Nipissing University offers career service assistance and a variety of resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Interview preparation
- Job market information
- Job search strategies

Student Experience, Access and Inclusion, and ***Office of Indigenous Initiatives***

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Access and inclusivity programming and support groups
- The Office of Indigenous Initiatives provides space and supports for students to connect with Indigenous culture and resources
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Counselling Services

Nipissing University offers free personal counselling services, specialized therapeutic groups, referral services and wellness events to help support all students in achieving positive mental and emotional wellness.

Athletics and Recreational Facilities

Nipissing University offers several recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state- of-the-art athletics centre, located in the heart of the campus. Facilities include:

- 3 gymnasiums
- 2 international squash courts
- 3 fitness rooms with weekly fitness classes in a variety of disciplines
- Cardio studio
- Weigh room
- Artificial turf field
- 20 km of hiking and snowshoe trails
- Groomed Nordic ski trails

Students are able to participate in varsity, intramural and club sports.

Campus Health Centre

A medical team is situated at the Campus Health Centre and is available to all students Monday to Friday. The Campus Health Centre provides quality services and health care delivery by a licensed physician and nurses.

Student Awards and Bursaries

There are a number of student awards and bursaries available to student applying to Nipissing University based on unique criteria:

- Financial need
- Demonstrated citizenship
- Volunteerism
- Student program interest
- Hometown

Centre for Teaching and Learning

The Centre for Teaching and Learning empowers faculty, staff and students to reach their full potential by focusing on learning and teaching activities. The Centre's goal is to enable Nipissing University to provide its students with a learning environment that focuses on student success through excellence in teaching, innovative and authentic learning experiences and a view towards the future.

The Centre supports the scholarship of teaching and learning, the effective use of pedagogical approaches to the design of programs, courses, learning activities and assessments. From curricular design, support of the development of online learning opportunities, professional development and innovation in learning environments, the Centre is the hub of these activities, tools and techniques.

f) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library holdings and support for student learning; please contact your Subject Librarian as you begin your proposal to request a 'Library statement for new program proposal'*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc.* ***If new space is required, please complete Table 4 (examples in purple); otherwise, please remove this Table from the document***
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as it relates to space, as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

Table 4: Additional Space Requirements

Space Type	Number Required	Space Requirements
Planning Studio - students	*1*	*Open-plan layout, 60-125 ft^2/person x 60 students ~ 3600-7500 ft^2.*
Office and research space	*4*	*Office space for new faculty hires (4)*
Office space	*2*	*Office space for laboratory instructors*

g) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library*

Physical resource requirements that will be needed to support the Community Planning program include 1) library resources, 2) office and research lab space for new faculty hires and lab instructors, 3) supporting resources for lab-based courses and 4) new dedicated studio student work space:

1) An assessment of information resources and services needed in support of new program in Community Planning has been prepared and provided by the Library Services, provided in **Appendix E**.
2) Office space will be required for 4 new faculty hires. Research space will also be required in support of individual research programs. Requirements may vary considerably depending on the faculty hire.
3) Existing laboratory spaces (e.g. physical geography, ecology, and computer labs) are well established and commonly used across scientific programming. Additional resources required to support larger enrollment in these existing core science courses will include field guides, select lab and field equipment (e,g. flow meters for GEOG 3016) and annual consumables.
4) Dedicated studio workspace for PLAN studio-based courses and projects.

The George and Helen Vari Simulation Centre offers an on-site immersive, interactive learning environment that could be integrated into Planning program content. This center has two technologists that support connecting programming with these new facilities. As noted by the Associate Dean, School of Nursing "Simulation education offers students a space to build competency in their skills, practice critical thinking, and make mistakes in a safe, supportive, and controlled environment to help prepare them for professional practice".

Nipissing University's dedicated outdoor classroom (completion date ~ 2026) could also support this new Planning program. This facility will provide a connection to the outdoors with the ability to host students as well as campus visitors.

The NU RDC (Research Data Centre) facility is an important source of data that can inform community planning and programming. It is an on-campus facility that is providing researchers with access to Statistics Canada microdata. RDCs are optimal locations for professors, undergraduate/ graduate students, and external researchers to access confidential Statistics Canada data for theses, reports, and publications. It is staffed by an onsite statistical Assistant, an Analyst and Academic Director (Dr. Amir Efrani, see faculty listing Appendix D).

h) Human Resource Requirements

Are additional faculty required to be able to offer this program? X Yes ☐ No

If yes, what year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels)?

New Faculty Hires

Accredited planning programs require that "the faculty shall include at least four academic members whose major appointments are in the planning program" and "must have a minimum number of certified members of a PTIA (Provincial/Territorial Institute or Association) on faculty. For a program with 7 or fewer full-time equivalent faculty, at least three must be certified members of a PTIA of CIP or its Planning Institutes and for 8 or more full-time equivalent faculty, at least four must

be certified members of a PITA." (University Accreditation - Professional Standards Board (psb-planningcanada.ca).

Hiring of four tenure track faculty will support the new Community Planning program will be planned as follows:

- A founding chair of the program who is an accredited planner should be hired in Year 0 of the program (Fall 2025). This will support the beginning of PLAN course creation and hiring of the additional 3 faculty.
- The three additional dedicated faculty members should be hired in Year 1 of the program (2026/27) or staggered between year 1 and year 2. Use of a cluster-hire approach could support excitement and attraction of excellent faculty. As soon as the program is launched, and pre-accreditation is applied for, there is requirement for annual program reports submitted to OPPI.

Are additional staff required to be able to offer this program? X Yes ☐ No

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

Work-Integrated-Learning (WIL) placement coordinator:

Coordination of large number of senior work internships will be a unique element of this program that does not currently exist within the Faculty of Arts & Science and will require human resources outside of faculty commitments. A WIL placement coordinator will support internship (and future co-op) opportunity development and management for ~60 students per year. They should be hired in Yr 2 by the program chair and should have expertise specific to community internship and placement programming.

Lab Instructors (2)

Increased size of courses with lab components and creation of new PLAN courses with lab components will require two new full time lab instructors (~ 30 hrs/year over FW terms). This is estimated using projected enrollments of ~ 60 students/yr (see business model) and a 25 students/lab section cap. Lab instructor 1 should be hired in Yr 1, with the addition of Lab instructor 2, added in Yr 2.

Teaching Assistants:

Teaching Assistants (undergraduate or graduate) are typically provided for large courses, and courses with lab requirements. With increased enrollment in existing courses and addition of new courses, additional funding for teaching assistantships is requested to support classes sizes anticipated to regularly be at ≥60 in required courses.

Space Requirements

Are there additional space requirements specific to being able to successfully launch this program? X Yes ☐ No

If yes, please provide additional details:

Dedicated studio workspace for upper year PLAN courses and studio projects.

Dedicated studio space is required to support studio-based courses in which students work in groups to address client-based projects. A dedicated Planning Studio should be designed with an open-plan layout, accommodating ~ 60 students, each with a work station (desk for drawing/building small models, laptop work). Using an estimate of 60-125 ft^2/person x 60 students, the Planning Studio should be ~ 3600-7500 ft^2. This will serve as space to support group work on studio projects and capstone projects where students mentored by faculty but also working in consultation with real world clients. The space should also include the ability to support presentations/lecture activities and displaying of project materials (e.g. hanging on walls, open space for models, for viewing and group discussion.

An amphitheatre capstone project critique/presentation space. The program should have access to a communal amphitheatre-like space to seat community clients, Planning students (all years), and other visitors; hang project posters (on walls), and overhead projection for viewing/discussion, public critiques.

A student lounge space should be provided specific to this programming (~ 200 on-campus students).

A consultative meeting with Facilities took place on 6 November 2024 from which preliminary cost estimates related to space requirements (e.g. renovation and/or new build) will be generated and integrated into the program business model.

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? X Yes No

If yes, please provide additional details:

The program will require additional software licensing for Planning-related software (e.g. Sketch-up, a professional 3D design software; AutoCAD, and/or other software related to engineering graphics and data management).

Projection capabilities for lecture/presentations will be required in the dedicated studio space.

Extended access to technical spaces (e.g. computer labs) should be facilitated during weekends/evenings/holidays/summers.

Additional Resource Requirements

Are there additional resource requirements not specified above that are required to successfully launch this program? If so, please outline them below:

Community and Partner-based Fieldtrips:

A program budget line supporting fieldtrips will support both onsite and offsite visits and relationship building with communities and clients. A budget line for Honoraria is included to support engagement with Indigenous communities.

4 Closing Statements Regarding Program Quality (QAF

2.1.2.8)

- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*
- *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*

Interdisciplinary Teaching and Research at Nipissing University

Over the last ~ 20 years, Nipissing University has invested heavily in the areas of study with strong complement to **Community Planning**, including focus on the Environment, and building excellence in both interdisciplinary teaching and research. In addition to supporting discipline-based science programs, programming includes a new undergraduate Environmental Science program (Fall 2026) and the Masters of Environmental Studies/Masters of Environmental Science joint program, approved in 2011, and resulting from a decade of ongoing interdisciplinary dialogue within the Departments of Geography, Biology and Chemistry, and History. The investment in these interdisciplinary programs is showcased in the 2019-2024 Nipissing University Research Plan highlighting the importance of equipping students with skills by which to consider environmental challenges through consideration of multiple perspectives. Since their inception, the MES/MESc graduate programs have generated over 60 theses and/or Master Research Projects (listing available on the graduate program website).

