

SENATE AGENDA

Friday, December 11, 2015

2:30 p.m. – F210

1. ADOPTION OF THE MINUTES OF THE SENATE MEETINGS OF: October 9, 2015 & December 2, 2015
2. BUSINESS ARISING FROM THE MINUTES
3. READING and DISPOSING of COMMUNICATIONS
4. QUESTION PERIOD
5. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: That the Report of the Senate Executive Committee dated December 3, 2015 be received.

UNDERGRADUATE STUDIES COMMITTEE

MOTION 1: That the report of the Undergraduate Studies Committee dated October 14, 2015 be received.

FACULTY OF APPLIED & PROFESSIONAL STUDIES

School of Business

MOTION 2: That Senate recommend that the new student applicants to the BComm or BBA programs, who have completed specific courses through the Certified General Accountants (CGA) accrediting body, with a minimum 60% final grade in the course, will be eligible for advanced standing credit. The following courses eligible for advanced standing credit consideration are:

Course	CGA Course Title
FA1	Financial Accounting Fundamentals
FA2	Financial Accounting: Assets
MA1	Management Accounting Fundamentals
FA3	Financial Accounting: Liabilities and Equities
BC1	Accounting Business Case
BC2	Public Practice Audit Case
MU1	Internal Auditing and Controls
MS2	Information Systems Strategy

PF1	Public Sector Financial Management
FN2	Advanced Corporate Finance
TX2	Advanced Personal & Corporate Taxation
AU2	Advanced External Auditing
PA1	Issues in Professional Practice
PA2	Strategic Financial Management

MOTION 3: That Senate recommend that ORGS 2117 be listed in the Academic Calendar as a 3 hour lecture per week rather than the current listing as 1.5 hours lecture and 1.5 hours lab per week.

MOTION 4: That Senate approve the removal of ADMN 4117 Portfolio Theory from the curriculum.

MOTION 5: That Senate approve changing the prefixes of the following courses from ADMN to FINC.

ADMN 2116 - Management of Financial Institutions
 ADMN 3116 - Financial Management I
 ADMN 3117 - Financial Management II
 ADMN 3316 - Investments
 ADMN 3907 - Insurance and Risk Management
 ADMN 4116 - Fundamentals of Financial Derivatives

MOTION 6: That Senate approve the addition of FINC 4706 Financial Portfolio and Wealth Management, FINC 2406 Principles of Finance with Excel and FINC 4917 Entrepreneurial Finance to the curriculum.

MOTION 7: That Senate approve the addition of FINC 3316 Investments be added as a prerequisite for FINC 4116 Fundamentals of Financial Derivatives.

MOTION 8: That Senate approve the restriction about BComm students be removed for FINC 2116 Management of Financial Institutions.

MOTION 9: That Senate approve the addition of FINC 2406 Principles of Finance with Excel be added as a prerequisite for FINC 3316 Investments.

MOTION 10: That Senate approve the addition of FINC 3316 Investments as a prerequisite for FINC 4706 Financial Portfolio and Wealth Management.

MOTION 11: That Senate approve the Entrepreneurial Finance Certificate as described. This certificate shall be presented to eligible BBA and BComm students at the time of graduation.

MOTION 12: That Senate approve the Financial Product Sales Professional Certificate as described. This certificate shall be presented to eligible BBA and BComm students at the time of graduation.

Social Work

MOTION 13: That Senate to approve the Bachelor of Social Work (Honours) degree requirements.

MOTION 14: That Senate approve the addition of the following courses, as outlined, to the Bachelor of Social Work (Honours) degree.

SWRK 3106 - Social Work as Transformative Practice
SWRK 3206 - Communication, Theory, and Practice
SWRK 3306 - Individual Practice Across the Lifespan
SWRK 3406 - Aboriginal Communities and the Métis Nation
SWRK 3506 - Anti-Oppression Theorizing
SWRK 3606 - Aboriginal Child Welfare
SWRK 3706 - Working with Children and Families
SWRK 3806 - Community Practice in Northern and Rural Communities

MOTION 15: That Senate approve the addition of the following courses, as outlined, to the Bachelor of Social Work (Honours) degree.

SWRK 4106 - Social Work Practice with Groups
SWRK 4206 - Social Work Research
SWRK 4306 - Aboriginal Wellness
SWRK 4406 - Field Integration Seminar
SWRK 4515 - Field Practicum
SWRK 4505 - Field Practicum

FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

MOTION 16: That Senate approve the following courses to the curriculum:
PHYS 3006 Introduction to Quantum Physics
MATH 3226 Introduction to Stochastic Processes
MATH 4046 Advanced Applications of Probability and Statistics

SCHULICH SCHOOL OF EDUCATION

Bachelor of Education

MOTION 17: That Senate approve the addition of EDUC 4772 Teaching in Ontario Catholic Schools to the list of electives in the Bachelor of Education program.

MOTION 18: That Senate approve the banking of the following courses:

EDUC 1013 Observation and Practice Teaching I P/J
EDUC 1123 Observation and Practice Teaching I J/I
EDUC 4102 Education and Schooling
EDUC 4114 Curriculum Studies I
EDUC 4118 Curriculum Methods - Part I P/J
EDUC 4202 Education and Schooling
EDUC 4214 Curriculum Studies I
EDUC 4218 Curriculum Methods Part I J/I
EDUC 4306 Education and Schooling

EDUC 4307 Educational Psychology and Special Education
EDUC 4315 Curriculum Methods
EDUC 4315 Curriculum Methods--Computers
EDUC 4315 Curriculum Methods--Management
EDUC 4325 Curriculum Development and Evaluation
EDUC 4326 Business Studies, General (Intermediate)
EDUC 4327 Business Studies, General (Senior)
EDUC 4355 Observation and Practice Teaching I/S
EDUC 4416 Computer Science (Intermediate)
EDUC 4417 Computer Science (Senior)
EDUC 4454 Curriculum Methods
EDUC 4454 Curriculum Methods--Computers
EDUC 4454 Curriculum Methods--Management
EDUC 4464 Curriculum Methods
EDUC 4464 Curriculum Methods--Computers
EDUC 4464 Curriculum Methods--Management
EDUC 4476 Health and Physical Education (Intermediate)
EDUC 4477 Health & Physical Education (Senior)
EDUC 4486 Science I
EDUC 4487 Science -- Biology
EDUC 4496 Visual Arts (Intermediate)
EDUC 4497 Visual Arts (Senior)
EDUC 4506 Science -- Physics
EDUC 4516 Music -- Instrumental (Intermediate)
EDUC 4517 Music -- Instrumental (Senior)
EDUC 4537 Science -- Chemistry
EDUC 4596 Advanced Science
EDUC 4641 Observation and Practice Teaching I P/J
EDUC 4651 Observation and Practice Teaching I J/I
EDUC 4684 Observation and Practice Teaching P/J
EDUC 4694 Observation and Practice Teaching J/I

Bachelor of Physical and Health Education

MOTION 19: That Senate approve the addition of CLAS 2206 Sport and Recreation in the Classical World to the list of required 3-credit elective courses in the Bachelor of Physical and Health Education, as below:

One of the following 3-credit courses:
PHED 4046 Contemporary Issues in Sport and Physical Activity
HIST 3946 History of Sport in Canada
HIST 3947 Sport and Spectacle in Modern Society
ENGL 1000 Special Topics course titled: Sport in Literature and Film
CLAS 2206 Sport and Recreation in the Classical World

Non-Substantive Change:

That the title of PHED 4227 Nutrition be changed to PHED 4227 Nutrition and Physical Activity. The course remains unchanged, but the title will better reflect the course.

Exam Policy Revisions

MOTION 20: That Senate amend the Nipissing University Examination Policy to read: “**Except for prepackaged courses**, the course instructor will decide whether or not there will be a final exam for their course.”

GRADUATE STUDIES COUNCIL

MOTION 1: That the report of the Graduate Studies Council dated October 26, 2015 be received.

MOTION 2: That Senate approve the MSc Kinesiology courses as outlined in the attached document.

RESEARCH COUNCIL

MOTION 1: That Senate approve the Research Council report dated December 4, 2015.

PLANNING AND PRIORITIES COMMITTEE

MOTION 1: That the Report of the Planning and Priorities Committee dated October 16, 2015, be received.

MOTION 2: That Senate grant approval of the Stage 1: Program Proposal for a Bachelor of Arts, Child and Family Studies program proposal, as attached.

6. **OTHER BUSINESS**

MOTION 1: That the Undergraduate Studies Committee recommends to Senate that, due to current circumstances, a one-time extension be granted for curriculum submissions for inclusion in the 2016/17 Academic Calendar. Submissions must be approved by the February 12th Senate Meeting.

7. **AMENDMENT of BY-LAWS**

MOTION 1: That Article 9.5.2 of the Senate Bylaws be amended as outlined below:

- **Notice of Motion Regarding Dissolution of Article 9.5.2 (Technology and Infrastructure Subcommittee) and the Creation of Article 9.6 (Technology and Infrastructure Committee)**

The Bylaws and Elections Subcommittee passed a motion to dissolve the Technology and Infrastructure Subcommittee and create it as a full Senate Committee. The terms of reference will remain the same. The new committee will incorporate the changes, if passed, to include the revisions to “members elected by faculty council.”

Current article reads:

9.5.2.1 Technology & Infrastructure Subcommittee (T&I)

- (a) *Ex Officio* Members:
 - (i) the Executive Director, Library Services, or designate; and
 - (ii) the Vice-President, Administration (non-voting).
- (b) Members Elected by Faculty Council:
 - (i) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
 - (ii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
 - (iii) two (2) student representatives from any Faculty.
- (c) Terms of Reference:
 - (i) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
 - (ii) to provide advice and priority-setting assistance to the VPFA regarding:
 - 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - 2) the need for, and design of, new or renovated teaching, learning and research space;
 - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - 4) the allocation of the annual budgets in technology and academic infrastructure areas;
 - (iii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
 - (iv) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and
 - (v) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

Revised article reads:

9.6 Technology & Infrastructure Committee (T&I)

- (a) *Ex Officio* Members:
 - (i) the Executive Director, Library Services, or designate; and
 - (ii) the Vice-President, Administration (non-voting).
- (b) Members Elected by Faculty Council:
 - (i) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
 - (ii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
 - (iii) two (2) student representatives from any Faculty.
- (c) Terms of Reference:
 - (i) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to

- make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
- (ii) to provide advice and priority-setting assistance to the VPFA regarding:
 - 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - 2) the need for, and design of, new or renovated teaching, learning and research space;
 - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - 4) the allocation of the annual budgets in technology and academic infrastructure areas;
 - (iii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
 - (iv) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and
 - (v) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

8. ELECTIONS

- Elect two faculty Senators to serve on the Pension and Benefits Advisory Committee for a two year term commencing July 1, 2015.
- Elect one Senator from outside the discipline, possibly outside the Faculty of Arts and Science, to serve on the Search Committee for a tenure-track position in Native Studies.
- Elect two Senators to serve on the Chancellor's Selection Committee.
- Elect two faculty to serve on the Special Governance Commission.

9. REPORTS FROM OTHER BODIES

- A.
 - (1) Board of Governors
 - (2) Alumni Advisory Board
 - (3) Council of Ontario Universities (Academic Colleague)
- B. Reports from Senate members participating on other university-related committees

10. NEW BUSINESS

11. ANNOUNCEMENTS

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Dean of Applied and Professional Studies
- (d) Dean of Arts and Science

- (e) Dean of Education
- (f) Student Representative
- (g) Others

12. ADJOURNMENT

NIPISSING UNIVERSITY
SENATE EXECUTIVE COMMITTEE

December 3, 2015

There was a meeting of the Senate Executive Committee on Thursday, December 3, 2015.

Members present: M. DeGagne (Chair), J. Andrews, N. Colborne, L. Frost, C. Richardson, M. Tuncali,
R. Vanderlee, R. Vernescu

Regrets: I. Hall, F. Noël, S. Renshaw

Recording Secretary: S. Landriault

The purpose of this meeting was to set the agenda for the December 11, 2015 Senate meeting.

There was a discussion regarding the placement of announcements on the Senate Agenda. If announcements were held before question period many questions could be answered thereby shortening question period. Senator Colborne advised that this item will be re-examined at the next Bylaws and Elections Subcommittee meeting.

The election of two faculty Senators to serve on the Pension and Benefits Advisory Committee for a two year term was discussed again. As this request has been brought forward at Senate for the past two meetings with no response, the Provost suggested that a recommendation be made to the Assistant Vice-President Finance and Human Resources to remove Senate membership from the mandate of this Committee.

Respectfully submitted,

Original signed by:

M. DeGagne, Chair
Senate Executive Committee

MOTION 1: That the Report of the Senate Executive dated December 3, 2015 be received.

**Report of the
Undergraduate Studies Committee**

October 14, 2015

The meeting of the Undergraduate Studies Committee was held on Wednesday, October 14, 2015, at 10:00 am in F214. The following members attended:

Sharon Rich	Murat Tuncali (Vice-Chair)	Carole Richardson
Jane Barker (APS Dean's Designate)	Jamie Graham	Daniel Jarvis
Reehan Mirza	Roxana Vernescu (Skype)	Anne Wagner (Skype)

Jane Hughes, Recording Secretary

Absent with Regrets: Rick Vanderlee, Tony Parkes

Guests: Crystal Pigeau, Glenn Brophay (Skype), Stephen Tedesco, Margarida Shail, Mallory Pepin, Jim McAuliffe, Rebecca Roome-Rancourt

Subcommittee Reports:

Undergraduate Standing and Petitions Subcommittee

The Reports of the Undergraduate Standing and Petitions Subcommittee dated: July 24, 2015 and September 17, 2015, were received.

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied & Professional Studies, the Faculty of Arts & Science, the Schulich School of Education and the Exam Policy. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,



Dr. Sharon Rich
Associate Vice President Academic

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated October 14, 2015.

1. FACULTY OF APPLIED & PROFESSIONAL STUDIES**School of Business**

MOTION 2: That Senate recommend that the new student applicants to the BComm or BBA programs, who have completed specific courses through the Certified General Accountants (CGA) accrediting body, with a minimum 60% final grade in the course, will be eligible for advanced standing credit. The following courses eligible for advanced standing credit consideration are:

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SWRK 4505 - Field Practicum

- FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

MOTION 16: That Senate approve the following courses to the curriculum:

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- SCHULICH SCHOOL OF EDUCATION**Bachelor of Education**

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EDUC 4355 Observation and Practice Teaching I/S
EDUC 4416 Computer Science (Intermediate)
EDUC 4417 Computer Science (Senior)
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EDUC 4487 Science -- Biology
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EDUC 4517 Music -- Instrumental (Senior)
EDUC 4537 Science -- Chemistry
EDUC 4596 Advanced Science
EDUC 4641 Observation and Practice Teaching I P/J
EDUC 4651 Observation and Practice Teaching I J/I
EDUC 4684 Observation and Practice Teaching P/J
EDUC 4694 Observation and Practice Teaching J/I

Bachelor of Physical and Health Education

MOTION 19: That Senate approve the addition of CLAS 2206 Sport and Recreation in the Classical World to the list of required 3-credit elective courses in the Bachelor of Physical and Health Education, as below:

One of the following 3-credit courses:

PHED 4046 Contemporary Issues in Sport and Physical Activity

HIST 3946 History of Sport in Canada

HIST 3947 Sport and Spectacle in Modern Society

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

CLAS 2206 Sport and Recreation in the Classical World

Non-Substantive Change:

That the title of PHED 4227 Nutrition be changed to PHED 4227 Nutrition and Physical Activity. The course remains unchanged, but the title will better reflect the course.

4. POLICY**Exam Policy Revisions**

MOTION 20: That Senate amend the Nipissing University Examination Policy to read: “**Except for prepackaged courses**, the course instructor will decide whether or not there will be a final exam for their course.”

**Report of the
Undergraduate Standing & Petitions Subcommittee**

July 24, 2015

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on May 21, June 4, June 18, June 29, and July 13, 2015.

May 21, 2015:

PRESENT: Cameron McFarlane, Barb Olmsted (Dean's Designate), Jordan Andrews, Todd Horton, Karey McCullough, Kerri Sawyer

ABSENT WITH REGRETS: Jamie Graham, Leslie Wardley, Richard Wenghofer, Brittany Fisher

GUESTS: Crystal Pigeau, Margarida Shail, Rebecca Roome-Rancourt

June 4, 2015:

PRESENT: Jamie Graham, Cameron McFarlane, Carole Richardson, Richard Wenghofer, Kerri Sawyer, Brittany Fisher

ABSENT WITH REGRETS: Leslie Wardley, Todd Horton, Karey McCullough

GUESTS: Crystal Pigeau, Margarida Shail, Rebecca Roome-Rancourt

June 18, 2015:

PRESENT: Jamie Graham, Cameron McFarlane, Carole Richardson, Richard Wenghofer, Todd Horton, Karey McCullough, Jordan Andrews, Brittany Fisher

ABSENT WITH REGRETS: Leslie Wardley, Kerri Sawyer

GUESTS: Heather Brown, Margarida Shail, Crystal Pigeau, Dana Mackfall

June 29, 2015:

PRESENT: Cameron McFarlane, Carole Richardson, Rick Vanderlee, Richard Wenghofer, Todd Horton (via Skype), Karey McCullough, Jordan Andrews, Brittany Fisher

ABSENT WITH REGRETS: Jamie Graham, Kerri Sawyer, Leslie Wardley

GUESTS: Heather Brown, Margarida Shail, Crystal Pigeau

July 13, 2015:

PRESENT: Jamie Graham, Nancy Maynes, Karey McCullough, Pavlina Radia,
Barb Olmstead, Rick Vanderlee, Richard Wenghofer, Jordan Andrews, Brittany Fisher

ABSENT WITH REGRETS: Carole Richardson

GUESTS: Heather Brown, Crystal Pigeau, Ken McLellan

1. Petitions Heard: 79

	APPROVED	DENIED
Admission/Readmission	15	11
Late Registration	4	3
Late Withdrawal	10	1
Degree Requirements Waived/Altered	23	3

Deferred: 9

Respectfully Submitted,



Jamie Graham, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated July 24, 2015, be received.

**Report of the
Undergraduate Standing & Petitions Subcommittee**

September 17, 2015

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on July 27, August 10, August 28, and September 11, 2015.

July 27, 2015:

PRESENT: Jamie Graham, Nancy Maynes, Karey McCullough, Pavlina Radia, Rick Vanderlee, Richard Wenghofer

ABSENT WITH REGRETS: Carole Richardson, Jordan Andrews, Kerri Sawyer, Brittany Fisher

GUESTS: Ken McLellan, Margarida Shail, Crystal Pigeau, Rebecca Roome-Rancourt

August 10, 2015:

PRESENT: Nancy Maynes, Barb Olmsted, Pavlina Radia, Karey McCullough, Jordan Andrews, Brittany Fisher

ABSENT WITH REGRETS: Jamie Graham, Carole Richardson, Rick Vanderlee, Richard Wenghofer, Kerri Sawyer

GUESTS: Margarida Shail, Dana Mackfall, Rebecca Roome-Rancourt

August 28, 2015:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Richard Wenghofer, Karey McCullough, Jordan Andrews, Brittany Fisher

ABSENT WITH REGRETS: Rick Vanderlee, Nancy Maynes, Kerri Sawyer

GUESTS: Margarida Shail, Crystal Pigeau, Heather Brown

September 11, 2015:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Rick Vanderlee, Richard Wenghofer, Nancy Maynes, Karey McCullough, Kerri Sawyer

ABSENT WITH REGRETS: Jordan Andrews, Brittany Fisher

GUESTS: Margarida Shail, Crystal Pigeau, Heather Brown

1. Petitions Heard: 64

	APPROVED	DENIED
Admission/Readmission	14	7
Late Registration	0	1
Late Withdrawal	10	0
Course Overload	1	0
Degree Requirements Waived/Altered	19	1

Deferred: 11

Respectfully Submitted,



Jamie Graham, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated September 17, 2015, be received.

FACULTY OF APPLIED AND PROFESSIONAL STUDIES

School of Business

MOTION 2: That the Undergraduate Standing and Petitions Subcommittee recommend to Senate that new student applicants to the BComm or BBA programs, who have completed specific courses through the Certified General Accountants (CGA) accrediting body, with a minimum 60% final grade in the course, will be eligible for advanced standing credit. The following courses eligible for advanced standing credit consideration are:

Course	CGA Course Title
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FA2	Financial Accounting: Assets
MA1	Management Accounting Fundamentals
FA3	Financial Accounting: Liabilities and Equities
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MU1	Internal Auditing and Controls
MS2	Information Systems Strategy
PF1	Public Sector Financial Management
FN2	Advanced Corporate Finance
TX2	Advanced Personal & Corporate Taxation
AU2	Advanced External Auditing
PA1	Issues in Professional Practice
PA2	Strategic Financial Management

Rationale:

There have been significant changes in the profession of accounting over the past two years. As a result, CPA is the new governing body overseeing the accounting profession and CGA will cease to exist at some future date. As part of the changes, there are approximately 2,000 current CGA members who do not have a university degree; and these members have been mandated by their governing professional association to complete a (3 or 4 year) university degree in order to meet professional requirements for the new CPA designation.

There is an urgency to pass this motion now because CGA is encouraging these students to obtain a degree *before* transferring into the CPA program. Consequently, many of these students will be looking and applying to start a degree program this Fall. This information was brought to the attention of the School of Business late in the spring, which is why this motion is being put forward at this time before the new academic year begins. If we can grant transfer credit for all CGA courses, we will be creating a competitive advantage over other universities to recruit a share of this group of 2000 students. It is felt that if we wait to pass this motion, the greater the likelihood that potential applicants will decide to study at another university where all of their CGA credits are recognized.

As a friendly reminder to USC, Senate has already approved a number of CGA courses to receive transfer credits (please see links to passed motions below). The courses listed above simply complete the list of transfer credits so that all CGA courses would be eligible for transfer credits. CGA has accepted Nipissing courses as transfer credit towards their courses, so this motion is intended to make the agreement reciprocal. It should be noted that these courses have been evaluated by faculty within the School of Business and have been deemed either equivalent or more extensive than courses offered by the School.

As long as students receive a grade of 60% or higher in the CGA course, they would receive transfer credit towards either the BComm or BBA. This is similar to if they had university courses they were transferring to Nipissing. Regardless of how many transfer credits students would be eligible for, they would still be required to meet their degree requirements as well as Nipissing's residency requirements.

Previous Motions Passed:

http://www.nipissingu.ca/about-us/governance/academic-senate/minutes/Documents/2014_03_MAR.pdf

<http://www.nipissingu.ca/about-us/governance/academic-senate/minutes/Documents/NOV2014.pdf>

CGA Transfer Credit Chart:

http://www.cga-ontario.org/Nipissing_BBA_TC.aspx

http://www.cga-ontario.org/nipissing_bcomm_tc.aspx

MOTION 3: That the Undergraduate Studies Committee recommend to Senate that the delivery of ORGS 2117 be listed in the Academic Calendar as a 3 hour lecture per week rather than the current listing as 1.5 hours lecture and 1.5 hours lab per week.

Rationale: This needs to be changed to accurately reflect the way in which the course needs to be delivered.

MOTION 4: That the Undergraduate Studies Committee recommend to Senate that ADMN 4117 Portfolio Theory be removed from the curriculum.