The history of interdisciplinary teaching and research at Nipissing University will provide important support for the **Community Planning program**. Our use of "interdisciplinarity" is tied to the idea of creating teaching opportunities and research programs that rely on the integration of ideas, methods, philosophies, and dissemination strategies between multiple "traditional" disciplines. For example, scholars working on global environmental change research are increasingly seeing the value of collaborating on projects involving integrative methodologies in the geophysical and biophysical sciences, social sciences, and humanities to solve environmental problems such as climate change, deforestation, soil erosion, water pollution, and loss of biodiversity (e.g. Pastore et al. 2010; Kelly et al. 2014; Carey et al. 2016).

When first conceived, "environmental studies" (ENST) grew out of "environmental sciences" (ENSc) as an interdisciplinary field of study which attempted to measure and evaluate the impact of humans on the structure and function of social and ecological systems, and which focused upon the management of these systems for their benefit and survival (Barrett and Puchy 1975). Today, the two environmental fields are often located in separate faculties divided by the Social Sciences and Humanities, and the Geophysical Sciences (Cooke and Vermaire 2015). This traditional boundary has also been reinforced by government funding opportunities, both in terms of university administration and granting agencies (e.g., in Canada the Social Sciences and Humanities Research Council versus the Natural Sciences and Engineering Research Council). At Nipissing, the Arts and Sciences are placed together in a single faculty, and faculty are clustered, but not exclusively located, according to the academic unit they teach in. This facilitates communication among faculty teaching in different disciplinary areas.

Many of the faculty listed in support of this proposal (**Appendix D**) are associated with the Masters of Environmental Studies/Masters of Environmental Sciences graduate program, an interdisciplinary program established in 2012 by then Departments of Biology and Chemistry, Geography, and History. Some of the keys to establishing successful interdisciplinary programing

at Linkoping University in Sweden and at the University of British Colombia were outlined by Oberg (2011) as follows: maintain an open and respectful climate, remove hierarchies that impair, acquire deep understanding of the research process, strengthen metacompetence, emphasize a dialogue and feedback approach. In keeping with supporting dialogue across disciplines, the MES/MESc program website (Environmental Science / Environmental Studies | Nipissing University) groups faculty by interdisciplinary research clusters, including

- Hydrology and water governance
  - (James, McCarter, Walters, Kovacs, Davis, Dokis)
- Northern and Precambrian Shield Environments
  - (Dech, Kovacs, Nosko, Greer, Davis, James, McCarter, Walters)
- Environment and Health
  - (Atari, Dokis, Walters, Williams)
- Environmental History
  - (Davis, Dokis, Greer, Murton)
- Political Ecology, Social Movements and Environmental Policy
  - (Davis, Dokis, Greer, Murton)
- Indigenous and Decolonization Research
  - (Davis, Dokis, Greer, Murton, Walters)

Specific to science faculty, expertise in support of the Community Planning program cover physical geography (e.g. James, McCarter), Geomatics (Kovacs, Atari), landscape biogeochemistry (McCarter), and forest and plant ecology (Nosko and Dech, a former Forest Bioproducts Research Chair supported by the private sector (Tembec). James is a former Tier II CRC in Watershed Hydrology (2010-2020) and McCarter currently holds a Tier II CRC in Climate and Environmental Change, with particular expertise in disturbance (e.g. climate, land-use, fire) in Boreal and Subboreal landscapes, water quality and reactive transport. Greer is a recent CRC in Environmental Histories and Geographies (2014-2024). Environment-related faculty regularly attract federal (FedNor) and provincial (NOHFC) government funding partnerships, tri-council grants related to the environment (SSHRC, NSERC), addition/clustering of new faculty with environment-related interests, and expansion of laboratory facilities dedicated to the study of the environment (most recently with the arrival of McCarter in 2022). Faculty from Data Science/Computer Science (e.g. Wachowiak, recipient of the 2017 Chancellor's Award for Excellence in Research; Zhu) contribute expertise in applied computational, imaging and signal processes methods, software engineering with interdisciplinary collaboration in environmental applications.

Planning on the Land

The Bachelor in Community Planning will build on existing programing rooted in the north, and serving northern communities, including Indigenous communities. Indigenous communities will be an important community stakeholder that students will be training to serve with their Planning expertise. Recent studies such as Wong et al. (2020) and Bozhkov et al. (2020) illustrate examples of historical limitations and improvement needed for training of planning-related professions (e.g. in this case natural scientists) on Indigenous history, rights, worldviews and ways to ethically conduct environmental research in relation with Indigenous communities and traditional territories. At Nipissing University, faculty across Environmental Science and environmental studies-related disciplines have built long term community engagement with regional First Nation communities of Dokis and Nipissing First Nations, collaborating in teaching and research. Discussion of environment and indigenous worldviews and practices are embedded in existing courses like GEOG 2226 (Environment & Society) and GEOG 4437 Hazards Geography (e.g. Indigenous fire management). Botany field courses BIOL 2447 (Ecology of Northern Trees and Forests) and BIOL 3066 (Flora of Northern Ontario) highlight intersections of western science with Traditional Ecological Knowledge (TEK) with field assignments on plants important to Indigenous peoples. Courses like GEOG 3066 (Remote Sensing of the Environment) showcase collaborative use of

applied science with regional Indigenous communities (e.g. application of remote sensing with Dokis First Nation). Courses such as BIOL 3066 and BIOL 3007 [Environmental Issues in Forestry]) often have a community service-learning component which have included partnerships with Wolf Lake First Nation and Nipissing First Nation and the Nipissing University Herbarium specializes in plants used by Indigenous people with specimens coded as medicinal and/or food plants.

Additional faculty expertise from the Arts, and the School of Business will support critical functional and enabling competencies for the Community Planning program. Faculty in the Department of Anthropology, History and Ancient studies and Indigenous Studies offer expertise in history of settlement in Canada, and specifically northern Ontario communities, including Indigenous communities and their perspectives (Stewart, Murton, Greer), and environmental anthropology (Dokis, Davis). Political scientists will support a course on conflict resolution (Tabachnick). Nipissing's School of Business faculty will support knowledge and skills development across core business functions such as finance, accounting, marketing, organization management, project management and economics (Lafrance-Horning, Brown, Pilon). Faculty in social welfare and sociology (Sullivan, Erfani, Zarifa, Smith) offer expertise in demography, population studies, family and health, and social gerontology. As an example, Sullivan's development of Rare Dementia Support Canada offers support for Canadian's living with rare and young onset dementia

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APPENDICES

Please include at minimum the below. Additional Appendices may be added, as appropriate. Appendices should ultimately be listed, attached, and labelled (A, B, C: *etc.) in the order in which they first are mentioned in the document.*

Program Learning Outcome Alignment Map to
University Level Learning Outcomes
Accreditation tables (if applicable)
Calendar Copy with Program Maps (please use template)
List of Program Courses, New Course Proposals, Required Course Changes,
Course Syllabi for Existing Courses (can each be attached as separate appendices)
Detailed Listing of Faculty Committed to the Program (please use template)
Library Report

Items to be separate documents sent to the Provost Office: New Program Funding and Tuition form
(Full Budget Spreadsheet is required. A budget template will be provided by the Provost Office)
CVs for all faculty committed to the program (to be provided to the external reviewer)

Appendix A Program Learning Outcomes Alignment Map to DLEs

Appendix B. Calendar Copy with Program Map(s)

Appendix C. Full list of courses included in the program

Appendix D. List of Contributing Faculty

Appendix E. Library Report
Appendix F. Budget Summary and Spreadsheet

Appendix G. Letters of Support

Separate Documents

- **Faculty CVs**

Appendix A. Program Learning Outcomes Alignment with University Level Outcomes

University Goal (Ability)	Nipissing University Degree Level Expectations (OCAV) *A graduate of Nipissing University will:*	Program Outcomes *At the end of this program, the successful student will be able to demonstrate:*
1. Analyze critically and creatively	a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis. b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard. c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.	• Utilize proven approaches and instruments in small- and large-scale planning and policy development (4.a) • Evaluate policy formulation with a critical lens. (6.c) • Adapt approaches to planning based on theories, ideals and principles of community planning and development (2.b) • Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e) • Determine the impact of historical small- and large-scale community planning, including historical land use and planning by Indigenous Peoples (3.a)
2. Use knowledge and skills proficiently	a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.	• Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples. (1.a) • Apply technological solutions to support planning analysis and activities, policy development and decision making. (4.b) • Apply basic project management, finance and administration, and evaluation practices (2.d) • Combine knowledge and technical capacities to planning and policy development (2.c) • Utilize proven approaches and instruments in small- and large-scale planning and policy development (4.a)
3. Initiate inquiries and develop solutions to problems	a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields. b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.	• Adapt solutions based on the relationship between ecological, social and economic factors with a focus on sustainability (5.a) • Evaluate planning decisions based on the economics of development and the relationship to local government finance (6.b)