Rationale: Many of the core concepts taught in ADMN 4117 will now be taught in FINC 4706.

MOTION 5: That the Undergraduate Studies Committee recommend to Senate that the prefixes for the following courses shift from ADMN to FINC.

- ADMN 2116 - Management of Financial Institutions
- ADMN 3116 - Financial Management I
- ADMN 3117 - Financial Management II
- ADMN 3316 - Investments
- ADMN 3907 - Insurance and Risk Management
- ADMN 4116 - Fundamentals of Financial Derivatives

Rationale: To prepare for a new stream in finance.

MOTION 6: That the Undergraduate Studies Committee recommend to Senate to approve the addition of FINC 4706 Financial Portfolio and Wealth Management.

Descriptive Data:

Course Code	FINC 4706
Course Title	Financial Portfolio and Wealth Management
Course Prerequisite	FINC 3117 – Financial Management II
Antirequisite	ADMN 4117 - Portfolio Theory
Total Hours	36 hours
Course Credits	3 credits
Course Description (Restricted to 50-75 words, present tense and active voice)	Students consider all aspects of portfolio management including asset allocation, security selection, risk management and speculation. In addition, students develop the basics of fundamental and technical analysis, understand the role of derivatives including options and futures. In Part 2, students explore wealth management, wealth creation, real estate investments, asset protection and tax planning including off-shores and retirement planning. Basic computational skills develop as students find optimal portfolios.
Course Grouping or Stream	Does this course belong to a Group or Stream? No
Program Implications	Does this course have program implications? No
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<p>Upon successful completion of this course students will:</p> <ul style="list-style-type: none"> ▪ Use financial market data to calculate correlation between different types of assets and use them to make basic asset allocation decisions including international assets ▪ Create optimal portfolios in accordance with a person's risk preferences ▪ Control a portfolio performance and how to rebalance portfolio ▪ Conduct basic fundamental and technical analysis of stocks, bonds, mutual funds and other investments ▪ Apply financial derivatives including options and futures in portfolio management ▪ Use insurance and protection products, such as property and health insurance, life assurance and pensions. ▪ Provide an advice in all shapes and forms: asset allocation and wealth structuring (including real estate, commodities, arts etc.), tax and trusts, and various types of planning (financial, inheritance, pensions, philanthropic). ▪ Formulate and implement risk management and hedging strategies that are consistent with individual and business goals

Statement of Need: To support a proposed Finance Stream.

MOTION 6: That the Undergraduate Studies Committee recommend to Senate that FINC 2406

Course Code	FINC 2406
Course Title	Principles of Finance with Excel
Course Prerequisite	ACCT 1107 - Introductory Financial Accounting II
Total Hours	36 hours
Course Credits	3 credits
Course Description (Restricted to 50-75 words, present tense and active voice)	Students learn how to use the versatility of Excel to construct financial models. Students use examples and applications in basic principles of Finance, as well as applications primarily in Financial Management and Investments
Course Grouping or Stream	Does this course belong to a Group or Stream? No
Program Implications	Does this course have program implications? No

Principles of Finance with Excel be added to the curriculum.

Descriptive Data:

<p>Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)</p>	<p>Upon completion of the course students will:</p> <ul style="list-style-type: none"> ▪ Use the major features of Excel including goal seek, solver, specialized financial functions, charts, and data tables. ▪ Facilitate the solution of many financial problems, such as discounted cash flow evaluation, portfolio optimization and stock screening. ▪ Build spreadsheets that use Excel’s advanced features to solve real-world financial problems. ▪ Develop an understanding of any financial relationship and build that into a model using the built-in functions of Excel. ▪ Apply their basic knowledge of financial, investing and statistical concepts into building spreadsheet models.
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Statement of Need: To support a proposed Finance Stream.

MOTION 6: That the Undergraduate Studies Committee recommend to Senate that FINC 4917 Entrepreneurial Finance be added to the curriculum.

Course Code	FINC 4917
Course Title	Entrepreneurial Finance
Course Prerequisite	FINC 2406 - Principles of Finance with Excel FINC 3116 - Financial Management I
Antirequisite	ADMN 4896 - Current Topics in Administration
Total Hours	36 hours
Course Credits	3 credits
Course Description (Restricted to 50-75 words, present tense and active voice)	Students conduct an in-depth analysis of different sources of financing for entrepreneurial firms including bank loans, government funding, angels, venture capital, private equity and others and what is the process of obtaining access to these sources. Short-term financial planning and cash management are considered crucial for early stages of entrepreneurial firm's development. The capital structure problems in entrepreneurial (small and –medium sized) firms are explored.
Course Grouping or Stream	Does this course belong to a Group or Stream? No
Program Implications	Does this course have program implications? No
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> ▪ Know the stages of firms financial life cycle ▪ Evaluate advantages and disadvantages of sources for a firm's new funding ▪ Determine the impact of debt/equity choice and capital structure on the cost of capital and value of the firm ▪ Select optimal sources of financing for an entrepreneurial firm ▪ Understand the process of obtaining bank loans, angels, venture capital, peer-to-peer financing, on- line banking and the various types of private equity ▪ Manage firm's cash flow ▪ Make short-term financial plans ▪ Analyze the financial performance and risk of entrepreneurial firms

Statement of Need: We have been running the course and it seems to be received well by our current students interested in Finance. We expect that the course will also help us attract new students as part of the proposed Finance stream.

The following motions make adjustments to prerequisites or coding for related courses.

MOTION 7: That the Undergraduate Studies Committee recommend to Senate that FINC 3316 Investments be added as a prerequisite for FINC 4116 Fundamentals of Financial Derivatives.

Rationale: FINC 4116 builds on the concepts taught in FINC 3316.

MOTION 8 That the Undergraduate Studies Committee recommend to Senate that the restriction about BComm students be removed for FINC 2116 Management of Financial Institutions.

Rationale: Removal of this restriction will allow BBA students streaming in Finance to take this course as a stream elective.

MOTION 9: That the Undergraduate Studies Committee recommend to Senate that FINC 2406 Principles of Finance with Excel be added as a prerequisite for FINC 3316 Investments.

Rationale: The course will build a fundamental skillset for the Investments course so students can use important financial tools in their analysis to inform their decisions.

MOTION 10: That the Undergraduate Studies Committee recommend to Senate that FINC 3316 Investments course be added as a prerequisite for FINC 4706 Financial Portfolio and Wealth Management.

Rationale: FINC 4706 builds on the concepts taught in FINC 3316.

MOTION 11: That the Undergraduate Studies Committee recommend to Senate that the Entrepreneurial Finance Certificate be approved as described below. This certificate shall be presented to eligible BBA and BComm students at the time of graduation.

Rationale: The certificate is meant to provide a set of courses to prepare them for specialized careers within the field of Finance.

Entrepreneurial Finance Certificate (15 credits)

Students may elect to complete a Certificate in Entrepreneurial Finance by completing items 1), and 2), and 3) described below.

Item 1) 3 credits from,

FINC 2406	Principles of Finance with Excel	New
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Item 2) 9 credits from,

ACCT 2147	Managerial Accounting and Control 2	
ADMN 3306	Small Business Administration	To include cash flow forecasting
FINC 4917	Entrepreneurial Finance	

And Item 3) any one 3 credit course from the following:

ADMN 2106	Intermediate Financial Accounting	
ECON 3127	International Financial Management	
FINC 3907	Insurance and Risk Management	

MOTION 12: That the Undergraduate Studies Committee recommend to Senate that the Financial Product Sales Professional Certificate be approved. This certificate shall be presented to eligible BBA and BComm students at the time of graduation.

Rationale: The certificate is meant to provide a set of courses to prepare them for specialized careers within the field of Finance.

Financial Product Sales Professional Certificate (15 credits)

Students may elect to complete a Financial Products Sales Professional Certificate by items 1), and 2), and 3) described below.

Item 1) 3 credits from,

FINC 2406	Principles of Finance with Excel	New
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Item 2) 9 credits from,

MKTG 2417	Communications: Selling and Sales Management	
FINC 3316	Investments	
FINC 4706	Financial Portfolio and Wealth Management	Replacing ADMN 4117 Portfolio Theory

And Item 3) any one 3 credit course from the following:

FINC 2116	Management of Financial Institutions	
FINC 3907	Insurance and Risk Management	
FINC 4116	Fundamentals of Financial Derivatives	

Rationale for certificates.

We believe that the certificates will strengthen the job market position of our students and improve the interest of employers. Students pursuing a certificate in entrepreneurial finance must take (in addition to FINC 2406, ACCT 2147, ADMN 3306, and FINC 4917 mentioned in 1.2) one of courses among FINC 3907, ECON 3127 and ACCT 2106. Students pursuing a certificate in financial products sales professional must take (in addition to FINC 2406, MKTG 2417, FINC 3116 and FINC 4706 mentioned in 1.2) one of the following courses: FINC 2116, FINC 3907 and FINC 4116. The second rationale for certificates is that certificates will be available for non-finance students.

Social Work

MOTION 13: That the Undergraduate Studies Committee recommend to Senate to approve the Bachelor of Social Work (Honours) degree requirements.

Bachelor of Social Work (Honours)

To graduate with a Bachelor of Social Work (Honours), students must:

- a) Complete 120 credits that satisfy the stated requirements for the degree
- b) Achieve a minimum overall average of 60% in the first two years of the degree;
- c) Achieve a minimum program average of 70% in third and fourth year Social Work courses;
- d) Complete at least 60 credits in Social Work (according to details provided in the Program Requirements section);
- e) Not exceed a maximum of 42 credits at the 1000 level;
- f) Must complete six credits in Humanities, three credits in Social Science and/or Professional Studies and six credits in Sciences.

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3106 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3106
Course Title	Social Work as Transformative Practice
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (<i>Restricted to 50-75 words, present tense and active voice</i>)	Students are introduced to the knowledge base, ethics and values of social work. The everyday realities of social workers are explored in historical, theoretical, and ethical frameworks. Processes and effects of structures of oppression and privilege are central, questioning how individual and collective practices may challenge and transform such structures. Concepts of resistance, power, ideology and critical self-reflection ground the course. Students develop and apply frameworks for ethical decision-making in practice.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs	<ul style="list-style-type: none"> ▪ Describe the knowledge base underlying the discipline and profession of social work.

<i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none">▪ Articulate the ethics and value base of social work.▪ Describe and apply an ethical decision-making framework to a social work practice scenario.▪ Identify and analyze the impact of social structures on individual and collective behavior.▪ Articulate how individual and collective efforts may transform social structures.▪ Explain the significance of ideology on the establishment and maintenance of social structures.
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B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3206 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3206
Course Title	Communication, Theory, and Practice
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students develop core competencies associated with generalist social work practice, including communications, advocacy, and collaboration, through experiential learning opportunities. The skills of integrating ethics, values, and theory into practice are incorporated into case studies, fostering reflection on the processes of decision-making. Critical self-reflection is a central focus of the course as a means of understanding how one's identity may be implicated in practice.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none"> ▪ Articulate the importance of an ethical framework and apply this understanding to a practice scenario. ▪ Demonstrate an ability to critically reflect on one's practice as a social worker, both orally and in writing. ▪ Articulate the significance and demonstrate an introductory level of competence in applying advocacy skills in a social work practice situation. ▪ Demonstrate basic competence in social work communication both in writing and orally across diverse groups including colleagues, clients and communities. ▪ Demonstrate active listening and relationship building skills through practice scenarios. ▪ Explain and begin to apply a decision-making framework in a social work practice scenario. ▪ Theorize the significance of critical self-reflection to social work practice. ▪ Demonstrate an ability to work independently and collaboratively.

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3306 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3306
Course Title	Individual Practice Across the Lifespan
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (<i>Restricted to 50-75 words, present tense and active voice</i>)	Students investigate theories of social work intervention and current practice models used with individuals and families. Students explore the debates and tensions between various approaches, analyzing their underlying assumptions, and the reasons for the use of different approaches across settings and with different client groups. Understanding power dynamics and how broader structures impact individuals and families is a fundamental component of the course. Practice examples encourage an integrated understanding of micro and macro aspects of practice.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs (<i>6-8 points, visible, measurable and in active voice</i>)	<ul style="list-style-type: none"> ▪ Compare and contrast the strengths and weaknesses of various social work approaches related to working with individuals and families. ▪ Identify and analyze the underlying assumptions of various social work practice approaches used in working with individuals and families. ▪ Describe and analyze basic social work theories and practice approaches across a diverse range of practice scenarios, analyzing the benefits and limitations of each. ▪ Demonstrate an awareness and respect for the diversity of individuals, cultures, systems of belief and values. ▪ Articulate a basic understanding of the significance of structural level analyses to working with individuals and families. ▪ Demonstrate an awareness and respect for differences related to values, beliefs and worldviews.

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program.

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3406 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3406
Course Title	Aboriginal Communities and the Métis Nation
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students are introduced to the historical and contemporary issues facing Aboriginal communities in Canada (with an emphasis on First Nations and the Métis Nation), in the context of social welfare and social work practice. The impact of policies, structures, and practices is explored in relation to how they contribute to the continuing marginalization of these groups. Students learn about the significance of the worldviews and values of Aboriginal peoples as they relate to the provision of social work services. Concepts of “helper” and “ally” are explored from an Aboriginal perspective. Issues of self-determination are a core component of the course.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none"> ▪ Identify and analyze both the historical and contemporary systems, structures and policies that negatively impact Aboriginal peoples in Canada. ▪ Integrate theoretical understandings, social work knowledge and values to an analysis of the ongoing marginalization of Aboriginal peoples. ▪ Conduct a systemic analysis and critical evaluation of multiple theoretical and conceptual bases of social work practice and assess their relevance to working with Aboriginal peoples. ▪ Demonstrate an awareness of the limits of current social work knowledge in relation to working with Aboriginal peoples, acknowledging the tensions, contradictions and ambiguities. ▪ Articulate the significance of Aboriginal worldviews and values and explain the significance to social work practice. ▪ Analyze and explain the significance of the terms “helper” and “ally” from an Aboriginal perspective, identifying the tensions and ethical considerations associated with such roles.

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3506 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3506
Course Title	Anti-Oppression Theorizing
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students explore the knowledge and theories relevant to generalist social work practice, with a particular focus on anti-oppression theorizing. Critical theoretical approaches to social work practice may include feminist, structural, and Indigenous theories of helping. Various sources of oppression are addressed, including those grounded in race, class, age, gender disability, and sexuality. Students' ability to conceptualize how theory informs practice will be strengthened by using case examples from a variety of settings. A focus on rural and northern contexts is integrated throughout the course.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none"> ▪ Compare and contrast select social work theoretical approaches, identifying how they could inform social work practice across a range of settings. ▪ Discuss and debate the strengths and limitations of various theoretically grounded practice approaches. ▪ Interpret and apply theoretical understandings to practice scenarios both orally and in writing. ▪ Access and critically evaluate a range of information, including scholarly sources, professional materials and case studies to develop a reasoned and clearly articulated analysis. ▪ Apply a structural analysis to social problems to multiple levels of practice. ▪ Demonstrate an understanding of multiple mechanisms of oppression and discrimination and develop basic strategies to advance social justice.

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3606 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3606
Course Title	Aboriginal Child Welfare
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students critically examine the way in which the mainstream child welfare system is designed and delivered, with a particular focus on its impact on Aboriginal children and families. Beginning from an historical perspective, students explore the structural issues that continue to impact Aboriginal peoples. Child welfare work in the contemporary context is investigated in both Aboriginal contexts and mainstream settings, as a means of exploring alternative methods of intervention.
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none"> ▪ Analyze the impact of social, political and economic policies on Aboriginal peoples ▪ Demonstrate an understanding of the major historical, ideological legal and professional themes that inform child welfare policy and practice ▪ Analyze the strengths and weaknesses of mainstream child welfare practices and policies on Aboriginal families and communities ▪ Apply holistic approaches to social work practices with Aboriginal families in the child welfare system ▪ Identify barriers and opportunities for developing helping relationships with Aboriginal families and communities involved with the child welfare system ▪ Demonstrate a critical awareness of the significance of social workers' social location, professional ethics, and power within the helping relationship with Aboriginal peoples

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3706 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3706
Course Title	Working with Children and Families
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students explore some of the standard theoretical and practical approaches used in working with families. The impact of society's expectations of families as well as the impact of social structures on families is investigated. An intersectional approach that acknowledges the diversity of family forms is central to the course.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none"> ▪ Demonstrate an awareness of the significance of race, class, gender, sexuality, age, religion, and disability on the practice of social work ▪ Analyze the significance of the social context of families and the implications for practice ▪ Articulate and apply a range of theoretical and practical approaches to working with children and families ▪ Apply theoretical and practice approaches in working with children and families across a range of social work settings ▪ Develop a structural theoretical framework for social work practice with individuals and families ▪ Analyze the ways that power operates in relation to children and families in policy, community, organizations and individual practice ▪ Demonstrate respect for and reflect on social work values and ethics in work with diverse family forms and those with worldviews that differ from one's own

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 14: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 3806 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 3806
Course Title	Community Practice in Northern and Rural Communities
Course Prerequisite	SWRK 1006 or equivalent Restricted to students in the 3rd year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students investigate the challenges and opportunities associated with generalist social work practice in rural and northern settings. Drawing on theories of community engagement, students explore how community practice may harness the collective knowledge and strengths of citizens to effect social change. Case studies are used to apply theory to practice. Issues related to ethics, community development, and working with Aboriginal, Métis, and Francophone peoples are central to the course.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none"> ▪ Articulate the challenges and opportunities associated with social work practice in northern and rural contexts ▪ Apply theories of community engagement to the context of northern and rural settings, identifying the strengths and limitations of each ▪ Analyze the impact of the socio-political context on those living in northern and rural settings ▪ Synthesize diverse sources of information to develop a reasoned analysis regarding strategies that may be used to influence public policy in ways that limit or reduce social inequality ▪ Analyze case studies and devise approaches for community practice with diverse groups ▪ Identify practices to meet the unique needs of Francophones, Métis and Aboriginal peoples in northern and rural contexts ▪ Identify strategies employed by individuals, communities, groups and organizations to promote well-being in northern and rural contexts

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 15: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 4106 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 4106
Course Title	Social Work Practice with Groups
Course Prerequisite	Restricted to students in the 4th year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	Students explore theories of social work practice skills as a basis for developing ethical group practice. Topics include assessment from multiple perspectives, stages of group formation, facilitation, intervention skills, and evaluation. Addressing the needs of diverse groups is explored throughout the course, with a particular focus on northern and rural contexts. Applying theory to practice and further developing skills of critical self-reflection are central.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ul style="list-style-type: none"> ▪ Identify the stages of group formation ▪ Apply social work theory to group practice, assessing diverse approaches and explaining how each may inform practice ▪ Articulate an understanding of the role of the facilitator and awareness of the ways that broader systems of oppression and domination may impact group dynamics ▪ Analyze how cultural assumptions, beliefs and values may impact group processes ▪ Demonstrate an ability to critically reflect on one's own practice and evaluate the effectiveness of one's approach ▪ Identify the challenges and opportunities associated with social work practice in northern and/or rural contexts ▪ Demonstrate an awareness of the significance of the values, knowledge and skills used to communicate in a professional social work context

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 15: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 4206 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 4206
Course Title	Social Work Research
Course Prerequisite	Restricted to students in the 4th year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (<i>Restricted to 50-75 words, present tense and active voice</i>)	Students are introduced to the basics of designing and conducting social work research, consistent with critical practice. Topics include ethics, ownership, research for and with marginalized communities, inclusiveness, and critical reflexivity. Various research approaches and research designs relevant to social work are investigated. Translating social work issues into researchable questions and designs are also discussed. Students will acquire knowledge and skills to conduct research and to critically assess research articles in the literature from an anti-oppression framework.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs (<i>6-8 points, visible, measurable and in active voice</i>)	<ul style="list-style-type: none"> ▪ Demonstrate an ability to critically read and evaluate research designs and findings ▪ Identify ethical considerations in conducting systematic inquiry and research, particularly in relation to marginalized groups ▪ Compare and contrast anti-oppression and critical research approaches with more mainstream approaches, explaining which will be most effective in diverse contexts ▪ Identify questions relevant to social policy, social service programs and social work practice that can be addressed using qualitative research designs ▪ Discuss the epistemological underpinnings of qualitative research ▪ Explain the use of research as a tool for social action

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 15: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 4306 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 4306
Course Title	Aboriginal Wellness
Course Prerequisite	Restricted to students in the 4th year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (<i>Restricted to 50-75 words, present tense and active voice</i>)	Students develop reflective process which emphasizes a holistic approach to well-being and healing. Drawing on Aboriginal worldviews, students explore how wellness encompasses individuals, families, communities, and spiritual relationships. Students learn about the strengths of Aboriginal worldviews in helping others and how they may be integrated into social work practice. The holistic approach will also inform an analysis of community services and infrastructure that are responsive to the needs of Aboriginal peoples.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs (<i>6-8 points, visible, measurable and in active voice</i>)	<ul style="list-style-type: none"> ▪ Articulate a general understanding of Aboriginal worldviews, philosophy and culture, particularly as related to notions of healing and well-being ▪ Integrate an understanding of systemic oppression and discrimination in an analysis of the limitations of mainstream social work approaches in working with Aboriginal peoples ▪ Demonstrate an understanding of Aboriginal research and social work practices ▪ Critically analyze the historical and contemporary roles of social workers as well as implications for practice ▪ Demonstrate a respect for diversity, consistent with social work ethics and values ▪ Articulate the roles and responsibilities of social workers as allies to Aboriginal people or as Aboriginal social workers ▪ Apply principles of a holistic approach to social work practice with Aboriginal peoples

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 15: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 4406 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 4406
Course Title	Field Integration Seminar
Course Prerequisite	Restricted to students in the 4th year of the BSW program
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (<i>Restricted to 50-75 words, present tense and active voice</i>)	This course complements and runs in conjunction with field placements. Students learn how to apply theory to practice. Using case examples based on field experiences, students learn how to develop action plans from a variety of frameworks; explore the significance of diversity, power, privilege, and oppression; and reflect upon social work values and ethics. Developing an integrated understanding of micro and macro aspects of practice will be a core focus of the course.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs (<i>6-8 points, visible, measurable and in active voice</i>)	<ul style="list-style-type: none"> ▪ Demonstrate an ability to undertake systematic inquiry and critical evaluation of practice ▪ Demonstrate the ability to reach professional judgments through an integration of theory, professional values and ethics ▪ Apply a structural analysis to multiple levels of social work practice ▪ Translate an analysis of multiple and intersecting bases of oppression top social work practice examples ▪ Demonstrate an ability to critically evaluate disparate sources of information to develop reasoned analyses and develop an action plan grounded in evidence ▪ Apply various social work theoretical frameworks to develop an action plan ▪ Evaluate the appropriateness of different approaches to problem solving using social work theory and established practice approaches ▪ Apply theoretical understandings to examples of one’s own practice at various levels (individual, group, community)

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 15: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 4515 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 4515
Course Title	Field Practicum
Course Prerequisite	Restricted to students in the 4th year of the BSW program
Total Hours	350 hours
Course Credits	3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	Students enter the field of social work to apply theories and concepts learned in the classroom to a practice setting under the supervision of a qualified field instructor. Topics include exploring the professional role of social workers; learning to engage in self-reflection; demonstrating knowledge of various intervention strategies with individuals, groups, families, and communities; assessing the impact of broader systems on client groups; and articulating the implications of policy on the lives of clients.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the role of social work in a community setting ▪ Demonstrate an ability to engage clients through outreach, active listening and relationship building ▪ Apply basic theoretical social work concepts in a community practice setting ▪ Demonstrate an ability to reflect on one's own practice, adapting one's actions to incorporate feedback ▪ Communicate effectively with diverse groups including clients, colleagues and communities both in writing and orally ▪ Demonstrate a commitment to social work ethics and values ▪ Articulate an analysis of the significance of policies and structural level issues on the lives of clients and communities ▪ Demonstrate an ability to work autonomously or as a member of a team

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

MOTION 15: That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWRK 4505 to the Bachelor of Social Work (Honours) degree.