4. Communicate effectively	a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others. b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences. c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.	• Engage stakeholders in gathering input, reporting, presentations, and discussions (5.b) • Determine recommendations based on authentic stakeholder engagement (2.f) • Justify visions, plans, and policies (6.e)
5. **Pursue self-motivated and self-reflective learning**	a. initiate action and demonstrate confidence in the application of their knowledge and skills. b. work independently and productively. c. set personal and professional goals and establish a plan of action to attain those goals. d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.	• Decide on approaches that reflect best practices in risk management (5.c) • Assess emerging trends and issues related to planning and policy development (5.d)
6. Engage in collaborative leader ship and professional practices	a. work cooperatively, cultivating and thriving in diversity, with diverse peoples. b. demonstrate strong interpersonal skills. c. demonstrate leadership skills by motivating, including, and supporting others. d. seek opportunities to collaborate. e. engage in professional dialogue and participate in learning communities.	• Apply relevant legislation to the practice of planning (6.a) • Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e) • Implement public policy and planning in Canada (6.d)
7. Engage in ethical and respectful practices	a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions. b. engage in their work using ecologically sustainable practices.	• Incorporate practices that support diversity, equity, and inclusion (2.a)
8. Contribute locally, regionally, nationally and globally	a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities. b. initiate change. c. utilize their knowledge and skills to positively impact their community.	• Incorporate practices that support diversity, equity, and inclusion (2.a) • Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples (1.a) • Communicate with other planning professionals on trends and best practices (5.e) • Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e)

Appendix B. Calendar Copy with Program Map(s) – Community Planning

(White – required but not a PLAN course)
(Blue – PLAN course)
(Green – Choose one of the following)

Program: Bachelor of Community Planning			
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
GEOG 1016 (3 cr, 5 hr/wk) People, Place and Environment	**PLAN 2XXX** (3cr, 3 hr/wk) Planning for Climate Change	**PLAN XXXX** (3 cr, X 3hr/wk) Municipal Finance for Planners	**PLAN XXXX** (3 cr, X hr/wk) Tribunals in Planning
GEOG 1017 (3 cr, 5 hr/wk) Introduction to Physical Geography or **ENSC 1007** (3 cr, 5 hr/wk) Introduction to Environmental Science – Part II.	**GEOG 2017** (3 cr, 5 hr/wk) GIS and the Earth from Space	**PLAN XXXX** (3 cr, X 3hr/wk) Planning Law	**PLAN XXXX** (3 cr, X hr/wk) Special Topics Plan I
PLAN XXXX (3 cr, x hr/wk) Planning : The Big Picture	**GEOG 2226** (3 cr, 3 hr/wk) Environment and Society	**PLAN XXXX** (3 cr, X 3hr/wk) Community Planning - Studio I	**PLAN XXXX** (3 cr, X hr/wk) Ethical Planning
PLAN XXXX – Planning Governance and Admin (3 cr, 3hr/wk)	**PLAN XXXX** (3 cr, 6 hr/wk) Ecology and Conservation for Planners	**PLAN** XXXX (3 cr, 3 hr/wk) Special Topics Plan I	**PLAN XXXX** (3 cr, X hr/wk) Plan Evaluation
PLAN XXXX (3 cr, 3 hr/wk) How Plans are Made (Processes, Stages and Strategies)	**GEOG/PLAN XXXX**, Data Management and Knowledge Integration (3 cr, x 3 hr/wk)	**PLAN XXXX** (3 cr, X hr/wk) Conflict resolution	**PLAN XXXX** (3cr, 3 hr/wk) Advanced Community Planning – Studio II Or **PLAN XXXX** (3 cr, 3 hr/wk) Planning Internship
PLAN XXXX (3 cr, 3 hr/wk) Professional Communication	**PLAN XXXX** (3 cr, X hr/wk) Transportation and Housing	**PLAN/INDG** (3 cr, X hr/wk) Planning in Relationship with Indigenous Communities	2 courses (6 credits) from **Plan+ Course List**
PLAN XXXX (3 cr, 3 hr/wk) Planning and People: Planning and Social Justice	**PLAN XXXX** (3 cr, X hr/wk) Tools for Public Participation		
PLAN XXXX (3 cr, 3 hr/wk) Visual Communication and Design for Planners (Design I)	**PLAN XXXX** (3 cr, X hr/wk) Community Design (Design II)		
Core credits: 24	**Core credits: 24**	**Core credits: 18**	**Core credits:21**

In addition to the requirements above, students may choose to focus their elective choices by completing 9 credits from one the following concentrations (see listing below). Courses selected from PLAN + List can also be counted towards a concentration.

PLAN+ Course List

- GEOG 3056 - Spatial Analysis Using GIS
- GEOG 3066 - Remote Sensing of the Environment
- GEOG 3236 - Geography of Environment & Health
- GEOG 3316 - Geography of Health & Health Care
- GEOG 3106 - Impact Assessment for Resource Management
- GEOG 4807- Natural Resource Management
- GEOG 4777 - Water Governance
- GEOG 4437 - At Risk: Environmental Hazards
- GEOG 4237 - Urban Health
- GEOG XXXX – Community Geography

Concentration 1. Planning for Climate and Environmental Change

- GEOG 2126 Global Economic Geographies
- BIOL 2346 Techniques in Forest Ecology and Management
- ANTH 2026 Archaeology I
- HIST 2167- The Environmental Era: Creating and Protecting Nature in Modern Canada
- HIST 3237- Global Environmental History
- GEOG 3016 – Field techniques in Geography
- BIOL/GEOG 3397 - Intro Soil Science
- GEOG 3086 - Principles of Biogeography
- BIOL 3436 - Conservation Biology
- BIOL 3447 - Silviculture
- BIOL 3007 Environmental Issues in Forestry
- BIOL 3236 - Plant Ecology
- GEOG 4326 - Environmental Hydrology
- BIOL 4437 - Landscape Ecology
- GEOG 4807- Natural Resource Management

- **Concentration 2. Evidence-Based Planning**
- DATA 1006 – Introduction to Data Science
- DATA 3016 – Tools and Technologies in Data Science
- ANTH/SOCI 3036 – Qualitative Methods
- SOCI XXXX – Quantitative Methods
- GEOG 3056 - Spatial Analysis Using GIS
- GEOG 3066 - Remote Sensing of the Environment
- GEOG 4057 - Topics in GIS Applications
- GEOG 4066 – Topics in Remote Sensing Applications
- GEOG 4027 – Spatial Computing

Concentration 3. Planning in Relationship with Indigenous Communities

- INDG 2007 - Land-as-Home & Indigenous Wellbeing
- INDG 2906 - Indigenous Philosophy – Inaadiziwin (Thought)
- ANTH 3006 - Anthropology of Development in the Canadian North
- ANTH 3027 - Indigenous Peoples & the State
- INDG 3706 - Gekendaasyang (What we know): Indigenous Data Sovereignty
- INDG 3107 - Building Our Knowledge Bundles
- HIST 2447 - Indigenous Treaties in Canada
- HIST 3307 - Gaa Bi Kidwaad Maa Nbisiing: the Stories of Nbisiing Nishnaabeg
- HIST 3297 Place and People in Rural Canada

Concentration 4. Planning Healthy Communities

- ANTH 2056 - The Anthropocene: Environment & Globalization
- SOCI 2036 - Gerontology: Aging and Society
- INDG 2007 - Land-as-Home & Indigenous Wellbeing
- INDG 3106 – Indigenous Health and Wellness
- SOCI 3166 – The Social Determinants of Health
- SWLF 3116 – Health Care and Health Policy
- GEOG 3236 - Geography of Environment & Health
- GEOG 3316 - Geography of Health & Health Care
- ANTH 3026 – Medical Anthropology
- GEOG 4237 - Urban Health
- HIST 3297 Place and People in Rural Canada

Additional Degree Requirements:

a. Electives, 11 courses (33 cr.)

Bachelor of Community Planning Degree Requirements:

a. Must achieve a minimum overall average of 65%.
b. Must achieve a minimum cumulative major average of 70% (all PLAN and GEOG courses).

Purpose of Program

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Provide historical perspective of planning and the impact to both society and culture.
    a. Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples.
2. Ensure graduates have the skills and knowledge to engage in ethical planning focusing on land use, infrastructure and small to mid-sized communities.
    a. Incorporate practices that support diversity, equity, and inclusion.
    b. Adapt approaches to planning based on theories, ideals and principles of community planning and development.
    c. Combine knowledge and technical capacities to planning and policy development
    d. Apply basic project management, finance and administration, and evaluation practices
    e. Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations
    f. Determine recommendations based on authentic stakeholder engagement
3. Recognize the importance of indigenous perspectives throughout the planning process.
    a. Determine the impact of historical small- and large-scale community planning including historical land use and planning by Indigenous Peoples.
4. Provide opportunities to leverage current technology as part of the planning process.
    a. Utilize proven approaches and instruments in small- and large-scale planning and policy development
    b. Apply technological solutions to support planning analysis and activities, policy development and decision making.
5. Focus on the design of sustainable plans for land use, infrastructure, urban plannings for small to mid-sized communities as well as resource use and extraction.
    a. Adapt solutions based on the relationship between ecological, social and economic factors with a focus on sustainability.
    b. Engage stakeholders in gathering input, reporting, presentations, and discussions.
    c. Decide on approaches that reflect best practices in risk management.
    d. Assess emerging trends and issues related to planning and policy development.
    e. Communicate with other planning professionals on trends and best practices.
6. Include the role of legislative and regulatory frameworks and the importance of the modification or creation of policy within the planning field.
    a. Apply relevant legislation to the practice of planning.
    b. Evaluate planning decisions based on the economics of development and the relationship to local government finance.
    c. Evaluate policy formulation with a critical lens.
    d. Implement public policy and planning in Canada.
    e. Justify visions, plans and policies.