A) Descriptive Data:

Course Code	SWRK 4505
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Course Title	Field Practicum
Course Prerequisite	Restricted to students in the 4th year of the BSW program
Total Hours	350 hours
Course Credits	3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students further integrate classroom learning into a field practice setting. Under the supervision of a qualified field instructor, students have the opportunity to critically reflect on their academic learning and how it applies to generalist social work practices. Students are supported in developing a general practice framework and core competencies.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? Yes – required for the degree program.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<ul style="list-style-type: none"> ▪ Integrate a knowledge of foundational social work theoretical principles to a community practice setting ▪ Develop professional judgments through an integration of theory, professional values and ethics ▪ Apply social work knowledge and practice skills to various levels of practice, including individuals, groups and communities ▪ Demonstrate the ability to undertake systematic inquiry and critical evaluation of one's own practice ▪ Apply and integrate an understanding of forms and mechanisms of oppression and discrimination on the lives of clients ▪ Articulate an awareness of the limits of one's own knowledge and demonstrate a commitment to ongoing professional development ▪ Communicate theoretical perspectives and practice findings both orally and in writing to a range of audiences ▪ Demonstrate the ability to undertake generalist practice with a specialized knowledge of rural, Northern, and Aboriginal communities

B) Statement of Need:

This will be a required course within the Bachelor of Social Work program

FACULTY OF ARTS AND SCIENCE**Computer Science and Mathematics**

MOTION 16: That the Undergraduate Studies Committee recommend to Senate that the new course PHYS 3006 Introduction to Quantum Physics be added.

A) Descriptive Data:

Course Code	PHYS 3006
Course Title	Introduction to quantum physics
Course Prerequisite	PHYS 2006, PHYS 2007, MATH 1046, MATH 2076
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	This is an introductory course in Quantum Physics. In this course, we briefly discuss the difficulties arising from the "old physics" and the historical development which led to a crisis in classical physics, and finally to the quantum revolution. We then develop the basic mathematical and conceptual tools to describe wave properties of matter including electron wave, particle properties of electromagnetic radiation, uncertainty principle, the properties of atoms and radiation from atoms, operators and eigenvalue equations, the Schrodinger Equation in one dimension, quantum mechanics of the hydrogen atom, angular momentum and spin, quantum mechanics of many electron systems, and basic ideas of electrons in solids and solid state physics.
Course Grouping or Stream	Does this course belong to a Group or Stream? No
Program Implications	Does this course have program implications? No

<p>Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>Successful graduates of this course will:</p> <ul style="list-style-type: none"> ▪ Demonstrate understanding of the subatomic and nanoscale structures ▪ Identify the kinds of experimental results which are incompatible with classical physics and which required the development of a quantum theory of matter and light ▪ Interpret the wave function and apply operators to it to obtain information about a particle's physical properties such as position, momentum and energy ▪ Solve the Schroedinger equation to obtain wave functions for some basic, physically important types of potential in one dimension, and estimate the shape of the wave function based on the shape of the potential ▪ Understand the role of uncertainty in quantum physics, and use the commutation relations of operators to determine whether or not two physical properties can be simultaneously measured ▪ Apply the technique of separation of variables to solve problems in more than one dimension and to understand the role of degeneracy in the occurrence of electron shell structure in atoms. ▪ Relate the matrix formalism to the use of basis states, and solve simple problems in that formalism.
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B) Statement of Need:

Department of Computer Science and Mathematics is planning to introduce a physics stream within the Science and Technology program. As a required course in this program we would like to offer “An introduction to quantum physics” course. This course is one of the essentials in physics and is intended to give students the knowledge of how to interpret numerous experimental observations in subatomic and nano-scales that could not be explained using classical physics concepts. This course is designed to provide the students with some insight into the fundamental changes in thinking which were required in order to develop the quantum theory, provide the student with an introduction to the theory itself and develop the analytical methods needed to work out quantum physics problems.

MOTION 16: That the Undergraduate Studies Committee recommend to Senate that the new course MATH 3226 Introduction to Stochastic Processes be added.

A) Descriptive Data:

Course Code	MATH 3226
Course Title	Introduction to stochastic processes
Course Prerequisite	MATH 2076 Probability and Statistics I
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	The following topics are covered: branching processes and random walks, Markov chains and processes, martingales, Poisson processes, Brownian motion. Emphasis will be placed on applications of stochastic processes in natural and social sciences, and information technologies.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Statistics stream in Mathematics program; Group II Applied Mathematics
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Required for Specialization in Mathematics – Statistics stream
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	Successful graduates of this course will: <ul style="list-style-type: none"> ▪ Demonstrate how discrete and continuous stochastic processes can be used to model real-life phenomena, and analyze such models. ▪ Use Markov and Poisson processes in statistical models. ▪ Demonstrate the understanding of transition matrices and their properties by solving relevant problems. ▪ State and prove fundamental properties of Markov and Poisson processes. ▪ Analyze Brownian motion in the context of stochastic processes. ▪ Conduct moderately difficult proofs related to stochastic processes.

B) Statement of Need:

Department of Computer Science and Mathematics is planning to introduce a Statistical stream in the Mathematics program. The proposed course will be a required course in this stream. Such course is standard in many universities that offer programs in Mathematics and Statistics. Stochastic processes is an important topic that has vast applications in social and natural sciences. It is impossible to imagine modern economics and finance without the use of stochastic processes. They also play important role in the study of dynamical systems. The tools based on stochastic processes are used in information search, processing, and retrieval (e.g. Google).

MOTION 16: That the Undergraduate Studies Committee recommend to Senate that the new course MATH 4046 Advanced Applications of Probability and Statistics be added.

A) Descriptive Data:

Course Code	MATH 4046
Course Title	Advanced applications of probability and statistics
Course Prerequisite	MATH 3276 Probability and Statistics II MATH 3306 Introduction to Stochastic Processes
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Three hours of lecture per week for one term
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (<i>Restricted to 50-75 words, present tense and active voice</i>)	This project-based course is focused on contemporary applications of probability and statistics (such as quantum physics, economics and finance, information technologies, biology and medicine, etc.) Emphasis is placed on computational aspects of such applications.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Statistics stream in Mathematics program; Group IV Advanced Research Courses
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Required for Honours Specialization in Mathematics – Statistics stream
Learning Expectations/ Outputs (<i>6-8 points, visible, measurable and in active voice</i>)	Successful graduates of this course will: <ul style="list-style-type: none"> ▪ Demonstrate knowledge and understanding of advanced probabilistic methods and techniques by solving challenging problems ▪ Create probabilistic and statistical models for complicated real-life phenomena ▪ Use computational methods and tools to analyze such models and find solutions for related problems ▪ Evaluate the importance of particular statistical methods in the context of current trends in science and technology ▪ Demonstrate ability to work independently ▪ Use various sources (textbooks, articles in refereed journals, online sources etc.) to research advanced topics in probability and statistics ▪ Participate in professional discussions and formulate interesting open problems relevant to applications of statistical methods, and propose their own questions and problems

B) Statement of Need:

Department of Computer Science and Mathematics is planning to introduce a Statistics stream in the Mathematics program. The proposed course will be used for partial fulfillment of the Honors Specialization requirement of this stream.

SCHULICH SCHOOL OF EDUCATION

Bachelor of Education

MOTION 17: That the Undergraduate Studies Committee recommend to Senate that the course EDUC 4772 Teaching in Ontario Catholic Schools be added to the list of electives in the Bachelor of Education program.

A) Descriptive Data:

Course Code	EDUC 4772
Course Title	Teaching in Ontario Catholic Schools
Course Prerequisite	This course is open only to concurrent and consecutive Bachelor of Education students admitted on or after September 2015.
Total Hours	36 hours
Course Credits	3 credits
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Teacher candidates examine the theological background and skills necessary for the implementation of the Religious Education and Family Life curriculum. Candidates develop skills that enhance the integration of Catholic Graduate Expectations in the classroom and throughout the school.
Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i>	<p>Teacher candidates will:</p> <ul style="list-style-type: none"> ▪ Gain an understanding of the fundamental principles of Catholic education; ▪ Identify the distinctive features of Catholic education and develop the skills necessary for the implementation of programming for religious education K -12; ▪ Develop an appreciation and understanding of teaching as vocation; ▪ Become familiar with the Ontario Catholic Graduate Expectations and understand how these expectations must permeate Catholic curriculum and teaching; ▪ Demonstrate an understanding of Catholic curriculum and its implications for teaching and learning in Catholic schools; ▪ Develop an awareness of the historical foundations of Catholic education in Ontario, and the challenges facing Catholic schools today; ▪ Develop the foundations of an evolving philosophy of Catholic education; ▪ Become familiar with resources used in the teaching of religious and family life education programs.

B) Comparative Data *(Strongly recommended but not required)*

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

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

Please see document below for Comparative Data.

C) Statement of Need:

Required by teacher education graduates in order to be employed by most Ontario Catholic School Boards.

Comparative Data for EDUC 4772 Teaching in Ontario Catholic Schools

Brock University:

EDBE 8N51 Religious Education (Roman Catholic) I Primary/Junior/Intermediate

Introduction to the history of Catholic schools and education. Role of Christian belief and tradition, belief and behaviour in the curriculum and instruction process as found in the Catholic Schools in Ontario and as defined by the Catechism of the Catholic Church.

EDBE 8N52 Religious Education (Roman Catholic) II Primary/Junior/Intermediate

Theological and pedagogical foundation for the Catholic Education curriculum taught in Ontario Catholic Schools. Integration of gospel values as foundational throughout the curriculum.

Lakehead:

Education 3236 Religious Education in Catholic District School Boards in Ontario

An orientation of Religious Education in Ontario's Catholic Schools. This course is recommended for students planning to teach in a Catholic School. (0.25 credit weight).

Education 3510 Religious Education in Catholic District School Boards in Ontario

An orientation to Religious Education in Ontario's Catholic Schools. Recommended for students planning to teach in a Catholic School. (0.5 credit weight)

Laurentian University:

EDUC 4996 EL Roman Catholic Course

(no course description provided)

University of Ottawa:

PED 3110 Teaching in Roman Catholic Separate Schools

Introduction to religious education in Catholic schools in Ontario. Impact on the whole learner; theoretical framework and pedagogical implications; relevant curriculum guidelines, programs of studies, resources and teaching strategies. Evaluation procedures and techniques.

Queen's University:

EDST 456AB A study of the Religious Education Program in the Roman Catholic Schools of Ontario (PJIS)

Introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic schools of Ontario. Candidates who plan to teach in Roman Catholic Schools will find this course helpful as a basic orientation in regard to the theological content and pedagogical principles in contemporary Catechetics. Conducted by staff from both the local Roman Catholic Archdiocese and the local Catholic District School Board. Candidates intending to teach in Ontario Roman Catholic schools should note that a course related to education in Catholic schools is required by most Ontario Catholic boards, and strongly recommended by others. This course is recommended for those who have little to no background in religious studies or theology and are hoping to teach JK-Grade 12.