Program-Level Outcomes Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient)[5]. Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by the end of the program.

Outcome	GEOG 1016 – People, Place & Env.	GEOG 1017- Intro to Physical Geog.	ENSC 1007 – Intro to Env. Science	PLAN XXXX – Planning: The Big Picture	PLAN XXX – How Plans Are Made	PLAN XXXX –Profess. Communication	PLAN – Planning Gov & Admin…	PLAN XXXX – Planning and People	PLAN XXX – Visusal Comm. And Design	PLAN XXXX –Transport. and Housing	PLAN XXX – Planning for Climate Change	BIOL 2446 – Ecology and Conservation	GEOG 2017 – GIS & Earth from Space	GEOG 2026 – IData Mngt and Knowledge	GEOG 2226 – Env. & Society	PLAN XXX – Tools Public Participation	PLAN XXX – Community Design (II)	PLAN XXXX – Municipal Finance for Plan.	PLAN XXXX – Planning Law	PLAN XXXX – Com.y Planning –Studio I	nPLAN XXXX – Conflict resolution	PLAN XXXX - Plan. in Relation with I.G	PLAN XXXX – Tribunals in Planning	PLAN – Ethical Planning	PLAN XXXX – Adv. Com. Plan Studio II	PLAN XXXX – Planning Internship
	Year 1									Year 2								Year 3					Year 4			
1				B				B							I							P				
2	B	B	B		B	B	B	B	B	B-I	B-I	B-I	B-I		B-I	B-I	B-I	I	I	I	I	I-P		P	P	P
3	B			B		B				B-I					B-I	B-I	B-I	I	I		I	I-P	P	P		
4		B	B				B		B		B-I	B-I	B-I	B-I			B-I			I					P	P
5										B-I	B-I	B-I				B-I	B-I		I	I		I			P	P
6	B				B		B	B							B-I		B-I	I	I	I		I	P	P		

[5] Please note that this is the minimum number of progressions, if your program has been developed with more levels of progression you do not have to alter your course map. You may also be using other letters which again is fine as long as there is a progression.

University Level Outcomes

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.
    d. seek opportunities to collaborate.
    e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
    a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
    b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally

a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
b. .
c. initiate change.
d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient). Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by graduation at Nipissing.

Outcome	GEOG 1016 – People, Place & Env.	GEOG 1017- Intro to Physical Geog.	ENSC 1007 – Intro to Envi. Science	PLAN XXXX – Planning: The Big Picture	PLAN XXX- How Plans Are Made	PLAN XXXX – Profess. Communication	PLAN – Planning Gov & Admin…	PLAN XXXX – Planning and People	PLAN XXX – Visusal Comm. And Design	PLAN XXXX –Transport. and Housing	PLAN XXX – Planning for Climate Change	BIOL 2446 – Ecology and Conservation	GEOG 2017 – GIS & Earth from Space	GEOG 2026 – IData Mngt and Knowledge	GEOG 2226 – Env. & Society	PLAN XXX – Tools Public Participation	LAN XXX – Community Design (II)	PLAN XXXX – Municipal Finance for Plan.	PLAN XXXX – Planning Law	PLAN XXXX – Com. Planning –Studio I	PLAN XXXX – Conflict resolution	PLAN XXXX - Plan. in Relation with I.G>	PLAN XXXX – Tribunals in Planning	PLAN – Ethical Planning	PLAN XXXX – Adv. Com. Plan Studio II	PLAN XXXX – Planning Internship
	Year 1									Year 2								Year 3					Year 4			
1	B	B	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	P	P	P	P
2	B	B	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	P	P	P	P
3									B		B-I	B-I	B-I	B-I		B-I	B-I		I	I	I	I	P	P	P	P
4	B	B	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	P	P	P	P
5					B	B		B					B	B	B	B	B-I	I	I	I			P	P	P	P
6						B		B	B						B-I	B-I	B-I		I	I	I	I	P	P	P	P
7						B	B	B						B-I		B-I		I	I	I	I	I	P	P	P	P
8									B								B-I			I					P	P

Appendix C. Full list of required courses included in the program

N = new course

Year 1

GEOG 1016 – People, Place & Environment

Students explore three central themes in human geography – people, place, and environment. Geographers study some of the most important issues of contemporary society, such as climate change, nationalism, environmental pollution, urbanization, inequality, racism, and food security, by examining the cultural, social, economic, and political processes that create the spatial patterns and relationships that modify landscapes. Students develop an ability to inspect more critically their own place in the world.

GEOG 1017- Introduction to Physical Geography

This course introduces the student to important physical systems such as the lithosphere, biosphere, and atmosphere, and their elements and hazards. The student is introduced to the philosophies, theories, and concepts upon which physical and environmental geography is based. Laboratory exercises demonstrate the use of maps and aerial photographs and other equipment and methods of geographical analysis. Offered every year in both Fall and Winter. This course may be credited towards Science.

PLAN XXXX –Planning: The Big Picture (N)

This course considers the history of settlement and development of Planning in Canada and puts contemporary Planning in the global geopolitical context. Specific focus on communities in a northern context to include the history and workings of First Nation treaties, and influence of resource extractive industries. Students will consider how factors such as economic activity, climate and environmental change, demographic change influence community planning and development. Expertise from the Department of History, Anthropology and Ancient Studies are supportive of co-designing a course with incoming RPP faculty (Greer, Murton).

PLAN XXXX – Planning Governance & Administration (N)

This course will introduce students to Planning, who is doing it, and how is it carried out in municipalities and communities of various sizes in Canada. Students will consider how municipalities function, legally and financially, how they create municipal plans and other tools within their governance systems. Expertise from the School of Business and Geography through existing courses (listed below), are supportive of co-design a course with incoming RPP faculty. e.g. ADMN 1156 – Foundations of Business; ECON 1006 – Introduction to Microeconomics; GEOG 4777 - Water Governance.

PLAN XXXX - How Plans are Made (Processes, Stages and Strategies) (N)

This course will introduce students to the 'how' of planning, including stages of planning (problem definition, defining vision, goals, and objectives), formulating options, plan selection, evaluation and monitoring.

PLAN XXXX – Professional Communication (N)

This course will introduce students to strategies and tools for effective communication for Environmental and Planning professionals. Students will engage in oral and written communication, including report writing, professional correspondence, interaction with new and social media.

PLAN XXXX – Planning for People: Planning and Social Justice (N)

This course will introduce students to what constitutes good planning, good planning process, ethical and moral frameworks informing decisions making. Students will consider for whom planning has been and currently is conducted, definition of the Public Interest, diverse and multiple publics, and human rights as it relates to historical and contemporary Community Planning.

PLAN XXXX Community Design (Design I) (N)
This course will support design fundamentals for planners, introducing students to principles of design theory, how we interact with community design on a daily basis, and design tools for Planning applications (e.g. Sketch up, AutoCad). On campus capabilities in Computer Science and Data Science programs may be useful for co-design with RPP faculty (*e.g.* COSC 1666 Engineering Graphics). This course introduces students to engineering graphics, design, and engineering communication. In addition to a theoretical foundation, students will gain practical, project-based experience using industry-standard software. Topics include drafting, descriptive geometry, projections, drawing techniques, dimensioning and annotation, solid modeling, and visualization in engineering applications

Year 2

PLAN 2XXX – Planning for Climate Change (N)
This course will provide introduction to the fundamental processes governing climate and changes over geologic and contemporary time periods. Students will then consider mitigation and adaptation efforts in relation to community planning. Existing courses (e.g. GEOG 2126 Hydroclimatology) and expertise in Geography (BA and BSc) may be useful for co-design and co-teaching with RPP faculty.

GEOG 2017 – GIS and The Earth from Space
Geomatics is the subfield of geography that deals with how spatial data are collected, managed, and analysed to produce spatial information. It includes the application of leading computer-based techniques in the environmental fields, such as global positioning systems, remote sensing, geographic information systems, and cartographic visualization. This course aims to develop a better understanding of how we use global positioning systems and remote sensing to collect spatial data and geographic information systems to manage, analyze, and display spatial data and information. Students can expect to gain valuable hands-on experience in working with a leading geographic information system package. This course may be credited towards Anthropology. This course is also offered as ENSC 2017.

GEOG 2226 – Environment & Society
This course will introduce students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. This course may be credited towards Science.

BIOL 2446 – Ecology and Conservation for Planning (N)
This course provides students with an introduction to the study of the relationships between living organisms and their environment. Students will develop understanding of ecological principles and ecosystem processes to support application in conservation and planning. Existing courses (e.g. BIOL 2446 Principles of Ecology) and expertise in Biology may be useful for co-design and co-teaching with RPP faculty.

PLAN XXXX – Data Management and Knowledge Integration (N)
This is a systematic techniques course that provides an introduction to basic statistical concepts and techniques common across disciplines that support Planning as well frameworks for problem definition. Students will consider data collection and description, formulation and testing of hypotheses, time series analysis, and simple linear regression and correlation methods. Examples will focus on applications in Planning. Computer-based tools may include SPSS and an introduction to computer mapping. This

course may be credited towards Science. Existing courses (e.g. GEOG 2226 Quantitative Methods) and expertise in Geography may be useful for co-design and co-teaching with RPP faculty.

PLAN XXXX - Transportation and Housing (N)
This course will introduce students to the history of, planning tools and techniques associated with, and demand management and sustainability of transportation planning and housing planning and how these critical components of planning serves our communities.