Trent University:

EDUC 4344Q The Philosophical, Historical and Curricular Context of Ontario Catholic Education
(no course description provided)

Western University:

EDUC 5445 Teaching in Roman Catholic Elementary Schools

Curricula and teaching strategies for prospective teachers in Roman Catholic Separate Schools. Particular emphasis is placed on the Canadian Catechism Program and the Family Life Education Program used in Catholic elementary schools.

EDUC 5446 Teaching in Roman Catholic Secondary Schools

A contemporary philosophy of Catholic education for secondary school teachers. The role of the teacher in building community within the school and in fostering students' spiritual quest and sense of social responsibility will be examined, as will Catholic Graduate expectations and Catholic Course Profiles for various subjects.

Wilfrid Laurier:

EU440 Teaching in Ontario Catholic Schools

(no course description provided)

Windsor University:

80-200. Religious Education in Roman Catholic Schools

This course is provided for those preparing themselves for the ministry of teaching in the Roman Catholic Schools of Ontario. This course is open to all Education students. This course offers prospective teachers the opportunity: 1) to reflect, in an adult context, upon the significance of their faith and faith growth for themselves and their students; 2) to gain a theological background for an introduction to Religious Education.

York University:

EDUC 3000 Teaching Religious Education in Roman Catholic Separate Schools

Using a combination of theology and appropriate teaching processes, this course prepares candidates in the elementary and secondary levels to teach religious education in the Catholic Schools. Candidates

study and reflect theologically on the basic phenomenon of religion as a human search for the absolute and for meaning in life. An examination of Catholicism as revelation in history which replies to, challenges, criticizes and deepens one's own basic search involves candidates in a study of the core content of the Christian mystery which they are to teach in the classroom. Confluent educational methods and curriculum programmes are examined and practiced in seminars.

Exam Policy Revisions

MOTION 20: That the Undergraduate Studies Committee recommend to Senate to approve that the Nipissing University Examination Policy be amended to read: “**Except for prepackaged courses**, the course instructor will decide whether or not there will be a final exam for their course.”

To ensure that courses that are the intellectual property of Nipissing University maintain the evaluation methods with which they were designed, approved and accredited for, the follow revision is proposed:

OLD

I. General Principles

- a) Course instructors will decide whether or not there will be a final examination for their course.

NEW

I. General Principles

- a) “**Except for prepackaged courses**, the course instructor will decide whether or not there will be a final exam for their course.”

Nipissing University
Report of the Graduate Studies Council
October 26 2015

The meeting of the **Graduate Studies Council** was held on Friday, October 16, 2015 at 9:00 a.m. Due to a lack of quorum, an electronic motion and vote were sent to voting members on Monday, October 19, 2015.

Present:

S. Rich Lorraine Froat
M. Tuncali John Kovacs
S. Connor
D. Walters
N. Black
C. Richardson
J. Graham
Suzanne McGinn – recording secretary

Absent with Regrets:

H. Earl
M. Wackowiak

Guests:

S. Tedesco R. Roome-Rancourt Trevor Smith Jim McAuliffe Dean Hay
Kelly Brown Paul Ritter Robert Brownlee

Sharon Rich welcomed members and guests to the meeting of the Graduate Studies Council. The following motions were passed by the Graduate Studies Council:

Motion: That the MSc Kinesiology courses be approved as attached.
(Richardson/ Frost) APPROVED

Respectfully submitted,



Dr. Sharon Rich
Associate Vice-President Academic
Chair, Graduate Studies Council

Motion 1: That the report of the Graduate Studies Council, dated October 26, 2015, be accepted.

Motion 2: That Senate approve the MSc Kinesiology courses as attached.

MOTION: **That the Graduate Studies in Education Committee recommend to Graduate Studies Council the approval of the course KINE 5037 Advanced Cardiovascular and Environmental Exercise Physiology as an elective course in the Masters of Science in Kinesiology Degree.**

Descriptive Data:

Course Code	KINE 5037
Course Title	Advanced Cardiovascular and Environmental Exercise Physiology
Course Prerequisite	This course is restricted to students enrolled in the MSc in Kinesiology
Course Corequisite	Click here to enter text
Antirequisite	Click here to enter text
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other Click here to specify
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other Click here to specify
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (Restricted to 50-75 words, present tense and active voice)	Students examine the integration and control of the muscle metabolic, cardiovascular, and respiratory systems during exercise with emphasis on how these systems adapt to environmental stress. Current interests in environmental exercise physiology related to the Northeastern Ontario region (e.g. extreme climates, natural resource workers) are explored.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to specify <input type="checkbox"/> Cross-Coded - this course is cross-coded with Click here to specify
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ol style="list-style-type: none"> 1. Demonstrate integrated knowledge of the muscle metabolic and cardiovascular, and respiratory systems and their control. 2. Describe the movement of oxygen from the atmosphere to the muscle mitochondria, and discuss the influences of blood flow to and its distribution within muscle, blood pressure control, oxygen carriage and delivery, muscle oxygen uptake and utilization, and their role in exercise performance and fatigue. 3. Demonstrate knowledge of the range of environmental conditions persons may experience. 4. Demonstrate knowledge of how the human body responds to extreme environmental conditions, both acute and chronic exposures, and their effects upon the exercise response. 5. Demonstrate a familiarization with strategies to minimize detrimental effects of environmental stress. 6. Demonstrate competency in research skills common to environmental exercise physiology investigation. 7. Demonstrate familiarization with current interests in environmental exercise physiology related to the Northeastern Ontario region (e.g. mine workers, natural resource workers, outdoor survival, etc).

Comparative Data (*Strongly recommended but not required*): Please see Appendix A for comparative data

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carelton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

Statement of Need:

Click here to enter text

Statement of Resources:

Click here to enter text

MOTION: That the Graduate Studies in Education Committee recommend to Graduate Studies Council the approval of the course KINE 5106 Special Topics in Kinesiology as an elective course in the Masters of Science in Kinesiology Degree.

Descriptive Data:

Course Code	KINE 5106
Course Title	Special Topics in Kinesiology
Course Prerequisite	This course is restricted to students enrolled in the MSc in Kinesiology
Course Corequisite	Click here to enter text
Antirequisite	Click here to enter text
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other Click here to specify
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other Click here to specify
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (Restricted to 50-75 words, present tense and active voice)	<p>Students will engage in an in-depth examination of an advanced topic within the field of Kinesiology. Course availability is based on student demand and the availability of the instructor. This course can only be taken once.</p> <p>*Note that the course description and learner outcomes will change depending on the instructor and their area of expertise (e.g., Motor Control, Biomechanics, Psychology & Health Promotion, or Physiology).</p> <p>Examples: KINE 5106 (as Clinical Exercise Physiology): Students learn and conduct safe and scientific exercise evaluations and prescriptions across the human lifespan in healthy and diseased populations, and demonstrate an understanding of the physiological basis for those procedures. Emphasis is placed upon current issues in the Northeastern Ontario region (e.g. diabetes, obesity, remote access, and Aboriginal populations).</p> <p>KINE 5106 (as Neurological Dysfunction and Movement Behaviour): Students examine various congenital and adventitious physical and mental challenges as they relate to the learning and control of voluntary movements. Students engage in a neural-psychological approach to movement pathology.</p>
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to specify <input type="checkbox"/> Cross-Coded - this course is cross-coded with Click here to specify
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<p>(Examples only): KINE 5106 (as Clinical Exercise Physiology):</p> <ol style="list-style-type: none"> 1. Demonstrate a thorough understanding of the pathophysiology, and role of exercise in the management of, endocrine and metabolic disorders, cardiovascular and respiratory diseases, cancer, diseases of the immune system, disorders of the bone and joints, and neuromuscular disorders. 2. Describe and defend basic exercise prescription principles for

	<p>all elements of health-related physical fitness (e.g., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition).</p> <p>3. With reference to adherence issues, develop comprehensive exercise programming for special populations with endocrine and metabolic disorders, cardiovascular diseases, diseases of the respiratory system, cancer, diseases of the immune system, disorders of the bone and joints, and neuromuscular disorders.</p> <p>4. Analyze acute and chronic physiological responses to exercise, as well as exercise adherence issues and apply this knowledge to construct prudent exercise programming for healthy and diseased populations.</p> <p>5. Analyze how side-effects of common medications and surgical treatments for selected conditions/diseases may affect exercise tolerance, safety, and adherence.</p> <p>6. Evaluate a person's physical and mental capacity for exercise based on medical history, exercise test results, personal characteristics, and social/ financial/environmental support.</p> <p>7. Formulate reasonable fitness/health goals and design an effective exercise plan (and assist with an effective lifestyle plan) to meet such goals.</p> <p>8. Conduct safe and scientific exercise evaluations and demonstrate an understanding of the physiological basis for those procedures.</p> <p>9. Demonstrate knowledge of the use of blood pressure, electrocardiography, and pulmonary function measurement during exercise and the interpretation of these measurements.</p> <p>KINE 5106 (as Neurological Dysfunction and Movement Behaviour): Demonstrate a thorough understanding of the pathophysiology of various special populations who have cognitive disorders and physical challenges resulting from deficits of the nervous system.</p> <p>2. Develop an understanding of the limitations of the human neural-movement system in performing skilled actions when it is compromised by disease or disorders.</p> <p>3. Evaluate the effectiveness of instructional paradigms used to teach individuals with physical and mental challenges and critically analyse the environmental conditions leading to the superior acquisition and retention of movement skills.</p> <p>4. Demonstrate an understanding and the ability to effectively manipulate the conditions that produce efficient acquisition, maintenance, and re-acquisition of skilled actions when the learner's nervous system is compromised by disease or disorders.</p> <p>5. Acquire a functional competence employing common neural-psychological assessment tools used in applied behavioural analysis and atypical human movement behaviour.</p> <p>6. Demonstrate the ability to properly collect, analyse, and interpret movement data from atypical behaviours performed by individuals with physical and mental challenges.</p> <p>7. Develop an understanding of the prevalence of the disorders and the efficacy of the delivery of services for individuals living within the Northeastern Ontario region.</p>
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Comparative Data (*Strongly recommended but not required*): Please see [Appendix A](#) for comparative data

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carelton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

Statement of Need:

Click here to enter text

Statement of Resources:Click here to enter text

MOTION: That the Graduate Studies in Education Committee recommend to Graduate Studies Council the approval of the course KINE 5046 Independent Research Project in Selected Topics as an elective course in the Masters of Science in Kinesiology Degree.

Descriptive Data:

Course Code	KINE 5046
Course Title	Independent Research Project in Selected Topics
Course Prerequisite	This course is restricted to students enrolled in the MSc in Kinesiology
Course Corequisite	Click here to enter text
Antirequisite	Click here to enter text
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other Click here to specify
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other Click here to specify
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (Restricted to 50-75 words, present tense and active voice)	In consultation with their faculty supervisor, students complete a research project on a topic related to their area of specialization. This course can only be taken once.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to specify <input type="checkbox"/> Cross-Coded - this course is cross-coded with Click here to specify
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ol style="list-style-type: none"> 1. Demonstrate an ability to design, conduct, and analyse data from an in-situ experiment involving human participants or data acquired from human participants. 2. Demonstrate a high level of proficiency employing the equipment or assessment tool that records the main dependent variable of interest and develop an advanced understanding of the theoretical issues contributing to the validity and reliability of the assessment tool. 3. Apply an understanding of ethical issues involving human participants to the design of kinesiology based research. 4. Acquire a functional competence in conducting literature reviews and in the application of a standardized set of guidelines for publication such as those produced by the American Psychological Association. 5. Demonstrate an understanding of the publication process leading to the dissemination of the experimental results in a peer-reviewed outlet.