PLAN XXXX - Tools for Public Participation (N)
This course will introduce students to how to engage with the Public through public participation strategies used as part of the planning process, and different community engagement tools across a range of settings (small, large groups, in person, online) and communities (e.g. Indigenous communities, municipalities, etc). Students will consider how to analyze community feedback.

PLAN XXXX Community Design (Design II) (N)
This course will build on PLAN XXXX Design I, supporting design fundamentals and applications for Planning, as well as theory around community design. This will be a studio-based course and allow students to apply both theory and technical skills to address a Community-based Planning challenge. Students will work individually and in groups. Activities will include lecture, studio-based discussion, critiques and development of solutions.

Year 3

PLAN XXXX – Municipal Finance for Planners (Municipal finance and Land Economics) (N)
This course will provide students background on municipal finance and key principles of land economics as it relates to Planning, including revenue generation, budgets and relationships with different levels of government, how land is valued and influencing factors. Students consider questions such as what constitutes reasonable economic development. Existing courses (e.g. ANTH 3006 Anthropology of Development in the Canadian North) and expertise in Anthropology/Sociology may be useful for co-design and co-teaching with RPP faculty. Existing courses and faculty in the School of business have expressed interest in supporting course development that need accounting concepts (e.g. ACC 1106 Introduction to Financial Accounting or creation of an appropriate upper level course).

PLAN XXXX – Planning Law (N)
This course will review planning goals, interpretation and implementation of policy and law at various scales (e.g. municipal, regional, provincial). Students will consider the legal basis for planning in Ontario, and the authority of provincial versus municipal scales as they relate to planning decisions. Students will consider how law affects individuals and their communities, including Indigenous communities. Existing courses (e.g. ANTH 3027 Indigenous People and the State) and expertise in Anthropology/Sociology may be useful for co-design and co-teaching with RPP faculty.

PLAN XXXX – Community Planning - Studio I (N)
This course will provide students opportunity to conduct a planning-related project with faculty mentorship and in consultation with a client. Students will work in groups, and engage in site visits, problem definition, data analysis, research design, technical skill application that support a site plan approval process. Studio delivery – where students work in project group teams, interacting with faculty and other mentoring

staff/TAs. Activities will include lecture, studio-based discussion, critiques and development of site plan solutions.

PLAN/NDG XXXX – Planning in Relationship with Indigenous Communities (N)
While Indigenous perspectives will be incorporated across the curriculum and Planning core competencies, in this course, students will specifically consider Planning with Indigenous communities, with consideration of governments,,legislation, and policies, Indigenous planning methods and practices, and relationship building with Indigenous people and communities. Existing courses (e.g. ANTH 3006 Anthropology of Development in the Canadian North) and expertise in Anthropology/Sociology and Indigenous Studies may be useful for co-design and co-teaching with RPP faculty.

PLAN XXXX – Conflict Resolution in Planning (N)
Students will consider the concept, sources and roles of conflict relevant to Community Planning. They will consider different resolution strategies, and development of management skills to mitigate negative effects. Students will gain skills in approaching difficult conversations and active listening. Existing courses (e.g. POLY 2607 On Conflict Resolution) and POLY 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond) may be useful for co-design and co-teaching with RPP faculty.

Year 4

PLAN XXXX –Tribunals in Planning
This course will focus on the role of planning tribunals, and their role for resolving disputes related to land use planning decisions made by municipalities and other approval authorities. This course will use case studies and simulations to allow students to engage skills developed in conflict resolution. Existing courses (e.g. POLY 2607 On Conflict Resolution and POLY 3236 Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond) in addition to resources such as the George and Helen Vari Simulation centre may be useful for co-design and co-teaching with RPP faculty.

PLAN XXXX – Special Topics Plan (N)
This course will focus on a special topic in Planning. Examples include Neighborhood and Community Planning, Planning for Agricultural Systems, Planning associated with industry (e.g. mining), Urban design, Environmental Planning in Rural and Regional Systems, etc…

PLAN XXXX – Ethical Planning (N)
This course will require students to consider what constitutes good planning and good planning process, ethical and moral frameworks informing decisions making across different types of communities and multiple, diverse publics. Existing courses (e.g. ANTH 3027 Indigenous People and the State, and ANTH 3006 Anthropology of Development in the Canadian North) and expertise in Anthropology/Sociology may be useful for co-design and co-teaching with RPP faculty.

PLAN XXXX – Plan Evaluation (N)
This course will explore approaches and implementation of evaluation of plans. Students will consider how effective was the plan, what performance indices to include, and relevant evaluation frameworks/models (e.g. rational comprehensive model). Existing courses (e.g. CHFS 4016 Program Evaluation and Outcomes Management) and expertise in Psychology/Child and Family Studies may be useful for co-design and co-teaching with RPP faculty.

PLAN XXXX – Advanced Community Planning - Studio II (N)
This capstone course will provide students opportunity to conduct a planning-related project with faculty mentorship and in consultation with a client, integrating, skills and knowledge in an applied setting. Students will work in groups. Students will work in groups**,** and engage in site visits, problem definition, data analysis, research design, technical skill application that support a professional client. Students will present their applied projects to clients. Studio delivery – where students work in project group teams, interacting with faculty and other mentoring staff/TAs

PLAN XXXX Planning Internship (N)
This course offers students the opportunity for a professional work integrated learning opportunity where students will regular participate in work practice with an organization (e.g. government, industry, non-governmental organization) related to the profession of Planning. Students will be supervised by a faculty member, and expect to maintain an activity log, submit a final written report/reflection and give a presentation to the Planning program. evaluation will include components of workplace performance and personal reflection. Students are required to submit a work term report at the end of their placement.

Appendix D. List of Contributing Faculty

Table D1. Faculty Expertise and Research

Faculty Name	Department	Education	Status (Tenured, Tenure-Track, LTA)	Area(s) of Specialization/Expertise	Publications		
					Refereed	Non-refereed	Refereed Abst/Con Prc.
Colin McCarter	Geography and Biology/ Chemistry	PhD	Assistant Professor, Tenure-track (CRC Tier II, 2022 - present)	Ecohydrology, trace metals, (bio)geochemistry, reactive transport, ecosystem restoration, soil science	39	4	65
April James		PhD	Professor, Tenured, CRC Tier II (2010-2020)	Catchment Hydrology, streamflow generation, environmental tracers, environmental modeling	39	15	75
John Kovacs		PhD	Professor, Tenured	Environmental monitoring; environmental mapping; remote sensing; biogeography	50+5 book chpts	19	68
New Tenure track Faculty (July 2025)		PhD	Assistant Professor	Earth and/or Environmental Sciences; Physical Geographer	TBA	TBA	TBA
Mark Wachowiak		PhD	Professor, Tenured	Biomedical computing, geospatial computation, visualization, digital humanities	38 + 1 bk chpt	1	54
Jeff Dech		PhD	Professor, Tenured	Forest ecology; community ecology; dendrochronology; ecological modeling; silviculture	32 + 4 book chpts	5	122
Peter Nosko		PhD	Associate Professor, Tenured	Plant ecology, forest regeneration ecology, restoration forestry, plant-soil, plant-climate and plant-herbivore Interactions	15	6	40
Kirsten Greer		PhD	Associate Professor, Tenured, CRC Tier II (2020-2025)	Historcal Geography, Critical Physical Geography	12 [tt]	10	14
Odwa Atari		PhD	Associate Professor, Tenured	Health geography; Geographic Information Systems (GIS); environmental management	20+ 2 book chpts	21	20
James Abbott		PhD	Associate Professor, Tenured	Africa, rural livelihoods, small-scale fisheries, institutional actors	9	8	1
Sean O'Hagan		PhD	Associate Professor, Tenured	Corporate and Economic Geography; Economic Development in Northern Ontario	33		19
Tyson Stewart	Indigenous Studies	PhD	Assistant Professor, Tenure track	Indigenous Studies; Critical theory; Film and media studies; Interdisciplinary theory	6 + 1 book		23
Reade Davis	History, Anthropology and Ancient Studies	PhD	Associate Professor, Tenured	Environmental Anthropology; social and cultural theory, science, technology and society	12 + 2 book chpts	2	57
Carly Dokis		PhD	Associate Professor, Tenured	Environmental Anthropology; ethnology of northern Canada, decolonization and emancipatory research methods	14 + 1 book		65
Jamie Murton		PhD	Professor, Tenured	North America environmental history; food and agriculture;	6 + 2 books	4	56

				Canadian West, British Columbia			
David Tabachnick	Political Science, Economics and Philosophy	PhD		History of political thought, bioethics, Canadian foreign policy and philosophy of technology	21 + 2 books	23	19
Natalya Brown		PhD	Associate Professor, Tenured	Immigrant integration, management education, financial literacy, sustainable tourism, philanthropy, politcal economy	16	10	44
Denyse Lafrance-Horning	School of Business	PhD	Associate Professor, Tenured	Sponsorship marketing; brand management; marking to women; sport marketing, women's hockey studies	13		20
Mary Pat Sullivan	Social Welfare	PhD	Professor	Social Gerontology, demential care and support, social isolation and loneliness, elder abuse, and aging without children	55	15	81
Amir Erfani	Sociology	PhD	Professor, Academic Advisor – NU Research Data Centre (RDC)	Social and Technical Demography; Population Studies, Quantitative Research Methods, Multivariate Social Statistics	49	14	62
David Zarifa		PhD	Professor	Postsecondary Educational Choices, Labour Market Outcomes, School-to-work Transitions, School Discipline Practices, Student Achievement, Literacy and Skills, Cross-national Comparisons	44	17	45
Trevor Smith		PhD	Associate Professor	Health Services Research, Health Informatics, Stress & Social Support, Palliative Care, Social Gerontology	24	10	30
Susan Srigley	Religion and Cultures	PhD	Professor	Religious ethics and literature, ancient and modern forms of spiritual practice, women and religion, religious attitudes towards death, dying and immortality	18	27	12

[tt]Greer CV for period of 2014-2021.