Comparative Data (*Strongly recommended but not required*): Please see Appendix A for comparative data

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carelton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

Statement of Need:

Click here to enter text

Statement of Resources:

Click here to enter text

MOTION: That the Graduate Studies in Education Committee recommend to Graduate Studies Council the approval of the course KINE 5047 Directed Readings in Kinesiology as an elective course in the Masters of Science in Kinesiology Degree.

Descriptive Data:

Course Code	KINE 5047
Course Title	Directed Readings in Kinesiology
Course Prerequisite	This course is restricted to students enrolled in the MSc in Kinesiology
Course Corequisite	Click here to enter text
Antirequisite	Click here to enter text
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other Click here to specify
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other Click here to specify
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (Restricted to 50-75 words, present tense and active voice)	Students complete a directed individual or group reading in a topic area relating to their area of specialization. This course can only be taken once.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to specify <input type="checkbox"/> Cross-Coded - this course is cross-coded with Click here to specify
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ol style="list-style-type: none"> 1. Acquire a functional competence in conducting literature reviews and in the application of a standardized set of guidelines for publication such as those produced by the American Psychological Association. 2. Demonstrate the ability to synthesize and present information acquired throughout the literature review process. 3. Demonstrate the ability to create fundamental research questions related to the topic of interest. 4. Evaluate the application of theoretical frameworks related to the topic area to the body of literature that is investigated.

Comparative Data (*Strongly recommended but not required*): Please see Appendix A for comparative data

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carelton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

Statement of Need:

Click here to enter text

Statement of Resources:

Click here to enter text

MOTION: That the Graduate Studies in Education Committee recommend to Graduate Studies Council the approval of the course KINE 5206 Integrative Seminar in Kinesiology as a required course in the Masters of Science in Kinesiology Degree.

Descriptive Data:

Course Code	KINE 5206
Course Title	Integrative Seminar in Kinesiology
Course Prerequisite	This course is restricted to students enrolled in the MSc in Kinesiology
Course Corequisite	Click here to enter text
Antirequisite	Click here to enter text
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other Click here to specify
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other Click here to specify
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (Restricted to 50-75 words, present tense and active voice)	Students will be introduced to research within the field of Kinesiology and provided with a forum for interacting about research production and writing. Content will reflect the program's theme of Kinesiology within Aboriginal and rural populations with an emphasis on a Northern context.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify partial-fulfillment of their degree requirements
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to specify <input type="checkbox"/> Cross-Coded - this course is cross-coded with Click here to specify
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ol style="list-style-type: none"> 1. Acquire a better understanding of research relevant to Northern Aboriginal and Rural populations from a variety of sub-disciplines within the field of Kinesiology. 2. Develop and refine formal oral presentation skills. 3. Demonstrate the ability to read and critically analyze academic research articles. 4. Develop skills for orally discussing and debating topics relevant to Kinesiology and research.

Comparative Data (*Strongly recommended but not required*): Please see [Appendix A](#) for comparative data

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carelton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

Statement of Need:

Click here to enter text

Statement of Resources:

Click here to enter text

MOTION: That the Graduate Studies in Education Committee recommend to Graduate Studies Council the approval of the course KINE 5453 Research Thesis as a required course in the Masters of Science in Kinesiology

Descriptive Data:

Course Code	KINE 5453
Course Title	Research Thesis
Course Prerequisite	This course is restricted to students enrolled in the MSc in Kinesiology Successful completion of KINE 5006, KINE 5007, & KINE 5206.
Course Corequisite	Click here to enter text
Antirequisite	Click here to enter text
Total Hours	<input type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other N/A
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other Click here to specify
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other 18 credits
Course Description (Restricted to 50-75 words, present tense and active voice)	Students create and complete a research project under the supervision of their faculty advisor. Students construct a written thesis document and defend their research at an oral defence.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input type="checkbox"/> Yes Click here to specify partial-fulfillment of their degree requirements
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to specify <input type="checkbox"/> Cross-Coded - this course is cross-coded with Click here to specify
Learning Expectations/ Outputs (6-8 points, visible, measurable and in active voice)	<ol style="list-style-type: none"> 1. Demonstrate the ability to create and complete a research program involving human participants under the supervision of a faculty advisor 2. Construct a thesis proposal and written thesis document. 3. Implement an oral defense of thesis research. 4. Acquire competence in conducting literature reviews and in the application of a standardized set of guidelines for publication 5. Synthesize and present research information in oral and written formats. 6. Demonstrate the ability to create fundamental research questions related to the topic of interest. 7. Implement skills in research methods and statistics in the design, conduct, and analysis of data from an in-situ experiment involving human participants or data acquired from human participants. 8. Apply an understanding of ethical issues involving human participants to kinesiology-based research. 9. Demonstrate a high level of proficiency employing the equipment or assessment tool that records the main dependent variable of interest 10. Develop an advanced understanding of the theoretical underpinnings of the research topic.

Comparative Data (*Strongly recommended but not required*): Please see [Appendix A](#) for comparative data

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

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
Brock	Click here to enter text.	Click here to enter text.
Carelton	Click here to enter text.	Click here to enter text.
Guelph	Click here to enter text.	Click here to enter text.
Lakehead	Click here to enter text.	Click here to enter text.
Laurentian	Click here to enter text.	Click here to enter text.
McMaster	Click here to enter text.	Click here to enter text.
OCAD	Click here to enter text.	Click here to enter text.
Ottawa	Click here to enter text.	Click here to enter text.
Queen's	Click here to enter text.	Click here to enter text.
Toronto	Click here to enter text.	Click here to enter text.
Trent	Click here to enter text.	Click here to enter text.
Waterloo	Click here to enter text.	Click here to enter text.
Western	Click here to enter text.	Click here to enter text.
Wilfrid Laurier	Click here to enter text.	Click here to enter text.
Windsor	Click here to enter text.	Click here to enter text.
York	Click here to enter text.	Click here to enter text.

Statement of Need:

Click here to enter text

Statement of Resources:

Click here to enter text

Appendix A: Comparative Data by University**KINE 5006: Research Methods in Kinesiology**

Brock	AHSC 5P38: Research Design for Social Research	50% overlap
	AHSC 5P80: Measurement of Physical Activity	50% overlap
	AHSC 5P94: Measurement Issues in Applied Health Sciences Research	50% overlap
Lakehead	KIN 5016 Research Methods and Design	Equivalent
Laurentian	PHED 5126: Research Methods in Human Kinetics	Equivalent
Laurier	KP620 Statistical Reasoning and Advanced Experimental Analysis	50% overlap
McMaster	Kinesiol 701: Statistical Methods in Kinesiology	50% overlap
Ottawa	APA 6303: Quantitative research methods in Sport, P.A., & Health	50% overlap
	APA 6302: Qualitative research methods in Sport, P.A., & Health	50% overlap
Toronto	EXS 5515H Research Methods in Physical Activity and Health	Equivalent
UOIT	HLSC 5016G Research in the Health Sciences	Equivalent
UWO	KIN 9411 Introduction to Research	50% overlap
Waterloo	KIN 631A Introduction to Statistics	50% overlap
	KIN 631E Analysis of Variance I	50% overlap
Windsor	95-507 Quantitative Analysis in Kinesiology	50% overlap
York	KAHS 6030 Qualitative Research Methods	50% overlap

KINE 5007: Statistics in Kinesiology

Brock	AHSC 5P17: Qualitative Data Analysis and Interpretation	50% overlap
	AHSC 5P27: Biostatistics in Applied Health Sciences Research	50% overlap
	AHSC 5P37: Quantitative Data Analysis and Interpretation: ANOVA	50% overlap
	AHSC 5P47: Quantitative Data Analysis and Interpretation: Regression	50% overlap
	AHSC 5P57: Quantitative Data Analysis and Interpretation	Equivalent
Lakehead	KIN 5011 Statistical Analysis in Kinesiology	Equivalent
Laurentian	PHED 5136: Qualitative measurement methods	50% overlap
	PHED 5146: Quantitative measurement methods	50% overlap
Laurier	KP620 Statistical Reasoning and Advanced Experimental Analysis	50% overlap
McMaster	Kinesiol 701: Statistical Methods in Kinesiology	50% overlap
Ottawa	APA 6100: Quantitative data analysis in sport, P.A., and health	50% overlap
	APA 6101: Qualitative data analysis in sport, P.A., and health	50% overlap
Queen's	KHS 891 Statistics	50% overlap
	KHS 894 Applied Multivariate Data Analysis	50% overlap
UOIT		

UWO	HLSC 5118G Applied Biostatistics in Health Sciences	50% overlap
Waterloo	KIN 9411 Introduction to Research	50% overlap
	KIN 631A Introduction to Statistics	50% overlap
	KIN 631E Analysis of Variance I	50% overlap
Windsor	95-507 Quantitative Analysis in Kinesiology	50% overlap
York	KAHS 6010 Univariate Analysis and Design	50% overlap
	KAHS 6020 Multivariate Analysis and Design	50% overlap

KINE 5016: Sensory-Movement Behaviour

Brock	None	
Lakehead	KIN 5170 Seminar in Motor Control	50% overlap
Laurier	None	
McMaster	Kinesiol 705: Motor Behaviour	50% overlap
	Kinesiol 711: Motor Control	50% overlap
Toronto	EXS 5514H Human Sensory and Motor Neurophysiology	50% overlap
	EXS 5505H Neuromotor Behaviour: Sensory Information Utilization...	50% overlap
UOIT	HLSC 5320G Neuroscience in Rehabilitation Kinesiology	
UWO	KIN 9248 Sensorimotor Neuroscience	50% overlap
Waterloo	KIN 616 Neural Control of Movement	50% overlap
	KIN 651 Motor Learning	50% overlap
	KIN 652 Movement Control and Learning	50% overlap
Windsor	95-525 Motor Skill Acquisition	50% overlap
	95-526 Motor Control of Human Performance	50% overlap
York	KAHS 6161 Perception and Action	50% overlap
	KAHS 6152 Shaping Action: The Role of Sensory Info. in Motor Learning	50% overlap

KINE 5017: Biomechanics and Ergonomics

Brock	AHSC 5P93: Neural Control of Posture, Balance, and Gait	50% overlap
Lakehead	KIN 5453 Advanced Biomechanics	50% overlap
Laurier	KP650 Biophysical Foundations of Physical Activity and Health	50% overlap
McMaster	Kinesiol 708: Biomechanics	50% overlap
	Kinesiol 718: Human Factors	50% overlap
	Kinesiol 722: Advances in Biomechanics and Electromyography	50% overlap
Queen's	KHS-853 Physical Bases of Ergonomics	50% overlap
	KHS-859 Biomechanics of Human Movement	50% overlap
Toronto	EXS 5525H Quantitative Motion Analysis	50% overlap

UWO	None	
Waterloo	KIN 611 Biomechanics of Human Motion	50% overlap
	KIN 613 Modern Methods in Biomechanical Modeling, Kinematics & Kinetics	50% overlap
	KIN 620 Ergonomic Aspects of Occupational Musculoskeletal Injuries	50% overlap
Windsor	95-523 Applied Biomechanics of Human Performance	50% overlap
	95-524 Biomechanics in the Work Place	50% overlap
York	KAHS 6381 Biomechanics of Human Movement in Health and Disease	50% overlap
	KAHS 6382 Biomechanics and Motor Control of Posture, Balance and Gait	50% overlap