Appendix E. Library Report

Library Statement

Program: Sustainable Planning
Faculty: Arts and Science
Institution: Nipissing University
Librarian: Rebecca Kasperavicius, MLIS
Date: November 2024
Website: https://www.nipissingu.ca/library

Introduction

The Library is shared between Canadore College and Nipissing University, and serves four campuses. The majority of the Library collection and staff are located at the Harris Learning Library, at the College Drive Campus in North Bay, while a much smaller collection is located at Canadore's Commerce Court Campus. The Library serves North Bay and area community members and there is a strong partnership with local public libraries via the Public and Academic Libraries Sharing (PALS) program, which allows for reciprocal borrowing.

Section 1: Collections

Overview

The Library works with faculty and instructors in building collections that support coursework and research. Although a new program, the proposed curriculum for Sustainable Planning (PLAN) consists of courses currently offered and which are therefore already supported by the library's holdings. Journals such as *Plan Canada* are available in print; however, the majority of journals supporting PLAN are available electronically. Titles include *Housing Policy Debate*, *International Journal of Urban and Regional Research, Journal of the American Planning Association, Journal of Planning Education and Research, Journal of Planning Literature, Land Use Policy, Landscape and Urban Planning, Planning, Practice and Research, Planning Theory, Planning Theory and Practice, Town Planning Review,* and *Urban Studies* among others.

The Library is a member of several consortia and through these academic collaborations, we acquire more database content than would be possible without group purchasing.

Nationally, the Library is a member of Canadian Research Knowledge Network (CRKN), which negotiates consortial database purchases on behalf of Canadian universities. Through coordinated leadership, CRKN invests in large-scale content acquisition and licensing to support research and development in Canada's universities. Through CRKN, the Library subscribes to collections within databases such as Cambridge University Press, Elsevier ScienceDirect, JSTOR, SpringerLink Online, Taylor & Francis Online, and Wiley Online Library, all of which would help support the new Sustainable Planning program.

The Library is active in Ontario's university consortium, the Ontario Council of University Libraries (OCUL). OCUL negotiates database purchases such as CHASS CANSIM, GeoScience World, Lexis Nexis Quicklaw, Sociological Abstracts, Sociology Database, Sage Knowledge eBooks, and Project MUSE**,** all of which would support the new Sustainable Planning program. There is opportunity to

expand support for this new program through the acquisition of additional digital resources, such as the Avery Index to Architectural Periodicals, which is also negotiated through OCUL. OCUL manages resource sharing/interlibrary loans, and provides access to data through Borealis, Geoportal, and Ontario Data Documentation, Extraction Service and Infrastructure (ODESI). Additionally, with the Scholars Portal initiative, the content of many databases is being centrally loaded in Ontario, ensuring long-term access. The Library is a partner in OCUL's Collaborative Futures initiative, a significant outcome to-date being the OMNI Academic Search Tool and a shared network between 19 of OCUL's postsecondary libraries.

The Library has a Nipissing University Theses and Dissertation collection within TSpace, the University of Toronto's institutional repository. This collection offers Nipissing authors a space to deposit their published or presented work, in order for it to be archived, preserved, and openly shared.

Lastly, the Library is a Selective Depository Library for the Government of Canada and the Government of Ontario as well as a member of Statistics Canada's Data Liberation Initiative (DLI). For an annual subscription fee, DLI offers unlimited access to a range of Statistics Canada microdata and geographic files.

Budget

The acquisition of databases and one-off journals come from a central budget for licensed resources. Materials such as books and multimedia are purchased through a central budget designated for unlicensed resources, subject allocations being made internally by Collection Librarians, who consider factors such as: the number of students in a department, the number of faculty in a department (this can be difficult due cross appointments), and the number of courses taught by a department. Other factors considered, some of which are not as easily measured include: departmental demand, the use of library resources, gaps identified in collection areas (including those highlighted in departmental reviews), the use of Interlibrary Loan by department, and new programs of study.

Although collection building rests with librarians, our collections team would welcome and encourage acquisition suggestions from PLAN faculty and students (recommendations can be requested in a variety of ways, one being the Purchase Request feature, available directly in OMNI).

Budget Year	Total	Licensed	Unlicensed
2024	$790,000	$700,000	$90,000
2023	$790,000	$700,000	$90,000
2022	$845,000	$750,000	$95,000
2021	$850,000	$750,000	$100,000
2020	$850,000	$750,000	$100,000

Section 2: Services & Spaces

The Library provides many services for students, faculty, and staff of both Canadore College and Nipissing University. E-resources (online journals, streaming video, e-books, and databases), research guides, and the catalogue are accessible through the Library website 24 hours a day, 7 days a week. This facilitates research outside of the Learning Library's hours of operation. In addition to borrowing from the Library collections, faculty, staff, and students can make use of materials on reserve or request resources from other institutions through our resource sharing/interlibrary loan program.

The Learning Library provides several types of spaces, including the learning commons, group study rooms, a silent study area, rooms for learners who have been identified with different learning needs through the Student Development and Services department. During operational hours, the Library provides wireless access, computers for student use, as well as printing, photocopying, and audio-visual preview facilities.

The Library participates in the Canadian University Reciprocal Borrowing Agreement and the Ontario Community College Libraries Resource Sharing, allowing for in-person borrowing of material.

Services to distance education students and faculty are offered through the Library. Online resources, including a majority of the Library's journal subscriptions, as well as e-books can be accessed through the Library website. Print books, audiovisual materials, and other physical resources are shipped via courier (at no cost to the user) to students and faculty living outside the North Bay area. Reference assistance is available through email or a toll-free telephone number.

3: Information Literacy Instruction

The Library's Service Desk is a single-service point, offering circulation and reference assistance, and is staffed during the Library's hours of operation. Personal research appointments are available in-person, by phone, or by video conference, allowing one-on-one time with a Librarian. Researchers of all levels are encouraged to visit the Library if they have additional questions or require assistance.

There is a strong information literacy (IL) program in place, with our Library Instruction Team providing customized instruction and support to enable faculty to incorporate information literacy into the curriculum. Introductory sessions include exposure to databases and search strategies, as well as the evaluation of information. Advanced sessions may include in-depth coverage of specialized databases, advanced searching techniques, tools such as citation management software, academic publishing (and predatory publishers), and research data management.

Section 4: Recommendations

It is recommended that at a minimum, start-up funding of $1,500 be provided for the acquisition of current monograph titles related to sustainable planning. Ebooks are the preferred format; however, academic ebook titles tend to be more expensive than their print counterparts, so ongoing funding of $1,000 annually is recommended to maintain collection currency. It is also recommended that a modest increase of $2,000 be added for the acquisition of licensed resources (databases or one-off journal subscriptions), which carry an annual increase of 5%. Other resources may be necessary, depending on course curricula and instructor requirements. Requests for new resources would be considered on a case-by-case basis, with library budget being one of the determining factors.

Collections Snapshot

Library Collections*

	2023-24	2022-23	2021-22	2020-21	2019-20
print books	182,845	182,448	181,520	180,335	179,639
e-books	254,745	316,957	225,914	125,180	333,465
print journals	69	80	89	111	125
e-journals	138,582	112,166	53,594	9,767	68,528

Expenditures

	2023-24	2022-23	2021-22	2020-21	2019-20
print books	$56,578	$82,037	$50,997	$32,262	$62,013
e-books	$29,488	$34,640	$27,459	$48,662	$26,380
individual serials	$37,445	$31,372	$28,667	$28,815	$28,585
databases	$770,157	$841,484	$755,395	$874,436	$645,543
total	$893,668	$989,533	$862,518	$977,400	$964,000

Use of Collections

	2023-24	2022-23	2021-22	2020-21	2019-20
circulation	8,092	7,309*	4,177	3,427	6,024
reserves circulation	4,158	666	503	51	905
Loans to external bodies	1717	1368	1075		

Use of other Collections

	2023-24	2022-23	2021-22	2020-21	2019-20
Books and articles borrowed from other libraries	337	881	260	5	830

Library Instruction, Services, and Spaces

Teaching and Learning

	2023-24	2022-23	2021-22	2020-21	2019-20
reference questions	13,100	9582	5,649	4,489	11,614
instruction sessions	246	179	95	98	213
students in instruction sessions	8,283	4850	2,969	2,118	5,549

Spaces for Learning and Research

Learning Library

seating capacity: 537
group rooms: 12
individual study rooms: 7

	2023-24	2022-23	2021-22	2020-21	2019-20
turnstile count - sample day	889	734	251	149	815

Services

Hours of operation during academic year: 8:00 am to 10:30 pm Monday to Thursday 8:00 am to 6:00 pm Friday 10:00 am to 5:30 pm Saturday and Sunday
Info Desk hours of operation: same as building hours
Research appointments: ● In-person ● Phone ● Video conference
24/7 access via proxy
URL resolver
Interlibrary Loan (ILL)

Library Collections – the manner in which data was collected and counted changed in 2020-21 due to a library system migration in December 2019. Comparisons with earlier years may not be direct.

- e-books & e-journals
  - Beginning in 2020-21 this metric counts titles which eliminates overlap and duplication between the contents of different electronic collections
  - 2019-20 – this year shows a higher number of ebooks due to migration errors
  - 2020-21
    - Low e-book figures reflect the start of work *ongoing* correcting migration errors
    - E-journal figures are very low as many electronic collections were not activated in our system yet. All subscribed journal contents remained available by going directly to the electronic collection / database
  - 2021-22 increase in figures reflect *ongoing* work to correct migration errors and ensure electronic collections are properly set up and discoverable. Expect work to be completed in 2023-24
  - Use of Collections – Circulation –includes loans to AFN- Omni users

Use of Other Collections – As the library transitions to different means of fulfilling interlibrary loans, it is no longer possible to differentiate between books and articles. Totals include both books and articles

November 2024

Appendix F. Budget Summary and Spreadsheet

1	**Financial Summary - Sustainable Planning Program (100% Faculty Time Assumption)**						
2							
3		**2025/26**	**2026/27**	**2027/28**	**2028/29**	**2029/30**	**2030/31**
4	Tuition revenues						
5	Domestic	$ -	$ 504,480	$ 958,512	$ 1,389,842	$ 1,817,314	$ 1,824,536
6	International	$ -	$ -	$ -	$ -	$ -	$ -
7		$ -	$ 504,480	$ 958,512	$ 1,389,842	$ 1,817,314	$ 1,824,536
8							
9	Instructional Expenses						
10	Salaries & Benefits	$ 111,698	$ 1,047,212	$ 1,524,853	$ 1,618,652	$ 1,706,659	$ 1,790,208
11	Other operating expenses	$ 81,500	$ 109,054	$ 162,190	$ 202,597	$ 256,662	$ 258,348
12		$ 193,198	$ 1,156,266	$ 1,687,043	$ 1,821,249	$ 1,963,321	$ 2,048,555
13							
14	Program Surplus / (Deficit) (Line 7 - Line 12)	$ (193,198)	$ (651,786)	$ (728,531)	$ (431,406)	$ (146,008)	$ (224,019)
15							
16	Government operating grant (Note 1)	$ -	$ 81,060	$ 249,850	$ 419,776	$ 588,181	$ 591,027
17	Admin overhead (Note 2)	$ (77,279)	$ (462,506)	$ (674,817)	$ (728,499)	$ (785,328)	$ (819,422)
18	Capital requirements (Note 3)	$ (7,000,000)					
19	Additional funding (Note 3)	$ 7,000,000					
20							
21	Net Surplus / (Deficit) (Sum lines 14-19)	$ (270,478)	$(1,033,232)	$(1,153,498)	$ (740,130)	$ (343,155)	$ (452,415)
22							
23							
24	Build in cost of existing programs (salary + benefits)	$ -	$ 662,353	$ 695,471	$ 730,244	$ 766,756	$ 805,094
25	New Salary&Benefits/Built-in Salary&Benefits (Line 10-Line 24)/Line 10)		37%	54%	55%	55%	55%
26	Net Surplus / (Deficit) without build-in costs from existing programs.	$ (270,478)	$ (370,880)	$ (458,027)	$ (9,886)	$ 423,602	$ 352,679
27							
28							
29	**General assumptions:**						
30	1) Tuition revenue should cover instructional costs, or at a minimum - instructional salaries & benefits						
31	2) Government operating grant will cover other administrative costs (HR. Finance, Utilities, etc..)						
32	3) Existing instructional costs must be factored in for the total cost of the program, however are reduced to determine the net impact						
33	to the University's bottom line.						
34							
35	**Note 1:**						
36	Due to the corridor funding model, the government operating grant would not add new revenue to the University's financials.						
37	We calculate it to ensure that it covers admin overhed and other instructional expenses.						
38							
39	**Note 2:**						
40	Admin overhead is currently calculated at 40% of expenses.						
41							
42	**Note 3:**						
43	Based on space needs described in the proposal, Facilities has provided one-time estimates of ~ $7 - $13.1 million.						
44	Our assumption is that this would be covered with one-time Ministry funds, therefore a net cost of $0						

Sustainable Planning - 4 year undergraduate program - Business Plan

	2025/26			2026/27			2026/27			2027/28			2028/29			2029/30		
	Year 0 Hours	Year 0 Weeks	Year 0 Terms	Year 1 Hours	Year 1 Weeks	Year 1 Terms	Year 2 Hours	Year 2 Weeks	Year 2 Terms	Year 3 Hours	Year 3 Weeks	Year 3 Terms	Year 4 Hours	Year 4 Weeks	Year 4 Terms	Year 5 Hours	Year 5 Weeks	Year 5 Terms
Program Enrollment																		
New Enrollment (Domestic)						60			60			60			60			60
New Enrollment (International)												0			0			0
Continuing Enrollment (Domestic)									54			105			156			157
Continuing Enrollment (International)						0			0									
Total Enrollment						60			114			165			216			217
Revenue	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total
Tuition (Domestic)	$ 8,408	0	$ -	$ 8,408	60	$ 504,480	$ 8,408	114	$ 958,512	$ 8,408	165	######	$ 8,408	216	$ 1,817,314	$ 8,408	217	$ 1,824,536
Tuition (International)	$ 23,500	0	$ -	$ 23,500	0	$ -	$ 23,500	0	$ -	####	0	$ -	$ 23,500	0	$ -	$ -	0	$ -
Other Fees																		
Co-op fees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Donation/endowments																		
Govt operating grant (NEW/RETURNING: 2.8 \	$ -	0	$ -	$ 1,351	60	$ 81,060	$ 1,183	114	$ 249,850	$ 1,183	165	$ 419,776	$ 1,183	216	$ 588,181	$ 1,183	217	$ 591,027
Other revenues																		
Total Revenues			$ -			$ 504,480			$ 958,512			######			$ 1,817,314			$ 1,824,536
Instructional Expenses																		
Salaries for new faculty & staff																		
Existing Faculty & Lab Instructors (+ benefits)			$ -		$ -	$ 662,353		0	$ 695,471		$ -	$ 730,244		$ -	$ 766,756			$ 805,094
New Faculty & Lab Instructors (+benefits)			$ 111,698			$ 364,984			$ 783,007			$ 822,158			$ 863,266			$ 906,429
Faculty Undergrad Thesis/DS Supervision				0		$ -		0	$ -	0		$ -	10	$ 840	$ 8,400	10	$ 840	$ 8,400
Student teaching assistants	0	$ 6,625	$ -	3	$ 6,625	$ 19,875	7	$ 6,625	$ 46,375	10	$ 6,625	$ 66,250	10	$ 6,824	$ 68,238	10	$ 7,028	$ 70,285
Curriculum development				0	$ -	$ -	0	$ -	$ -	0	$ -	$ -	0	$ -	$ -	0	$ -	$ -
Total Salary Expense			$ 111,698			$ 1,047,212			$ 1,524,853			$ 1,618,652			$ 1,706,659			$ 1,780,208
Other Expenses																		
Materials and supplies						2,000			3,000			5,000			$ 5,000			$ 5,000
Faculty Office																		
Capital equipment (refresh of equipment)																		
Library resources						$ 3,500			$ 3,150			$ 3,308			$ 3,473			$ 3,647
Research support (start up grants)		$ 5,500	$ 5,500			$ 5,500			$ 5,500			$ -			$ 5,500			$ 5,500
Information technology			$ 13,000			$ 13,650.00			$ 14,332.50			$ 15,049.13			$ 15,802			$ 16,592
Printing			$ -			$ 2,500			$ 5,000			$ 7,500			$ 10,000			$ 10,000
Advertising, marketing and promotion			$ 63,000			$ 10,000			$ 10,000			$ 10,000			$ 10,000			$ 10,000
Travel			0			2,400			4,800			7,200			3,600			3,600
Honoraria						1,500			3,000			3,000			3,000			3,000
Recruiting costs						$ 5,000			$ 5,000									
Grad Financial Support - RA						0			0			0			0			0
Grad Financial Support - TA																		
Student Access Guarantee (Tuition set aside)						50,448			95,851			138,384			181,731			182,454
Professional Fees - Accreditation						1,356			1,356			1,356			1,356			1,356
PD (for instructors)				2800	4.0	11,200	2800	4.0	11,200	2800	4.0	11,200	2800	4.0	11,200	2800	4.0	11,200
Other admin costs																		
Total other expenses			81,500			103,054			162,190			202,597			256,662			258,348
Total Expenses			193,198			1,156,266			1,687,043			1,821,249			1,963,321			2,048,555
Contribution Before Overhead			-193,198			-651,786			-728,531			-431,406			-146,008			-224,019
Admin Overhead			77,279			462,506			674,817			728,433			785,328			819,422
Surplus/ (Deficit)			**-270,478**			**-1,114,292**			**-1,403,348**			######			**-931,336**			**-1,043,441**

Input Factors	**2024/25**	**2025/26**	**2026/27**	**2027/28**	**2028/29**	**2029/30**	
WGU Value	$2,023	$ 1,687	$ 1,351	$ 1,183	$ 1,183	$ 1,183	$ 1,183
International Tuition	$23,500	$23,500	$23,500	$23,500	$23,500	$23,500	
Benefits as a percentage of salary	22%	22%	22%	22%	22%	22%	
Tuition increase - First Year	0%	0%	0%	0%	0%	0%	
Tuition increase - Second Year	0%	0%	0%	0%	0%	0%	
Average change faculty salary	2.25%	2.75%	3.00%	3.00%	3.00%	3.00%	
Admin overhead	40%	40%	40%	40%	40%	40%	
Tuition Set Aside (TSA)	10%	10%	10%	10%	10%	10%	
Student Access Guarantee	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	
Tuition Rate	$6,108	$ 6,108	$ 6,108	$ 6,108	$ 6,108	$ 6,108	

Capital Requirements- Information from Facilities on Space renovation or New Build requirements.