KINE 5026: Sport, Exercise, and Performance Psychology

Brock	AHSC 5P99: Psychological Approaches to Health Behaviour Change	50% overlap
	AHSC 5P85: Body-Related Concerns in Health and Physical Activity Settings	50% overlap
Lakehead	KIN 5036 Psychology of Physical Activity	50% overlap
Laurier	none	
McMaster	Kinesiol 715: Foundations of Health and Exercise Psychology	50% overlap
Ottawa	APA 5309: Performance enhancement, quality living and mental training...	50% overlap
	APA 5106: Mental skills and approaches in sport, P.A. and health	50% overlap
Queen's	KHS-864 Advanced Topics in Sport Psychology	50% overlap
	KHS-872 Health Behaviour Change	50% overlap
Toronto	EXS 5516H Exercise Psychology	50% overlap
UWO	KIN 9230A Psychological Interventions	50% overlap
	KIN 9231B Selected Topics in Exercise Psychology	50% overlap
Waterloo	KIN 625 The Social Psychology of Sport and Motor Performance	Equivalent
Windsor	95-504 Advanced Topics in the Psychology of Sport & Exercise	Equivalent
York	KAHS 6440 Current Issues in the Psychology of Skilled Performance	50% overlap
	KAHS 6455 Advanced Topics in Sport and Exercise Psychology	50% overlap

KINE 5027: Health Promotion

Brock	AHSC 5P39: Strengths-Based Facilitation Techniques	50% overlap
	AHSC 5P40: Interventions in Physical Activity and Health	50% overlap
	AHSC 5P11: Theory and Practice of Health Program Planning and Evaluation	50% overlap
	AHSC 5P36: Youth Culture, Leisure and Sport Engagement	50% overlap
Lakehead	none	
Laurier	none	
McMaster	None	
Ottawa	APA 5311: Analysis and enhancement of interventions in sport, PA and...	50% overlap

Queen's	KHS-830 Health Promotion Research Seminar	50% overlap
Toronto	JXP 5807H Health Communications	50% overlap
UOIT	HLSC 5124G Public Health in Canada	50% overlap
	HLSC 5113G Strategies in Health Promotion Practice	50% overlap
UWO	None	
Waterloo	None	
Windsor	None	
York	KAHS 6143 Current Issues in Health Psychology	50% overlap
KINE 5036: Behavioural Medicine		
Brock	AHSC 5P89: Current Topics in Infection and Immunity	50% overlap
Lakehead	KIN 5131 Sports Medicine and Rehabilitation	50% overlap
Laurier	none	
McMaster	Kinesiol717: Exercise Psychology: Applications to Chronic Dis. and Disability	50% overlap
	Kinesiol720: Social and Psychobiological Factors in Health and Ex. Psych.	50% overlap
Ottawa	APA 5107: Counselling skills and approaches in sport, P.A., and health	50% overlap
Queen's	KHS-886 Clinical Exercise Science	50% overlap
UWO	KIN 9445B Medical Aspects of Sport	50% overlap
Waterloo	KIN 606 Molecular Basis of Disease	50% overlap
	KIN 606 Integrative Energy Metabolism in Health and Disease	50% overlap
Windsor	95-528 Neuromuscular Physiology	50% overlap
York	KAHS 6144 Behavioral Cardiology and Cardiac Rehabilitation	50% overlap
KINE 5037: Advanced Cardiovascular and Environmental Physiology		
Brock	AHSC 5P81: Research Topics in Cardiovascular Regulation and Adaptation	50% overlap
	AHSC 5P91: Physiological Responses to Adverse Environments	50% overlap
Lakehead	KIN 5052 Exercise Physiology for Human Performance	50% overlap
	KIN 5110 Advanced Clinical Exercise Physiology	50% overlap
Laurier	KP650 Biophysical Foundations of Physical Activity and Health	50% overlap
McMaster	Kinesiol 704: Cardiovascular Regulation in Exercise	50% overlap
	Kinesiol 712: Skeletal Muscle Metabolism	50% overlap
Ottawa	APA 7304: Advanced Exercise Metabolism and Physiology	50% overlap
Queen's	KHS-885 Oxygen Transport in Exercise: Cardiovascular and Respiratory ...	50% overlap

Toronto	EXS 5530H Extreme Human Physiology	50% overlap
UWO	KIN 9430 Neuromuscular Function and Metabolism	50% overlap
Waterloo	KIN 602 Respiratory and Cardiovascular Physiology	50% overlap
Windsor	95-527 Physiological Responses to Human Movement Demands	50% overlap
York	KAHS 6300 Cardiovascular Systems in Health and Exercise	50% overlap

KINE 5106: Special Topics in Kinesiology

Brock	AHSC 5V20-5V29: Selected Research Topics	Equivalent
Lakehead	KIN 5453 Special Topics	Equivalent
Laurentian	PHED 5406 Current topics in human kinetics I	50% overlap
	PHED 5407 Current topics in human kinetics II	50% overlap
Laurier	none	
McMaster	None	
Ottawa	APA 6901: Selected topics in sport, P.A., and health: physiological studies	50% overlap
	APA 6903: Selected topics in sport, P.A., and health: Biomechanics	50% overlap
	APA 6905: Selected topics: Sport psychology	50% overlap
	APA 6909: Selected topics: Motor Control and learning	50% overlap
Queen's	KHS-887 Special Topics I	Equivalent
	KHS-892 Special Topics II	Equivalent
	KHS-896 Special Topics III	Equivalent
Toronto	EXS 7001H Directed Reading in Exercise Sciences	50% overlap
UOIT	HLSC 5390G Advanced Topics in Kinesiology	Equivalent
UWO	KIN 9066 Special Topic	Equivalent
Waterloo	None (note: selected topics are in each sub discipline)	
Windsor	95-595 Selected Topics	Equivalent
York	KAHS 6220 Readings in Special Topics	Equivalent

KINE 5046: Independent Research Project in Kinesiology

Brock	AHSC 5P60: Directed Study	Equivalent
Lakehead	none	
Laurentian	PHED 5456: Directed individual Study in Human Kinetics	Equivalent
Laurier	KP604 Directed Studies in Physical Activity and Health I	50% overlap
	KP 605 Directed Studies in Physical Activity and Health II	50% overlap

McMaster	Kinesiol 702: Individual Research Study in Selected Topics	Equivalent
Ottawa	APA 5997: Directed Studies in sport, physical activity, and health	Equivalent
Queen's	KHS-898 Individual Project	Equivalent
Toronto	EXS 7002H+ Directed Research Project in Exercise Sciences	Equivalent
UWO	KIN 9611 Masters Independent Study	Equivalent
Waterloo	None	
Windsor	None	
York	KAHS 5400/5410 Master's Practica, Part I and Part II	Equivalent
KINE 5047: Directed Readings in Kinesiology		
Brock	AHSC 5P61: Directed Reading	Equivalent
Lakehead	KIN 5070 Directed Studies	Equivalent
Laurier	KP604 Directed Studies in Physical Activity and Health I	50% overlap
	KP 605 Directed Studies in Physical Activity and Health II	50% overlap
McMaster	Kinesiol 713: Directed Reading in Kinesiology	Equivalent
Ottawa	None	
Queen's	KHS-895 Individual Study	
Toronto	EXS 7001H Directed Reading in Exercise Sciences	Equivalent
UWO	KIN 9101/9201 Advanced Topics	50% overlap
Waterloo	None	
Windsor	95-510 Special Problems	Equivalent
KINE 5206: Integrative Seminar in Kinesiology		
Brock	AHSC 5P01: Current issues in Applied Health Sciences Research	50% overlap
Lakehead	None	
Laurentian	PHED 5026 Seminar in Human Kinetics I	Equivalent
	PHED 5027 Seminar in Human Kinetics II	Equivalent
	PHED 5984 Research Seminar I	Equivalent
	PHED 5984 Research Seminar II	Equivalent
Laurier	KP601 Seminar in Physical Activity and Health I	50% overlap
	KP611 Seminar in Physical Activity and Health II	50% overlap
McMaster	None (previously listed as Kinesiol 703, but has been removed from degree requirements)	

Ottawa	APA 6923: Seminar	Equivalent
	APA 6924: Seminar	Equivalent
Queens	KAHS 6210 Master's Graduate Seminar	Equivalent
Toronto	SRM 3335H+ Graduate Seminar Master's	50% overlap
UWO	KIN 9998 M.A. Seminar	Equivalent
Waterloo	KIN 670A to I: Seminar I (split by sub discipline)	50% overlap
Windsor	None	
KINE 5453: Research Thesis		
Brock	AHSC 5F90: Research and Thesis	Equivalent
Lakehead	KIN 5901 Master's Thesis	Equivalent
Laurentian	PHED 5000 Research Thesis	Equivalent
Laurier	KP699 Master's Thesis	Equivalent
McMaster	None (no associated course code, but it is expected in partial fulfillment of the degree)	
Ottawa	APA6999 master's research and thesis	Equivalent
Queen's	KHS-899 Master's Thesis Research	Equivalent
Toronto	None (no associated course code, but it is expected in partial fulfillment of the degree)	
UOIT	HLSC 5096G MHSc Thesis in Health Sciences	Equivalent
UWO	None (no associated course code, but it is expected in partial fulfillment of the degree)	
Waterloo	None (no associated course code, but it is expected in partial fulfillment of the degree)	
Windsor	95-797 Thesis	Equivalent

Letter of Intent
Stage 1: Major Program Modification
Bachelor of Arts, Child and Family Studies Program

Since its inception, the Bachelor of Arts in Child and Family Studies (CHFS) program has been offered exclusively at the Muskoka Campus. However, the forthcoming closure of Nipissing University's Muskoka campus has sparked a need to relocate the program to the University's main campus in North Bay. According to the NU-IQAP policies and procedures, the establishment of a degree program at another location is considered a major modification. Consequently, this Letter of Intent is intended to satisfy Stage 1 of the NU-IQAP approval process.

Although the closure of the Muskoka campus necessitates the move of the CHFS program for obvious reasons, there are a number of other factors that bolster the argument for relocation.

The CHFS program is built on an interdisciplinary framework that draws on subject areas such as psychology, social welfare, political science and social work. Each of these disciplines already has an established presence on the North Bay campus which can only serve to strengthen and enhance the CHFS program in the form of greater breadth of course offerings for students and additional faculty support.

One of the founding objectives of the program is to provide students with a solid educational basis upon which to pursue their future goals, whether it means further education or career focused aspirations. Moving the program to North Bay will allow CHFS students more direct access to student support services to help them achieve their goals as well as the opportunity to seamlessly transition into the new Bachelor of Social Work program.

With respect to academic oversight, the program is presently housed under the School of Human and Social Development within the Faculty of Applied and Professional Studies. The program would remain under this umbrella in its new location, allowing for continuity in operations and administration. In addition, the move will facilitate collaboration among faculty members from all disciplines with respect to teaching and research by eliminating geographical barriers.

The CHFS program has typically been a destination program for students, attracting a high number of college graduates looking to obtain a degree related to their field of study. Therefore, it is not anticipated that moving the program to North Bay would negatively impact enrollment; in fact, the greater number of amenities available on the North Bay campus to entice students may result in increased enrollment. It will also provide students with a 'fuller' or richer University experience.

The Child and Family Studies program has proven to be an asset to the University and has the potential to grow even stronger on the North Bay campus where there is increased support for students and faculty alike. This Letter of Intent demonstrates our commitment to seeing CHFS continue to thrive, grow and evolve in a new locale.

Senate Report Research Council

The 1st meeting of the **Research Council** for the 2015-16 academic year was held on **Friday, October 30, 2015** at **1:00 p.m.** in **F303**. The following members attended:

Members:

Harley d'Entremont, Chair	Logan Hoehn	Murat Tuncali
Mark Bruner	April James	Rick Vanderlee
Nancy Black	Kristina Karvinen	
Robin Gendron	John Nadeau	

Regrets: Carole Richardson
Vacant Position: Graduate Student Representative

Creation of Centre (IWRC)

The Research Council reviewed and approved the creation of the Integrative Watershed Research Centre (IWRC).

Respectfully submitted,



Harley d'Entremont, Ph.D., Chair
Research Council

Motion 1: That the report of the Research Council dated December 4, 2015 be received.

Motion 2: That Senate approve the creation of the Integrative Watershed Research Centre (IWRC).