Based on space needs described in the proposal, Facilities has provided one-time estimates of ~ $7 - $13.1 million. (see Facilities Space tab).

Appendix G. Letters of Support

Ontario Professional Planners Institute

E info@ontarioplanners.ca
T 1 800 668 1448
ontarioplanners.ca

4881 Yonge Street, Suite 401,
Toronto, Ontario, M2N 6Y9

January 15, 2025
Nathan Colborne
Dean of Arts and Science
Nipissing University
100 College Drive, Box 5002
North Bay, ON P1B 8L7

Re: Support for the Proposed Planning Program – Nipissing University

Dear Nathan:

On behalf of the Ontario Professional Planners Institute (OPPI), I am pleased to offer our strong support for the establishment of a new Planning program in Northern Ontario at Nipissing University. OPPI is the recognized voice of Ontario's planning profession. With over 5,000 members, it serves as both the Professional Institute and regulator of Registered Professional Planners (RPPs) in the province. Our members work across the planning spectrum, for consulting firms, provincial and municipal approval bodies, private developers, community agencies and academic institutions. Our members work across a geographically diverse cross-section of Ontario – from small towns to big cities, from northern Ontario to the Greater Toronto Area.

OPPI recognizes the critical need for increased educational opportunities in planning to address the growing shortage of qualified planners in Ontario. Ontario is currently experiencing a significant shortage of trained and certified planners, which is impacting the ability of communities to plan effectively for growth, sustainability, and resilience.

In addition to benefiting Northern Ontario, this initiative will contribute to solving the broader provincial planner shortage. By creating a hub for planning education in the North, the program will not only prepare future planners to meet the demands of the region but will also expand the talent pool available to the entire province. It will offer northern students the opportunity to pursue a planning career locally, helping to retain talent and reduce the pressure on urban centers.

A Planning program in Northern Ontario would thus play a vital role in building a more equitable, sustainable, and regionally balanced planning workforce for Ontario. OPPI believes that this investment will enhance the resilience and long-term growth of both Northern Ontario and the province, by ensuring that planners are well-equipped to tackle the complex issues facing our diverse communities.

For our part, OPPI has previously advocated to the Ministry of Colleges & Universities on the need for an additional planning program and had emphasized the value of establishing one in Northern Ontario. We are happy to continue our dialogue with the Ministry to support moving forward with this important initiative. We look forward to the positive impact that a new planning program at Nipissing University would have on the planning profession and on the future of Ontario.

Sincerely,

Ryan Des Roches, CD, OCT
Registrar & Director, Special Projects
Ontario Professional Planners Institute
r.desroches@ontarioplanners.ca

Ontario
Professional
Planners
Institute

Informing Choices. Inspiring Communities.

220 Algonquin Boulevard East, Timmins, ON, P4N 1B3
www.timmins.ca

November 12, 2024

Via E-mail: rgibson@nipissingu.ca

Robin Gibson
Manager, Quality Assurance and Program Innovation
Nipissing University
100 College Drive, Box 5002
North Bay, ON P1B 8L7

Dear Ms. Gibson:

Re: Proposed Bachelor of Science Degree in Sustainable Planning, Nipissing University

I am pleased to provide a letter of support for the proposed Bachelor of Science Degree in Sustainable Planning at Nipissing University. This proposed program is timely, relevant and will prepare students to meet real-world challenges. The program's focus is to be on small to mid-sized communities and northern regions, as currently there is no equivalent program offered in Northern Ontario.

By offering an undergraduate program in Sustainable Planning, students would have an opportunity to gain valuable planning-related education and experience. The Sustainable Planning Program will fill a specific niche by focusing on the needs of small to mid-sized communities, specifically those located in Northern Ontario. Further, a Nipissing University based program will provide students with a broad understanding of issues and solutions to the challenges Planners face in northern, rural and urban regions.

With a professional planning school located in Northern Ontario at Nipissing University, graduates who have been exposed to local knowledge and education would be well on their way to a fulfilling planning career, especially in the north.

As the Ontario Professional Planners Institute representative on the Accreditation Program Committee (APC) of the Professional Standards Board for the Planning Profession in Canada, I will need to declare a conflict of interest relating to this program, at the time of accreditation.

I wish you all the best with the proposed professional planning program and offer my full support, at this time.

Yours truly,

Cindy Welsh, RPP, MCIP
Manager of Planning

TIMMINS
I'M IN. | J'Y TIENS. | ∇dU
Growth and Infrastructure Department
Telephone: (705) 360-2600, ext. 3377
Fax: (705) 360-2678
E-mail: cindy.welsh@timmins.ca

The Corporation of the City of North Bay
200 McIntyre St. East
North Bay, ON P1B 8V6

Planning & Building Services
Direct Line: 705-474-0626, ext. 2403
Toll Free: 1-800-465-1882
beverley.hillier@northbay.ca

January 14, 2025

Nathan Colborne
Dean of Arts and Science
Nipissing University
100 College Drive, Box 5002
North Bay, ON P1B 8L7

Re: Support for a new Planning Program – Nipissing University

Dear Nathan,

I am writing to express my strong support for the establishment of a Planning program at Nipissing University. As the City Planner for the City of North Bay, the District of Nipissing's largest municipality, and a practicing land use planner for over 20 years, I can speak directly to the vital role that professional planners play in shaping healthy, vibrant well-designed communities.

Northern Ontario, with its vast geography, diverse communities, and rich natural resources, has a distinct set of needs when it comes to urban, rural, and resource-based planning. The introduction of a recognized Planning program at Nipissing University will grow the pool of professionals trained to plan for the development of these opportunities and address any land use conflicts that may arise.

The establishment of the Planning program is particularly timely, as communities in Northern Ontario are grappling with rapid demographic shifts, the effects of climate change, and the growing demand for sustainable infrastructure. The proposed program will play a critical role in training the next generation of planners who will be equipped with both the technical skills and the cultural competencies needed to navigate these complex challenges.

I am especially excited about the potential for the Planning program to support and enhance local knowledge systems, incorporating Indigenous perspectives and local traditions of land stewardship. Given the increasing recognition of Indigenous rights and the necessity for collaborative, community-driven planning, this program could serve as a model for how educational institutions can work alongside Indigenous peoples and communities to promote equitable and effective planning solutions.

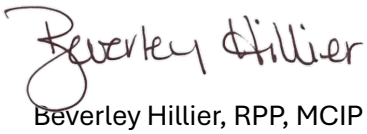
Furthermore, the establishment of this Planning program will not only address the region's educational needs but also contribute to its economic and social development. By providing high-quality, locally relevant training, the program will foster a skilled workforce that can stay in Northern

Ontario, support regional growth, and contribute to sustainable development projects that respect both the environment and the needs of the people who live here.

I strongly believe that Planning program would be a transformative addition to the educational landscape of Northern Ontario. I offer my full support to this initiative and would be happy to assist in any way possible as it moves forward.

Thank you for considering this important proposal. I look forward to seeing the positive impact the Planning program will undoubtedly have on our communities, the future of the North and across Ontario.

Sincerely,



Beverley Hillier, RPP, MCIP
Manager, Planning & Building Services

The Corporation of the City of North Bay

200 McIntyre St. East
North Bay, Ontario
Canada P1B 8V6

Office of the Mayor

Direct Line: (705) 474-0400, ext. 2517
Toll Free: 1-800-465-1882
Email: mayorchirico@northbay.ca

January 15, 2025

Nathan Colborne
Dean of Arts and Science
Nipissing University
100 College Drive, Box 5002
North Bay, ON P1B 8L7

Re: Support for the new Planning Program – Nipissing University

Dear Nathan,

I am writing to express my strong support for the proposed development of a new Planning Program at Nipissing University. As Mayor of the City of North Bay, I wholeheartedly recognize the transformative potential of this initiative for our community and the broader region.

A recognized Planning program in Northern Ontario would not only provide our young people with access to high-quality education and training in this vital field, but it would also help ensure that future leaders are equipped to address the distinct planning issues we face, such as sustainable development, resource management, and urban-rural integration. In addition to the educational and economic benefits, the presence of a post-secondary institution in our area would stimulate local businesses, support innovation, and create new avenues for partnerships between industry and academia. The positive ripple effect would be felt across our region for years to come.

This initiative represents an important step toward building a more resilient, sustainable, and innovative future for Northern Ontario and Ontario as a whole, and I strongly encourage its advancement. I look forward to supporting this important project in any way I can.

Sincerely,
The Corporation of the City of North Bay

Peter Chirico
Mayor

/lc